

# Franklin Public Schools

## Student Opportunity Plan: SY 2021-2023



### →Commitment 1: Focusing on Student Subgroups

**Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?**

The Franklin Public Schools proposes to allocate additional Chapter 70 funding towards supporting students with special needs to remain in their home district for specialized instruction. The Franklin Public Schools hosts five in-district programs for students with significant special needs. These in-district programs provide specialized academic instruction and social-emotional support to students based on their primary disability in a specialized environment. Wherever possible, students receiving services are included in the general education classroom setting. These in-district programs place students into cohorts for similar programming while also keeping the students within their home district. They prevent costly out-of-district tuitions while also enriching our entire school population as a more diverse and inclusive setting. The following chart describes each program for the 2019-2020 school year:

Specialized Services	Grades Served	Description
New England Center for Children PARTNER Program	K-4	The NECC Partner Program is a flexible education model designed to teach children with autism to reach their full potential. NECC and Franklin Public School professionals collaborate to provide a comprehensive ABA classroom that integrates the best clinical practices and mirrors the structure and support often found only in private school settings.
GOALS Program	K-5	The GOALS program is designed to provide an educational environment in which students with Autism and related disabilities learn academic, communication and social skills needed to be contributing members of the school and community. A primary focus of the program is to build independence in the areas of communication and social skills necessary to access curricula and social opportunities in the general education setting. Students' individualized needs are met through a transdisciplinary approach using evidence-based teaching practices.
IDEAS Program	K-8	The IDEAS program provides an environment of structured, multi-sensory instruction addressing all areas of language development throughout the school day. Necessary supports are provided to students in order to develop their skills in the areas of receptive and expressive language (both oral and

		written) across curriculum areas as well as within the areas of social pragmatics and social communication for the purpose of increasing self-esteem and working toward independence and success in inclusive settings.
STRIVE Program	K-12	The STRIVE Program provides an environment of consistent educational and behavioral support. Students are provided with access to the modified curriculum in order to allow each student to develop to their maximum potential at their own pace. Skill development in this program focuses on communication, functional academics, social pragmatics, activities of daily living, motor skills, sensory processing, and vocational skills for the purpose of working toward independence and success with school, home and the community at large.
REACH Program	K-12	The REACH Program offers students a safe and structured continuum of therapeutic supports and specialized instruction to foster social-emotional growth across all settings while accessing rigorous academic experiences. The REACH Program explicitly teaches positive self-management, self-awareness, social awareness, relationship skills, and responsible decision-making to promote independence and personal success.

As students' special education needs become more complex and as the students receiving these specialized services matriculate into successive grades, Franklin Public Schools must seek to expand these services within the next three years. This includes the expansion of the NECC Partner program to upper elementary grades and the GOALS program to middle school. Additionally, all programs are expanding based on an increased number of students qualifying for these specialized services or because of the district's ability to return students to within the district from out-of-district settings.

We are committed to closing educational and opportunity gaps for our students with special needs. This includes providing them with the necessary instruction and support services to be ready for college, careers, and participation in civic life.

#### →Commitment 2: Using Evidence-Based Programs to Close Gaps

**What evidence-based programs will your district adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will you allocate to these programs?**

With additional funding provided to Franklin Public Schools as a result of the Student Opportunity Act, we will expand services within our specialized programs. This will include:

FY 21 Budget Item	Amount	Foundation Category
New England Center for Children Consultant Services	\$105,000	Other Teaching Services
ABA Tutors for NECC Partner Students (2.0 FTE)	\$50,000	Other Teaching Services, Employee Benefits/Fixed Charges
GOALS Teacher	\$50,000	Classroom & Specialist Teachers, Employee Benefits/Fixed Charges
GOALS Educational Support Professional	\$22,500	Other Teaching Services, Employee Benefits/Fixed Charges
Evidence-based program identified by DESE		Targeted Student Supports: Increased personnel and services to support holistic needs
SOA Program Categories		C) Social services to support students' social-emotional and physical health; D) Hiring school personnel that best support improved student performance

The above district commitment extends beyond the additional SOA funding, estimated to be:

\$55,110 (Estimate is based on last year's Governor's budget, which calculated Chapter 70 funding at a rate of an additional \$20 per pupil. This estimate takes the difference between \$30 in the SOA and \$20 from previous budgets; the estimate takes the difference or \$10 per pupil times FY21 Foundation enrollment of 5,511).

### →Commitment 3: Monitoring Success with Outcome Metrics and Targets

**What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of DESE metrics or provide your own. (Please note that targets will be added to this section once SY2020 data is released this fall.)**

**1) DESE Outcome Metrics:**

- ✓ ELA mean SGP/Progress on MCAS-Alt
- ✓ Mathematics mean SGP/Progress on MCAS-Alt

**2) Custom District Metrics:**

- ✓ Student achievement on IEP goals

### →Commitment 4: Engaging All Families

**How will your district ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding their students' needs?**

The District remains committed to supporting students in subgroups most in need of support. In relation to students with special needs, the District fosters a productive and responsive relationship with the Special Education Parent Advisory Council (SEPAC). On an individual level, each family of students with special needs or students being evaluated as such is considered a vital partner in the Team Process.

The District also utilizes Parent Communication Councils at each school and a district-wide Joint Parent Communication Council to support students. Additionally, School Councils are an important vehicle for communication and school governance among administrators, parents/guardians, and faculty/staff.

### **Certifications:**

☐ **By checking here, I certify that our district has engaged stakeholders in accordance with the SOA**

**Please summarize your stakeholder engagement process, including specific groups that were engaged:**

Aspects of this plan were shared with the school community at three public meetings of the School Committee: February 25 in the Superintendent's Recommended Budget; March 10, where this SOA plan was a discussion item on the School Committee agenda; and March 24 when this SOA plan was discussed and subsequently voted upon. Furthermore, the Director of Student Services Shared this SOA plan with the SEPAC on March XX for input and guidance. The Superintendent shared this SOA plan with the Franklin Educators' Association leadership at their bimonthly consultation meeting on March 9. Lastly, the Superintendent shared this SOA plan as part of a budget update to the Joint Parent Communication Council at their meeting on March 10.

☐ **By checking here, I certify that our district's school committee voted on our Student Opportunity Plan**

- **Date of vote:** 3/24/2020

- **Outcome:** \_\_\_\_\_