



## Feedback Forums

### INTRODUCTION

Feedback Forums were held in early April to share progress to date and solicit comments and suggestions from participants. The forums were:

- 8 April
  - Secondary schools staff and faculty
  - Community
- 9 April
  - Elementary schools staff and faculty
- 10 April
  - Students
  - Administrative Team

The progress to date included outcomes from:

- Portrait of a Graduate (PoG) Application Workshop, held on 12<sup>th</sup> February 2024
- Educational Visioning Workshops, held on 4<sup>th</sup> and 12<sup>th</sup> March 2024
  - This included parameters for district-wide Facilities Master Planning. Outcomes of that will be shared as they are developed, in another Feedback Forum

The format for all forums was generally the same:

- Seat participants as Table Teams, discussion groups of six people each
- Share essential outcomes from the PoG Application Workshop and the Educational Visioning
- Ask the same questions. They were:
  - **HOPES** for FPS, its schools + all of 02038
  - **CONCERNS** for FPS, its schools + all of 02038
  - What could be done to **MITIGATE** your concerns?
- The Table Teams discussed these and posted their thoughts on flipcharts. They then ranked their thoughts for each of the three questions, with #1 being the most important



- Table Team spokespersons shared with all Table Teams, prompting overall discussion

The outcomes of these Forums will inform the district-wide facilities Master Plan.

## THIS REPORT

To accurately represent the many interrelated and nuanced concepts addressed here, this report is organized as follows:

1. Essential Statements
  - Single sentences capturing the content and spirit of each of the Forums represented here
2. Overview of All Forums
  - The highest ranked responses organized by Hopes, Concerns, and Mitigations
3. Notes From All Forums
  - Detailed notes from each Forum, organized by Table Team statements exactly as developed in the Forums

## 1. ESSENTIAL STATEMENTS

### SECONDARY SCHOOLS PARTICIPANTS

- Support for the educational direction established by the PoG with concern that “buy-in” from all of 02038 is achieved

### COMMUNITY PARTICIPANTS

- Support for the PoG and the Educational Vision with concerns for costs, 02038-wide communication and that the community feelings of schools will be lost

### ELEMENTARY SCHOOLS PARTICIPANTS

- Praise for equity across the district, hope that current educational quality be maintained, and support for K-2/3-5 organization

### STUDENT PARTICIPANTS

- Support for more active, engaged, participatory learning as established by the PoG

### ADMINISTRATION TEAM PARTICIPANTS

- Support for the outcomes of the PoG Application and the Educational Vision, and anticipation for the application of these essential documents in the district-wide Facilities Master Plan

## 2. OVERVIEW OF ALL FORUMS

Specific outcomes of all Forums immediately follow this Overview. While those are important in understanding the nuanced uniqueness of each constituency group, this Overview is presented to correlate

### Highest Ranked Hopes

#### SECONDARY SCHOOLS PARTICIPANTS

- Classrooms mimic 21<sup>st</sup> century practices that we know support necessary skills in order to ...
  - Emphasize POG skills as #1 (over test scores, outdated content)
- POG is driving the bus
- Meet the needs of students more effectively

#### COMMUNITY PARTICIPANTS

- Strategic/thoughtful plan
  - Minimize “hurt”
  - Short/long term
- Exposure to broad modalities of learning
- Not lose community feel

#### ELEMENTARY SCHOOLS PARTICIPANTS

- Communities
  - ALSO RANK 1 – Maintain relationships – trusted adults
- Maintain quality of district programming without sacrificing what is currently occurring
- Smaller class sizes!! 23/24 is too many in K1
- Resources (allocated)
- Equity





- Schools
- Students
- Teachers
- Class size
- Materials
- Staffing
- Facilities
- Demographics
- Short term changes supports long term vision
- Safe and inclusive equitable environment for students, staff, families
- Equitable resources for teachers and students

#### STUDENT PARTICIPANTS

- Favorite parts of school day when POG is a focus:
  - When student communicate with each other
  - When class is student led it feels like we are learning
    - ◆ Socratic seminars
    - ◆ Discussions about books
  - When teachers throw you into the deep end and believe you can do it
  - When teacher makes class interesting and you don't have to take notes the entire time, there's conversation and games and projects
- Classroom/Instruction
  - Want classrooms to be a safe environment where our opinions matter
  - Less teacher talk, note taking, memorization, listening to the teacher
  - More time for students to collaborate
  - More critical thinking
  - If classes are interesting we wouldn't need or want to use AI

## Highest Ranked Concerns

#### SECONDARY SCHOOLS PARTICIPANTS

- Adjusting expectations for students and teachers post pandemic (standards)
- Declining enrollment (or is it?)
  - Enrollment impact on teacher retention
- Buy in
  - From students and families
  - From families without FPS children population to support schools
  - From teachers close to retirement – “new” teaching practices

#### COMMUNITY PARTICIPANTS

- Budget
  - Impact on students
  - Lack of involvement
  - Location of buildings
  - Staff leaving because of changes
  - Knowing which schools putting money into
- Culture that does not support active student learning
- Division within community if communication is unclear
  - Change is hard
  - Strong emotions

#### ELEMENTARY SCHOOLS PARTICIPANTS

- \$
  - Refitting current buildings
  - Programs
  - Transportation
    - ◆ Distance
    - ◆ Time
- Facilities for PK with increasing enrollment
- Fewer resources plus higher caseloads (nurse, reading/math specialist, OT, PT, admin)
- Size of grade level teams
- What evidence/research is out there to show this is effective?





## Feedback Forums 8-9-10 April Outreach

- Staffing/class size
- K-5 offers younger students role models, vision of their growth K-5 POG 😊
- Timeline

### STUDENT PARTICIPANTS

- Least favorite parts of schools day when POG is not the focus
  - Plug and chug - memorization, taking notes from a text book or slides
  - Passive learning when we take notes from text
  - When the teacher talks too much and there isn't a mixture with student voice
- Younger students don't have the same social skills as older students to all come together as a school

### ADMINISTRATIVE TEAM PARTICIPANTS

- Responses not ranked

## Highest Ranked Mitigation Strategies

### SECONDARY SCHOOLS PARTICIPANTS

- Keep POG at the center of all decision making
- Community fully invests
- Foster buy-in

### COMMUNITY PARTICIPANTS

- Passing override
  1. Thoughtful plan
  1. Clear vision/long term investment in schools
  1. Transparency
    - Reevaluate POG over time
      - ◆ Learner, Teacher, Classroom, School, District, Parent
- Communication of plan clear
  - Shouldn't be sudden

### ELEMENTARY SCHOOLS PARTICIPANTS

- Consider where different levels are housed – K-2, 3-5 in one complex
  - Move ECDC to stand alone school
- Consolidate 3 middle schools into 2 or 1
- Opportunities to learn from our largest elementary school leaders for those of us moving to a larger school
- Sister schools K-2, 3-5 – a campus or close by transition may help for collaboration
- Gather suggestions from other communities who have a similar structure to the new model we adopt
- When redistricting consider equity across SES
- Develop examples of team structures (EL, disabilities, other supports)
- Type of research/evidence used to make decision
  - Visit/learn from models in other districts
- How do we fold others into conversation?
- No priorities:
  - Establish new routines
  - Rebrand new schools to be their own schools (mascots, etc)
  - Team building – staff, students, families and community
- Make a representative future timeline

### STUDENT PARTICIPANTS

- Responses not ranked

### ADMINISTRATIVE TEAM PARTICIPANTS

- Responses not ranked

## 3. NOTES FROM ALL FORUMS

### 3.1 Secondary Schools Forum

Three Table Teams participated. Here are their thoughts. Responses are documented to the greatest extent possible in the priority order established by each Table Team:





#### TABLE TEAM 6

- **HOPES** for FPS, schools + all of 02038
  1. Classrooms mimic 21<sup>st</sup> century practices that we know support necessary skills in order to...
    - Emphasize POG skills as #1 (over test scores, outdated content)
  2. Build a shared, collaborative structure with families on the same team in order to have a...
    - Shared vision within 02038 community
- **CONCERNS** for FPS, schools + all of 02038
  1. Adjusting expectations for students and teachers post pandemic (standards)
  2. Increased needs of students (class size)
  3. Budget challenges – ideal vs. realistic
- What could be done to **MITIGATE** your concerns?
  1. Keep POG at the center of all decision making

#### TABLE TEAM 7

- **HOPES** for FPS, schools + all of 02038
  1. POG is driving the bus
  2. Maintaining reputation
    - a. People move TO Franklin for the schools
  3. Enrollment grows through new apartments
  4. More reasonable school start times
- **CONCERNS** for FPS, schools + all of 02038
  1. Declining enrollment (or is it?)
    - Enrollment impact on teacher retention
  2. How to maintain
    - High level of specialized services with increasingly complex students
    - Apartments
      - Too many student needs/priorities
      - Better connect priorities (prioritize goals)
      - Grade driven mindset?

- What could be done to **MITIGATE** your concerns?
  1. Community fully invests
  2. Rewrite narrative RE enrollment
  3. Right size classes based on criteria

#### TABLE TEAM 9

- **HOPES** for FPS, schools + all of 02038
  1. Meet the needs of students more effectively
  2. Saving money to use for diverse needs of students
  3. Consistent experiences across all levels
  4. Multiple pathways across all levels
- **CONCERNS** for FPS, schools + all of 02038
  1. Buy in
    - From students and families
    - From families without FPS children population to support schools
    - From teachers close to retirement – “new” teaching practices
  2. Smaller number of students but greater needs
  3. May lose “newer” staff – hearing declining enrollment and budget cuts
- What could be done to **MITIGATE** your concerns?
  1. Foster buy-in
  2. Repetitive messaging

### 3.2 Community Forum

Three Table Teams participated. Here are their thoughts. Responses are documented to the greatest extent possible in the priority order established by each Table Team:

#### TABLE TEAM 1

- **HOPES** for FPS, schools + all of 02038
  1. Strategic/thoughtful plan
    - a. Minimize “hurt”
    - b. Short/long term
  2. Time bound
  3. Newer and fewer?





4. Impacts to students understood
5. Similar buildings (resources, spaces) – equitable experiences

▪ **CONCERNS** for FPS, schools + all of 02038

1. Budget
  - Impact on students
  - Lack of involvement
  - Location of buildings
  - Staff leaving because of changes
  - Knowing which schools putting money into

▪ What could be done to **MITIGATE** your concerns?

1. Passing override
1. Thoughtful plan
1. Clear vision/long term investment in schools
1. Transparency

**TABLE TEAM 3**

▪ **HOPES** for FPS, schools + all of 02038

1. Exposure to broad modalities of learning
2. Visibility of various post-grad career pathways

▪ **CONCERNS** for FPS, schools + all of 02038

1. Culture that does not support active student learning
2. Disruption of grad-recategorization
3. Accessibility to a variety of learning styles

▪ What could be done to **MITIGATE** your concerns?

1. Reevaluate POG over time
  - Learner, Teacher, Classroom, School, District, Parent
2. Planning and communication

**TABLE TEAM 4**

▪ **HOPES** for FPS, schools + all of 02038

1. Not lose community feel
2. Attract quality educators in order to maintain quality of education

ALSO RANK 2 Minimize disruption to students and families

3. Impacts and opportunities clearly communicated
4. Continuity of educational experience

▪ **CONCERNS** for FPS, schools + all of 02038

1. Division within community if communication is unclear
  - a. Change is hard
  - b. Strong emotions
2. Do it (move) once
3. How does this impact students with disabilities
- 4.

▪ What could be done to **MITIGATE** your concerns?

1. Communication of plan clear
  - Shouldn't be sudden
2. "Salesmanship" – finding efficiency
  - Knowing other communities +/- success stories
  - Where there is cost savings
    - Be clear on benefits
    - Concrete examples
3. Timelines need to be clear- roadmap beyond immediate
4. Gradually change to extent possible
5. Be careful with "eduspeak"

## 3.3 Elementary Schools Forum

Eight Table Teams participated. Responses are documented to the greatest extent possible in the priority order established by each Table Team:

**TABLE TEAM 1**

▪ **HOPES** for FPS, schools + all of 02038

1. Communities
  - ALSO RANK 1 – Maintain relationships – trusted adults
2. Programs/innovation
3. Limited transitions
4. Communication and involvement
  - Varied time and opportunities







▪ **CONCERNS** for FPS, schools + all of 02038

1. \$
  - Refitting current buildings
  - Programs
  - Transportation
    - Distance
    - Time
2. Maintaining daily routines through renovating/changes
3. Neighborhood schools
4. Leadership/mentorships – students
5. Parmenter and Kennedy – what happens to them?
6. ECDC fit in?
7. Enough space long-term in 3 complexes

▪ What could be done to **MITIGATE** your concerns?

1. Consider where different levels are housed – K-2, 3-5 in one complex
  - Move ECDC to stand alone school
2. Phased changes – informed

**TABLE TEAM 2**

▪ **HOPES** for FPS, schools + all of 02038

1. Maintain quality of district programing without sacrificing what is currently occurring
2. Smaller class sizes
3. More equitable experience in ES for students
4. More efficient experience for teachers through collaboration

▪ **CONCERNS** for FPS, schools + all of 02038

1. Facilities for PK with increasing enrollment
2. Will the “health” or quality of our arts programs continue with changes?
3. Transportation
4. Schedules which affects learning opportunities

▪ What could be done to **MITIGATE** your concerns?

1. Consolidate 3 middle schools into 2 or 1
2. ECDC facility
3. K-2, 3-5 spaces

**TABLE TEAM 3**

▪ **HOPES** for FPS, schools + all of 02038

1. Smaller class sizes!! 23/24 is too many in K1
2. Continue to have small community feel for students
3. Continue to find spaces to meet student needs (ex: breakrooms)
4. Annually adjust staffing based on case loads
5. Provide ESP for larger classes
6. Collaboration across K-5 students and teachers even if in different buildings
7. Support teachers with moves to new spaces

▪ **CONCERNS** for FPS, schools + all of 02038

- Fewer resources plus higher caseloads (nurse, reading/math specialist, OT, PT, admin)
- Fewer teachers but same # of students
- Family logistics with students in multiple buildings
- If Pre-k to 2, possibility of lost opportunities with mentors/models with older students. Ex. 5<sup>th</sup> grade buddies
- Paper planning matching actually living in the space
- Lack of tax money is driving this change, not what is best for students
- Bussing? How will that be affected

▪ What could be done to **MITIGATE** your concerns?

- All important – no rank
- Opportunities to learn from our largest elementary school leaders for those of us moving to a larger school
  - Sister schools K-2, 3-5 – a campus or close by transition may help for collaboration
  - Gather suggestions from other communities who have a similar structure to the new model we adopt
  - When redistricting consider equity across SES

**TABLE TEAM 4**

▪ **HOPES** for FPS, schools + all of 02038

1. Resources (allocated)
2. Target grade spans





3. Placement across transitions as thoughtful as it is now
4. Grade bands for buildings match building
5. Distribute leaders i.e. curriculum

▪ **CONCERNS** for FPS, schools + all of 02038

1. Size of grade level teams
2. Relationships with families
3. What does it look like inside a big building
4. Transportation

▪ What could be done to **MITIGATE** your concerns?

1. Develop examples of team structures (EL, disabilities, other supports)
2. Stagger start times
3. The why isn't clear

**TABLE TEAM 5**

▪ **HOPES** for FPS, schools + all of 02038

1. Equity
  - a. Schools
  - b. Students
  - c. Teachers
  - d. Class size
  - e. Materials
  - f. Staffing
  - g. Facilities
  - h. Demographics
2. EPS
  - a. Find joy in teaching and learning
3. Optimizing developmental needs
  - a. Personnel
  - b. Expertise
  - c. Resources/materials

▪ **CONCERNS** for FPS, schools + all of 02038

1. What evidence/research is out there to show this is effective
2. A need to break down POG language to be multi-age/multi-level
3. Could we lose Title 1 funding with charter model?

▪ What could be done to **MITIGATE** your concerns?

1. Type of research/evidence used to make decision
  - a. Visit/learn from models in other districts

**TABLE TEAM 6**

▪ **HOPES** for FPS, schools + all of 02038

1. Short term changes supports long term vision
2. Students' needs guide decisions
3. K-2/3-5 partner schools
  - K-5 experience in one complex

▪ **CONCERNS** for FPS, schools + all of 02038

1. Staffing/class size
2. Space – support group work, collaboration
3. K-2/3-5 partner schools
  - K-5 experience in one complex

▪ What could be done to **MITIGATE** your concerns?

1. How do we fold others into conversation?

**TABLE TEAM 7**

▪ **HOPES** for FPS, schools + all of 02038

1. Safe and inclusive equitable environment for students, staff, families
2. Thoughtful/student centered decisions
3. Use resources effectively
  - a. Thoughtful/intentional scheduling and use of resources
4. Better utilization of specialists and schedules (i.e. 4/6)
5. Service delivery optimized
6. More offerings of specialized programs/flexible
7. Bigger schools with smaller community feel
8. Use resources effectively

▪ **CONCERNS** for FPS, schools + all of 02038

1. K-5 offers younger students role models, vision of their growth K-5 POG 😊
2. Grade level size/meetings, etc
  - a. Effective
  - b. Efficient







3. More frequent school transitions
4. Comfort/familiarity of neighborhood schools, traditions, etc
5. What is meaningful to all
6. Each school has its community and traditions

- What could be done to **MITIGATE** your concerns?
  - No priorities:
    - ◆ Establish new routines
    - ◆ Rebrand new schools to be their own schools (mascots, etc)
    - ◆ Team building – staff, students, families and community

#### TABLE TEAM 8

- **HOPES** for FPS, schools + all of 02038
  1. Equitable resources for teachers and students
  2. Collaboration
  3. More student engagement (SLC)
  4. Equity throughout the district
  5. Class size consistency
- **CONCERNS** for FPS, schools + all of 02038
  1. Timeline
  2. Changing teacher placements
  3. Lay-offs?
    - Nurses
    - Teachers
    - Admin
    - Specialists
    - Coaches
    - Building staff
  4. Full day K undermined by universal pre-k?
  5. Parent buy-in
  6. Retirement timelines
- What could be done to **MITIGATE** your concerns?
  1. Make a representative future timeline
  2. Uber transparency in “laymen’s terms” from district – i.e. defining “newer and fewer”

3. Consider recent and previous teacher shifts in placement

### 3.4 Student Forum

The student Forum addressed the same issues but was orchestrated as a whole group discussion with emphasis on the Portrait of a Graduate.

Eight students (three sophomores and five freshmen) participated. Here are their thoughts:

#### In what ways have you been supported in developing POG skills?

- Assemblies that recognize and reward students for demonstrating skills and then explain what those skills are
  - Rem Cards at Remington
  - Student of the Month
  - Acorns at Oak
  - Lady Bug tickets at Kennedy
- Classroom/Instruction
  - Favorite parts of school day when POG is a focus:
    - ◆ When student communicate with each other
    - ◆ When class is student led it feels like we are learning
      - ◇ Socratic seminars
      - ◇ Discussions about books
    - ◆ When teachers throw you into the deep end and believe you can do it
    - ◆ When teacher makes class interesting and you don’t have to take notes the entire time, there’s conversation and games and projects
  - Least favorite parts of schools day when POG is not the focus
    - ◆ Plug and chug - memorization, taking notes from a textbook or slides
    - ◆ Passive learning when we take notes from tet





- ◆ When the teacher talks too much and there isn't a mixture with student voice
- Examples
  - World History and APUSH - jump right into learning, at the beginning there is more teacher talking but it wasn't long before it was more critical thinking
  - Tests aren't just "get one right answer" it's about what is the BEST answer
  - Science should have more labs - not making bubbles by mixing things
    - ◆ Not learning when taking notes from slides, there's too much information - we can use AI for that

**How can we improve educational experiences for students to ensure they develop POG skills?**

- Advisory
  - Would like to work on POG during this time
  - Not focused right now, just a time to sit and get work done
  - Have time to connect with friends or teachers
- Classroom/Instruction
  - Want classrooms to be a safe environment where our opinions matter
  - Less teacher talk, note taking, memorization, listening to the teacher
  - More time for students to collaborate
  - More critical thinking
  - If classes are interesting we wouldn't need or want to use AI

**What are the benefits of alternative grade bands in elementary and middle school?**

- Really liked buddies, as a fifth grader I was a buddy with a student in a younger grade

- Elementary were the best years of my life
- Like the opportunity to have younger and older siblings in the same building and complex
- Like to stay with the same people in elementary school
- Get close with kids when there are smaller groups
  - But we did know each other through sports too

**What are some things to consider about alternative grade bands?**

- Younger students don't have the same social skills as older students to all come together as a school
- Don't like letter grades
  - Is there a way to keep percentages because that's more accurate for GPA but letter grades are a range

### 3.5 Administrative Team Forum

The "A-Team" met on Tuesday 10<sup>th</sup> April. In general, they expressed support for the outcomes of the PoG Application and the Educational Vision, and anticipation for the application of these essential documents in the district-wide Facilities Master Plan.

