Franklin
Public School District

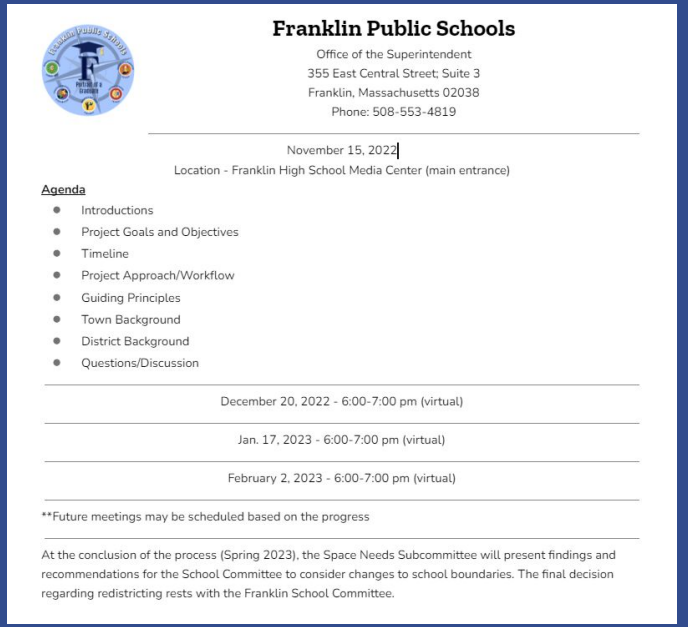
School Redistricting Kickoff Meeting Presentation

November 15, 2022
Presented by

AppGeo

What We're Covering Today

- Introductions
- Project Goals and Objectives
- Timeline
- Project Approach/Workflow
- Guiding Principles
- Town Background
- District Background
- Questions/Discussion



Franklin Public Schools

Office of the Superintendent
355 East Central Street; Suite 3
Franklin, Massachusetts 02038
Phone: 508-553-4819

November 15, 2022
Location - Franklin High School Media Center (main entrance)

Agenda

- Introductions
- Project Goals and Objectives
- Timeline
- Project Approach/Workflow
- Guiding Principles
- Town Background
- District Background
- Questions/Discussion

December 20, 2022 - 6:00-7:00 pm (virtual)

Jan. 17, 2023 - 6:00-7:00 pm (virtual)

February 2, 2023 - 6:00-7:00 pm (virtual)

**Future meetings may be scheduled based on the progress

At the conclusion of the process (Spring 2023), the Space Needs Subcommittee will present findings and recommendations for the School Committee to consider changes to school boundaries. The final decision regarding redistricting rests with the Franklin School Committee.

[Redistricting Analysis Committee - Running Agenda 2022-23]

Introductions - Franklin Schools Advisory Committee

At your tables…

Please introduce yourself by sharing your:

1. Name
2. Role
3. School
4. Grade level (student/children)

Introductions - AppGeo

Priya Sankalia,
Project Manager

- 18 years experience
- Worked on several school redistricting projects in MA
- Point of contact; will manage project and team
- Boston based

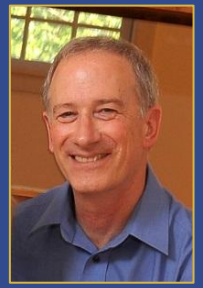
Ashley Tardif,
Sr Geospatial Analyst

- Expert in data analysis and workflows
- Significant experience with school redistricting projects

Russell Cohen,
Geospatial Analyst

- Specialist in data ETL (extraction, transformation, loading), analyses and cartography

Introductions - AppGeo



Bob Scardamalia, Demographer

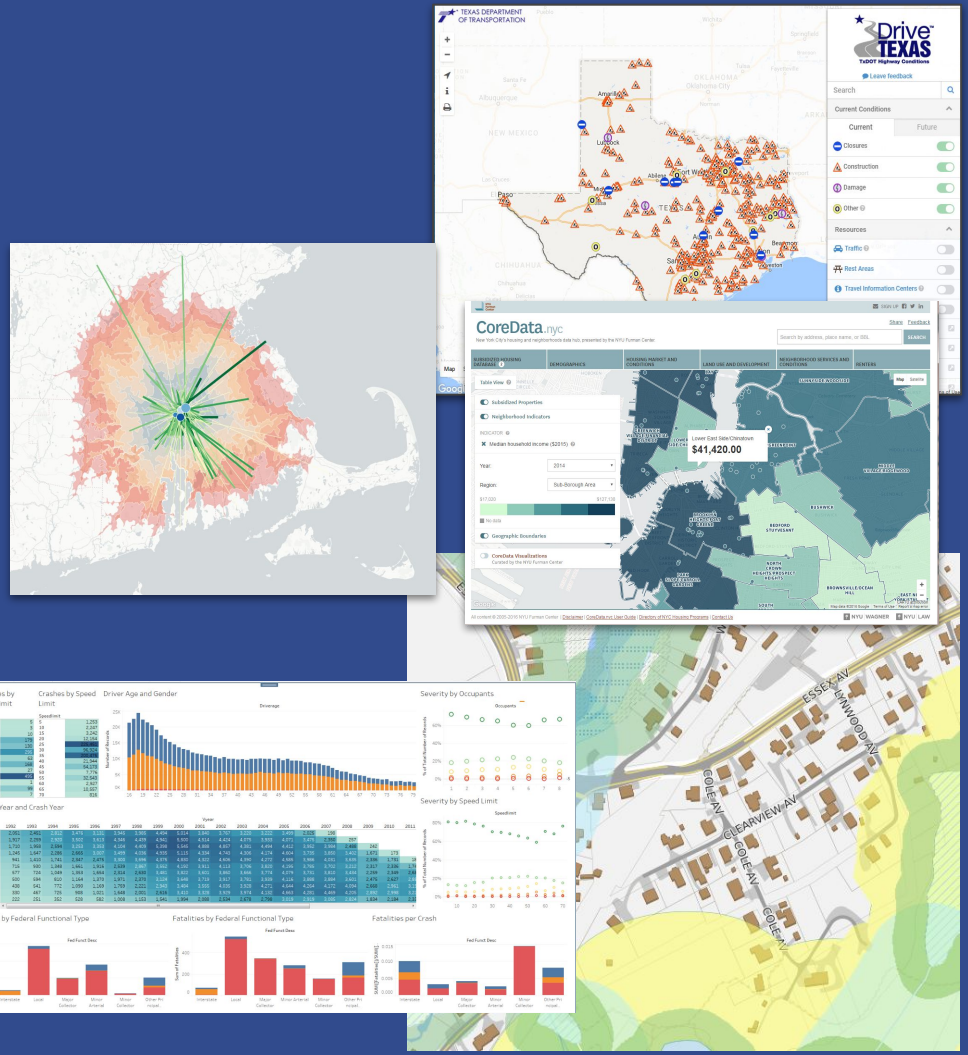
- 40 years of experience in demographic analysis
- Chief Demographer for NY State
- Specializes in forecasting and migration studies

Caitlyn Severy, Geospatial Analyst

- Specialist in data ETL (extraction, transformation, loading), analyses and cartography

Introducing AppGeo

- Boston-based consulting firm delivering innovative geospatial solutions since 1991
- More than a technology company; We understand strategy, process, and coordination
- Deep expertise with geospatial analysis, visualization, and application development
- Worked with hundreds of New England communities (including Town of Franklin)
- More than 10 New England School Redistricting projects
- Committed to Project Management (7 PMPs + PMO)

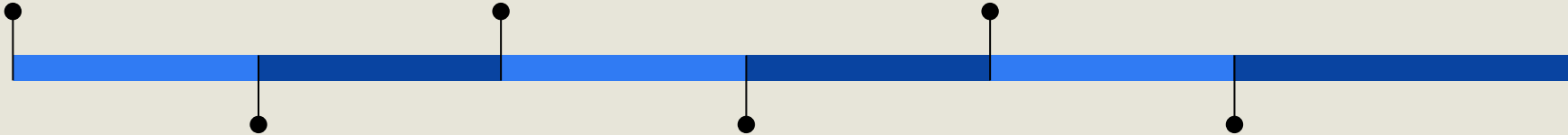


Our General Approach

Project Goals & Objectives

- Create district-wide enrollment balance
  - ✓ District closed a school in 2021
- Use district projections to develop, evaluate and adjust scenarios
  - ✓ District is seeing declining enrollment in the last 10 years
- Maintain transparent 2-way communication throughout the process

Timeline & Milestones



NOV - DEC 2021
Data Gathering & Background Analyses

NOV'22 - JAN'23
Demographic Characteristics

DEC'21 - APR'22
Build, Review & Revise Scenarios

JAN - FEB 2023
Incorporate Population Projections into Scenarios

FEB - MAR 2023
Present initial proposed scenarios to School Committee & Community via Public Forums

APRIL 2023
Incorporate feedback and finalize scenarios for School Committee Vote

Meeting Dates - Redistricting Committee

Kickoff Meeting - Tuesday November 15, 2022 (in-person)

Meeting #2 - Tuesday December 20, 2022 (virtual)

Meeting #3 - Tuesday January 17, 2023 (virtual)

Meeting #4 - Tuesday March 21, 2023 (virtual)

Overall Project Approach

Data Gathering & Processing	Component & Scenario Building	Scenario Evaluation	Community Outreach
Data gathering and processing including geocoding current student locations and getting an understanding of the problem to solve Setting up workflows to process data	Identifying discrete areas that become components or the building blocks for scenarios Building scenarios using components and guiding principles	Evaluating scenarios against considerations and all other information	Powerful visualizations and presentations for community meetings and communication

Examples of Considerations

Ensure best use of existing or planned school space.

School and room capacity.

Minimize impact on families.

Identify siblings - no splitting families

Avoid dramatic increase in transportation costs.

Evaluate need for bussing

Ensure kids have safe walk to school.

Focus on walkability; identify walking routes

Minimize impact to special school programs.

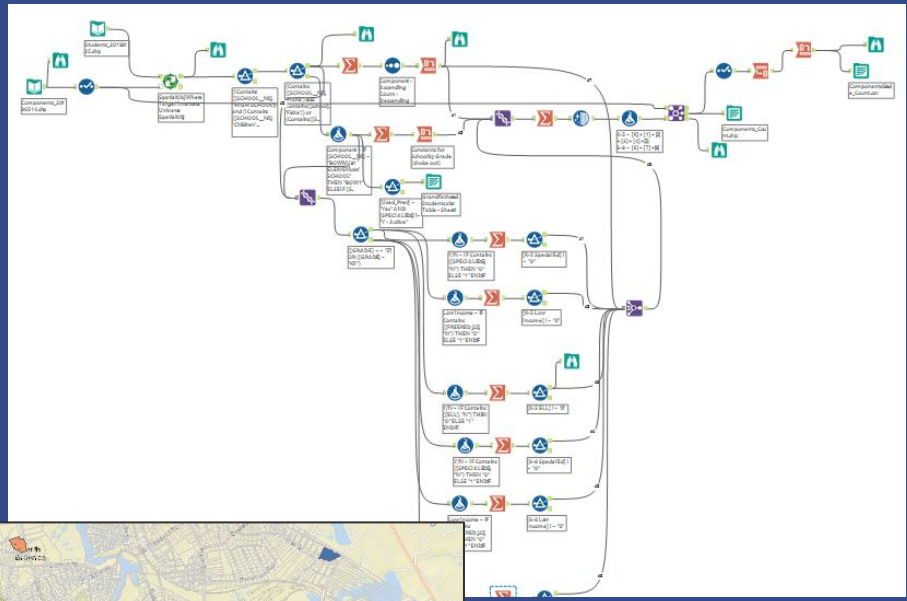
Expect no changes to special ed programs

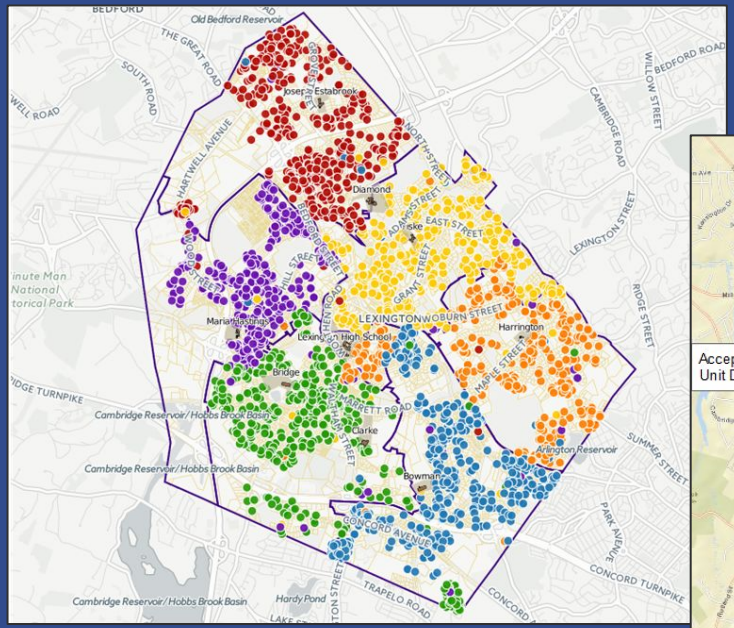
Account for future development/growth in the plan.

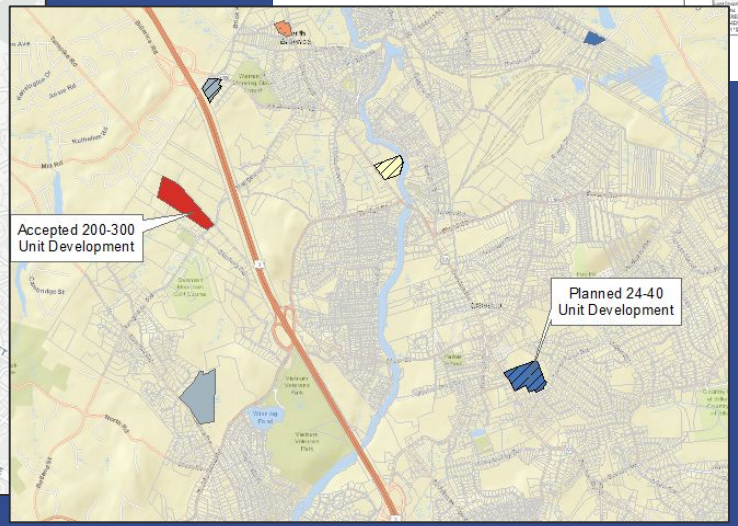
Work with planning dept to identify new developments

Data Gathering & Processing

We geocode current student data, confirm district boundaries, analyze demographic information (census), and consider development plans.

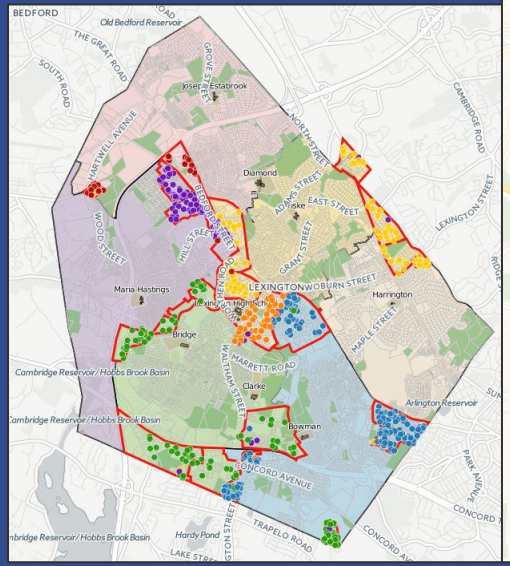


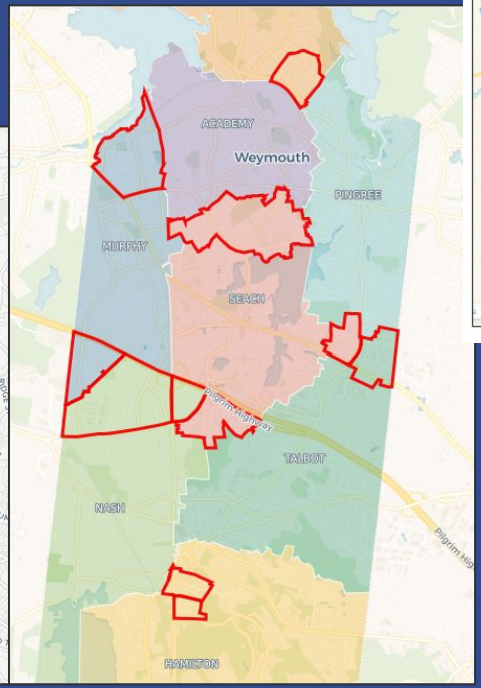


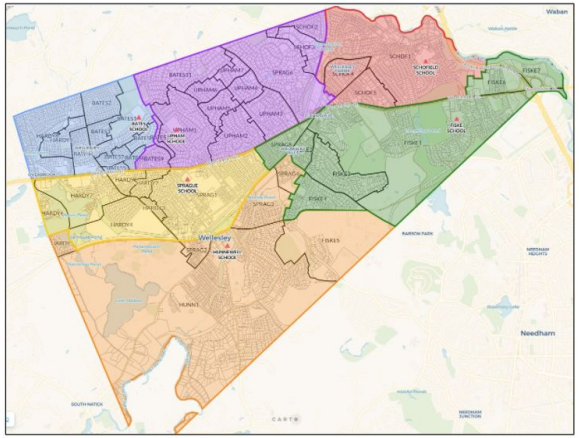


Components & Scenario Building

Components are building blocks that give us the tools to build scenarios. Scenarios are then built collaboratively using redistricting tools







Upham Map 2

- Compared to Map 1, this option moves the Bates/Upham boundary to the east keeping areas close to Bates in Bates
- This results in a counterclockwise domino effect moving the Upham boundary to the east, the Schofield boundary to the south, and the Fiske boundary to the west.
- Up to 14% enrollment difference between all schools

District	School Capacity (Planned)	Target Enrollment (85%)	Projected Enrollment	% Projected Enrollment Capacity
Bates	414	352	359	87%
Fiske	414	352	306	74%
Hunnewell	414	352	301	73%
Schofield	414	352	333	80%
Sprague	414	352	334	81%
Upham	414	352	338	82%

We present the outcomes including before and after scenario implementation, percentages, totals based on capacity, equity, drive time analyses, etc. Demographics are crucial in this process.

Scenario Evaluation

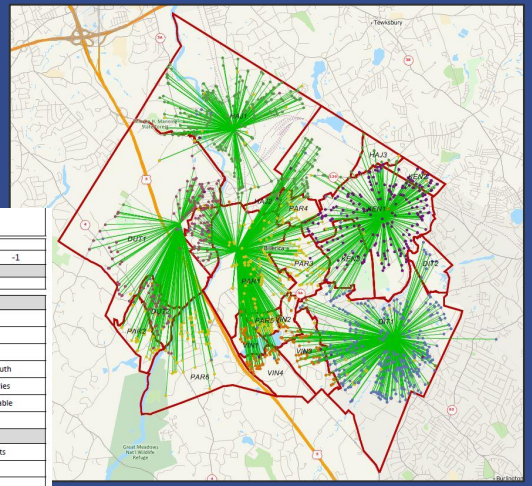
Scenarios are evaluated against the considerations, identifying pros and cons of each scenario. There are many ways to evaluate scenarios - create an evaluation matrix or list pros and cons but reasoning for picking scenarios should be explained

Scenario Comparison Matrix

Guiding Principles Met	SCENARIO 1C	SCENARIO 2	SCENARIO 3
Keeps neighborhoods together	YES • Only large pockets of students moved • Keeps all Vining students together	YES • Small number of students moved • Keeps all Vining students together	YES • Small number of
Middle School split eliminated	YES	YES	
Minimize physical distance	YES	NO W of Country Club walkers to Kennedy will be bussed to Ditson	To wi
Additional considerations	Balances middle school enrollment between the 2 schools		

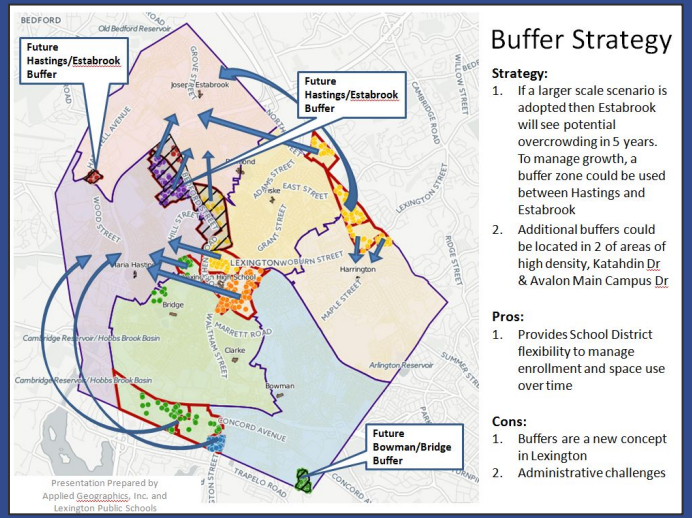
CRITERIA FOR EVALUATION OF SCHOOL DISTRICT AND BUFFER ZONE OPTIONS
DRAFT CRITERA EVALUATION MATRIX MAY 19, 2015

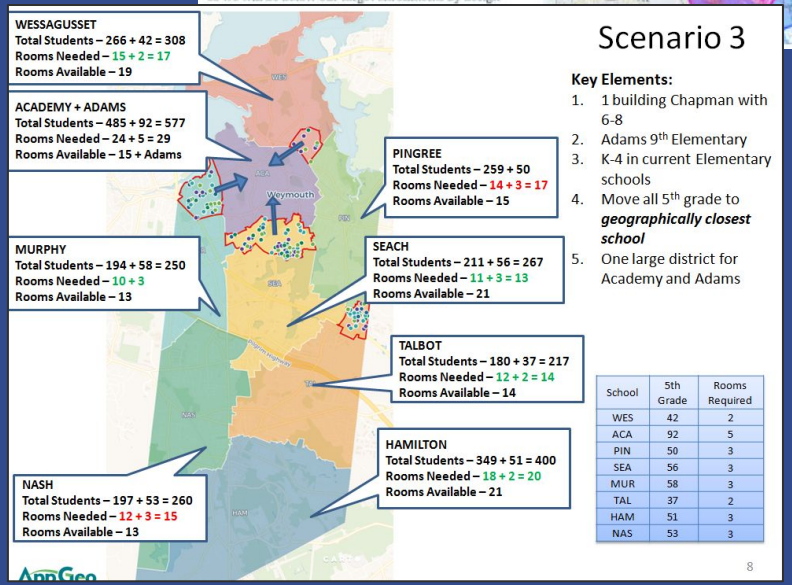
PRELIMINARY DRAFT RATING		Rating Scale: Favorable 1	Neutral 0	Not Favorable -1		
	OPTIONS					
CRITERIA		A.4	C.5	F.1	G.1	Comments
Enrollment						
	Re-assign sufficient numbers of students to new schools	1	1	1	1	Boundary changes yield one K class per year
	Achieve target enrollment at new schools in best possible timeframe	0	0	0	0	Expanded use of BZs can improve phase in
	Ease enrollment at elementary schools for instruction and other district programming	1	1	1	1	Capacity is eased at 5 - 8 other schools
	Maintain or improve balance of feeder patterns to middle schools/North Side	1	1	1	0	Some Peirce, Ward, Burr students moved south
	Maintain or improve balance of feeder patterns to middle schools/South Side	-1	-1	-1	-1	Results in > Oak Hill per current MS boundaries
	Maintain or improve feeder patterns to high schools and balance between high schools	1	1	0	0	10 or more students per year rated as favorable
Category Subtotal		3	3	2	1	
Family Impact						
	Numbers of students changing elementary school	1	0	0	1	Domino effect changes impact > # of studnets
	Numbers of students changing middle school	-1	0	0	0	Peirce
	Numbers of students changing high school	-1	0	0	0	Peirce
Category Subtotal		-1	0	0	1	
Community						
	Use geophysical characteristics (roads, parks, bodies of water) to define boundaries	1	1	1	1	
	Maintain or expand safe walk to school routes	-1	0	0	1	*See results of transit review*
	Maintain reasonable distance and length of bus routes	-1	0	0	0	Peirce
Category Subtotal		-1	1	1	2	
Financial						
	Transportation costs	-1	0	0	1	
	Teacher costs during implementation	0	-1	-1	0	More favorable when fewer schools are impacted
	Other costs					*Not yet rated*
Category Subtotal		-1	-1	-1	1	
Sustainability						
	Buffer zones maintained or expanded					*Not yet rated*
	Account for known/probable future residential development					*Not yet rated*
Category Subtotal		0	0	0	0	
TOTAL		**0**	**3**	**2**	**5**	



Community Outreach

Scenarios are presented in multiple visualizations with maps and graphics and as much supporting information as needed. A preferred scenario is adopted only after thorough vetting by the working group, staff, community and vote by school committee.



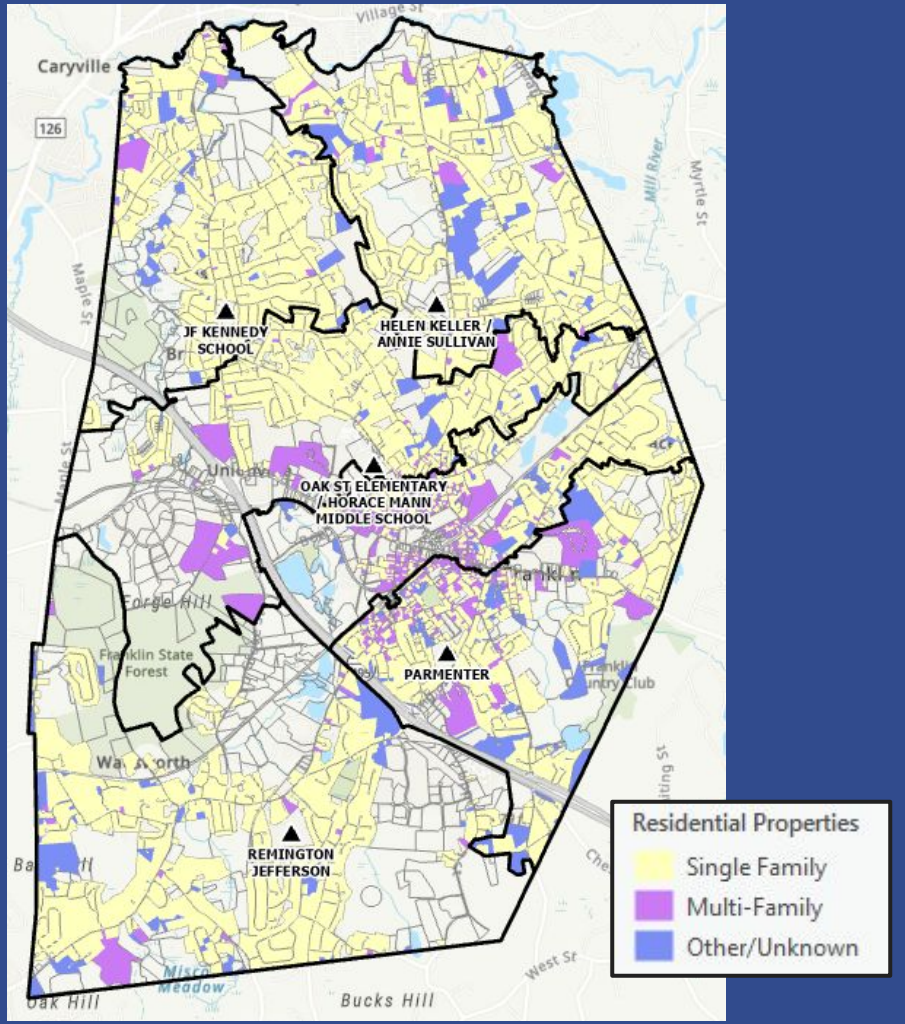


Community Outreach

Town Background

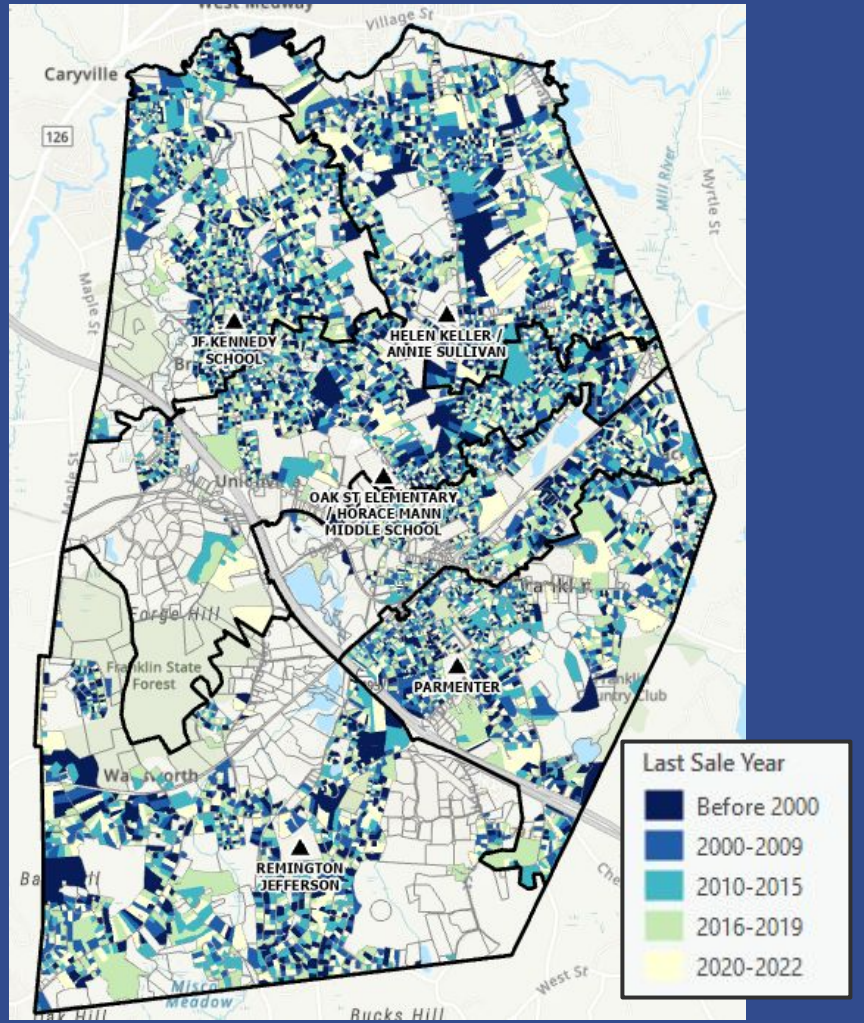
Residential Parcel Distribution

Elementary School District	Single Family Parcels	Multi-Family Parcels	Other/Unknown Residential Parcels
Helen Keller	2,458	579	129
John F Kennedy	1,532	110	45
Jefferson	1,249	132	78
Oak Street	1,445	913	41
Parmenter	1,108	633	115



Residential Last Sale History

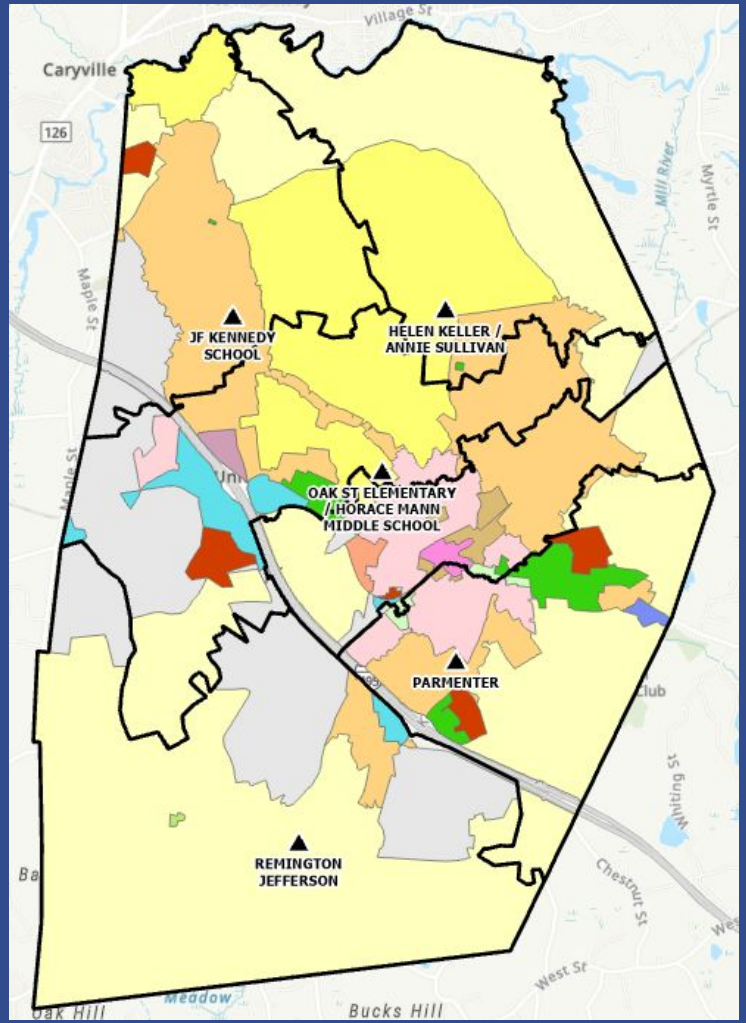
Elementary School District	Parcels Sold Before 2000	Parcels Sold 2000-2009	Parcels Sold 2010-2015	Parcels Sold 2016-2019	Parcels Sold 2020-2022
Helen Keller	605	599	517	729	716
John F Kennedy	357	341	300	354	335
Jefferson	298	263	267	299	332
Oak Street	432	451	400	607	509
Parmenter	280	337	355	427	457



Zoning

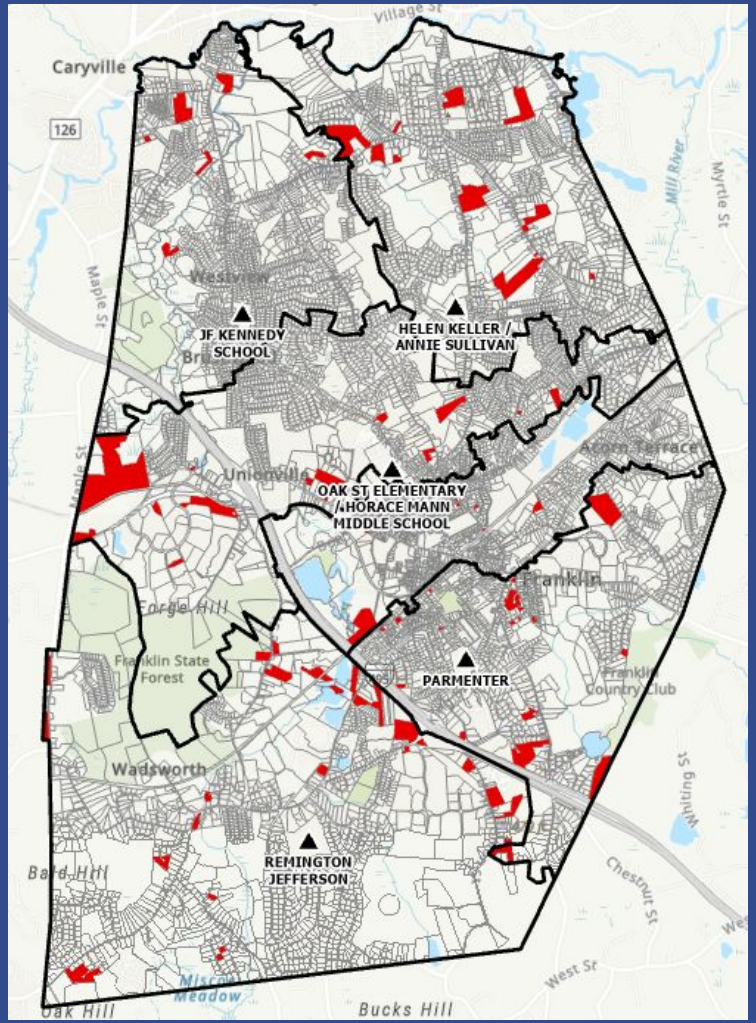
Zoning

- BUSINESS
- COMMERCIAL I
- COMMERCIAL II
- DOWNTOWN COMMERCIAL DISTRICT
- GENERAL RESIDENTIAL V
- INDUSTRIAL
- MIXED BUSINESS INNOVATION
- OFFICE
- RURAL BUSINESS
- RESIDENTIAL VI
- RESIDENTIAL VII
- RURAL RESIDENTIAL I
- RURAL RESIDENTIAL II
- SINGLE-FAMILY III
- SINGLE-FAMILY IV



Developable Land

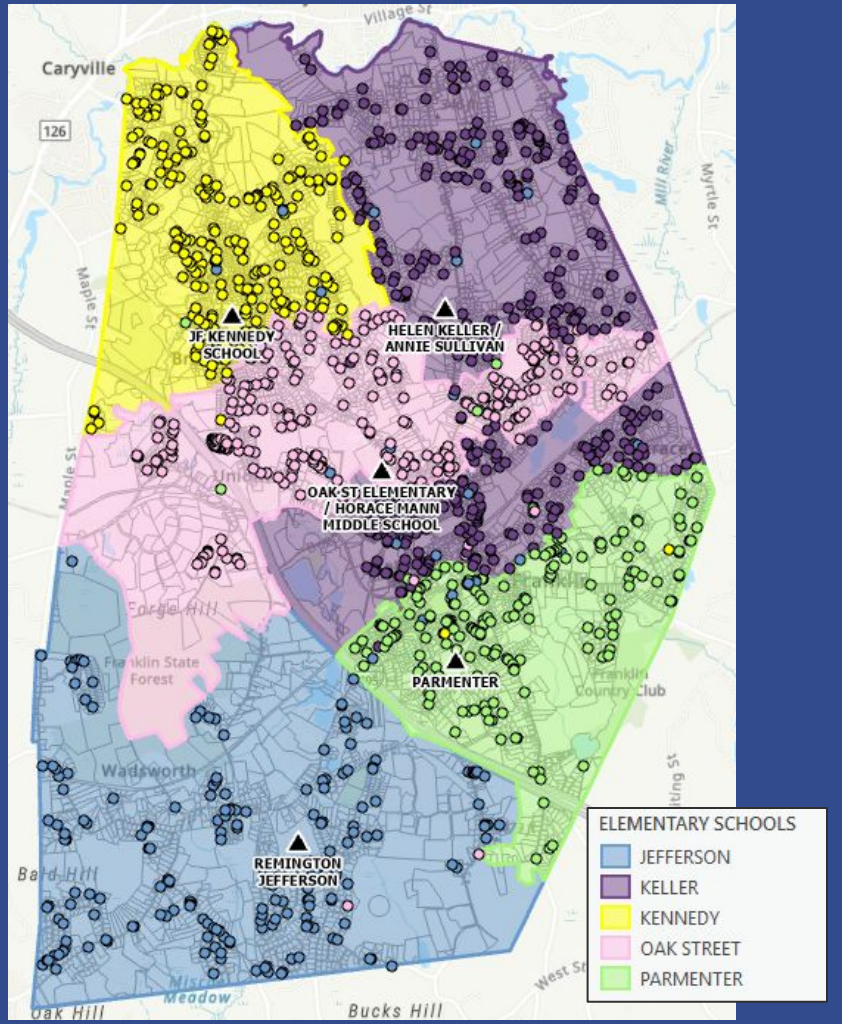
Elementary School District	Developable Parcels
Helen Keller	28
John F Kennedy	6
Jefferson	42
Oak Street	21
Parmenter	34



District Background

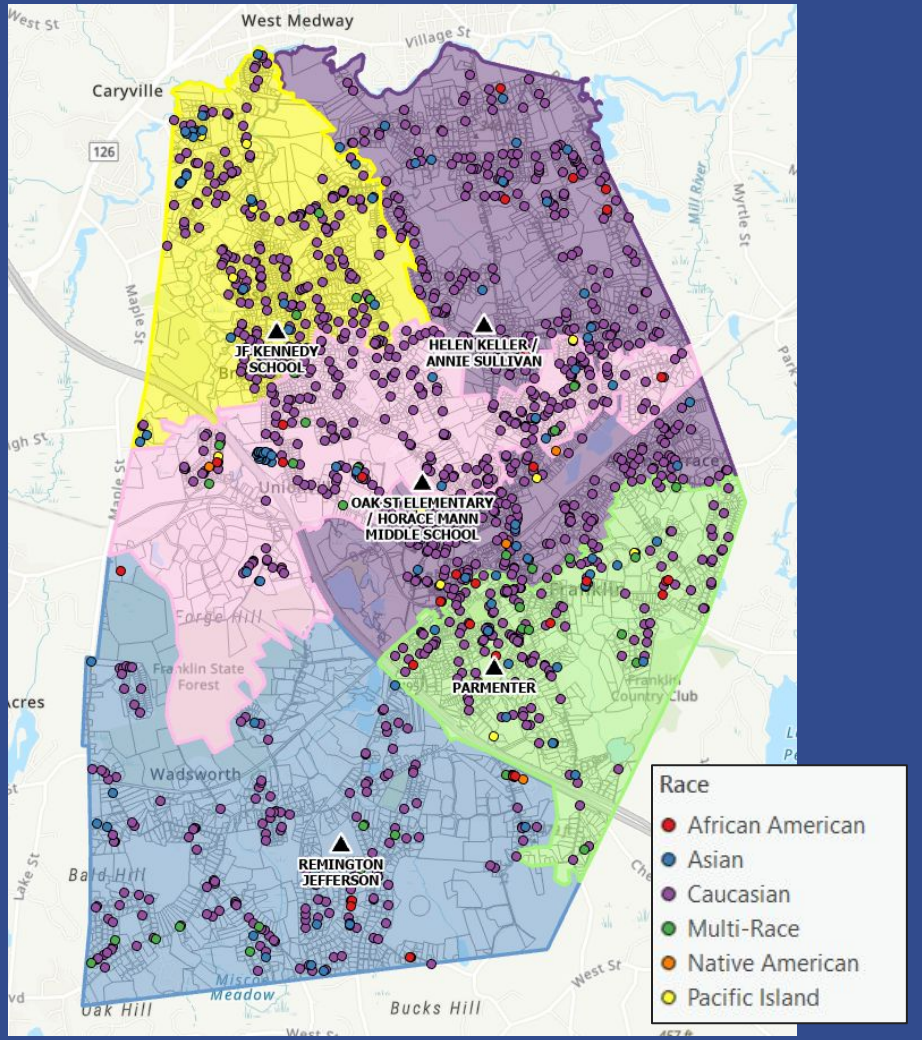
Elementary School Students & Districts

Elementary School	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	K Thru 5
Helen Keller	82	90	84	95	101	78	530
John F Kennedy	57	59	58	38	58	68	338
Jefferson	47	46	64	51	68	73	349
Oak Street	57	56	58	61	67	66	365
Parmenter	46	46	44	54	55	45	290



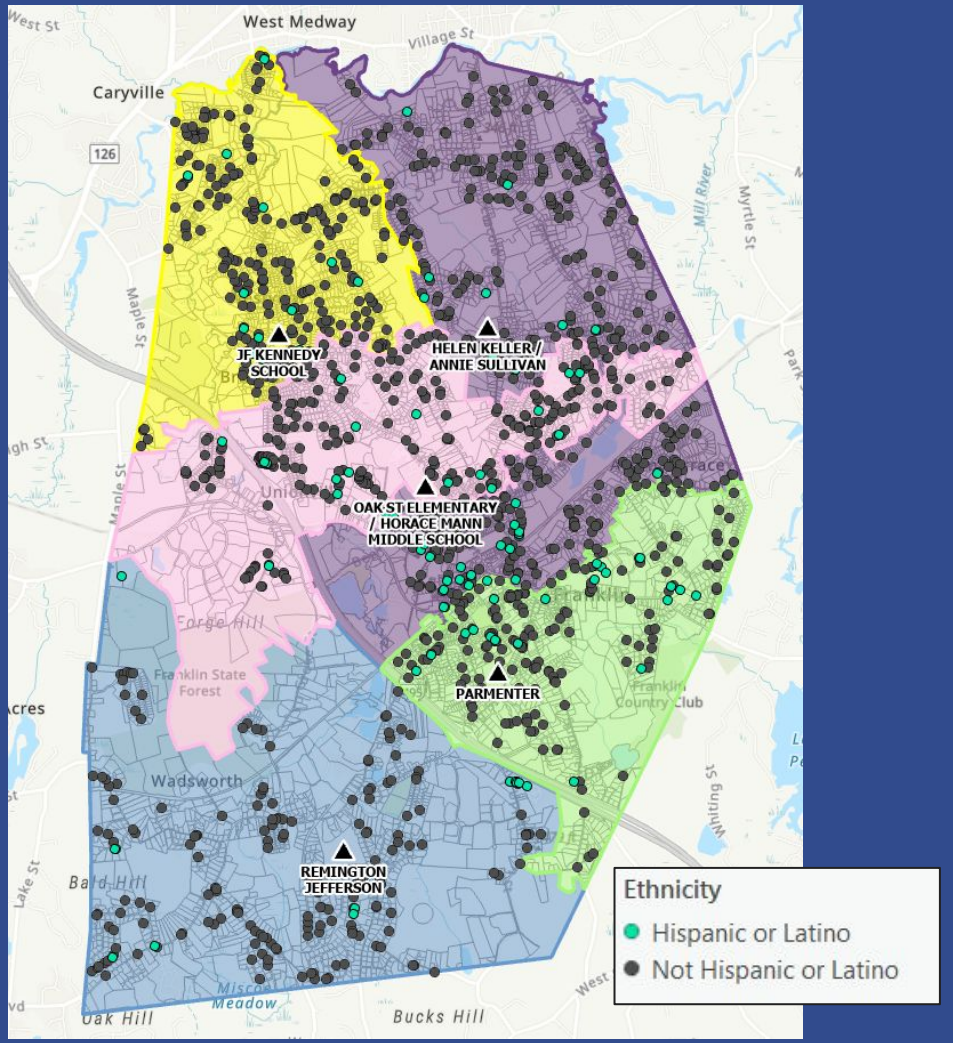
Elementary Schools - Student Racial Distribution

Elementary School	% African American	% Asian	% Caucasian	% Multi-Race	% Native American	% Pacific Island
Helen Keller	2%	5%	89%	2%	1%	1%
John F Kennedy	0%	8%	89%	2%	0%	1%
Jefferson	4%	6%	83%	5%	1%	1%
Oak Street	2%	8%	85%	4%	1%	1%
Parmenter	7%	8%	81%	4%	0%	1%



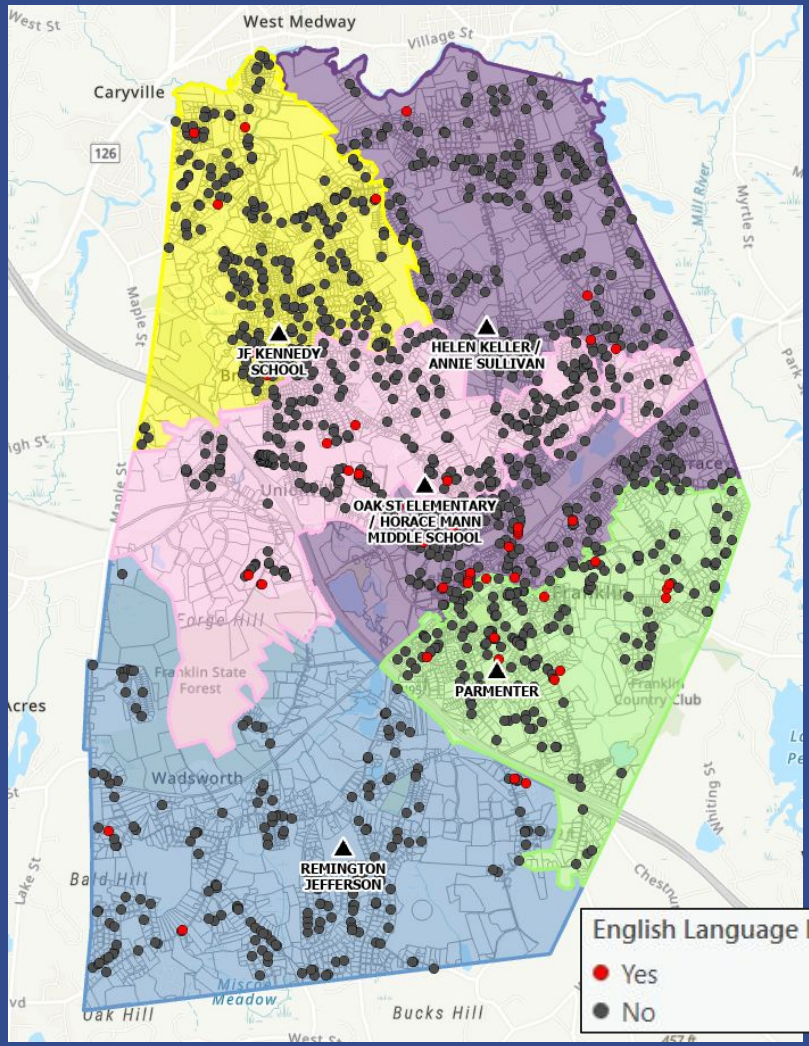
Elementary Schools - Student Ethnic Distribution

Elementary School	% Hispanic or Latino
Helen Keller	7%
John F Kennedy	4%
Jefferson	7%
Oak Street	7%
Parmenter	10%



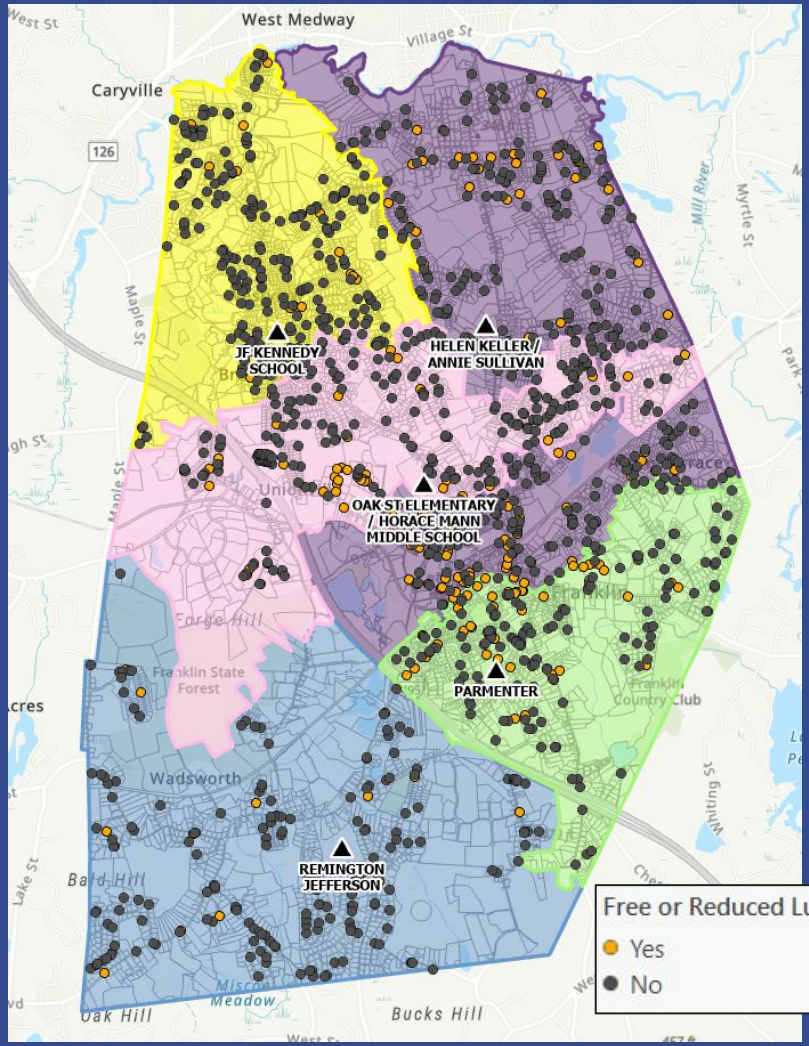
Elementary Schools - ELL Student Distribution

Elementary School	% English Learners
Helen Keller	5%
John F Kennedy	2%
Jefferson	2%
Oak Street	2%
Parmenter	5%



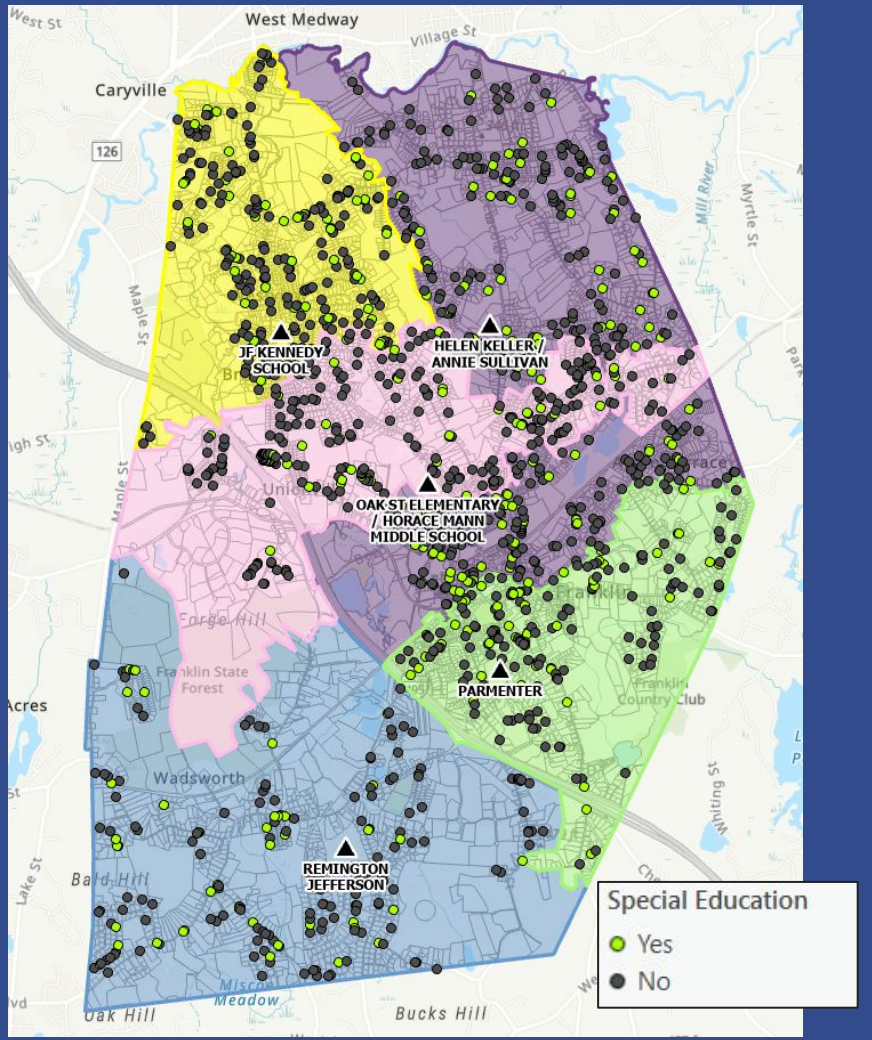
Elementary Schools - Students with Free/Reduced Lunch

Elementary School	% Free Reduced
Helen Keller	21%
John F Kennedy	10%
Jefferson	14%
Oak Street	19%
Parmenter	33%



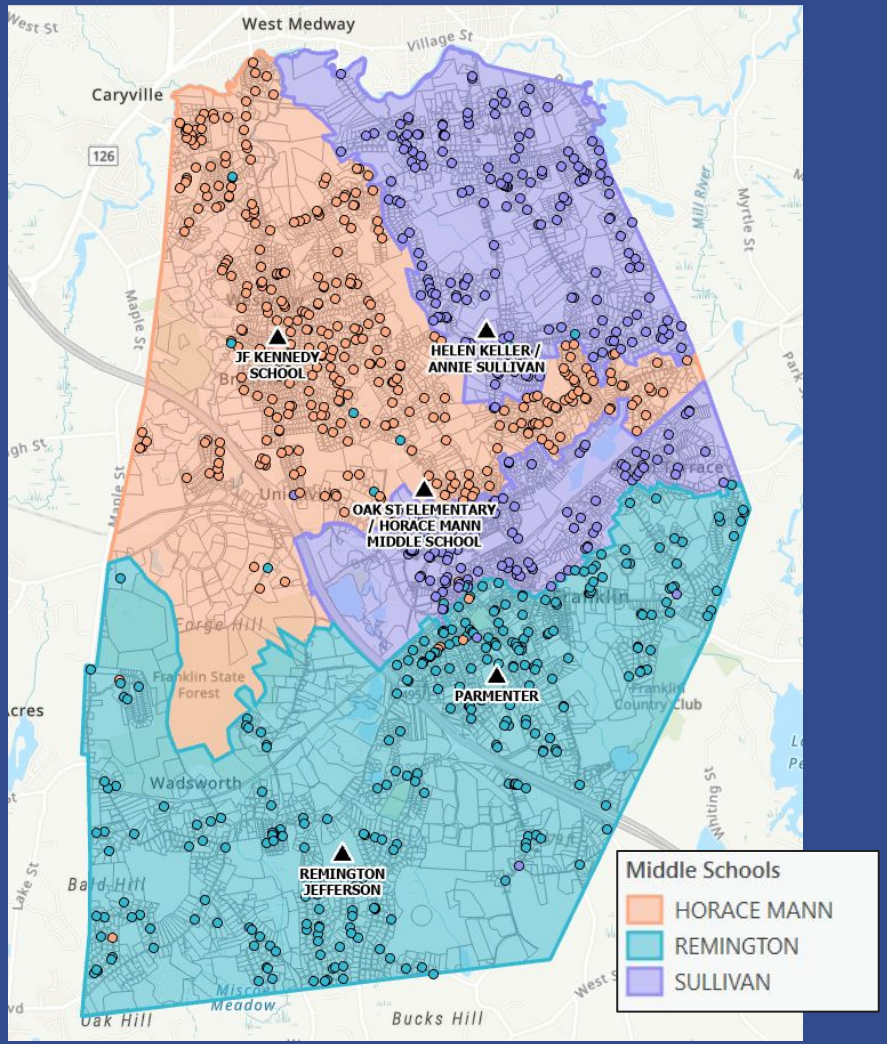
Elementary Schools - Special Education Student Distribution

Elementary School	% Special Ed
Helen Keller	20%
John F Kennedy	18%
Jefferson	25%
Oak Street	14%
Parmenter	18%



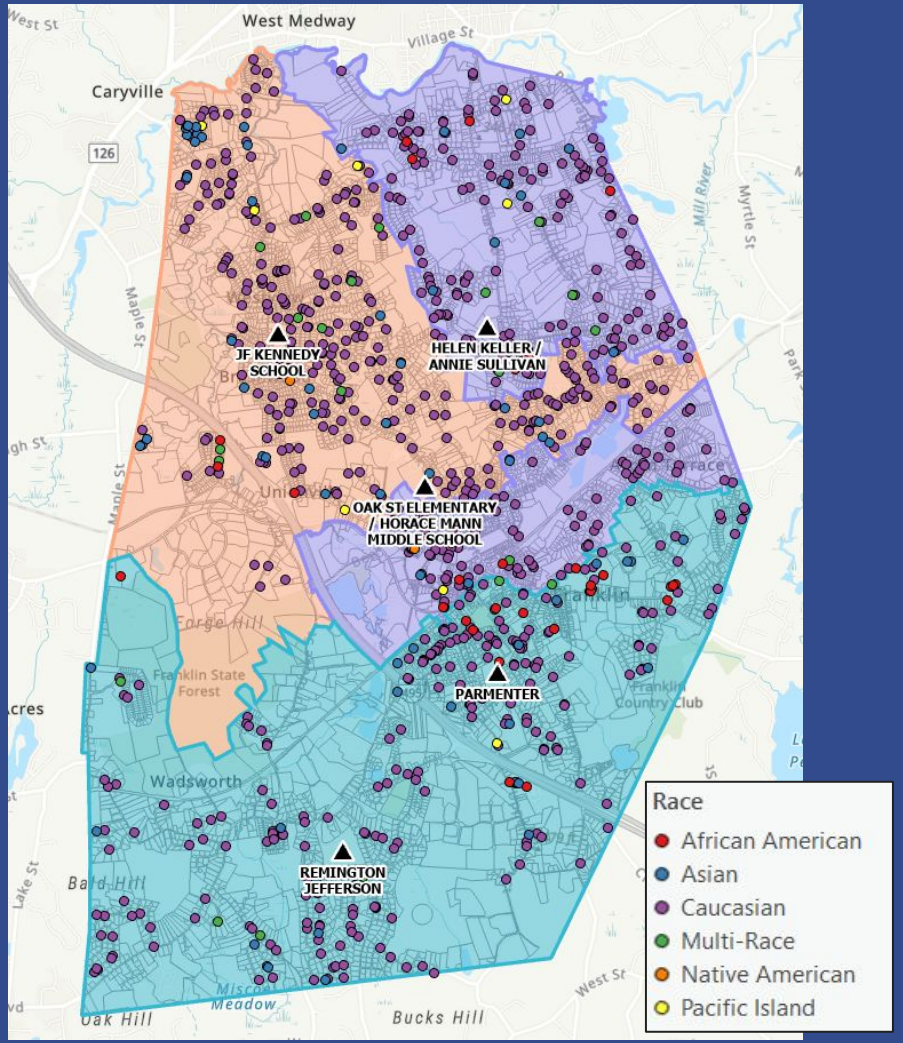
Middle Schools - Student Distribution

Middle School	Grade 6	Grade 7	Grade 8	6 Thru 8
Annie Sullivan	115	108	95	318
Horace Mann	142	109	125	376
Remington	122	113	134	369



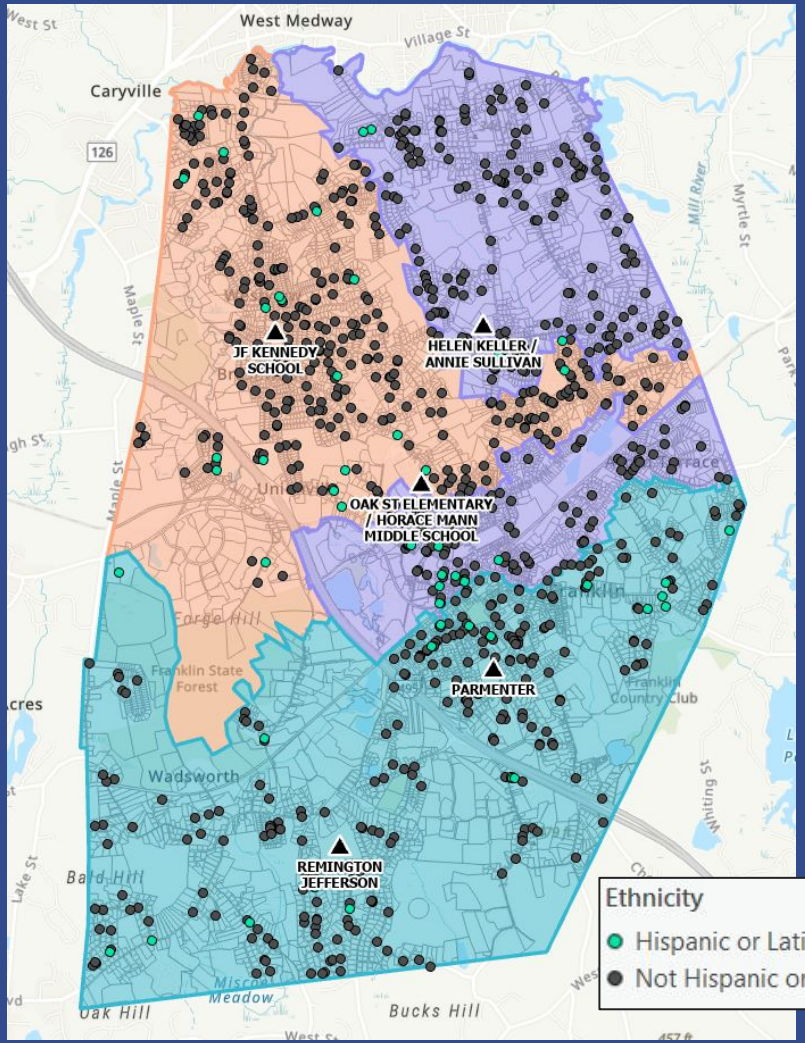
Middle Schools - Student Racial Distribution

Middle School	% African American	% Asian	% Caucasian	% Multi-Race	% Native American	% Pacific Island
Annie Sullivan	3%	4%	88%	3%	0%	2%
Horace Mann	1%	8%	87%	3%	0%	1%
Remington	5%	8%	85%	2%	0%	0%



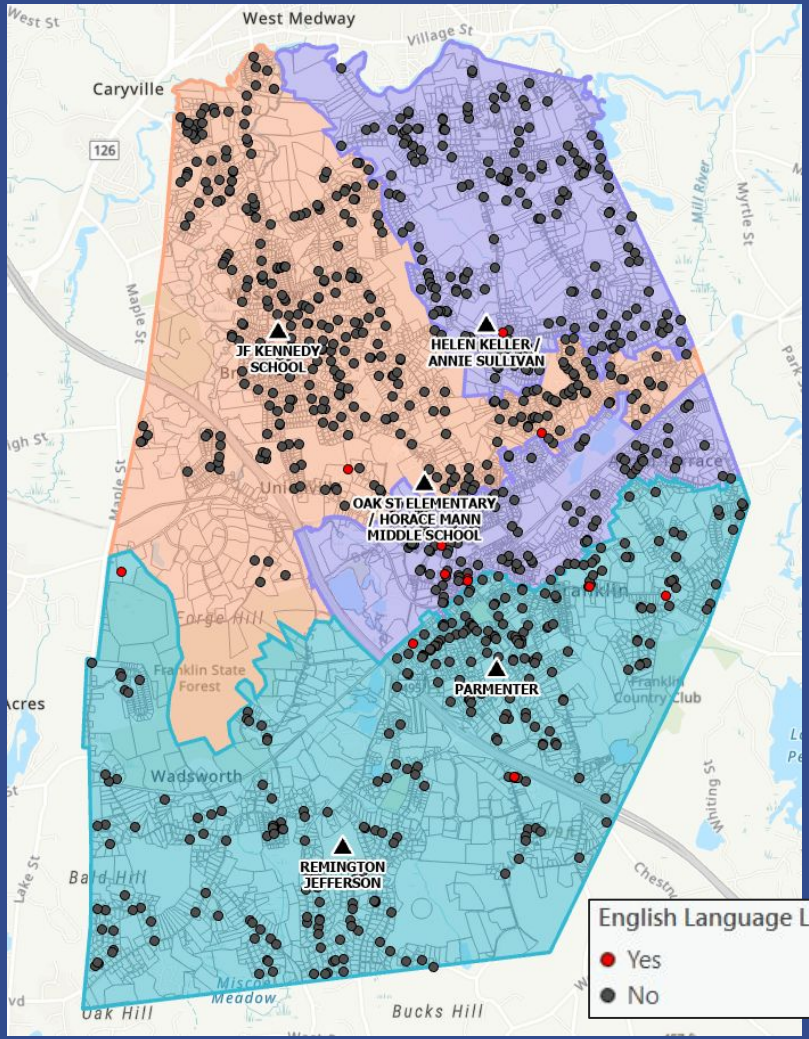
Middle Schools - Student Ethnic Distribution

Middle School	% Hispanic or Latino
Annie Sullivan	5%
Horace Mann	5%
Remington	7%



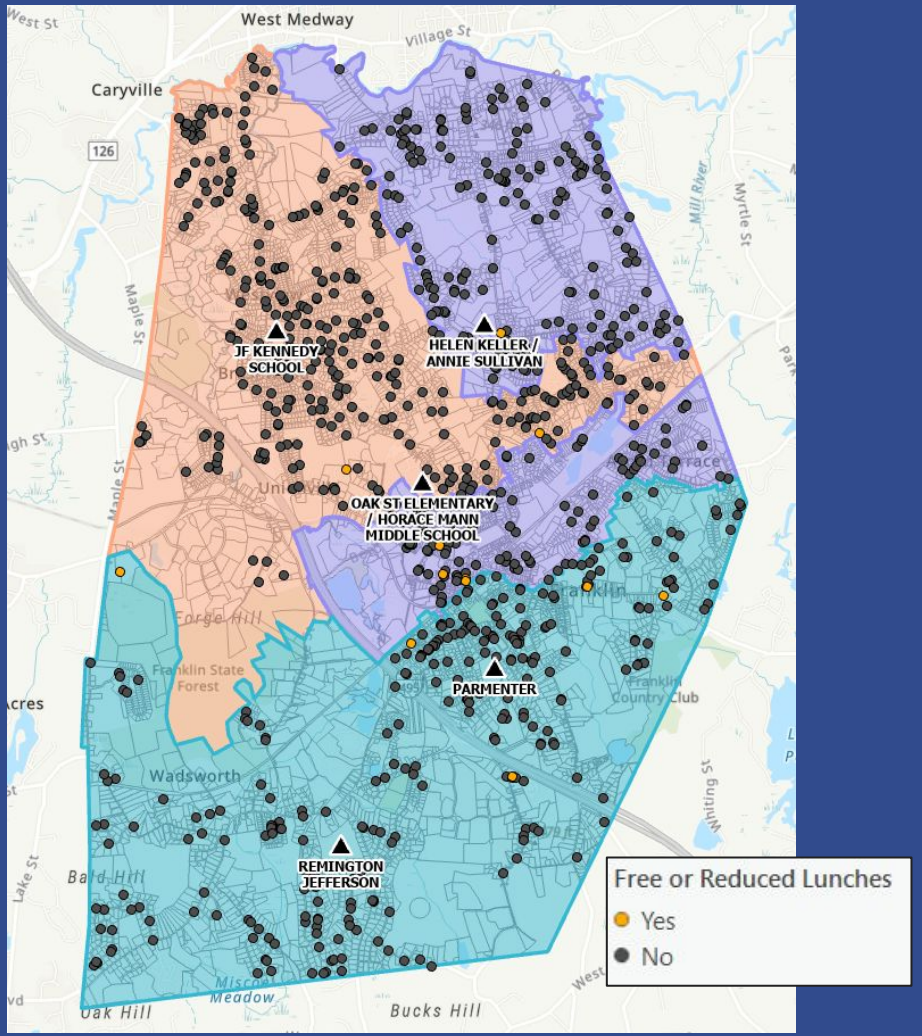
Middle Schools - ELL Student Distribution

Middle School	% English Learners
Annie Sullivan	2%
Horace Mann	1%
Remington	2%



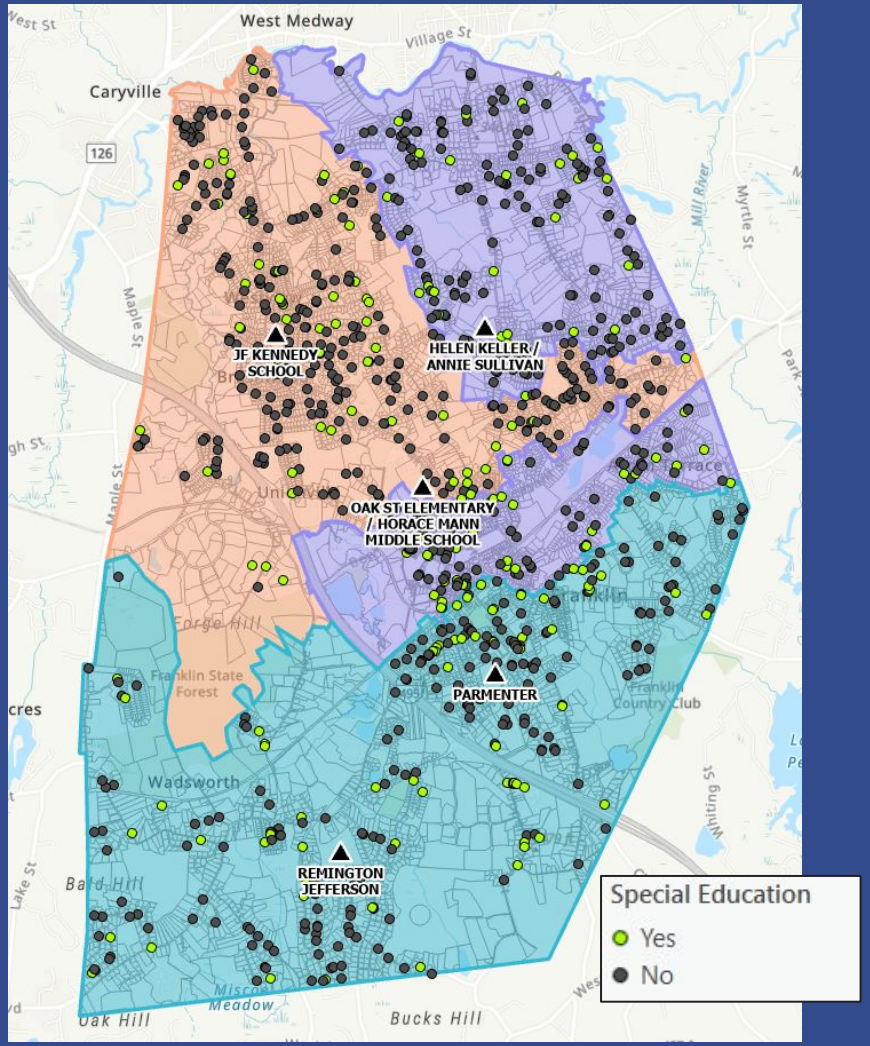
Middle Schools - Students with Free/Reduced Lunch

Middle School	% Free Reduced
Annie Sullivan	24%
Horace Mann	15%
Remington	23%



Middle Schools - Special Education Student Distribution

Middle School	% Special Ed
Annie Sullivan	20%
Horace Mann	18%
Remington	23%



Proposed Guiding Principles

1. Educational Needs & School Capacity
    a. Student educational needs will be met regardless of school assignment.
    b. Student population must be distributed so that each school has sufficient, appropriate, dedicated instructional spaces.
    c. Appropriate dedicated space shall be maintained for English Language Learner (ELL) programs, in-district specialized programs, and other instructional interventions
    d. Suitable space will be dedicated for the Early Childhood Development Center

2. Community & Neighborhoods
    a. School assignments will be determined by drawing attendance zone boundaries and should emphasize a "neighborhood school" approach by prioritizing geographic proximity of home to school for walkability and efficient transportation, while keeping geographic entities intact
    b. Changes of school assignments for existing students should be minimized to the greatest extent possible within the context of the other priorities.
    c. Acknowledge students who already transitioned from Davis Thayer Elementary to Helen Keller Elementary.

3. Sustainability
    a. Future potential population growth should be considered when establishing attendance zones.

4. Financial
    a. Minimizes impact on transportation costs
    b. Consider other financial impacts

Table Talk (5 minutes)

At your table groups…

1. Review Guiding Principles
2. Discuss and Prioritize
3. Table representatives report out key takeaways and themes

Next Steps

- Share Final Guiding Principles
- District working group will meet with AppGeo to prepare data for next meeting
- Meeting #2 - Tuesday December 20, 2022 (virtual)

Questions?