# Franklin
## Public School District

# SCHOOL FACILITIES AND EDUCATIONAL MASTER PLAN REPORT

**May 2024**

KBA @LEAP

# Acknowledgements

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## Our Vision

The Franklin Public Schools will foster within its students the knowledge and skills to find and achieve satisfaction in life as productive global citizens.

## Our Mission

The Franklin Public Schools, in collaboration with the community, will cultivate each student's intellectual, social, emotional and physical potential through rigorous academic inquiry and informed problem solving skills within a safe, nurturing and respectful environment.

# The Franklin Community

Franklin Public Schools (FPS), located in Franklin, Massachusetts, is a suburban district with approximately 4,800 students and 900 employees. It is governed by an elected seven-member School Committee. The district has an early childhood center, five elementary schools, three middle schools, and a high school within its 26-square-mile borders.

The Franklin Public Schools occupy multiple facilities for students ranging from 10 to 73 years of age. Over this period, there have been monumental shifts in how we educate students, particularly with regard to technology and educational delivery methods. These changes impact a facility's ability to function as intended and as it needs to in the future.

Currently, the district has seven buildings, with three of the buildings containing both elementary schools and middle schools. The average building age in the District is 39 years, but this data is skewed as a result of the age of Parmenter (Built 1951 - additions in 1968 & 1987) and Kennedy Elementary Schools (Built 1964 - renovated 1999), which have outlived their projected life span (the typical school building is 50 years).

## Franklin Public Schools

**4,800**
students

**900**
employees

average building age
**39**
years

as of 2024

# History and Context

## 2002-2003

Franklin's last redistricting effort was in 2002, with the opening of the Helen Keller/Annie Sullivan Complex over twenty years ago. Space utilization has evolved to prepare students with the essential skills outlined in the Franklin Public School's Portrait of a Graduate, promote student engagement, and support student learning with various specialized programs designed to meet evolving student needs.

## 2019-2021

McKibben Demographic Research, LLC completed a demographic study and presentation to the School Committee in December 2019. Additionally, Kaestle Boos conducted a Kaestle-Boos Facilities Report and presentation in the fall of 2020. In September 2021, the Franklin School Committee closed one school, the Davis Thayer Elementary School, and re-districted all students to Helen Keller Elementary School without a comprehensive redistricting analysis due to the pandemic and other logistical factors. Currently, boundary lines include the OAK/HMMS district intersecting the Keller/ASMS district, dividing the Keller/ASMS geographic area. Over the past two decades, Franklin Public Schools enrollment has declined and is expected to continue declining through 2030.

## 2022-2023

The Franklin School Committee established a Space Needs Subcommittee in 2022, recommending a redistricting analysis to continue to evaluate the district's needs and recommend options. During the 2022-2023 school year, the district conducted a redistricting analysis to evaluate the distribution of students and optimize facility utilization to best support educational programming within the district for the foreseeable future. The FPS Redistricting Analysis Report outlined options recommended to the School Committee. On May 9, 2023, the School Committee voted 6 – 1 to approve Option 1, which proposes that current district attendance boundaries remain the same while a Comprehensive School Facilities Assessment is conducted, as referenced in the summary letter.

## 2023-2024

Franklin Public Schools is conducting a Facilities Assessment Study to identify every specialized circumstance beyond the scope of the 2020 Facilities Assessment Report to develop a Master Plan for addressing the District's capacity and educational adequacy. Recommendation should determine whether to renovate, consolidate, or build new facilities in the future to meet program needs in a fiscally responsible manner.

The 2020 Report is included as an appendix to this report.

The 2023 Redistricting Report is included as an appendix to this report.

This current study is built on the work that began in 2020. It took a more granular look at district special education programs, space sizes, and relationships and looked at the future of Franklin Public Schools as a whole. A deep-dive view of the Portrait of a Graduate and Visioning was completed to help understand the community's educational goals. The synthesis of this work serves as the baseline for developing options for master planning.

# Current Challenges and Considerations

As the team assessed the District's needs, it's important to acknowledge the challenges and considerations that have guided the master plan recommendations. These factors have informed our decision-making process and underscore the need for strategic planning and innovation to address them effectively.

The current organizational model and school assignments, which have been in place since 2003 (excluding the closure of Davis Thayer in 2020), have presented logistical and operational challenges. This includes managing enrollment declines experienced over the past two decades, with a significant 36% decrease in PK-5 enrollment and a 22% decline in grades 6-8 since the 2004 school year.

Moreover, there's an observable imbalance of student enrollment across schools and grade levels. Disparities in enrollment numbers between schools, such as Keller, Oak St., Jefferson, Kennedy, and Parmenter (289-565 students), as well as among the middle schools (Sullivan, Horace Mann, and Remington), highlight the need for a more equitable distribution of resources and support.

**FRANKLIN PUBLIC SCHOOL DISTRICT MAP**



The fluctuating class sizes at each school due to tight staffing margins have posed challenges in maintaining consistent educational experiences for students. Additionally, offering extracurricular activities across three middle schools has strained our budget and logistical capabilities, impacting the accessibility of these enriching opportunities for all students.

Ensuring equitable access to resources across all schools, including professional development, curriculum, shared staffing, and special education services, remains a priority. Addressing these disparities is essential to fostering a learning environment where every student has the opportunity to thrive.

By recognizing and addressing these challenges head-on, Franklin can lay the groundwork for a more resilient, inclusive, and forward-thinking educational system that meets all students' needs. Through collaborative efforts and innovative solutions, the District can overcome these obstacles and build a brighter future for the school community.

EXISTING DISTRICT MAP

In 2019, Franklin Public Schools contracted McKibben and Associates to update the Student Population and Forecast based on the 2020 census data and other post-pandemic factors. In 2023 the District received an updated Student Population and Forecast summarizing the methodology, assumptions, and historical patterns used in the calculations of the forecasts, the demographic profiles of each attendance area, and the results of the forecasts. Population forecasts from 2024-2034 based on age, sex, and total population for the five elementary, three middle schools, and one high school attendance areas of the Franklin Public School District.

## FRANKLIN PUBLIC SCHOOLS TOTAL ENROLLMENT

| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 | 2031-32 | 2032-33 | 2033-34 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PK | 80 | 133 | 150 | 154 | 154 | 154 | 154 | 154 | 154 | 154 | 154 | 154 | 154 | 154 |
| K | 267 | 281 | 289 | 307 | 317 | 318 | 308 | 304 | 304 | 314 | 318 | 323 | 327 | 322 |
| 1 | 276 | 302 | 297 | 301 | 325 | 331 | 333 | 323 | 319 | 319 | 323 | 327 | 332 | 336 |
| 2 | 328 | 293 | 309 | 307 | 302 | 327 | 330 | 332 | 322 | 322 | 322 | 326 | 330 | 335 |
| 3 | 326 | 339 | 299 | 320 | 309 | 304 | 328 | 331 | 333 | 328 | 329 | 329 | 333 | 336 |
| 4 | 352 | 321 | 350 | 300 | 314 | 303 | 298 | 321 | 324 | 334 | 334 | 331 | 331 | 337 |
| 5 | 327 | 360 | 330 | 364 | 301 | 315 | 304 | 299 | 322 | 330 | 340 | 335 | 337 | 336 |
| Total K-5 | 1956 | 2029 | 2024 | 2053 | 2022 | 2052 | 2055 | 2064 | 2078 | 2101 | 2115 | 2125 | 2144 | 2156 |
| 6 | 349 | 331 | 379 | 338 | 377 | 311 | 323 | 317 | 309 | 331 | 340 | 350 | 345 | 345 |
| 7 | 386 | 355 | 331 | 382 | 344 | 382 | 316 | 327 | 321 | 314 | 336 | 346 | 356 | 351 |
| 8 | 412 | 387 | 357 | 341 | 385 | 347 | 385 | 319 | 330 | 327 | 320 | 342 | 352 | 363 |
| Total: 6-8 | 1147 | 1073 | 1067 | 1061 | 1106 | 1040 | 1024 | 963 | 960 | 972 | 996 | 1038 | 1053 | 1059 |
| 9 | 413 | 389 | 387 | 366 | 317 | 383 | 345 | 383 | 317 | 328 | 330 | 323 | 345 | 356 |
| 10 | 429 | 411 | 395 | 384 | 364 | 315 | 381 | 343 | 381 | 315 | 326 | 328 | 321 | 343 |
| 11 | 437 | 423 | 411 | 400 | 386 | 366 | 317 | 383 | 346 | 385 | 318 | 329 | 331 | 324 |
| 12 | 449 | 435 | 424 | 411 | 402 | 388 | 368 | 319 | 385 | 348 | 387 | 320 | 331 | 333 |
| SP | 10 | 14 | 15 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 |
| Total: 9-SP | 1738 | 1672 | 1632 | 1572 | 1480 | 1463 | 1422 | 1439 | 1440 | 1387 | 1372 | 1311 | 1339 | 1367 |
| Total PK-SP | 4841 | 4774 | 4723 | 4686 | 4608 | 4555 | 4501 | 4466 | 4478 | 4460 | 4483 | 4474 | 4536 | 4582 |

McKibben, 2020

### Enrollment Forecast

**PK**
- Increase from 2021-22 to 2023-24 approx. 50% (74 students). Possible increase in future years.

**Elementary**
- Decline through 2024-25 then steady increase through 2033-34+ (2156 students). Approx. 100 students

**Middle**
- Decline through 2028-29 then steady increase from 2033-34+ (1059 students) Approx. 80 students

**High School**
- Decline through 2031-32 then increase from 2032-33+ (1339 students)

**District**
- Decline through 2031-32 then increase in 2032-33+ (4536 students)

*\* Overall forecast trends verified with McKibben*
*\*\* Numbers could be higher based higher assumption new single family homes built each year and existing home sales.*

Dr. McKibben conducted a comparative analysis of the current enrollment versus projected enrollment. Dr. McKibben stated that his projections were slightly lower due to the assumption of 60 new houses per year when only 62 new single-family homes were constructed in Franklin over the past five years (approximately 12 per year). Dr. McKibben presented his report to the Comprehensive School Facilities Subcommittee and shared it with LEAP and KBA for incorporation into the development of the FPS Master Plan.

The demographic reports are included as an appendix to this report.

As KBA analyzed the predicted enrollment, it was determined that the largest values represent 14-15 sections per grade. Given that once school district boundaries are determined, the values will not always be exactly equal, the planning process assumes using the value of 16 total sections per grade district-wide and in the options where the students are in two schools, each containing 8 sections per grade will ensure the necessary flexibility to maintain smaller class sizes and opportunities for more educator collaboration.

# Cost Challenges Operating Underutilized Buildings

The Franklin Public Schools aim to optimize resource allocation and operational efficiencies to achieve economies of scale. This includes streamlining the procurement of supplies, implementing more efficient staffing practices, and minimizing operational costs wherever possible. By doing so, it ensures that financial resources are directed towards enhancing the educational experience for students, ultimately maximizing the impact of every dollar spent on education.

A recent survey of Facilities Directors nationwide for the Association for Learning Environments found that routine maintenance budgets are typically $2.00-$3.00/SF for general upkeep of buildings. If a District operates oversized or more buildings than are required for the student population, taxpayers are burdened with additional spending, strictly facility-based. "Right-sizing" district facilities allow the dollars to be reallocated to education spending.

Additionally, Franklin Public Schools' capital improvement budget has allocated funding for significant repair costs for its facilities.  These costs typically become larger and more frequent as buildings, such as the Kennedy and Parmenter buildings, arrive at the end of their usable life.  Should these buildings be discontinued as school facilities, these budgeted capital improvement dollars can be re-captured as well.
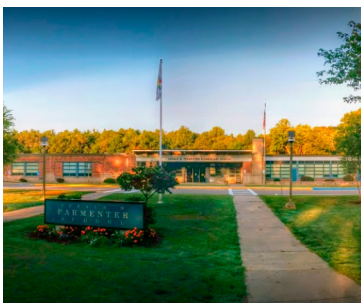
# Development of the Portrait of a Franklin Graduate

The Portrait of a Graduate is a powerful educational concept gaining favor across the country. By focusing attention on the desired skills and attributes each student should possess before leaving public school, it has the power to align teaching and learning, and parent support across all grades K-12. The development of Franklin Public Schools' Portrait of a Graduate (POG) was a collaborative effort. The staff and leadership team actively participated in the process, which began with a School Committee workshop to gather initial input. The steering committee, comprised of various stakeholders, including faculty, staff, parents, community leaders, and students, engaged in eliciting input through various focus groups and discussions with Franklin's senior citizens.

Thousands of data points were meticulously analyzed, leading to the creation of a consensus draft in the spring of 2019. Focus groups of students from various middle and high schools in Franklin were convened to gather input representing the diverse student population. Furthermore, extensive community engagement was conducted, including surveys and feedback sessions with School Committee members, administrators, and members of the original focus groups.

This iterative process ensured that the POG reflected the collective vision of the Franklin community. The final design, a graphical representation of the skills and descriptors, encapsulates the essence of what a Franklin High School graduate should embody to thrive in today's dynamic world.

## Portrait of a Franklin Graduate

CONFIDENT AND SELF-AWARE INDIVIDUAL

EMPATHETIC AND PRODUCTIVE CITIZEN

CURIOUS AND CREATIVE THINKER

EFFECTIVE COMMUNICATOR AND COLLABORATOR

REFLECTIVE AND INNOVATIVE PROBLEM SOLVER

The Portrait of a Graduate serves as a guiding framework for our development of students' skills and tailoring learning experiences, both within the classroom and through co-curricular activities, to cultivate these essential competencies from PreK-12 and age 22 and beyond.

The current POG is included as an appendix to this report.

# The Educational Visioning Process



Franklin Public Schools engaged Dr. Fran Locker of Locker Education and Architecture Planning (LEAP) to integrate the POG into daily educational practices and ensure that district facilities would appropriately support it.  This was done in the first quarter of 2024 by first convening a POG Application Workshop then extrapolating those findings as the basis of a district-wide K-12 Educational Vision. Feedback Forums were then held with the community, teachers, and students to review essential concepts and learn from their responses. The thoughts of Franklin stakeholders in these two workshops in addition to the feedback by from the  Forums shaped the educational basis of the district-wide Master Plan.

The process for all of these engagements was similar since all involved deep and interrelated issues that required reflection and collaboration before meaningful actions could be conceived.  Inherently, the engagements require whole days of commitment, and while immensely valuable to the district, they can be disruptive to the daily lives of the students, educators and community members involved. Therefore participants in the POG Application workshop and the Educational Visioning workshops were small in number, representative of the larger Franklin community.  The Feedback Forums in contrast, were held after the end of the school day and were advertised and open to all who chose to attend.
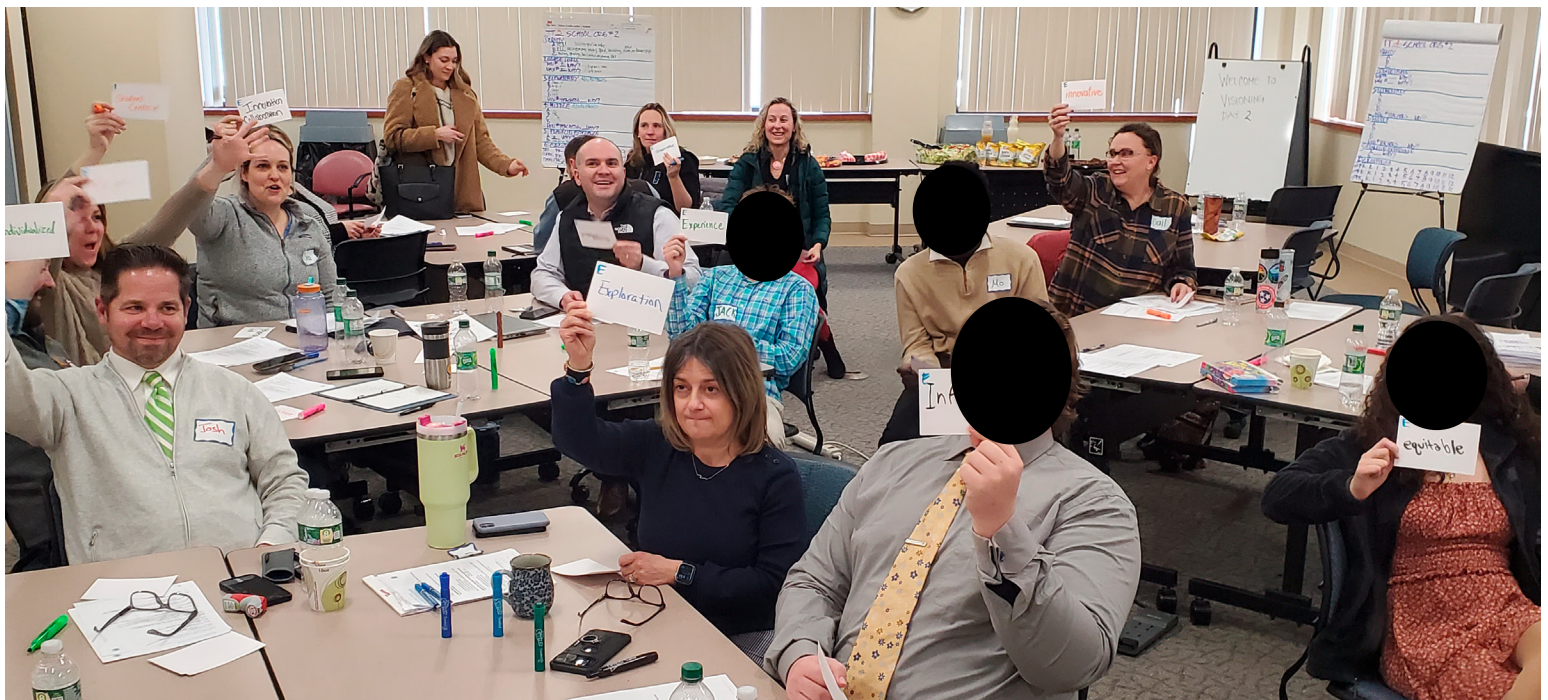
# Portrait of a Graduate Application Workshop



The POG Application Workshop participants did the work of recommitting to what the community created in 2018. They have set clear expectations of what to expect from all stakeholders regarding supporting success for our learners. This process creates accountability to the Franklin Public Schools' Portrait of a Graduate.

The Portrait of a Graduate (POG) Application workshop was held on February 12, 2024, an all-day facilitated event engaging 20 people representing students, parents/guardians, teachers, building and district administrators, and school committee. Dr Fran Locker and Kate Jessup facilitated and presented essential concepts, with Jennifer D. Klein as a virtual keynote speaker. Participants worked primarily in discussion groups of 6 people, with reporting out to the whole group and strategic whole group discussions. The workshop day was preceded by "homework" for discussion.

POG participants developed two concepts essential to the long-term viability of the POG. These are:

## We Are Already Doing This (To Some Extent)

The POG consists of five elements, each of which has many components. The District currently has many courses and programs which support the POG, but certain practices contradict the POG.

Supporting practices were applauded, and contradicting practices were cited for improvement.

## It Takes a Community to Make the POG a Living Document

If the POG is to be a living concept, it needs to be "owned" by someone. It needs a "keeper." The POG Workshop participants were virtually unanimous in believing the keepers are everyone in the District. The POG is the District "NorthStar," to be known by all of 02038, to pervade daily educational deliveries, to instill a sense of mission in learning, and to bind stakeholders in all grades PK-12 and in all buildings.

The outcomes of the POG Application Workshop were presented to the School Committee on March 26, 2024.

The Portrait of a Graduate Application Workshop Report is included as an appendix to this report.

The School Committee presentation is included as an appendix to this report.

# Educational Visioning Workshops



An Educational Vision sets the trajectory for teaching and learning for the long term future. While acknowledging and incorporating best practices, it must inherently explore "next" practices, anticipate them, and provide guidance for embracing them. An Educational Vision holds educational practices as its basis, but segues to the facilities concepts needed to support them.

The FPS the POG formed the basis of the Educational Vision. A Visioning Team, approximately 30 students, teachers, school and district administrators, parents/guardians, school committee members, and community members was formed for this task. By intent most of the participants in this workshop were not the ones who created the POG Application, as it was desired to engage as many different voices in a collective, collaborative process to guide district planning. Created in a workshop process facilitated by Dr Locker and Kate Jessup as facilitator/presenters with Jennifer D. Klein as virtual keynote presenter, it followed a format similar to the POG Application workshop however it spanned two full days, on March 4th and 11th 2024.

Educational Visioning participants development Educational Guiding Principles and Facilities Master Planning Concepts. Selected elements of these are:

## Education:

Increase student engagement by shifting the teaching model to more active, student-centered learning, with opportunities for student voice in their learning.  This is particularly important at the secondary level

 Enhance relationship-building through a variety of ways, including:

- Enhance advisory programs at the high school and middle school. Explore opportunities that provide longer periods of time, build out curricula, and increase student engagement
- Teacher teaming (an instructional strategy where teachers work together regularly)

Shift the elementary educational grade groupings  to create larger pools of educators sharing a common student development-based focus

Improve efficiency of school operations, equity for students, and learning relationships among teachers by shifting to larger schools, with a minimum of 3 classrooms per grade in elementary and 4 curriculum area teachers per grade in middle school

# Educational Visioning Workshops Continued

## Facilities:

Provide equity for all schools across the District, with appropriate facilities for instruction and support programs

Increase POG goals and student engagement by delivering the required core curriculum in spaces and furniture that allow for collaboration, communication, and deep learning

Plan for future Pre-Kindergarten, ECDC programs aligned with elementary schools and/or in the high school as a place of learning for high school

Identify Master Plan Options that will:

- Minimize disruption of students and educators
- Utilize existing school buildings that are in reasonable physical condition to the greatest extent possible
- Include new construction in Master Planning only when it offers strategic advantages over reassignments and/or renovation
- Create larger schools that are broken down into developmentally-based small learning communities so that there are opportunities for greater teacher collaboration while still maintaining the small-scale feel of community schools
- Create "newer and fewer" schools that are operationally efficient, adequate, and appropriate for the educational deliveries they serve, and positioned to serve students, parents, and community members in the most appropriate ways, considering equity, cost, access, and educational services.

The outcomes of the Educational Visioning Workshop were presented to the School Committee on March 26, 2024.

The Educational Vision Report is included as an appendix to this report.

The School Committee presentation is included as an appendix to this report.
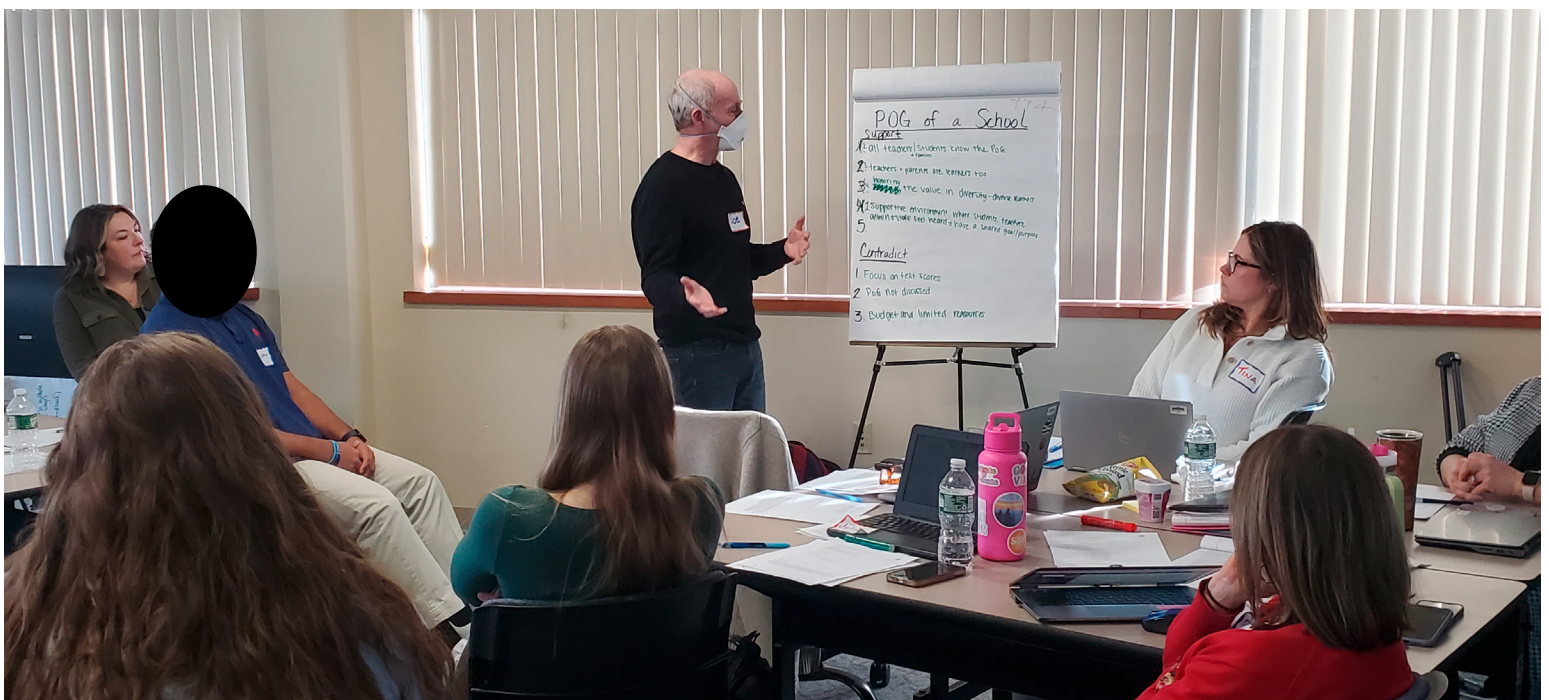
# Educational Adequacy (Appropriateness) Verification and Assessment

In January of 2024, Kaestle Boos Associates began the process of evaluating the Educational Adequacy of the District's existing facilities. The team's Accredited Learning Environment Planner (ALEP) and Architect toured each school to interview school leaders, verify the findings of the 2020 report and develop a deeper understanding of the space needs and challenges. Walking each building creates an understanding of school operations and familiarity with the culture of the District.

The minutes from these discussions are included as an appendix to this report.

Following the site visits and interviews, KBA evaluated all building floor plans and identified how each individual space was being utilized. These space uses were compared to the standards of the Massachusetts School Building Authority (MSBA), to ascertain compliance and identify spaces that are missing or significantly undersized for their use. Site plans were developed showing existing conditions.

KBA presented to the Comprehensive School Facilities Subcommittee on March 13, 2024, to share the data gathered as well as the qualitative findings from the school tours.

> Spaces in newer buildings are generally in alignment with MSBA standards for sizes of spaces
>
> Small group/breakout space is not ideal throughout district
>
> Older buildings not aligned with best practices for safety and accessibility
>
> Outdoor Learning Spaces could be improved throughout
>
> Declining enrollment provides opportunities for space mining
>
> Commitment to providing dedicated space for special programs throughout district
>
> Dedicated special education space not designed to be reflective of population



Undersized elementary school grade level classroom with large furniture and minimal teaching wall space

# Educational Adequacy (Appropriateness) Verification and Assessment



Classrooms directly accessed through gymnasium creates noise and safety issues



Elementary school stage space too small to safely fit class of students



Small group instruction space for groups within shared office area without access to natural light



Music instruction for orchestra located in former technology room not suited for acoustics of music

# Facilities Supporting K-5 Education

Enhancing facilities to support K-5 education is essential for providing an optimal learning environment for students. By strategically investing in larger school buildings, it can unlock numerous benefits that positively impact both current and future generations.

## Maximize Resources

At the elementary level, the goal is to ensure that every student has access to the most suitable educational facilities that facilitate learning today and in the years to come. By consolidating resources within larger buildings, the District can maximize efficiency and create synergies that enhance curriculum delivery and instructional strategies tailored to the developmental needs of students.

## Equitable Distribution of Staff

Larger facilities enable distribution of staff and resources more effectively, ensuring equitable support services and promoting flexibility within each school. This approach allows FPS to focus professional learning opportunities on meeting the unique developmental needs of learners, laying a strong foundation for student academic success. School size proposed here is no larger than the largest elementary school already operating in FPS, Helen Keller Elementary.

## Expand Programs and Activities

Expanding the student body within larger school complexes also fosters social growth by providing access to a larger and more diverse peer group. This increased interaction promotes social development and expands opportunities for shared programs and activities, enriching the overall educational experience.

## Cohesion

Furthermore, larger schools contribute to continuity and community cohesion, particularly for families with multiple children attending elementary school. By centralizing resources and programs, Franklin can create a sense of continuity across the district, fostering a strong sense of community among students, parents, and educators alike.

In essence, investing in facilities that support K-5 education is an investment in the future of students and the Franklin community. By providing the necessary infrastructure and resources, it creates a nurturing environment where every child has the opportunity to thrive academically, socially, and emotionally.

# Facilities Supporting Grades 6-8 Education

Investing in facilities that support 6-8 education is crucial for fostering a dynamic and supportive learning environment for middle school students. Larger school buildings offer strategic advantages that enable the District to  maximize resource utilization and educational synergy, ultimately enhancing the overall middle school experience.

## Preserve Teams

Franklin Public School aims to preserve core curriculum team areas in middle school while creating flexibility in class assignments to meet the diverse needs of all students. By focusing professional learning opportunities on meeting the unique developmental needs of learners, the District can ensure that  educators are equipped with the tools and strategies to foster a strong foundation for learning.

## Equitable Distribution of Staff

Larger facilities allow for a more balanced distribution of staff and resources, ensuring equitable access to support services and promoting flexibility in meeting student needs. Unifying mental health and counseling staff levels to create teams of school counselors at the middle level provides comprehensive support for students' social-emotional well-being.

## Expanded Programming

Expanding the student body within larger school buildings promotes social growth by facilitating access to a larger and more diverse peer group. This increased interaction fosters social development and expands opportunities for participation in extracurricular activities, clubs, and other enrichment opportunities.  Moreover, access to high school programs, facilities and athletic fields enhances the middle school educational experience, providing students with opportunities for growth and exploration beyond the classroom.

Investing in facilities that support 6-8 education will enable Franklin to create an inclusive and supportive learning environment where every student can thrive academically, socially, and emotionally. By leveraging the advantages of larger school buildings, the District can enhance the middle school experience and provide students with the resources and opportunities they need to succeed.

# Facilities Supporting Early Childhood Education



Investing in facilities to support early childhood education is integral to the educational vision and mission. Our recommendation focuses on planning for the future expansion of the Early Childhood Development Center (ECDC) to meet the growing demand for high-quality early education.

The current ECDC model is the Federally mandated program, serving children with special needs and an equal number of peer role model children That program model neglects a large number of students of considerable need, including those of lower socio-economic status.. This cohort of children is the subject of the long-term research showing the powerful life-long impact of pre-K programs.

The goal is to plan for enrollment increases in our ECDC, which is beyond its original capacity. The state has begun instituting universal pre-K programs, essentially covering program costs in gateway communities (cities with a preponderance of lower income families), and this initiative could expand to Franklin and other cities and towns in the Commonwealth in the coming years. Therefore, there are opportunities to expand and support this approach to universal Pre-K enrollment. To achieve this, and guided by the Educational Vision, Franklin is exploring space availability in multiple buildings to accommodate the expansion of our early childhood programs.

By investing in facilities that support early childhood education, Franklin is laying the foundation for lifelong learning and success for our youngest learners, as national research shows. Through strategic planning and thoughtful expansion, the District can ensure that every child in its community can access the high-quality early education they deserve.



We have the greatest impact on the trajectory of student lives during the preschool years.

James Heckman, University of Chicago
Nobel Laureate in Economics
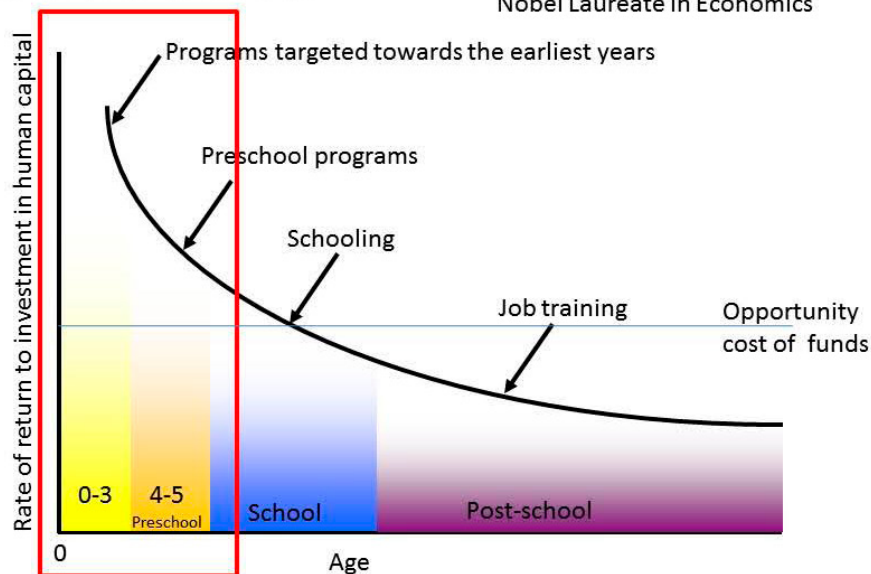
**Return to an Extra Dollar Investment at Various Ages**

# Developing Master Plan Options



Once the data was collected and the team synthesized the community goals from the Educational Visioning and POG workshops, concepts were tested to determine their strengths and challenges, working within the existing facilities as much as possible to limit additional financial investment.

During the Educational Visioning workshops, it became clear that there was universal support for a larger middle school experience, and as such, the options considered a single large middle school organized into small learning communities. As KBA studied how this could be achieved, the only existing facility that would support this is the Oak Street Complex (currently Horace Mann Middle School and Oak Street Elementary). While this building can physically support this quantity of students, it must be noted that the school was not designed for middle school team teaching as it has a limited number of spaces for collaboration, breakouts, or small groups, however this is no worse than the current middle school facilities. It is for these reasons that the long-term recommendation of pursuing an MSBA partnership for a renovated/new Middle School that supports teaching and learning practices is included.

There were several elementary options that workshop attendees sanctioned. Following the workshops, Feedback Forums encouraged different stakeholder groups, including elementary educators, secondary educators, administrators, students, parents, caretakers, and community members to respond to the concepts developed in Educational Visioning. Guidance gleaned from these meetings helped to hone the Options to be studied further to show proof of concept.

## Options Considered

### PreK expanded and located in multiple elementary schools

The existing buildings would not support the reassignment of classrooms to PreK, thus PreK would require major construction at each building to be achieved. The cost burden to taxpayers, even at a conceptual level, was determined to be too high to move forward with this option.

### Separate PreK, with two K-2, 3-5 Partner Schools

This concept was developed as the Educational Vision sanctioned grade-based groupings reflecting the different developmental needs of students at different ages. A K-2 school sharing a complex with a 3-5 school allows for the benefits of schools based on grade level teaching but also creates K-5 continuity within one facility, minimizing transitions for students and creating continuity for parents with several elementary age children, something very important for families.

### Separate PreK, with a K-2 Complex, and a 3-5 Complex Lower/Upper Elementary Schools

This concept was developed in response to the Educational Vision sanctioning grade-based groupings reflecting the developmental needs of students at different ages. In it a lower, K-2 and an upper, 3-5 school would be located in different complexes. Doing so creates an equitable experience for all students as all Franklin children would attend the exact same schools in sequence; it does create challenges with bussing and for families with children in each elementary complex.

Both Options, Partner Schools and Lower/Upper Elementary, were presented to the Comprehensive School Facilities Subcommittee (CFC). At that time, the CFC decided to no longer consider the Lower/Upper Elementary Option and instead sanctioned the Partner Schools Option as part of the Recommendation/Option for the School Committee for consideration.

# Separate PreK, with two K-2, 3-5 Partner Schools

**FRANKLIN PUBLIC SCHOOL DISTRICT MAP**
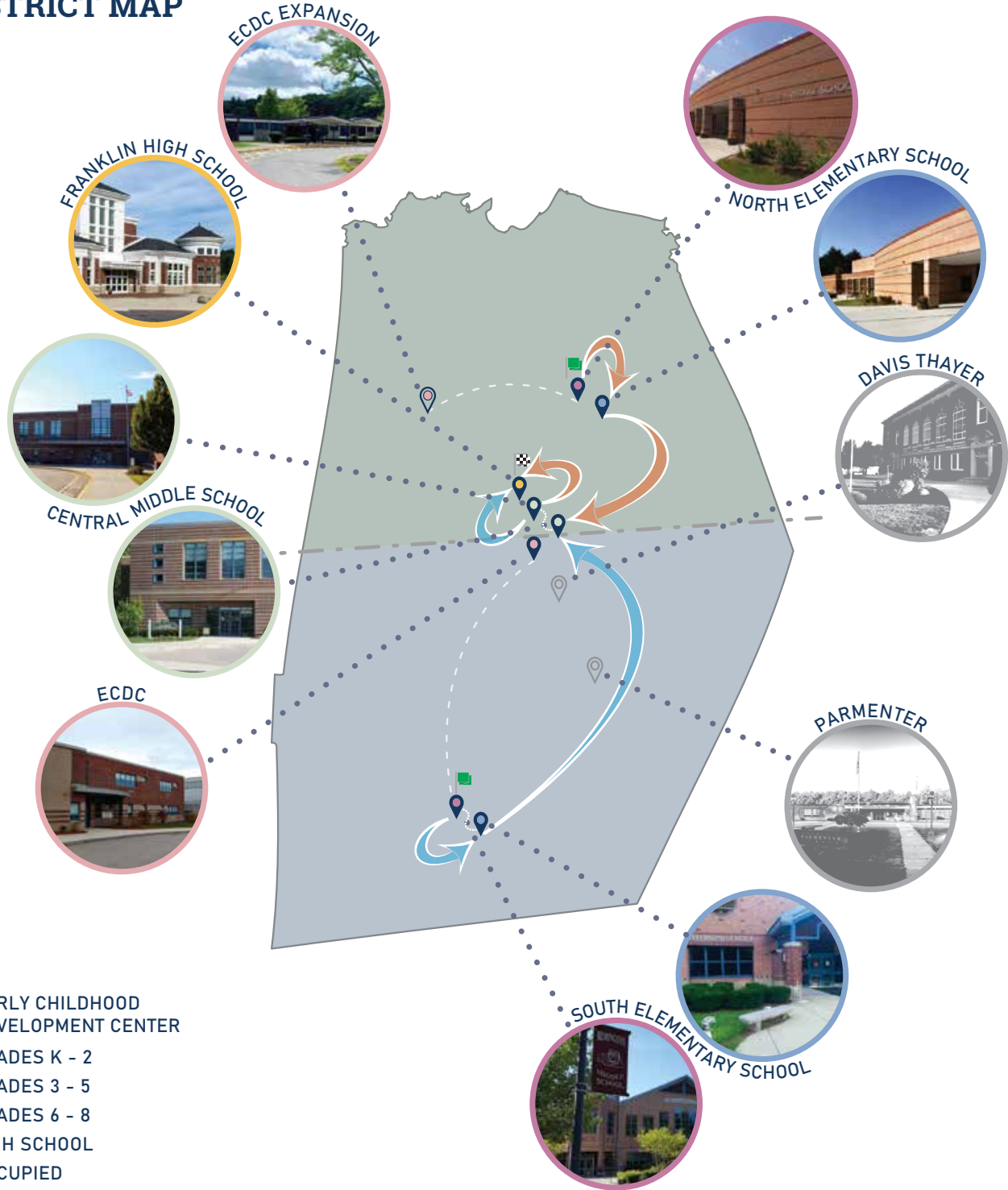
ECDC EXPANSION

FRANKLIN HIGH SCHOOL

NORTH ELEMENTARY SCHOOL

DAVIS THAYER

CENTRAL MIDDLE SCHOOL

ECDC

PARMENTER

SOUTH ELEMENTARY SCHOOL

EARLY CHILDHOOD
- DEVELOPMENT CENTER
- GRADES K – 2
- GRADES 3 – 5
- GRADES 6 – 8
- HIGH SCHOOL
- OCCUPIED
- EXPANSION
- UNOCCUPIED
- ENROLLMENT
- GRADUATION

2020  2021  2022  2023  2024  2025  2026  2027  2028  2029  2030  2031  2032  2033  2034  2035  2036

# PreK, K-2 Complex, 3-5 Complex Lower/Upper Elementary Schools

**FRANKLIN PUBLIC SCHOOL DISTRICT MAP**



ECDC EXPANSION

FRANKLIN HIGH SCHOOL

UPPER ELEMENTARY 3-5

DAVIS THAYER

CENTRAL MIDDLE SCHOOL

ECDC

PARMENTER

LOWER ELEMENTARY K-2

ECDC

3-5

6-8

ECDC

K-2

## Legend

- ● EARLY CHILDHOOD DEVELOPMENT CENTER
- ● GRADES K – 2
- ● GRADES 3 – 5
- ● GRADES 6 – 8
- ● HIGH SCHOOL
- ⚲ OCCUPIED
- ⚲ EXPANSION
- ⚲ UNOCCUPIED
- ⚑ ENROLLMENT
- ⚑ GRADUATION

2020 2021 2022 2023 2024 2025 2026 2027 2028 2029 2030 2031 2032 2033 2034 2035 2036

# Preferred Recommendation for Franklin Public Schools Master Plan

## Central Unified Middle School

Allows for core curriculum teams at each grade with unified arts, special education, and counseling staff

Central location unifying all 6-8 students and staff

6th-grade wing creating a smaller community within the middle school (6th Grade Academy)

Supports vertical alignment with high school

## Partner Elementary Schools (each K-2 & 3-5) in two locations

Partner schools minimize transitions for students (K-5 experience in one building)

Seven to eight sections per grade create opportunities for student and teacher collaboration

Special education programs duplicated at North and South elementary complexes allow students to attend their district school with their peers

## Early Childhood (PreK)

Existing ECDC to remain

Potential expansion opportunity at the existing Pond Street building

The Partner Elementary Schools concept is not one of consolidating existing schools, but rather carefully studying student housing locations, busing routes and school complex capacities as the prelude to reassigning students to their future schools based on equity and minimizing disruption.  To achieve equity, the District would need to study creation of a completely new district line separating the north and south portions of the town. Consideration would be given at this time for those students who have previously been reassigned with the closure of Davis Thayer School.  These studies would be undertaken immediately pending the School Committee vote to proceed.

# Preferred Recommendation for Franklin Public Schools Master Plan

## DISTRIBUTION OF STUDENTS

Conceptual breakdown based on enrollment forecast from demographer.

**DISTRICT K-5**
**1,928-2,156 Students**

**"North"**
**964-1,078 Students**

3-5
24 Classrooms
8 Sections

K-2
24 Classrooms
8 Sections

**"South"**
**964-1,078 Students**

3-5
24 Classrooms
8 Sections

K-2
24 Classrooms
8 Sections

**DISTRICT 6-8 MIDDLE SCHOOL**
**1,063 Students**

Gr. 8
335 Students
14 Sections
4 Teams

Gr. 7
384 Students
16 Sections
4 Teams

Gr. 6
344 Students
14 Sections
4 Teams
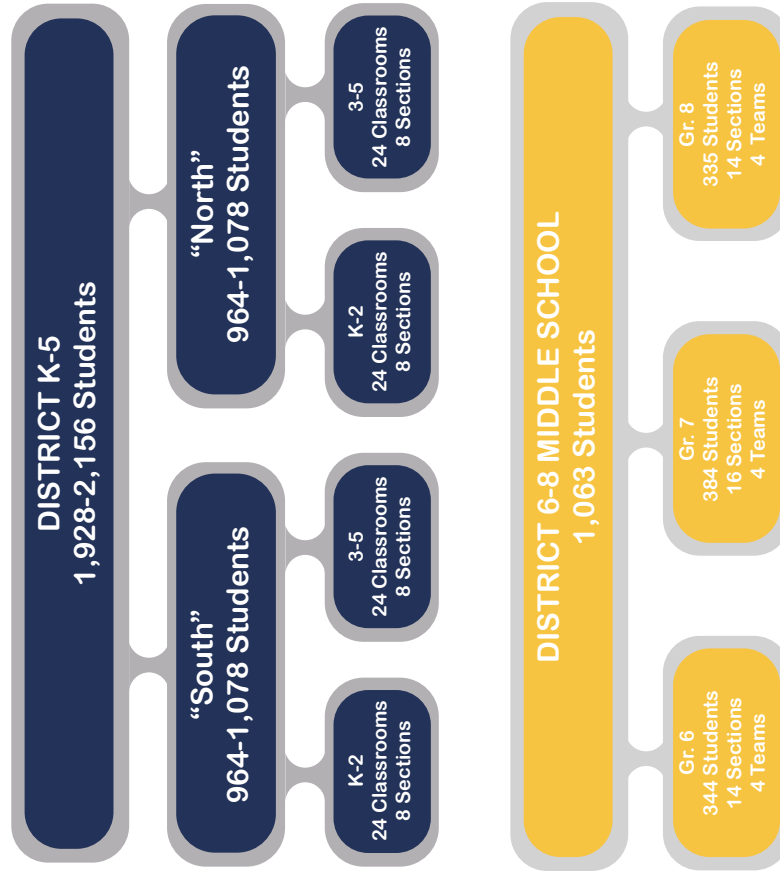
March 2024 K-5 Enrollment = 1,928 Students

2033-34 Projected K-5 = 2,156 Students

## SPECIAL NEEDS IN-DISTRICT PROGRAMS

Elementary specialized partner programs located at each elementary building. Students served in their own school. All middle level specialized programs unified at 1 middle school.

**"North"**

3-5
STRIVE
REACH
GOALS
IDEAS
NECC

K-2
STRIVE
REACH
GOALS
NECC

**"South"**

3-5
STRIVE
REACH
GOALS
IDEAS
NECC

K-2
STRIVE
REACH
GOALS
NECC

**MIDDLE SCHOOL 6-8**

Gr. 8
GOALS
ESSENTIALS

Gr. 7
REACH
IDEAS

Gr. 6
STRIVE
NECC

# Preferred Recommendation for Franklin Public Schools Master Plan

**FRANKLIN PUBLIC SCHOOL DISTRICT MAP**

**PREFERRED OPTION: ELEMENTARY PARTNERS**

ECDC EXPANSION

FRANKLIN HIGH SCHOOL

NORTH ELEMENTARY SCHOOL

DAVIS THAYER

CENTRAL MIDDLE SCHOOL

ECDC

PARMENTER

SOUTH ELEMENTARY SCHOOL

**EARLY CHILDHOOD DEVELOPMENT CENTER**
- GRADES K – 2
- GRADES 3 – 5
- GRADES 6 – 8
- HIGH SCHOOL
- OCCUPIED
- EXPANSION
- UNOCCUPIED
- ENROLLMENT
- GRADUATION

2020  2021  2022  2023  2024  2025  2026  2027  2028  2029  2030  2031  2032  2033  2034  2035  2036
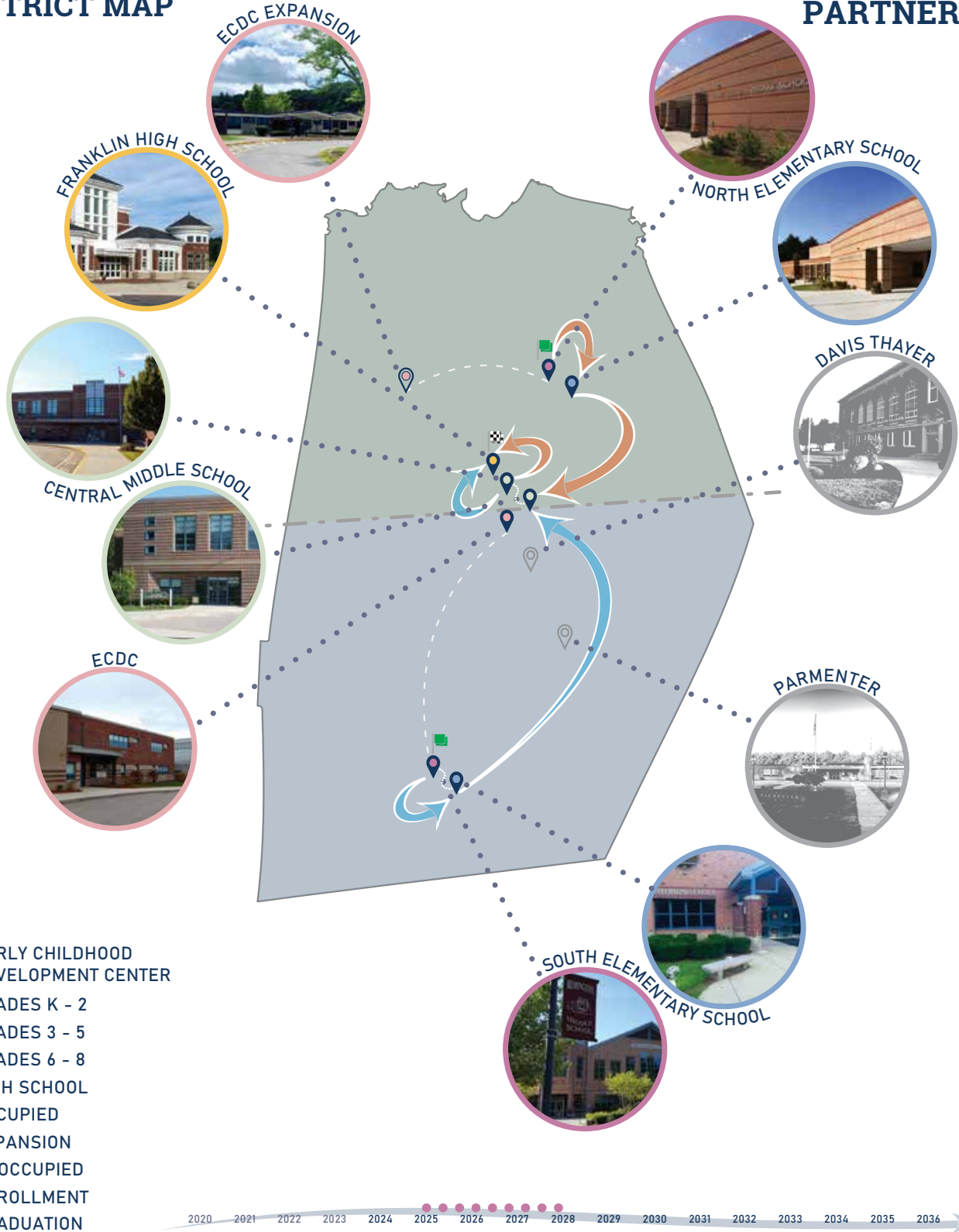
# Concept Validation Using Existing Facilities



To confirm viability of the Partner School Concept, KBA developed layouts which aligned to next practices identified in Educational Visioning to determine whether the concept was compatible with the existing complexes in the district. The following diagrams show conceptual layouts; these were overlaid on the existing floor plans to show proof of the concept.

## Central Unified Middle School: Concept Diagram
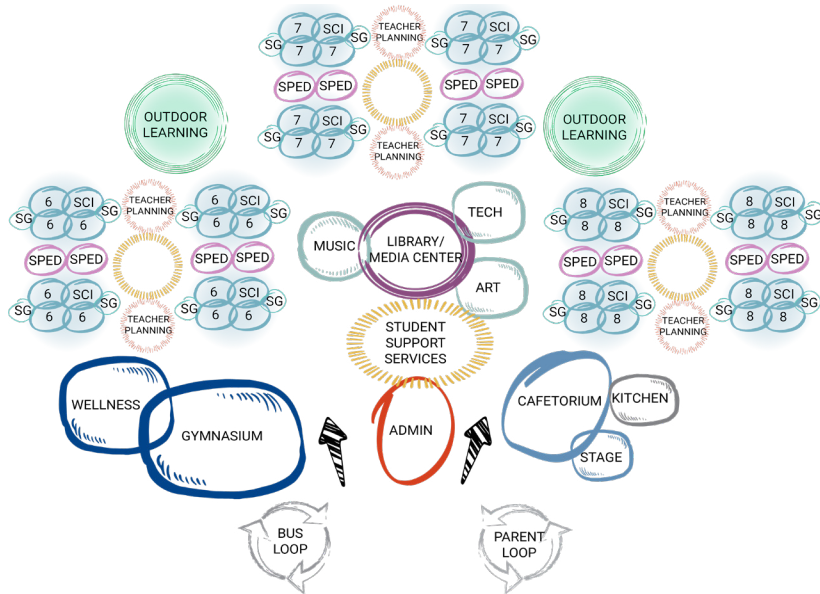


## Partner Elementary Schools (K-2 & 3-5) in two locations: Concept Diagram
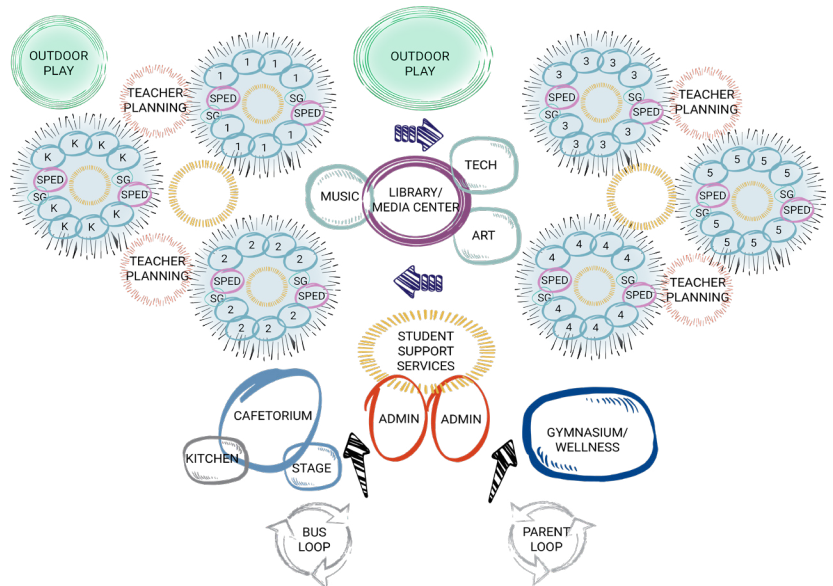
# Short, Mid, and Long-Term Recommendations for Master Plan Implementation

## SHORT-TERM RECOMMENDATIONS

Plan for redistribution of all students, including Special Ed. Programs during SY 2024-25. Implement two strategic recommendations to implement in SY2025-26.

1. Unify three middle schools into one middle school

    - Create 6-8 student experiences in a single building with small learning communities within to define and support grade-based teams

    - Locate on Oak Street adjacent to the FHS site

    - End use of Annie Sullivan and Remington grades 6-8 as middle schools

2. Unify students from five elementary schools into four elementary schools in two Partner School complexes

    - Maintain K-5 student experience in each building K-2 & 3-5

    - Locate on Washington Street: "South Elem" K-2 & 3-5

    - Locate on Lincoln Street: "North Elem" K-2 & 3-5

    - End use of Kennedy, Oak, and Parmenter K-5s as elementary schools

Concurrently review and revise the current 10-year capital improvement plan to reassign budgeted amounts from those earmarked for existing buildings that will become unoccupied to support the budget costs for buildings associated with this plan.

## MID-TERM RECOMMENDATIONS

Two strategic recommendations to implement for SY2025-2028.

1. Align space sizes with ideal standard sizes

    - Create appropriately sized Kindergarten classrooms with toilet rooms for all eight sections

    - Create breakout/collaboration spaces for each grade level small learning community

2. Build new communities and cultures

    - Develop small learning community culture and physical space requirements

    - Create a steering committee representative of communities to rename schools.

3. Address any physical requirements for space modifications to suit new use as K-2 and 3-5 facilities

## LONG-TERM RECOMMENDATIONS

Two strategic recommendations for SY2025 and beyond..

1. Submit Statement of Interest (SOI) to Massachusetts School Building Authority (MSBA) for new Middle School

    - Gaining acceptance into the MSBA Program often takes multiple submissions over several years

    - In the SOI note the existing facility challenges to POG and Educational Vision

2. Develop Franklin Public Schools educational programs for reusing the existing Pond Street building.

# CONCEPTUAL TIME LINE

Develop a strategy that incorporates short-term, mid-term, and long-term strategies that:

Align with the Educational Vision and Portrait of a Graduate

Creates equitable experience for all Franklin students

Reduces operational costs for the District

Minimizes disruption to the student experience

2020 2021 2022 2023 2024 2025 2026 2027 2028 2029 2030 2031 2032 2033 2034 2035

**DAVIS THAYER SCHOOL**
Franklin Public Schools closed Davis Thayer School.

**MID-TERM STRATEGY**

**SUMMER PROJECTS**
Renovations of the North Elementary School, South Elementary School and Central Middle School.

**NEW MIDDLE SCHOOL**
Tentative 5 Year planning and construction of new middle school

**MSBA ACCEPTANCE**
Receive approval for Massachusetts School Building Authority funding.

**LONG-TERM STRATEGY**

**SCHOOL CLOSURES**
Possible closure of Parmenter and Kennedy in preparation for redistricting.

**PUBLIC SCHOOL REDISTRICTING**
Students move to fixed locations.

**SHORT-TERM STRATEGY**

# Future Opportunities that Align with Master Plan Recommendation

When considering the future of Franklin Public Schools, additional opportunities exist to enhance the district's offerings and better serve the community. Through strategic planning and collaboration, the District has identified several complementary initiatives that align with the Master Plan recommendations.

One opportunity is the expansion of early childhood programs into the Pond Street facility. Educational Visioning established the need to serve more students before entering Kindergarten, hopefully achieving Universal PreK. Establishing a Franklin Child Care Facility could include a focus on prioritizing placements for children of FPS educators. By offering this service, the District can support the desire to expand PreK services as well as serving educators with affordable childcare options. It also serves as a valuable tool for staff recruitment and retention, ultimately strengthening the school community while generating revenue for the school district.

Additionally, there is potential for maximizing the use of school buildings and spaces by renting them to outside organizations. By welcoming programs like the Head Start Program and offering community access, partnerships that enrich students' experiences and the broader community can be created while generating revenue for the school district.

Furthermore, exploring non-resident tuition for Special Education programs in the Lincoln Street and Washington Street buildings presents an opportunity to increase capacity to serve students from neighboring districts. By creating programming that can serve out-of-district students, Franklin can expand access to specialized programs and provide a supportive environment for all learners while generating revenue for the school district.

These complementary opportunities align with the mission of providing exceptional education and demonstrate a commitment to innovation, collaboration, and inclusivity. Together, Franklin stakeholders can build a stronger, more vibrant educational community for all constituents while generating revenue for the school district.

# Recommended Implementation Planning Actions



## Spring/Summer 2024 (pending approval)

Finalized leadership structures at each school

- Administration, instructional, and behavioral support and structures

School Assignments

- Students - Determine school assignments for all K-5 students utilizing data from the redistricting analysis and other information. To minimize impacts, consider former Davis Thayer students entering 5th grade who were directly impacted by the closure.
- Staff - Collaborate with the Franklin Educators Association to establish a school placement process for staff members to submit placement preferences in accordance with the collective bargaining agreement.
- Families - Develop and promote family engagement opportunities, community input and volunteer opportunities, transition planning, school climate and culture, school-wide branding, PCC, School Council, etc.)

Special Education - Finalize special education programming and in-district-specialized programs

- Students will receive the support and services they need as outlined in their Individualized Education Programs (IEPs).
- Specialized programs will be located in each school to service students within their community school when possible.

## Summer 2025

Execute district moving plan

Finalize individual class placement and student schedules and notify families

Finalize bus routes and notify families

Complete short-term capital projects

Offer school-based transition opportunities during the summer

## Summer 2026

Mid-Term Construction projects to provide space size alignments and equitable collaboration and breakout space for students district-wide

## 2024-25 School Year

Finalize educator assignments and notify staff members

Traffic and Bussing - Continue collaborating with the Town Engineer and other consultants to develop traffic recommendations considering arrival and dismissal times at each school.

Collaborate with school and level-based teams to build master schedules for the K-2, 3-5, and 6-8 schools.

Engage in the capital procurement process to complete short-term capital projects.

Contract with the moving company to develop a K-8 moving plan consistent with previous moves from DT and FHS.

## 2025-26 School Year

Transition plans to welcome new students and staff to schools

Recommend deferring naming of facilities

## 2026-27 School Year

School facilities naming process

# Summary of Efforts

The overarching goal is to provide recommendations that ensure that physical learning environments support the educational needs of ALL students today and in the future. By providing appropriate educational spaces that meet program and enrollment needs, Franklin can facilitate high-quality learning experiences for every student. To achieve this, the continued development of these recommendations encompasses short-term, mid-term, and long-term strategies for Franklin Public Schools. Through collaborative efforts and strategic planning, we can create learning environments that empower our students to thrive academically, socially, and emotionally, preparing them for success in an ever-changing world.

# Appendices

1. KBA 2020 Report

2. 2023 Redistricting Report

3. McKibben 1 and 2

4. Portrait of a Graduate Report

5. Portrait of a Graduate Application Workshop Report

6. Portrait of a Graduate Presentation to School Committee

7. Educational  Visioning Workshop Report

8. Stakeholder Feedback Forums

    • Presentation

    • Notes

9. KBA Ed Adequacy

    • Meeting Notes

    • Presentation to SubCom

# KBA 2020 REPORT

# ACKNOWLEDGEMENTS

# TABLE OF CONTENTS

## Our Vision
The Franklin Public Schools will foster within its students the knowledge and skills to find and achieve satisfaction in life as productive global citizens.

## Our Mission
The Franklin Public Schools, in collaboration with the community, will cultivate each student's intellectual, social, emotional and physical potential through rigorous academic inquiry and informed problem solving skills within a safe, nurturing and respectful environment.

# Executive Summary

The Franklin Public Schools occupy multiple facilities ranging from 6 to 96 years of age. Over this period we have seen monumental shifts in how we educate students, particularly with regards to technology and educational delivery methods used. These changes have an impact on the ability of a facility to function as it was intended and as it needs to in the future.

In December of 2019, the Franklin Public Schools engaged Kaestle Boos Associates (KBA) to develop a Comprehensive Facilities Assessment focusing on capacity and the educational adequacy of the current schools.

Prior to engaging KBA, the District was provided with a Demographics Report that indicated enrollment was going to decline by approximately 12% over the next 10 years.

Utilizing this data, educational assessments of existing facilities and an inventory of existing spaces was collected through site visits and conversations with District leadership.

The results of the analysis indicate that Franklin Public Schools facilities are currently 26% under capacity and are anticipated to continue to decline to 31% in the next 10 years.

**If no changes were to occur the school facilities would:**

- **all continue to operate under capacity**
- **continue to create a financial burden in the maintenance of these underutilized facilities**
- **suffer reduced educational adequacy in schools built prior to 1996**

## Franklin Public Schools

**Enrollment Projections**

**District Total**

2019-2020
**5,069 students**

2029-2030
**4,458 students**

**-12%**

# Introduction and Methodology



In order to support Franklin Public School's (FPS or the District) scholastic vision, each campus facility must be well-equipped with appropriate learning spaces for students and faculty alike. FPS has embarked on a comprehensive assessment of district facilities in order to gather the information needed to achieve the District's vision, goals, and objectives.

This report summarizes the results of the 2020 comprehensive assessment for FPS and provides options for future master planning. These components include a review of the District's facility portfolio, a capacity analysis, an educational adequacy assessment, and a 10-year utilization of facilities based on enrollment forecasts. Data is combined to formulate total district-wide space needs for the next ten years, which can be used to develop a facility master plan and forecast future funding requirements.

This report provides findings and recommendations for each component of the FPS comprehensive assessment. As shown below, each individual assessment or data-gathering exercise leads to the production of a list of needs over the next ten years. As a follow-on activity, Kaestle Boos Associates can use the information gathered in the comprehensive assessment to develop a facility master plan. Creating the facility master plan also involves community engagement meetings to capture information and reaction from important public sources.

Each comprehensive assessment component is described in further detail in the following pages.



*Note: This report has not considered the special educational needs of the district as those are immeasurable and can change from year to year. It also does not intended to be document as a recommendation for the COVID-19 pandemic.*

**Facility Portfolio**

In order to produce accurate data regarding a district's portfolio, a facility inventory must be prepared. The Kaestle Boos team achieved this by gathering FPS's school data and meetings with administrators. During the initial stages of the assessment, data was collected, analyzed, and correlated for use throughout the remainder of the assessment. Final results can be used for future facility management.

**Capacity Analysis**

A "functional capacity" approach was used to capture an inventory of all instructional spaces in their current use and determine the space utilization. At the elementary level, only rooms in which students receive their daily instruction were counted. Spaces dedicated to special instruction, such as music and art rooms, were not included as capacity spaces. At secondary levels, all instructional spaces were calculated into capacity with a utilization factor applied to allow for conference periods and other breaks in the instructional schedule. These capacity values are used to evaluate space utilization based on school type.

**Educational Adequacy**

An educational adequacy assessment is used to measure the ability of existing facilities to support modern 21st century learning environments and deliver the desired educational program. It considers physical features, outdoor area, learning environments, social areas, media access, transition spaces and circulation routes, visual appearance, degree of safety and security, and site access. This data is collected by visual observations during the school day and self assessment by school administrators.

## Future Path: Options Planning and Facility Master Plan

As a follow-on activity to this assessment, FPS can use the information gathered here to develop a facility master plan. A facility master plan is often used by Districts to plan capital improvement programs before identifying a funding stream or acquiring funding. By developing decisions based on the prioritization and categorization of needs identified during the assessment, a district can begin planning with an objective foundation for long-term decision making. Combining assessment data with enrollment projections, capacity and utilization data, geographical information data, and community input will help facilitate the development of achievable, long-range options. Such options may include renovations, new construction, school consolidation, attendance area realignment, and possible facility closures.

## Options Planning

Based on information collected during an assessment, a district could begin to plan a facilities modernization program to address deteriorating buildings that are under or over utilized. Many different scenarios are possible that take into account facility condition, capacity, attendance zone utilization, and other factors to determine the future serviceability of facilities across a district. Each scenario would have a different impact on the actual cost related to facility condition improvements, life cycle costs, and costs of replacing some facilities in poor condition with new buildings.

It is important to note that developing actual potential scenarios must involve reviewing these factors, as well as additional planning involving key stakeholders and community members.

## Facility Master Plan

Once the results from the options planning process are vetted with the community, recommendations for a facility master plan would be compiled. This final report would outline an action for each of FPS's facilities. Recommendations would be presented by priority and in phases showing which facilities should be addressed first and then the subsequent order for remaining facilities.

**Facility Portfolio**

# FRANKLIN PUBLIC SCHOOLS

is a highly rated, public school district located in Franklin, MA. It has approximately 5,100 students serving grades PK, K-12 with an average student-teacher ratio of 13 to 1.  Approximately 1,000 of those students have an IEP (Individualized Educational Program) and 80 students part of the ELL (English Language Learner) program.  The average graduation rate is 96%.

According to state test scores from 2019, Franklin Public Schools was above the state average in all three measured assessments.  Overall the state classifies the District as "not requiring assistance or intervention" because of substantial progress towards targets.

Currently the District has 7 total buildings with 3 of the buildings containing both Elementary Schools and Middle Schools. The average building age in the District is 30 years, but this data is skewed as a result of the age of Parmenter and Davis Thayer Elementary Schools which have outlived their intended life span (typical life span is 50 years).

|  | Franklin Public Schools | Massachusetts | Comparison |
|---|---|---|---|
| **English Language Arts** | **68%** | **53%** | ↑**15%** |
| **Mathematics** | **66%** | **50%** | ↑**16%** |
| **Science** | **70%** | **54%** | ↑**16%** |

Source: Massachusetts DESE School and District Profiles



Early Ed: 2%
High: 31%
Middle: 26%
Elementary: 41%

**3** campuses
**7** buildings



>51 yrs. 18%
26-50 yrs. 0%
< 10 yrs. 9%
11-25 yrs. 73%

**30** average building age**
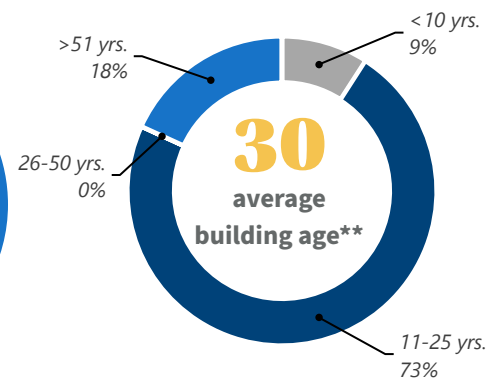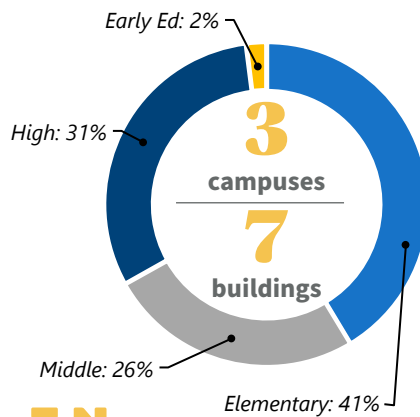
** Davis Thayer Elementary: 96 years old
Parmenter Elementary: 69 years old

# TOWN OF FRANKLIN
## DEMOGRAPHICS

Total Population: 33,022

Median Household Income: $115,355

Total Households: 11,655



**89%** White

**6%** Asian

**2%** Hispanic

**1%** African American

**2%** Other



**92.5%** households with broadband internet
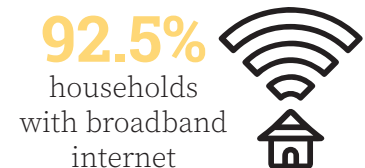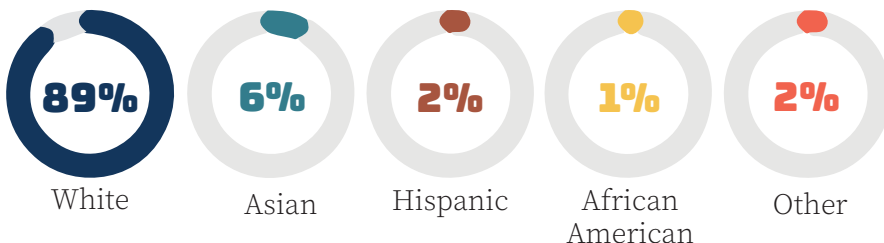
Source: Education Demographic and Geographic Estimates

# School Facility Portfolio



## DAVIS THAYER ELEMENTARY SCHOOL

137 West Central Street
Franklin, MA 02038

**Year Built:** 1924
**Size:** 45,000 gross square feet
**Functional Capacity:** 281 students

Davis Thayer Elementary School serves a population of approximately 225 students in grades K through 5 with a student teacher ratio of 12 to 1. According to state test scores, 5% of students are above state average math and 13% above state average in english language arts.

Students from Davis Thayer transition to Annie Sullivan Middle School, where they combine populations with Helen Keller Elementary.
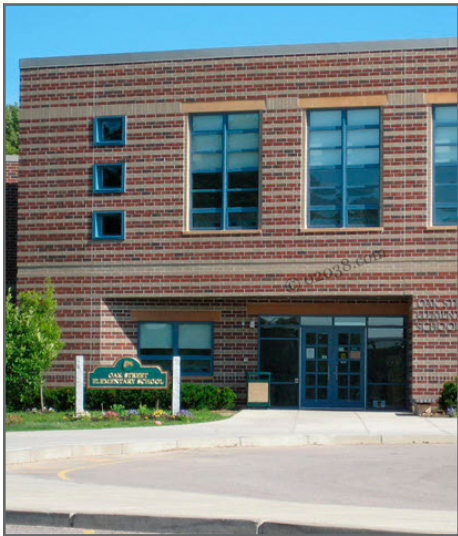


## OAK STREET ELEMENTARY SCHOOL

224 Oak Street
Franklin, MA 02038

**Year Built:** 1962 (renovated 2004)
**Size:** 83,850 gross square feet
**Functional Capacity:** 515 students

Oak Street Elementary School serves a population of approximately 390 students in grades K through 5 with a student-teacher ratio of 15 to 1. According to state test scores, 24% of students are above state average math and 30% above state average in english language arts.

Students from Oak Street transition to Horace Mann Middle School, where they combine populations with Kennedy Elementary.



## HELEN KELLER ELEMENTARY SCHOOL

500 Lincoln Street
Franklin, MA 02038

**Year Built:** 2002
**Size:** 103,860 gross square feet
**Functional Capacity:** 536 students

Helen Keller Elementary School serves a population of approximately 350 students in grades K through 5 with a student-teacher ratio of 14 to 1. According to state test scores, 23% of students are above state average math and 16% above state average in english language arts.

Students from Hellen Keller transition to Annie Sullivan Middle School, where they combine populations with Davis Thayer Elementary.

## JOHN F. KENNEDY ELEMENTARY SCHOOL

551 Pond Street
Franklin, MA 02038

**Year Built:** 1964 (renovated 1999)
**Size:** 55,000 gross square feet (not including temporary trailers)
**Functional Capacity:** 443 students

Kennedy Elementary School serves a population of approximately 350 students in grades K through 5 with a student teacher ratio of 15 to 1. According to state test scores, 28% of students are above state average math and 25% above state average in english language arts.

Students from Kennedy transition to Horace Mann Middle School, where they combine populations with Oak Street Elementary.



## GERALD M. PARMENTER ELEMENTARY SCHOOL

235 Wachusett Street
Franklin, MA 02038

**Year Built:** 1951 (additions in 1968 & 1987)
**Size:** 56,000 gross square feet
**Functional Capacity:** 384 students

Parmenter Elementary School serves a population of approximately 345 students in grades K through 5 with a student-teacher ratio of 15 to 1. According to state test scores, 16% of students are above state average math and 16% above state average in english language arts.

Students from Parmenter transition to Remington Middle School, where they combine populations with Jefferson Elementary.



## JEFFERSON ELEMENTARY SCHOOL

628 Washington Street
Franklin, MA 02038

**Year Built:** 1996
**Size:** 64,000 gross square feet
**Functional Capacity:** 433 students

Jefferson Elementary School serves a population of approximately 345 students in grades K through 5 with a student-teacher ratio of 14 to 1. According to state test scores, 21% of students are above state average math and 15% above state average in english language arts.

Students from Jefferson transition to Remington Middle School, where they combine populations with Parmenter Elementary.

## HORACE MANN
## MIDDLE SCHOOL

224 Oak Street
Franklin, MA 02038

**Year Built:** 1962 (renovated 2004)
**Size:** 96,150 gross square feet
**Functional Capacity:** 720 students

Horace Mann Middle School serves a population of approximately 450 students in grades 6 through 8 with a student teacher ratio of 11 to 1. According to state test scores, 11% of students are above state average math and 7% above state average in english language arts.

Students transition to Horace Mann from Oak Street Elementary and Kennedy Elementary School.



## ANNIE SULLIVAN
## MIDDLE SCHOOL

500 Lincoln Street
Franklin, MA 02038

**Year Built:** 2002
**Size:** 76,150 gross square feet
**Functional Capacity:** 716 students

Annie Sullivan Middle School serves a population of approximately 380 students in grades 6 through 8 with a student teacher ratio of 11 to 1. According to state test scores, 9% of students are above state average math and 24% above state average in english language arts.

Students transition to Annie Sullivan from Helen Keller Elementary and Davis Thayer Elementary School.



## REMINGTON
## MIDDLE SCHOOL

628 Washington Street
Franklin, MA 02038

**Year Built:** 1996
**Size:** 80,000 gross square feet
**Functional Capacity:** 718 students

Remington Middle School serves a population of approximately 400 students in grades 6 through 8 with a student teacher ratio of 10 to 1. According to state test scores, 15% of students are above state average math and 9% above state average in english language arts.

Students transition to Remington from Jefferson Elementary and Parmenter Elementary School.

# The following schools are not included in this study.



## FRANKLIN EARLY CHILDHOOD DEVELOPMENT CENTER

224 Oak Street
Franklin, MA 02038

**Year Built:** 2004
20,000 gross square feet

Franklin Early Childhood Development Center serves a population of approximately 110 students who are between the ages of 3 and 5 years old.



## FRANKLIN HIGH SCHOOL

218 Oak Street
Franklin, MA 02038

**Year Built:** 2014
306,550 gross square feet

Franklin High School serves a population of approximately 1750 students in grades 9 through 12 with a student-teacher ratio of 15 to 1. According to state test scores, 15% of students are above state average math and 11% above state average in english language arts.

# Capacity Analysis
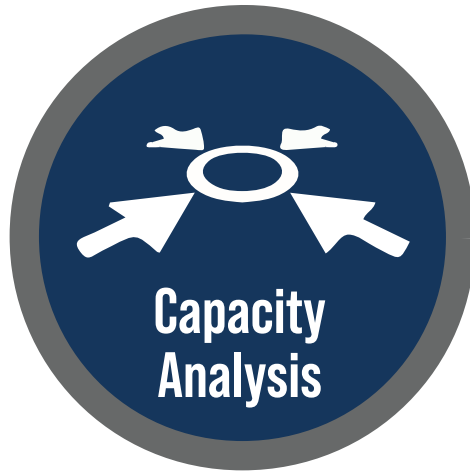
The capacity of a school reflects how many students the school's physical facility can effectively serve. There are various methodologies that exist to calculate capacity. It is not uncommon to review an existing building only to find that the capacity that once had been assigned to a building is greater than what can be reasonably accommodated today. This is primarily due to a change in how programs are currently delivered.

During the past thirty years, programs in a public school system and the manner in which they are delivered have changed significantly. Repeatly the argument made is that "This school was able to accommodate 600 students thirty years ago and now you are saying it can only accommodate 400 students today. How can this be the case?" Persons making these statements often do not realize that when the building was originally constructed, the average class size was 30 students, the music program was being held on the stage, the teacher provided art on a cart, there were no computer labs, the Kindergarten program was only half-day, and students with severe challenges and special education needs were in separate facilities.

Historically, building capacity in many districts has been calculated based upon the number of general classrooms in elementary schools, the number of core instructional suites in middle schools, and the number of classrooms with a scheduling factor applied for high schools. This approach is referred to as the "design capacity" of the building. This methodology is rigid and does not accommodate district sponsored programs.

### The capacity of a school building is driven by four main factors:

1. **the physical size of the instructional spaces**
2. **the class size limits**
3. **the schedule of uses**
4. **the programs that are offered by the school**

Just as education has evolved, the way schools facilities are utilized has evolved. Because of the dynamic, collaborative learning environments that are required to prepare students for the modern world a more flexible approach is utilized and referred to as the "functional capacity." The functional capacity of an educational facility is defined as the number of students the facility can accommodate. More specifically, a school's capacity is the number of students which can be accommodated given the specific educational programs, the class schedules, the student-teacher ratios, and the size of the rooms. The utilization rate of a facility is calculated by dividing the current or projected enrollment of the educational facility by the capacity. The utilization rate is used to determine if the facility has excess space or if it is lacking sufficient space for the given enrollment.

# METHODOLOGY

For the Franklin Public School District analysis, a single method of calculating capacity was used – the instructional space model. This brings both consistency and clarity to the process of determining capacity. To determine capacity of the buildings in FPS, a "functional capacity" approach was employed. To calculate functional capacity, an inventory of current use was collected for all teaching spaces. At the elementary level, rooms where students receive their standard daily instruction were counted as capacity, while spaces dedicated to special instruction such as gyms, computer labs, and library media center did not affect capacity. Special education rooms were used in capacity calculations but at a reduced student per room rate. At secondary levels, all instructional spaces were figured into capacity calculations. Again, in the middle schools, special education rooms were incorporated but at a lower student count per room.

Existing building capacity information was gathered though analysis of building floor plans and interviews with district personnel. The calculations required a variety of information:

- plans, maps, diagrams, and drawings of existing buildings
- information regarding the numbers of teaching spaces and their uses
- square footage information for each school
- interviews with school administration
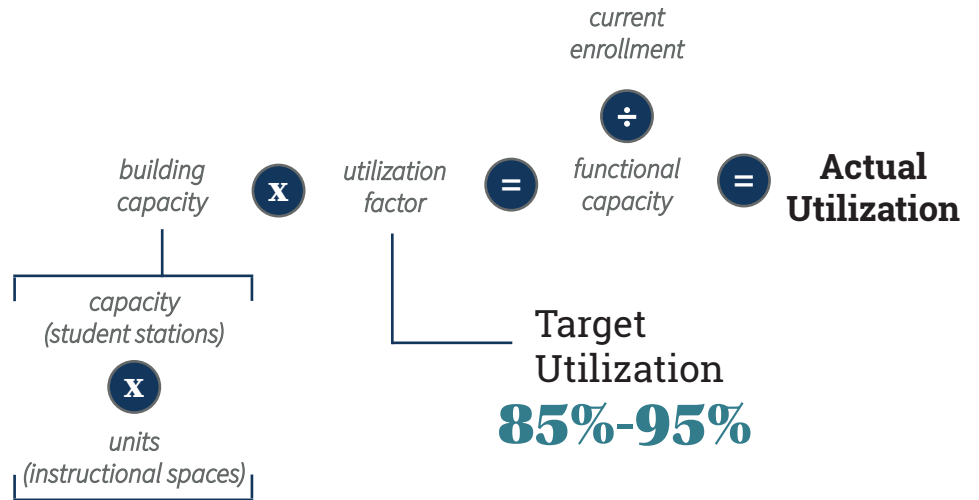
There are many capacity variables including physical, operational and programmatic that are considered as part of an analysis. The intent and goal for utilization of a school facility is to maximize the use of the building, resulting more educationally efficient buildings that have a lower operational cost. The average utilization rate nationally is 95-100% for elementary schools and 80-85% for middle and high schools. For the purposes of this study we have used the Massachusetts School Building Authority's standard utilization rates which are 95% for elementary schools and 85% for middle and high schools.

The standard utilization rates function as a way to benchmark the utilization of a facility as a snapshot of a certain point in time. To account for this it is common to use a standard ± range of 5% to account for flexibility of uncertain enrollments.
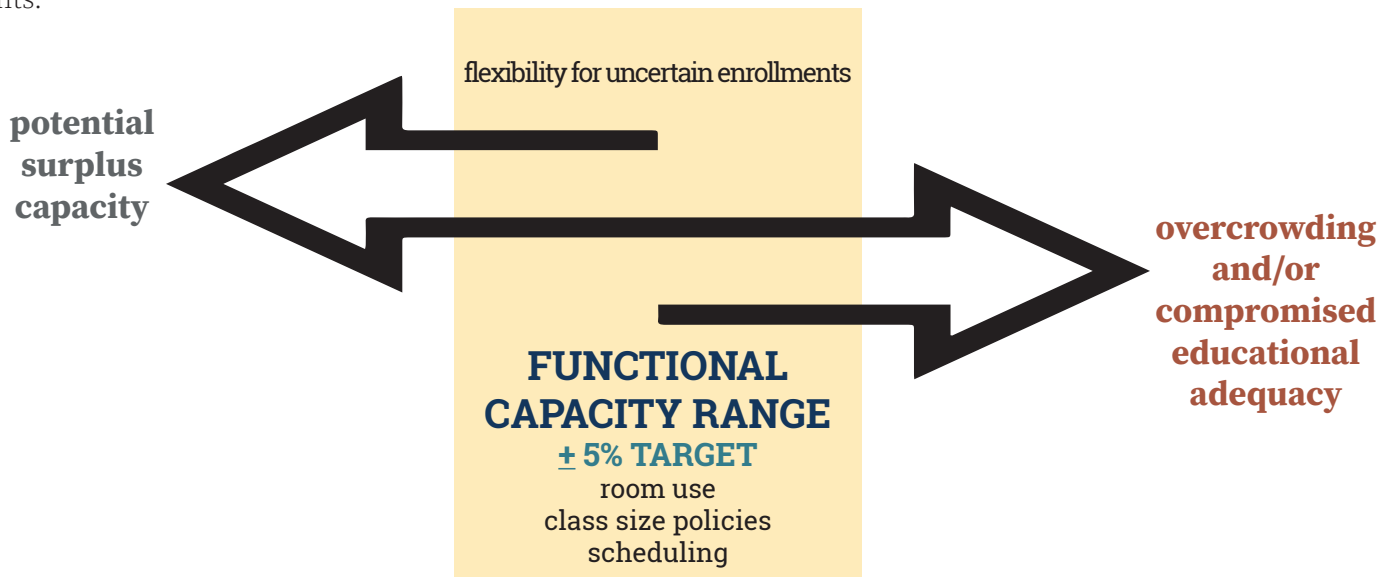
# ELEMENTARY ENROLLMENT VS. CAPACITY



**CURRENT**

## 77%

**PROJECTED**

## 80%
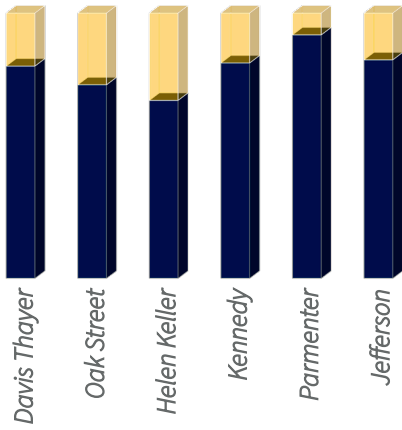
As a district, the current K-5 enrollment is below capacity at all six of the schools. The total current elementary utilization is 77%. The projected 10-year enrollment slightly increases the utilization rate to 80%, but still well below the national and state averages. Current and future utilization rates mean that as a district most of the elementary schools currently underutilized will remain under capacity for the next ten years with no action.

Individually the utilization rates for each school are as follows:

## Target Utilization: **95%**

| 2019-2020 School Year | 2029-2030 School Year |
|---|---|
| Helen Keller Elementary: 65% | Helen Keller Elementary: 57% |
| Davis Thayer Elementary: 81% | Davis Thayer Elementary: **96%** |
| Kennedy Elementary: 79% | Kennedy Elementary: 66% |
| Oak Street Elementary: 70% | Oak Street Elementary: 78% |
| Parmenter Elementary: **90%** | Parmenter Elementary: **104%** |
| Jefferson Elementary: 80% | Jefferson Elementary: 78% |

The graphs below show the current capacity, enrollment and utilization for each school as well as the projected enrollment and utilization rates based on enrollment data provided.

### Helen Keller Elementary
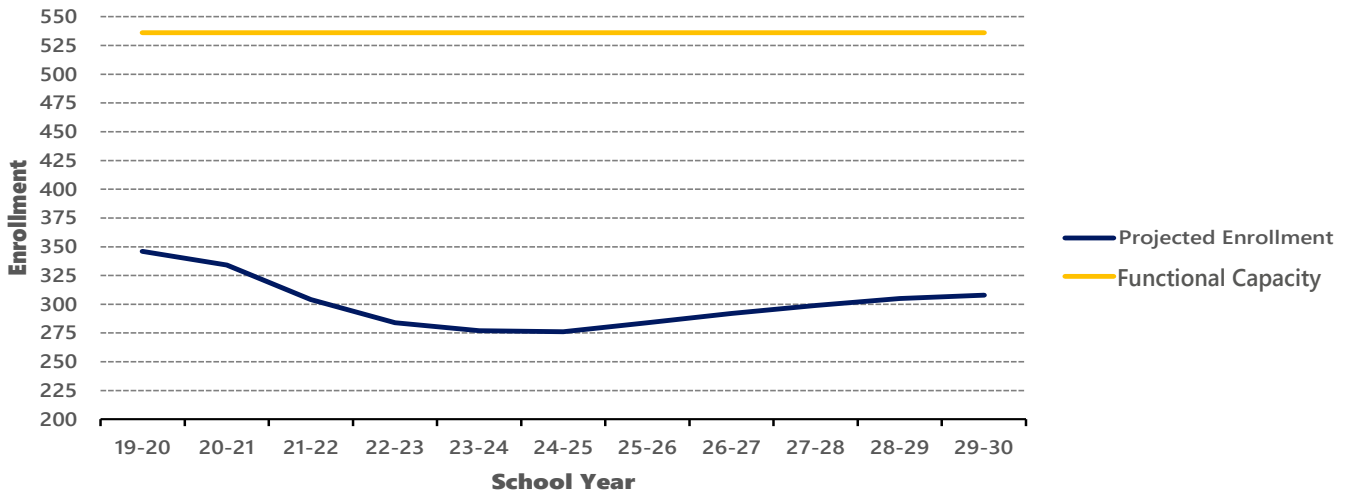


Source: McKibben, 2019

### Davis Thayer Elementary
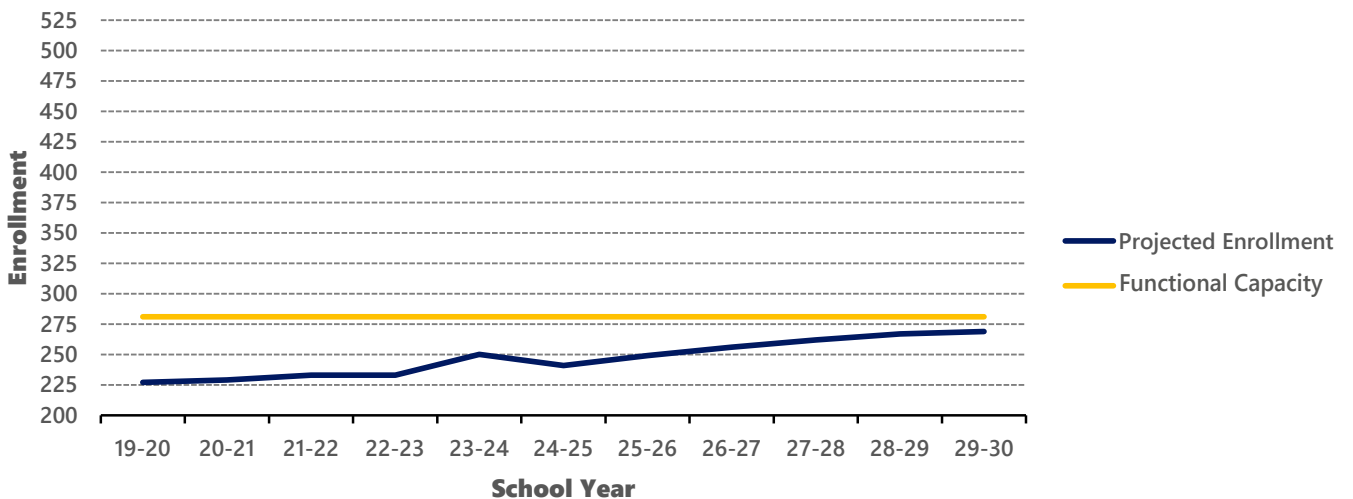


Source: McKibben, 2019

**Kennedy Elementary**



Enrollment vs. School Year

Projected Enrollment

Functional Capacity
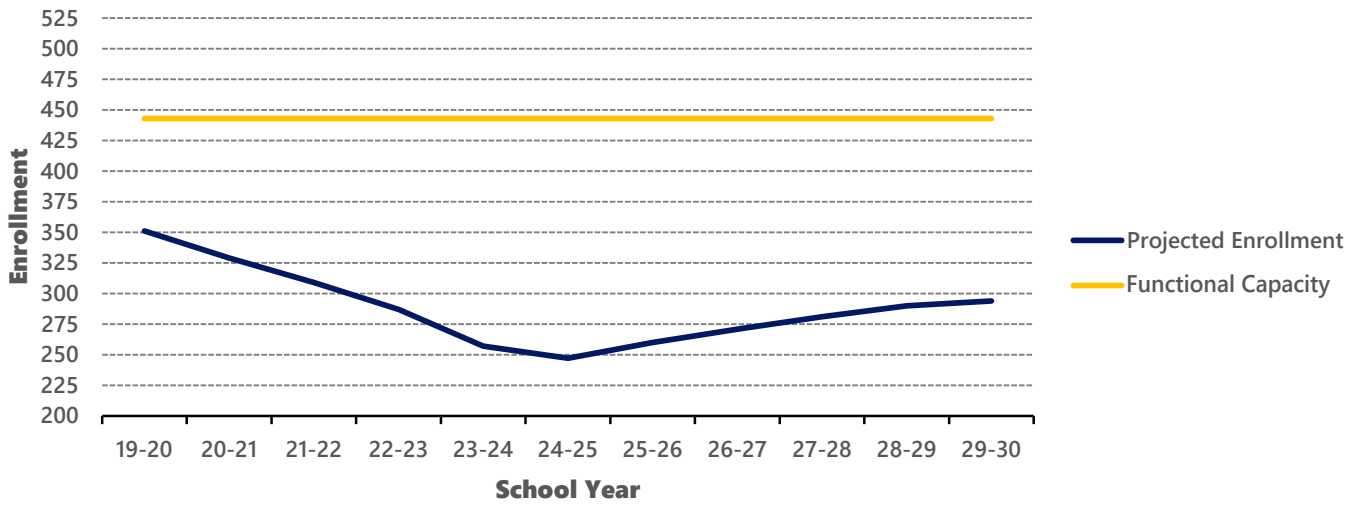
Source: McKibben, 2019

**Oak Street Elementary**



Enrollment vs. School Year

Projected Enrollment

Functional Capacity
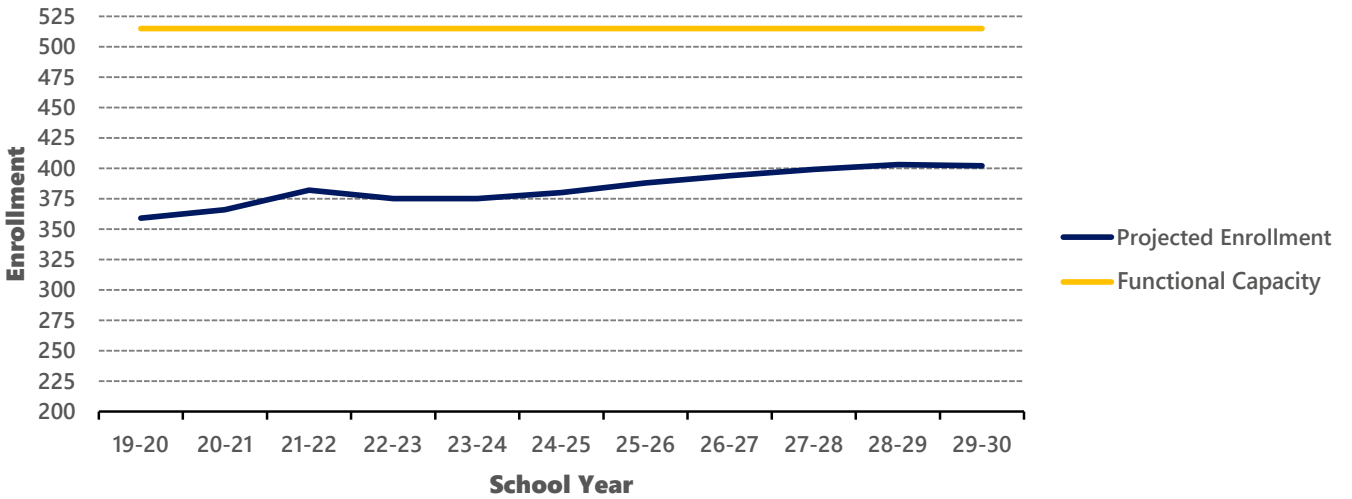
Source: McKibben, 2019

**Parmenter Elementary**



Enrollment vs. School Year

Projected Enrollment

Functional Capacity
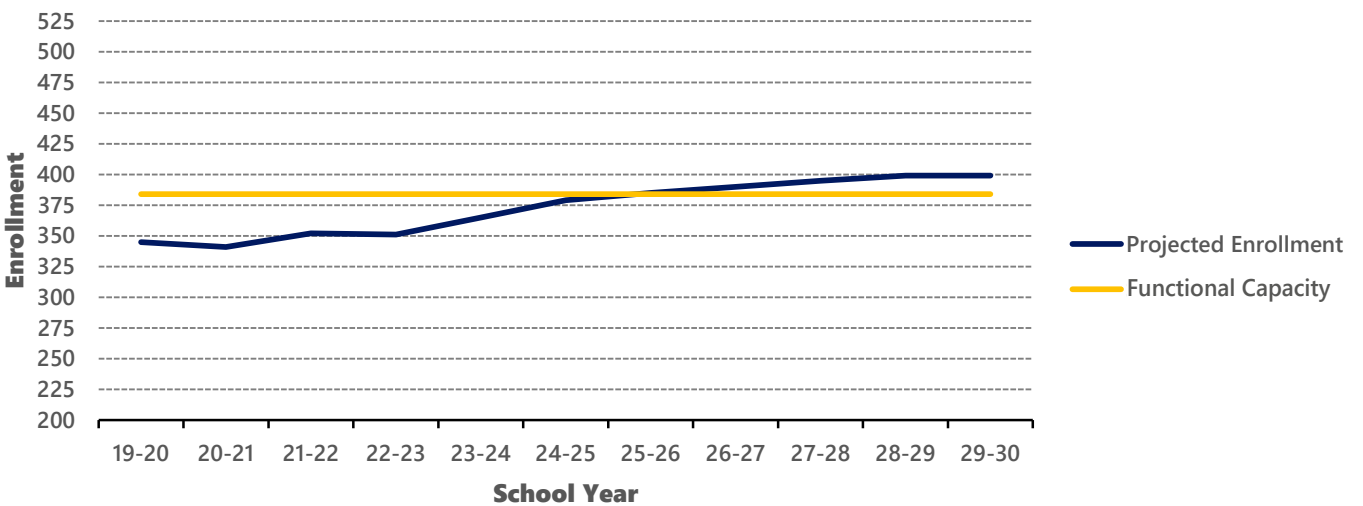
Source: McKibben, 2019

**Jefferson Elementary**

Enrollment vs. School Year

Legend:
- Projected Enrollment
- Functional Capacity
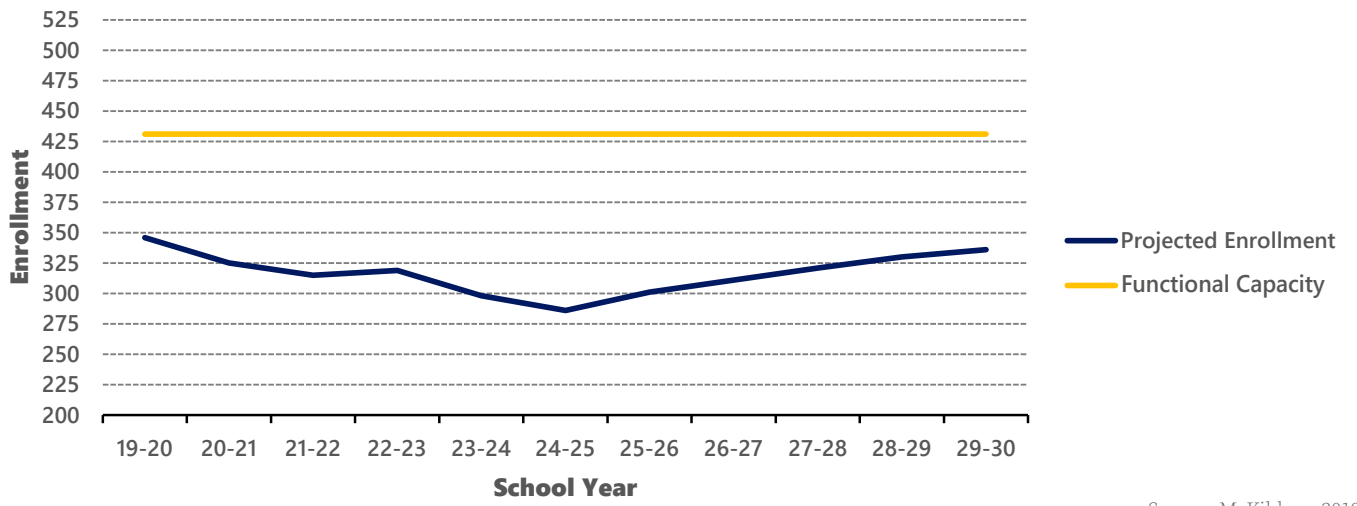
Source: McKibben, 2019

# MIDDLE SCHOOL ENROLLMENT VS. CAPACITY
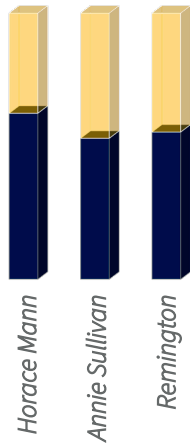


As a district, the current 6-8 enrollment is below capacity in the all three of the schools. The total current elementary utilization is 47%. The projected 10-year enrollment decreases the utilization rate to 48%, well below the national and state averages. Current and future utilization rates mean that as a district all of the currently underutilized middle schools will remain under capacity for the next ten years with no action.

Individually the utilization rates for each school are as follows:

## Target Utilization: **85%**

**2019-2020 School Year**

Annie Sullivan Middle: 53%

Horace Mann Middle: 63%

Remington Middle: 56%

**2029-2030 School Year**

Annie Sullivan Middle: 41%

Horace Mann Middle: 49%

Remington Middle: 53%

**CURRENT**

**57%**

**PROJECTED**

**48%**
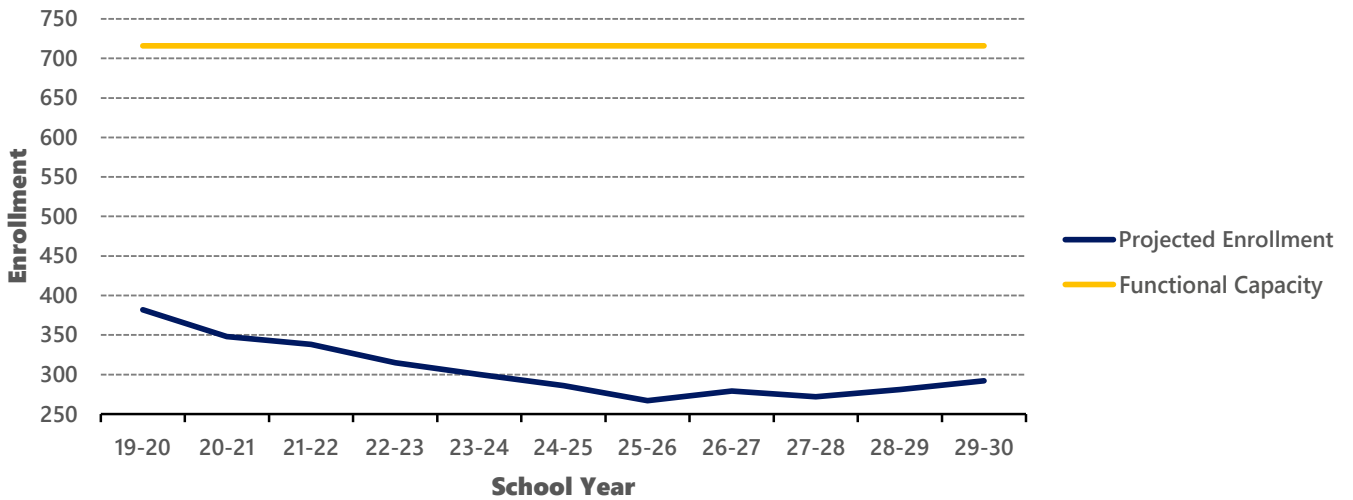


Source: McKibben, 2019
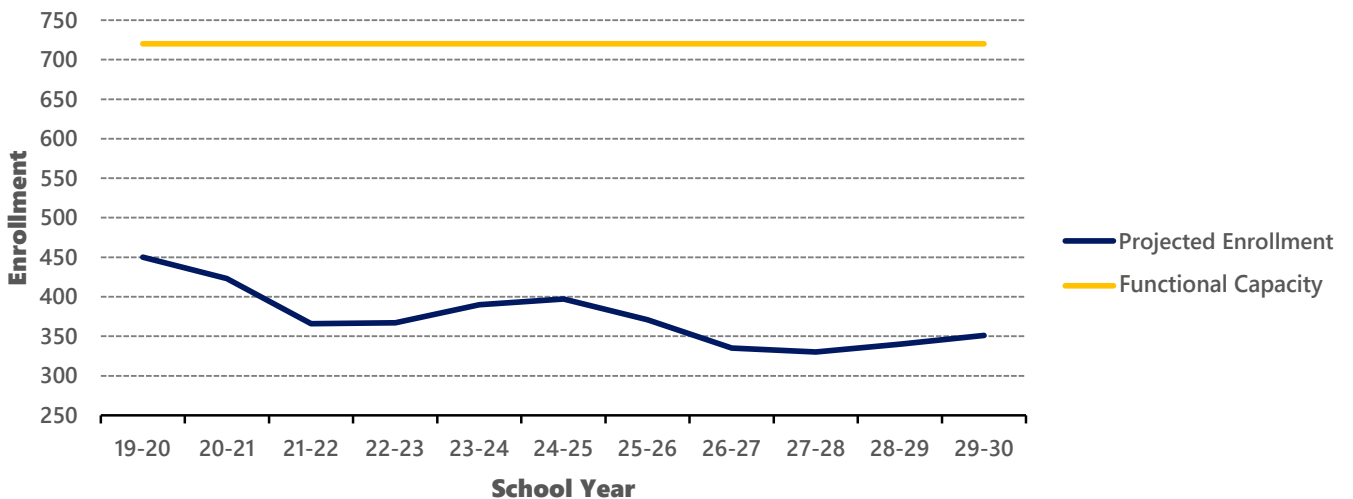


Source: McKibben, 2019

**Remington Middle**

Enrollment vs. School Year

- Projected Enrollment
- Functional Capacity

Source: McKibben, 2019
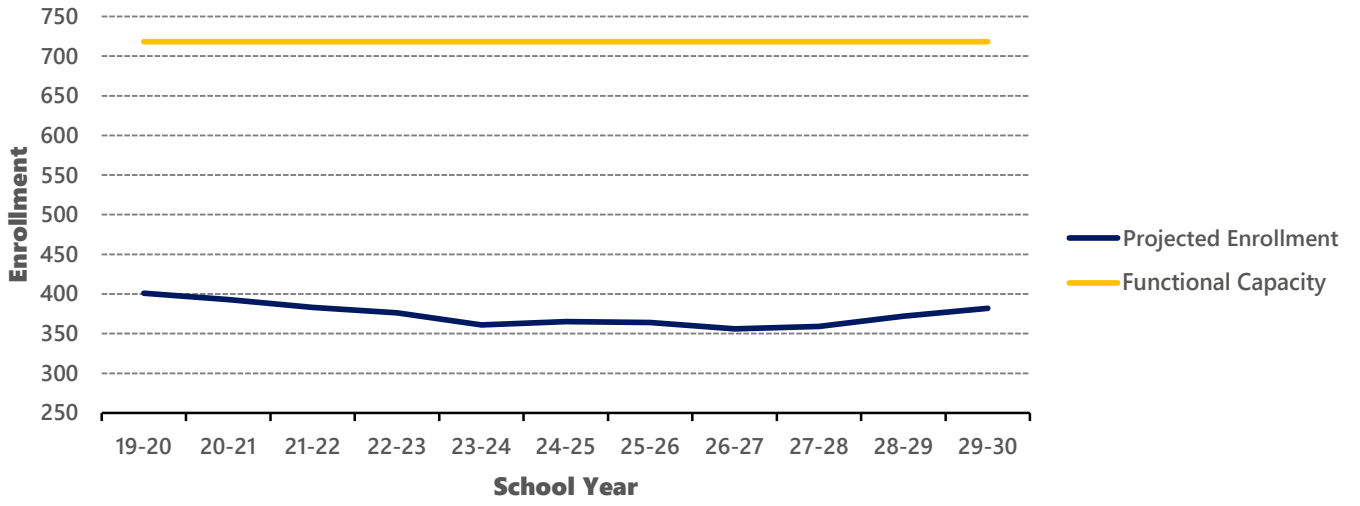
# Educational Adequacy

A critical component to functional equity across the broad spectrum of the Franklin Public School District is educational adequacy. The Educational Adequacy Index [EAI] is used as a comparative indicator to identify the relative programmatic needs of a facility, group of buildings, or an entire portfolio.

Not only used as a way to compare facilities, an educational adequacy assessment is imperative to determine how well a renovated school will support teaching curriculum. The assessment is valuable when campuses are faced with significant capital needs including major renovation or replacement. Decision makers must evaluate the cost trade-off of using a facility which has challenges facilitating future-focused education for long term use. When considering long term strategic plans, it is not wise to spend millions of dollars renovating a facility with a low suitability score only to have a newly renovated, but educationally obsolete, school facility.

There are several challenges in assessing educational adequacy. First is that programmatic needs change far quicker than the facilities themselves do. For example, many facilities built in the 1950s did not have a separate music and art room. These programs were held in the student's home room as "art on a cart" or on the stage of the multi-purpose room. Special education programs were not delivered in the regular public school and spaces have been retro-fitted with the proper restrooms, changing rooms, and specialty spaces required to serve that student population. Itinerant workers who require offices and support spaces including psychologists, behavior analysts, and social workers, did not exist when most facilities were planned. Another challenge is that elements that make up educational adequacy are difficult to quantify. For example, based on current educational specifications, each classroom should have natural lighting. This evaluation can be somewhat subjective depending on the assessor conducting the survey.

## WHY EDUCATIONAL ADEQUACY MATTERS

Research supports the benefits of modern classroom design.
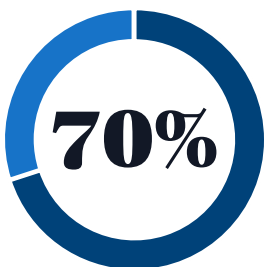
**70%** **of students reported better grades, better attendance, or improved creativity** in newly designed active learning environments

Source: Mark Fehlandt, Hamline University, "Flexible Classroom Design and Its Effects on Student-Centered Teaching and Learning," August 2017
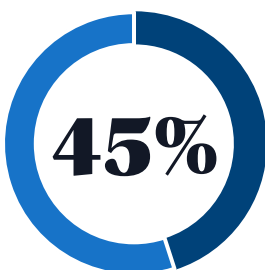
**45%** **increase in academic engagement** can result from improvements to the classroom layout such as creating space for independent work or making a clear pathway to access school supplies

Source: ISTE, "Designing Engaging Learning Spaces," January 2016

# 21ST CENTURY LEARNING ENVIRONMENTS

## Primary Teaching Space: Classrooms

Although we are moving towards an educational environment where learning occurs anywhere, facilitated learning remains focused on the classroom unit. Historically, classrooms were one-size-fits-all to support a stand and deliver approach to content delivery. We now know that every student learns differently, and physical space has as much of an impact on how a student learns as the content itself.

In primary schools, students spend greater amounts of time in a single classroom where they receive most of their content and leave these spaces for enrichment courses only. Large boxy classrooms are broken down into designated activity zones through furniture placement which allows for differentiated instruction based on content area. While using furniture and finishes works to create zones, the space can also be designed in alternative shapes to reflect the ideas of zoning. In many districts, additional educators or specialists may also be working with groups of students in the classroom for specialized content, push-in services, or to allow an educator to focus on smaller groups of students.





In secondary schools, several different content areas could utilize a single room during different periods of the day depending on the teaching model and schedule. It is important that classrooms are flexible enough to provide for different content area instruction. Student-centric educational delivery focuses on student collaboration which necessitates lightweight, easily movable furnishings so that groupings can be facilitated quickly and easily among students. Additionally, different pedagogical approaches (including STEAM) may encourage team teaching and cross collaboration so physical connections between classrooms and access to breakout space is increasingly important.

Classroom design that is flexible enough to accommodate multiple teaching zones is critical. Solutions should include providing several teaching walls with access to technology and writable surfaces. Designers must also ensure that there are zones within a classroom for activities that are quiet or loud and that distractions are minimized between these zones. Finally, it is important for teachers to resist adorning their classroom walls with decor as these can be significant distractions particularly for students with attention disorders or autism.

## Secondary Teaching Spaces: Small Group and Breakout Spaces

Space variety is important not only within the classroom but also adjacent or in proximity to classrooms. Creating small group areas and breakout space within sight line from a classroom space allows a few students to work in a more private space. Access to a variety of spaces can allow for a teacher to differentiate instruction to individuals more easily.

Additionally, evidence has proven that students with special or alternative needs (such as English Language Learners) are most successful when they can be included in the general classroom and receive services through push-in and pull-out. Pull-out services provided by a specialist, ideally occur close to the classroom so that it minimizes disruption to the students' classroom time traveling.

Breakout space can also provide an alternative look and feel. Some students learn most effectively in soft seating and a more casual environment. It is also important to recognize that the stresses on all students social/emotional needs in the world sometimes necessitates a break. Adjacent spaces with alternative and flexible uses can provide a respite for students as needed.

# STEAM | Makerspace

STEAM is a pedagogical approach to teaching and learning which utilizes the content areas of science, technology, engineering, arts, and mathematics together. It allows students to pursue alternative methods of inquiry, critical thinking, and dialogue to allow for a more holistic approach to curriculum delivery. The interweaving of content and discovery that STEAM provides allows students to create multidimensional connections between learning areas which prepares them for the real world. STEAM has been proven an effective approach for all students, particularly those at-risk or with special needs as it shifts away from outcome-based education by focusing on problem solving, exploration, innovation, and relevancy. Additionally, the project-based approach that STEAM can facilitate taps into hands-on, tactile learners in a way that stand and deliver education typically cannot.



# Media Center

Media centers are not your traditional library. It is important to recognize that traditional libraries in education are a thing of the past. Future focused media centers are the educational heart of a school building. While they do still have books, much of the focus of the media center is technology and student driven inquiry. Media centers vary depending on each individual district or school building however they may include spaces for fabrication labs, maker spaces, small group spaces, breakout, formal and informal study areas, tv and visualization studios, computer labs, reading rooms, and research labs. Much like other educational spaces, they should include flexible seating including a variety of traditional furnishings and soft seating to accommodate different types of learners.
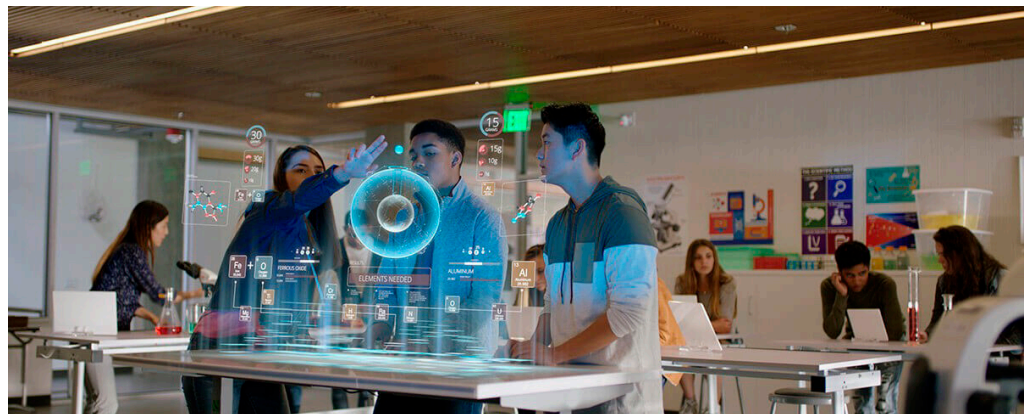


The role of the librarian has also changed into the role of a media specialist. This shift allows the specialist to guide students in their exploration through a diverse set of media, and to be the moderator of technical spaces like fabrication labs and maker spaces. The media specialists can also serve the role of push-in services to aid classroom educators in student-centric investigation.



Because the media center is the educational heart of a school building. It is important that it can be accessed by all students for extended hours. While a facility may have security in place to isolate classroom wings during non-school hours, it is important that the media center be available for mornings, evenings, and weekends. The space is a very important resource for community groups, small businesses, and professional development which can occur all times of day.

# Faculty Support Spaces

We have clearly seen a shift away from the assembly line method of stand and deliver education over the last several decades. Moving from the model of "Sage on stage" to "Guide on the side" does not diminish the role of the educator by any means. In fact, there are additional pressures placed on educators as their need to differentiate instruction can require individualized lesson plans.

In secondary education, scheduling and space utilization means some classrooms remain empty several periods a day if they were "owned" by one teacher. In an effort to activate space and increase utilization, most traditional classroom spaces can be shared between a few educators throughout the day. This allows fewer classrooms to be constructed and reduces overall construction costs and can reduce financial burdens on a community. The result is that teachers do not "own" a classroom however they still need to be working when they are not actively teaching.



Interdisciplinary instruction, STEM/STEAM, and future-focused pedagogical approaches to curriculum requires teacher collaboration more than ever. It is important that this need is supported by physical space. Centralized collaboration areas for teachers is critical to support these new teaching methods. Additionally, it is important that each educator has a place for them to work individually that they "own" like a desk or a workstation. These two spaces can be co-located to encourage extemporaneous collaboration between educators. Other unforeseen positives from co-location of staff are that they learn more from each other about their students and can inadvertently become more in tune with any personal issues that may affect their schoolwork.

# Outdoor Learning

Spending time outdoors immersed in the natural environment should occur more often than Physical Education lessons. In an era where students are spending increasingly more time plugged in and staring at screens, we have learned that there are significant benefits to outdoor learning. There is proven health, social/emotional, and engagement benefits to incorporating the outdoor environment into day to day teaching and learning.

Curriculum can also be significantly enhanced by outdoor learning spaces. For example, simple amphitheater tiered seating can create a space for theater, music, and humanities. Sculpture gardens and outdoor art studios elevate artistic diversity. Outdoor space for construction related vocational spaces can also create significant benefits such as home mock-ups. Science investigation and experimentation can take the shape of rocket launches or environmental studies to extend the classroom to the outdoor world.

As expensive as construction has become, it is important to utilize every part of a facility including the site as an opportunity for learning. Site design can be as simple as a touchdown space when waiting for a parent pickup, to recess, outdoor play areas, discovery zones, as well as free-form nature play learning areas, and formal outdoor classrooms. It is important that there be a variety of spaces as it creates flexibility in the use of outdoor space.
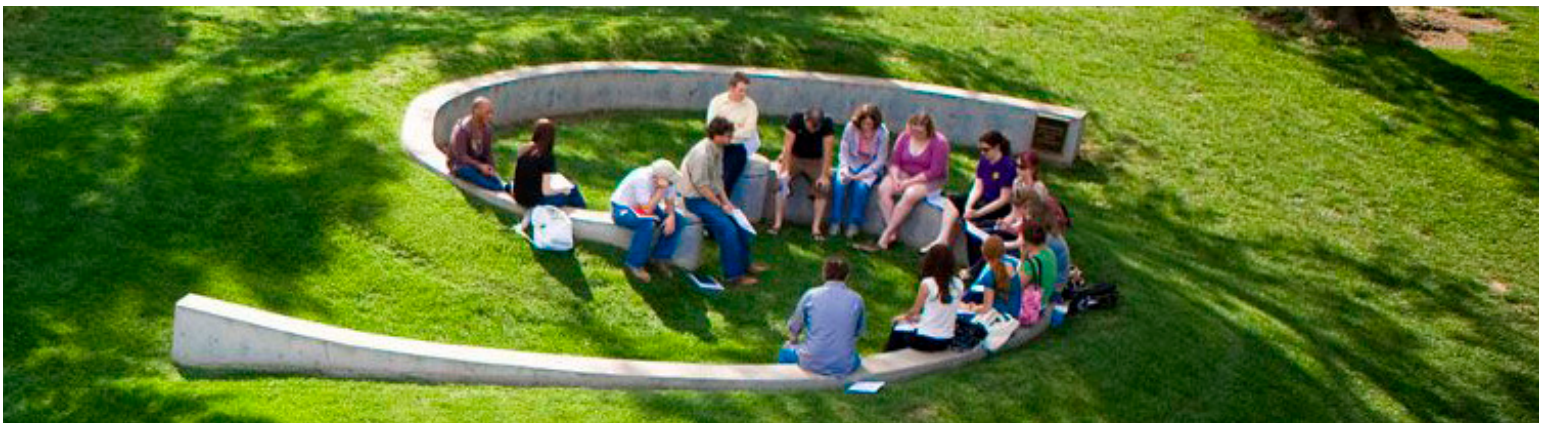
# METHODOLOGY
## Educational Adequacy Index [EAI]

In order to provide an educational adequacy assessment with objective and consistent results, a collection and reporting instrument was developed by Kaestle Boos Associates for this study. The assessment was conducted by a sole educational planner and was based on the the following reports:

- *Clever Classrooms, by Peter Barrett, Dr Yufan Zhang, Dr Fay Davies & Dr Lucinda Barrett*
- *School Building Assessment Methods, by Henry Sanoff*

The Educational Adequacy Index [EAI] was developed as a measurement indicator of quality utilizing the following categories:

**Physical Features**

**Outdoor Areas**

**Learning Environments**

**Social Areas**

**Media Access**

**Transition Spaces and Circulation Routes**

**Visual Appearance**

**Degree of Safety and Security**

**Site Access**



To calculate the Educational Adequacy Index [EAI] each category type was given a score out of 5. The total number of requirements for a category was calculated and divided up to determine the average for that category. Finally, a weight factor is applied to the categories that are deemed more important and have a greater "weight" in the Educational Adequacy Index [EAI] total. The table below lists all of the requirements, including the weight factor for that category.

**Physical Features -15%**

Connection between indoor and outdoor areas within the campus

Appropriate building for learning

Accessibility for people with disabilities

Building designed and built to the scale of children

Control of internal and external noise level

Views and natural light through windows

Visibility of main entrance for students and visitors

**Outdoor Areas - 5%**

Appropriate outdoor areas for learning

Green areas adjacent to the learning environments

Outdoor play areas for students

Outdoor learning environments with natural elements

Outdoor learning environments for social interaction

**Learning Environments - 20%**

Indoor learning areas for individual learning styles

Breakout rooms adjacent to classrooms

Areas of instruction for the arts

Areas of instruction for sciences

Teachers workspace

Comfortable and stress-free classrooms

Stimulating classroom atmosphere for learning

Indoor air quality in classrooms

Adaptability of classrooms to changing uses

Lighting quality in classrooms

Classroom walls conducive for displaying students' work

Hallways conducive for displaying student work

## Social Areas - 10%

Inside quiet areas for eating

Outside quiet areas for eating

Private spaces for students both inside and outside building (reading areas, quiet places, reflection areas, listening areas etc.)

Places where students can be noisy and engage in physical activity

Public areas fostering a sense of community

Students personalizing their own places

## Media Access - 10%

Media and technology access for students in the learning environments

Media and technology access for teachers in the learning environments

## Transition Spaces and Circulation Routes - 5%

Circulation routes within and among learning environments

Hallways as passageways within the school

Clear markings for interior circulation routes

Transition spaces inside and outside of the learning environments

## Visual Appearance - 10%

Visual appearance of the exterior of school building

Visual appearance of the interior of school building

Harmony of the school building with surroundings

Variation of ceiling heights within the school for comfort and intimacy

Visual stimulation of school building

## Degree of Safety and Security - 15%

Safe location of learning environments; free of non-pedestrian traffic

Safe indoor environments for students to learn

Safe outdoor environments for students to learn

Secured storage spaces for students

Secured storage spaces for teachers

## Site Access - 10%

Vehicular/bus circulation

Pedestrian circulation

Emergency Access

# FINDINGS

The final Educational Adequacy Index [EAI] can then be sorted as a ranking to compare each type of facility to each other. The ranking system lists from 1 to 6 for elementary schools and 1 to 3 for middle schools. 1 being the school with the highest Educational Adequacy Index [EAI]. This ranking says nothing about the condition of a facility or how it performs educationally it is simply a measurement of how the facility aligns with current educational design guidelines.

## Elementary Schools

The Educational Adequacy Index [EAI] for each elementary school is shown in the table below.

| | |
|---|---|
| HELEN KELLER ELEMENTARY SCHOOL | 77% |
| OAK STREET ELEMENTARY SCHOOL | 73% |
| JEFFERSON ELEMENTARY SCHOOL | 64% |
| PARMENTER ELEMENTARY SCHOOL | 47% |
| KENNEDY ELEMENTARY SCHOOL | 42% |
| DAVIS THAYER ELEMENTARY SCHOOL | 40% |

## Middle Schools

The Educational Adequacy Index [EAI] for each middle school is shown in the table below.

| | |
|---|---|
| HORACE MANN MIDDLE SCHOOL | 76% |
| ANNIE SULLIVAN MIDDLE SCHOOL | 74% |
| REMINGTON MIDDLE SCHOOL | 68% |

# DAVIS THAYER ELEMENTARY SCHOOL

## Mission Statement

Davis Thayer, in collaboration with the district, families, and the community, will foster a school that learns by equipping students with the skills and knowledge essential to becoming productive citizens and lifelong learners. We will provide a physically and intellectually safe learning environment by modeling and promoting our core values of Respect, Encourage, Challenge, Include, Persevere, and Engage to nurture fulfillment of each student's potential.

## Core Values

**Respect:** Recognize the value each person brings to our community.

**Encourage:** Inspire the best in others by cheering them on and telling them they can do it!

**Challenge:** Set goals and reach beyond them, always striving to do the best we can.

**Include:** Welcome everyone because we all belong to our school community.

**Persevere:** Keep on trying and never give up, even when learning is challenging.

**Engage:** Actively participate in our learning by being focused and involved.

## 40% Educational Adequacy Index Score

## Summary

**SITE**

- Lack of Sufficient Parking
- Students Cross Driveway to Access Playground
- On-site Parent Drop-off shared with Bus Drop-off

**BUILDING**

- Well-maintained
- Built during the Industrial Era
- Lack of Accessibility
- Poor Natural Security
  - *Access to Building and Student Population Before Entering Main Office*

**EDUCATIONAL**

- All Spaces below Current Educational Size Standards (-200sf)
- Multiple Building Levels Impede Student / Staff Collaboration
- Lack of Break-out / Collaboration / Makerspaces

| Physical Features | 10/35 |
|---|---|
| Connection between indoor and outdoor areas within the campus | 1 |
| Appropriate building for learning | 1 |
| Accessibility for people with disabilities | 0 |
| Building designed and built to the scale of children | 1 |
| Control of internal and external noise level | 1 |
| Views and natural light through windows | 4 |
| Visibility of main entrance for students and visitors | 2 |

| Outdoor Areas | 7/25 |
|---|---|
| Appropriate outdoor areas for learning | 0 |
| Green areas adjacent to the learning environments | 3 |
| Outdoor play areas for students | 3 |
| Outdoor learning environments with natural elements | 0 |
| Outdoor learning environments for social interaction | 1 |

| Learning Environments | 26/55 |
|---|---|
| Indoor learning areas for individual learning styles | 2 |
| Breakout rooms adjacent to classrooms | 0 |
| Areas of instruction for the arts | 3 |
| Areas of instruction for sciences | NA |
| Teachers workspace | 1 |
| Comfortable and stress-free classrooms | 3 |
| Stimulating classroom atmosphere for learning | 2 |
| Indoor air quality in classrooms | 2 |
| Adaptability of classrooms to changing uses | 3 |
| Lighting quality in classrooms | 3 |
| Classroom walls conducive for displaying students' work | 3 |
| Hallways conducive for displaying student work | 4 |

| Social Areas | 9/30 |
|---|---|
| Inside quiet areas for eating | 2 |
| Outside quiet areas for eating | 0 |
| Private spaces for students both inside and outside building (reading areas, quiet places, reflection areas, listening areas etc.) | 2 |
| Places where students can be noisy and engage in physical activity | 3 |
| Public areas fostering a sense of community | 0 |
| Students personalizing their own places | 2 |

| Media Access | 6/10 |
|---|---|
| Media and technology access for students in the learning environments | 3 |
| Media and technology access for teachers in the learning environments | 3 |

| Transition Spaces and Circulation Routes | 7/20 |
|---|---|
| Circulation routes within and among learning environments | 4 |
| Hallways as passageways within the school | 2 |
| Clear markings for interior circulation routes | 1 |
| Transition spaces inside and outside of the learning environments | 0 |

| Visual Appearance | 14/25 |
|---|---|
| Visual appearance of the exterior of school building | 5 |
| Visual appearance of the interior of school building | 2 |
| Harmony of the school building with surroundings | 4 |
| Variation of ceiling heights within the school for comfort and intimacy | 1 |
| Visual stimulation of school building | 2 |

| Degree of Safety and Security | 9/25 |
|---|---|
| Safe location of learning environments; free of non-pedestrian traffic | 3 |
| Safe indoor environments for students to learn | 3 |
| Safe outdoor environments for students to learn | 1 |
| Secured storage spaces for students | 0 |
| Secured storage spaces for teachers | 2 |

| Site Access | 4/15 |
|---|---|
| Vehicular/bus circulation | 1 |
| Pedestrian circulation | 1 |
| Emergency access | 2 |

# OAK STREET ELEMENTARY SCHOOL

## Mission Statement

Oak Street School creates a safe, nurturing, inclusive child-centered environment that promotes a variety of effective teaching and learning strategies, while fostering a positive self-image for all learners.

Students work hard to achieve their maximum potential toward life-long learning based on their abilities, learning styles, and development stages. Our educational programs strive to meet student needs and develop critical thinking skills, as well as emphasize academic excellence. Such excellence depends on diversity of perspective, a spirit of independence, and a community of trust. Oak Street School aims to create cooperative partnerships linking our school with the home and community.

## Core Values

**WE Strive to Be:**

**A**chieving

**C**aring

**O**riginal

**R**espectful

**N**ever Give Up

**S**afe

## 73% Educational Adequacy Index Score

## Summary

**SITE**

- Generally Adequate
- Separate Bus / Parent / Service Circulation
- Lack of Sufficient Parent Drop-off

**BUILDING**

- Well-maintained
- Relatively New Construction
- Overlap of Elementary & Middle School Students for Cafeteria, Auditorium & Gymnasium

**EDUCATIONAL**

- Modern Small-learning Community Organization
- Secure Courtyard Provides Safe Outdoor Learning Space
- Lack of Break-out / Collaboration / Makerspaces
- Playground Location "Remote" from School

| Physical Features | 27/35 |
|---|---|
| Connection between indoor and outdoor areas within the campus | 4 |
| Appropriate building for learning | 4 |
| Accessibility for people with disabilities | 4 |
| Building designed and built to the scale of children | 4 |
| Control of internal and external noise level | 4 |
| Views and natural light through windows | 4 |
| Visibility of main entrance for students and visitors | 3 |

| Outdoor Areas | 13/25 |
|---|---|
| Appropriate outdoor areas for learning | 3 |
| Green areas adjacent to the learning environments | 2 |
| Outdoor play areas for students | 4 |
| Outdoor learning environments with natural elements | 2 |
| Outdoor learning environments for social interaction | 2 |

| Learning Environments | 39/55 |
|---|---|
| Indoor learning areas for individual learning styles | 4 |
| Breakout rooms adjacent to classrooms | 2 |
| Areas of instruction for the arts | 4 |
| Areas of instruction for sciences | NA |
| Teachers workspace | 3 |
| Comfortable and stress-free classrooms | 4 |
| Stimulating classroom atmosphere for learning | 4 |
| Indoor air quality in classrooms | 4 |
| Adaptability of classrooms to changing uses | 4 |
| Lighting quality in classrooms | 4 |
| Classroom walls conducive for displaying students' work | 3 |
| Hallways conducive for displaying student work | 3 |

| Social Areas | 17/30 |
|---|---|
| Inside quiet areas for eating | 2 |
| Outside quiet areas for eating | 3 |
| Private spaces for students both inside and outside building (reading areas, quiet places, reflection areas, listening areas etc.) | 4 |
| Places where students can be noisy and engage in physical activity | 5 |
| Public areas fostering a sense of community | 2 |
| Students personalizing their own places | 1 |

| Media Access | 8/10 |
|---|---|
| Media and technology access for students in the learning environments | 4 |
| Media and technology access for teachers in the learning environments | 4 |

| Transition Spaces and Circulation Routes | 11/20 |
|---|---|
| Circulation routes within and among learning environments | 3 |
| Hallways as passageways within the school | 4 |
| Clear markings for interior circulation routes | 2 |
| Transition spaces inside and outside of the learning environments | 2 |

| Visual Appearance | 21/25 |
|---|---|
| Visual appearance of the exterior of school building | 4 |
| Visual appearance of the interior of school building | 4 |
| Harmony of the school building with surroundings | 5 |
| Variation of ceiling heights within the school for comfort and intimacy | 4 |
| Visual stimulation of school building | 4 |

| Degree of Safety and Security | 19/25 |
|---|---|
| Safe location of learning environments; free of non-pedestrian traffic | 4 |
| Safe indoor environments for students to learn | 5 |
| Safe outdoor environments for students to learn | 4 |
| Secured storage spaces for students | 3 |
| Secured storage spaces for teachers | 3 |

| Site Access | 12/15 |
|---|---|
| Vehicular/bus circulation | 4 |
| Pedestrian circulation | 3 |
| Emergency access | 5 |

# HELEN KELLER ELEMENTARY SCHOOL

## Mission Statement

The mission of the Helen Keller Elementary School, through strong support systems, and with the cooperation of parents and community, strives to educate all students to high levels of performance, measured by local and state standards. We are committed to fostering strong social values and responsibility to self, others and the global community. The entire Keller staff pledges to support this mission in a safe and nurturing environment.

## Core Values

**Keller Kids Are:**

Caring

Inclusive

Unique

Intelligent

## 77% Educational Adequacy Index Score

## Summary

**SITE**

- Generally Adequate
- Overlapping Bus / Parent / Service Circulation
- Limited Secondary Emergency Access

**BUILDING**

- Well-maintained
- Relatively New Construction
- Clear Separation of Elementary and Middle School Population

**EDUCATIONAL**

- Modern Small-learning Community Organization
- Secure Courtyard Provides Safe Outdoor Learning Space and Playground
- Centrally Located Collaboration Spaces Integrated into Learning Communities

| Physical Features | 31/35 |
|---|---|
| Connection between indoor and outdoor areas within the campus | 4 |
| Appropriate building for learning | 5 |
| Accessibility for people with disabilities | 5 |
| Building designed and built to the scale of children | 4 |
| Control of internal and external noise level | 4 |
| Views and natural light through windows | 4 |
| Visibility of main entrance for students and visitors | 5 |

| Outdoor Areas | 13/25 |
|---|---|
| Appropriate outdoor areas for learning | 3 |
| Green areas adjacent to the learning environments | 2 |
| Outdoor play areas for students | 4 |
| Outdoor learning environments with natural elements | 2 |
| Outdoor learning environments for social interaction | 2 |

| Learning Environments | 47/55 |
|---|---|
| Indoor learning areas for individual learning styles | 5 |
| Breakout rooms adjacent to classrooms | 5 |
| Areas of instruction for the arts | 4 |
| Areas of instruction for sciences | NA |
| Teachers workspace | 4 |
| Comfortable and stress-free classrooms | 5 |
| Stimulating classroom atmosphere for learning | 4 |
| Indoor air quality in classrooms | 4 |
| Adaptability of classrooms to changing uses | 4 |
| Lighting quality in classrooms | 4 |
| Classroom walls conducive for displaying students' work | 3 |
| Hallways conducive for displaying student work | 5 |

| Social Areas | 22/30 |
|---|---|
| Inside quiet areas for eating | 3 |
| Outside quiet areas for eating | 4 |
| Private spaces for students both inside and outside building (reading areas, quiet places, reflection areas, listening areas etc.) | 4 |
| Places where students can be noisy and engage in physical activity | 5 |
| Public areas fostering a sense of community | 4 |
| Students personalizing their own places | 2 |

| Media Access | 8/10 |
|---|---|
| Media and technology access for students in the learning environments | 4 |
| Media and technology access for teachers in the learning environments | 4 |

| Transition Spaces and Circulation Routes | 14/20 |
|---|---|
| Circulation routes within and among learning environments | 5 |
| Hallways as passageways within the school | 4 |
| Clear markings for interior circulation routes | 3 |
| Transition spaces inside and outside of the learning environments | 2 |

| Visual Appearance | 21/25 |
|---|---|
| Visual appearance of the exterior of school building | 4 |
| Visual appearance of the interior of school building | 4 |
| Harmony of the school building with surroundings | 5 |
| Variation of ceiling heights within the school for comfort and intimacy | 4 |
| Visual stimulation of school building | 4 |

| Degree of Safety and Security | 19/25 |
|---|---|
| Safe location of learning environments; free of non-pedestrian traffic | 4 |
| Safe indoor environments for students to learn | 5 |
| Safe outdoor environments for students to learn | 4 |
| Secured storage spaces for students | 3 |
| Secured storage spaces for teachers | 3 |

| Site Access | 8/15 |
|---|---|
| Vehicular/bus circulation | 2 |
| Pedestrian circulation | 3 |
| Emergency access | 3 |

# JOHN F. KENNEDY ELEMENTARY SCHOOL

## Mission Statement

The mission of the John F. Kennedy Elementary School is to enable, encourage and challenge every student to continue the pursuit of lifelong learning by providing a safe, nurturing and enjoyable academic environment. Through the collaborative efforts of staff, parents and community we strive to help each student become a confident, responsible and active citizen of an ever-changing global society

## Core Values

*JFK Ladybugs care!*

We are **CONSIDERATE** and kind.

We **ACHIEVE** and persevere.

We are **RESPECTFUL** and safe.

We **ENGAGE** and include.

## 42% Educational Adequacy Index Score

## Summary

**SITE**

- Overlapping Bus / Parent / Service Circulation
- Students Cross Driveway at Arrival and Pick-up

**BUILDING**

- Well-maintained, but Dated
- Lack of Accessibility
- Temporary Modular Classrooms Have Extended beyond Useful Life
- Poor Natural Security
  - *Access to Building and Student Population Before Entering Main Office*
  - *Multiple Building Entries*

**EDUCATIONAL**

- Lack of Break-out / Collaboration / Makerspaces
- Entry to Educational Spaces through Gym, Cafeteria, Media Center

| Physical Features | 15/35 |
|---|---|
| Connection between indoor and outdoor areas within the campus | 3 |
| Appropriate building for learning | 1 |
| Accessibility for people with disabilities | 1 |
| Building designed and built to the scale of children | 4 |
| Control of internal and external noise level | 0 |
| Views and natural light through windows | 4 |
| Visibility of main entrance for students and visitors | 2 |

| Outdoor Areas | 9/25 |
|---|---|
| Appropriate outdoor areas for learning | 1 |
| Green areas adjacent to the learning environments | 3 |
| Outdoor play areas for students | 3 |
| Outdoor learning environments with natural elements | 1 |
| Outdoor learning environments for social interaction | 1 |

| Learning Environments | 25/55 |
|---|---|
| Indoor learning areas for individual learning styles | 2 |
| Breakout rooms adjacent to classrooms | 0 |
| Areas of instruction for the arts | 2 |
| Areas of instruction for sciences | NA |
| Teachers workspace | 2 |
| Comfortable and stress-free classrooms | 2 |
| Stimulating classroom atmosphere for learning | 2 |
| Indoor air quality in classrooms | 2 |
| Adaptability of classrooms to changing uses | 3 |
| Lighting quality in classrooms | 3 |
| Classroom walls conducive for displaying students' work | 3 |
| Hallways conducive for displaying student work | 4 |

| Social Areas | 11/30 |
|---|---|
| Inside quiet areas for eating | 3 |
| Outside quiet areas for eating | 0 |
| Private spaces for students both inside and outside building (reading areas, quiet places, reflection areas, listening areas etc.) | 1 |
| Places where students can be noisy and engage in physical activity | 3 |
| Public areas fostering a sense of community | 2 |
| Students personalizing their own places | 2 |

| Media Access | 6/10 |
|---|---|
| Media and technology access for students in the learning environments | 3 |
| Media and technology access for teachers in the learning environments | 3 |

| Transition Spaces and Circulation Routes | 7/20 |
|---|---|
| Circulation routes within and among learning environments | 4 |
| Hallways as passageways within the school | 2 |
| Clear markings for interior circulation routes | 1 |
| Transition spaces inside and outside of the learning environments | 0 |

| Visual Appearance | 12/25 |
|---|---|
| Visual appearance of the exterior of school building | 3 |
| Visual appearance of the interior of school building | 2 |
| Harmony of the school building with surroundings | 4 |
| Variation of ceiling heights within the school for comfort and intimacy | 1 |
| Visual stimulation of school building | 2 |

| Degree of Safety and Security | 8/25 |
|---|---|
| Safe location of learning environments; free of non-pedestrian traffic | 2 |
| Safe indoor environments for students to learn | 3 |
| Safe outdoor environments for students to learn | 1 |
| Secured storage spaces for students | 0 |
| Secured storage spaces for teachers | 2 |

| Site Access | 6/15 |
|---|---|
| Vehicular/bus circulation | 1 |
| Pedestrian circulation | 1 |
| Emergency access | 4 |

# GERALD M. PARMENTER ELEMENTARY SCHOOL

## Mission Statement

The Gerald M. Parmenter School community's mission is to prepare all students to meet the opportunities and challenges of their lives with confidence and compassion. Parmenter creates a learning environment that encourages students to:

- strengthen their character and self-worth with a strong emphasis on our essential core values;
- value other points of view and differences;
- become self-motivated and independent learners who strive to attain high levels of achievement and think critically;
- work individually and cooperatively to solve problems creatively.

## Core Values

**Caring**

**Inclusion**

**Respect**

**Courage**

**Leadership**

**Effort**

## 47% Educational Adequacy Index Score

## Summary

**SITE**

- Overlapping Bus / Parent / Service Circulation
- Parking Along Bus Loop
- Lack of Sufficient Parent Drop-off

**BUILDING**

- Well-maintained
- Simple, Compact Organization
- Kindergarten Classrooms Lack Dedicated Bathroom

**EDUCATIONAL**

- Modern Small-learning Community Organization
- Media Center Located a "Heart" of Building
- Lack of Outdoor Learning Spaces
- Lack of Break-out / Collaboration Spaces
- Students Cross Driveway to Access Playground

| Physical Features | 26/35 |
|---|---|
| Connection between indoor and outdoor areas within the campus | 3 |
| Appropriate building for learning | 3 |
| Accessibility for people with disabilities | 4 |
| Building designed and built to the scale of children | 4 |
| Control of internal and external noise level | 3 |
| Views and natural light through windows | 4 |
| Visibility of main entrance for students and visitors | 5 |

| Outdoor Areas | 8/25 |
|---|---|
| Appropriate outdoor areas for learning | 1 |
| Green areas adjacent to the learning environments | 3 |
| Outdoor play areas for students | 2 |
| Outdoor learning environments with natural elements | 1 |
| Outdoor learning environments for social interaction | 1 |

| Learning Environments | 24/55 |
|---|---|
| Indoor learning areas for individual learning styles | 1 |
| Breakout rooms adjacent to classrooms | 0 |
| Areas of instruction for the arts | 2 |
| Areas of instruction for sciences | NA |
| Teachers workspace | 2 |
| Comfortable and stress-free classrooms | 2 |
| Stimulating classroom atmosphere for learning | 2 |
| Indoor air quality in classrooms | 2 |
| Adaptability of classrooms to changing uses | 3 |
| Lighting quality in classrooms | 3 |
| Classroom walls conducive for displaying students' work | 3 |
| Hallways conducive for displaying student work | 4 |

| Social Areas | 9/30 |
|---|---|
| Inside quiet areas for eating | 2 |
| Outside quiet areas for eating | 0 |
| Private spaces for students both inside and outside building (reading areas, quiet places, reflection areas, listening areas etc.) | 1 |
| Places where students can be noisy and engage in physical activity | 3 |
| Public areas fostering a sense of community | 1 |
| Students personalizing their own places | 2 |

| Media Access | 6/10 |
|---|---|
| Media and technology access for students in the learning environments | 3 |
| Media and technology access for teachers in the learning environments | 3 |

| Transition Spaces and Circulation Routes | 5/20 |
|---|---|
| Circulation routes within and among learning environments | 1 |
| Hallways as passageways within the school | 2 |
| Clear markings for interior circulation routes | 2 |
| Transition spaces inside and outside of the learning environments | 0 |

| Visual Appearance | 11/25 |
|---|---|
| Visual appearance of the exterior of school building | 2 |
| Visual appearance of the interior of school building | 2 |
| Harmony of the school building with surroundings | 4 |
| Variation of ceiling heights within the school for comfort and intimacy | 1 |
| Visual stimulation of school building | 2 |

| Degree of Safety and Security | 9/25 |
|---|---|
| Safe location of learning environments; free of non-pedestrian traffic | 2 |
| Safe indoor environments for students to learn | 3 |
| Safe outdoor environments for students to learn | 1 |
| Secured storage spaces for students | 1 |
| Secured storage spaces for teachers | 2 |

| Site Access | 8/15 |
|---|---|
| Vehicular/bus circulation | 1 |
| Pedestrian circulation | 3 |
| Emergency access | 4 |

# JEFFERSON ELEMENTARY SCHOOL

## Mission Statement

Jefferson Elementary School is an inclusive learning environment dedicated to high standards in teaching and learning for all students. We support students in their pursuit of academic and social success. We inspire life-long learning and develop responsible, self-confident students capable of effective communication and problem solving. Through a collaboration of staff, families, students and the community we foster a safe and respectful learning environment embracing creativity and individuality.

## Core Values

We are: **Safe** - We nurture a positive and safe learning environment based on student needs.

**Respectful** - We recognize the value and strengths each person brings to our community.

**Inclusive** - We welcome everyone because we all belong to our school community.

**Creative** - We are resourceful thinkers who work together to solve problems.

**Invested** - We actively participate in our learning by being focused and involved

## 64% Educational Adequacy Index Score

## Summary

**SITE**

- Simple Site Circulation
- Pathways to Adjacent Neighborhoods
- Significant Vegetation and Site Features Obstruct Natural Surveillance

**BUILDING**

- Well-maintained
- Relatively New Construction
- Simple, Compact Organization
- Clear Separation of Elementary and Middle School Population
- Secure Main Entry

**EDUCATIONAL**

- Media Center Located a "Heart" of Building
- Lack of Outdoor Learning Spaces
- Lack of Break-out / Collaboration / Makerspaces

| Physical Features | 28/35 |
|---|---|
| Connection between indoor and outdoor areas within the campus | 4 |
| Appropriate building for learning | 3 |
| Accessibility for people with disabilities | 4 |
| Building designed and built to the scale of children | 4 |
| Control of internal and external noise level | 4 |
| Views and natural light through windows | 5 |
| Visibility of main entrance for students and visitors | 4 |

| Outdoor Areas | 19/25 |
|---|---|
| Appropriate outdoor areas for learning | 3 |
| Green areas adjacent to the learning environments | 5 |
| Outdoor play areas for students | 5 |
| Outdoor learning environments with natural elements | 3 |
| Outdoor learning environments for social interaction | 3 |

| Learning Environments | 30/55 |
|---|---|
| Indoor learning areas for individual learning styles | 2 |
| Breakout rooms adjacent to classrooms | 2 |
| Areas of instruction for the arts | 4 |
| Areas of instruction for sciences | NA |
| Teachers workspace | 3 |
| Comfortable and stress-free classrooms | 4 |
| Stimulating classroom atmosphere for learning | 3 |
| Indoor air quality in classrooms | 4 |
| Adaptability of classrooms to changing uses | 3 |
| Lighting quality in classrooms | 3 |
| Classroom walls conducive for displaying students' work | 3 |
| Hallways conducive for displaying student work | 3 |

| Social Areas | 19/30 |
|---|---|
| Inside quiet areas for eating | 2 |
| Outside quiet areas for eating | 3 |
| Private spaces for students both inside and outside building (reading areas, quiet places, reflection areas, listening areas etc.) | 3 |
| Places where students can be noisy and engage in physical activity | 4 |
| Public areas fostering a sense of community | 4 |
| Students personalizing their own places | 3 |

| Media Access | 6/10 |
|---|---|
| Media and technology access for students in the learning environments | 3 |
| Media and technology access for teachers in the learning environments | 3 |

| Transition Spaces and Circulation Routes | 13/20 |
|---|---|
| Circulation routes within and among learning environments | 4 |
| Hallways as passageways within the school | 3 |
| Clear markings for interior circulation routes | 4 |
| Transition spaces inside and outside of the learning environments | 2 |

| Visual Appearance | 22/25 |
|---|---|
| Visual appearance of the exterior of school building | 5 |
| Visual appearance of the interior of school building | 4 |
| Harmony of the school building with surroundings | 5 |
| Variation of ceiling heights within the school for comfort and intimacy | 4 |
| Visual stimulation of school building | 4 |

| Degree of Safety and Security | 15/25 |
|---|---|
| Safe location of learning environments; free of non-pedestrian traffic | 4 |
| Safe indoor environments for students to learn | 4 |
| Safe outdoor environments for students to learn | 2 |
| Secured storage spaces for students | 2 |
| Secured storage spaces for teachers | 3 |

| Site Access | 15/15 |
|---|---|
| Vehicular/bus circulation | 5 |
| Pedestrian circulation | 5 |
| Emergency access | 5 |

# HORACE MANN MIDDLE SCHOOL

## School Motto

Home of the Lightning

## Core Values & Beliefs About Learning

Students thrive at Horace Mann Middle School when:

- Behavioral and academic expectations are clearly articulated, appropriately challenging, and modeled, building confidence and the desire for students to always do their best.

- They can count on an environment where they feel safe to take academic risks, focus on learning, strive for excellence, and presume that their experiences will be positive.

- The entire school community promotes supportive relationships which model compassion, quality, empathy, and accountability.

- Our words and actions are respectful, fostering a genuine interest in each other and creating an atmosphere of openness and trust.

## Six Pillars of Character

Trustworthiness – Respect – Responsibility

Fairness – Caring – Citizenship

## 76% Educational Adequacy Index Score

## Summary

**SITE**

- Generally Adequate
- Separate Bus / Parent / Service Circulation
- Lack of Sufficient Parent Drop-off

**BUILDING**

- Well-maintained
- Relatively New Construction
- Overlap of Elementary & Middle School Students for Cafeteria, Auditorium & Gymnasium

**EDUCATIONAL**

- Modern Small-learning Community Organization
- Secure Courtyard Provides Safe Outdoor Learning Space
- Lack of Break-out / Collaboration / Makerspaces
- Art and STEM Lab Location "Remote" from Core Academic Spaces

| Physical Features | 31/35 |
|---|---|
| Connection between indoor and outdoor areas within the campus | 4 |
| Appropriate building for learning | 5 |
| Accessibility for people with disabilities | 5 |
| Building designed and built to the scale of children | 4 |
| Control of internal and external noise level | 4 |
| Views and natural light through windows | 4 |
| Visibility of main entrance for students and visitors | 5 |

| Outdoor Areas | 10/25 |
|---|---|
| Appropriate outdoor areas for learning | 2 |
| Green areas adjacent to the learning environments | 2 |
| Outdoor play areas for students | 4 |
| Outdoor learning environments with natural elements | 1 |
| Outdoor learning environments for social interaction | 1 |

| Learning Environments | 52/60 |
|---|---|
| Indoor learning areas for individual learning styles | 5 |
| Breakout rooms adjacent to classrooms | 5 |
| Areas of instruction for the arts | 4 |
| Areas of instruction for sciences | 5 |
| Teachers workspace | 4 |
| Comfortable and stress-free classrooms | 5 |
| Stimulating classroom atmosphere for learning | 4 |
| Indoor air quality in classrooms | 4 |
| Adaptability of classrooms to changing uses | 4 |
| Lighting quality in classrooms | 4 |
| Classroom walls conducive for displaying students' work | 3 |
| Hallways conducive for displaying student work | 5 |

| Social Areas | 22/30 |
|---|---|
| Inside quiet areas for eating | 3 |
| Outside quiet areas for eating | 4 |
| Private spaces for students both inside and outside building (reading areas, quiet places, reflection areas, listening areas etc.) | 4 |
| Places where students can be noisy and engage in physical activity | 5 |
| Public areas fostering a sense of community | 4 |
| Students personalizing their own places | 2 |

| Media Access | 8/10 |
|---|---|
| Media and technology access for students in the learning environments | 4 |
| Media and technology access for teachers in the learning environments | 4 |

| Transition Spaces and Circulation Routes | 13/20 |
|---|---|
| Circulation routes within and among learning environments | 5 |
| Hallways as passageways within the school | 4 |
| Clear markings for interior circulation routes | 3 |
| Transition spaces inside and outside of the learning environments | 1 |

| Visual Appearance | 21/25 |
|---|---|
| Visual appearance of the exterior of school building | 4 |
| Visual appearance of the interior of school building | 4 |
| Harmony of the school building with surroundings | 5 |
| Variation of ceiling heights within the school for comfort and intimacy | 4 |
| Visual stimulation of school building | 4 |

| Degree of Safety and Security | 19/25 |
|---|---|
| Safe location of learning environments; free of non-pedestrian traffic | 4 |
| Safe indoor environments for students to learn | 5 |
| Safe outdoor environments for students to learn | 4 |
| Secured storage spaces for students | 3 |
| Secured storage spaces for teachers | 3 |

| Site Access | 8/15 |
|---|---|
| Vehicular/bus circulation | 2 |
| Pedestrian circulation | 3 |
| Emergency access | 3 |

# ANNIE SULLIVAN MIDDLE SCHOOL

## School Motto

Setting Our Goals Higher and Higher

## School Vision

To foster within middle school students the desire to achieve and to help them make healthy decisions in all areas (academic, social, behavioral and physical) that will chart their course for a positive and productive future.

## School Mission

PERSONAL GROWTH - ASMS celebrates the unique qualities of early adolescence by nurturing the physical, social,emotional and intellectual growth of all students.

ACADEMIC STANDARDS - We encourage independent, creative and critical thinking in a rigorous program of studies that promotes student excellence. Our team of educators combines passion with innovative practices to inspire lifelong learning.

CULTURE - We provide a safe learning environment that fosters tolerance and respects individual differences. COMMUNITY - In partnership with the Franklin community, our mission is to educate our students to be resourceful, responsive and contributing members of our evolving society.

## 75% Educational Adequacy Index Score

## Summary

**SITE**

- Generally Adequate
- Overlapping Bus / Parent / Service Circulation
- Limited Secondary Emergency Access

**BUILDING**

- Well-maintained
- Relatively New Construction
- Clear Separation of Elementary and Middle School Population

**EDUCATIONAL**

- Modern Small-learning Community Organization
- Secure Courtyard Provides Safe Outdoor Learning Space and Playground
- Centrally Located Collaboration Spaces Integrated into Learning Communities
- Lack of Outdoor Learning Spaces

| Physical Features | 29/35 |
|---|---|
| Connection between indoor and outdoor areas within the campus | 4 |
| Appropriate building for learning | 4 |
| Accessibility for people with disabilities | 4 |
| Building designed and built to the scale of children | 4 |
| Control of internal and external noise level | 4 |
| Views and natural light through windows | 4 |
| Visibility of main entrance for students and visitors | 5 |

| Outdoor Areas | 12/25 |
|---|---|
| Appropriate outdoor areas for learning | 3 |
| Green areas adjacent to the learning environments | 2 |
| Outdoor play areas for students | 3 |
| Outdoor learning environments with natural elements | 2 |
| Outdoor learning environments for social interaction | 2 |

| Learning Environments | 42/60 |
|---|---|
| Indoor learning areas for individual learning styles | 4 |
| Breakout rooms adjacent to classrooms | 2 |
| Areas of instruction for the arts | 4 |
| Areas of instruction for sciences | 3 |
| Teachers workspace | 3 |
| Comfortable and stress-free classrooms | 4 |
| Stimulating classroom atmosphere for learning | 4 |
| Indoor air quality in classrooms | 4 |
| Adaptability of classrooms to changing uses | 4 |
| Lighting quality in classrooms | 4 |
| Classroom walls conducive for displaying students' work | 3 |
| Hallways conducive for displaying student work | 3 |

| Social Areas | 20/30 |
|---|---|
| Inside quiet areas for eating | 2 |
| Outside quiet areas for eating | 3 |
| Private spaces for students both inside and outside building (reading areas, quiet places, reflection areas, listening areas etc.) | 4 |
| Places where students can be noisy and engage in physical activity | 5 |
| Public areas fostering a sense of community | 4 |
| Students personalizing their own places | 2 |

| Media Access | 8/10 |
|---|---|
| Media and technology access for students in the learning environments | 4 |
| Media and technology access for teachers in the learning environments | 4 |

| Transition Spaces and Circulation Routes | 12/20 |
|---|---|
| Circulation routes within and among learning environments | 3 |
| Hallways as passageways within the school | 4 |
| Clear markings for interior circulation routes | 3 |
| Transition spaces inside and outside of the learning environments | 2 |

| Visual Appearance | 21/25 |
|---|---|
| Visual appearance of the exterior of school building | 4 |
| Visual appearance of the interior of school building | 4 |
| Harmony of the school building with surroundings | 5 |
| Variation of ceiling heights within the school for comfort and intimacy | 4 |
| Visual stimulation of school building | 4 |

| Degree of Safety and Security | 20/25 |
|---|---|
| Safe location of learning environments; free of non-pedestrian traffic | 4 |
| Safe indoor environments for students to learn | 5 |
| Safe outdoor environments for students to learn | 5 |
| Secured storage spaces for students | 3 |
| Secured storage spaces for teachers | 3 |

| Site Access | 12/15 |
|---|---|
| Vehicular/bus circulation | 4 |
| Pedestrian circulation | 3 |
| Emergency access | 5 |

# REMINGTON MIDDLE SCHOOL

## School Motto

"Intelligence plus character - that is the goal of true education." - Dr. Martin Luther King

## Mission Statement

We strive to teach our subject matter with passion, and our students with compassion.

## School Mission

The Remington Middle School Community is dedicated to understanding and guiding students during this unique developmental stage, and facilitating their transition to high school. We are committed to fostering the intellectual, physical, emotional and social needs of our students. Our programs promote academic excellence, equity, responsibility, and development of skills that will encourage students to be independent learners and critical thinkers.

## Core Values

We live the **REMDAWG** Way! **R**espect, **E**mpathy, **M**indfulness, **D**etermination, **A**cceptance, **W**orthiness and **G**ratitude

## 68% Educational Adequacy Index Score

## Summary

**SITE**

- Simple Site Circulation
- Pathways to Adjacent Neighborhoods
- Significant Vegetation and Site Features Obstruct Natural Surveillance

**BUILDING**

- Well-maintained
- Relatively New Construction
- Simple, Compact Organization
- Clear Separation of Elementary and Middle School Population
- Secure Main Entry

**EDUCATIONAL**

- Media Center Located a "Heart" of Building
- Lack of Outdoor Learning Spaces
- Lack of Break-out / Collaboration / Makerspaces

| Physical Features | 29/35 |
|---|---|
| Connection between indoor and outdoor areas within the campus | 4 |
| Appropriate building for learning | 4 |
| Accessibility for people with disabilities | 4 |
| Building designed and built to the scale of children | 4 |
| Control of internal and external noise level | 4 |
| Views and natural light through windows | 5 |
| Visibility of main entrance for students and visitors | 4 |

| Outdoor Areas | 18/25 |
|---|---|
| Appropriate outdoor areas for learning | 3 |
| Green areas adjacent to the learning environments | 5 |
| Outdoor play areas for students | 5 |
| Outdoor learning environments with natural elements | 2 |
| Outdoor learning environments for social interaction | 3 |

| Learning Environments | 39/60 |
|---|---|
| Indoor learning areas for individual learning styles | 2 |
| Breakout rooms adjacent to classrooms | 2 |
| Areas of instruction for the arts | 4 |
| Areas of instruction for sciences | 5 |
| Teachers workspace | 3 |
| Comfortable and stress-free classrooms | 4 |
| Stimulating classroom atmosphere for learning | 3 |
| Indoor air quality in classrooms | 4 |
| Adaptability of classrooms to changing uses | 3 |
| Lighting quality in classrooms | 3 |
| Classroom walls conducive for displaying students' work | 3 |
| Hallways conducive for displaying student work | 3 |

| Social Areas | 19/30 |
|---|---|
| Inside quiet areas for eating | 2 |
| Outside quiet areas for eating | 3 |
| Private spaces for students both inside and outside building (reading areas, quiet places, reflection areas, listening areas etc.) | 3 |
| Places where students can be noisy and engage in physical activity | 4 |
| Public areas fostering a sense of community | 4 |
| Students personalizing their own places | 3 |

| Media Access | 6/10 |
|---|---|
| Media and technology access for students in the learning environments | 3 |
| Media and technology access for teachers in the learning environments | 3 |

| Transition Spaces and Circulation Routes | 13/20 |
|---|---|
| Circulation routes within and among learning environments | 4 |
| Hallways as passageways within the school | 3 |
| Clear markings for interior circulation routes | 4 |
| Transition spaces inside and outside of the learning environments | 2 |

| Visual Appearance | 22/25 |
|---|---|
| Visual appearance of the exterior of school building | 5 |
| Visual appearance of the interior of school building | 4 |
| Harmony of the school building with surroundings | 5 |
| Variation of ceiling heights within the school for comfort and intimacy | 4 |
| Visual stimulation of school building | 4 |

| Degree of Safety and Security | 15/25 |
|---|---|
| Safe location of learning environments; free of non-pedestrian traffic | 4 |
| Safe indoor environments for students to learn | 4 |
| Safe outdoor environments for students to learn | 2 |
| Secured storage spaces for students | 2 |
| Secured storage spaces for teachers | 3 |

| Site Access | 15/15 |
|---|---|
| Vehicular/bus circulation | 5 |
| Pedestrian circulation | 5 |
| Emergency access | 5 |

10-Year Need

# SUMMARY OF FINDINGS

The existing functional capacity and educational adequacy data provides a clear picture of the Franklin Public Schools current state. They provide a baseline to explore potential concepts/options to address current and anticipated deficiencies over the next 10 years and beyond.

## District Enrollment

Based on the McKibben Demographic Report, enrollment in the Franklin Public School District is anticipated to see an overall enrollment decrease of approximately 12%. The elementary schools are forecasted to have an increase of 1.6% and the middle schools are forecasted to have an enrollment decrease of 16.9%.

Nationally, public school enrollment is projected to see an overall increase of 1%, but the Northeast Region is anticipated to have an overall decrease of 5.2% over the same time period as shown in the figure to the right.

In addition to the 10 year enrollment forecasts provided in the McKibben Report, national historical public school enrollment data from the US Census Bureau for the previous 20 years a larger sample size helps to provide a better understanding of the cyclical nature of enrollment. The graph to right provides a clear indication that enrollment is typically a 10-year cycle.
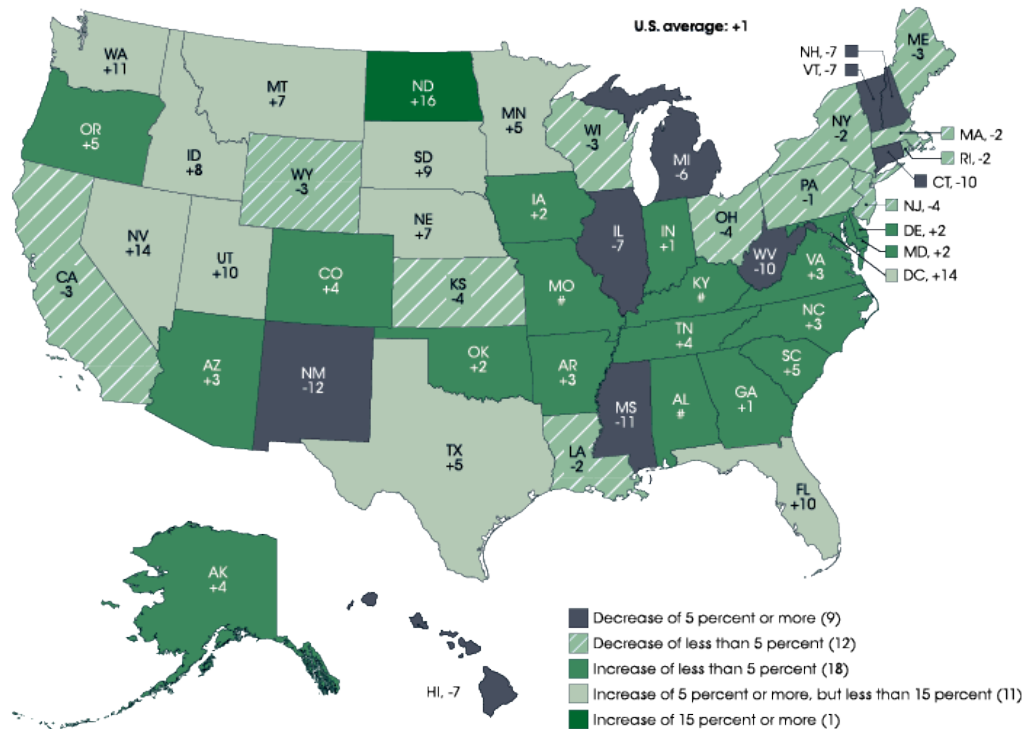


Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Non-fiscal Survey of Public Elementary/Secondary Education," 2017–18; and State Public Elementary and Secondary Enrollment Projection Model, 1980 through 2029
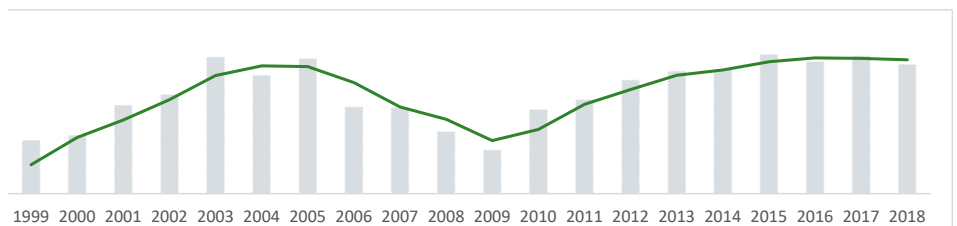


Source: United Census Bureau "CPS Historical Time Series Tables on School Enrollment, 2019"

By overlaying the historic trends with the enrollment forecasts for the elementary schools, it can be seen that 2024 is the trough of the 10 year cycle. This same trend can be seen in the enrollment projections that the middle school enrollment trough will be in 2027.



1998 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024 2025 2026 2027 2028 2029
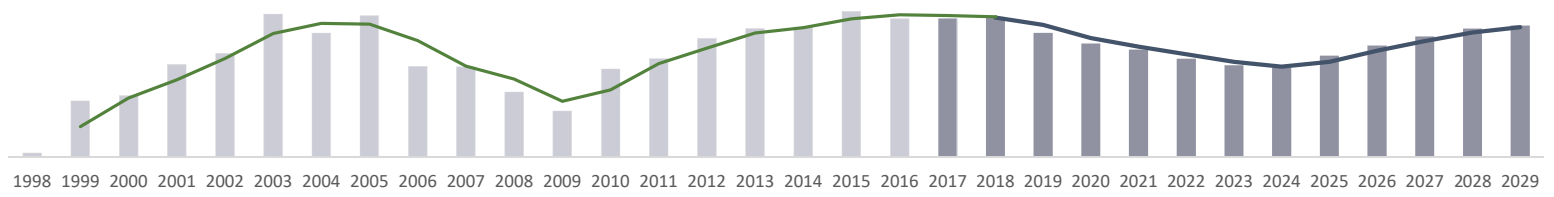
## District Capacity

Analyzing the data from each school collected in the capacity analysis, the current elementary school median utilization is 77%. Over the next 10 years the enrollment is anticipated to decline for 5 years and then increase to be 80% in 10 years.



77% ELEMENTARY SCHOOL 80%

67% DISTRICT 64%

57% MIDDLE SCHOOL 48%
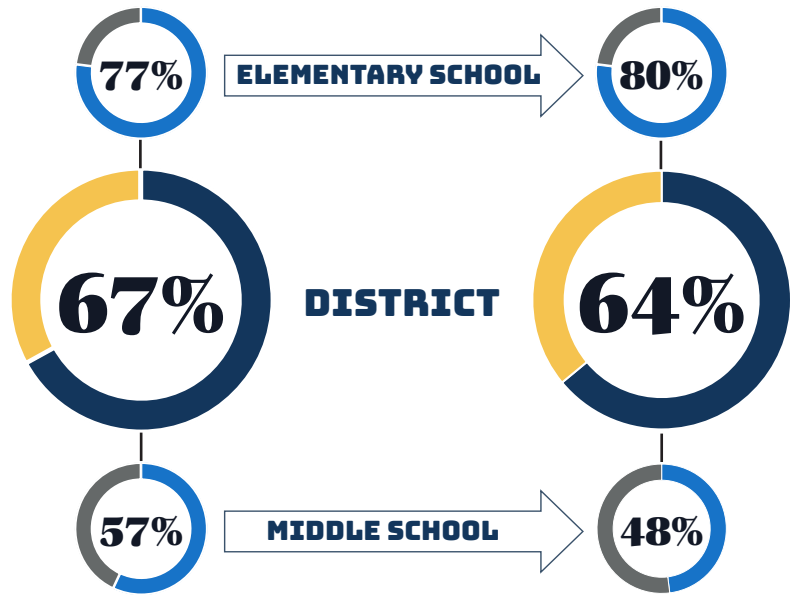
Across the district, each elementary school has different enrollment projections which affect their capacity. Although as a district there is anticipated to be a 3% increase, some elementary schools will see a larger increase and others will see a decrease. This differential in capacity is important to note when looking at the 10-year need.
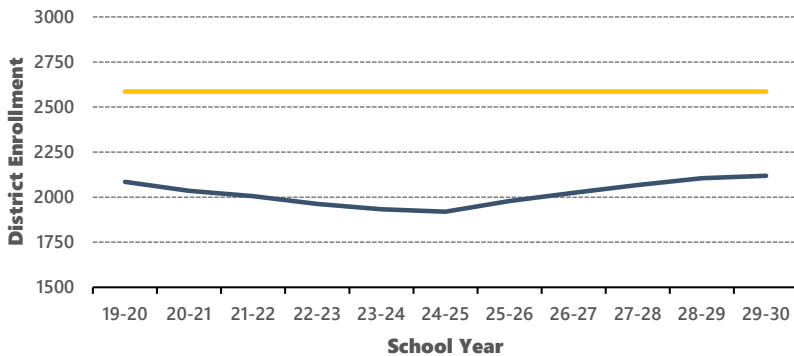


⇧ 15% DAVIS THAYER ELEMENTARY

⇧ 8% OAK STREET ELEMENTARY

⇩ 7% HELEN KELLER ELEMENTARY

⇩ 13% KENNEDY ELEMENTARY

⇧ 14% PARMENTER ELEMENTARY

⇩ 2% JEFFERSON ELEMENTARY

The middle school enrollment is anticipated to see a steady decline for approximately 8 years and start to begin to increase in the final 2 years. Overall the median utilization will decrease from 57% to 48%.
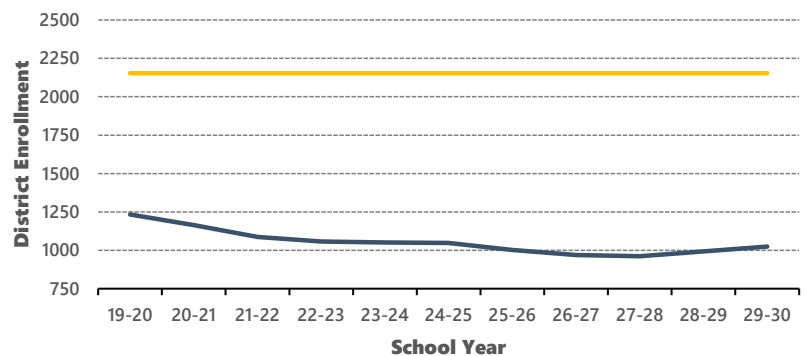
⇩ 14% HORACE MANN MIDDLE

⇩ 12% ANNIE SULLIVAN MIDDLE

⇩ 3% REMINGTON MIDDLE

# District Educational Adequacy

The educational adequacy metric is a school by school analysis and should not be considered as a district comprehensively. The data can be analyzed to understand how buildings are performing as a comparative tool relating to the age of the building. Educational methodology has drastically changed over the past century as the world around us has evolved and has increased exponentially in the past 10 -15 years.

## The Four Industrial Revolutions



| 1750 | 1800 | 1850 | 1900 | 1950 | 2000 |

**FIRST** (1784)
Mechanical production, railroads, and steam power

**SECOND** (1870)
Mass production, electrical power, and the advent of the assembly line

**THIRD** (1969)
Automated production, electronics, and computers

**FOURTH** (NOW)
Artificial intelligence, big data, robotics, and more to come

**The Age of Mechanical Production**

**The Age of Science & Mass Production**

**The Digital Revolution**

**Industry 4.0**

The modern educational system is and has been focused on preparing students for the future workplace. This directly relates to the "Four Industrial Revolutions."

Built during the "Second Industrial Revolution" Davis Thayer, Parmenter, and Kennedy Elementary Schools were organized based on the factory model of education. Educational delivery was teacher-centered and text-book driven with a focus on independent memorization of facts.

The remaining schools were constructed during the "Third Industrial Revolution" and can be considered the bridge between the current 21st Century Learning model and the factory model of education.

This can been seen when looking at the Educational Adequacy Index of each school organized by timeline.
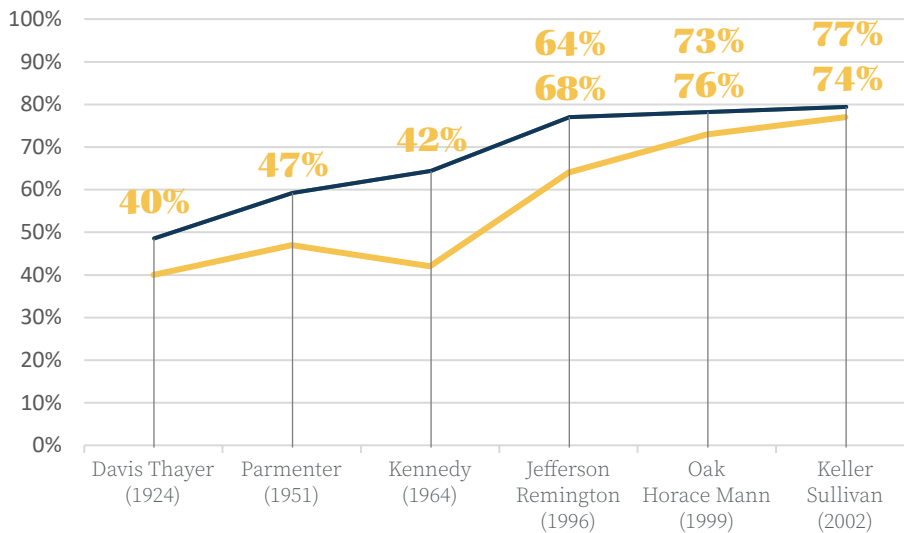


Based on this information if no changes were to occur the school facilities would:

- would continue operate under capacity
- continue to create a financial burden in the maintenance of these underutilized facilities
     **older schools required added cost as building materials and systems extend beyond their useful life
- added financial burden to as it relates to staffing, utility bills, etc.
- suffer reduced educational adequacy in schools built prior to 1996

# STRATEGIES TO OPTIMIZE FUNCTIONAL CAPACITY

Schools are complexes of many space types such as classrooms, gymnasiums and cafeterias. Different strategies can be used in an effort to optimize functional capacity. These include scheduling, space utilization, reassignment of spaces, blended/remote learning and on a broader scope assessing the district facilities. The purpose of this report is to analyze and assess the District facilities, and to provide a better understanding of potential solutions that could address the deficiencies noted. The following concepts were explored:

- *Close Davis Thayer Elementary School*

- *Close Davis Thayer & Kennedy Elementary Schools*

- *Close Davis Thayer & Parmenter Elementary Schools*

- *Close Davis Thayer, Parmenter & Kennedy Elementary Schools*

- *Change Horace Mann Middle School/Oak Street Elementary School to be a singular District-wide Middle School*

Further details of these concepts can be found on the following pages.
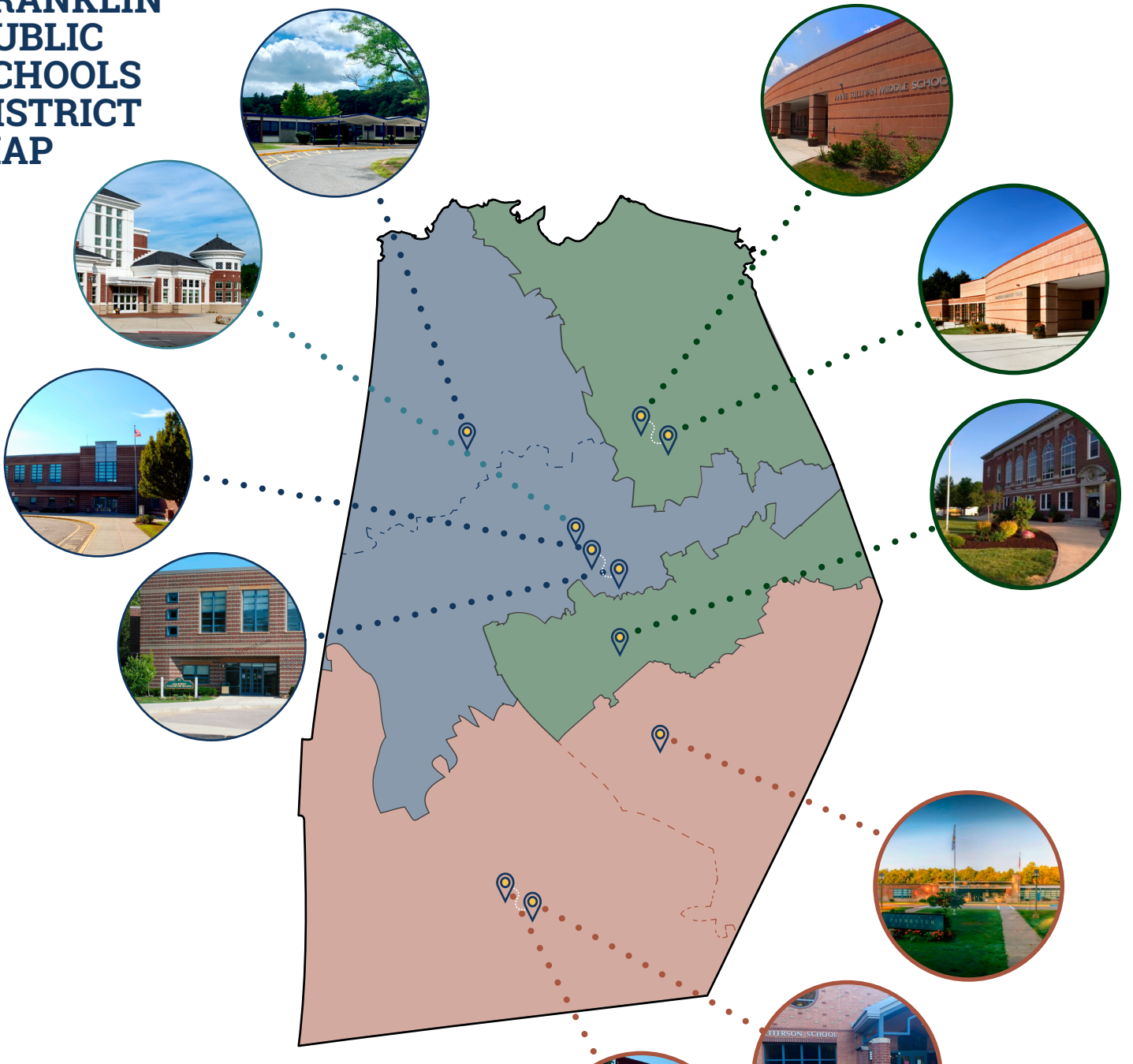
**HELEN KELLER ELEMENTARY**

**DAVIS THAYER ELEMENTARY**

**ANNIE SULLIVAN MIDDLE**

**KENNEDY ELEMENTARY**

**OAK STREET ELEMENTARY**

**HORACE MANN MIDDLE**

**FRANKLIN HIGH**

**PARMENTER ELEMENTARY**

**JEFFERSON ELEMENTARY**

**REMINGTON MIDDLE**

# FRANKLIN PUBLIC SCHOOLS DISTRICT MAP



| | Functional Capacity | Current Enrollment | Projected Enrollment | Utilization |
|---|---|---|---|---|
| **HELEN KELLER ELEMENTARY** | 536 | 346 | 308 | 65% \| 57% |
| **DAVIS THAYER ELEMENTARY** | 281 | 227 | 269 | 81% \| 96% |
| **KENNEDY ELEMENTARY** | 443 | 351 | 294 | 79% \| 66% |
| **OAK STREET ELEMENTARY** | 515 | 359 | 402 | 70% \| 78% |
| **PARMENTER ELEMENTARY** | 384 | 345 | 399 | 90% \| 104% |
| **JEFFERSON ELEMENTARY** | 433 | 346 | 336 | 80% \| 78% |

| | Functional Capacity | Current Enrollment | Projected Enrollment | Utilization |
|---|---|---|---|---|
| **ANNIE SULLIVAN MIDDLE** | 716 | 382 | 292 | 53% \| 41% |
| **HORACE MANN MIDDLE** | 720 | 450 | 351 | 63% \| 49% |
| **REMINGTON MIDDLE** | 718 | 401 | 382 | 56% \| 53% |

# CLOSE DAVIS THAYER ELEMENTARY SCHOOL

Helen Keller ES utilization rate increases from 65% to 107% currently and 57% to 108% in 10 years.

Overall, the Keller/Sullivan School utilization rate increases from 59% to 80% currently and 49% to 74% in 10 years.

| | Functional Capacity | Current Enrollment | Projected Enrollment | Utilization |
|---|---|---|---|---|
| HELEN KELLER ELEMENTARY | 536 | 573 | 577 | 107% \| 108% |
| DAVIS THAYER ELEMENTARY | 281 | 227 | 269 | 81% \| 96% |
| KENNEDY ELEMENTARY | 443 | 351 | 294 | 79% \| 66% |
| OAK STREET ELEMENTARY | 515 | 359 | 402 | 70% \| 78% |
| PARMENTER ELEMENTARY | 384 | 345 | 399 | 90% \| 104% |
| JEFFERSON ELEMENTARY | 433 | 346 | 336 | 80% \| 78% |
| ANNIE SULLIVAN MIDDLE | 716 | 382 | 292 | 53% \| 41% |
| HORACE MANN MIDDLE | 720 | 450 | 351 | 63% \| 49% |
| REMINGTON MIDDLE | 718 | 401 | 382 | 56% \| 53% |



HELEN KELLER ELEMENTARY

DAVIS THAYER ELEMENTARY

ANNIE SULLIVAN MIDDLE

KENNEDY ELEMENTARY

OAK STREET ELEMENTARY

HORACE MANN MIDDLE

FRANKLIN HIGH

PARMENTER ELEMENTARY

JEFFERSON ELEMENTARY

REMINGTON MIDDLE

# CLOSE DAVIS THAYER & KENNEDY ELEMENTARY SCHOOLS

Helen Keller ES utilization rate increases from 65% to 107% currently and 57% to 108% in 10 years.

Overall, the Keller/Sullivan School utilization rate increases from 59% to 80% currently and 49% to 74% in 10 years.

Oak Street ES utilization rate increases from 70% to 138% currently and 78% to 135% in 10 years.

Overall, the Oak Street/Horace Mann School utilization rate increases from 66% to 100% currently and 63% to 92% in 10 years.

There are not sufficient vehicular routes from the Kennedy ES district to the Helen Keller ES district. Therefore

## THIS OPTION IS NOT FEASIBLE OR VIABLE.

| | Functional Capacity | Current Enrollment | Projected Enrollment | Utilization | |
|---|---|---|---|---|---|
| **HELEN KELLER ELEMENTARY** | 536 | 573 | 577 | 107% | 108% |
| **DAVIS THAYER ELEMENTARY** | 281 | 227 | 269 | 81% | 96% |
| **KENNEDY ELEMENTARY** | 443 | 351 | 294 | 79% | 66% |
| **OAK STREET ELEMENTARY** | 515 | 710 | 696 | 138% | 135% |
| **PARMENTER ELEMENTARY** | 384 | 345 | 399 | 90% | 104% |
| **JEFFERSON ELEMENTARY** | 433 | 346 | 336 | 80% | 78% |
| **ANNIE SULLIVAN MIDDLE** | 716 | 382 | 292 | 53% | 41% |
| **HORACE MANN MIDDLE** | 720 | 450 | 351 | 63% | 49% |
| **REMINGTON MIDDLE** | 718 | 401 | 382 | 56% | 53% |



HELEN KELLER ELEMENTARY

DAVIS THAYER ELEMENTARY

KENNEDY ELEMENTARY

OAK STREET ELEMENTARY

PARMENTER ELEMENTARY

JEFFERSON ELEMENTARY

ANNIE SULLIVAN MIDDLE

HORACE MANN MIDDLE

REMINGTON MIDDLE

FRANKLIN HIGH

# CLOSE DAVIS THAYER & PARMENTER ELEMENTARY SCHOOLS

Helen Keller ES utilization rate increases from 65% to 107% currently and 58% to 108% in 10 years.

Overall, the Keller/Sullivan School utilization rate increases from 59% to 80% currently and 49% to 74% in 10 years.

Jefferson ES utilization rate increases from 80% to 160% currently and 78% to 170% in 10 years.

Overall, the Jefferson/Remington School utilization rate increases from 68% to 108% currently and 65% to 111% in 10 years.

If students were distributed to Oak Street ES or Helen Keller ES which have the capacity, the Jefferson/Remington School is able to fall within the target utilization rate.

| | Functional Capacity | Current Enrollment | Projected Enrollment | Utilization |
|---|---|---|---|---|
| HELEN KELLER ELEMENTARY | 536 | 573 | 577 | 107% | 108% |
| DAVIS THAYER ELEMENTARY | 281 | 227 | 269 | 81% | 96% |
| KENNEDY ELEMENTARY | 443 | 351 | 294 | 79% | 66% |
| OAK STREET ELEMENTARY | 515 | 359 | 402 | 70% | 78% |
| PARMENTER ELEMENTARY | 384 | 345 | 399 | 90% | 104% |
| JEFFERSON ELEMENTARY | 433 | 691 | 738 | 160% | 170% |
| ANNIE SULLIVAN MIDDLE | 716 | 382 | 292 | 53% | 41% |
| HORACE MANN MIDDLE | 720 | 450 | 351 | 63% | 49% |
| REMINGTON MIDDLE | 718 | 401 | 382 | 56% | 53% |

HELEN KELLER ELEMENTARY

DAVIS THAYER ELEMENTARY

ANNIE SULLIVAN MIDDLE

KENNEDY ELEMENTARY

OAK STREET ELEMENTARY

HORACE MANN MIDDLE

FRANKLIN HIGH

PARMENTER ELEMENTARY

JEFFERSON ELEMENTARY

REMINGTON MIDDLE

distribution

# CLOSE DAVIS THAYER, PARMENTER & KENNEDY ELEMENTARY SCHOOLS

Helen Keller ES utilization rate increases from 65% to 107% currently and 58% to 108% in 10 years.

Overall, the Keller/Sullivan School utilization rate increases from 59% to 80% currently and 49% to 74% in 10 years.

Oak Street ES utilization rate increases from 70% to 138% currently and 78% to 135% in 10 years.

Overall, the Oak Street/Horace Mann School utilization rate increases from 66% to 100% currently and 63% to 92% in 10 years.

Jefferson ES utilization rate increases from 80% to 160% currently and 78% to 170% in 10 years.

Overall, the Jefferson/Remington School utilization rate increases from 68% to 108% currently and 65% to 111% in 10 years.

| | Functional Capacity | Current Enrollment | Projected Enrollment | Utilization |
|---|---|---|---|---|
| **HELEN KELLER ELEMENTARY** | 536 | 573 | 577 | 107%\|108% |
| **DAVIS THAYER ELEMENTARY** | 281 | 227 | 269 | 81% \| 96% |
| **KENNEDY ELEMENTARY** | 443 | 351 | 294 | 79% \| 66% |
| **OAK STREET ELEMENTARY** | 515 | 710 | 696 | 138%\|135% |
| **PARMENTER ELEMENTARY** | 384 | 345 | 399 | 90% \| 104% |
| **JEFFERSON ELEMENTARY** | 433 | 691 | 738 | 160%\|170% |
| **ANNIE SULLIVAN MIDDLE** | 716 | 382 | 292 | 53% \| 41% |
| **HORACE MANN MIDDLE** | 720 | 450 | 351 | 63% \| 49% |
| **REMINGTON MIDDLE** | 718 | 401 | 382 | 56% \| 53% |

The district elementary school utilization rate in this scenario increases from 135% currently to 138% in 10 years.

The district elementary/middle school utilization rate in this scenario increases from 96% currently to 93% in 10 years.

The concepts exceeds the target utilization rate and **IS NOT VIABLE.**

HELEN KELLER ELEMENTARY

DAVIS THAYER ELEMENTARY

KENNEDY ELEMENTARY

OAK STREET ELEMENTARY

PARMENTER ELEMENTARY

JEFFERSON ELEMENTARY

ANNIE SULLIVAN MIDDLE

HORACE MANN MIDDLE

REMINGTON MIDDLE

FRANKLIN HIGH
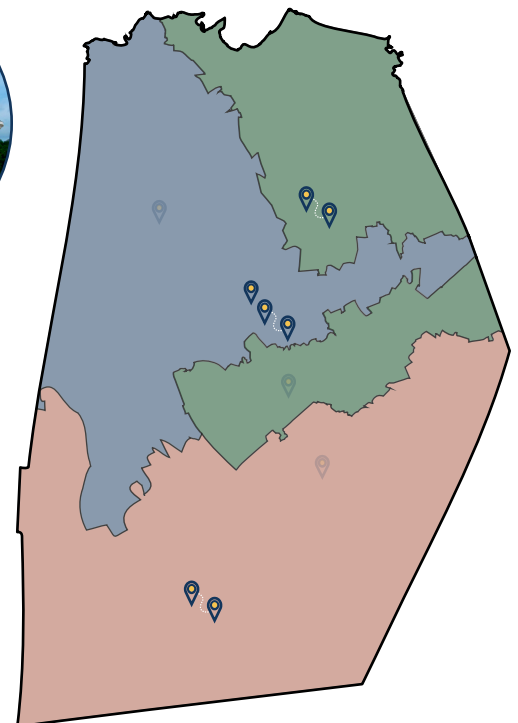
# CLOSE DAVIS THAYER & PARMENTER ELEMENTARY SCHOOLS
# MOVE OAK STREET TO KENNEDY ELEMENTARY SCHOOL
# DISTRICT-WIDE HORACE MANN MIDDLE SCHOOL

Revisiting the results of the previous analysis, a more in-depth analysis was performed to create a singular central middle school on the high school site, addressing the viability of the previous concept.

The district utilization rate in this scenario decreases from 94% currently to 90% in 10 years.

This concept is at or below the target utilization rate for all schools with the exception of Kennedy | Oak Street. **CURRENTLY, THIS OPTION IS NOT VIABLE,** but a **LONG TERM MASTER PLAN** could further develop this concept to become **VIABLE.**
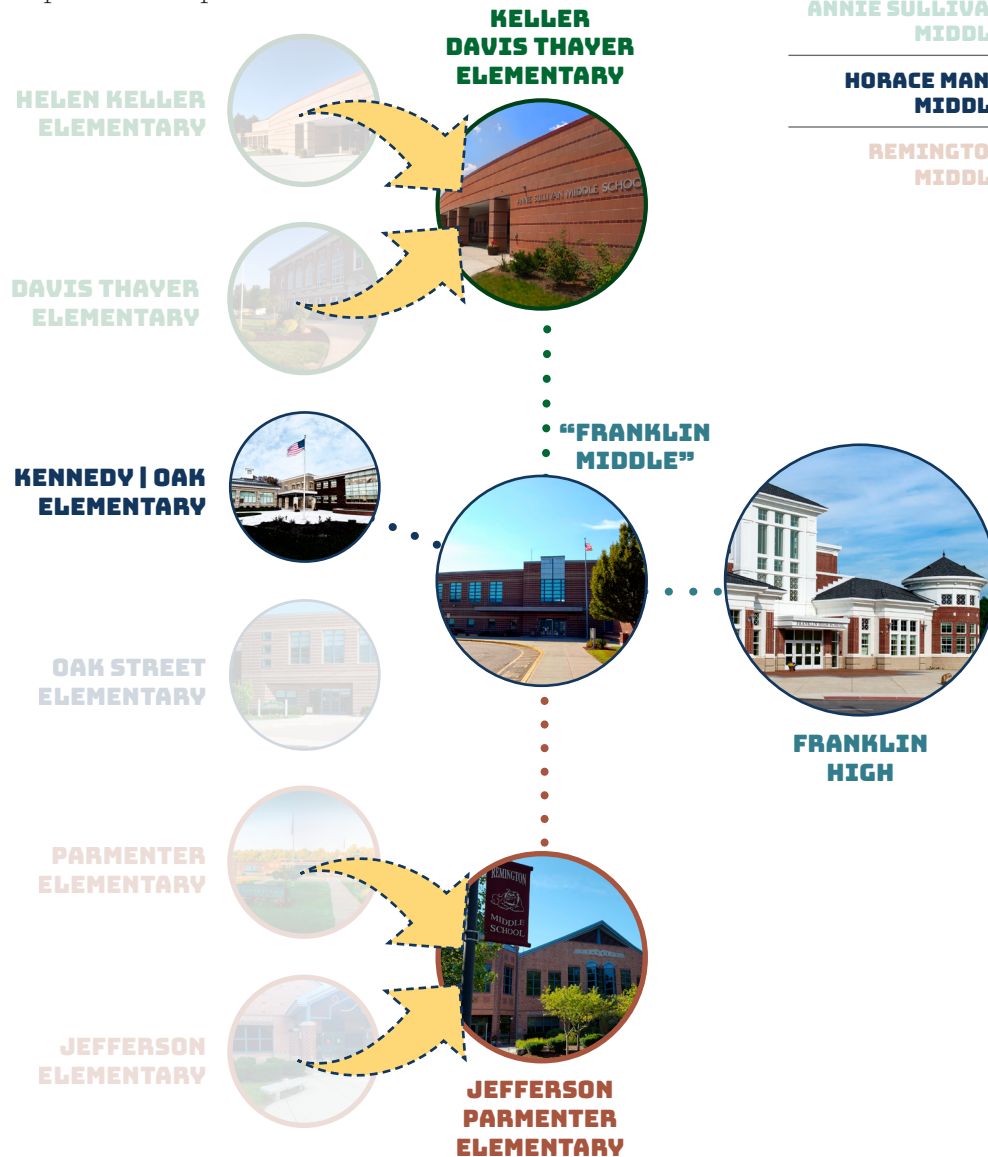
|  | Functional Capacity | Current Enrollment | Projected Enrollment | Utilization |
|---|---|---|---|---|
| **HELEN KELLER ELEMENTARY** | 1,141 | 573 | 577 | 50% \| 51% |
| **DAVIS THAYER ELEMENTARY** | 281 | 227 | 269 | 81% \| 96% |
| **KENNEDY ELEMENTARY** | 443 | 710 | 696 | 160% \| 157% |
| **OAK STREET ELEMENTARY** | 515 | 710 | 696 | 138% \| 135% |
| **PARMENTER ELEMENTARY** | 384 | 345 | 399 | 90% \| 104% |
| **JEFFERSON ELEMENTARY** | 1,060 | 691 | 735 | 65% \| 69% |
| **ANNIE SULLIVAN MIDDLE** | 716 | 382 | 292 | 53% \| 41% |
| **HORACE MANN MIDDLE** | 1,215 | 1,233 | 1,025 | 102% \| 84% |
| **REMINGTON MIDDLE** | 718 | 401 | 382 | 56% \| 53% |



**HELEN KELLER ELEMENTARY**

**DAVIS THAYER ELEMENTARY**

**KELLER DAVIS THAYER ELEMENTARY**

**KENNEDY | OAK ELEMENTARY**

**"FRANKLIN MIDDLE"**

**OAK STREET ELEMENTARY**

**FRANKLIN HIGH**

**PARMENTER ELEMENTARY**

**JEFFERSON ELEMENTARY**

**JEFFERSON PARMENTER ELEMENTARY**

# RECOMMENDATIONS

As part of this report, Kaestle Boos was asked to provide recommendations based on the analysis. These recommendations are provide to assist in the District in the development of a Long Range Facilities Master Plan. The recommendations included in this report are a snapshot in time and should be re-evaluated to include current data. They only consider the data that is in this report.

Currently Franklin Public Schools facilities are 26% under capacity and are anticipated to continue to decline to 31% in the next 10 years. Schools across the district are currently operating at different capacities and projected enrollment figures. Because of this, a single solution is not recommended. It should be done in steps based on the current need, while looking towards the future.

## The Immediate Need

Because current enrollment is under capacity, the simplest and best solution is would be to close existing schools and redistribute the students within their same district. When it comes to reviewing and selecting the appropriate solution(s) the following factors should be considered: the age of the building (cost to maintain), educational adequacy, and capacity of the school.

Currently the District's three standalone elementary schools are the oldest buildings in the district and also received the lowest Educational Adequacy Index (EAI) scores. Multiple solutions presented in the report indicate closing Davis Thayer Elementary only does not address the immediate need. The only viable solution to further address the immediate need would be closing Parameter Elementary School as well. In the closing of these schools the students from Parmenter would remain in their district and attend Jefferson Elementary School. The students from Davis Thayer Elementary School would also remain in their district and attend Hellen Keller Elementary School. This solution would still leave Kennedy Elementary School as the last remaining stand-alone elementary school. This will be addressed as part of the 10-year need.

This solution also addresses the district's current utilization increasing it from 67% to 85%, reduces the amount of facilities requiring maintenance and provides opportunities for consolidation of staff. Again, this solution addresses only the immediate need.

HELEN KELLER ELEMENTARY

ANNIE SULLIVAN MIDDLE

KENNEDY ELEMENTARY

OAK STREET ELEMENTARY

HORACE MANN MIDDLE

FRANKLIN HIGH

JEFFERSON ELEMENTARY

REMINGTON MIDDLE

AFTER

**85%**

+26%

**67%**

BEFORE

DISTRICT UTILIZATION RATE
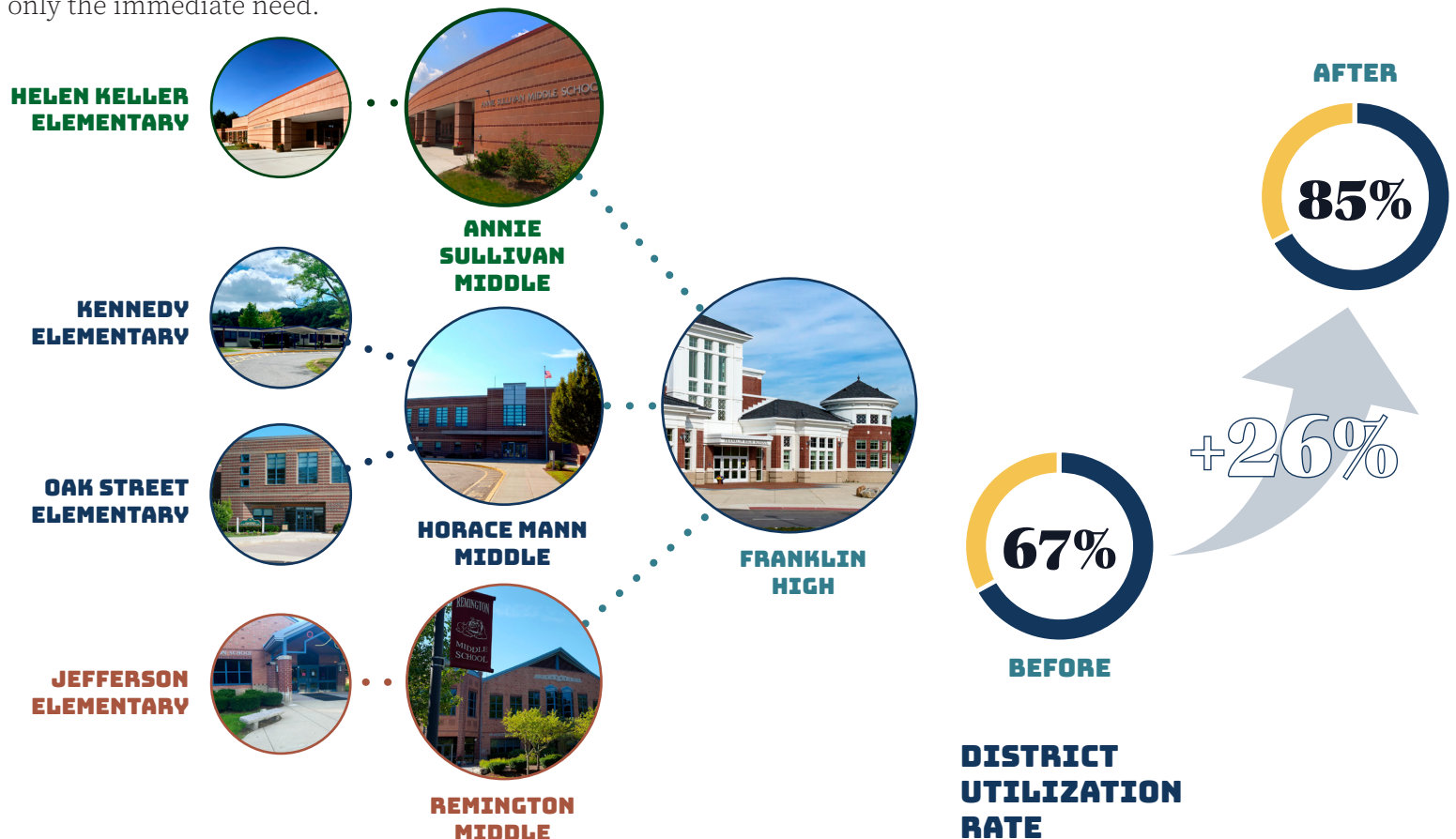
# The 10-Year Need

Any long term solution should be evaluated as part of a District Master Plan. Based on the scope of this report we can offer a solution that can be further analyzed in the development of the Master Plan. This solution assumes that the immediate need solution has been implemented.

In an effort to address the projected decline in enrollment, while continuing to address the EAI results, further consolidation and reorganization of facilities was studied. The timeline below outlines a potential or sample approach for the District. This approach would involve community engagement, decisions beyond the scope of this report, and revisiting enrollment projections. This presented is soley only on the scope of this report and may not be the "right" solution when all factors are considered.



**CURRENT**
**67%**
Implementation of Immediate Need

Development of a Long Range Master Plan

**2025**
**85%**
Implementation of a Long Range Master Plan

Consideration of Proposed Solution

**2030**
**74%**

**+74%**
Enrollment Anticipated to Increase Based on Historical Data

**BEYOND**
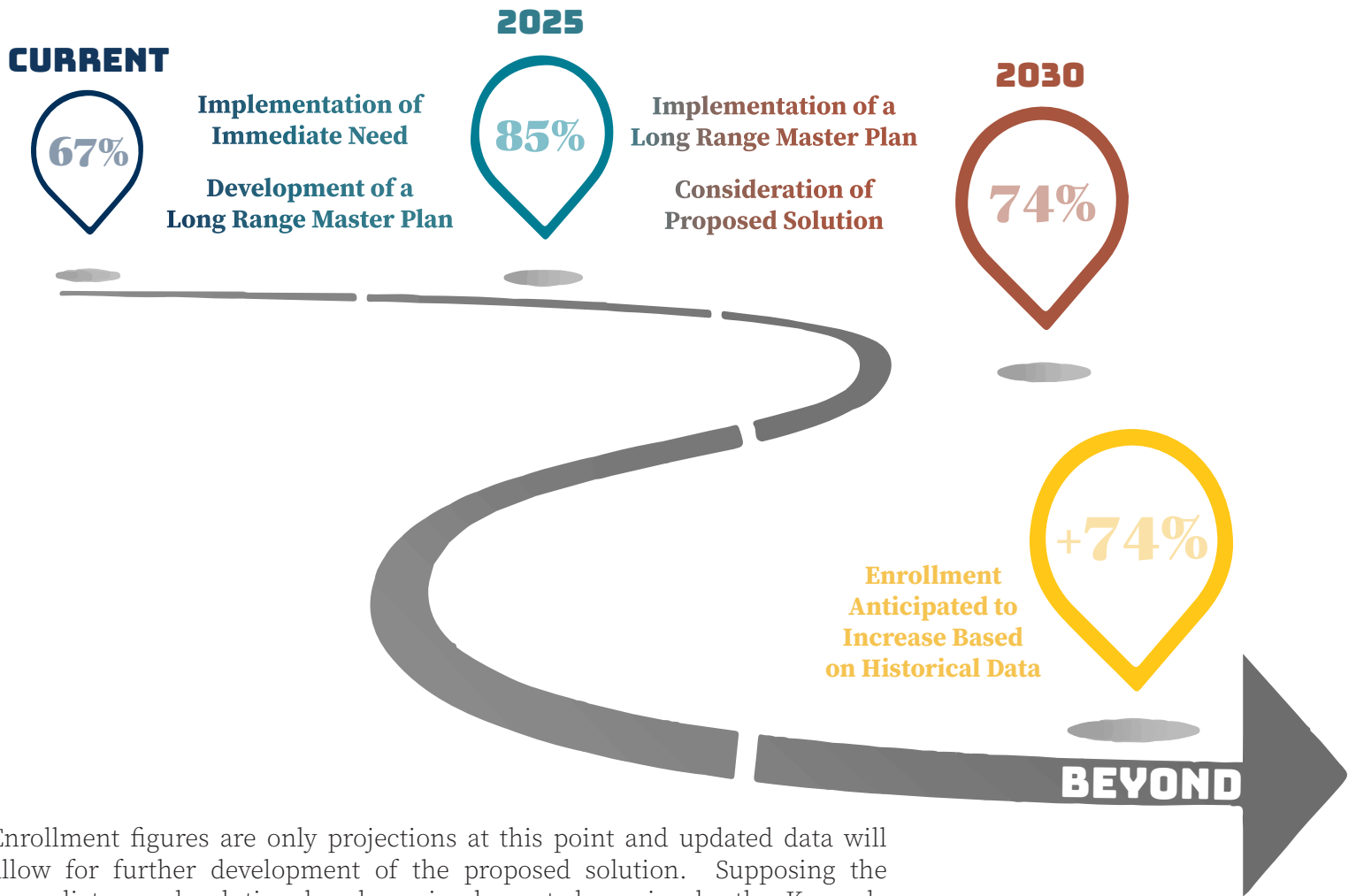
Enrollment figures are only projections at this point and updated data will allow for further development of the proposed solution. Supposing the immediate need solution has been implemented previously, the Kennedy Elementary School would remain as the only stand-alone elementary school be the oldest building in the district and have the lowest EAI in the District. Any solution needs to address these items.

The proposed next step would be to consolidate Oak Street ES | Kennedy ES, however neither facility as it currently exists is capable of handling such a population increase. Additionally, according to the timeline of this solution Kennedy ES school would be 56 years old at this point. The average life span of a school facility is 50 years. With this information in mind we can begin to explore the potential of a new school facility on the existing Kennedy ES site.

A new facility would address the age of the building while providing an opportunity for the development of a design that is flexible and modern. It would also allow the District to revisit any changes in enrollment figures to build a facility that is "right sized".

After consolidating the elementary schools into a singular building for each district, while maintaining all of the facilities built within the past 40 years. To this end the current Oak Street | Horace Mann co-located school would be transformed into a central middle school for the Town of Franklin.

The Horace Mann School is the ideal location for multiple reasons:

- As a building it is the best equipped of the three current buildings as it has a larger gym and auditorium
- Becoming a central middle school on the same site as the high school promotes collaboration between the middle school and high school
- Student who are excelling have the opportunity to take high school courses
- The students are consolidated into a single facility at a younger age
- The population of a larger middle school allows the District to create Smaller Learning Communities and further develop the vision and goals of the educational program.

The chart below illustrates how the capacity of each school is utilized at this 10-year mark. Having the utilization rates be on the lower end of the capacity range gives the flexibility for enrollment to grow, which can be seen in the increasing population at the elementary schools around the 2027-2028 school year. When determining the capacity for the new Kennedy | Oak Street Elementary the boundaries of the districts can be re-evaluated to allow additional students from the existing district attend the Helen Keller | Davis Thayer Elementary; increasing the utilization of that facility. This also provides an opportunity to create a single Helen Keller | Davis Thayer Elementary district as show on the map below.

| | Functional Capacity | Projected Enrollment | Projected Utilization |
|---|---|---|---|
| HELEN KELLER DAVIS THAYER ELEMENTARY | 1,141 | 577 | 51% |
| KENNEDY OAK STREET ELEMENTARY | TBD | 696 | TBD |
| JEFFERSON PARMENTER ELEMENTARY | 1,060 | 735 | 69% |
| FRANKLIN MIDDLE | 1,215 | 1,025 | 84% |



KELLER DAVIS THAYER ELEMENTARY

KENNEDY OAK STREET ELEMENTARY

JEFFERSON PARMENTER ELEMENTARY

FRANKLIN MIDDLE

FRANKLIN HIGH
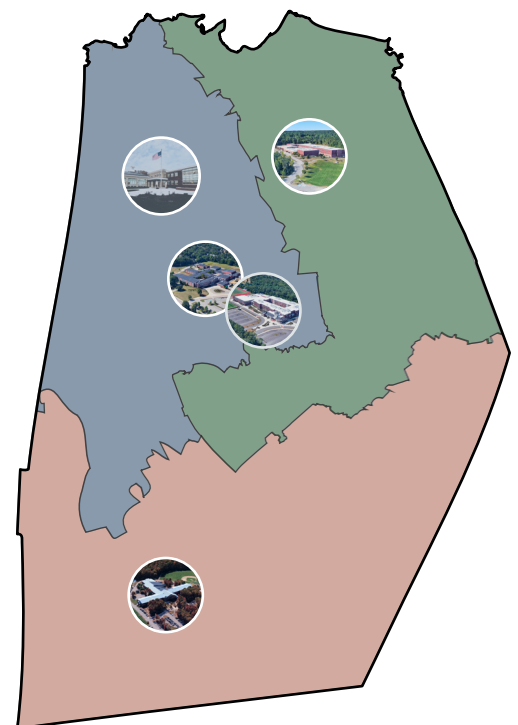
# APPENDIX A

## Glossary of Terms

| | |
|---|---|
| Building Capacity | The number of students the facility can physically accommodate based on a generic, formula-driven program. Developed by categorizing actual room uses. |
| Campus | A campus is a site where one or more schools/buildings is/are located. For example, an elementary school can share a site with a middle school; therefore, it is considered a campus. |
| Capacity Analysis | An analysis of how many students the school's physical facility can effectively serve within its classrooms. |
| Capital Improvement | The addition or restoration of a permanent structure or some aspect of a property that will either enhance the property's overall value or increase its useful life. |
| Core Spaces | Large areas within a building that are utilized by most students throughout the school day (e.g., cafeteria, gymnasium, library). |
| Design Capacity | The number of students a school is designed to hold, not factoring for special programs. |
| Educational Adequacy Index (EAI) | A widely used indicator that provides a relative scale of the educational quality of a facility or group of facilities within a portfolio. A higher EAI indicates a better condition. |
| Facility Portfolio | An inventory of all the buildings FPS manages. |
| Functional Capacity | The number of students a school can hold, accommodating for spaces dedicated to special instruction (e.g., gyms, computer labs, music, etc.) and allowing for conference periods and other breaks in instructional schedule. |
| Overutilized | A school enrollment that is greater than the target utilization. |
| Pedological | Most commonly understood as the approach to teaching. It refers to the theory and practice of learning, and how this process influences, and is influenced by, the social, political and psychological development of learners. |
| Student Stations | The number of students a classroom/facility can accommodate without adjusting for efficiencies. |
| Underutilized | A school enrollment that is less than the target utilization. |
| Utilization | The calculated rate at which a school is utilized based on current enrollment and the capacity of the school. Calculated by dividing Enrollment by Capacity. |

# APPENDIX B

## 21st Century Learning Environment Transformation

In addition to the capacity analysis, the District asked Kaestle Boos Associates to provide an idea of how the existing buildings could be transformed into 21st Century Learning Environments. These ideas presented are not final solutions and any solution should be reviewed by a registered design professional to ensure compliance with the building code, accessibility, etc.

## ELEMENTARY SCHOOL

When Jefferson Elementary School was constructed in 1996, students were mostly educated in the same way as their peers with a focus on the stand and deliver teaching approach. Science and psychology now suggest that each student learns differently. This knowledge requires a different teaching model which in turn requires different physical architecture to support those educational needs.

In this concept, the classroom wing is broken down to a small learning community (SLC). Students in primary school typically spend most of their day within their primary learning space: the classroom. By carving out the center of a long double-loaded corridor for shared learning and support spaces, we expand their primary learning environment to include spaces within the corridor by creating a learning commons. Transparency from the classroom to the corridor and shared spaces creates opportunities for students to see what others are doing within their SLC without sacrificing safety. Additionally, operable glass sliding doors between classrooms create opportunities for teachers to work together in larger classrooms and do some team teaching as students enter the older grade levels.

The incorporation of a Makerspace/ Project Room / STEAM space within the SLC creates a place where students can go for tactile hands on lessons or experimentation while still being connected to their primary educational space.

The student commons space provides a space where multiple groups can come together and work within the SLC. This space can serve as a place for collaboration or breakout. Glazing from many spaces allows teachers to have visual surveillance over students while providing an independent place for work to occur.

Adjacent to the student common area is a dedicated teacher planning and conference space. Also included is a small group room for pull-out instruction and small group collaboration. These spaces allow teaching and learning to occur in a flexible adaptable environment that caters to many learning styles. These small group rooms can also be used for small cohorts of special education students as needed.

Within the general classroom there is also opportunity for personalization. Zones are established with different furnishings to provide settings for



Existing Classroom

Makerspace

Student Commons

Classroom

Faculty Support

Small Group Break-out
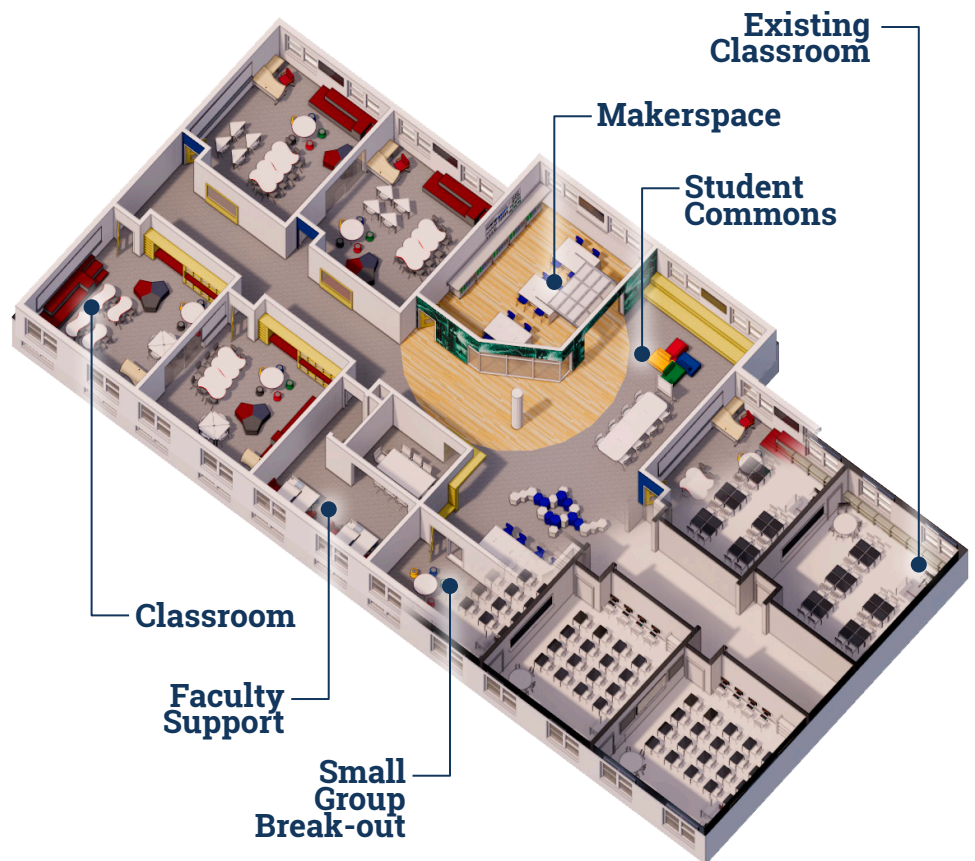
different types. Light-weight tables and chairs on casters can be easily rearranged to create different groupings and configurations on the fly for different experiences within the classroom. Reading nooks have been incorporated into the corridor as zones for quiet, self-directed learning. Multiple white boards and touch screen monitors located on all of the walls allow for each to be a different teaching zone. These interventions allow teachers to personalize their lessons for the students and practice differentiation.

Wayfinding at the classroom portals and within the commons areas creates a hierarchy of spaces that is easy to understand and clearly marked.

# SECONDARY SCHOOL

As an example in a secondary school, we developed a concept using the Horace Mann Middle School to illustrate the possibilities.

Currently, the facility houses both elementary and middle school students. Should the district move towards a model of having dedicated middle school buildings, updates will be required to suite the teaching and learning at these buildings.

Much like most buildings of a similar vintage, Horace Mann Middle School, constructed in 1964 and substantially renovated in 1999, was designed for stand and deliver direct instruction. A shift in understanding of education has created a desire to have more student-centric spaces and opportunities for project based learning and interdisciplinary instruction.

In this concept, the classroom wing is broken down into a small learning community (SLC). Centralized classrooms are carved out to break up the existing isolated double loaded corridor. Existing plumbing from science classrooms can be re-purposed to support a maker space/STEAM lab. Having this space adjacent to the other classroom spaces will allow teachers and students to freely move between their classrooms and this project area to support project-based learning.

Large glazing panels create transparency from the classroom to the corridor. This supports the continuity of space by allowing teachers to have visual surveillance in students utilizing spaces outside of the classroom as learning environments. These spaces include the maker/ STEAM lab, student commons, small group rooms, and breakout areas. Additionally, operable glass sliding doors between classrooms create opportunities for teachers to work together in larger classrooms and do some team teaching by bringing two groups of students together into one larger space.

The incorporation of a Makerspace/ Project Room / STEAM space within the SLC creates a place where students can go for tactile hands on lessons or experimentation while still being connected to their primary classroom space.

The student commons space provides a space where multiple groups can come together and work within the SLC. This space can be utilized as a



Makerspace

Student Commons

Faculty Support

Existing Classroom

Classroom

Small Group Break-out
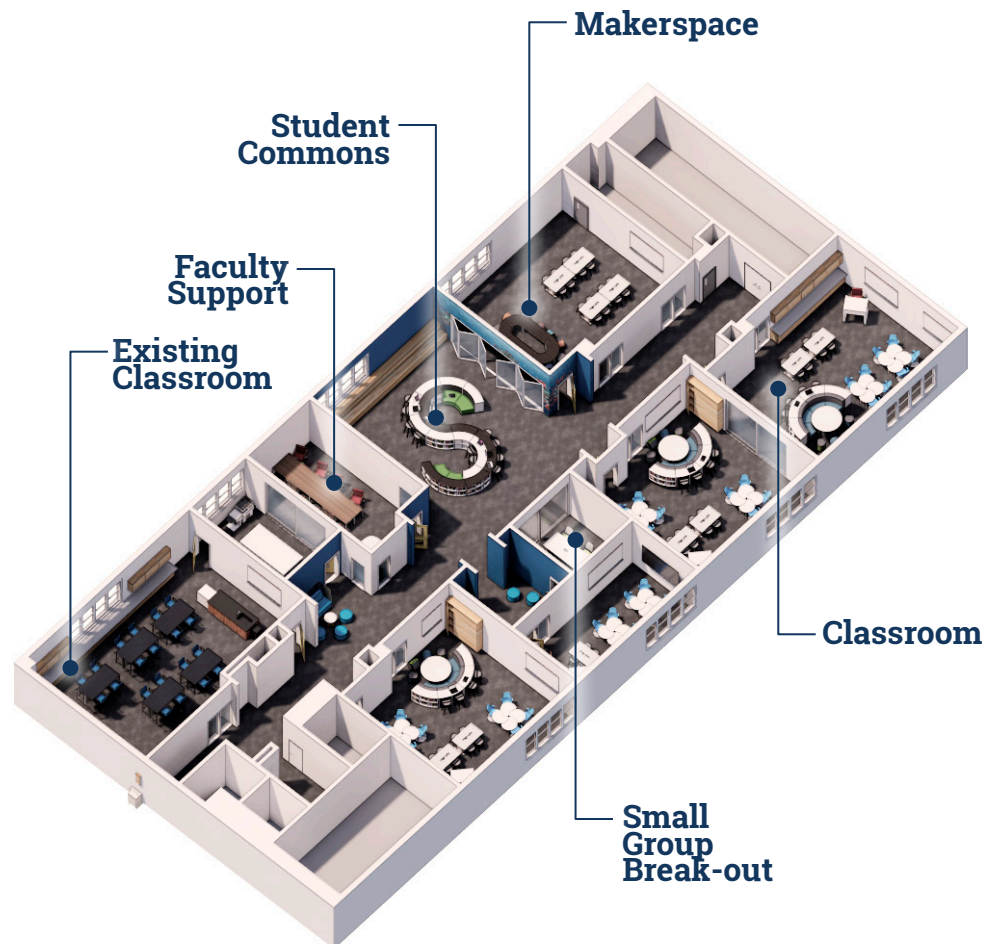
learning space but it also serves as a space for the small learning community to get together during class time. It is also useful as an alternative space during lunch or after school areas for groups to study and work together. Informal learning areas like the commons support the social emotional health of students by creating comfortable spaces where students can be known by their peers and educators.

Adjacent to the student common area is a dedicated teacher planning and conference space. Teachers who share classrooms in secondary education learning environments need space for them to work while their classroom spaces are occupied by others. These teacher workrooms and planning centers are a hub for collaboration where teachers can work together on interdisciplinary project ideas as well as serving their day to day needs.

The small learning community includes one resource room to serve the cohort of students. Locating special education spaces adjacent to traditional classrooms allows students to quickly move between the two and creates empathy by including these students into a cohort of students.

Small group rooms accessed from the student commons can also be used for small group instruction as well as testing, meetings, and conferences. Breakout areas with soft seating can also support individual student directed learning and informal meetings.

Science classrooms are modified by creating shared tables with epoxy resin tops which are on casters and can be organized into groups as well as reconfigured along the perimeter of the classroom for experimentation. By creating a teacher planning/prep area in an adjacent space, teachers can prepare lessons while other classes are taking place as well as provide additional storage for science equipment. In high schools, universal labs, equipped with water and gas at each perimeter station create flexibility as all science courses can be taught in each room which helps school organization and scheduling of rooms.

General classrooms are also designed with flexibility in mind. In secondary education, teachers typically share classrooms and as a result, different disciplines utilize a single room. Much like in the elementary schools, creating classroom zones for different types of learners is important. Light-weight flexible and adaptable furnishings including tables and chairs on casters can be easily rearranged to create different groupings and configurations on the fly for different experiences within the classroom. Individual nesting desks, group tables of varying heights, and soft group instruction seating are all important to include within a single room. Every wall within a classroom is outfitted with a white board or touch screen monitor so that there are multiple different areas for activities to occur.

Wayfinding at the classroom portals and within the commons areas creates a hierarchy of spaces that is easy to understand and clearly marked. Flooring transitions for shared common areas is also indicative of the activity that occurs within the space.

# APPENDIX C

## Demographics Report:
### Franklin Public Schools: Population and Enrollment Forecasts 2020-21 through 2029-2030

**FRANKLIN PUBLIC SCHOOLS:**

**POPULATION AND ENROLLMENT FORECASTS,
2020-21 THROUGH 2029-30**

**DECEMBER 2019**

**McKibben Demographic Research, LLC
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**978-501-7069**



McKibben Demographics

# CONTENTS

# EXECUTIVE SUMMARY

1. The resident total fertility rate for the Franklin Public Schools over the life of the forecasts is below replacement level. (1.63 vs. the replacement level of 2.1)

2. Most in-migration to the district continues to occur in the 0-to-9 and 25-to-44 year old age groups.

3. The local 18-to-24 year old population continues to leave the district, going to college or moving to other urbanized areas. This population group accounts for the largest segment of the district's out migration flow and will increase steadily over the next 10 years. The second largest migration outflow is in the 70+ age groups.

4. The primary factors causing the district's enrollment to decrease over the next five years is the increase in empty nest households, the relatively low number of elderly housing units turning over coupled with a flat rate of in migration of young families.

5. Changes in year-to-year enrollment over the next five years will primarily be due to small cohorts entering and moving through the school system in conjunction with larger cohorts leaving the system.

6. The elementary enrollment will slowly decrease over the next five school years, then start to rise after 2024-25.

7. The median age of the district's population will increase from 38.4 in 2010 to 45.7 in 2030.

8. Even if the district continues to have some amount of annual new housing unit construction over the next 10 years, the rate, magnitude and price of existing home sales will become the increasingly dominant factor affecting the amount of population and enrollment change.

9. Total district enrollment is forecasted to decrease by 639 students, or -12.6%, between 2019-20 and 2024-25.  Total enrollment will increase by 28 students, or 0.6%, from 2024-25 to 2029-30.

# INTRODUCTION

By demographic principle, distinctions are made between projections and forecasts.  A projection extrapolates the past (and present) into the future with little or no attempt to take into account any factors that may impact the extrapolation (e.g., changes in fertility rates, housing patterns or migration patterns) while a forecast results when a projection is modified by reasoning to take into account the aforementioned factors.

To maximize the use of this study as a planning tool, the ultimate goal is not simply to project the past into the future, but rather to assess various factors' impact on the future.  The future population and enrollment change of each school district is influenced by a variety of factors.  Not all factors will influence the entire school district at the same level. Some may affect different areas at dissimilar magnitudes and rates causing changes at varying points of time within the same district.   The forecaster's judgment, based on a thorough and intimate study of the district, has been used to modify the demographic trends and factors to more accurately predict likely changes.   Therefore, strictly speaking, this study is a forecast, not a projection; and the amount of modification of the demographic trends varies between different areas of the district as well as within the timeframe of the forecast.

To calculate population forecasts of any type, particularly for smaller populations such as a school district,

realistic suppositions must be made as to what the future will bring in terms of age specific fertility rates and residents' demographic behavior at certain points of the life course.  The demographic history of the school district and its interplay with the social and economic history of the area is the starting point and basis of most of these suppositions particularly on key factors such as the age structure of the area.  The unique nature of each district's and attendance area's demographic composition and rate of change over time must be assessed and understood to be factors throughout the life of the forecast series.  Moreover, no two populations, particularly at the school district and attendance area level, have exactly the same characteristics.

The manifest purpose of these forecasts is to ascertain the demographic factors that will ultimately influence the enrollment levels in the district's schools. There are of course, other non-demographic factors that affect enrollment levels over time. These factors include, but are not limited to transfer policies within the district; student transfers to and from neighboring districts; placement of "special programs" within school facilities that may serve students from outside the attendance area; state or federal mandates that dictate the movement of students from one facility to another (No Child Left Behind was an excellent example of this factor); the development of charter schools in the district; the prevalence of home schooling in the area; and the dynamics of local private schools.

Unless the district specifically requests the calculation of forecasts that reflect the effects of changes in these non-demographic factors, their influences are held constant for the life of the forecasts. Again, the main function of these forecasts is to determine what impact demographic changes will have on future enrollment. It is quite possible to calculate special "scenario" forecasts to measure the impact of school policy modifications as well as planned economic and financial changes. However in this case the results of these population and enrollment forecast are meant to represent the most likely scenario for changes over the next 10 years in the district and its attendance areas.

The first part of the report will examine the assumptions made in calculating the population forecasts for the Franklin Public Schools. Since the results of the population forecasts drive the subsequent enrollment forecasts, the assumptions listed in this section are paramount to understanding the area's demographic dynamics. The remainder of the report is an explanation and analysis of the district's population forecasts and how they will shape the district's grade level enrollment forecasts.

## DATA

The data used for the forecasts come from a variety of sources. The Franklin Public Schools provided enrollments by grade and attendance center for the school years 2014-2015 to 2019-2020. Birth and death data for the years 2000 through 2017 were obtained from the Massachusetts Department of

Health. The net migration values were calculated using Internal Revenue Service migration reports for the years 2000 through 2016. The data used for the calculation of migration models came from the United States Bureau of the Census, 2005 to 2010, and the models were designed using demographic and economic factors. The base age-sex population counts used are from the results of the 2010 Census.

Recently the Census Bureau began releasing annual estimates of demographic variables at the block group and tract level from the American Community Survey (ACS). There has been wide scale reporting of these results in the national, state and local media. However, due to the methodological problems the Census Bureau is experiencing with their estimates derived from ACS data, particularly in areas with a population of less than 60,000, the results of the ACS are not used in these forecasts.

For example, given the sampling framework used by the Census Bureau, each year only 350 of the over 11,000 current households in the district would have been included. For comparison 1,500 households in the district were included in the sample for the long form questionnaire in the 2000 Census. As a result of this small sample size, the ACS survey result from the last 5 years must be aggregated to produce the tract and block group estimates.

To develop the population forecast models, past migration patterns, current age specific fertility patterns, the magnitude and dynamics of the gross migration, the age specific mortality trends, the distribution of the population by age and sex, the rate and type of existing housing unit sales, and future

housing unit construction are considered to be primary variables.  In addition, the change in household size relative to the age structure of the forecast area was addressed.  While there was a slight drop in the average household size in the Franklin Public Schools as well as most other areas of the state during the previous 20 years, the rate of this decline in the district has been forecasted to increase slightly over the next ten years.

## ASSUMPTIONS

For these forecasts, the mortality probabilities are held constant at the levels calculated for the year 2010.  While the number of deaths in an area are impacted by and will change given the proportion of the local population over age 65, in the absence of an extraordinary event such as a natural disaster or a breakthrough in the treatment of heart disease, death rates rarely move rapidly in any direction, particularly at the school district or attendance area level.  Thus, significant changes are not foreseen in district's mortality rates between now and the year 2029. Any increases forecasted in the number of deaths will be due primarily to the general aging of the district's population and specifically to the increase in the number of residents aged 65 and older.

Similarly, fertility rates are assumed to stay fairly constant for the life of the forecasts.  Like mortality rates, age specific fertility rates rarely change quickly or dramatically, particularly in small areas.  Even with the recently reported rise in the fertility rates of the United States, overall fertility rates have stayed within a 10% range for most of the

last 40 years. In fact, the vast majority of year to year change in an area's number of births is due to changes in the number of women in child bearing ages (particularly ages 20-29) rather than any fluctuation in an area's fertility rate.

The resident total fertility rate (TFR), the average number of births a woman will have while living in the school district during her lifetime, is estimated to be 1.63 for the total district for the ten years of the population forecasts.  A TFR of 2.1 births per woman is considered to be the theoretical "replacement level" of fertility necessary for a population to remain constant in the absence of in-migration.  Therefore, in the absence of migration, fertility alone would be insufficient to maintain the current level of population and enrollment within the Franklin Public Schools over the course of the forecast period.

A close examination of data for the Franklin Public Schools has shown the age specific pattern of net migration will be nearly constant throughout the life of the forecasts.  While the number of in and out migrants has changed in past years for the Franklin Public Schools (and will change again over the next 10 years), the basic age pattern of the migrants has stayed nearly the same over the last 30 years.  Based on the analysis of data it is safe to assume this age specific migration trend will remain unchanged into the future.  This pattern of migration shows most of the local out-migration occurring in the 18-to-24 year old age group as young adults leave the area to go to college or move to other urbanized areas. The second group of out-migrants is those householders aged 70 and older who are downsizing their residences.  Most of the

local in-migration occurs in the 0-to-9 and 25-44 age groups (the bulk of the which come from areas within 75 miles of the Franklin Public Schools) primarily consisting of younger adults and their children.

As the Norfolk County area is not currently contemplating any major expansions or contractions, the forecasts also assume that the current economic, political, social, and environmental factors, as well as the transportation and public works infrastructure (with a few notable exceptions) of the Franklin Public Schools and its attendance areas will remain the same through the year 2029. Below is a list of assumptions and issues that are specific to the Franklin Public Schools These issues have been used to modify the population forecast models to more accurately predict the impact of these factors on each area's population change.

Specifically, the forecasts for the Franklin Public Schools assume that throughout the study period:

a. The national, state or regional economy does not go into deep recession at any time during the 10 years of the forecasts; (Deep recession is defined as four consecutive quarters where the GDP contracts greater than 1% per quarter)

b. Interest rates have reached a historic low and will not fluctuate more than one percentage point in the short term; the interest rate for a 30 year fixed home mortgage stays below 5.0%;

c. The rate of mortgage approval stays at 2015-2019 levels and lenders do not return to "sub-prime" mortgage practices;

d. There are no additional restrictions placed on home mortgage lenders or additional bankruptcies of major credit providers;

e. The rate of housing foreclosures does not exceed 125% of the 2015-2019 average of Norfolk County for any year in the forecasts;

f. All currently planned, platted, approved and permitted housing developments are built out and completed by 2028. All housing units constructed are occupied by 2029;

g. The district has at least 275 existing single-family home sales annually between 2019 and 2029;

h. The unemployment rates for the Norfolk County and the Boston Metropolitan Area will remain below 6.0% for the 10 years of the forecasts;

i. The intra district student transfer policy remains unchanged over the next 10 years;

j. The rate of students transferring into and out of the Franklin Public Schools will remain at the 2015-16 to 2019-20 average;

k. The inflation rate for gasoline will stay below 5% per year for the 10 years of the forecasts;

l.  There will be no building moratorium within the district;

m.  The State of Massachusetts does not change any of its current laws regarding inter-district transfers, school vouchers or charter schools;

n.  No new charter schools open in the district or surrounding area in the next 10 years;

o.  Businesses within the district and the Franklin Public Schools area will remain viable;

p.  The number of existing home sales in the district that are a result of "distress sales" (homes worth less than the current mortgage value) will not exceed 20% of total homes sales in the district for any given year;

q.  Housing turnover rates (sale of existing homes in the district) will remain at their current levels. The majority of existing home sales are made by home owners over the age of 60;

r.  Private school and home school attendance rates will remain constant;

s.  The rate of foreclosures for commercial property remains at the 2014-2018 average for Norfolk County;

If a major employer in the district or in the Greater Boston Metropolitan Area (and particularly in the western suburbs) closes, reduces or expands its operations, the population forecasts would need to be adjusted to reflect the changes brought about by the change in economic and employment conditions. The same holds true for any type of natural disaster, major change in the local infrastructure (e.g., highway construction, water and sewer expansion, changes in zoning regulations etc.), a further economic downturn, any additional weakness in the housing market or any instance or situation that causes rapid and dramatic population changes that could not be foreseen at the time the forecasts were calculated.

The high proportion of high school graduates from the Franklin Public Schools that attend college or move to urban areas outside of the district for employment is a significant demographic factor. Their departure is a major reason for the extremely high out-migration in the 18 to 24 age group, and was taken into account when calculating these forecasts. The out-migration of graduating high school seniors is expected to continue over the period of the forecasts and the rate of out-migration has been forecasted to remain the same over the life of the forecast series.

Finally, all demographic trends (i.e., births, deaths, and migration) are assumed to be linear in nature and annualized over the forecast period. For example, if 1,000 births are forecasted for a 5-year period, an equal number, or proportion of the births are assumed to occur every year, 200 per year. Actual year-to-year variations do and will occur, but overall year to year trends are expected to be constant.

# METHODOLOGY

The population forecasts presented in this report are the result of using the Cohort-Component Method of population forecasting (Siegel, and Swanson, 2004: 561-601) (Smith et. al. 2004). As stated in the **INTRODUCTION**, the difference between a projection and a forecast is in the use of explicit judgment based upon the unique features of the area under study. Strictly speaking, a cohort projection refers to the future population that would result if a mathematical extrapolation of historical trends.

Conversely, a cohort-component forecast refers to the future population that is expected because of a studied and purposeful selection of the components of change (i.e., births, deaths, and migration) and forecast models are developed to measure the impact of these changes in each specific geographic area.

Five sets of data are required to generate population and enrollment forecasts. These five data sets are:

a. a base-year population (here, the 2010 Census population for the Franklin Public Schools and its attendance areas);

b. a set of age-specific fertility rates for the district to be used over the forecast period for the district and each of the attendance areas;

c. a set of age-specific survival (mortality) rates for the district and the attendance areas;

d. a set of age-specific migration rates for the district and its attendance areas; and;

e. the historical enrollment figures by grade.

The most significant and difficult aspect of producing enrollment forecasts is the generation of the population forecasts in which the school age population (and enrollment) is embedded. In turn, the most challenging aspect of generating the population forecasts is found in deriving the rates of change in fertility, mortality, and migration. From the standpoint of demographic analysis, the Franklin Public Schools is classified as a "small area" population (as compared to the population of the state of Massachusetts or to that of the United States).

Small area population forecasts are more complicated to calculate because local variations in fertility, mortality, and migration may be more irregular than those at the regional, state or national scale. Especially challenging is the forecast of the migration rates for local areas, because changes in the area's socioeconomic characteristics can quickly change from past and current patterns (Peters and Larkin, 2002.)

The population forecasts for Franklin Public Schools were calculated using a cohort-component method with the populations divided into male and female groups by five-year age cohorts that range from 0-to-4 years of age to 85 years of age and older (85+). Age- and sex-specific fertility, mortality, and migration models were constructed to specifically reflect the unique demographic characteristics of each of

the attendance areas in the Franklin Public Schools.

The enrollment forecasts were calculated using a modified average survivorship method. Average survivor rates (i.e., the proportion of students who progress from one grade level to the next given the average amount of net migration for that grade level) over the previous five years of year-to-year enrollment data were calculated for grades two through twelve. This procedure is used to identify specific grades where there are large numbers of students changing facilities for non-demographic factors, such as private school transfers or enrollment in special programs.

The survivorship rates were modified or adjusted to reflect the average rate of forecasted in and out migration of 5-to-9, 10-to-14 and 15-to-17-year-old cohorts to each of the attendance centers in Franklin Public Schools for the period 2010 to 2015. These survivorship rates then were adjusted to reflect the forecasted changes in age-specific migration the district should experience over the next five years. These modified survivorship rates were used to project the enrollment of grades 2 through 12 for the period 2015 to 2020. The survivorship rates were adjusted again for the period 2020 to 2025 to reflect the predicted changes in the amount of age-specific migration in the district for the period.

The forecasted enrollments for kindergarten and first grade are derived from the 5-to-9 year old population of the age-sex population forecast at the elementary attendance center district level. This procedure allows the changes

in the incoming grade sizes to be factors of forecasted population change and not an extrapolation of previous class sizes. Given the potentially large amount of variation in Kindergarten enrollment due to parental choice, changes in the state's minimum age requirement, and differing district policies on allowing children to start Kindergarten early, first grade enrollment is deemed to be a more accurate and reliable starting point for the forecasts. (McKibben, 1996) The level of the accuracy for both the population and enrollment forecasts at the school district level is estimated to be +2.0% for the life of the forecasts.

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# Appendix A: Supplemental Tables

**Table 1: Forecasted Elementary Area Population Change, 2010 to 2020**

|  | 2010 | 2015 | *2010-2015 Change* | 2020 | *2015-2020 Change* | *2010-2020 Change* |
|---|---|---|---|---|---|---|
| **Davis Thayer** | 5,323 | 5,440 | *2.2%* | 5,580 | *2.6%* | *4.8%* |
| **Jefferson** | 4,597 | 4,700 | *2.2%* | 4,800 | *2.1%* | *4.4%* |
| **Keller** | 5,221 | 5,300 | *1.5%* | 5,400 | *1.9%* | *3.4%* |
| **Kennedy** | 4,818 | 4,950 | *2.7%* | 5,080 | *2.6%* | *5.4%* |
| **Oak Street** | 5,952 | 6,080 | *2.2%* | 6,120 | *0.7%* | *2.8%* |
| **Parmenter** | 5,725 | 5,790 | *1.1%* | 5,820 | *0.5%* | *1.7%* |
| **District Total** | **31,635** | **32,260** | ***2.0%*** | **32,800** | ***1.7%*** | ***3.7%*** |

**Table 2: Household Characteristics by Elementary Area, 2010 Census**

|  | HH w/ Pop Under 18 | % HH w/ Pop Under 18 | Total Households | Household Population | Persons Per Household |
|---|---|---|---|---|---|
| **Davis Thayer** | 660 | 37.1% | 1,778 | 4,513 | 2.54 |
| **Jefferson** | 738 | 48.2% | 1,532 | 4,597 | 3.00 |
| **Keller** | 924 | 59.1% | 1,564 | 5,221 | 3.34 |
| **Kennedy** | 784 | 50.8% | 1,543 | 4,818 | 3.12 |
| **Oak Street** | 876 | 39.2% | 2,235 | 5,952 | 2.66 |
| **Parmenter** | 765 | 32.6% | 2,345 | 5,660 | 2.41 |
| **District Total** | **4,746** | **43.2%** | **10,995** | **30,760** | **2.80** |

**Table 3: Householder Characteristics by Elementary Area, 2010 Census**

|  | Percentage of Householders aged 35-54 | Percentage of Householders aged 65+ | Percentage of Householders who own homes |
|---|---|---|---|
| Davis Thayer | 51.0% | 16.3% | 63.5% |
| Jefferson | 58.7% | 13.8% | 80.9% |
| Keller | 64.7% | 11.2% | 97.8% |
| Kennedy | 58.5% | 14.0% | 96.9% |
| Oak Street | 50.1% | 19.6% | 88.7% |
| Parmenter | 44.9% | 23.7% | 59.2% |
| **District Total** | **53.6%** | **17.1%** | **79.7%** |

**Table 4: Percentage of Households that are Single Person Households and Single Person Households that are over age 65 by Elementary Area, 2010 Census**

|  | Percentage of Single Person Households | Percentage of Single Person Households and are 65+ |
|---|---|---|
| Davis Thayer | 27.2% | 7.5% |
| Jefferson | 16.6% | 4.7% |
| Keller | 7.4% | 3.1% |
| Kennedy | 10.4% | 3.6% |
| Oak Street | 23.7% | 9.1% |
| Parmenter | 31.5% | 12.6% |
| **District Total** | **20.8%** | **7.4%** |

**Table 5: Elementary Enrollment (K-5), 2019, 2024, 2029**

| | 2019 | 2024 | 2019-2024 Change | 2029 | 2024-2029 Change | 2019-2029 Change |
|---|---|---|---|---|---|---|
| **Davis Thayer** | 227 | 241 | *6.2%* | 269 | *11.6%* | *18.5%* |
| **Jefferson** | 346 | 286 | *-17.3%* | 336 | *17.5%* | *-2.9%* |
| **Keller** | 346 | 276 | *-20.2%* | 308 | *11.6%* | *-11.0%* |
| **Kennedy** | 351 | 247 | *-29.6%* | 294 | *19.0%* | *-16.2%* |
| **Oak Street** | 359 | 380 | *5.8%* | 402 | *5.8%* | *12.0%* |
| **Parmenter** | 345 | 379 | *9.9%* | 399 | *5.3%* | *15.7%* |
| **District Total** | **1,974** | **1,809** | ***-8.4%*** | **2,008** | ***11.0%*** | ***1.7%*** |

**Table 6:  Age Under One to Age Ten Population Counts, by Year of Age, by Elementary Area: 2010 Census**

| | Under 1 year | 1 year | 2 years | 3 years | 4 years | 5 years | 6 years | 7 years | 8 years | 9 years | 10 years |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Davis Thayer** | 43 | 54 | 73 | 53 | 61 | 72 | 63 | 74 | 68 | 72 | 69 |
| **Jefferson** | 40 | 38 | 46 | 64 | 50 | 90 | 78 | 78 | 77 | 93 | 97 |
| **Keller** | 59 | 59 | 71 | 90 | 101 | 116 | 98 | 118 | 139 | 108 | 127 |
| **Kennedy** | 43 | 48 | 66 | 54 | 84 | 86 | 84 | 80 | 89 | 95 | 101 |
| **Oak Street** | 72 | 68 | 78 | 87 | 76 | 102 | 83 | 96 | 96 | 81 | 88 |
| **Parmenter** | 61 | 60 | 65 | 84 | 79 | 73 | 99 | 78 | 92 | 80 | 86 |
| **District Total** | **318** | **327** | **399** | **433** | **452** | **538** | **506** | **524** | **560** | **530** | **567** |

**Table 7: Comparison of District Resident Enrollment by Grade with 2010 Census Counts by Age, 2014-2019**

| 2010 Census | Under 1 year | 1 year | 2 years | 3 years | 4 years | 5 years | 6 years | 7 years | 8 years | 9 years | 10 years | 11 years | 12 years | 13 years |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Franklin Public Schools Total** | **318** | **327** | **399** | **433** | **452** | **538** | **506** | **524** | **560** | **530** | **567** | **551** | **568** | **540** |
| 2019 Enrollment | 329 | 349 | 385 | 415 | 433 | 435 | 432 | 447 | 429 | | | | | |
| | 103.5% | 106.7% | 96.5% | 95.8% | 95.8% | 80.9% | 85.4% | 85.3% | 76.6% | | | | | |
| 2018 Enrollment | 338 | 349 | 376 | 407 | 431 | 451 | 445 | 438 | 437 | 424 | | | | |
| | 106.3% | 106.7% | 94.2% | 94.0% | 95.4% | 83.8% | 87.9% | 83.6% | 78.0% | 80.0% | | | | |
| 2017 Enrollment | 316 | 328 | 359 | 403 | 435 | 446 | 470 | 452 | 437 | 423 | 467 | | | |
| | 99.4% | 100.3% | 90.0% | 93.1% | 96.2% | 82.9% | 92.9% | 86.3% | 78.0% | 79.8% | 82.4% | | | |
| 2016 Enrollment | 318 | 327 | 350 | 404 | 427 | 448 | 468 | 474 | 436 | 424 | 470 | 404 | | |
| | 100.0% | 100.0% | 87.7% | 93.3% | 94.5% | 83.3% | 92.5% | 90.5% | 77.9% | 80.0% | 82.9% | 73.3% | | |
| 2015 Enrollment | 312 | 330 | 347 | 401 | 424 | 434 | 472 | 469 | 461 | 430 | 474 | 408 | 411 | |
| | 98.1% | 100.9% | 87.0% | 92.6% | 93.8% | 80.7% | 93.3% | 89.5% | 82.3% | 81.1% | 83.6% | 74.0% | 72.4% | |
| 2014 Enrollment | | 324 | 347 | 409 | 434 | 435 | 467 | 464 | 464 | 455 | 480 | 404 | 416 | 397 |
| | | 91.1% | 91.6% | 98.5% | 92.9% | 95.0% | 88.3% | 86.1% | 94.6% | 89.0% | 90.9% | 82.8% | 83.3% | 82.1% |

Grade 1 in Red

# Appendix B:  Population Forecasts

**Franklin Public  Schools Total Population**

| | 2010 | 2015 | 2020 | 2025 | 2030 |
|---|---|---|---|---|---|
| **0-4** | 1,929 | 1,440 | 1,440 | 1,480 | 1,570 |
| **5-9** | 2,658 | 2,120 | 1,810 | 1,710 | 1,880 |
| **10-14** | 2,811 | 2,750 | 2,240 | 1,940 | 1,850 |
| **15-19** | 2,673 | 3,020 | 2,930 | 2,390 | 2,030 |
| **20-24** | 1,506 | 1,550 | 1,650 | 1,620 | 1,350 |
| **25-29** | 1,296 | 1,450 | 1,460 | 1,590 | 1,570 |
| **30-34** | 1,446 | 1,540 | 1,700 | 1,790 | 1,920 |
| **35-39** | 2,212 | 1,680 | 1,810 | 2,020 | 2,110 |
| **40-44** | 2,835 | 2,360 | 1,920 | 2,060 | 2,240 |
| **45-49** | 3,185 | 2,820 | 2,410 | 1,970 | 2,080 |
| **50-54** | 2,743 | 3,140 | 2,790 | 2,390 | 1,940 |
| **55-59** | 1,942 | 2,690 | 3,080 | 2,730 | 2,350 |
| **60-64** | 1,422 | 1,880 | 2,590 | 2,970 | 2,620 |
| **65-69** | 926 | 1,330 | 1,740 | 2,420 | 2,590 |
| **70-74** | 659 | 900 | 1,280 | 1,660 | 2,220 |
| **75-79** | 561 | 610 | 820 | 1,160 | 1,420 |
| **80-84** | 425 | 520 | 570 | 780 | 1,100 |
| **85+** | 406 | 460 | 560 | 610 | 770 |
| **Total** | **31,635** | **32,260** | **32,800** | **33,290** | **33,610** |
| **Median Age** | 38.4 | 41.2 | 43.5 | 45.1 | 45.7 |
| **Births** | | 1,140 | 1,160 | 1,160 | 1,140 |
| **Deaths** | | 810 | 930 | 1,080 | 1,280 |
| **Natural Increase** | | 330 | 230 | 80 | -140 |
| **Net Migration** | | 300 | 340 | 370 | 420 |
| ***Change*** | | *630* | *570* | *450* | *280* |

*Differences between period Totals may not equal Change due to rounding.*

## Davis Thayer Elementary Total Population

|  | 2010 | 2015 | 2020 | 2025 | 2030 |
|---|---|---|---|---|---|
| 0-4 | 284 | 210 | 220 | 220 | 220 |
| 5-9 | 349 | 280 | 230 | 250 | 270 |
| 10-14 | 335 | 370 | 300 | 250 | 270 |
| 15-19 | 783 | 790 | 820 | 750 | 700 |
| 20-24 | 542 | 530 | 530 | 560 | 500 |
| 25-29 | 289 | 320 | 310 | 310 | 340 |
| 30-34 | 259 | 300 | 330 | 320 | 320 |
| 35-39 | 328 | 270 | 300 | 330 | 330 |
| 40-44 | 412 | 330 | 280 | 320 | 350 |
| 45-49 | 447 | 410 | 330 | 270 | 310 |
| 50-54 | 389 | 440 | 400 | 330 | 270 |
| 55-59 | 257 | 380 | 440 | 390 | 320 |
| 60-64 | 209 | 250 | 370 | 420 | 380 |
| 65-69 | 146 | 200 | 220 | 330 | 370 |
| 70-74 | 99 | 140 | 200 | 190 | 300 |
| 75-79 | 71 | 90 | 130 | 180 | 160 |
| 80-84 | 58 | 60 | 90 | 130 | 170 |
| 85+ | 66 | 70 | 80 | 90 | 120 |
| **Total** | **5,323** | **5,440** | **5,580** | **5,640** | **5,700** |
| **Median Age** | 31.5 | 33.7 | 35.8 | 37.4 | 38.5 |
| **Births** | | 190 | 200 | 190 | 190 |
| **Deaths** | | 120 | 130 | 160 | 190 |
| **Natural Increase** | | 70 | 70 | 30 | 0 |
| **Net Migration** | | 50 | 50 | 50 | 50 |
| *Change* | | *120* | *120* | *80* | *50* |

*Differences between period Totals may not equal Change due to rounding.*

**Jefferson Elementary Total Population**

|  | 2010 | 2015 | 2020 | 2025 | 2030 |
|---|---|---|---|---|---|
| 0-4 | 239 | 180 | 200 | 180 | 200 |
| 5-9 | 416 | 340 | 300 | 280 | 320 |
| 10-14 | 537 | 420 | 360 | 320 | 290 |
| 15-19 | 348 | 480 | 360 | 300 | 240 |
| 20-24 | 178 | 150 | 180 | 150 | 120 |
| 25-29 | 161 | 210 | 180 | 220 | 180 |
| 30-34 | 144 | 210 | 270 | 240 | 280 |
| 35-39 | 269 | 200 | 280 | 340 | 310 |
| 40-44 | 493 | 310 | 280 | 330 | 390 |
| 45-49 | 485 | 490 | 330 | 280 | 330 |
| 50-54 | 454 | 480 | 480 | 330 | 280 |
| 55-59 | 328 | 450 | 470 | 470 | 320 |
| 60-64 | 186 | 320 | 430 | 450 | 460 |
| 65-69 | 132 | 170 | 290 | 410 | 400 |
| 70-74 | 66 | 120 | 150 | 290 | 370 |
| 75-79 | 57 | 60 | 110 | 140 | 230 |
| 80-84 | 52 | 50 | 60 | 100 | 130 |
| 85+ | 51 | 60 | 70 | 60 | 90 |
| **Total** | **4,597** | **4,700** | **4,800** | **4,890** | **4,940** |
| **Median Age** | 40.1 | 42.6 | 44.8 | 46.5 | 47.1 |
| **Births** | | 150 | 170 | 160 | 150 |
| **Deaths** | | 110 | 120 | 140 | 180 |
| **Natural Increase** | | 40 | 50 | 20 | -30 |
| **Net Migration** | | 50 | 60 | 60 | 70 |
| *Change* | | *90* | *110* | *80* | *40* |

*Differences between period Totals may not equal Change due to rounding.*

## Helen Keller Elementary Total Population

|  | 2010 | 2015 | 2020 | 2025 | 2030 |
|---|---|---|---|---|---|
| **0-4** | 380 | 260 | 230 | 260 | 300 |
| **5-9** | 579 | 400 | 320 | 260 | 300 |
| **10-14** | 564 | 600 | 420 | 350 | 280 |
| **15-19** | 410 | 500 | 530 | 350 | 260 |
| **20-24** | 152 | 200 | 220 | 240 | 210 |
| **25-29** | 142 | 170 | 220 | 240 | 260 |
| **30-34** | 204 | 190 | 220 | 280 | 290 |
| **35-39** | 399 | 240 | 240 | 280 | 340 |
| **40-44** | 550 | 430 | 300 | 300 | 330 |
| **45-49** | 569 | 560 | 480 | 350 | 330 |
| **50-54** | 476 | 560 | 560 | 470 | 340 |
| **55-59** | 287 | 460 | 550 | 540 | 470 |
| **60-64** | 204 | 280 | 450 | 530 | 500 |
| **65-69** | 104 | 190 | 260 | 430 | 450 |
| **70-74** | 86 | 100 | 190 | 260 | 390 |
| **75-79** | 66 | 80 | 90 | 180 | 210 |
| **80-84** | 29 | 60 | 70 | 90 | 170 |
| **85+** | 19 | 20 | 50 | 60 | 80 |
| **Total** | 5,221 | 5,300 | 5,400 | 5,470 | 5,510 |
| **Median Age** | 37.3 | 41.0 | 45.0 | 47.5 | 47.8 |
| **Births** |  | 140 | 130 | 150 | 150 |
| **Deaths** |  | 90 | 120 | 150 | 180 |
| **Natural Increase** |  | 50 | 10 | 0 | -30 |
| **Net Migration** |  | 50 | 60 | 60 | 70 |
| ***Change*** |  | *100* | *70* | *60* | *40* |

*Differences between period Totals may not equal Change due to rounding.*

## J.F. Kennedy Elementary Total Population

|  | 2010 | 2015 | 2020 | 2025 | 2030 |
|---|---|---|---|---|---|
| 0-4 | 295 | 230 | 220 | 250 | 260 |
| 5-9 | 434 | 320 | 300 | 230 | 260 |
| 10-14 | 481 | 460 | 340 | 330 | 270 |
| 15-19 | 375 | 430 | 400 | 280 | 260 |
| 20-24 | 182 | 200 | 220 | 180 | 140 |
| 25-29 | 150 | 210 | 240 | 240 | 210 |
| 30-34 | 202 | 210 | 270 | 320 | 320 |
| 35-39 | 334 | 260 | 270 | 350 | 420 |
| 40-44 | 447 | 370 | 320 | 350 | 400 |
| 45-49 | 543 | 440 | 360 | 330 | 350 |
| 50-54 | 458 | 540 | 440 | 360 | 320 |
| 55-59 | 302 | 450 | 520 | 430 | 350 |
| 60-64 | 229 | 290 | 430 | 510 | 420 |
| 65-69 | 121 | 210 | 280 | 410 | 410 |
| 70-74 | 91 | 120 | 210 | 270 | 360 |
| 75-79 | 84 | 80 | 110 | 200 | 250 |
| 80-84 | 63 | 80 | 80 | 100 | 190 |
| 85+ | 30 | 50 | 70 | 80 | 100 |
| **Total** | **4,818** | **4,950** | **5,080** | **5,220** | **5,290** |
| **Median Age** | 39.4 | 42.1 | 44.4 | 46.2 | 46.5 |
| **Births** | | 180 | 200 | 200 | 190 |
| **Deaths** | | 110 | 140 | 160 | 190 |
| **Natural Increase** | | 70 | 60 | 40 | 0 |
| **Net Migration** | | 60 | 70 | 80 | 90 |
| *Change* | | *130* | *130* | *120* | *90* |

*Differences between period Totals may not equal Change due to rounding.*

## Oak Street Elementary Total Population

|  | 2010 | 2015 | 2020 | 2025 | 2030 |
|---|---|---|---|---|---|
| 0-4 | 382 | 270 | 260 | 270 | 280 |
| 5-9 | 458 | 420 | 350 | 360 | 380 |
| 10-14 | 471 | 470 | 440 | 370 | 390 |
| 15-19 | 424 | 430 | 430 | 390 | 310 |
| 20-24 | 202 | 220 | 230 | 220 | 170 |
| 25-29 | 240 | 250 | 240 | 250 | 250 |
| 30-34 | 326 | 300 | 300 | 320 | 340 |
| 35-39 | 463 | 380 | 370 | 390 | 380 |
| 40-44 | 474 | 500 | 410 | 410 | 440 |
| 45-49 | 615 | 470 | 490 | 410 | 410 |
| 50-54 | 523 | 610 | 460 | 490 | 400 |
| 55-59 | 395 | 510 | 590 | 460 | 480 |
| 60-64 | 320 | 380 | 490 | 570 | 440 |
| 65-69 | 200 | 300 | 350 | 440 | 520 |
| 70-74 | 155 | 200 | 280 | 310 | 410 |
| 75-79 | 123 | 150 | 180 | 230 | 260 |
| 80-84 | 88 | 120 | 130 | 170 | 220 |
| 85+ | 93 | 100 | 120 | 140 | 180 |
| **Total** | **5,952** | **6,080** | **6,120** | **6,200** | **6,260** |
| **Median Age** | 40.1 | 43.0 | 45.3 | 46.5 | 47.3 |
| **Births** |  | 230 | 220 | 230 | 220 |
| **Deaths** |  | 170 | 190 | 230 | 260 |
| **Natural Increase** |  | 60 | 30 | 0 | -40 |
| **Net Migration** |  | 50 | 50 | 60 | 70 |
| *Change* |  | *110* | *80* | *60* | *30* |

*Differences between period Totals may not equal Change due to rounding.*

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**Parmenter Elementary Total Population**

|  | 2010 | 2015 | 2020 | 2025 | 2030 |
|---|---|---|---|---|---|
| 0-4 | 349 | 290 | 310 | 300 | 310 |
| 5-9 | 422 | 360 | 310 | 330 | 350 |
| 10-14 | 423 | 430 | 380 | 320 | 350 |
| 15-19 | 334 | 390 | 390 | 320 | 260 |
| 20-24 | 250 | 250 | 270 | 270 | 210 |
| 25-29 | 314 | 290 | 270 | 330 | 330 |
| 30-34 | 312 | 330 | 310 | 310 | 370 |
| 35-39 | 419 | 330 | 350 | 330 | 330 |
| 40-44 | 459 | 420 | 330 | 350 | 330 |
| 45-49 | 526 | 450 | 420 | 330 | 350 |
| 50-54 | 443 | 510 | 450 | 410 | 330 |
| 55-59 | 372 | 440 | 510 | 440 | 410 |
| 60-64 | 273 | 360 | 420 | 490 | 420 |
| 65-69 | 224 | 260 | 340 | 400 | 440 |
| 70-74 | 161 | 220 | 250 | 340 | 390 |
| 75-79 | 161 | 150 | 200 | 230 | 310 |
| 80-84 | 135 | 150 | 140 | 190 | 220 |
| 85+ | 148 | 160 | 170 | 180 | 200 |
| **Total** | **5,725** | **5,790** | **5,820** | **5,870** | **5,910** |
| **Median Age** | 40.4 | 42.7 | 44.8 | 46.1 | 46.6 |
| **Births** |  | 250 | 240 | 230 | 240 |
| **Deaths** |  | 210 | 230 | 240 | 280 |
| **Natural Increase** |  | 40 | 10 | -10 | -40 |
| **Net Migration** |  | 40 | 50 | 60 | 70 |
| *Change* |  | *80* | *60* | *50* | *30* |

*Differences between period Totals may not equal Change due to rounding.*

# Appendix C: Population Pyramids

## Franklin District Total Population Census 2010



## Davis Thayer Elementary Total Population Census 2010

## Jefferson Elementary Total Population Census 2010



## Keller Elementary Total Population Census 2010

## Kennedy Elementary Total Population Census 2010



## Oak Street Elementary Total Population Census 2010

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## Parmenter Elementary Total Population Census 2010

# Appendix D:  Enrollment Forecasts

**Franklin Public Schools Total Enrollment**

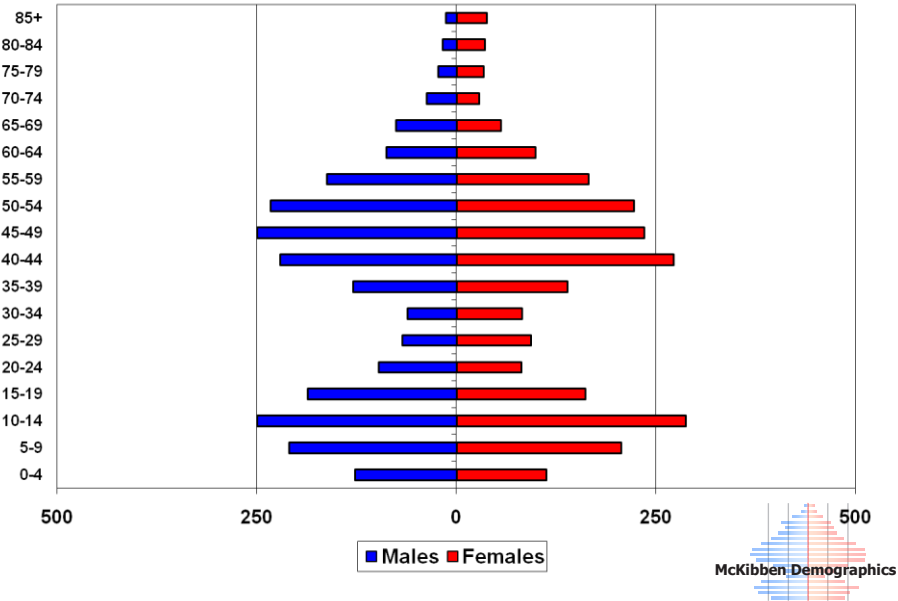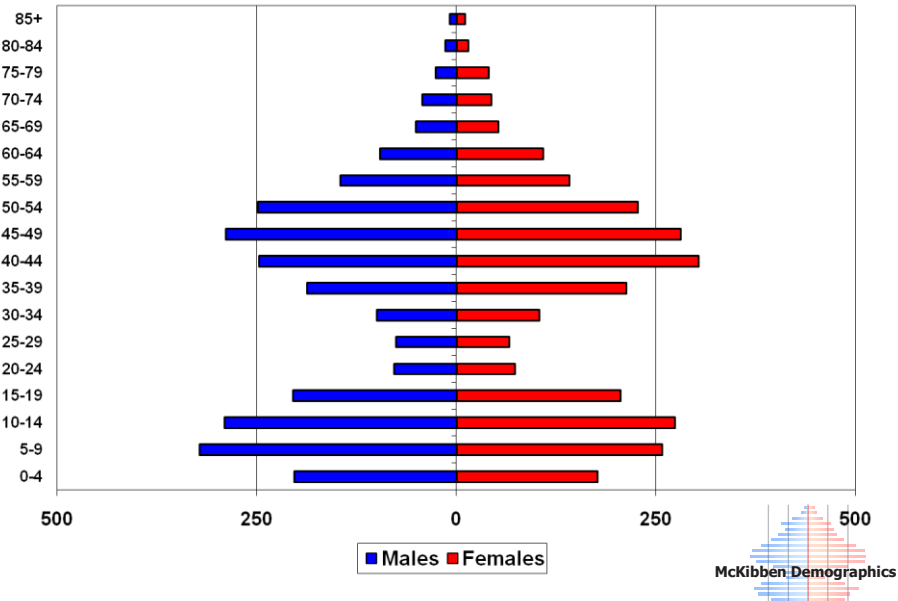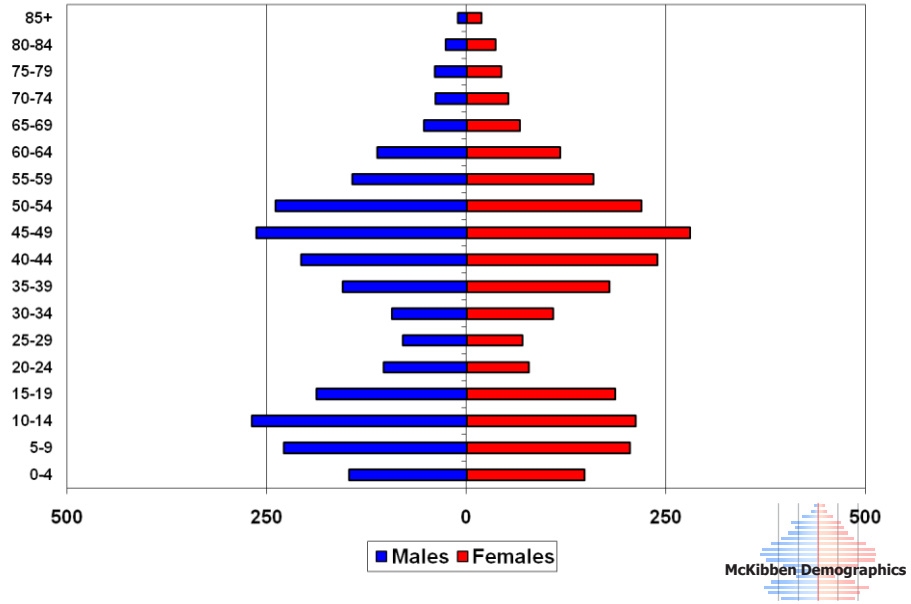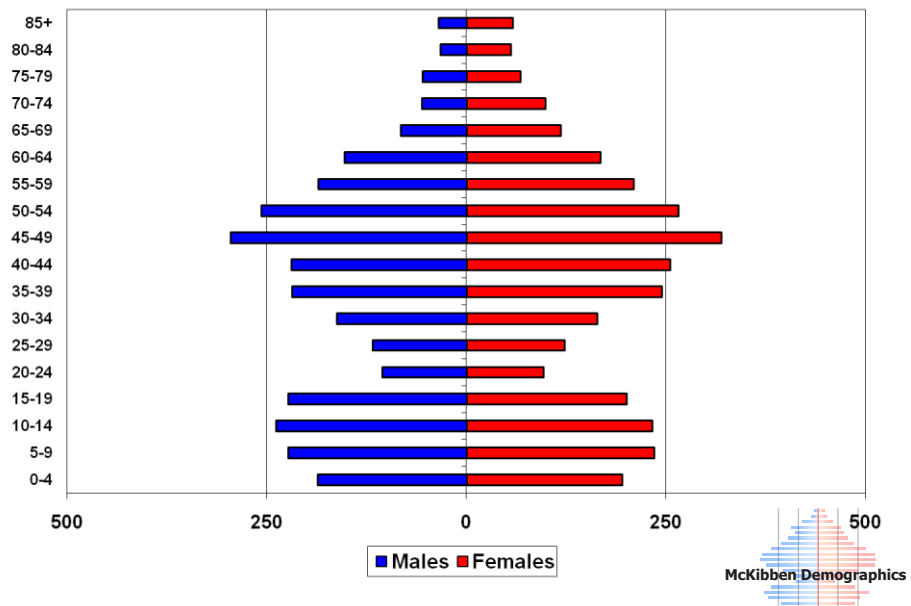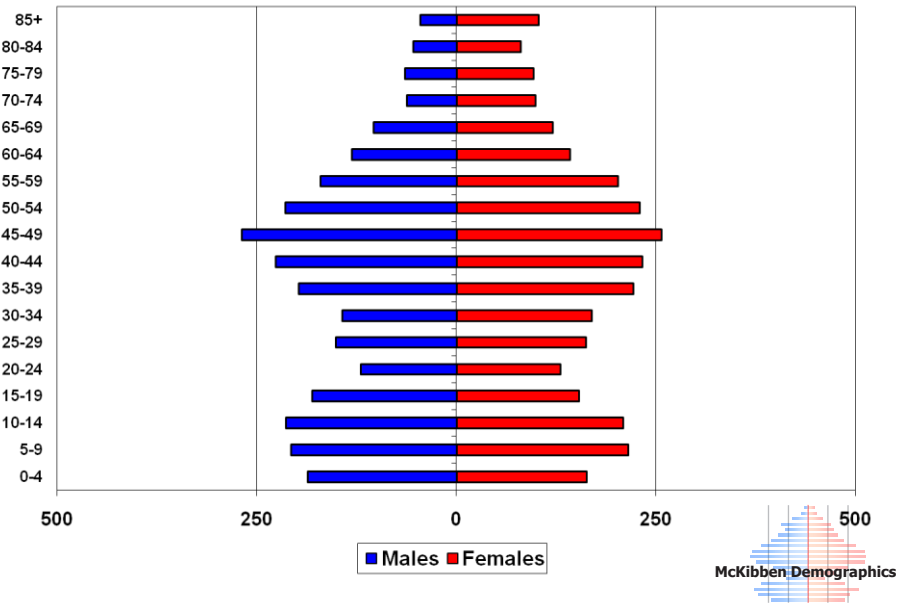| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PK | 131 | 104 | 107 | 111 | 111 | 111 | 111 | 111 | 111 | 111 | 111 | 111 | 111 | 111 |
| K | 326 | 307 | 314 | 285 | 286 | 290 | 293 | 298 | 302 | 314 | 318 | 326 | 329 | 322 |
| 1 | 318 | 336 | 327 | 325 | 294 | 297 | 302 | 305 | 310 | 314 | 320 | 324 | 332 | 335 |
| 2 | 327 | 316 | 349 | 337 | 325 | 291 | 295 | 300 | 303 | 315 | 319 | 325 | 329 | 336 |
| 3 | 350 | 328 | 338 | 349 | 341 | 328 | 294 | 298 | 303 | 312 | 324 | 328 | 334 | 337 |
| 4 | 404 | 359 | 349 | 329 | 348 | 340 | 327 | 293 | 297 | 309 | 318 | 330 | 334 | 339 |
| 5 | 427 | 403 | 376 | 349 | 330 | 349 | 341 | 328 | 294 | 303 | 315 | 324 | 336 | 339 |
| Total: K-5 | 2283 | 2153 | 2160 | 2085 | 2035 | 2006 | 1963 | 1933 | 1920 | 1978 | 2025 | 2068 | 2105 | 2119 |
| | | | | | | | | | | | | | | |
| 6 | 448 | 435 | 407 | 385 | 357 | 337 | 356 | 349 | 335 | 304 | 314 | 327 | 336 | 345 |
| 7 | 468 | 446 | 431 | 415 | 388 | 359 | 340 | 359 | 351 | 340 | 309 | 319 | 332 | 342 |
| 8 | 474 | 470 | 451 | 433 | 419 | 391 | 362 | 343 | 362 | 358 | 347 | 315 | 325 | 338 |
| Total: 6-8 | 1390 | 1351 | 1289 | 1233 | 1164 | 1087 | 1058 | 1051 | 1048 | 1002 | 970 | 961 | 993 | 1025 |
| | | | | | | | | | | | | | | |
| 9 | 436 | 452 | 445 | 435 | 420 | 406 | 379 | 351 | 333 | 355 | 351 | 340 | 309 | 319 |
| 10 | 424 | 437 | 438 | 432 | 428 | 414 | 400 | 373 | 346 | 328 | 350 | 346 | 335 | 304 |
| 11 | 470 | 423 | 437 | 447 | 434 | 430 | 416 | 402 | 375 | 348 | 330 | 352 | 348 | 337 |
| 12 | 404 | 467 | 424 | 429 | 445 | 432 | 428 | 414 | 400 | 373 | 346 | 328 | 350 | 346 |
| SP | 5 | 8 | 5 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| Total: 9-12 | 1739 | 1787 | 1749 | 1751 | 1735 | 1690 | 1631 | 1548 | 1462 | 1412 | 1385 | 1374 | 1350 | 1314 |
| | | | | | | | | | | | | | | |
| Total: K-12 | 5412 | 5291 | 5198 | 5069 | 4934 | 4783 | 4652 | 4532 | 4430 | 4392 | 4380 | 4403 | 4448 | 4458 |
| | | | | | | | | | | | | | | |
| Total: K-12 | 5412 | 5291 | 5198 | 5069 | 4934 | 4783 | 4652 | 4532 | 4430 | 4392 | 4380 | 4403 | 4448 | 4458 |
| *Change* | | -121 | -93 | -129 | -135 | -151 | -131 | -120 | -102 | -38 | -12 | 23 | 45 | 10 |
| *%-Change* | | -2.2% | -1.8% | -2.5% | -2.7% | -3.1% | -2.7% | -2.6% | -2.3% | -0.9% | -0.3% | 0.5% | 1.0% | 0.2% |
| | | | | | | | | | | | | | | |
| Total: K-5 | 2283 | 2153 | 2160 | 2085 | 2035 | 2006 | 1963 | 1933 | 1920 | 1978 | 2025 | 2068 | 2105 | 2119 |
| *Change* | | -130 | 7 | -75 | -50 | -29 | -43 | -30 | -13 | 58 | 47 | 43 | 37 | 14 |
| *%-Change* | | -5.7% | 0.3% | -3.5% | -2.4% | -1.4% | -2.1% | -1.5% | -0.7% | 3.0% | 2.4% | 2.1% | 1.8% | 0.7% |
| | | | | | | | | | | | | | | |
| Total: 6-8 | 1390 | 1351 | 1289 | 1233 | 1164 | 1087 | 1058 | 1051 | 1048 | 1002 | 970 | 961 | 993 | 1025 |
| *Change* | | -39 | -62 | -56 | -69 | -77 | -29 | -7 | -3 | -46 | -32 | -9 | 32 | 32 |
| *%-Change* | | -2.8% | -4.6% | -4.3% | -5.6% | -6.6% | -2.7% | -0.7% | -0.3% | -4.4% | -3.2% | -0.9% | 3.3% | 3.2% |
| | | | | | | | | | | | | | | |
| Total: 9-12 | 1739 | 1787 | 1749 | 1751 | 1735 | 1690 | 1631 | 1548 | 1462 | 1412 | 1385 | 1374 | 1350 | 1314 |
| *Change* | | 48 | -38 | 2 | -16 | -45 | -59 | -83 | -86 | -50 | -27 | -11 | -24 | -36 |
| *%-Change* | | 2.8% | -2.1% | 0.1% | -0.9% | -2.6% | -3.5% | -5.1% | -5.6% | -3.4% | -1.9% | -0.8% | -1.7% | -2.7% |

*Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.*

## Davis Thayer Elementary:  Total Enrollment

|  | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 44 | 28 | 50 | 41 | 40 | 41 | 41 | 42 | 42 | 44 | 45 | 46 | 46 | 45 |
| 1 | 32 | 44 | 28 | 53 | 42 | 42 | 43 | 43 | 44 | 44 | 45 | 46 | 47 | 47 |
| 2 | 40 | 33 | 41 | 23 | 50 | 39 | 39 | 40 | 40 | 42 | 42 | 43 | 44 | 45 |
| 3 | 46 | 37 | 36 | 39 | 23 | 49 | 38 | 38 | 39 | 40 | 42 | 42 | 43 | 44 |
| 4 | 44 | 48 | 39 | 35 | 39 | 23 | 49 | 38 | 38 | 40 | 41 | 43 | 43 | 44 |
| 5 | 66 | 41 | 50 | 36 | 35 | 39 | 23 | 49 | 38 | 39 | 41 | 42 | 44 | 44 |
| **Total K-5** | **272** | **231** | **244** | **227** | **229** | **233** | **233** | **250** | **241** | **249** | **256** | **262** | **267** | **269** |
| Total K-5 | 272 | 231 | 244 | 227 | 229 | 233 | 233 | 250 | 241 | 249 | 256 | 262 | 267 | 269 |
| *Change* |  | *-41* | *13* | *-17* | *2* | *4* | *0* | *17* | *-9* | *8* | *7* | *6* | *5* | *2* |
| *% Change* |  | *-15.1%* | *5.6%* | *-7.0%* | *0.9%* | *1.7%* | *0.0%* | *7.3%* | *-3.6%* | *3.3%* | *2.8%* | *2.3%* | *1.9%* | *0.7%* |

*Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.*

## Helen Keller Elementary:  Total Enrollment

|  | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 68 | 50 | 51 | 46 | 44 | 44 | 45 | 45 | 46 | 47 | 48 | 49 | 50 | 49 |
| 1 | 76 | 67 | 54 | 49 | 47 | 46 | 46 | 47 | 47 | 48 | 48 | 49 | 50 | 51 |
| 2 | 51 | 74 | 66 | 53 | 48 | 46 | 45 | 45 | 46 | 48 | 49 | 49 | 50 | 51 |
| 3 | 71 | 53 | 80 | 67 | 54 | 49 | 47 | 46 | 46 | 48 | 50 | 51 | 51 | 52 |
| 4 | 82 | 73 | 59 | 75 | 66 | 53 | 48 | 46 | 45 | 47 | 49 | 51 | 52 | 52 |
| 5 | 65 | 85 | 77 | 56 | 75 | 66 | 53 | 48 | 46 | 46 | 48 | 50 | 52 | 53 |
| **Total K-5** | **413** | **402** | **387** | **346** | **334** | **304** | **284** | **277** | **276** | **284** | **292** | **299** | **305** | **308** |
| Total K-5 | 413 | 402 | 387 | 346 | 334 | 304 | 284 | 277 | 276 | 284 | 292 | 299 | 305 | 308 |
| *Change* |  | *-11* | *-15* | *-41* | *-12* | *-30* | *-20* | *-7* | *-1* | *8* | *8* | *7* | *6* | *3* |
| *% Change* |  | *-2.7%* | *-3.7%* | *-10.6%* | *-3.5%* | *-9.0%* | *-6.6%* | *-2.5%* | *-0.4%* | *2.9%* | *2.8%* | *2.4%* | *2.0%* | *1.0%* |

*Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.*

## J.F. Kennedy Elementary:  Total Enrollment

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 54 | 66 | 50 | 36 | 37 | 38 | 39 | 40 | 42 | 44 | 45 | 47 | 48 | 47 |
| 1 | 63 | 62 | 68 | 54 | 38 | 39 | 40 | 41 | 42 | 44 | 45 | 46 | 48 | 49 |
| 2 | 55 | 63 | 67 | 73 | 55 | 39 | 40 | 41 | 42 | 44 | 46 | 47 | 48 | 50 |
| 3 | 53 | 57 | 65 | 65 | 74 | 56 | 40 | 41 | 42 | 44 | 46 | 48 | 49 | 49 |
| 4 | 63 | 55 | 60 | 61 | 64 | 73 | 55 | 39 | 40 | 43 | 45 | 47 | 49 | 50 |
| 5 | 72 | 64 | 55 | 62 | 61 | 64 | 73 | 55 | 39 | 41 | 44 | 46 | 48 | 49 |
| | | | | | | | | | | | | | | |
| **Total K-5** | **360** | **367** | **365** | **351** | **329** | **309** | **287** | **257** | **247** | **260** | **271** | **281** | **290** | **294** |
| | | | | | | | | | | | | | | |
| Total K-5 | 360 | 367 | 365 | 351 | 329 | 309 | 287 | 257 | 247 | 260 | 271 | 281 | 290 | 294 |
| *Change* | | 7 | -2 | -14 | -22 | -20 | -22 | -30 | -10 | 13 | 11 | 10 | 9 | 4 |
| *% Change* | | 1.9% | -0.5% | -3.8% | -6.3% | -6.1% | -7.1% | -10.5% | -3.9% | 5.3% | 4.2% | 3.7% | 3.2% | 1.4% |

*Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.*

## Jefferson Elementary:  Total Enrollment

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 33 | 59 | 56 | 39 | 42 | 43 | 44 | 45 | 46 | 49 | 50 | 52 | 53 | 52 |
| 1 | 51 | 38 | 61 | 59 | 41 | 44 | 45 | 46 | 47 | 48 | 50 | 51 | 53 | 54 |
| 2 | 63 | 54 | 44 | 71 | 63 | 43 | 47 | 48 | 49 | 51 | 52 | 54 | 55 | 57 |
| 3 | 57 | 62 | 57 | 46 | 72 | 64 | 44 | 48 | 49 | 51 | 53 | 54 | 56 | 57 |
| 4 | 64 | 59 | 69 | 59 | 47 | 73 | 65 | 45 | 49 | 51 | 53 | 55 | 56 | 58 |
| 5 | 61 | 64 | 62 | 72 | 60 | 48 | 74 | 66 | 46 | 51 | 53 | 55 | 57 | 58 |
| | | | | | | | | | | | | | | |
| **Total K-5** | **329** | **336** | **349** | **346** | **325** | **315** | **319** | **298** | **286** | **301** | **311** | **321** | **330** | **336** |
| | | | | | | | | | | | | | | |
| Total K-5 | 329 | 336 | 349 | 346 | 325 | 315 | 319 | 298 | 286 | 301 | 311 | 321 | 330 | 336 |
| *Change* | | 7 | 13 | -3 | -21 | -10 | 4 | -21 | -12 | 15 | 10 | 10 | 9 | 6 |
| *% Change* | | 2.1% | 3.9% | -0.9% | -6.1% | -3.1% | 1.3% | -6.6% | -4.0% | 5.2% | 3.3% | 3.2% | 2.8% | 1.8% |

*Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.*

## Oak Street Elementary:  Total Enrollment

|  | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 62 | 58 | 54 | 60 | 60 | 60 | 60 | 61 | 61 | 64 | 64 | 65 | 65 | 64 |
| 1 | 49 | 61 | 65 | 59 | 62 | 62 | 63 | 63 | 64 | 64 | 65 | 65 | 66 | 66 |
| 2 | 57 | 44 | 68 | 68 | 60 | 63 | 63 | 64 | 64 | 66 | 66 | 67 | 67 | 67 |
| 3 | 71 | 58 | 45 | 68 | 68 | 60 | 63 | 63 | 64 | 65 | 67 | 67 | 68 | 68 |
| 4 | 94 | 73 | 57 | 48 | 69 | 69 | 61 | 64 | 64 | 66 | 67 | 69 | 69 | 69 |
| 5 | 80 | 96 | 80 | 56 | 47 | 68 | 68 | 60 | 63 | 63 | 65 | 66 | 68 | 68 |
| | | | | | | | | | | | | | | |
| Total K-5 | 413 | 390 | 369 | 359 | 366 | 382 | 378 | 375 | 380 | 388 | 394 | 399 | 403 | 402 |
| | | | | | | | | | | | | | | |
| Total K-5 | 413 | 390 | 369 | 359 | 366 | 382 | 378 | 375 | 380 | 388 | 394 | 399 | 403 | 402 |
| Change | | -23 | -21 | -10 | 7 | 16 | -4 | -3 | 5 | 8 | 6 | 5 | 4 | -1 |
| % Change | | -5.6% | -5.4% | -2.7% | 1.9% | 4.4% | -1.0% | -0.8% | 1.3% | 2.1% | 1.5% | 1.3% | 1.0% | -0.2% |

*Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.*

## Parmenter Elementary:  Total Enrollment

|  | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 65 | 46 | 53 | 63 | 63 | 64 | 64 | 65 | 65 | 66 | 66 | 67 | 67 | 65 |
| 1 | 47 | 64 | 51 | 51 | 64 | 64 | 65 | 65 | 66 | 66 | 67 | 67 | 68 | 68 |
| 2 | 61 | 48 | 63 | 49 | 49 | 61 | 61 | 62 | 62 | 64 | 64 | 65 | 65 | 66 |
| 3 | 52 | 61 | 55 | 64 | 50 | 50 | 62 | 62 | 63 | 64 | 66 | 66 | 67 | 67 |
| 4 | 57 | 51 | 65 | 51 | 63 | 49 | 49 | 61 | 61 | 62 | 63 | 65 | 65 | 66 |
| 5 | 83 | 53 | 52 | 67 | 52 | 64 | 50 | 50 | 62 | 63 | 64 | 65 | 67 | 67 |
| | | | | | | | | | | | | | | |
| Total K-5 | 365 | 323 | 339 | 345 | 341 | 352 | 351 | 365 | 379 | 385 | 390 | 395 | 399 | 399 |
| | | | | | | | | | | | | | | |
| Total K-5 | 365 | 323 | 339 | 345 | 341 | 352 | 351 | 365 | 379 | 385 | 390 | 395 | 399 | 399 |
| Change | | -42 | 16 | 6 | -4 | 11 | -1 | 14 | 14 | 6 | 5 | 5 | 4 | 0 |
| % Change | | -11.5% | 5.0% | 1.8% | -1.2% | 3.2% | -0.3% | 4.0% | 3.8% | 1.6% | 1.3% | 1.3% | 1.0% | 0.0% |

*Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.*

## Annie Sullivan Middle School:  Total Enrollment

|  | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 | 158 | 130 | 122 | 130 | 94 | 112 | 107 | 78 | 99 | 87 | 88 | 93 | 96 | 99 |
| 7 | 154 | 159 | 127 | 122 | 131 | 94 | 113 | 108 | 78 | 100 | 88 | 89 | 94 | 97 |
| 8 | 152 | 157 | 158 | 130 | 123 | 132 | 95 | 114 | 109 | 80 | 103 | 90 | 91 | 96 |
| **Total: 6-8** | **464** | **446** | **407** | **382** | **348** | **338** | **315** | **300** | **286** | **267** | **279** | **272** | **281** | **292** |
| Total: 6-8 | 464 | 446 | 407 | 382 | 348 | 338 | 315 | 300 | 286 | 267 | 279 | 272 | 281 | 292 |
| *Change* | | *-18* | *-39* | *-25* | *-34* | *-10* | *-23* | *-15* | *-14* | *-19* | *12* | *-7* | *9* | *11* |
| *% Change* | | *-3.9%* | *-8.7%* | *-6.1%* | *-8.9%* | *-2.9%* | *-6.8%* | *-4.8%* | *-4.7%* | *-6.6%* | *4.5%* | *-2.5%* | *3.3%* | *3.9%* |

*Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.*

## Horace Mann Middle School:  Total Enrollment

|  | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 | 153 | 152 | 164 | 133 | 120 | 110 | 134 | 143 | 117 | 105 | 107 | 112 | 115 | 118 |
| 7 | 157 | 151 | 149 | 167 | 134 | 121 | 111 | 135 | 144 | 119 | 107 | 109 | 114 | 117 |
| 8 | 156 | 161 | 155 | 150 | 169 | 135 | 122 | 112 | 136 | 147 | 121 | 109 | 111 | 116 |
| **Total: 6-8** | **466** | **464** | **468** | **450** | **423** | **366** | **367** | **390** | **397** | **371** | **335** | **330** | **340** | **351** |
| Total: 6-8 | 466 | 464 | 468 | 450 | 423 | 366 | 367 | 390 | 397 | 371 | 335 | 330 | 340 | 351 |
| *Change* | | *-2* | *4* | *-18* | *-27* | *-57* | *1* | *23* | *7* | *-26* | *-36* | *-5* | *10* | *11* |
| *% Change* | | *-0.4%* | *0.9%* | *-3.8%* | *-6.0%* | *-13.5%* | *0.3%* | *6.3%* | *1.8%* | *-6.5%* | *-9.7%* | *-1.5%* | *3.0%* | *3.2%* |

*Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.*

## Remington Middle School:  Total Enrollment

|  | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 | 137 | 153 | 121 | 122 | 143 | 115 | 115 | 128 | 119 | 112 | 119 | 122 | 125 | 128 |
| 7 | 157 | 136 | 155 | 126 | 123 | 144 | 116 | 116 | 129 | 121 | 114 | 121 | 124 | 128 |
| 8 | 166 | 152 | 138 | 153 | 127 | 124 | 145 | 117 | 117 | 131 | 123 | 116 | 123 | 126 |
| **Total: 6-8** | **460** | **441** | **414** | **401** | **393** | **383** | **376** | **361** | **365** | **364** | **356** | **359** | **372** | **382** |
| Total: 6-8 | 460 | 441 | 414 | 401 | 393 | 383 | 376 | 361 | 365 | 364 | 356 | 359 | 372 | 382 |
| *Change* | | *-19* | *-27* | *-13* | *-8* | *-10* | *-7* | *-15* | *4* | *-1* | *-8* | *3* | *13* | *10* |
| *% Change* | | *-4.1%* | *-6.1%* | *-3.1%* | *-2.0%* | *-2.5%* | *-1.8%* | *-4.0%* | *1.1%* | *-0.3%* | *-2.2%* | *0.8%* | *3.6%* | *2.7%* |

*Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.*

**Franklin High School:  Total Enrollment**

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 9 | 436 | 452 | 445 | 435 | 420 | 406 | 379 | 351 | 333 | 355 | 351 | 340 | 309 | 319 |
| 10 | 424 | 437 | 438 | 432 | 428 | 414 | 400 | 373 | 346 | 328 | 350 | 346 | 335 | 304 |
| 11 | 470 | 423 | 437 | 447 | 434 | 430 | 416 | 402 | 375 | 348 | 330 | 352 | 348 | 337 |
| 12 | 404 | 467 | 424 | 429 | 445 | 432 | 428 | 414 | 400 | 373 | 346 | 328 | 350 | 346 |
| | | | | | | | | | | | | | | |
| Total: 9-12 | 1734 | 1779 | 1744 | 1743 | 1727 | 1682 | 1623 | 1540 | 1454 | 1404 | 1377 | 1366 | 1342 | 1306 |
| | | | | | | | | | | | | | | |
| Total: 9-12 | 1734 | 1779 | 1744 | 1743 | 1727 | 1682 | 1623 | 1540 | 1454 | 1404 | 1377 | 1366 | 1342 | 1306 |
| Change | | 45 | -35 | -1 | -16 | -45 | -59 | -83 | -86 | -50 | -27 | -11 | -24 | -36 |
| % Change | | 2.6% | -2.0% | -0.1% | -0.9% | -2.6% | -3.5% | -5.1% | -5.6% | -3.4% | -1.9% | -0.8% | -1.8% | -2.7% |

*Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment*

## NEXT STEPS

It is important to note that an assessment in and of itself is not a scope of work. It is a tool to assist the District in understanding its current conditions to determining its next steps. Identifying every specialized circumstance was beyond the scope of this report. It will ultimately be determined by Franklin Public School District's School Improvement and Facilities Master Plan the next steps as it relates to the addressing the capacity and educational adequacy of the District.

Kaestle Boos Associates is pleased to have had the opportunity to provide Franklin Public Schools with this Comprehensive Facilities Assessment Report. We hope this document will provide the necessary information to make informed decisions about the future of the Franklin Public Schools.

# 2023 REDISTRICTING REPORT

# FRANKLIN PUBLIC SCHOOLS

# Redistricting Analysis Report - 2022-2023

April 25, 2023

# FRANKLIN PUBLIC SCHOOLS

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## Executive Summary

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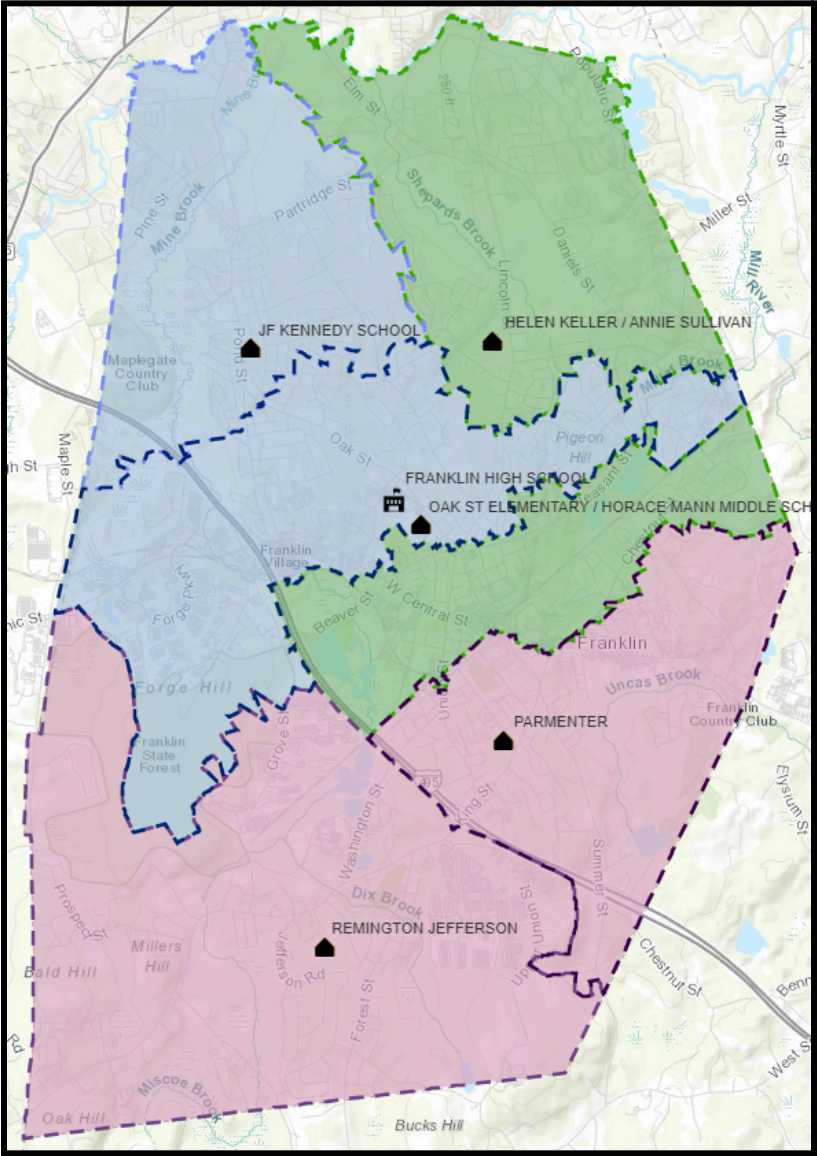
The Franklin Public Schools (FPS) conducted a school redistricting analysis during the 2022-2023 school year. Redistricting is a complex process that requires careful considerations that are cause for both technical and adaptive change.

The following report aims to provide the history, timelines, and rationale behind the proposed changes and the impact on school district boundaries in order to inform the decision-making process. The examination of demographic changes in the town, student population growth, and capacity issues in existing school buildings were analyzed.

You will find information regarding Redistricting Analysis Advisory Committee (RAAC), guiding principles, community input, buffer zone considerations, financial impacts, town projects on record, and School Master Facilities Plan development. We also examine the town projects on record and their potential impact on redistricting. The FPS Redistricting Analysis Advisory Committee was established to solicit community input throughout the redistricting analysis process. This group played a critical role in developing the guiding principles that were used to inform the committee's work and highlight the importance of community input in the process.

The options that were considered during the redistricting process included an analysis of the buffer zone considerations. Finally, the report concludes with a discussion of the School Master Facilities Plan development to provide a direction for future decisions on school infrastructure investments serving as a resource regarding the school district's future.

**The decision to implement any recommendations, including changes to current boundary adjustments, ultimately lies with the School Committee; following that decision, the next steps will be outlined and shared with the community.**

# FRANKLIN PUBLIC SCHOOLS

## Table of Contents

## Redistricting Analysis Overview

Redistricting analysis is a necessary process that ensures Public School Districts continue to have the ability to strategize and adapt operations to fully meet student needs as they evolve in the foreseeable future.  Redistricting is typically prompted by the addition or removal of a building within a school district, although other factors, such as population shifts or changes in enrollment patterns, could also necessitate redistricting. The Franklin Public Schools District (FPS or the District) and Franklin School Committee (School Committee) launched a comprehensive redistricting analysis during the 22-23 school year. The decision to pursue a redistricting analysis resulted from the following findings:

- Franklin's last redistricting effort was in 2002, with the opening of the Helen Keller/Annie Sullivan complex 20 years ago.
- Usage of space has evolved to prepare students with the essential skills outlined in the Franklin Public School's Portrait of a Graduate, promote student engagement, and support student learning with various specialized programs designed to meet evolving student needs.
- The Davis Thayer School was closed in 2021; Davis Thayer students were transferred to Helen Keller Elementary School without a redistricting analysis.  Currently boundary lines include the OAK/HMMS district intersecting Keller/ASMS district dividing the Keller/ASMS geographic area.
- Total enrollment is forecasted to decline until 2026-2027, and it is anticipated there will be a gradual increase through 2029-2030*
  *Referencing data outlined in the Franklin Public Schools Population and Enrollment McKibben Demographics Study (2019)*

The District and School Committee approved a contract with Applied Geographics Inc. (AppGeo) as the Redistricting Analysis consultant. The Redistricting Analysis process was anticipated to take 5-6 months. At the conclusion of the analysis, recommendations and all relevant data gathered will be presented to the School Committee, which will consider all information before reaching a final decision in May 2023.

All Franklin Public Schools follow state and district curriculum and assessment standards relative to grade level. The District strives to employ high-quality faculty and staff to ensure student educational needs will be met regardless of school assignment. Each school within the district works to develop the essential skills outlined in the Franklin Public School's Portrait of a Graduate. Redistricting is a tool that Franklin Public Schools will use to evaluate the distribution of students and optimize facility utilization to best support educational programming within the district for the foreseeable future, which will ultimately sustain and support the long-term development of the Portrait of a Graduate.

### Timeline and History

**March - May 2022**     The School Committee established the Space Needs Facilities Assessment (SNFA) Subcommittee in January 2022 to review the district enrollment/school data and conduct an internal assessment of the status of the facilities. The committee had three meetings, on March 29th, April 28th, and May 10th, where they shared their findings and recommended the next steps to the School Committee.

# FRANKLIN PUBLIC  SCHOOLS

**June 2022**
SNFA [presented its findings to the School Committee](#) and recommended three next steps: secure a consultant, establish a Redistricting Analysis Advisory Committee (RAAC), and develop a communication plan. The committee recommended that the RAAC provide input throughout the process for SNFA to make a redistricting recommendation and an implementation plan - [6/14/22 Space Needs & Facilities Assessment Subcommittee Presentation](#)

**July-August 2022**
District identified the procurement process and funding method and contacted districts that recently redistricted for feedback and suggestions. They also developed a Request for Proposals (RFP) for consultant services and advertised it, with proposals due on August 15th. Applied Geographics, Flo Analytics, and RLS Demographics submitted proposals following the procurement process.  McKibben Demographic Research was also contacted, offering the opportunity to submit a proposal. The SNFA and School Committee evaluated proposals received through the consultant selection process (RFP).  On [August 25, 2022](#), they met with proposers during the SNFA meeting. During the [September 13, 2022](#), SNFA meeting, they recommended a consulting firm to the School Committee for a vote on September 27, 2022, and awarded a contract to the successful vendor.

**September 2022**
The District sought staff and family representatives from each school to participate in the FPS RAAC. Fifty members of the community requested to participate on the committee. All were approved as members. The committee was composed of representatives from the district, including members of the School Committee, district administration, school principals, teachers, and staff members, parents/guardians, and community members. The RAAC provided input and feedback on proposed scenarios and potential updates to Franklin's attendance boundaries.

**October 2022**
The School Committee approved the establishment of the RAAC to collaborate with the Applied Geographic Redistricting Consultant Group, review and analyze district data, collaborate on a communication plan for the community, and provide feedback to the SNFA. The SNFA subcommittee developed goals, the scope of work, meeting frequency, and group makeup, solicited stakeholder interest via communication and form, and shared it with district administration, Parent Communication Councils (PCCs), [RAAC](#) Members, etc.

**November 2022**
Meeting dates were scheduled for Nov. 15, 2022, Dec. 20, 2022, Jan. 17, 2023, and Feb. 7, 2023, with the option for future meetings to be scheduled based on progress. The SNFA members will present the results and recommendations to the School Committee in Spring 2023. The final decision regarding redistricting rests with the  School Committee.

**November 2022 - February 2023**
RAAC collaborated with the Applied Geographic Redistricting Consultant Group, reviewed and analyzed district data, collaborated on a communication plan for the community, and provided feedback to the SNFA on the dates listed above.

**March 2023**
Community Input Sessions (3/7/23 & 3/13/23), and feedback Survey window (3/7/23 - 3/15/23).

SNFA reviewed feedback and input from the RAAC at their meetings on 3/20/23 and 3/27/23 and voted on a recommendation to present to the full School Committee

**April 2023**

April 11 - The Space Needs Committee individually reviewed & provided feedback on the report drafted by the Redistricting Analysis working group consisting of the Superintendent, Central Office Administration, and the SNFA Committee Chair.

April 13 - AppGeo Completes Presentation and Packet, which is shared with the School Committee to review prior to the School Committee Meeting on April 25, 2023

April 25 - School Committee Presentation and discussion

**May 2023**

May 9 - School Committee anticipated to vote on redistricting recommendation

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## Franklin Public Schools District Map (current)

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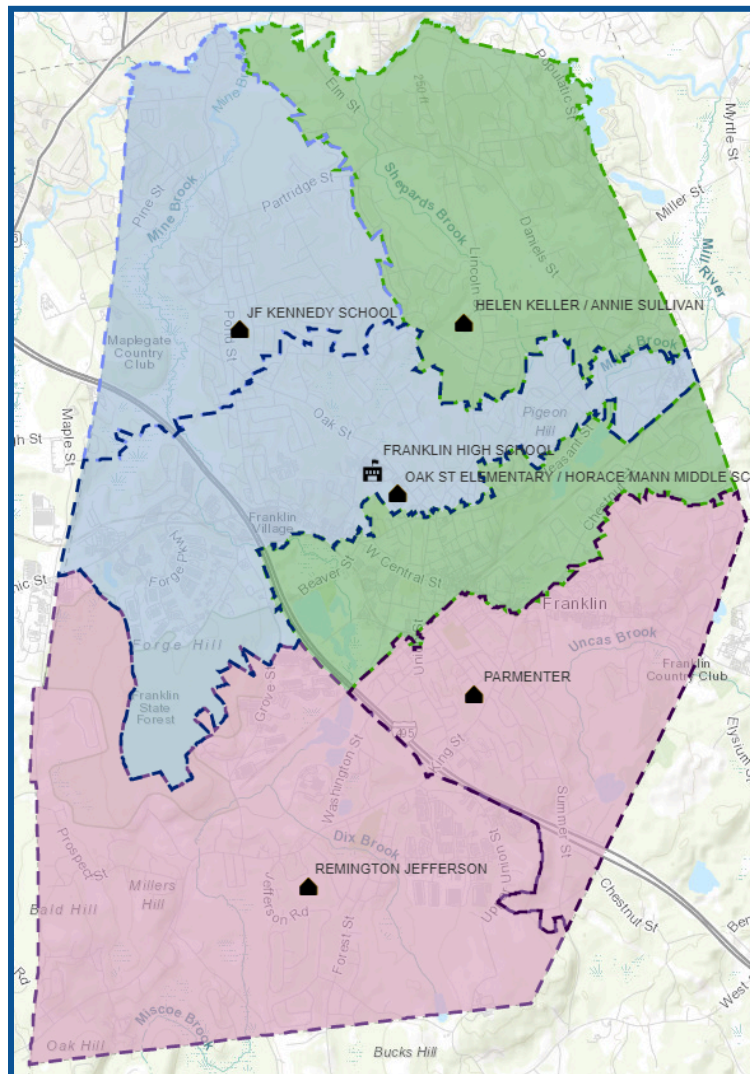
## Redistricting Analysis Advisory Committee

On November 15th, 2022, the Redistricting Analysis Kickoff Meeting was held to introduce the project to all stakeholders. Attendees introduced themselves and their respective organizations. The meeting was led by the superintendent and SNFA chair, who shared the goals and objectives of the project.  The project's timeline was also discussed to complete the redistricting analysis by April 2023.

The superintendent and SNFA chair provided an overview of the project approach and workflow. They highlighted that the project would involve collaboration between the Redistricting Analysis Advisory Committee, the Applied Geographic Redistricting Consultant Group, and the SNFA. They also explained the guiding principles that would be followed, including transparency, equity, and community involvement.

The meeting included a discussion of the town and district backgrounds. Attendees were briefed on the town's demographic makeup and the district's enrollment trends. The superintendent and SNFA chair shared that the district is experiencing overcrowding in some schools and underutilization in others.

**Members:**

A survey was sent to our community to gauge interest in participating in the RAAC. Approximately fifty people representing parents/guardians, educators, and community members (with representation from all ten schools) indicated interest, and all were chosen to participate.  Members included:

| | | |
|---|---|---|
| Hanil Abdel-Aziz | Miriam Goodman | Rob Peluso |
| Allie Atwood | Timothy Firestine | Diane Petit |
| Astrid Bairos | James Fitzgerald | Jen Polimer |
| Rebecca Ballinger | Daniel Fitzgerald | Neil Pruyn |
| Shannon Barca | Lauren Gilman | Lily Rivera |
| Meaghan Benson | Meghan Hoey | Julie Schleicher |
| Kristine Berglund | Lauren Kelleher | James Schliefke |
| Amy Betro | Kelty Kelley | Mary Jane Scofield |
| Brian Bodiya | Donna Krikorian | Kari Seletz |
| Rich Boyajian | Ginelle Lang | Raphael Soeiro de Faria |
| David Buckley | Peter Lyons | Denise Spencer |
| Nichole Cahill | Paula Marano | Eric Stark |
| Al Charles | Lizzie Morrison | Adrienne Stickney |
| Lisa Collatos | Erin Mullen | Elise Stokes |
| Nicole Corbosiero | Courtney Nappa | Jaclyn Teixeira |
| Patty Dolan | Kristine Neal | Kara Trombly |
| Abby Evans | Tiffany O'Connor | Damien Turini |
| Julia Ficco | Amy Papagno | Kerin Young |
| Lucas Giguere | | |

# FRANKLIN PUBLIC  SCHOOLS

Overall, the Redistricting Analysis Kickoff Meeting set the stage for productive collaboration between the different stakeholders involved in the project. The goal of the meeting was to have attendees leave with a clear understanding of the project's goals, timeline, approach, and guiding principles.  Attendees had the opportunity to ask questions and engage in a discussion about the project. There was a discussion about the need to consider transportation and the impact of redistricting on students' social and emotional well-being. The superintendent and SNFA chair reassured attendees that these factors would be taken into account during the analysis.

Archive of Meeting Slides (RAAC)

- Redistricting Analysis Advisory Committee Kickoff Presentation (November 2022)
- Redistricting Analysis Advisory Committee Meeting Presentation (December 2022)
- Redistricting Analysis Advisory Committee Presentation (January 2023)
- Redistricting Analysis Advisory Committee Presentation (February 2023)

## Guiding Principles

The following guiding principles were established as a result of a collaborative effort by the RAAC:

| | |
|---|---|
| Geographic Proximity | School assignments will be determined by drawing attendance zone boundaries. They should emphasize a "neighborhood school" approach by prioritizing the geographic proximity of the home to the school to allow for efficient transit routes for families and the district. |
| Instructional/ Building Capacity | Number of students who can be accommodated at the school, taking into account the space needed to accommodate instructional space, specialized in-district programs, and interventions needed to ensure student needs are met equitably. |
| Balanced Enrollment | Class sizes within the existing school committee guidelines  (K-2 = 18-22; 3-5 = 22-25; 6-12 = 22-26) will be consistent across buildings, accounting for future enrollment projections to ensure school attendance zones remain intact for as long as possible. |
| Specialized Programs | Specialized programs serving students with special needs require the use of additional space. The school district should avoid modifying attendance zones that would place a disproportionate number of specialized programs at one school. |
| Minimize Impact on Individual Families | Recognizing that a population of families has recently experienced a move as a result of the Davis Thayer closure, changes to school attendance zones should be minimized to the best of the district's ability within the context of other priorities. |
| Fiscal Responsibility | The school district is obligated to maintain fiscally responsible operations, especially regarding the management of facilities, instructional programs, student services, support for faculty and staff, and other factors that impact the quality of experience and offerings within the district. |

## Communication

Multiple updates and written communications were provided throughout the process to stakeholders, many of which are located on the [Redistricting Analysis | Franklin School District](#) website.

- [Sept 2022_Fall Community Updates.pdf](#)
- [Redistricting Analysis Invitation to Families and Staff - 9_16_22.pdf](#)
- [Redistricting Analysis Subcommittee Memo to SC 10_11_2022.pdf](#)
- [Redistricting Analysis Update and Interest Form 10_17_22.pdf](#)
- [Redistricting Analysis Update and Community Forum Letter to Families 2_27_23.pdf](#)

Additional engagement opportunities:
- All RAAC and SNFA meetings were open to the public and accessible in-person or by Zoom.
- The District maintained a Redistricting Analysis webpage that hosted informational resources, outlined the analysis process, and shared updates.
- AppGeo created and maintained the [Franklin Redistricting Analysis Storymap](#)
- The SNFA created a group [email address](#) open throughout the process and encouraged individuals to email with any questions.
  - As of April 18th, Thirty-four emails were sent to the redistricting email address. The public asked questions, provided recommendations, and shared personal stories.
- The School Committee also received email from various stakeholders including families and educators providing recommendations, asking questions and sharing personal stories.

## Three Redistricting Options - Redistricting Analysis Advisory Committee Outcomes

There were multiple scenarios discussed throughout the process. The following options were the three chosen to be presented during the Public Input sessions and can be referenced in the [FPS Redistricting Analysis Storymap](#)

**Option 1 -** Proposes that current district attendance boundaries remain the same while a School Facilities Master Plan is conducted. ASMS/Keller spaces will continue to be used flexibly.  Both administrative teams at the complex will continue to work together to utilize the available space to accommodate the needs of all students.

**Option 2 -** Proposes a change to district attendance boundaries to balance enrollment while also maintaining geographic contiguity and undertaking a School Facilities Master Plan, which may result in further redistricting based on the outcome.

**Option 3 -** While the current district attendance boundaries remain the same as Option 1, there is a consideration for including a "Buffer Zone" for designated areas of the former Davis Thayer attendance boundary, which could allow families to opt-in to Oak Street and/or Parmenter Elementary School for specific zones as a special consideration.

ASMS/Keller spaces will continue to be used flexibly.  Both administrative teams at the complex will continue to work together to utilize the available space to accommodate the needs of all students. When necessary, small group instruction for Keller students may occur in nearby Sullivan spaces—understanding that the results of a Master Facilities Plan could reassign attendance boundaries for students in future years.

## Buffer Zone Considerations in Option 3

- The District will not provide transportation, and parents/guardians of students who request to transfer must transport their child to and from school.
- Requests are taken on a first-come, first-served basis based on room availability.
- Families approved for the voluntary buffer zone opt-in may be subject to a reassignment of their district boundary pending the results of a Master Facilities Plan.

## Community Input Opportunities

The District hosted two community forums and two faculty and staff forums in March 2023. These sessions aimed to provide information about the redistricting analysis process, clarify the options under consideration, and gain additional insight from their perspective.
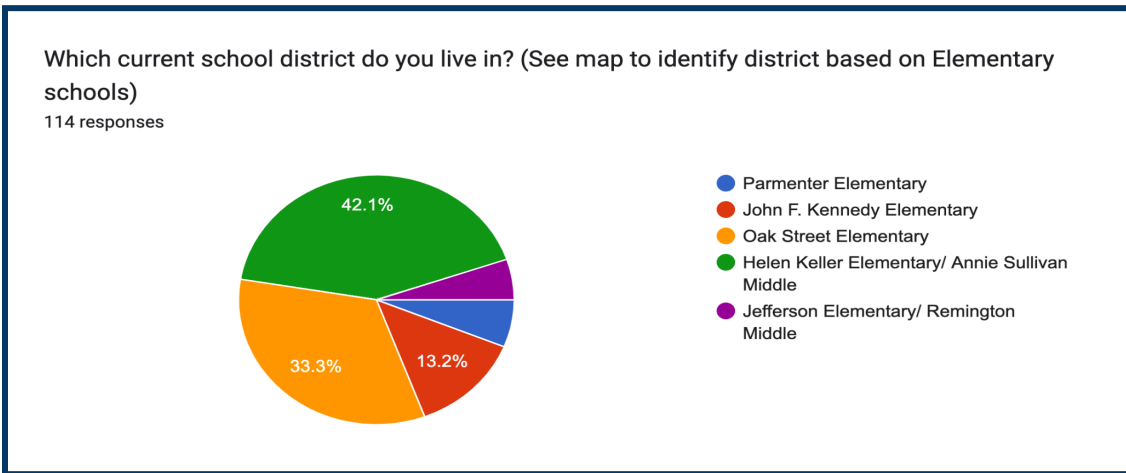
- Tuesday, March 7, 2023 - Community Input Session 1
- Monday, March 13, 2023 - Community Input Session 2
- Wednesday, March 15, 2023 - Secondary Faculty and Staff Input Session
- Wednesday, March 15, 2023 -  Elementary Faculty and Staff Input Session

The feedback provided during the public forums helped inform the SNFA subcommittee's recommendation to the School Committee. People who could not attend one of the informational sessions and still wished to provide feedback were encouraged to utilize the story map paired with the input survey launched on March 7th to understand the proposed options and provide feedback accordingly. The deadline for survey responses was March 15th, 2023.
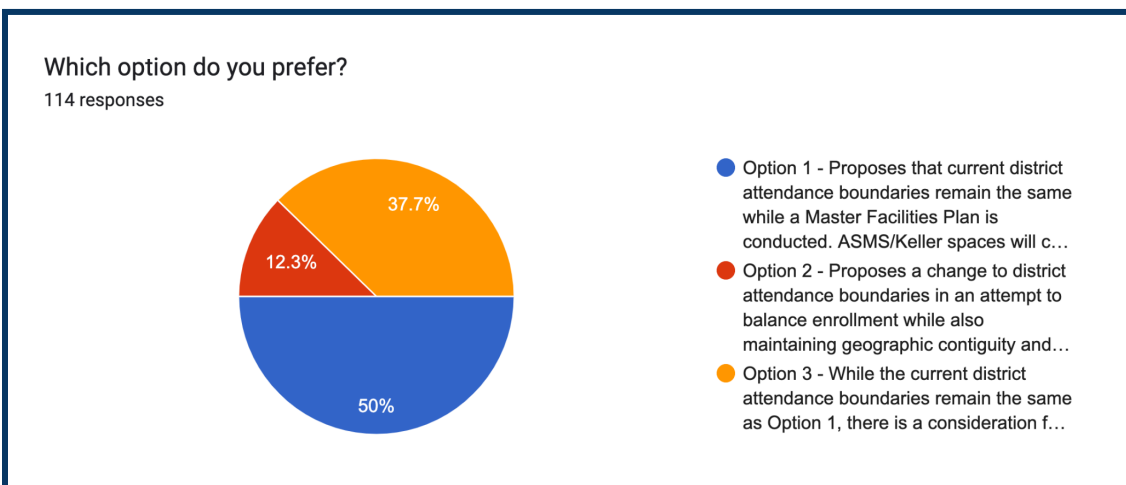
## Survey Data Summary

Following the first Community Input session, we sought to gather further feedback from the public through a survey that was made available between March 7th and March 17th. We received feedback from 114 respondents across the Elementary and Middle levels. It is worth noting that the demographic of the respondents that participated in the survey were proportionate to the schools that would be directly affected by the redistricting decision



Which current school district do you live in? (See map to identify district based on Elementary schools)
114 responses

- Parmenter Elementary
- John F. Kennedy Elementary
- Oak Street Elementary
- Helen Keller Elementary/ Annie Sullivan Middle
- Jefferson Elementary/ Remington Middle

42.1%
33.3%
13.2%

Upon analyzing the survey results, it was found that although the majority of respondents preferred **Option 1**, their reasons for selecting it varied. The primary themes that emerged were the desire to avoid another redistricting effort in the near future, perceived available space at Annie Sullivan, concerns about the impact of the decision on their child's Individual Education Plan (IEP), and if their child had been relocated as a result of the Davis Thayer closure.



Which option do you prefer?
114 responses

- Option 1 - Proposes that current district attendance boundaries remain the same while a Master Facilities Plan is conducted. ASMS/Keller spaces will c…
- Option 2 - Proposes a change to district attendance boundaries in an attempt to balance enrollment while also maintaining geographic contiguity and…
- Option 3 - While the current district attendance boundaries remain the same as Option 1, there is a consideration f…

37.7%
12.3%
50%

## Space Needs and Facilities Assessment Subcommittee Recommendation to the School Committee

The SNFA subcommittee held a meeting on March 20, 2023, to discuss and vote on a recommendation to put forth to the full School Committee. Two members of SNFA had formed their perspectives and were ready to cast their votes, the Chair made the decision to extend the timeline by a week to give the third member additional time to analyze the data and come prepared for a vote. The final RAAC meeting was also canceled as a result of the extension.

During the March 27, 2023, SNFA meeting, a split vote of 2-1 was reached. The recommendation was a compromise of proposals from two of the SNFA members, with recommendations from the third not included. The following is the recommendation SNFA voted to put forth to the School Committee:

Implement **Option 3** in Fall 2023, followed by transitioning to **Option 2** in Fall 2024.

- **Option 3** will allow families in designated former Davis Thayer components (see table) that will transition to Oak Street to request to move before **Option 2** goes into effect in 2024.
- Incoming Kindergarten families in the designated components (see table) will have the choice to move in 2023 to avoid being moved again as a result of **Option 2** going into effect.
- Both groups would have to provide their own transportation if they decide to move in 2023. However, they will be eligible for transportation in 2024 when **Option 2** goes into effect.
- Requests to move schools in 2023 will be subject to District approval and granted on a first-come, first-served basis.

SNFA did not extend across-the-board considerations to families who attended Davis Thayer in 2020-2021 to remain in Keller post **Option 2**. This decision was made because it could raise concerns for those outside of the former Davis Thayer community who are now also required to move. Policy JCA - Assignment of Students to Schools allows families to make individual requests to the Superintendent to attend a school outside of their designated district. JCA is a longstanding policy. Families can submit a request; however, per the policy, attending a non-designated school is subject to Superintendent approval.

While not explicitly part of the recommendation, the District would move IEP and 504 Plans established for the student to the new school as required by law. Also, conducting a School Master Facilities Plan is not tied to each option. The District can proceed with a School Master Facilities Plan regardless of the outcome of the School Committee vote.

This phased approach allows families to choose to move proactively, which may provide some relief at Keller starting in the Fall of 2023 while giving the District fifteen months of planning and change management before students are required to move as a result of **Option 2**. This is a significant amount of time in comparison to the Davis Thayer closure process, which took six months from decision to required student movement. During this time, operational logistics can be completed.

Unfortunately, there is never a good time to implement redistricting. There will always be students that will be moved during their last year of Elementary/Middle School or those in the minority of students moving. Given the budget

constraints and the historical time frames required for conducting and implementing a District Master Facilities Plan.  It would be ill-advised to postpone redistricting until all remaining former Davis Thayer students transition to Franklin High School in five years. This would coincide with the anticipated increase in student enrollment, potentially resulting in more than 19% of students being moved.
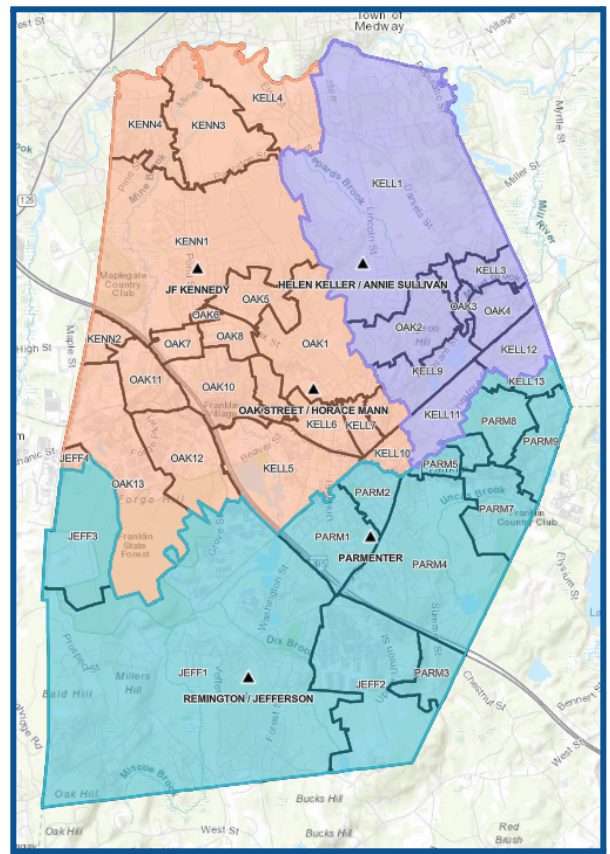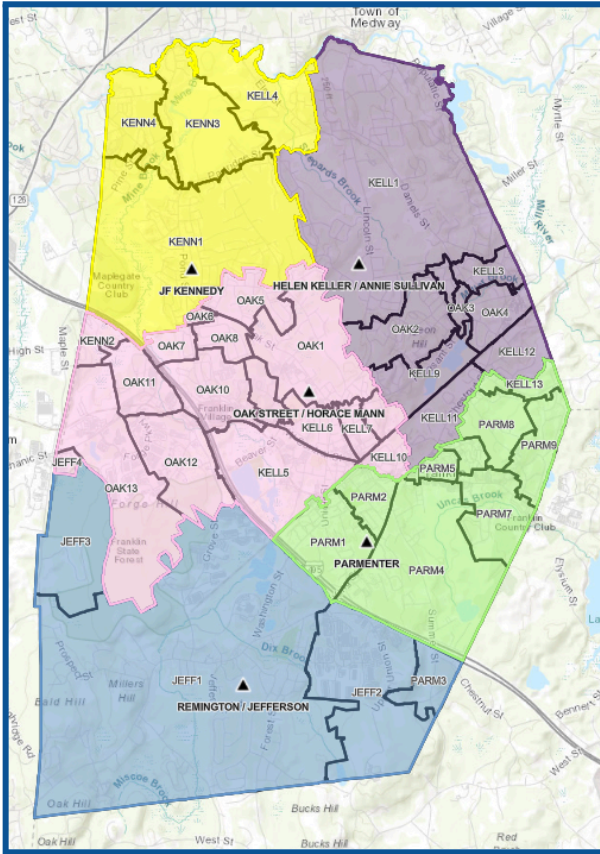
| Group | Component(s) | Eligible Choice School |
|---|---|---|
| Former DT (K - 8) | KELL5, KELL6, KELL7, KELL8 & KELL10 | Oak (K-5) / HMMS (6-8) |
| Incoming Kindergarten Families | JEFF4 | Oak |
| | KELL4 | Kennedy |
| | KELL5, KELL6, KELL7, KELL8 & KELL10 | Oak |
| | KELL13 | Parmenter |
| | KENN2 | Oak |
| | OAK2, OAK3 & OAK4 | Keller |
| | PARM3 | Jefferson |

## Option 3 Maps with Identified Buffer Zones
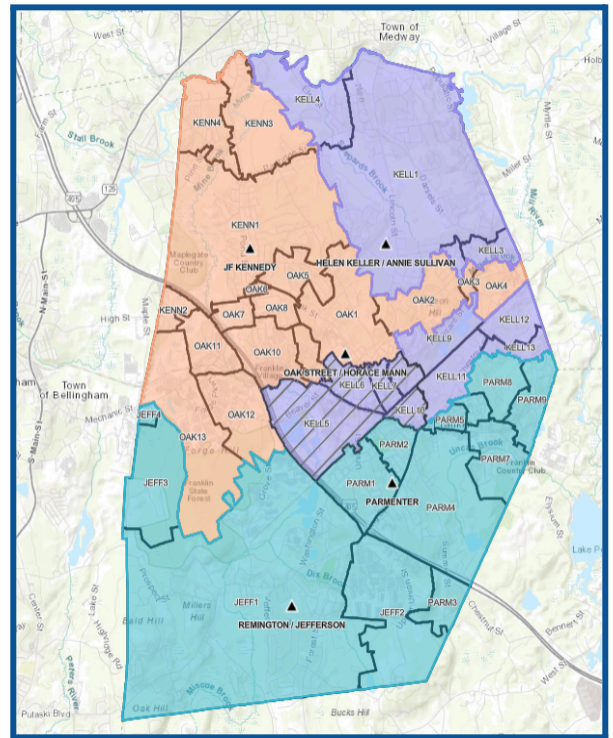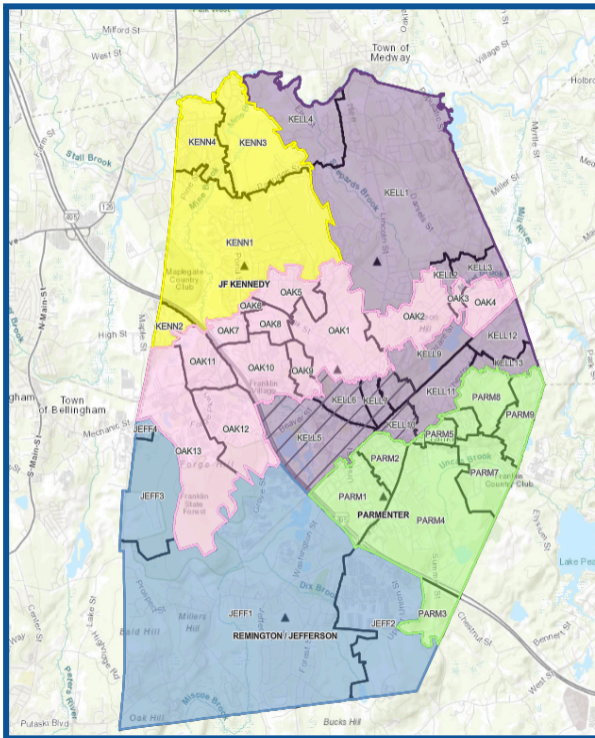
## Option 2 Maps with Redistricting



## Buffer Zone Survey Data

Per the requests of residents and School Committee members regarding the potential movement with **Option 3,** a survey was developed to gauge interest. On April 4, 2023, a survey was sent to newly-registered families with incoming kindergarten students to gauge interest in school preferences for attendance for the 2023-2024 school year.  A second survey was also conducted for current Helen Keller Elementary School families who previously attended the Davis Thayer Elementary School, also to gauge interest in school preferences for attendance for the 2023-2024 school year.  It was noted in both surveys that this information was not binding at this time and that this was an optional decision with the family providing transportation for their student(s).

The first survey was sent to families of forty-six kindergarten students living in the expanded buffer zones as identified in **Option 2**. Twenty-seven responses were received (58.6% response rate).  Of the responses, the school choices preferred were as follows:

- One family assigned to the Jefferson Elementary School chose to attend Jefferson Elementary School

- Of nine families assigned to the Helen Keller Elementary School, seven chose to attend Helen Keller Elementary School, and two opted to attend Oak Street Elementary School
- Of seventeen families assigned to Oak Street Elementary School, nine chose to attend Oak Street Elementary School and eight opted to attend the Helen Keller Elementary School.  Additionally, while the option for choice was not afforded to siblings at this time, there was one family who indicated the desire to have a sibling attend Keller as well

The second survey was sent to families of 56 students living in buffer zones identified as former Davis Thayer components.  Twenty-six responses were received (46.4% response rate), and most (24) respondents chose to remain at the Helen Keller Elementary School.  Two respondents expressed the desire to have their students attend Oak Street Elementary School.

If all respondents to BOTH surveys were approved for attendance (with siblings) at their preferred school, the projected class sizes would remain within School Committee guidelines with two classes potentially exceeding the guidelines.

**Current Class Sizes as of March 31, 2023**

| Oak Street Elementary School March, 2023 Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| **Grade K** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Total** |
| 19 | 20 | 20 | 19 | 22 | 20 | |
| 20 | 18 | 19 | 20 | 17 | 22 | |
| 20 | 17 | 19 | 19 | 23 | 22 | |
| | 1 | | 2 | 3 | 2 | |
| | | | | 2 | | |
| **59** | **56** | **58** | **60** | **67** | **66** | **366** |

| Helen Keller Elementary School March, 2023 Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| **Grade K** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Total** |
| 20 | 22 | 21 | 20 | 21 | 19 | |
| 19 | 23 | 21 | 20 | 20 | 19 | |
| 20 | 20 | 22 | 20 | 20 | 20 | |

| 20 | 23 | 19 | 20 | 21 | 19 | |
|---|---|---|---|---|---|---|
| 2 | 3 | 2 | 19 | 20 | 1 | |
| | | | 1 | 3 | | |
| **81** | **91** | **85** | **100** | **105** | **78** | **540** |

Hypothetically, If **Option 2** were implemented in September 2023, class sizes across the district would also remain within School Committee guidelines.  Two sections would be reduced at Helen Keller Elementary School, and two sections would be added to Oak Street School.

| Oak Street Elementary School Class Sizes  - OPTION TWO PROJECTED | | | | | | |
|---|---|---|---|---|---|---|
| **Grade K** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Projected Total** |
| 20 | 22 | 23 | 19 | 19 | 20 | |
| 20 | 22 | 23 | 20 | 20 | 22 | |
| 20 | 21 | 22 | 20 | 20 | 22 | |
| | | | 20 | 20 | | |
| **60** | **65** | **68** | **79** | **79** | **64** | **415** |

| Helen Keller Elementary School Class Sizes - OPTION TWO PROJECTED | | | | | | |
|---|---|---|---|---|---|---|
| **Grade K** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** | **Projected Total** |
| 20 | 19 | 19 | 18 | 21 | 20 | |
| 20 | 19 | 19 | 18 | 22 | 20 | |
| 20 | 19 | 18 | 18 | 22 | 20 | |
| 19 | 18 | 17 | 19 | 22 | 19 | |
| **79** | **75** | **73** | **73** | **87** | **79** | **466** |

## Financial Impacts

It should be noted that this report does not account for reductions due to budgetary constraints. As the district is in the midst of developing a budget for FY24, no reductions are reflected in the class size data above. As in any year, class sizes would increase if sections are reduced due to budget reductions.

**Option 1** has no financial impact as it assumes the status quo. The cost for a School Master Facilities Plan would need to be identified after an RFP process is conducted in accordance with MGL Chapter 30B. The District anticipates this cost to exceed $30,000.

The financial impact of **Option 2** focuses primarily on transportation. Currently, 561 students (19% of students in grades K through 8) would be redistricted to a different school if **Option 2** was approved by the School Committee. Of these students, 332 are currently scheduled to ride a bus, and the breakdown by school for these students is as follows:

| School | Number of Bus Riders |
|---|---:|
| Annie Sullivan Middle School | 82 |
| Helen Keller Elementary School | 113 |
| Horace Mann Middle School | 42 |
| Jefferson Elementary School | 13 |
| JFK SCHOOL | 5 |
| Oak Street Elementary School | 65 |
| Parmenter School | 5 |
| Remington Middle School | 7 |
| **Total** | **332** |

## FRANKLIN PUBLIC SCHOOLS

Current bus eligibility status as well as status with the redistricted **Option 2** across the district is as follows:

| District-wide Current Busing Status | Number of Students | Option 2 Status at Redistricted Location | Estimated Revenue if Students Continued to Ride a Bus |
|---|---|---|---|
| NO FEE | 63 | REMAINS NO FEE | |
| NO FEE | 121 | CHANGES TO PAY-TO-RIDE | $43,560 |
| PAY-TO-RIDE | 142 | REMAINS PAY-TO-RIDE | |
| PAY-TO-RIDE | 6 | CHANGES TO NO FEE | ($2,160) |
| SUBTOTAL POSSIBLE REVENUE | | | $41,400 |
| LESS FREE/REDUCED MEAL ELIGIBILITY STATUS (38 STUDENTS) | | | ($13,680) |
| **TOTAL POSSIBLE REVENUE** | | | **$27,720** |

Specific to the Helen Keller Elementary School, there are 113 students currently riding a bus who would be redistricted. At Oak Street Elementary School, there are 65 current bus riders who would be redistricted. Of these students, the tables below illustrate the changes to student bus eligibility status.

| School | Current Status | Number of Students | Option 2 Status at Redistricted Location |
|---|---|---|---|
| CURRENT KELLER STUDENTS BEING REDISTRICTED | NO FEE | 24 | REMAINS NO FEE |
| | NO FEE | 66 | CHANGES TO PAY-TO-RIDE |
| | PAY-TO-RIDE | 21 | REMAINS PAY-TO-RIDE |
| | PAY-TO-RIDE | 2 | CHANGES TO NO FEE |
| **TOTALS** | | **113** | |

| School | Current Status | Number of Students | Option 2 Status at Redistricted Location |
|---|---|---|---|
| CURRENT OAK STUDENTS BEING REDISTRICTED | NO FEE | 7 | REMAINS NO FEE |
| | NO FEE | 25 | CHANGES TO PAY-TO-RIDE |
| | PAY-TO-RIDE | 33 | REMAINS PAY-TO-RIDE |
| **TOTALS** | | **65** | |

**Option 3** could have some financial impact, based on the buffer zone survey.  If families of incoming Kindergarten students were offered the choice of school attendance based on their residence in certain buffer zones, there may be a need for an additional section of kindergarten at Keller.  As of this writing, with kindergarten class sizes projected at 21/22, if additional students register between now and September, this could pose a challenge.  Additionally, the cost for a School Master Facilities Plan would need to be identified after an RFP process is conducted in accordance with MGL Ch30B.  The District anticipates this cost to exceed $30,000.

## Anticipated Town Projects on Record

The Franklin Building Department has the following projects on record located in the Keller/Sullivan (5), Parmenter/RMS (3), Jefferson/RMS (3), and Oak/HMMS (1)  districts. The Town Residential Projects-April 2022 Updated document provides further information.

## Long-Range School Facilities Master Planning Recommendations

In 2020, Kaestle Boos conducted an FPS Facilities Assessment. They were asked to provide recommendations based on their analysis which was included in their Kaestle Boos Facilities Assessment Report 2020.  In particular, they stated, "These recommendations are provided to assist the District in developing a long range School Master Facilities Plan. The recommendations included in this report are a snapshot in time and should be re-evaluated to include current data. They only consider the data that is in this report." (Kaestle Boos Associates FPS Facilities Assessment Report, Recommendations, Pg. 53).

The report goes on to say, "Schools across the district are currently operating at different capacities and projected enrollment figures. Because of this, a single solution is not recommended. It should be done in steps based on the current need while looking towards the future."



Visual timeline above based on the 2020 KBA Facilities Assessment Report

In the 10-Year Need section, KBA  stated, "Any long-term solution should be evaluated as part of a School Master Facilities Plan.  Based on the scope of this report, we can offer a solution that can be further analyzed in the development of the School Master Facilities Plan. This solution assumes that the immediate need solution has been implemented. In an effort to address the projected decline in enrollment while continuing to address the EAI results, further consolidation and reorganization of facilities were studied. The timeline below outlines a potential or sample approach for the District.
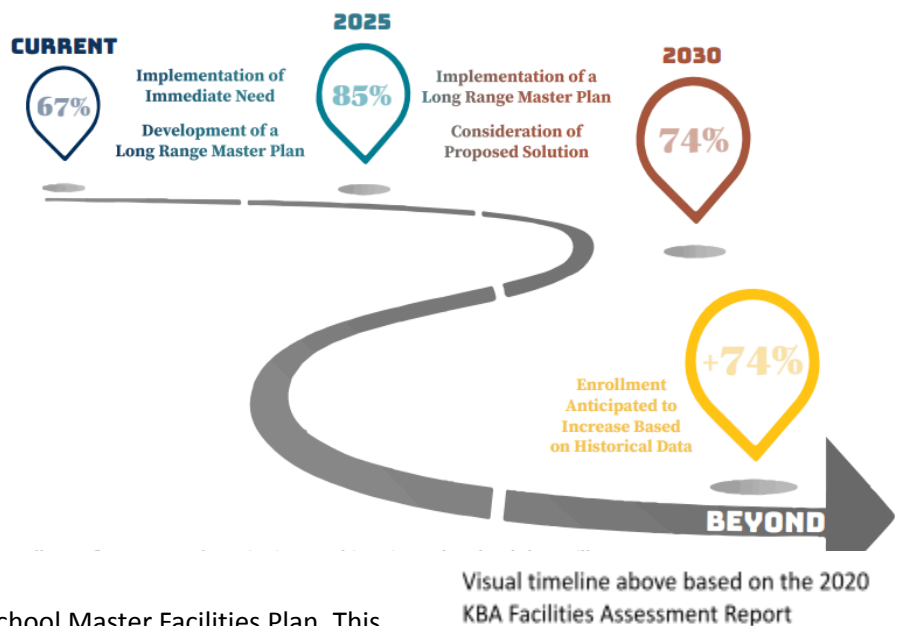
This approach would involve community engagement, decisions beyond the scope of this report, and revisiting enrollment projections. This is presented  solely only on the scope of this report and may not be the "right" solution when all factors are considered."  (Kaestle Boos FPS Facilities Assessment Report, The 10-Year Need, Pg. 54).

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## School Facilities Master Planning

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A School Facilities Master Plan outlines the long-range plans necessary over the foreseeable future if our facilities are to support the educational needs of our students aligned with our educational vision.  The development of a School Facilities Master Plan can take twelve to eighteen months to develop and multiple years to implement.

The plan includes the following:
1. An assessment of the current conditions of school facilities, identifying areas needing repair or renovation, evaluating existing space utilization, and projecting future enrollment and demographic trends.  In Franklin, a facilities assessment was conducted in 2020 by Kaestle Boos Associates, which serves as the starting point for this process.  The information from this redistricting analysis will also be included as part of the process.
2. An analysis of the existing educational programming and educational visioning process for what we hope for the future.  Take into account a comprehensive assessment of the physical and functional needs of school facilities and the educational needs of our students.
3. Capital Improvement Plan related to addressing current building codes, energy efficiency, repair/replacement of failing building systems, and preventative maintenance (i.e., roof, fire alarms, building finishes, etc.).
4. An outline of possible facilities solutions, with cost estimates, that would bring the district's facilities into alignment with what is envisioned for the education program, and
5. The final recommendation to the School Committee

Once the vision is established, various options and scenarios are developed and evaluated, including potential renovation, expansion, new construction projects, and changes to attendance boundaries or facility usage. These options are reviewed and refined during public input sessions and consultation with various stakeholders, including the Facilities Department, elected officials, district leadership, educators, architects, and other experts.  The plan will also include a timeline for implementation, a funding strategy, and ongoing monitoring and evaluation processes to ensure that the district's facilities continue to meet the needs of its students and community.

**FRANKLIN PUBLIC SCHOOLS**

| 2023-2024<br>12-18 months | 2025<br>12 months | 2026+<br>7-10 years |
|---|---|---|
| › Comprehensive Facilities Assessment and Education Visioning<br>› Completion of School Facilities Master Plan with recommendations | ● Capital Building Plan development prioritizing plans and identifying the funding strategy for repairs, procurements, and other approval processes. | ● Capital Plan projects are reviewed annually with a 10-year outlook ongoing<br>● Our Facilities Department predicts the building development process from conception to occupancy can take 8-12 years.<br>  ○ MSBA Acceptance into Core Program (2-4 years)<br>  ○ Feasibility Study and Design (2-3 years)<br>  ○ Construction (2 years)<br>  ○ Site development/ demolition (1 year) |

1. Population and Enrollment Forecast 2020-2021 through 2029-2030 McKibben Study
2. Facilities Assessment Report 2020
3. Davis Thayer Facilities Analysis Subcommittee Report
4. 2022 Space Needs & Facilities Assessment Subcommittee Presentation

# MCKIBBEN 1 AND 2

# FRANKLIN PUBLIC SCHOOLS:

## POPULATION AND ENROLLMENT FORECASTS, 2020-21 THROUGH 2029-30

## DECEMBER 2019

**McKibben Demographic Research, LLC**
**Jerome McKibben, Ph.D.**
**Rock Hill, SC**

**j.mckibben@mckibbendemographics.com**

**978-501-7069**

McKibben Demographics

# CONTENTS

## EXECUTIVE SUMMARY

1. The resident total fertility rate for the Franklin Public Schools over the life of the forecasts is below replacement level. (1.63 vs. the replacement level of 2.1)

2. Most in-migration to the district continues to occur in the 0-to-9 and 25-to-44 year old age groups.

3. The local 18-to-24 year old population continues to leave the district, going to college or moving to other urbanized areas. This population group accounts for the largest segment of the district's out migration flow and will increase steadily over the next 10 years. The second largest migration outflow is in the 70+ age groups.

4. The primary factors causing the district's enrollment to decrease over the next five years is the increase in empty nest households, the relatively low number of elderly housing units turning over coupled with a flat rate of in migration of young families.

5. Changes in year-to-year enrollment over the next five years will primarily be due to small cohorts entering and moving through the school system in conjunction with larger cohorts leaving the system.

6. The elementary enrollment will slowly decrease over the next five school years, then start to rise after 2024-25.

7. The median age of the district's population will increase from 38.4 in 2010 to 45.7 in 2030.

8. Even if the district continues to have some amount of annual new housing unit construction over the next 10 years, the rate, magnitude and price of existing home sales will become the increasingly dominant factor affecting the amount of population and enrollment change.

9. Total district enrollment is forecasted to decrease by 639 students, or -12.6%, between 2019-20 and 2024-25. Total enrollment will increase by 28 students, or 0.6%, from 2024-25 to 2029-30.

## INTRODUCTION

By demographic principle, distinctions are made between projections and forecasts. A projection extrapolates the past (and present) into the future with little or no attempt to take into account any factors that may impact the extrapolation (e.g., changes in fertility rates, housing patterns or migration patterns) while a forecast results when a projection is modified by reasoning to take into account the aforementioned factors.

To maximize the use of this study as a planning tool, the ultimate goal is not simply to project the past into the future, but rather to assess various factors' impact on the future. The future population and enrollment change of each school district is influenced by a variety of factors. Not all factors will influence the entire school district at the same level. Some may affect different areas at dissimilar magnitudes and rates causing changes at varying points of time within the same district. The forecaster's judgment, based on a thorough and intimate study of the district, has been used to modify the demographic trends and factors to more accurately predict likely changes. Therefore, strictly speaking, this study is a forecast, not a projection; and the amount of modification of the demographic trends varies between different areas of the district as well as within the timeframe of the forecast.

To calculate population forecasts of any type, particularly for smaller populations such as a school district,

realistic suppositions must be made as to what the future will bring in terms of age specific fertility rates and residents' demographic behavior at certain points of the life course. The demographic history of the school district and its interplay with the social and economic history of the area is the starting point and basis of most of these suppositions particularly on key factors such as the age structure of the area. The unique nature of each district's and attendance area's demographic composition and rate of change over time must be assessed and understood to be factors throughout the life of the forecast series. Moreover, no two populations, particularly at the school district and attendance area level, have exactly the same characteristics.

The manifest purpose of these forecasts is to ascertain the demographic factors that will ultimately influence the enrollment levels in the district's schools. There are of course, other non-demographic factors that affect enrollment levels over time. These factors include, but are not limited to transfer policies within the district; student transfers to and from neighboring districts; placement of "special programs" within school facilities that may serve students from outside the attendance area; state or federal mandates that dictate the movement of students from one facility to another (No Child Left Behind was an excellent example of this factor); the development of charter schools in the district; the prevalence of home schooling in the area; and the dynamics of local private schools.

Unless the district specifically requests the calculation of forecasts that reflect the effects of changes in these non-demographic factors, their influences are held constant for the life of the forecasts. Again, the main function of these forecasts is to determine what impact demographic changes will have on future enrollment. It is quite possible to calculate special "scenario" forecasts to measure the impact of school policy modifications as well as planned economic and financial changes. However in this case the results of these population and enrollment forecast are meant to represent the most likely scenario for changes over the next 10 years in the district and its attendance areas.

The first part of the report will examine the assumptions made in calculating the population forecasts for the Franklin Public Schools. Since the results of the population forecasts drive the subsequent enrollment forecasts, the assumptions listed in this section are paramount to understanding the area's demographic dynamics. The remainder of the report is an explanation and analysis of the district's population forecasts and how they will shape the district's grade level enrollment forecasts.

## DATA

The data used for the forecasts come from a variety of sources. The Franklin Public Schools provided enrollments by grade and attendance center for the school years 2014-2015 to 2019-2020. Birth and death data for the years 2000 through 2017 were obtained from the Massachusetts Department of

Health. The net migration values were calculated using Internal Revenue Service migration reports for the years 2000 through 2016. The data used for the calculation of migration models came from the United States Bureau of the Census, 2005 to 2010, and the models were designed using demographic and economic factors. The base age-sex population counts used are from the results of the 2010 Census.

Recently the Census Bureau began releasing annual estimates of demographic variables at the block group and tract level from the American Community Survey (ACS). There has been wide scale reporting of these results in the national, state and local media. However, due to the methodological problems the Census Bureau is experiencing with their estimates derived from ACS data, particularly in areas with a population of less than 60,000, the results of the ACS are not used in these forecasts.

For example, given the sampling framework used by the Census Bureau, each year only 350 of the over 11,000 current households in the district would have been included. For comparison 1,500 households in the district were included in the sample for the long form questionnaire in the 2000 Census. As a result of this small sample size, the ACS survey result from the last 5 years must be aggregated to produce the tract and block group estimates.

To develop the population forecast models, past migration patterns, current age specific fertility patterns, the magnitude and dynamics of the gross migration, the age specific mortality trends, the distribution of the population by age and sex, the rate and type of existing housing unit sales, and future

housing unit construction are considered to be primary variables.  In addition, the change in household size relative to the age structure of the forecast area was addressed.  While there was a slight drop in the average household size in the Franklin Public Schools as well as most other areas of the state during the previous 20 years, the rate of this decline in the district has been forecasted to increase slightly over the next ten years.

## ASSUMPTIONS

For these forecasts, the mortality probabilities are held constant at the levels calculated for the year 2010.  While the number of deaths in an area are impacted by and will change given the proportion of the local population over age 65, in the absence of an extraordinary event such as a natural disaster or a breakthrough in the treatment of heart disease, death rates rarely move rapidly in any direction, particularly at the school district or attendance area level.  Thus, significant changes are not foreseen in district's mortality rates between now and the year 2029. Any increases forecasted in the number of deaths will be due primarily to the general aging of the district's population and specifically to the increase in the number of residents aged 65 and older.

Similarly, fertility rates are assumed to stay fairly constant for the life of the forecasts.  Like mortality rates, age specific fertility rates rarely change quickly or dramatically, particularly in small areas.  Even with the recently reported rise in the fertility rates of the United States, overall fertility rates have stayed within a 10% range for most of the last 40 years. In fact, the vast majority of year to year change in an area's number of births is due to changes in the number of women in child bearing ages (particularly ages 20-29) rather than any fluctuation in an area's fertility rate.

The resident total fertility rate (TFR), the average number of births a woman will have while living in the school district during her lifetime, is estimated to be 1.63 for the total district for the ten years of the population forecasts.  A TFR of 2.1 births per woman is considered to be the theoretical "replacement level" of fertility necessary for a population to remain constant in the absence of in-migration.  Therefore, in the absence of migration, fertility alone would be insufficient to maintain the current level of population and enrollment within the Franklin Public Schools over the course of the forecast period.

A close examination of data for the Franklin Public Schools has shown the age specific pattern of net migration will be nearly constant throughout the life of the forecasts.  While the number of in and out migrants has changed in past years for the Franklin Public Schools (and will change again over the next 10 years), the basic age pattern of the migrants has stayed nearly the same over the last 30 years.  Based on the analysis of data it is safe to assume this age specific migration trend will remain unchanged into the future.  This pattern of migration shows most of the local out-migration occurring in the 18-to-24 year old age group as young adults leave the area to go to college or move to other urbanized areas. The second group of out-migrants is those householders aged 70 and older who are downsizing their residences.  Most of the

local in-migration occurs in the 0-to-9 and 25-44 age groups (the bulk of the which come from areas within 75 miles of the Franklin Public Schools) primarily consisting of younger adults and their children.

As the Norfolk County area is not currently contemplating any major expansions or contractions, the forecasts also assume that the current economic, political, social, and environmental factors, as well as the transportation and public works infrastructure (with a few notable exceptions) of the Franklin Public Schools and its attendance areas will remain the same through the year 2029. Below is a list of assumptions and issues that are specific to the Franklin Public Schools These issues have been used to modify the population forecast models to more accurately predict the impact of these factors on each area's population change.

Specifically, the forecasts for the Franklin Public Schools assume that throughout the study period:

a. The national, state or regional economy does not go into deep recession at any time during the 10 years of the forecasts; (Deep recession is defined as four consecutive quarters where the GDP contracts greater than 1% per quarter)

b. Interest rates have reached a historic low and will not fluctuate more than one percentage point in the short term; the interest rate for a 30 year fixed home mortgage stays below 5.0%;

c. The rate of mortgage approval stays at 2015-2019 levels and lenders do not return to "sub-prime" mortgage practices;

d. There are no additional restrictions placed on home mortgage lenders or additional bankruptcies of major credit providers;

e. The rate of housing foreclosures does not exceed 125% of the 2015-2019 average of Norfolk County for any year in the forecasts;

f. All currently planned, platted, approved and permitted housing developments are built out and completed by 2028. All housing units constructed are occupied by 2029;

g. The district has at least 275 existing single-family home sales annually between 2019 and 2029;

h. The unemployment rates for the Norfolk County and the Boston Metropolitan Area will remain below 6.0% for the 10 years of the forecasts;

i. The intra district student transfer policy remains unchanged over the next 10 years;

j. The rate of students transferring into and out of the Franklin Public Schools will remain at the 2015-16 to 2019-20 average;

k. The inflation rate for gasoline will stay below 5% per year for the 10 years of the forecasts;

l. There will be no building moratorium within the district;

m. The State of Massachusetts does not change any of its current laws regarding inter-district transfers, school vouchers or charter schools;

n. No new charter schools open in the district or surrounding area in the next 10 years;

o. Businesses within the district and the Franklin Public Schools area will remain viable;

p. The number of existing home sales in the district that are a result of "distress sales" (homes worth less than the current mortgage value) will not exceed 20% of total homes sales in the district for any given year;

q. Housing turnover rates (sale of existing homes in the district) will remain at their current levels. The majority of existing home sales are made by home owners over the age of 60;

r. Private school and home school attendance rates will remain constant;

s. The rate of foreclosures for commercial property remains at the 2014-2018 average for Norfolk County;

If a major employer in the district or in the Greater Boston Metropolitan Area (and particularly in the western suburbs) closes, reduces or expands its operations, the population forecasts would need to be adjusted to reflect the changes brought about by the change in economic and employment conditions. The same holds true for any type of natural disaster, major change in the local infrastructure (e.g., highway construction, water and sewer expansion, changes in zoning regulations etc.), a further economic downturn, any additional weakness in the housing market or any instance or situation that causes rapid and dramatic population changes that could not be foreseen at the time the forecasts were calculated.

The high proportion of high school graduates from the Franklin Public Schools that attend college or move to urban areas outside of the district for employment is a significant demographic factor. Their departure is a major reason for the extremely high out-migration in the 18 to 24 age group, and was taken into account when calculating these forecasts. The out-migration of graduating high school seniors is expected to continue over the period of the forecasts and the rate of out-migration has been forecasted to remain the same over the life of the forecast series.

Finally, all demographic trends (i.e., births, deaths, and migration) are assumed to be linear in nature and annualized over the forecast period. For example, if 1,000 births are forecasted for a 5-year period, an equal number, or proportion of the births are assumed to occur every year, 200 per year. Actual year-to-year variations do and will occur, but overall year to year trends are expected to be constant.

## METHODOLOGY

The population forecasts presented in this report are the result of using the Cohort-Component Method of population forecasting (Siegel, and Swanson, 2004: 561-601) (Smith et. al. 2004). As stated in the **INTRODUCTION**, the difference between a projection and a forecast is in the use of explicit judgment based upon the unique features of the area under study. Strictly speaking, a cohort projection refers to the future population (and enrollment that would result if a mathematical extrapolation of historical trends remains unchanged.

Conversely, a cohort-component forecast refers to the future population that is expected because of a studied and purposeful selection of the components of change (i.e., births, deaths, and migration) and forecast models are developed to measure the impact of these changes in each specific geographic area.

Five sets of data are required to generate population and enrollment forecasts. These five data sets are:

a. a base-year population (here, the 2010 Census population for the Franklin Public Schools and its attendance areas);

b. a set of age-specific fertility rates for the district to be used over the forecast period for the district and each of the attendance areas;

c. a set of age-specific survival (mortality) rates for the district and the attendance areas;

d. a set of age-specific migration rates for the district and its attendance areas; and;

e. the historical enrollment figures by grade.

The most significant and difficult aspect of producing enrollment forecasts is the generation of the population forecasts in which the school age population (and enrollment) is embedded. In turn, the most challenging aspect of generating the population forecasts is found in deriving the rates of change in fertility, mortality, and migration. From the standpoint of demographic analysis, the Franklin Public Schools is classified as a "small area" population (as compared to the population of the state of Massachusetts or to that of the United States).

Small area population forecasts are more complicated to calculate because local variations in fertility, mortality, and migration may be more irregular than those at the regional, state or national scale. Especially challenging is the forecast of the migration rates for local areas, because changes in the area's socioeconomic characteristics can quickly change from past and current patterns (Peters and Larkin, 2002.)

The population forecasts for Franklin Public Schools were calculated using a cohort-component method with the populations divided into male and female groups by five-year age cohorts that range from 0-to-4 years of age to 85 years of age and older (85+). Age- and sex-specific fertility, mortality, and migration models were constructed to specifically reflect the unique demographic characteristics of each of

the attendance areas in the Franklin Public Schools.

The enrollment forecasts were calculated using a modified average survivorship method. Average survivor rates (i.e., the proportion of students who progress from one grade level to the next given the average amount of net migration for that grade level) over the previous five years of year-to-year enrollment data were calculated for grades two through twelve. This procedure is used to identify specific grades where there are large numbers of students changing facilities for non-demographic factors, such as private school transfers or enrollment in special programs.

The survivorship rates were modified or adjusted to reflect the average rate of forecasted in and out migration of 5-to-9, 10-to-14 and 15-to-17-year-old cohorts to each of the attendance centers in Franklin Public Schools for the period 2010 to 2015. These survivorship rates then were adjusted to reflect the forecasted changes in age-specific migration the district should experience over the next five years. These modified survivorship rates were used to project the enrollment of grades 2 through 12 for the period 2015 to 2020. The survivorship rates were adjusted again for the period 2020 to 2025 to reflect the predicted changes in the amount of age-specific migration in the district for the period.

The forecasted enrollments for kindergarten and first grade are derived from the 5-to-9 year old population of the age-sex population forecast at the elementary attendance center district level. This procedure allows the changes

in the incoming grade sizes to be factors of forecasted population change and not an extrapolation of previous class sizes. Given the potentially large amount of variation in Kindergarten enrollment due to parental choice, changes in the state's minimum age requirement, and differing district policies on allowing children to start Kindergarten early, first grade enrollment is deemed to be a more accurate and reliable starting point for the forecasts. (McKibben, 1996) The level of the accuracy for both the population and enrollment forecasts at the school district level is estimated to be $\pm2.0\%$ for the life of the forecasts.

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# Appendix A:  Supplemental Tables

**Table 1: Forecasted Elementary Area Population Change, 2010 to 2020**

|  | 2010 | 2015 | *2010-2015 Change* | 2020 | *2015-2020 Change* | *2010-2020 Change* |
|---|---|---|---|---|---|---|
| **Davis Thayer** | 5,323 | 5,440 | *2.2%* | 5,580 | *2.6%* | *4.8%* |
| **Jefferson** | 4,597 | 4,700 | *2.2%* | 4,800 | *2.1%* | *4.4%* |
| **Keller** | 5,221 | 5,300 | *1.5%* | 5,400 | *1.9%* | *3.4%* |
| **Kennedy** | 4,818 | 4,950 | *2.7%* | 5,080 | *2.6%* | *5.4%* |
| **Oak Street** | 5,952 | 6,080 | *2.2%* | 6,120 | *0.7%* | *2.8%* |
| **Parmenter** | 5,725 | 5,790 | *1.1%* | 5,820 | *0.5%* | *1.7%* |
| **District Total** | **31,635** | **32,260** | ***2.0%*** | **32,800** | ***1.7%*** | ***3.7%*** |

**Table 2: Household Characteristics by Elementary Area, 2010 Census**

|  | HH w/ Pop Under 18 | % HH w/ Pop Under 18 | Total Households | Household Population | Persons Per Household |
|---|---|---|---|---|---|
| **Davis Thayer** | 660 | 37.1% | 1,778 | 4,513 | 2.54 |
| **Jefferson** | 738 | 48.2% | 1,532 | 4,597 | 3.00 |
| **Keller** | 924 | 59.1% | 1,564 | 5,221 | 3.34 |
| **Kennedy** | 784 | 50.8% | 1,543 | 4,818 | 3.12 |
| **Oak Street** | 876 | 39.2% | 2,235 | 5,952 | 2.66 |
| **Parmenter** | 765 | 32.6% | 2,345 | 5,660 | 2.41 |
| **District Total** | **4,746** | **43.2%** | **10,995** | **30,760** | **2.80** |

**Table 3: Householder Characteristics by Elementary Area, 2010 Census**

|  | Percentage of Householders aged 35-54 | Percentage of Householders aged 65+ | Percentage of Householders who own homes |
|---|---|---|---|
| Davis Thayer | 51.0% | 16.3% | 63.5% |
| Jefferson | 58.7% | 13.8% | 80.9% |
| Keller | 64.7% | 11.2% | 97.8% |
| Kennedy | 58.5% | 14.0% | 96.9% |
| Oak Street | 50.1% | 19.6% | 88.7% |
| Parmenter | 44.9% | 23.7% | 59.2% |
| **District Total** | **53.6%** | **17.1%** | **79.7%** |

**Table 4: Percentage of Households that are Single Person Households and Single Person Households that are over age 65 by Elementary Area, 2010 Census**

|  | Percentage of Single Person Households | Percentage of Single Person Households and are 65+ |
|---|---|---|
| Davis Thayer | 27.2% | 7.5% |
| Jefferson | 16.6% | 4.7% |
| Keller | 7.4% | 3.1% |
| Kennedy | 10.4% | 3.6% |
| Oak Street | 23.7% | 9.1% |
| Parmenter | 31.5% | 12.6% |
| **District Total** | **20.8%** | **7.4%** |

**Table 5: Elementary Enrollment (K-5), 2019, 2024, 2029**

|  | 2019 | 2024 | *2019-2024 Change* | 2029 | *2024-2029 Change* | *2019-2029 Change* |
|---|---|---|---|---|---|---|
| **Davis Thayer** | 227 | 241 | *6.2%* | 269 | *11.6%* | *18.5%* |
| **Jefferson** | 346 | 286 | *-17.3%* | 336 | *17.5%* | *-2.9%* |
| **Keller** | 346 | 276 | *-20.2%* | 308 | *11.6%* | *-11.0%* |
| **Kennedy** | 351 | 247 | *-29.6%* | 294 | *19.0%* | *-16.2%* |
| **Oak Street** | 359 | 380 | *5.8%* | 402 | *5.8%* | *12.0%* |
| **Parmenter** | 345 | 379 | *9.9%* | 399 | *5.3%* | *15.7%* |
| **District Total** | **1,974** | **1,809** | ***-8.4%*** | **2,008** | ***11.0%*** | ***1.7%*** |

**Table 6:  Age Under One to Age Ten Population Counts, by Year of Age, by Elementary Area: 2010 Census**

|  | Under 1 year | 1 year | 2 years | 3 years | 4 years | 5 years | 6 years | 7 years | 8 years | 9 years | 10 years |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Davis Thayer** | 43 | 54 | 73 | 53 | 61 | 72 | 63 | 74 | 68 | 72 | 69 |
| **Jefferson** | 40 | 38 | 46 | 64 | 50 | 90 | 78 | 78 | 77 | 93 | 97 |
| **Keller** | 59 | 59 | 71 | 90 | 101 | 116 | 98 | 118 | 139 | 108 | 127 |
| **Kennedy** | 43 | 48 | 66 | 54 | 84 | 86 | 84 | 80 | 89 | 95 | 101 |
| **Oak Street** | 72 | 68 | 78 | 87 | 76 | 102 | 83 | 96 | 96 | 81 | 88 |
| **Parmenter** | 61 | 60 | 65 | 84 | 79 | 73 | 99 | 78 | 92 | 80 | 86 |
| **District Total** | **318** | **327** | **399** | **433** | **452** | **538** | **506** | **524** | **560** | **530** | **567** |

**Table 7: Comparison of District Resident Enrollment by Grade with 2010 Census Counts by Age, 2014-2019**

| 2010 Census | Under 1 year | 1 year | 2 years | 3 years | 4 years | 5 years | 6 years | 7 years | 8 years | 9 years | 10 years | 11 years | 12 years | 13 years |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Franklin Public Schools Total** | **318** | **327** | **399** | **433** | **452** | **538** | **506** | **524** | **560** | **530** | **567** | **551** | **568** | **540** |
| 2019 Enrollment | 329 | 349 | 385 | 415 | 433 | 435 | 432 | 447 | 429 | | | | | |
| | 103.5% | 106.7% | 96.5% | 95.8% | 95.8% | 80.9% | 85.4% | 85.3% | 76.6% | | | | | |
| 2018 Enrollment | 338 | 349 | 376 | 407 | 431 | 451 | 445 | 438 | 437 | 424 | | | | |
| | 106.3% | 106.7% | 94.2% | 94.0% | 95.4% | 83.8% | 87.9% | 83.6% | 78.0% | 80.0% | | | | |
| 2017 Enrollment | 316 | 328 | 359 | 403 | 435 | 446 | 470 | 452 | 437 | 423 | 467 | | | |
| | 99.4% | 100.3% | 90.0% | 93.1% | 96.2% | 82.9% | 92.9% | 86.3% | 78.0% | 79.8% | 82.4% | | | |
| 2016 Enrollment | 318 | 327 | 350 | 404 | 427 | 448 | 468 | 474 | 436 | 424 | 470 | 404 | | |
| | 100.0% | 100.0% | 87.7% | 93.3% | 94.5% | 83.3% | 92.5% | 90.5% | 77.9% | 80.0% | 82.9% | 73.3% | | |
| 2015 Enrollment | 312 | 330 | 347 | 401 | 424 | 434 | 472 | 469 | 461 | 430 | 474 | 408 | 411 | |
| | 98.1% | 100.9% | 87.0% | 92.6% | 93.8% | 80.7% | 93.3% | 89.5% | 82.3% | 81.1% | 83.6% | 74.0% | 72.4% | |
| 2014 Enrollment | | 324 | 347 | 409 | 434 | 435 | 467 | 464 | 464 | 455 | 480 | 404 | 416 | 397 |
| | | 91.1% | 91.6% | 98.5% | 92.9% | 95.0% | 88.3% | 86.1% | 94.6% | 89.0% | 90.9% | 82.8% | 83.3% | 82.1% |

Grade 1 in Red

# Appendix B: Population Forecasts

**Franklin Public Schools Total Population**

|            | 2010   | 2015   | 2020   | 2025   | 2030   |
|------------|--------|--------|--------|--------|--------|
| 0-4        | 1,929  | 1,440  | 1,440  | 1,480  | 1,570  |
| 5-9        | 2,658  | 2,120  | 1,810  | 1,710  | 1,880  |
| 10-14      | 2,811  | 2,750  | 2,240  | 1,940  | 1,850  |
| 15-19      | 2,673  | 3,020  | 2,930  | 2,390  | 2,030  |
| 20-24      | 1,506  | 1,550  | 1,650  | 1,620  | 1,350  |
| 25-29      | 1,296  | 1,450  | 1,460  | 1,590  | 1,570  |
| 30-34      | 1,446  | 1,540  | 1,700  | 1,790  | 1,920  |
| 35-39      | 2,212  | 1,680  | 1,810  | 2,020  | 2,110  |
| 40-44      | 2,835  | 2,360  | 1,920  | 2,060  | 2,240  |
| 45-49      | 3,185  | 2,820  | 2,410  | 1,970  | 2,080  |
| 50-54      | 2,743  | 3,140  | 2,790  | 2,390  | 1,940  |
| 55-59      | 1,942  | 2,690  | 3,080  | 2,730  | 2,350  |
| 60-64      | 1,422  | 1,880  | 2,590  | 2,970  | 2,620  |
| 65-69      | 926    | 1,330  | 1,740  | 2,420  | 2,590  |
| 70-74      | 659    | 900    | 1,280  | 1,660  | 2,220  |
| 75-79      | 561    | 610    | 820    | 1,160  | 1,420  |
| 80-84      | 425    | 520    | 570    | 780    | 1,100  |
| 85+        | 406    | 460    | 560    | 610    | 770    |
| **Total**  | **31,635** | **32,260** | **32,800** | **33,290** | **33,610** |
| **Median Age** | 38.4 | 41.2 | 43.5 | 45.1 | 45.7 |
| **Births** |  | 1,140  | 1,160  | 1,160  | 1,140  |
| **Deaths** |  | 810    | 930    | 1,080  | 1,280  |
| **Natural Increase** |  | 330 | 230 | 80 | -140 |
| **Net Migration** |  | 300 | 340 | 370 | 420 |
| *Change*   |  | *630*  | *570*  | *450*  | *280*  |

*Differences between period Totals may not equal Change due to rounding.*

**Davis Thayer Elementary Total Population**

| | 2010 | 2015 | 2020 | 2025 | 2030 |
|---|---|---|---|---|---|
| **0-4** | 284 | 210 | 220 | 220 | 220 |
| **5-9** | 349 | 280 | 230 | 250 | 270 |
| **10-14** | 335 | 370 | 300 | 250 | 270 |
| **15-19** | 783 | 790 | 820 | 750 | 700 |
| **20-24** | 542 | 530 | 530 | 560 | 500 |
| **25-29** | 289 | 320 | 310 | 310 | 340 |
| **30-34** | 259 | 300 | 330 | 320 | 320 |
| **35-39** | 328 | 270 | 300 | 330 | 330 |
| **40-44** | 412 | 330 | 280 | 320 | 350 |
| **45-49** | 447 | 410 | 330 | 270 | 310 |
| **50-54** | 389 | 440 | 400 | 330 | 270 |
| **55-59** | 257 | 380 | 440 | 390 | 320 |
| **60-64** | 209 | 250 | 370 | 420 | 380 |
| **65-69** | 146 | 200 | 220 | 330 | 370 |
| **70-74** | 99 | 140 | 200 | 190 | 300 |
| **75-79** | 71 | 90 | 130 | 180 | 160 |
| **80-84** | 58 | 60 | 90 | 130 | 170 |
| **85+** | 66 | 70 | 80 | 90 | 120 |
| **Total** | 5,323 | 5,440 | 5,580 | 5,640 | 5,700 |
| **Median Age** | 31.5 | 33.7 | 35.8 | 37.4 | 38.5 |
| **Births** | | 190 | 200 | 190 | 190 |
| **Deaths** | | 120 | 130 | 160 | 190 |
| **Natural Increase** | | 70 | 70 | 30 | 0 |
| **Net Migration** | | 50 | 50 | 50 | 50 |
| ***Change*** | | *120* | *120* | *80* | *50* |

*Differences between period Totals may not equal Change due to rounding.*

**Jefferson Elementary Total Population**

| | 2010 | 2015 | 2020 | 2025 | 2030 |
|---|---|---|---|---|---|
| **0-4** | 239 | 180 | 200 | 180 | 200 |
| **5-9** | 416 | 340 | 300 | 280 | 320 |
| **10-14** | 537 | 420 | 360 | 320 | 290 |
| **15-19** | 348 | 480 | 360 | 300 | 240 |
| **20-24** | 178 | 150 | 180 | 150 | 120 |
| **25-29** | 161 | 210 | 180 | 220 | 180 |
| **30-34** | 144 | 210 | 270 | 240 | 280 |
| **35-39** | 269 | 200 | 280 | 340 | 310 |
| **40-44** | 493 | 310 | 280 | 330 | 390 |
| **45-49** | 485 | 490 | 330 | 280 | 330 |
| **50-54** | 454 | 480 | 480 | 330 | 280 |
| **55-59** | 328 | 450 | 470 | 470 | 320 |
| **60-64** | 186 | 320 | 430 | 450 | 460 |
| **65-69** | 132 | 170 | 290 | 410 | 400 |
| **70-74** | 66 | 120 | 150 | 290 | 370 |
| **75-79** | 57 | 60 | 110 | 140 | 230 |
| **80-84** | 52 | 50 | 60 | 100 | 130 |
| **85+** | 51 | 60 | 70 | 60 | 90 |
| **Total** | **4,597** | **4,700** | **4,800** | **4,890** | **4,940** |
| **Median Age** | 40.1 | 42.6 | 44.8 | 46.5 | 47.1 |
| **Births** | | 150 | 170 | 160 | 150 |
| **Deaths** | | 110 | 120 | 140 | 180 |
| **Natural Increase** | | 40 | 50 | 20 | -30 |
| **Net Migration** | | 50 | 60 | 60 | 70 |
| ***Change*** | | *90* | *110* | *80* | *40* |

*Differences between period Totals may not equal Change due to rounding.*

**Helen Keller Elementary Total Population**

|  | 2010 | 2015 | 2020 | 2025 | 2030 |
|---|---|---|---|---|---|
| **0-4** | 380 | 260 | 230 | 260 | 300 |
| **5-9** | 579 | 400 | 320 | 260 | 300 |
| **10-14** | 564 | 600 | 420 | 350 | 280 |
| **15-19** | 410 | 500 | 530 | 350 | 260 |
| **20-24** | 152 | 200 | 220 | 240 | 210 |
| **25-29** | 142 | 170 | 220 | 240 | 260 |
| **30-34** | 204 | 190 | 220 | 280 | 290 |
| **35-39** | 399 | 240 | 240 | 280 | 340 |
| **40-44** | 550 | 430 | 300 | 300 | 330 |
| **45-49** | 569 | 560 | 480 | 350 | 330 |
| **50-54** | 476 | 560 | 560 | 470 | 340 |
| **55-59** | 287 | 460 | 550 | 540 | 470 |
| **60-64** | 204 | 280 | 450 | 530 | 500 |
| **65-69** | 104 | 190 | 260 | 430 | 450 |
| **70-74** | 86 | 100 | 190 | 260 | 390 |
| **75-79** | 66 | 80 | 90 | 180 | 210 |
| **80-84** | 29 | 60 | 70 | 90 | 170 |
| **85+** | 19 | 20 | 50 | 60 | 80 |
| **Total** | **5,221** | **5,300** | **5,400** | **5,470** | **5,510** |
| **Median Age** | 37.3 | 41.0 | 45.0 | 47.5 | 47.8 |
| **Births** | | 140 | 130 | 150 | 150 |
| **Deaths** | | 90 | 120 | 150 | 180 |
| **Natural Increase** | | 50 | 10 | 0 | -30 |
| **Net Migration** | | 50 | 60 | 60 | 70 |
| ***Change*** | | *100* | *70* | *60* | *40* |

*Differences between period Totals may not equal Change due to rounding.*

## J.F. Kennedy Elementary Total Population

|  | 2010 | 2015 | 2020 | 2025 | 2030 |
|---|---|---|---|---|---|
| 0-4 | 295 | 230 | 220 | 250 | 260 |
| 5-9 | 434 | 320 | 300 | 230 | 260 |
| 10-14 | 481 | 460 | 340 | 330 | 270 |
| 15-19 | 375 | 430 | 400 | 280 | 260 |
| 20-24 | 182 | 200 | 220 | 180 | 140 |
| 25-29 | 150 | 210 | 240 | 240 | 210 |
| 30-34 | 202 | 210 | 270 | 320 | 320 |
| 35-39 | 334 | 260 | 270 | 350 | 420 |
| 40-44 | 447 | 370 | 320 | 350 | 400 |
| 45-49 | 543 | 440 | 360 | 330 | 350 |
| 50-54 | 458 | 540 | 440 | 360 | 320 |
| 55-59 | 302 | 450 | 520 | 430 | 350 |
| 60-64 | 229 | 290 | 430 | 510 | 420 |
| 65-69 | 121 | 210 | 280 | 410 | 410 |
| 70-74 | 91 | 120 | 210 | 270 | 360 |
| 75-79 | 84 | 80 | 110 | 200 | 250 |
| 80-84 | 63 | 80 | 80 | 100 | 190 |
| 85+ | 30 | 50 | 70 | 80 | 100 |
| **Total** | **4,818** | **4,950** | **5,080** | **5,220** | **5,290** |
| Median Age | 39.4 | 42.1 | 44.4 | 46.2 | 46.5 |
| Births |  | 180 | 200 | 200 | 190 |
| Deaths |  | 110 | 140 | 160 | 190 |
| Natural Increase |  | 70 | 60 | 40 | 0 |
| Net Migration |  | 60 | 70 | 80 | 90 |
| *Change* |  | *130* | *130* | *120* | *90* |

*Differences between period Totals may not equal Change due to rounding.*

**Oak Street Elementary Total Population**

| | 2010 | 2015 | 2020 | 2025 | 2030 |
|---|---|---|---|---|---|
| 0-4 | 382 | 270 | 260 | 270 | 280 |
| 5-9 | 458 | 420 | 350 | 360 | 380 |
| 10-14 | 471 | 470 | 440 | 370 | 390 |
| 15-19 | 424 | 430 | 430 | 390 | 310 |
| 20-24 | 202 | 220 | 230 | 220 | 170 |
| 25-29 | 240 | 250 | 240 | 250 | 250 |
| 30-34 | 326 | 300 | 300 | 320 | 340 |
| 35-39 | 463 | 380 | 370 | 390 | 380 |
| 40-44 | 474 | 500 | 410 | 410 | 440 |
| 45-49 | 615 | 470 | 490 | 410 | 410 |
| 50-54 | 523 | 610 | 460 | 490 | 400 |
| 55-59 | 395 | 510 | 590 | 460 | 480 |
| 60-64 | 320 | 380 | 490 | 570 | 440 |
| 65-69 | 200 | 300 | 350 | 440 | 520 |
| 70-74 | 155 | 200 | 280 | 310 | 410 |
| 75-79 | 123 | 150 | 180 | 230 | 260 |
| 80-84 | 88 | 120 | 130 | 170 | 220 |
| 85+ | 93 | 100 | 120 | 140 | 180 |
| **Total** | **5,952** | **6,080** | **6,120** | **6,200** | **6,260** |
| **Median Age** | 40.1 | 43.0 | 45.3 | 46.5 | 47.3 |
| **Births** | | 230 | 220 | 230 | 220 |
| **Deaths** | | 170 | 190 | 230 | 260 |
| **Natural Increase** | | 60 | 30 | 0 | -40 |
| **Net Migration** | | 50 | 50 | 60 | 70 |
| *Change* | | *110* | *80* | *60* | *30* |

*Differences between period Totals may not equal Change due to rounding.*

**Parmenter Elementary Total Population**

|  | 2010 | 2015 | 2020 | 2025 | 2030 |
|---|---|---|---|---|---|
| 0-4 | 349 | 290 | 310 | 300 | 310 |
| 5-9 | 422 | 360 | 310 | 330 | 350 |
| 10-14 | 423 | 430 | 380 | 320 | 350 |
| 15-19 | 334 | 390 | 390 | 320 | 260 |
| 20-24 | 250 | 250 | 270 | 270 | 210 |
| 25-29 | 314 | 290 | 270 | 330 | 330 |
| 30-34 | 312 | 330 | 310 | 310 | 370 |
| 35-39 | 419 | 330 | 350 | 330 | 330 |
| 40-44 | 459 | 420 | 330 | 350 | 330 |
| 45-49 | 526 | 450 | 420 | 330 | 350 |
| 50-54 | 443 | 510 | 450 | 410 | 330 |
| 55-59 | 372 | 440 | 510 | 440 | 410 |
| 60-64 | 273 | 360 | 420 | 490 | 420 |
| 65-69 | 224 | 260 | 340 | 400 | 440 |
| 70-74 | 161 | 220 | 250 | 340 | 390 |
| 75-79 | 161 | 150 | 200 | 230 | 310 |
| 80-84 | 135 | 150 | 140 | 190 | 220 |
| 85+ | 148 | 160 | 170 | 180 | 200 |
| **Total** | **5,725** | **5,790** | **5,820** | **5,870** | **5,910** |
| Median Age | 40.4 | 42.7 | 44.8 | 46.1 | 46.6 |
| Births |  | 250 | 240 | 230 | 240 |
| Deaths |  | 210 | 230 | 240 | 280 |
| Natural Increase |  | 40 | 10 | -10 | -40 |
| Net Migration |  | 40 | 50 | 60 | 70 |
| *Change* |  | *80* | *60* | *50* | *30* |

*Differences between period Totals may not equal Change due to rounding.*

# Appendix C: Population Pyramids

## Franklin District Total Population Census 2010



## Davis Thayer Elementary Total Population Census 2010

## Jefferson Elementary Total Population Census 2010



## Keller Elementary Total Population Census 2010

## Kennedy Elementary Total Population Census 2010



Males ■ Females

McKibben Demographics

## Oak Street Elementary Total Population Census 2010



Males ■ Females

McKibben Demographics

## Parmenter Elementary Total Population Census 2010



■ Males ■ Females

**McKibben Demographics**

# Appendix D:  Enrollment Forecasts

**Franklin Public Schools Total Enrollment**

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PK | 131 | 104 | 107 | 111 | 111 | 111 | 111 | 111 | 111 | 111 | 111 | 111 | 111 | 111 |
| K | 326 | 307 | 314 | 285 | 286 | 290 | 293 | 298 | 302 | 314 | 318 | 326 | 329 | 322 |
| 1 | 318 | 336 | 327 | 325 | 294 | 297 | 302 | 305 | 310 | 314 | 320 | 324 | 332 | 335 |
| 2 | 327 | 316 | 349 | 337 | 325 | 291 | 295 | 300 | 303 | 315 | 319 | 325 | 329 | 336 |
| 3 | 350 | 328 | 338 | 349 | 341 | 328 | 294 | 298 | 303 | 312 | 324 | 328 | 334 | 337 |
| 4 | 404 | 359 | 349 | 329 | 348 | 340 | 327 | 293 | 297 | 309 | 318 | 330 | 334 | 339 |
| 5 | 427 | 403 | 376 | 349 | 330 | 349 | 341 | 328 | 294 | 303 | 315 | 324 | 336 | 339 |
| **Total: K-5** | **2283** | **2153** | **2160** | **2085** | **2035** | **2006** | **1963** | **1933** | **1920** | **1978** | **2025** | **2068** | **2105** | **2119** |
| | | | | | | | | | | | | | | |
| 6 | 448 | 435 | 407 | 385 | 357 | 337 | 356 | 349 | 335 | 304 | 314 | 327 | 336 | 345 |
| 7 | 468 | 446 | 431 | 415 | 388 | 359 | 340 | 359 | 351 | 340 | 309 | 319 | 332 | 342 |
| 8 | 474 | 470 | 451 | 433 | 419 | 391 | 362 | 343 | 362 | 358 | 347 | 315 | 325 | 338 |
| **Total: 6-8** | **1390** | **1351** | **1289** | **1233** | **1164** | **1087** | **1058** | **1051** | **1048** | **1002** | **970** | **961** | **993** | **1025** |
| | | | | | | | | | | | | | | |
| 9 | 436 | 452 | 445 | 435 | 420 | 406 | 379 | 351 | 333 | 355 | 351 | 340 | 309 | 319 |
| 10 | 424 | 437 | 438 | 432 | 428 | 414 | 400 | 373 | 346 | 328 | 350 | 346 | 335 | 304 |
| 11 | 470 | 423 | 437 | 447 | 434 | 430 | 416 | 402 | 375 | 348 | 330 | 352 | 348 | 337 |
| 12 | 404 | 467 | 424 | 429 | 445 | 432 | 428 | 414 | 400 | 373 | 346 | 328 | 350 | 346 |
| SP | 5 | 8 | 5 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| **Total: 9-12** | **1739** | **1787** | **1749** | **1751** | **1735** | **1690** | **1631** | **1548** | **1462** | **1412** | **1385** | **1374** | **1350** | **1314** |
| | | | | | | | | | | | | | | |
| **Total: K-12** | **5412** | **5291** | **5198** | **5069** | **4934** | **4783** | **4652** | **4532** | **4430** | **4392** | **4380** | **4403** | **4448** | **4458** |
| | | | | | | | | | | | | | | |
| Total: K-12 | 5412 | 5291 | 5198 | 5069 | 4934 | 4783 | 4652 | 4532 | 4430 | 4392 | 4380 | 4403 | 4448 | 4458 |
| *Change* | | *-121* | *-93* | *-129* | *-135* | *-151* | *-131* | *-120* | *-102* | *-38* | *-12* | *23* | *45* | *10* |
| *%-Change* | | *-2.2%* | *-1.8%* | *-2.5%* | *-2.7%* | *-3.1%* | *-2.7%* | *-2.6%* | *-2.3%* | *-0.9%* | *-0.3%* | *0.5%* | *1.0%* | *0.2%* |
| | | | | | | | | | | | | | | |
| Total: K-5 | 2283 | 2153 | 2160 | 2085 | 2035 | 2006 | 1963 | 1933 | 1920 | 1978 | 2025 | 2068 | 2105 | 2119 |
| *Change* | | *-130* | *7* | *-75* | *-50* | *-29* | *-43* | *-30* | *-13* | *58* | *47* | *43* | *37* | *14* |
| *%-Change* | | *-5.7%* | *0.3%* | *-3.5%* | *-2.4%* | *-1.4%* | *-2.1%* | *-1.5%* | *-0.7%* | *3.0%* | *2.4%* | *2.1%* | *1.8%* | *0.7%* |
| | | | | | | | | | | | | | | |
| Total: 6-8 | 1390 | 1351 | 1289 | 1233 | 1164 | 1087 | 1058 | 1051 | 1048 | 1002 | 970 | 961 | 993 | 1025 |
| *Change* | | *-39* | *-62* | *-56* | *-69* | *-77* | *-29* | *-7* | *-3* | *-46* | *-32* | *-9* | *32* | *32* |
| *%-Change* | | *-2.8%* | *-4.6%* | *-4.3%* | *-5.6%* | *-6.6%* | *-2.7%* | *-0.7%* | *-0.3%* | *-4.4%* | *-3.2%* | *-0.9%* | *3.3%* | *3.2%* |
| | | | | | | | | | | | | | | |
| Total: 9-12 | 1739 | 1787 | 1749 | 1751 | 1735 | 1690 | 1631 | 1548 | 1462 | 1412 | 1385 | 1374 | 1350 | 1314 |
| *Change* | | *48* | *-38* | *2* | *-16* | *-45* | *-59* | *-83* | *-86* | *-50* | *-27* | *-11* | *-24* | *-36* |
| *%-Change* | | *2.8%* | *-2.1%* | *0.1%* | *-0.9%* | *-2.6%* | *-3.5%* | *-5.1%* | *-5.6%* | *-3.4%* | *-1.9%* | *-0.8%* | *-1.7%* | *-2.7%* |

*Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.*

**Davis Thayer Elementary:  Total Enrollment**

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 44 | 28 | 50 | 41 | 40 | 41 | 41 | 42 | 42 | 44 | 45 | 46 | 46 | 45 |
| 1 | 32 | 44 | 28 | 53 | 42 | 42 | 43 | 43 | 44 | 44 | 45 | 46 | 47 | 47 |
| 2 | 40 | 33 | 41 | 23 | 50 | 39 | 39 | 40 | 40 | 42 | 42 | 43 | 44 | 45 |
| 3 | 46 | 37 | 36 | 39 | 23 | 49 | 38 | 38 | 39 | 40 | 42 | 42 | 43 | 44 |
| 4 | 44 | 48 | 39 | 35 | 39 | 23 | 49 | 38 | 38 | 40 | 41 | 43 | 43 | 44 |
| 5 | 66 | 41 | 50 | 36 | 35 | 39 | 23 | 49 | 38 | 39 | 41 | 42 | 44 | 44 |
| | | | | | | | | | | | | | | |
| **Total K-5** | **272** | **231** | **244** | **227** | **229** | **233** | **233** | **250** | **241** | **249** | **256** | **262** | **267** | **269** |
| | | | | | | | | | | | | | | |
| Total K-5 | 272 | 231 | 244 | 227 | 229 | 233 | 233 | 250 | 241 | 249 | 256 | 262 | 267 | 269 |
| *Change* | | *-41* | *13* | *-17* | *2* | *4* | *0* | *17* | *-9* | *8* | *7* | *6* | *5* | *2* |
| *% Change* | | *-15.1%* | *5.6%* | *-7.0%* | *0.9%* | *1.7%* | *0.0%* | *7.3%* | *-3.6%* | *3.3%* | *2.8%* | *2.3%* | *1.9%* | *0.7%* |

*Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.*

**Helen Keller Elementary:  Total Enrollment**

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 68 | 50 | 51 | 46 | 44 | 44 | 45 | 45 | 46 | 47 | 48 | 49 | 50 | 49 |
| 1 | 76 | 67 | 54 | 49 | 47 | 46 | 46 | 47 | 47 | 48 | 48 | 49 | 50 | 51 |
| 2 | 51 | 74 | 66 | 53 | 48 | 46 | 45 | 45 | 46 | 48 | 49 | 49 | 50 | 51 |
| 3 | 71 | 53 | 80 | 67 | 54 | 49 | 47 | 46 | 46 | 48 | 50 | 51 | 51 | 52 |
| 4 | 82 | 73 | 59 | 75 | 66 | 53 | 48 | 46 | 45 | 47 | 49 | 51 | 52 | 52 |
| 5 | 65 | 85 | 77 | 56 | 75 | 66 | 53 | 48 | 46 | 46 | 48 | 50 | 52 | 53 |
| | | | | | | | | | | | | | | |
| **Total K-5** | **413** | **402** | **387** | **346** | **334** | **304** | **284** | **277** | **276** | **284** | **292** | **299** | **305** | **308** |
| | | | | | | | | | | | | | | |
| Total K-5 | 413 | 402 | 387 | 346 | 334 | 304 | 284 | 277 | 276 | 284 | 292 | 299 | 305 | 308 |
| *Change* | | *-11* | *-15* | *-41* | *-12* | *-30* | *-20* | *-7* | *-1* | *8* | *8* | *7* | *6* | *3* |
| *% Change* | | *-2.7%* | *-3.7%* | *-10.6%* | *-3.5%* | *-9.0%* | *-6.6%* | *-2.5%* | *-0.4%* | *2.9%* | *2.8%* | *2.4%* | *2.0%* | *1.0%* |

*Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.*

## J.F. Kennedy Elementary:  Total Enrollment

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 54 | 66 | 50 | 36 | 37 | 38 | 39 | 40 | 42 | 44 | 45 | 47 | 48 | 47 |
| 1 | 63 | 62 | 68 | 54 | 38 | 39 | 40 | 41 | 42 | 44 | 45 | 46 | 48 | 49 |
| 2 | 55 | 63 | 67 | 73 | 55 | 39 | 40 | 41 | 42 | 44 | 46 | 47 | 48 | 50 |
| 3 | 53 | 57 | 65 | 65 | 74 | 56 | 40 | 41 | 42 | 44 | 46 | 48 | 49 | 49 |
| 4 | 63 | 55 | 60 | 61 | 64 | 73 | 55 | 39 | 40 | 43 | 45 | 47 | 49 | 50 |
| 5 | 72 | 64 | 55 | 62 | 61 | 64 | 73 | 55 | 39 | 41 | 44 | 46 | 48 | 49 |
| | | | | | | | | | | | | | | |
| **Total K-5** | **360** | **367** | **365** | **351** | **329** | **309** | **287** | **257** | **247** | **260** | **271** | **281** | **290** | **294** |
| | | | | | | | | | | | | | | |
| Total K-5 | 360 | 367 | 365 | 351 | 329 | 309 | 287 | 257 | 247 | 260 | 271 | 281 | 290 | 294 |
| *Change* | | *7* | *-2* | *-14* | *-22* | *-20* | *-22* | *-30* | *-10* | *13* | *11* | *10* | *9* | *4* |
| *% Change* | | *1.9%* | *-0.5%* | *-3.8%* | *-6.3%* | *-6.1%* | *-7.1%* | *-10.5%* | *-3.9%* | *5.3%* | *4.2%* | *3.7%* | *3.2%* | *1.4%* |

*Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.*

## Jefferson Elementary:  Total Enrollment

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 33 | 59 | 56 | 39 | 42 | 43 | 44 | 45 | 46 | 49 | 50 | 52 | 53 | 52 |
| 1 | 51 | 38 | 61 | 59 | 41 | 44 | 45 | 46 | 47 | 48 | 50 | 51 | 53 | 54 |
| 2 | 63 | 54 | 44 | 71 | 63 | 43 | 47 | 48 | 49 | 51 | 52 | 54 | 55 | 57 |
| 3 | 57 | 62 | 57 | 46 | 72 | 64 | 44 | 48 | 49 | 51 | 53 | 54 | 56 | 57 |
| 4 | 64 | 59 | 69 | 59 | 47 | 73 | 65 | 45 | 49 | 51 | 53 | 55 | 56 | 58 |
| 5 | 61 | 64 | 62 | 72 | 60 | 48 | 74 | 66 | 46 | 51 | 53 | 55 | 57 | 58 |
| | | | | | | | | | | | | | | |
| **Total K-5** | **329** | **336** | **349** | **346** | **325** | **315** | **319** | **298** | **286** | **301** | **311** | **321** | **330** | **336** |
| | | | | | | | | | | | | | | |
| Total K-5 | 329 | 336 | 349 | 346 | 325 | 315 | 319 | 298 | 286 | 301 | 311 | 321 | 330 | 336 |
| *Change* | | *7* | *13* | *-3* | *-21* | *-10* | *4* | *-21* | *-12* | *15* | *10* | *10* | *9* | *6* |
| *% Change* | | *2.1%* | *3.9%* | *-0.9%* | *-6.1%* | *-3.1%* | *1.3%* | *-6.6%* | *-4.0%* | *5.2%* | *3.3%* | *3.2%* | *2.8%* | *1.8%* |

*Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.*

**Oak Street Elementary: Total Enrollment**

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 62 | 58 | 54 | 60 | 60 | 60 | 60 | 61 | 61 | 64 | 64 | 65 | 65 | 64 |
| 1 | 49 | 61 | 65 | 59 | 62 | 62 | 63 | 63 | 64 | 64 | 65 | 65 | 66 | 66 |
| 2 | 57 | 44 | 68 | 68 | 60 | 63 | 63 | 64 | 64 | 66 | 66 | 67 | 67 | 67 |
| 3 | 71 | 58 | 45 | 68 | 68 | 60 | 63 | 63 | 64 | 65 | 67 | 67 | 68 | 68 |
| 4 | 94 | 73 | 57 | 48 | 69 | 69 | 61 | 64 | 64 | 66 | 67 | 69 | 69 | 69 |
| 5 | 80 | 96 | 80 | 56 | 47 | 68 | 68 | 60 | 63 | 63 | 65 | 66 | 68 | 68 |
| **Total K-5** | **413** | **390** | **369** | **359** | **366** | **382** | **378** | **375** | **380** | **388** | **394** | **399** | **403** | **402** |
| Total K-5 | 413 | 390 | 369 | 359 | 366 | 382 | 378 | 375 | 380 | 388 | 394 | 399 | 403 | 402 |
| *Change* | | *-23* | *-21* | *-10* | *7* | *16* | *-4* | *-3* | *5* | *8* | *6* | *5* | *4* | *-1* |
| *% Change* | | *-5.6%* | *-5.4%* | *-2.7%* | *1.9%* | *4.4%* | *-1.0%* | *-0.8%* | *1.3%* | *2.1%* | *1.5%* | *1.3%* | *1.0%* | *-0.2%* |

*Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.*

**Parmenter Elementary: Total Enrollment**

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 65 | 46 | 53 | 63 | 63 | 64 | 64 | 65 | 65 | 66 | 66 | 67 | 67 | 65 |
| 1 | 47 | 64 | 51 | 51 | 64 | 64 | 65 | 65 | 66 | 66 | 67 | 67 | 68 | 68 |
| 2 | 61 | 48 | 63 | 49 | 49 | 61 | 61 | 62 | 62 | 64 | 64 | 65 | 65 | 66 |
| 3 | 52 | 61 | 55 | 64 | 50 | 50 | 62 | 62 | 63 | 64 | 66 | 66 | 67 | 67 |
| 4 | 57 | 51 | 65 | 51 | 63 | 49 | 49 | 61 | 61 | 62 | 63 | 65 | 65 | 66 |
| 5 | 83 | 53 | 52 | 67 | 52 | 64 | 50 | 50 | 62 | 63 | 64 | 65 | 67 | 67 |
| **Total K-5** | **365** | **323** | **339** | **345** | **341** | **352** | **351** | **365** | **379** | **385** | **390** | **395** | **399** | **399** |
| Total K-5 | 365 | 323 | 339 | 345 | 341 | 352 | 351 | 365 | 379 | 385 | 390 | 395 | 399 | 399 |
| *Change* | | *-42* | *16* | *6* | *-4* | *11* | *-1* | *14* | *14* | *6* | *5* | *5* | *4* | *0* |
| *% Change* | | *-11.5%* | *5.0%* | *1.8%* | *-1.2%* | *3.2%* | *-0.3%* | *4.0%* | *3.8%* | *1.6%* | *1.3%* | *1.3%* | *1.0%* | *0.0%* |

*Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.*

## Annie Sullivan Middle School:  Total Enrollment

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 | 158 | 130 | 122 | 130 | 94 | 112 | 107 | 78 | 99 | 87 | 88 | 93 | 96 | 99 |
| 7 | 154 | 159 | 127 | 122 | 131 | 94 | 113 | 108 | 78 | 100 | 88 | 89 | 94 | 97 |
| 8 | 152 | 157 | 158 | 130 | 123 | 132 | 95 | 114 | 109 | 80 | 103 | 90 | 91 | 96 |
| Total: 6-8 | **464** | **446** | **407** | **382** | **348** | **338** | **315** | **300** | **286** | **267** | **279** | **272** | **281** | **292** |
| Total: 6-8 | 464 | 446 | 407 | 382 | 348 | 338 | 315 | 300 | 286 | 267 | 279 | 272 | 281 | 292 |
| Change | | -18 | -39 | -25 | -34 | -10 | -23 | -15 | -14 | -19 | 12 | -7 | 9 | 11 |
| % Change | | -3.9% | -8.7% | -6.1% | -8.9% | -2.9% | -6.8% | -4.8% | -4.7% | -6.6% | 4.5% | -2.5% | 3.3% | 3.9% |

*Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.*

## Horace Mann Middle School:  Total Enrollment

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 | 153 | 152 | 164 | 133 | 120 | 110 | 134 | 143 | 117 | 105 | 107 | 112 | 115 | 118 |
| 7 | 157 | 151 | 149 | 167 | 134 | 121 | 111 | 135 | 144 | 119 | 107 | 109 | 114 | 117 |
| 8 | 156 | 161 | 155 | 150 | 169 | 135 | 122 | 112 | 136 | 147 | 121 | 109 | 111 | 116 |
| Total: 6-8 | **466** | **464** | **468** | **450** | **423** | **366** | **367** | **390** | **397** | **371** | **335** | **330** | **340** | **351** |
| Total: 6-8 | 466 | 464 | 468 | 450 | 423 | 366 | 367 | 390 | 397 | 371 | 335 | 330 | 340 | 351 |
| Change | | -2 | 4 | -18 | -27 | -57 | 1 | 23 | 7 | -26 | -36 | -5 | 10 | 11 |
| % Change | | -0.4% | 0.9% | -3.8% | -6.0% | -13.5% | 0.3% | 6.3% | 1.8% | -6.5% | -9.7% | -1.5% | 3.0% | 3.2% |

*Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.*

## Remington Middle School:  Total Enrollment

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 | 137 | 153 | 121 | 122 | 143 | 115 | 115 | 128 | 119 | 112 | 119 | 122 | 125 | 128 |
| 7 | 157 | 136 | 155 | 126 | 123 | 144 | 116 | 116 | 129 | 121 | 114 | 121 | 124 | 128 |
| 8 | 166 | 152 | 138 | 153 | 127 | 124 | 145 | 117 | 117 | 131 | 123 | 116 | 123 | 126 |
| Total: 6-8 | **460** | **441** | **414** | **401** | **393** | **383** | **376** | **361** | **365** | **364** | **356** | **359** | **372** | **382** |
| Total: 6-8 | 460 | 441 | 414 | 401 | 393 | 383 | 376 | 361 | 365 | 364 | 356 | 359 | 372 | 382 |
| Change | | -19 | -27 | -13 | -8 | -10 | -7 | -15 | 4 | -1 | -8 | 3 | 13 | 10 |
| % Change | | -4.1% | -6.1% | -3.1% | -2.0% | -2.5% | -1.8% | -4.0% | 1.1% | -0.3% | -2.2% | 0.8% | 3.6% | 2.7% |

*Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.*

**Franklin High School:  Total Enrollment**

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **9** | 436 | 452 | 445 | 435 | 420 | 406 | 379 | 351 | 333 | 355 | 351 | 340 | 309 | 319 |
| **10** | 424 | 437 | 438 | 432 | 428 | 414 | 400 | 373 | 346 | 328 | 350 | 346 | 335 | 304 |
| **11** | 470 | 423 | 437 | 447 | 434 | 430 | 416 | 402 | 375 | 348 | 330 | 352 | 348 | 337 |
| **12** | 404 | 467 | 424 | 429 | 445 | 432 | 428 | 414 | 400 | 373 | 346 | 328 | 350 | 346 |
| | | | | | | | | | | | | | | |
| **Total: 9-12** | **1734** | **1779** | **1744** | **1743** | **1727** | **1682** | **1623** | **1540** | **1454** | **1404** | **1377** | **1366** | **1342** | **1306** |
| | | | | | | | | | | | | | | |
| *Total: 9-12* | 1734 | 1779 | 1744 | 1743 | 1727 | 1682 | 1623 | 1540 | 1454 | 1404 | 1377 | 1366 | 1342 | 1306 |
| *Change* | | 45 | -35 | -1 | -16 | -45 | -59 | -83 | -86 | -50 | -27 | -11 | -24 | -36 |
| *% Change* | | 2.6% | -2.0% | -0.1% | -0.9% | -2.6% | -3.5% | -5.1% | -5.6% | -3.4% | -1.9% | -0.8% | -1.8% | -2.7% |

*Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment*

# FRANKLIN PUBLIC SCHOOLS

## McKibben Demographic Research, LLC

### February 25, 2020

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**McKibben Demographics**
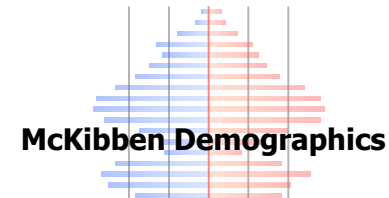
# Franklin Public Schools Forecast Assumptions

1. The national, state or regional economy does not go into deep recession at anytime during the 10 years of the forecasts; (Deep recession is defined as four consecutive quarters where the GDP contracts greater than 1% per quarter)

2. Interest rates have reached a historic low and will not fluctuate more than one percentage point in the short term; the interest rate for a 30 year fixed home mortgage stays below 5.0%;

3. The rate of mortgage approval stays at 2015-2019 levels and lenders do not return to "sub-prime" mortgage practices;

4. There are no additional restrictions placed on home mortgage lenders or additional bankruptcies of major credit providers;

5. The rate of housing foreclosures does not exceed 125% of the 2015-2019 average of Norfolk County for any year in the forecasts;

6. All currently planned, platted, approved and permitted housing developments are built out and completed by 2028. All housing units constructed are occupied by 2029;

7. The district has at least 275 existing single-family home sales annually between 2019 and 2029;

8. The unemployment rates for the Norfolk County and the Boston Metropolitan Area will remain below 6.0% for the 10 years of the forecasts;

9. The intra district student transfer policy remains unchanged over the next 10 years;

**McKibben Demographics**

# Franklin Public Schools Forecast Assumptions, continued

10. The rate of students transferring into and out of the Franklin Public Schools will remain at the 2015-16 to 2019-20 average;

11. The inflation rate for gasoline will stay below 5% per year for the 10 years of the forecasts;

12. There will be no building moratorium within the district;

13. The State of Massachusetts does not change any of its current laws regarding inter-district transfers, school vouchers or charter schools;

14. No new charter schools open in the district or surrounding area in the next 10 years;

15. Businesses within the district and the Franklin Public Schools area will remain viable;

16. The number of existing home sales in the district that are a result of "distress sales" (homes worth less than the current mortgage value) will not exceed 20% of total homes sales in the district for any given year;

17. Housing turnover rates (sale of existing homes in the district) will remain at their current levels. The majority of existing home sales are made by home owners over the age of 60;

18. Private school and home school attendance rates will remain constant;

19. The rate of foreclosures for commercial property remains at the 2014-2018 average for Norfolk County.

# Franklin District Total Population Census 2010



Males   Females

McKibben Demographics

Davis Thayer Elementary Total Population Census 2010

# Jefferson Elementary Total Population Census 2010



**McKibben Demographics**

# Keller Elementary Total Population Census 2010



Males Females

McKibben Demographics

# Kennedy Elementary Total Population Census 2010

# Oak Street Elementary Total Population Census 2010



Population pyramid showing Males (blue) and Females (red) by age group.

Legend: ■ Males ■ Females

McKibben Demographics

# Parmenter Elementary Total Population Census 2010



**Males** **Females**

McKibben Demographics

# Table 2: Household Characteristics by Elementary Area, 2010 Census

| | HH w/ Pop Under 18 | % HH w/ Pop Under 18 | Total Households | Household Population | Persons Per Household |
|---|---|---|---|---|---|
| **Davis Thayer** | 660 | 37.1% | 1,778 | 4,513 | 2.54 |
| **Jefferson** | 738 | 48.2% | 1,532 | 4,597 | 3.00 |
| **Keller** | 924 | 59.1% | 1,564 | 5,221 | 3.34 |
| **Kennedy** | 784 | 50.8% | 1,543 | 4,818 | 3.12 |
| **Oak Street** | 876 | 39.2% | 2,235 | 5,952 | 2.66 |
| **Parmenter** | 765 | 32.6% | 2,345 | 5,660 | 2.41 |
| **District Total** | **4,746** | **43.2%** | **10,995** | **30,760** | **2.80** |

**McKibben Demographics**

# Table 3: Householder Characteristics by Elementary Area, 2010 Census

| | Percentage of Householders aged 35-54 | Percentage of Householders aged 65+ | Percentage of Householders who own homes |
|---|---|---|---|
| **Davis Thayer** | 51.0% | 16.3% | 63.5% |
| **Jefferson** | 58.7% | 13.8% | 80.9% |
| **Keller** | 64.7% | 11.2% | 97.8% |
| **Kennedy** | 58.5% | 14.0% | 96.9% |
| **Oak Street** | 50.1% | 19.6% | 88.7% |
| **Parmenter** | 44.9% | 23.7% | 59.2% |
| **District Total** | **53.6%** | **17.1%** | **79.7%** |

**McKibben Demographics**

## Table 4: Percentage of Households that are Single Person Households and Single Person Households that are over age 65 by Elementary Area, 2010 Census

|  | Percentage of Single Person Households | Percentage of Single Person Households and are 65+ |
|---|---|---|
| **Davis Thayer** | 27.2% | 7.5% |
| **Jefferson** | 16.6% | 4.7% |
| **Keller** | 7.4% | 3.1% |
| **Kennedy** | 10.4% | 3.6% |
| **Oak Street** | 23.7% | 9.1% |
| **Parmenter** | 31.5% | 12.6% |
| **District Total** | **20.8%** | **7.4%** |

# Table 6: Age Under One to Age Ten Population Counts, by Year of Age, by Elementary Area: 2010 Census

| | Under 1 year | 1 year | 2 years | 3 years | 4 years | 5 years | 6 years | 7 years | 8 years | 9 years | 10 years |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Davis Thayer** | 43 | 54 | 73 | 53 | 61 | 72 | 63 | 74 | 68 | 72 | 69 |
| **Jefferson** | 40 | 38 | 46 | 64 | 50 | 90 | 78 | 78 | 77 | 93 | 97 |
| **Keller** | 59 | 59 | 71 | 90 | 101 | 116 | 98 | 118 | 139 | 108 | 127 |
| **Kennedy** | 43 | 48 | 66 | 54 | 84 | 86 | 84 | 80 | 89 | 95 | 101 |
| **Oak Street** | 72 | 68 | 78 | 87 | 76 | 102 | 83 | 96 | 96 | 81 | 88 |
| **Parmenter** | 61 | 60 | 65 | 84 | 79 | 73 | 99 | 78 | 92 | 80 | 86 |
| **District Total** | **318** | **327** | **399** | **433** | **452** | **538** | **506** | **524** | **560** | **530** | **567** |

**McKibben Demographics**

# Table 7: Comparison of District Resident Enrollment by Grade with 2010 Census Counts by Age, 2014-2019

| 2010 Census | Under 1 year | 1 year | 2 years | 3 years | 4 years | 5 years | 6 years | 7 years | 8 years | 9 years | 10 years | 11 years | 12 years | 13 years |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Franklin Public Schools Total** | **318** | **327** | **399** | **433** | **452** | **538** | **506** | **524** | **560** | **530** | **567** | **551** | **568** | **540** |
| 2019 Enrollment | 329 | 349 | 385 | 415 | 433 | 435 | 432 | 447 | 429 | | | | | |
| | 103.5% | 106.7% | 96.5% | 95.8% | 95.8% | 80.9% | 85.4% | 85.3% | 76.6% | | | | | |
| 2018 Enrollment | 338 | 349 | 376 | 407 | 431 | 451 | 445 | 438 | 437 | 424 | | | | |
| | 106.3% | 106.7% | 94.2% | 94.0% | 95.4% | 83.8% | 87.9% | 83.6% | 78.0% | 80.0% | | | | |
| 2017 Enrollment | 316 | 328 | 359 | 403 | 435 | 446 | 470 | 452 | 437 | 423 | 467 | | | |
| | 99.4% | 100.3% | 90.0% | 93.1% | 96.2% | 82.9% | 92.9% | 86.3% | 78.0% | 79.8% | 82.4% | | | |
| 2016 Enrollment | 318 | 327 | 350 | 404 | 427 | 448 | 468 | 474 | 436 | 424 | 470 | 404 | | |
| | 100.0% | 100.0% | 87.7% | 93.3% | 94.5% | 83.3% | 92.5% | 90.5% | 77.9% | 80.0% | 82.9% | 73.3% | | |
| 2015 Enrollment | 312 | 330 | 347 | 401 | 424 | 434 | 472 | 469 | 461 | 430 | 474 | 408 | 411 | |
| | 98.1% | 100.9% | 87.0% | 92.6% | 93.8% | 80.7% | 93.3% | 89.5% | 82.3% | 81.1% | 83.6% | 74.0% | 72.4% | |
| 2014 Enrollment | | 324 | 347 | 409 | 434 | 435 | 467 | 464 | 464 | 455 | 480 | 404 | 416 | 397 |
| | | 91.1% | 91.6% | 98.5% | 92.9% | 95.0% | 88.3% | 86.1% | 94.6% | 89.0% | 90.9% | 82.8% | 83.3% | 82.1% |

First grade cohorts are in red

**McKibben Demographics**

# Franklin Public Schools Total Population Forecast

| | 2010 | 2015 | 2020 | 2025 | 2030 |
|---|---|---|---|---|---|
| 0-4 | 1,929 | 1,440 | 1,440 | 1,480 | 1,570 |
| 5-9 | 2,658 | 2,120 | 1,810 | 1,710 | 1,880 |
| 10-14 | 2,811 | 2,750 | 2,240 | 1,940 | 1,850 |
| 15-19 | 2,673 | 3,020 | 2,930 | 2,390 | 2,030 |
| 20-24 | 1,506 | 1,550 | 1,650 | 1,620 | 1,350 |
| 25-29 | 1,296 | 1,450 | 1,460 | 1,590 | 1,570 |
| 30-34 | 1,446 | 1,540 | 1,700 | 1,790 | 1,920 |
| 35-39 | 2,212 | 1,680 | 1,810 | 2,020 | 2,110 |
| 40-44 | 2,835 | 2,360 | 1,920 | 2,060 | 2,240 |
| 45-49 | 3,185 | 2,820 | 2,410 | 1,970 | 2,080 |
| 50-54 | 2,743 | 3,140 | 2,790 | 2,390 | 1,940 |
| 55-59 | 1,942 | 2,690 | 3,080 | 2,730 | 2,350 |
| 60-64 | 1,422 | 1,880 | 2,590 | 2,970 | 2,620 |
| 65-69 | 926 | 1,330 | 1,740 | 2,420 | 2,590 |
| 70-74 | 659 | 900 | 1,280 | 1,660 | 2,220 |
| 75-79 | 561 | 610 | 820 | 1,160 | 1,420 |
| 80-84 | 425 | 520 | 570 | 780 | 1,100 |
| 85+ | 406 | 460 | 560 | 610 | 770 |
| **Total** | **31,635** | **32,260** | **32,800** | **33,290** | **33,610** |
| Median Age | 38.4 | 41.2 | 43.5 | 45.1 | 45.7 |
| Births | | 1,140 | 1,160 | 1,160 | 1,140 |
| Deaths | | 810 | 930 | 1,080 | 1,280 |
| Natural Increase | | 330 | 230 | 80 | -140 |
| Net Migration | | 300 | 340 | 370 | 420 |
| *Change* | | *630* | *570* | *450* | *280* |

# Franklin Public Schools Total Enrollment Forecast

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PK | 131 | 104 | 107 | 111 | 111 | 111 | 111 | 111 | 111 | 111 | 111 | 111 | 111 | 111 |
| K | 326 | 307 | 314 | 285 | 286 | 290 | 293 | 298 | 302 | 314 | 318 | 326 | 329 | 322 |
| 1 | 318 | 336 | 327 | 325 | 294 | 297 | 302 | 305 | 310 | 314 | 320 | 324 | 332 | 335 |
| 2 | 327 | 316 | 349 | 337 | 325 | 291 | 295 | 300 | 303 | 315 | 319 | 325 | 329 | 336 |
| 3 | 350 | 328 | 338 | 349 | 341 | 328 | 294 | 298 | 303 | 312 | 324 | 328 | 334 | 337 |
| 4 | 404 | 359 | 349 | 329 | 348 | 340 | 327 | 293 | 297 | 309 | 318 | 330 | 334 | 339 |
| 5 | 427 | 403 | 376 | 349 | 330 | 349 | 341 | 328 | 294 | 303 | 315 | 324 | 336 | 339 |
| **Total: K-5** | **2283** | **2153** | **2160** | **2085** | **2035** | **2006** | **1963** | **1933** | **1920** | **1978** | **2025** | **2068** | **2105** | **2119** |
| | | | | | | | | | | | | | | |
| 6 | 448 | 435 | 407 | 385 | 357 | 337 | 356 | 349 | 335 | 304 | 314 | 327 | 336 | 345 |
| 7 | 468 | 446 | 431 | 415 | 388 | 359 | 340 | 359 | 351 | 340 | 309 | 319 | 332 | 342 |
| 8 | 474 | 470 | 451 | 433 | 419 | 391 | 362 | 343 | 362 | 358 | 347 | 315 | 325 | 338 |
| **Total: 6-8** | **1390** | **1351** | **1289** | **1233** | **1164** | **1087** | **1058** | **1051** | **1048** | **1002** | **970** | **961** | **993** | **1025** |
| | | | | | | | | | | | | | | |
| 9 | 436 | 452 | 445 | 435 | 420 | 406 | 379 | 351 | 333 | 355 | 351 | 340 | 309 | 319 |
| 10 | 424 | 437 | 438 | 432 | 428 | 414 | 400 | 373 | 346 | 328 | 350 | 346 | 335 | 304 |
| 11 | 470 | 423 | 437 | 447 | 434 | 430 | 416 | 402 | 375 | 348 | 330 | 352 | 348 | 337 |
| 12 | 404 | 467 | 424 | 429 | 445 | 432 | 428 | 414 | 400 | 373 | 346 | 328 | 350 | 346 |
| SP | 5 | 8 | 5 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| **Total: 9-12** | **1739** | **1787** | **1749** | **1751** | **1735** | **1690** | **1631** | **1548** | **1462** | **1412** | **1385** | **1374** | **1350** | **1314** |
| | | | | | | | | | | | | | | |
| **Total: K-12** | **5412** | **5291** | **5198** | **5069** | **4934** | **4783** | **4652** | **4532** | **4430** | **4392** | **4380** | **4403** | **4448** | **4458** |
| | | | | | | | | | | | | | | |
| Total: K-12 | 5412 | 5291 | 5198 | 5069 | 4934 | 4783 | 4652 | 4532 | 4430 | 4392 | 4380 | 4403 | 4448 | 4458 |
| *Change* | | *-121* | *-93* | *-129* | *-135* | *-151* | *-131* | *-120* | *-102* | *-38* | *-12* | *23* | *45* | *10* |
| *%-Change* | | *-2.2%* | *-1.8%* | *-2.5%* | *-2.7%* | *-3.1%* | *-2.7%* | *-2.6%* | *-2.3%* | *-0.9%* | *-0.3%* | *0.5%* | *1.0%* | *0.2%* |
| | | | | | | | | | | | | | | |
| Total: K-5 | 2283 | 2153 | 2160 | 2085 | 2035 | 2006 | 1963 | 1933 | 1920 | 1978 | 2025 | 2068 | 2105 | 2119 |
| *Change* | | *-130* | *7* | *-75* | *-50* | *-29* | *-43* | *-30* | *-13* | *58* | *47* | *43* | *37* | *14* |
| *%-Change* | | *-5.7%* | *0.3%* | *-3.5%* | *-2.4%* | *-1.4%* | *-2.1%* | *-1.5%* | *-0.7%* | *3.0%* | *2.4%* | *2.1%* | *1.8%* | *0.7%* |
| | | | | | | | | | | | | | | |
| Total: 6-8 | 1390 | 1351 | 1289 | 1233 | 1164 | 1087 | 1058 | 1051 | 1048 | 1002 | 970 | 961 | 993 | 1025 |
| *Change* | | *-39* | *-62* | *-56* | *-69* | *-77* | *-29* | *-7* | *-3* | *-46* | *-32* | *-9* | *32* | *32* |
| *%-Change* | | *-2.8%* | *-4.6%* | *-4.3%* | *-5.6%* | *-6.6%* | *-2.7%* | *-0.7%* | *-0.3%* | *-4.4%* | *-3.2%* | *-0.9%* | *3.3%* | *3.2%* |
| | | | | | | | | | | | | | | |
| Total: 9-12 | 1739 | 1787 | 1749 | 1751 | 1735 | 1690 | 1631 | 1548 | 1462 | 1412 | 1385 | 1374 | 1350 | 1314 |
| *Change* | | *48* | *-38* | *2* | *-16* | *-45* | *-59* | *-83* | *-86* | *-50* | *-27* | *-11* | *-24* | *-36* |
| *%-Change* | | *2.8%* | *-2.1%* | *0.1%* | *-0.9%* | *-2.6%* | *-3.5%* | *-5.1%* | *-5.6%* | *-3.4%* | *-1.9%* | *-0.8%* | *-1.7%* | *-2.7%* |

# Table 5: Elementary Enrollment (K-5), 2019, 2024, 2029

| | 2019 | 2024 | 2019-2024 Change | 2029 | 2024-2029 Change | 2019-2029 Change |
|---|---|---|---|---|---|---|
| **Davis Thayer** | 227 | 241 | *6.2%* | 269 | *11.6%* | *18.5%* |
| **Jefferson** | 346 | 286 | *-17.3%* | 336 | *17.5%* | *-2.9%* |
| **Keller** | 346 | 276 | *-20.2%* | 308 | *11.6%* | *-11.0%* |
| **Kennedy** | 351 | 247 | *-29.6%* | 294 | *19.0%* | *-16.2%* |
| **Oak Street** | 359 | 380 | *5.8%* | 402 | *5.8%* | *12.0%* |
| **Parmenter** | 345 | 379 | *9.9%* | 399 | *5.3%* | *15.7%* |
| **District Total** | **1,974** | **1,809** | ***-8.4%*** | **2,008** | ***11.0%*** | ***1.7%*** |

**McKibben Demographics**

# Davis Thayer Elementary Total Enrollment Forecast

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 44 | 28 | 50 | 41 | 40 | 41 | 41 | 42 | 42 | 44 | 45 | 46 | 46 | 45 |
| 1 | 32 | 44 | 28 | 53 | 42 | 42 | 43 | 43 | 44 | 44 | 45 | 46 | 47 | 47 |
| 2 | 40 | 33 | 41 | 23 | 50 | 39 | 39 | 40 | 40 | 42 | 42 | 43 | 44 | 45 |
| 3 | 46 | 37 | 36 | 39 | 23 | 49 | 38 | 38 | 39 | 40 | 42 | 42 | 43 | 44 |
| 4 | 44 | 48 | 39 | 35 | 39 | 23 | 49 | 38 | 38 | 40 | 41 | 43 | 43 | 44 |
| 5 | 66 | 41 | 50 | 36 | 35 | 39 | 23 | 49 | 38 | 39 | 41 | 42 | 44 | 44 |
| | | | | | | | | | | | | | | |
| Total K-5 | 272 | 231 | 244 | 227 | 229 | 233 | 233 | 250 | 241 | 249 | 256 | 262 | 267 | 269 |
| | | | | | | | | | | | | | | |
| Total K-5 | 272 | 231 | 244 | 227 | 229 | 233 | 233 | 250 | 241 | 249 | 256 | 262 | 267 | 269 |
| Change | | -41 | 13 | -17 | 2 | 4 | 0 | 17 | -9 | 8 | 7 | 6 | 5 | 2 |
| % Change | | -15% | 5.6% | -7.0% | 0.9% | 1.7% | 0.0% | 7.3% | -3.6% | 3.3% | 2.8% | 2.3% | 1.9% | 0.7% |

**McKibben Demographics**

# Helen Keller Elementary Total Enrollment Forecast

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 68 | 50 | 51 | 46 | 44 | 44 | 45 | 45 | 46 | 47 | 48 | 49 | 50 | 49 |
| 1 | 76 | 67 | 54 | 49 | 47 | 46 | 46 | 47 | 47 | 48 | 48 | 49 | 50 | 51 |
| 2 | 51 | 74 | 66 | 53 | 48 | 46 | 45 | 45 | 46 | 48 | 49 | 49 | 50 | 51 |
| 3 | 71 | 53 | 80 | 67 | 54 | 49 | 47 | 46 | 46 | 48 | 50 | 51 | 51 | 52 |
| 4 | 82 | 73 | 59 | 75 | 66 | 53 | 48 | 46 | 45 | 47 | 49 | 51 | 52 | 52 |
| 5 | 65 | 85 | 77 | 56 | 75 | 66 | 53 | 48 | 46 | 46 | 48 | 50 | 52 | 53 |
| | | | | | | | | | | | | | | |
| Total K-5 | 413 | 402 | 387 | 346 | 334 | 304 | 284 | 277 | 276 | 284 | 292 | 299 | 305 | 308 |
| | | | | | | | | | | | | | | |
| Total K-5 | 413 | 402 | 387 | 346 | 334 | 304 | 284 | 277 | 276 | 284 | 292 | 299 | 305 | 308 |
| Change | | -11 | -15 | -41 | -12 | -30 | -20 | -7 | -1 | 8 | 8 | 7 | 6 | 3 |
| % Change | | -2.7% | -3.7% | -10.6% | -3.5% | -9.0% | -6.6% | -2.5% | -0.4% | 2.9% | 2.8% | 2.4% | 2.0% | 1.0% |

**McKibben Demographics**

# JF Kennedy Elementary Total Enrollment Forecast

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 54 | 66 | 50 | 36 | 37 | 38 | 39 | 40 | 42 | 44 | 45 | 47 | 48 | 47 |
| 1 | 63 | 62 | 68 | 54 | 38 | 39 | 40 | 41 | 42 | 44 | 45 | 46 | 48 | 49 |
| 2 | 55 | 63 | 67 | 73 | 55 | 39 | 40 | 41 | 42 | 44 | 46 | 47 | 48 | 50 |
| 3 | 53 | 57 | 65 | 65 | 74 | 56 | 40 | 41 | 42 | 44 | 46 | 48 | 49 | 49 |
| 4 | 63 | 55 | 60 | 61 | 64 | 73 | 55 | 39 | 40 | 43 | 45 | 47 | 49 | 50 |
| 5 | 72 | 64 | 55 | 62 | 61 | 64 | 73 | 55 | 39 | 41 | 44 | 46 | 48 | 49 |
| | | | | | | | | | | | | | | |
| Total K-5 | 360 | 367 | 365 | 351 | 329 | 309 | 287 | 257 | 247 | 260 | 271 | 281 | 290 | 294 |
| | | | | | | | | | | | | | | |
| Total K-5 | 360 | 367 | 365 | 351 | 329 | 309 | 287 | 257 | 247 | 260 | 271 | 281 | 290 | 294 |
| *Change* | | *7* | *-2* | *-14* | *-22* | *-20* | *-22* | *-30* | *-10* | *13* | *11* | *10* | *9* | *4* |
| *% Change* | | *1.9%* | *-0.5%* | *-3.8%* | *-6.3%* | *-6.1%* | *-7.1%* | *-10.5%* | *-3.9%* | *5.3%* | *4.2%* | *3.7%* | *3.2%* | *1.4%* |

**McKibben Demographics**

# Jefferson Elementary Total Enrollment Forecast

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 33 | 59 | 56 | 39 | 42 | 43 | 44 | 45 | 46 | 49 | 50 | 52 | 53 | 52 |
| 1 | 51 | 38 | 61 | 59 | 41 | 44 | 45 | 46 | 47 | 48 | 50 | 51 | 53 | 54 |
| 2 | 63 | 54 | 44 | 71 | 63 | 43 | 47 | 48 | 49 | 51 | 52 | 54 | 55 | 57 |
| 3 | 57 | 62 | 57 | 46 | 72 | 64 | 44 | 48 | 49 | 51 | 53 | 54 | 56 | 57 |
| 4 | 64 | 59 | 69 | 59 | 47 | 73 | 65 | 45 | 49 | 51 | 53 | 55 | 56 | 58 |
| 5 | 61 | 64 | 62 | 72 | 60 | 48 | 74 | 66 | 46 | 51 | 53 | 55 | 57 | 58 |
| | | | | | | | | | | | | | | |
| Total K-5 | 329 | 336 | 349 | 346 | 325 | 315 | 319 | 298 | 286 | 301 | 311 | 321 | 330 | 336 |
| | | | | | | | | | | | | | | |
| Total K-5 | 329 | 336 | 349 | 346 | 325 | 315 | 319 | 298 | 286 | 301 | 311 | 321 | 330 | 336 |
| *Change* | | 7 | 13 | -3 | -21 | -10 | 4 | -21 | -12 | 15 | 10 | 10 | 9 | 6 |
| *% Change* | | 2.1% | 3.9% | -0.9% | -6.1% | -3.1% | 1.3% | -6.6% | -4.0% | 5.2% | 3.3% | 3.2% | 2.8% | 1.8% |

**McKibben Demographics**

# Oak Street Elementary School Total Enrollment Forecast

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 62 | 58 | 54 | 60 | 60 | 60 | 60 | 61 | 61 | 64 | 64 | 65 | 65 | 64 |
| 1 | 49 | 61 | 65 | 59 | 62 | 62 | 63 | 63 | 64 | 64 | 65 | 65 | 66 | 66 |
| 2 | 57 | 44 | 68 | 68 | 60 | 63 | 63 | 64 | 64 | 66 | 66 | 67 | 67 | 67 |
| 3 | 71 | 58 | 45 | 68 | 68 | 60 | 63 | 63 | 64 | 65 | 67 | 67 | 68 | 68 |
| 4 | 94 | 73 | 57 | 48 | 69 | 69 | 61 | 64 | 64 | 66 | 67 | 69 | 69 | 69 |
| 5 | 80 | 96 | 80 | 56 | 47 | 68 | 68 | 60 | 63 | 63 | 65 | 66 | 68 | 68 |
| **Total K-5** | **413** | **390** | **369** | **359** | **366** | **382** | **378** | **375** | **380** | **388** | **394** | **399** | **403** | **402** |
| Total K-5 | 413 | 390 | 369 | 359 | 366 | 382 | 378 | 375 | 380 | 388 | 394 | 399 | 403 | 402 |
| *Change* | | *-23* | *-21* | *-10* | *7* | *16* | *-4* | *-3* | *5* | *8* | *6* | *5* | *4* | *-1* |
| *% Change* | | *-5.6%* | *-5.4%* | *-2.7%* | *1.9%* | *4.4%* | *-1.0%* | *-0.8%* | *1.3%* | *2.1%* | *1.5%* | *1.3%* | *1.0%* | *-0.2%* |

**McKibben Demographics**

# Parmenter Elementary School Total Enrollment Forecast

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 65 | 46 | 53 | 63 | 63 | 64 | 64 | 65 | 65 | 66 | 66 | 67 | 67 | 65 |
| 1 | 47 | 64 | 51 | 51 | 64 | 64 | 65 | 65 | 66 | 66 | 67 | 67 | 68 | 68 |
| 2 | 61 | 48 | 63 | 49 | 49 | 61 | 61 | 62 | 62 | 64 | 64 | 65 | 65 | 66 |
| 3 | 52 | 61 | 55 | 64 | 50 | 50 | 62 | 62 | 63 | 64 | 66 | 66 | 67 | 67 |
| 4 | 57 | 51 | 65 | 51 | 63 | 49 | 49 | 61 | 61 | 62 | 63 | 65 | 65 | 66 |
| 5 | 83 | 53 | 52 | 67 | 52 | 64 | 50 | 50 | 62 | 63 | 64 | 65 | 67 | 67 |
| | | | | | | | | | | | | | | |
| **Total K-5** | **365** | **323** | **339** | **345** | **341** | **352** | **351** | **365** | **379** | **385** | **390** | **395** | **399** | **399** |
| | | | | | | | | | | | | | | |
| Total K-5 | 365 | 323 | 339 | 345 | 341 | 352 | 351 | 365 | 379 | 385 | 390 | 395 | 399 | 399 |
| *Change* | | *-42* | *16* | *6* | *-4* | *11* | *-1* | *14* | *14* | *6* | *5* | *5* | *4* | *0* |
| *% Change* | | *-12%* | *5.0%* | *1.8%* | *-1.2%* | *3.2%* | *-0.3%* | *4.0%* | *3.8%* | *1.6%* | *1.3%* | *1.3%* | *1.0%* | *0.0%* |

**McKibben Demographics**

# Annie Sullivan Middle School Total Enrollment Forecast

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **6** | 158 | 130 | 122 | 130 | 94 | 112 | 107 | 78 | 99 | 87 | 88 | 93 | 96 | 99 |
| **7** | 154 | 159 | 127 | 122 | 131 | 94 | 113 | 108 | 78 | 100 | 88 | 89 | 94 | 97 |
| **8** | 152 | 157 | 158 | 130 | 123 | 132 | 95 | 114 | 109 | 80 | 103 | 90 | 91 | 96 |
| **Total: 6-8** | **464** | **446** | **407** | **382** | **348** | **338** | **315** | **300** | **286** | **267** | **279** | **272** | **281** | **292** |
| **Total: 6-8** | 464 | 446 | 407 | 382 | 348 | 338 | 315 | 300 | 286 | 267 | 279 | 272 | 281 | 292 |
| *Change* | | -18 | -39 | -25 | -34 | -10 | -23 | -15 | -14 | -19 | 12 | -7 | 9 | 11 |
| *% Change* | | -3.9% | -8.7% | -6.1% | -8.9% | -2.9% | -6.8% | -4.8% | -4.7% | -6.6% | 4.5% | -2.5% | 3.3% | 3.9% |

**McKibben Demographics**

# Horace Mann Middle School Total Enrollment Forecast

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 | 153 | 152 | 164 | 133 | 120 | 110 | 134 | 143 | 117 | 105 | 107 | 112 | 115 | 118 |
| 7 | 157 | 151 | 149 | 167 | 134 | 121 | 111 | 135 | 144 | 119 | 107 | 109 | 114 | 117 |
| 8 | 156 | 161 | 155 | 150 | 169 | 135 | 122 | 112 | 136 | 147 | 121 | 109 | 111 | 116 |
| Total: 6-8 | 466 | 464 | 468 | 450 | 423 | 366 | 367 | 390 | 397 | 371 | 335 | 330 | 340 | 351 |
| Total: 6-8 | 466 | 464 | 468 | 450 | 423 | 366 | 367 | 390 | 397 | 371 | 335 | 330 | 340 | 351 |
| Change | | -2 | 4 | -18 | -27 | -57 | 1 | 23 | 7 | -26 | -36 | -5 | 10 | 11 |
| % Change | | -0.4% | 0.9% | -3.8% | -6.0% | 13.5% | 0.3% | 6.3% | 1.8% | -6.5% | -9.7% | -1.5% | 3.0% | 3.2% |

**McKibben Demographics**

# Remington Middle School Total Enrollment Forecast

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **6** | 137 | 153 | 121 | 122 | 143 | 115 | 115 | 128 | 119 | 112 | 119 | 122 | 125 | 128 |
| **7** | 157 | 136 | 155 | 126 | 123 | 144 | 116 | 116 | 129 | 121 | 114 | 121 | 124 | 128 |
| **8** | 166 | 152 | 138 | 153 | 127 | 124 | 145 | 117 | 117 | 131 | 123 | 116 | 123 | 126 |
| **Total: 6-8** | **460** | **441** | **414** | **401** | **393** | **383** | **376** | **361** | **365** | **364** | **356** | **359** | **372** | **382** |
| **Total: 6-8** | 460 | 441 | 414 | 401 | 393 | 383 | 376 | 361 | 365 | 364 | 356 | 359 | 372 | 382 |
| *Change* | | -19 | -27 | -13 | -8 | -10 | -7 | -15 | 4 | -1 | -8 | 3 | 13 | 10 |
| *% Change* | | -4.1% | -6.1% | -3.1% | -2.0% | -2.5% | -1.8% | -4.0% | 1.1% | -0.3% | -2.2% | 0.8% | 3.6% | 2.7% |

**McKibben Demographics**

# Franklin High School Total Enrollment Forecast

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26- | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **9** | 436 | 452 | 445 | 435 | 420 | 406 | 379 | 351 | 333 | 355 | 351 | 340 | 309 | 319 |
| **10** | 424 | 437 | 438 | 432 | 428 | 414 | 400 | 373 | 346 | 328 | 350 | 346 | 335 | 304 |
| **11** | 470 | 423 | 437 | 447 | 434 | 430 | 416 | 402 | 375 | 348 | 330 | 352 | 348 | 337 |
| **12** | 404 | 467 | 424 | 429 | 445 | 432 | 428 | 414 | 400 | 373 | 346 | 328 | 350 | 346 |
| **Total: 9-12** | **1734** | **1779** | **1744** | **1743** | **1727** | **1682** | **1623** | **1540** | **1454** | **1404** | **1377** | **1366** | **1342** | **1306** |
| *Total: 9-12* | 1734 | 1779 | 1744 | 1743 | 1727 | 1682 | 1623 | 1540 | 1454 | 1404 | 1377 | 1366 | 1342 | 1306 |
| *Change* | | 45 | -35 | -1 | -16 | -45 | -59 | -83 | -86 | -50 | -27 | -11 | -24 | -36 |
| *% Change* | | 2.6% | -2.0% | -0.1% | -0.9% | -2.6% | -3.5% | -5.1% | -5.6% | -3.4% | -1.9% | -0.8% | -1.8% | -2.7% |

**McKibben Demographics**

# Table 1: Forecasted District Population Change, 2010 to 2020

|  | 2010 | 2015 | 2010-2015 Change | 2020 | 2015-2020 Change | 2010-2020 Change |
|---|---|---|---|---|---|---|
| **Davis Thayer** | 5,323 | 5,440 | 2.2% | 5,580 | 2.6% | 4.8% |
| **Jefferson** | 4,597 | 4,700 | 2.2% | 4,800 | 2.1% | 4.4% |
| **Keller** | 5,221 | 5,300 | 1.5% | 5,400 | 1.9% | 3.4% |
| **Kennedy** | 4,818 | 4,950 | 2.7% | 5,080 | 2.6% | 5.4% |
| **Oak Street** | 5,952 | 6,080 | 2.2% | 6,120 | 0.7% | 2.8% |
| **Parmenter** | 5,725 | 5,790 | 1.1% | 5,820 | 0.5% | 1.7% |
| **District Total** | **31,635** | **32,260** | **2.0%** | **32,800** | **1.7%** | **3.7%** |

**McKibben Demographics**

# PORTRAIT OF A GRADUATE REPORT

The Franklin Public Schools' Portrait of a Graduate represents the community's consensus of five essential skills each student practices and develops, individually and collaboratively through teamwork throughout all grades in Franklin Public Schools. Understanding that the development of these skills is a lifelong process, FPS looks to provide a foundation for graduates' future learning, growth, fulfillment, and success.

**Confident and Self-Aware Individual**

- Develops and applies content knowledge, skills, and literacies (including financial and digital) within and across academic disciplines
- Accurately recognizes and manages one's emotions, thoughts, values, and behavior
- Accurately assesses and identifies one's strengths, interests, needs, and passions, as well as areas for growth
- Demonstrates resilience and perseverance; develops a growth mindset and asks for help
- Makes healthy, responsible decisions to achieve well-being

**Empathetic and Productive Citizen**

- Demonstrates social-awareness through inclusivity and the consideration of various perspectives
- Applies ethical reasoning and acts with care and integrity
- Develops an understanding of civics and democratic principles; applies lessons from historical knowledge to contemporary situations
- Applies knowledge and skills to contribute to local, global, and environmental solutions with personal responsibility

**Curious and Creative Thinker**

- Asks inquiry-driven questions and takes initiative to seek answers
- Analyzes, evaluates, and synthesizes relevant information from multiple perspectives, varied viewpoints and sources
- Employs self-reflection while being courageous, independent, and flexible in one's thinking. Expresses one's self creatively

**Effective Communicator and Collaborator**

- Listens with an open mind and embraces a respectful, inclusive, and culturally aware approach
- Uses multiple communication strategies and literacy skills (oral, written, visual) to convey ideas including in a digital environment
- Selects appropriate mode of communication for the desired result (audience, purpose, intent, etc.)
- Contributes to teamwork and builds relationships, including conflict resolution and consensus building

**Reflective and Innovative Problem-solver**

- Identifies and analyzes problems from multiple perspectives
- Designs, proposes, and iterates goal-oriented and forward-thinking solutions to apply to personal and real-world situations
- Apply technologies, as appropriate, as problem-solving tool

# PORTRAIT OF A GRADUATE APPLICATION WORKSHOP REPORT

# Portrait of A Graduate Application

Franklin Public Schools
Franklin, MA

February 2024 **DRAFT**

Locker Education + Architecture Planning

## Contents + Acknowledgements

## CONTENTS

# ACKNOWLEDGEMENTS

## Portrait of a Graduate Application Team

**STUDENTS**
- ▪ [redacted]                     FHS Student
- ▪ [redacted]                     FHS Student
- ▪ [redacted]                     FHS Student
- ▪ [redacted]                     FHS Student

**PARENTS/GUARDIANS**
- ▪ Pamela Kuphal          Parent/Guardian
- ▪ Claudia Selley           Parent/Guardian

**BUILDING TEACHERS, STAFF + ADMINISTRATORS**
- ▪ Joe Corey                 MS Teacher
- ▪ Alison Finley             ES Teacher
- ▪ Lizzie Morrison          MS Principal
- ▪ Jaclyn Newman          ES Teacher
- ▪ Leanne Souliard         FHS Guidance
- ▪ Frank Wood               FHS Business Teacher
- ▪ Jennifer Conian
- ▪

**DISTRICT PERSONNEL**
- ▪ Bob Dutch                 Interim Business Manager
- ▪ Paula Marano             Assistant Superintendent for
                                         Student Services
- ▪ Tina Rogers                Assistant Superintendent for
                                         Teaching
- ▪ Lucas Giguere             Superintendent
- ▪ Eric Stark                   Director of Curriculum, STEM

**SCHOOL COMMITTEE**
- ▪ Ruthanne O'Sullivan    School Committee
- ▪ Carrie Palazzo            School Committee

Jennifer Conlan

## Educational Planner

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- ▪ Jennifer D Klein                   Cameo Presenter
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## INTRODUCTION

The Franklin Public Schools' (FPS) Portrait of a Graduate (PoG) was conceived as an initiative of the School Committee in 2018.  To date it has remained barely visible in the daily lives of most District stakeholders.  This workshop is the first step in a District-wide coordinated effort to bring the PoG to all classrooms PK-12 across the district, to make it a part of the daily lives of all District stakeholders, including parents and guardians, and to inform facilities planning so the built learning environments support the PoG.

Essentially the PoG will be a foundation of future educational practices in Franklin Public Schools.

Doing so necessarily involves shifting many daily classroom practices, communication patterns, stakeholder roles, and to some extent, physical learning environments.

## ESSENTIAL CONCEPTS
### We Are Already Doing This (To Some Extent)

The PoG consists of five elements, each of which has many components.  To be viable for the long-term future, the PoG needs to be supported by daily educational practices across the District, PK-12.  The District currently has many courses and programs which support the PoG, but certain practices contradict the PoG.

**SUPPORTING PRACTICES**
- Active discussion about the PoG, starting in the early years
- Student-centered learning
- Student choice on meaningful issues
- Active, exploratory learning
  - This is most evident in "specials" and the sciences, and in extra-curricular activities
- Student engagement in issues which have no single answer
- Debates, Socratic seminars
- Project-based learning
- Students taking responsibility for their own learning, assessments, and grades

## Executive Summary

- Student advisories, but they need to be restructured to increase their effectiveness
- Focus on SEL, social-emotional learning through coursework, advisories, and in daily classroom practices

**CONTRADICTING PRACTICES**
- No discussions about the PoG
- Teacher-centric classrooms
- Helicopter teachers
- Reliance on lecturing to deliver curriculum content
- Excessive/singular focus on test scores, with little other commonly held foci.  (This is especially evident at FHS.)

See Ch 3, PoG Application for specifics.

These issues are deep, complicated, and interconnected.  Bolstering supporting practices while diminishing contradicting practices will require the collective effort of all FPS stakeholders.

## It Takes A Community To Make The PoG A Living Document
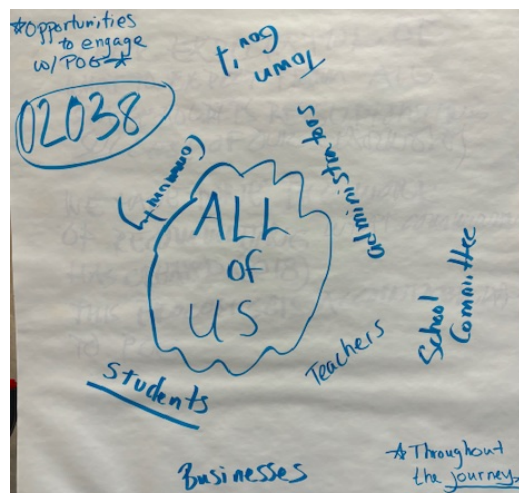


If the PoG is to be a living concept, it needs to be "owned" by someone.  It needs a "keeper."  The PoG Workshop participants were virtually

unanimous in believing the keepers are everyone in the District.  The PoG is the District "NorthStar," to be known by all of 02038, to pervade daily educational deliveries, to instill a sense of mission in learning, and to bind stakeholders in all grades PK-12 and in all buildings.

See Ch 3, PoG Application for specifics.

## PoL, PoT, PoC, PoS, PoD + PoP

Table Teams "painted" six additional portraits to support the portrait of a Graduate.  They also identified practices that contradict the PoG.  These "portraits" are:
- PoL, Portrait of a Learner
- PoT, Portrait of a Teacher
- PoC, Portrait of a Classroom
- PoS, Portrait of a School
- PoD, Portrait of a District
- PoP, Portrait of a Parent
  - This last portrait was added in the PoG Application Workshop, since parents are critical for the viability of the PoG

See Ch 3, PoG Application for specifics.

## PoG KEY TAKE-AWAYS

The PoG Application Workshop participants did the work of recommitting to what the community created in 2018.  They have set clear expectations of what to expect from all stakeholders regarding supporting success of our learners.  This process creates accountability to the Franklin Public Schools' Portrait of a Graduate

## PoG Application

## INTRODUCTION

The Franklin Public Schools' Portrait of a Graduate was conceived as an initiative of the School Committee in 2018.  To date it has remained barely visible in the daily lives of most District stakeholders.  This workshop is the first step in a District-wide coordinated effort to bring the PoG to all classrooms PK-12 across the district, to make it a part of the daily lives of all District stakeholders, including parents and guardians, and to inform facilities planning so the built learning environments support the PoG.

Essentially the PoG will be a foundation of future educational practices in Franklin Public Schools.

Doing so necessarily involves shifting many daily classroom practices, communication patterns, stakeholder roles, and to some extent, physical learning environments.

This chapter summarizes the key concepts developed by participants in the PoG Application Workshop.  See Ch 4.2, Notes, for detailed specifics on the development of those concepts.

## WHAT THE POG BRINGS…
### …To Our Students

Participants in the PoG Application Workshop addressed aspects of this question through a variety of Table Team challenges throughout the day.  Here is a sampling of the advantages they see for students:

- Promotes academic and social skills
- Lifts all up regardless of background
- "Everyone wants you to graduate, to be a good graduate"
- Foundation
- Transparency, explicitness for students
- Prepare students for future in a balanced way
- Give students life skills
- Developing "essential skills"
  - Communication (effective)
  - Compassion
  - Learning, work, life

- o Self awareness
- o Empathy
- Sets a vision for students for students to thrive
- Establishes priorities – students will learn about
  - o Time management
  - o Handling mistakes
- Prepare students for the world outside of high school
- Opportunities for collaboration
- Emphasizes listening and communication

## …To Our District
Similarly, advantages to the District were identified by the Table Teams:
- Direction and focus for the district
- Develops community
- Lifts all up regardless of background
- Focused communication (families, community, etc.)
- Ensure alignment of core values (elementary, middle) to PoG
- Consistency across schools
- Alignment across buildings and grade levels
- Aligns educator focus/time/classroom culture
- Sets goals and shared values for a purpose
- Equity
- Sets accountability

See Appendix Ch 4.2 for the full response.

## KEEPERS OF THE PoG
If the PoG is to be a living concept, it needs to be "owned" by someone. It needs a "keeper."  The PoG Workshop participants were virtually unanimous in believing the keepers are everyone in the District.

Table Team 1 emphatically said "ALL of US."
- Town government
- Community
- Students
- Businesses
- Teacher
- School committee

- Administrators

They expressed that sentiment in their mapping of Zip Code 02038:
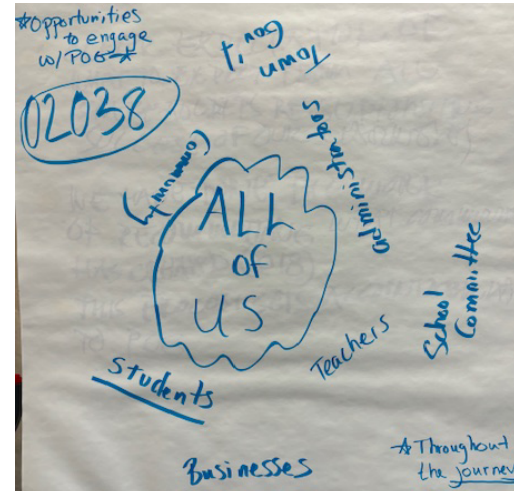


Other Table Teams added:
- Not one person
- Structure
  - o Communication – all are informed/constantly referred to
  - o "Active document" – a part of all that we do (the "why")
- Buy-in from all (the "why")
  - o What is your role?
- Grades PreK – Age 22
- Parents – aware, make connections

See Appendix Ch 4.2 for the full response.

## DOING
Participants recognized that FPS' PoG will be most visible in daily practices, from the classroom to the scale of the district.  They also recognized that FPS already has practices that support the PoG.  It has been "alive and well" in certain schools and classrooms, so deploying the PoG District-wide is not "starting from scratch."

The District already has role model educators.  It must capitalize on the experience of those educators to achieve a full District-wide application of the PoG. Here is a sampling of what the PoG Application workshop participants thought was important to continue doing, to start doing, and to stop doing.

## What to Continue Doing

**1 CONFIDENT AND SELF-AWARE INDIVIDUAL**
Elementary
- Presentations like Birds of Prey (Oak St)
- Self-biography
- Encouraging students to reach out about their own problems
- Parent holding back kids in grade advancement
- Explicit teaching of SEL skills
  NOTE: Although its effectiveness is diminished by inconsistent time in schedule and use of curriculum across elementary schools
- Addition of a Technology "special" in 2023-24
  - Digital literacy and integrationist positions

Middle
- Advisory/flex (usually life lessons)
- Letters to future self
- Student led conferences – middle schools
  - Student/family/teacher
- HOWL (Habits of Work and Learning) – consider as a best practice
  -

High
- Presentations/public speaking
  - (⬛⬛⬛⬛ hearing students present topics in unit)
- Encouraging students to advocate for themselves
  - (⬛⬛⬛⬛ requiring students to send check-ins/overviews of what's going in class to both himself and parent)
- Picking courses for next year in HS
- Extended advisory
- Need to allow students to fail safely without detrimental consequences
- Advisory (SEL)

NOTE:  While the Advisory programs in both the MSs and the HS were recognized as supporting the PoG, it was also recognized the structure of both, but more importantly at FHS, must change to make the program effective and meaningful. The students were most emphatic about this.  The short time period scheduled for Advisory effectively eliminates all meaningful conversations

**2 EMPATHETIC + PRODUCTIVE CITIZEN**
- SEL (Elementary) and Advisory (Middle)
  NOTE: Topics taught once every few weeks
- 8th grade year-long civics project
  - Students find a way to improve their community
- High school community service and clubs
  - Diversity awareness
  - Honor societies
  - Community service club
  - Peer leaders
  - Unified sports
  - Best buddies
  NOTE: Due to budget, no current middle school offerings
- MS Advisory and HS Advisory , however see NOTE above
- Peer leaders – middle school
- Curriculum choices
  - Civics
  - OSE
  - IM
  - Investment History
- Community service – grad requirement

**3 CURIOUS + CREATIVE THINKER**
- FHS science labs (physics) individual/group studies
- Students center of instruction
  - eg. – AP Psych – students are teachers of content
- MS classroom projects – mostly history classes, less visible in math and science
- Learning through different mediums
  - eg. Songs
- High quality – classroom projects
  - Curriculum – OSE
    - Scientist circles

- - - DQB Driving Question Board
    - Open Sci Ed
  - FAA (HS) – Franklin Arts Academy
  - Senior project (HS) – student choice – 70 hours
  - End of quarter reflections (HS)
  - MS – Student-led conferences
  - RMS Goals program special needs
    - Teaching speech to text
    - McMahon, Latourneau
  - FHS business class
    - Create business plan, start food truck business
    - Frank Wood
  - Social skills groups (all elementary)
    - (Not all students. None w/ IEPs)
    - Essential skills, adjustment counselors
  - At Pre-K build relationships
    - During whole/small group instruction

**4 COMMUNICATOR + COLLABORATOR**
- Hands on courses like STEM
- History and Psych at FHS
  - Group projects
  - Student presentations
- Team building
  - Advisory/flex/gym
    - (� or �▒▒▒▒ having teams cross over without touching floor
- Socratic seminars
- FHS science labs (physics) individual/group studies
  - ▒▒▒▒▒▒▒▒▒▒
- RMS Goals program special needs
  - Teaching speech to text
- Elementary instructional tech class
  - Podcasts
  - Public Service Announcements (PSAs)
  - ▒▒▒▒▒▒▒▒▒▒)
- FHS business class
  - Create business plan, start food truck business
- FHS Socratic seminars, English classes
- FHS AP government Supreme Court Simulation
- FHS Mock Trial Club (extracurricular)

- - Social skills groups (all elementary)
    - (Not all students; none w/ IEPs)
  - FHS AP government Supreme Court Simulation
  - FHS Mock Trial Club (extra curricular)
  - Pre-K builds relationships
    - During whole/small group instruction

**5 REFLECTIVE + INNOVATIVE PROBLEM SOLVER**
- STEM process, connect to real world
- Inquiry-based curriculums
- Teachers asking framing questions rather than guided questions
  - "What do you think…"
    vs
  - "So this happened because of this…right?"
- Reflections on activities (written or verbal)
- Having students explain why they got the grade they got
- Teachers set example
  - Need clear, consistent expectations and consequences

## What to Start Doing
Starting these practices can positively impact all five components of the PoG:
- More opportunities for students to have voice in classroom
  - Student debate rather than teacher-led conversation
  - More open discussion
- Increase opportunities to discuss current events
- RMS, ASMS, HMMS open science ed, OSE instruction
- Opportunities to reflect then retake assessments
  - Address what to do differently to prepare
  - HMMS, ASMS, RMS
- Restructure middle school and high school advisories to make them effective
- Increase inclusivity of elementary school SEL groups by including students with IEPs

## What to Stop Doing
- Stop "helicopter teaching."  Allow students to fail safely without detrimental consequences
- End lecturing as a common practice

See Appendix Ch 4.2 for the full response.

# PoL, PoT, PoC, PoS, PoD + PoP

Table Teams "painted" six additional portraits to support the portrait of a Graduate.  They also identified practices that contradict the PoG.  Their responses are sampled here, organized as supporting and as contradicting, rather than by each portrait, to make the intrinsic similarities in these practices more evident.  Note similarities between these and the more specific current practices cited in the previous section.

## Supporting the PoG

**PoL, Portrait of a Learner**
- K-12 SEL as modality
- Project-based learning
- Interdisciplinary learning
  - Now in elementary schools
  - Now in FHS electives
- Small group/Socratic seminar
- Hands-on learning
- Prepare students for future in a balanced way
- Give students life skills
- Develop "~~soft skills~~" "essential skills"
  - Communication (effective)
  - Compassion
  - Learning, work, life
- Sets a vision for students for students to thrive
- Priorities – teaching students about this
  - Time management
  - Handling mistakes

**PoT, Portrait of a Teacher**
- K-12
- Teaming with other teachers/collaboration
- SEL – Imbedding into instruction
- Differentiated teaching
- Project-based learning (e.g. making things, STEM)
- Seminar instruction

- MS
- HS

**PoC, Portrait of a Classroom**
- PoG is visible and applied K-12
- Collaborative learning
- Students present their work regularly (in multiple ways)
- Students critique/discuss other's work (feedback)
- Focused, engaged discussions

**PoS, Portrait of a School**
- Support
- Supportive environment where students, teachers, admin and staff feel heard and have a shared goal/purpose
- All teachers, students and families know the POG
- Teachers and parents are learners too
- Honoring the value in diversity – diverse learners

**PoD Portrait of a District**
- Schools share a common vision/mission
- Appropriate and intentional parent communication
- Thoughtful PD plan (voice, ongoing)
- Collaboration across levels/content (ES, MS)

- A visible sense of mission pervades the district culture
- School buildings are linked culturally, socially and academically
- Each school is encouraged to innovate
- Contact with families is regular, focused and intentional
- Teacher professional development is shared

**PoP, Portrait of a Parent**
- Engage (in community, in child's education)
- Respectful dialogue
- Collaborative – solution oriented
- Responsive
- Support school goals
- Informed, engaged and open to communication
- Respectful and open dialogue
- Allowing your kid to take risks and make mistakes
- Assume good intent
- Supportive of whole student

o   Focus on effort rather than grades

## Contradicting the PoG

**PoL, Portrait of a Learner**
- Lecture approach
- Independent study without clear expectations (HS)
- Confusing, high stakes assessment

**PoT, Portrait of a Teacher**
- Lecture
- Teaching to the test and standardized assessments
- Blended learning

**PoC, Portrait of a Classroom**
- PoG is not discussed
- Teacher-centered classrooms
- Only one right answer for all situations
- Competitive learning

**PoS, Portrait of a School**
- Focus on test scores
- POG is not discussed
- Budget and limited resources

**PoD Portrait of a District**
- Value/importance of different classes -of academic classes
- Micromanaging classroom-based decisions
- Focus on test scores (particularly FHS)
- Each school building operates in relative isolation
- Central office establishes norms, standards, and scripts daily practices
- Academics are valued differently than "specials"

**PoP, Portrait of a Parent**
- 'Rescuing'
- Judgement without understanding
- Disengaged
- Helicopter/lawnmower parents
- Setting high expectations (too much pressure)
- Disengagement
  o   Assuming schools don't need their help

See Appendix Ch 4.2 for the full response.

## ROLE MODEL TEACHERS

Participants cited teachers, some of them several times, whose classroom practices are highly aligned with the PoG.   They are:

**ELEMENTARY SCHOOLS**
- 3rd grade –

**MIDDLE SCHOOLS**

**HIGH SCHOOL**

## PoG KEY TAKE-AWAYS

Participants reflected on their work:
- We have done the work of recommitting what community created in 2018
- We have set clear expectations of what to expect from all stakeholders regarding supporting success of our learners
- This process sets accountability to the Franklin Public Schools' Portrait of a Graduate

The Franklin Public Schools' Portrait of a Graduate represents the community's consensus of five essential skills each student practices and develops, individually and collaboratively through teamwork throughout all grades in Franklin Public Schools. Understanding that the development of these skills is a lifelong process, FPS looks to provide a foundation for graduates' future learning, growth, fulfillment, and success.

## 1. Confident and Self-Aware Individual
   a. Develops and applies content knowledge, skills, and literacies (including financial and digital) within and across academic disciplines
   b. Accurately recognizes and manages one's emotions, thoughts, values, and behavior
   c. Accurately assesses and identifies one's strengths, interests, needs, and passions, as well as areas for growth
   d. Demonstrates resilience and perseverance; develops a growth mindset and asks for help Makes healthy, responsible decisions to achieve well-being

## 2. Empathetic and Productive Citizen
   a. Demonstrates social-awareness through inclusivity and the consideration of various perspectives
   b. Applies ethical reasoning and acts with care and integrity
   c. Develops an understanding of civics and democratic principles; applies lessons from historical knowledge to contemporary situations
   d. Applies knowledge and skills to contribute to local, global, and environmental solutions with personal responsibility

## 3. Curious and Creative Thinker
   a. Asks inquiry-driven questions and takes initiative to seek answers
   b. Analyzes, evaluates, and synthesizes relevant information from multiple perspectives, varied viewpoints and sources
   c. Employs self-reflection while being courageous, independent, and flexible in one's thinking. Expresses one's self creatively

## 4. Effective Communicator and Collaborator
   a. Listens with an open mind and embraces a respectful, inclusive, and culturally aware approach Uses multiple communication strategies and literacy skills (oral, written, visual) to convey ideas including in a digital environment
   b. Selects appropriate mode of communication for the desired result (audience, purpose, intent, etc.)
   c. Contributes to teamwork and builds relationships, including conflict resolution and consensus building

## 5. Reflective and Innovative Problem-solver
   a. Identifies and analyzes problems from multiple perspectives
   b. Designs, proposes, and iterates goal-oriented and forward-thinking solutions to apply to personal and real-world situations
   c. Apply technologies, as appropriate, as problem-solving tools.
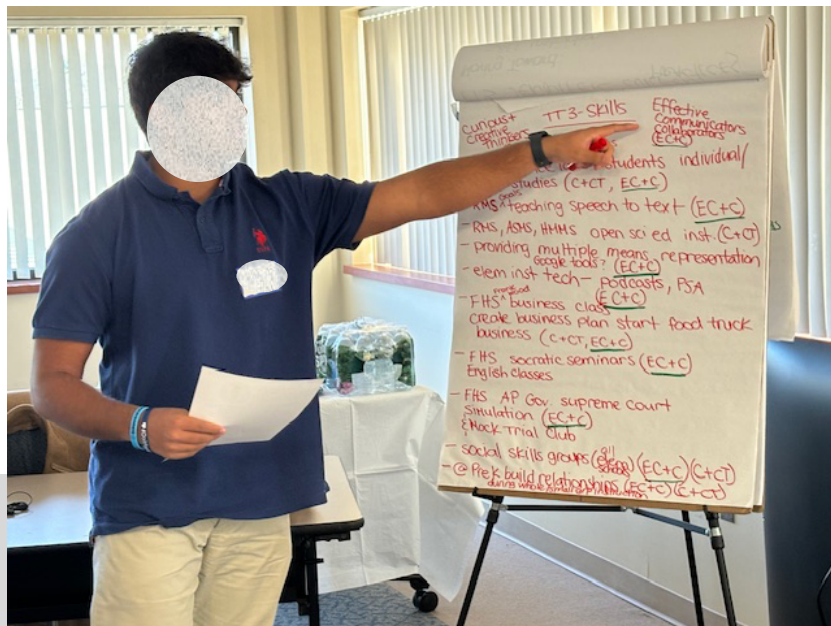
## Notes
## Portrait of a Graduate Application Workshop

## AGENDA
The Portrait of a Graduate Workshop was held on 12th February 2024. Notes of all activities follow:

- Quiz on Pre-Workshop Homework
- Bringing the PoG to Life: From Racetrack to Landscape
    Cameo presentation by Jennifer D Klein, discussion
- Deconstructing the PoG
- Lunch Theater
    Video, *Trailer for Ted Lasso,* discussion
- PoG Application
- Keeper of the PoG
- PoG Take-Aways

## QUIZ ON PRE-WORKSHOP HOMEWORK
Workshop participants had explored how having a PoG can improve learning.

**PARTICIPANT COMMENTS**
**Table Team 1**
- Promotes academic and social skills
- Who you want to be when you graduate?
- Develops community
- Lifts all up regardless of background
- Alignment
- "Everyone in your corner"
- "Everyone wants you to graduate, to be a good graduate"
- Foundation
- Voice and stakeholders
- Various experiences
- Show growth/strength
- Challenge = unknown future

**Table Team2**
- Transparency explicit – students
- Communication (families, community, etc.)
- Ensure alignment of core values (elementary, middle) to PoG
- Consistency across schools
- Educator focus/time/classroom culture

**Table Team 3**
- Prepare students for future in a balanced way
- Give students life skills
- Develop '~~soft skills~~ "essential skills"
    - Communication (effective)
    - Compassion
    - Learning, work, life
- Sets a vision for students for students to thrive
- Priorities – teaching students about this
    - Time management
    - Handling mistakes

**Table Team 4**
- Prepare students for the world outside oh high school
- Essential skills
    - Self awareness
    - Empathy
- Direction and focus for the district
- Sets goals and a purpose
- Shared values and a purpose
- Equity
- Sets accountability
- Opportunity for collaboration
- Emphasizes listening and communication

# BRINGING THE PoG TO LIFE:
## From Racetrack to Landscape

Jennifer D Klein, international education consultant and recent presenter at the 2024 NEASC conference in Boston, shared fundamental thoughts on the educational context in which a PoG can thrive.  Key points in her presentation included:
- Learning comes from trying things out, making mistakes and trying again
- Creative learning comes from trying things out no one has ever done before
- "Helicopter teaching," the school equivalent of helicopter parenting, in which teachers work to protect their students by diminishing the challenges in their learning, generally results in reduced learning
- Jennifer showed a short video focused on Jillian, a toddler learning to navigate a challenging array of elevated platforms,
- The Franklin PoG is strongly weighted to what we now call essential skills, formerly soft skills, the social and emotional part of living and learning
- These can be best learned in open-ended exploratory learning situations where there is no single correct answer
- Project-based learning is a highly effective approach to learning this way

# Questions + Answers with Jennifer
Following the presentation participants had these thoughts:

**JILLIAN AND HER TEACHER (also her Mom)**
**Table Team 1**
- Affirming
- Modeling
- Low stakes
- Not rescuing
- Skills = Confidence, problem-solving
- Challenges
    - Creating environment
    - Accepting unknown

**Table Team 2**
- Teacher shifted Jillian's perspective
- Positive self-talk
- Patience
- Shared goal/invested/believed in her
- Safe learning environment
- Choices/options/strategies (e.g., break)
- * Guiding questions
- Self confidence
- Problem solving
- Autonomy
- Perseverance
- Creating a safe learning environment
- Proactively and explicitly teaching skills/structures

**Table Team 3**
- Jillian's mom
    - Supported problem solving
    - Giving encouragement
    - Didn't rescue
    - Model language/mindset
- Jillian
    - Developed confidence
    - Learned to problem solve
- Challenges
    - Time/ability to manage emotions
    - Emotional input
    - Student's willingness
    - Balance

**Table Team 4**
- Jillian's mom
    - Patience – normalize failure
    - Positive attitude, encouraging
    - Reinforced "you can do it"
    - Asked questions – belief in self and her daughter
    - Reflection (Mom instructed)
- Jillian
    - Developed confidence
    - Perseverance – mistakes are necessary
    - Resilience
    - Problem solving
    - Risk taking
    - Critical thinking
    - Trust in Mom and herself
- Challenges
    - Confident
    - OK to fail
    - Time
    - Training

## Assessment of Current Practices in FPS
**Table Team 1**
- Support the PoG
    - Grad requirements
    - Advisory

- School visions/community
- UDL work **(equity, practices)**
- Work against the PoG
    - (Creativity)
    - Elective options/schedule
    - Unclear **reasons behind decisions (detention, grading)**
- Need to change to bring POG to life
    - HS course selection
    - **Limit AP course #**
    - Discipline practices

**Table Team 2**
- Support the PoG
    - SEL
    - UDL
- Work against the PoG
    - Standardized tests
    - Family and student buy-in/teamwork/collaboration/participation
    - Entitlement
    - Inconsistencies
- Need to change to bring POG to life
    - All community members participate and are accountable

**Table Team 3**
- Support the PoG
    - **SEL instruction**
    - Opportunities (interests – Jazz band, etc, PBL – coding)
    - **UDL – remove barriers**
    - Senior projects
- Work against the PoG
    - **AP classes (rigid)**
    - Lock of opportunities budget
- Need to change to bring POG to life
    - Vehicle to communicate/spread awareness
    - Align core values

**Table Team 4**
- Support the PoG
  - Student government
  - **Through opportunities outside of class**
  - Community service opportunities
  - Opportunities to showcase learning
- Work against the PoG
  - Opportunities to enact POG skills
  - Less visible in academic classes
  - **Less creative course offerings**
    - Cutting less popular classes
  - Growing class sizes
  - Unconscious expectations for varied level of learners
  - **Standardized expectations**
    - MCAS
    - SAT
    - Summative assessments
- Need to change to bring POG to life
  - Mindset
  - Daily classroom practices
  - Communicating with students
  - **Clear goals connected to POG** – start early
  - Embrace diversity in learners

## TRAILER FOR TED LASSO
After experiencing the trailer participants had these comments:
- Not about wins and losses but about becoming the best version of oneself
- Break stereotypes.  Leave traditional view of school behind
- Inclusivity, empathetic, productive, self-aware
- Emphasis on being good humans and good athletes
- At FPS we should emphasize good humans and good scholars
- Cut out the noise; stay on course
- Criticism of Ted was from people who believed in the established institution but Ted was making it different
- Ted builds a culture

- Every person embraces change.  Some reluctantly.  Ted is a team builder
- Ted took risks.  Was willing to fail
- Ted was not afraid to speak the truth

## DECONSTRUCTING THE PoG
Working in Table Teams, participants identified places within Franklin Public Schools that practices supportive the PoG are already part of daily practices.  Here are their thoughts:

**Note: Bold indicates most powerful/effective practice.**

## 1 Confident and Self-Aware Individual
**What current practices support the PoG?**

**TABLE TEAM 1**
- Examples
  - Elementary
    - Reading out loud
    - Presentations like Birds of Prey (Oak St)
    - Self-biography
    - Encouraging students to reach out about their own problems
    - Biography
    - Parent holding back kids
  - Middle
    - **Advisory/flex (usually life lessons)**
    - Letters to future self
    - Spelling bees
    - Picking future high school
  - High
    - Picking courses
    - Presentations/public speaking
      - (Mr. Kelly hearing students present topics in unit)
    - Encouraging students to advocate for themselves

- ( ▮▮▮▮ requiring students to send check-ins/overviews of what's going in class to both himself and parent)
  - Picking courses for next year in HS
  - Extended advisory
  - **Need to allow students to fail safely without detrimental consequences**
  - Where?
    - Advisory (SEL)
    - Classrooms- mental health
    - Growth opportunities
  - Resilience requires:
    - Consistent opportunities
    - Allowing for failure/challenge

**TABLE TEAM 2**
- Across levels, except financial
  - Financial will be a requirement starting next year
  - Addition of a Technology "special" in elementary in 2023-24
    - Digital literacy and integrationist positions
- **Explicit teaching of SEL skills**
  - (See last bullet for more detail)
  - Inconsistent time in schedule and use of curriculum across elementary schools
  - Executive Functioning
    - Inconsistent because teacher led/initiated
    - Based on professional development (in and out of district offerings)
    - Rubrics, reflection related to HOWL (see below)
- Student led conferences – middle schools
  - Student/family/teacher
- **HOWL (Habits Of Work and Learning)** – consider as a best practice

  ▮▮▮▮▮▮▮▮▮▮▮

- SEL (Elem) and Advisory (Middle)
  - (Middle School advisory is 20 min/day)
  - (High School advisory is only 10 min/day)

- Ineffective ≈ not enough time to teach lessons (5 minutes actual time for discussion)

## 2 Empathetic + Productive Citizen
**What current practices support the PoG?**

**TABLE TEAM 2**
- Curriculum and core programs
  - Math IM and HMH
  - Literacy new in 2023-2024
  - Classroom environment
    - Open discussion classroom
    - Not lecture
- **\* SEL (Elementary) and Advisory (Middle)** – topics taught once every few weeks
- **8th grade civics project**
  - Students find a way to improve their community
  - Year long
  - Student choice
- **\* High school community service and clubs**
  - Not ~~required anymore~~
  - Adding back as a requirement next year
  - Clubs
    - Diversity awareness
    - Honor societies
    - Community service club
    - Peer leaders
    - Unified sports
    - Best buddies
  - Due to budget, no current middle school offerings

**TABLE TEAM 4**
- MS Advisory
  - Have specific topics/lessons
  - Advisor committee updates curriculum for all 3 middle schools
- HS Advisory – extended blocks – room for improvement
  - Finances – college finances
  - Not productive
  - 10 minutes of free time
- **Peer leaders – middle school**

- - **Independence**
  - **Confidence**
- Curriculum choices
  - Civics
  - OSE
  - IM
  - Investment History
- Community service – grad requirement
- **More opportunities for students to have voice in classroom**
  - **Student debate rather than teacher-led conversation**
  - **More open discussion**
- Increase opportunities to discuss current events
- A lot of students work, volunteer and participate
  - Juniors and Seniors

## 3 Curious + Creative Thinker
**What current practices support the PoG?**
**TABLE TEAM 3**
- **FHS science labs (physics) individual/group studies**

- RMS Goals program special needs
  - Teaching speech to text

- **FHS business class**
  - **Create business plan, start food truck business**

- Social skills groups (all elementary)
  - (Not all students. None w/ IEPs)
  - Essential skills, adjustment counselors
- At Pre-K build relationships
  - During whole/small group instruction

**TABLE TEAM 4**
- MS classroom projects – mostly history classes, less visible in math and science
  - Write children's book
  - Create songs
  - Create script of TV show
  - Student choice of topic and medium
    - Outcome
- **Students are the center of instruction**

- - **eg. – AP Psych – students are teachers of content**

- Learning through different mediums
  - eg. Songs
- **High quality – classroom projects**
  - **Curriculum – OSE**
    - **Scientist circles**
    - **DQB Driving Question Board**
    - **Open Sci Ed**
- English classes – analyzing perspective through different characters -
- Science practices

- FAA (HS) – Franklin Arts Academy
- Senior project (HS) – student choice – 70 hours
- End of quarter reflections (HS)
- MS – Student-led conferences

## 4 Communicator + Collaborator
**What current practices support the PoG?**
**TABLE TEAM 1**
- Collaborator
- Where?
- **AP Language class**
- STEM classes (middle)
- History and Psych at FHS
  - Group projects
  - Student presentations
- Multiplication tables
  - 3rd grade –
- Team building
  - Advisory/flex/gym
    - ( having teams cross over without touching floor
  - Socratic seminars in English class
    - Crafting emails
    - Group projects
    - Buddy system
    - Emotional intelligence, communicating feelings
    - Multiplication tables

- Parents have to step back
- Socratic seminars
- Teachers are the models
- Where?
  - Literacy across content areas
  - Team building (advisory, collaborative learning)
  - MS classes
    - (UA: Comp and STEM)
    - Digital literacy across classes

**TABLE TEAM 3**
- **FHS Socratic seminars, English classes**
- 
- FHS AP government Supreme Court Simulation
- FHS Mock Trial Club (extra curricular)
- Social skills groups (all elementary)
  - (Not all students; none w/ IEPs)
  - Essential skills, adjustment counselors
- At Pre-K build relationships
  - During whole/small group instruction

## 5 Reflective + Innovative Problem Solver
**What current practices support the PoG?**
**TABLE TEAM 1**
- STEM process, connect to real world
  - _____ having students build weight-bearing bridges
- Teachers asking framing questions rather than guided questions
  - "What do you think…"
    vs
  - "So this happened because of this…right?"
- **Reflections on activities (written or verbal)**
  - _____ AP environmental science FRQ reflection
  - _____ FHS
- Having students explain why they got the grade they got
  - _____ and _____, FHS
- **Teachers set example**
  - **Need clear, consistent expectations and consequences**

- _____ phone policy FHS
- Where? How?
  - Not as often "identify a problem"
  - Open Sci Ed (6-8)
  - STEM – process, connect to real world
  - Framing questions "what do you think?"
  - Reflections on activities  - written or verbal
- Hands on courses like STEM
- Inquiry-based curriculums
- Investigating Open Sci Ed, St Math

**TABLE TEAM 4**
- Using phones as productive tool
  - Expectations vary by teacher
    - _____ – standards with phones set early
- **Opportunities to reflect then retake assessment**
  - What will you do differently to prepare?
  - HMMS, ASMS, RMS
  - 
  - HMMS Math department
  - More opportunities in MS to reflect than in HS

## PoG APPLICATION
Workshop participants put the PoG in context by articulating aspects of each student's learning experience.  They were asked to define the following:
- **PoL, Portrait of a Learner**
  What Learning Modalities support the PoG?
- **PoT, Portrait of a Teacher**
  What Teaching Modalities support the PoG?
- **PoC, Portrait of a Classroom**
  What kind of Classroom Culture supports the PoG?
- **PoS**, **Portrait of a School**
  What kind of School Culture supports the PoG?
- **PoD Portrait of a District**
  What kind of School District Culture supports the PoG?

Participants noted one essential aspect of each student's learning had been omitted:

- **PoP, Portrait of a Parent**
  What can parents do to support the PoG?

So they added it.

Their thoughts follow.

## PoL, Portrait of a Learner
**What Learning Modalities support the PoG?**
**TABLE TEAM 1**

- K-12 SEL as modality
- Project-based learning
- Interdisciplinary learning
  - Now in elementary schools
  - Now in FHS electives
- Small group/Socratic seminar
- Hands-on learning

**TABLE TEAM 3**

- Prepare students for future in a balanced way
- Give students life skills
- Develop "~~soft skills~~" "essential skills"
  - Communication (effective)
  - Compassion
  - Learning, work, life
- Sets a vision for students for students to thrive
- Priorities – teaching students about this
  - Time management
  - Handling mistakes

**What Learning Modalities contradict the PoG?**
**TABLE TEAM 1**

- Lecture approach
- Independent study without clear expectations (HS)/objective
- Confusing, high stakes assessment

## PoT, Portrait of a Teacher
**What Teaching Modalities support the PoG?**
**TABLE TEAM 2**

- K-12
- Teaming with other teachers/collaboration
- SEL – Imbedding into instruction
- Differentiated teaching
- Project-based learning (e.g. making things, STEM)
- Seminar instruction
  - MS
  - HS

**What Teaching Modalities contradict the PoG?**
**TABLE TEAM 2**

- Lecture
- Teaching to the test and standardized assessments
- ~~Distance learning~~
- Blended learning

## PoC, Portrait of a Classroom
**What kind of Classroom Culture supports the PoG?**
**TABLE TEAM 3**

- PoG is visible and applied K-12
- Collaborative learning
- Students present their work regularly (in multiple ways)
- Students critique/discuss other's work (feedback)
- Focused, engaged discussions

**What kind of Classroom Culture contradicts the PoG?**
**TABLE TEAM 3**

- PoG not discussed
- Teacher centered classrooms
- Only one right answer for all situations
- Competitive learning

## PoS, Portrait of a School
**What kind of School Culture supports the PoG?**
**TABLE TEAM 4**

- Support
- Supportive environment where students, teachers, admin and staff feel heard and have a shared goal/purpose
- All teachers, students and families know the POG
- Teachers and parents are learners too

- Honoring the value in diversity – diverse learners

**What kind of School Culture contradicts the PoG?**
**TABLE TEAM 4**
- Focus on test scores
- POG is not discussed
- Budget and limited resources

## PoD Portrait of a District

**What kind of School District Culture supports the PoG?**
**TABLE TEAM 1**
- Schools share a common vision/mission
- Appropriate and intentional parent communication
- Thoughtful PD plan (voice, ongoing)
- Collaboration across levels/content (ES, MS)

**TABLE TEAM 2**
- A visible sense of mission pervades the district culture
- School buildings are linked culturally, socially and academically
- Each school is encouraged to innovate
- Contact with families is regular, focused and intentional
- Teacher professional development is shared

**What kind of School District Culture contradicts the PoG?**
**TABLE TEAM 1**
- Value/importance of different classes -of academic classes
- Micromanaging classroom based decisions
- Focus on test scores (FHS)

**TABLE TEAM 2**
- Focus on test scores
- Each school building operates in relative isolation
- Central office establishes norms, standards, and scripts daily practices
- Academics are valued differently than "specials"

## PoP, Portrait of a Parent

**What can parents do to support the PoG?**
**TABLE TEAM 3**
- Engage (in community, in child's education)

- Respectful dialogue
- Collaborative – solution oriented
- Responsive
- Support school goals

**TABLE TEAM 4**
- Informed, engaged and open to communication
- Respectful and open dialogue
- Allowing your kid to take risks and make mistakes
- Assume good intent
- Supportive of whole student
  - Focus on effort rather than grades

**What do parents do that contradicts the PoG?**
**TABLE TEAM 3**
- "Rescuing"
- Judgement without understanding
- Disengaged

**TABLE TEAM 4**
- Helicopter/lawnmower parents
- Setting high expectations (too much pressure)
- Disengagement
  - Assuming schools don't need their help

## KEEPER OF THE PoG

Workshop participants addressed the question: who holds the responsibility to assure that the PoG becomes and remains the definition of desired student learning in Franklin Public Schools?

They worked in Table Teams.  Here are their thoughts:
**TABLE TEAM 1**
- **Opportunities to engage with PoG**
- All of 20238
- ALL of US
  - Town government
  - Community
  - Students
  - Businesses

- o Teacher
- o School committee
- o Administrators
- ■ **Throughout the journey**



**TABLE TEAM 2**
- ■ Not one person
- ■ Structure
  - o Communication – all are informed/constantly referred to
  - o "Active document" – a part of all that we do (the "why")
  - o Progressive structure (consistency, equity)
- ■ Buy-in from all (the "why")
  - o What is your role?

**TABLE TEAM 3**
- ■ Grades PreK – Age 22
- ■ ? Community
- ■ School committee, Superintendent, District/school leaders
  - o Anchor decisions in fiscal, connect to other priorities
- ■ **\* Teachers**
- ■ Parents – aware, make connections
- ■ **\* Students**
  - o **Monitor?**
  - o **Reflect**
  - o **Make kid friendly?**

**TABLE TEAM 4**
- ■ School committee – elected by community
- ■ Students/educators

## PoG KEY TAKE-AWAYS

Participants were asked to reflect on what they had done in today's workshop. They discussed in their Table Teams, then shouted out their ideas.
- ■ We have done the work of recommitting to what community has created (2018)
- ■ Clear expectation of what to expect from all stakeholders re: supporting success of our learners
- ■ This process sets accountability to the PoG

# PORTRAIT OF A GRADUATE PRESENTATION TO SCHOOL COMMITTEE

# Franklin Public Schools School Committee

DRAFT

# Portrait of a Graduate Application

# +

# Educational Vision

Portrait of a Graduate Application Workshop
12th February 2024
Educational Visioning Workshops
4th + 11th March 2024

# PoG Application Workshop
## 02038 Stakeholders

    4 Students

    2 parents/guardians

    7 teachers, staff + building
        administrators

    5 district administrators

  <u> 2</u> school committee members

18 total



Discussions Facilitated by
Dr Fran Locker, facilitator
Kate Jessup, facilitator
Jennifer D Klein, cameo presenter

# Educational Visioning

DRAFT

    4 Students

    3 parents/guardians

    1 community member

12 teachers, staff + building
admins incl FEA president

    7 district administrators

  <u> 2</u> school committee members

29 total

# The Path Forward

DRAFT

- **COMMUNICATION:**
  A new level of dialogue is needed among the various Franklin stakeholders

- **CULTURE CHANGE:**
  To support the Portrait of a Graduate + to foster improved learning + teaching, the school district's culture must shift:
  o To one that recognizes different students learn in different ways
  o That embraces the "whole student"
  o Offers multiple school + futures options for students

- **FACILITIES MASTER PLAN:**
  Develop a plan for facilities that:
  o Supports the Educational Vision
  o Minimizes disruption of utilizing existing facilities to the greatest extent reasonably possible
  o Ultimately produces good value for money for the taxpayer

# The PoG Application Workshop
## Agenda

Quiz on Pre-Workshop Research

Bringing the PoG to Life: from Racetrack to Landscape

      Jennifer D Klein

        Virtual presentation, Whole Group discussion

FPS' Portrait of a Graduate (PoG)

    Quick Tutorial

      Dr Fran

Deconstructing the PoG

    Table Team + Whole Group discussion

LUNCH + Lunch Theater

    Video: *Trailer for Ted Lasso*

PoG Application

    PoL, Portrait of a Learner

    PoT, Portrait of a Teacher

    PoC, Portrait of a Classroom

    PoS, Portrait of a School

    PoD Portrait of a District

    PoP Portrait of a Parent

    Keeper of the PoG

      Table Team + Whole Group discussion

PoG Key Take-Aways

    T    able Team shout out





Franklin Public Schools        Locker Education + Architecture Planning    LEAP

# It Takes a Community to Make the PoG a Living Document

DRAFT

The PoG is the District "NorthStar," to:
- Be known by all of 02038
- Pervade daily educational deliveries
- Instill a sense of mission in learning
- Bind stakeholders in all grades PK-12 and in all buildings

If the PoG is to be a living concept, it needs to be "owned" by someone. It needs a "keeper."

That keeper is all of us.
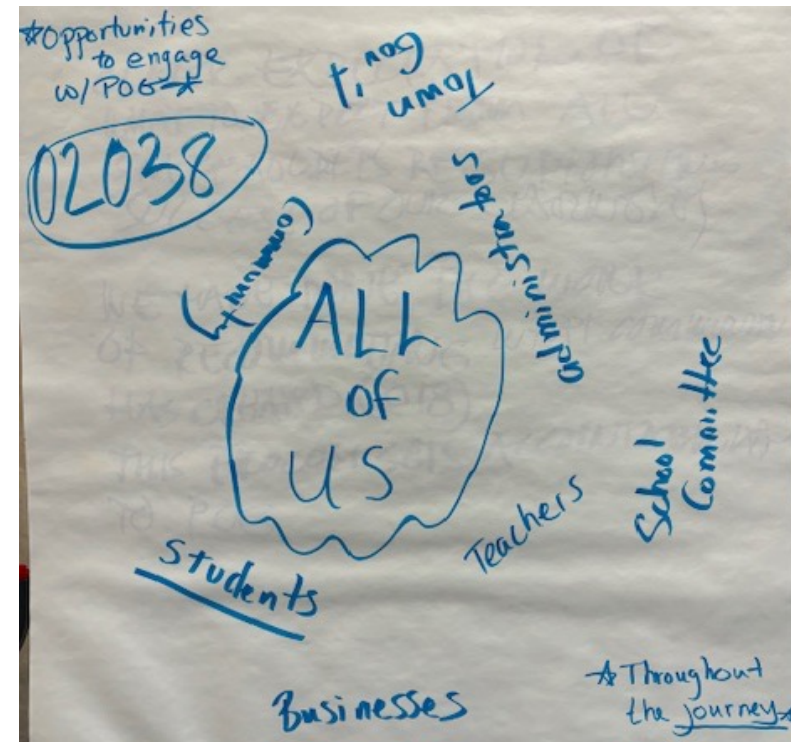
# We Are Already Doing This (to Some Extent)

DRAFT

The PoG consists of five elements, each of which has many components. To be viable for the long-term future, the PoG needs to be supported by daily educational practices across the District, PK-12. The District currently has many courses + programs which support the PoG, but certain practices contradict the PoG.

**SUPPORTING PRACTICES**
- Active discussion about the PoG, starting in the early years
- Student-centered learning
- Student choice on meaningful issues
- Active, exploratory learning
  - This is most evident in "specials" and the sciences, and in extra-curricular activities
- Student engagement in issues which have no single answer
- Debates, Socratic seminars
- Project-based learning
- Students taking responsibility for their own learning, assessments, and grades
- Student advisories, but they need to be restructured to increase their effectiveness
- Focus on SEL, social-emotional learning through coursework, advisories, and in daily classroom practices

**CONTRADICTING PRACTICES**
- No discussions about the PoG
- Teacher-centric classrooms
- Helicopter teachers
- Reliance on lecturing to deliver curriculum content
- Excessive/singular focus on test scores, with little other commonly held foci. (This is especially evident at FHS)

Locker Education + Architecture Planning

# PoI, PoT, PoC, PoS, PoD, PoP

DRAFT

Table Teams "painted" six additional portraits to support the portrait of a Graduate. They also identified practices that contradict the PoG.
These "portraits" are:

- PoL, Portrait of a Learner
- PoT, Portrait of a Teacher
- PoC, Portrait of a Classroom
- PoS, Portrait of a School
- PoD, Portrait of a District

- PoP, Portrait of a Parent

# PoL, PoT, PoC, PoS, PoD, PoP

DRAFT

## PoL, Portrait of a Learner
- K-12 SEL learning modality
- Project-based learning
- Interdisciplinary learning
  - Now in elementary schools
  - Now in FHS electives
- Small group/Socratic seminar
- Hands-on learning
- Prepare students for future in a balanced way
- Give students life skills
- Develop "~~soft skills~~" "essential skills"
  - Communication (effective)
  - Compassion
  - Learning, work, life
- Sets a vision for students for students to thrive
- Priorities – teaching students about this
  - Time management
  - Handling mistakes

## PoT, Portrait of a Teacher
- K-12
- Teaming/collaboration with other teachers
- SEL imbedding in instruction
- Differentiated teaching
- Project-based learning
- Making things, STEM)
- Seminar instruction, MS + HS

# PoL, PoT, PoC, PoS, PoD, PoP

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**PoC, Portrait of a Classroom**

PoG is visible + applied K-12

Collaborative learning

Students present their work regularly (in multiple ways)

Students critique/discuss other's work (feedback)

Focused, engaged discussions



**PoS, Portrait of a School**

- Supportive environment where students, teachers, admin + staff feel heard + have a shared goal/purpose
- All teachers, students and families know the POG
- Teachers + parents are learners too
- Honoring the value in diversity – diverse learners

# PoL, PoT, PoC, PoS, PoD, PoP

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## PoD, Portrait of a District

- Schools share a common vision/mission
- Appropriate + intentional parent communication
- Thoughtful PD plan (voice, ongoing)
- Collaboration across levels/content (ES, MS)
- A visible sense of mission pervades the district culture
- School buildings are linked culturally, socially + academically
- Each school is encouraged to innovate
- Contact with families is regular, focused + intentional
- Teacher professional development is shared

## PoP, Portrait of a Parent

- Engaged (in community, in child's education)
- Respectful dialogue
- Collaborative – solution oriented
- Responsive
- Support school goals
- Informed, engaged and open to communication
- Respectful and open dialogue
- Allowing your kid to take risks and make mistakes
- Assume good intent
- Supportive of whole student

# Educational Visioning Workshops

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## Agenda

**DAY 1**

Discussion on Pre-Workshop Video

Snapshot of our Schools

From Racetrack to Landscape
>> Jennifer D Klein
>>> Virtual presentation

FPS PoG Essential Practices

LUNCH + Lunch Theater
> Video: PBL: Raising Student
>> Achievement for all Learners

21$^{st}$ Century Schools Part 1,
> Education

21$^{st}$ Century Schools Part 2,
> Facilities

Learning Modalities

Homework assignment: School in
> 2044

## Agenda

**DAY 2**

Homework Reviewed: School in 2044

What You Said in Day 1

How to Teach? (Or…Who is in
> Charge Here?)

LUNCH + Lunch Double Feature

Video 1: Trailer on Ted Lasso +
> High Tech High Grad School of
>> Education position paper

Video 2: Transformation: Renovation
> at Shelburne Community School

Facility Educational Adequacy
> Assessments presentation

School Organization Part 1: Internal

School Organization Part 2: Overall

Next Steps

Key Words

# Key Words
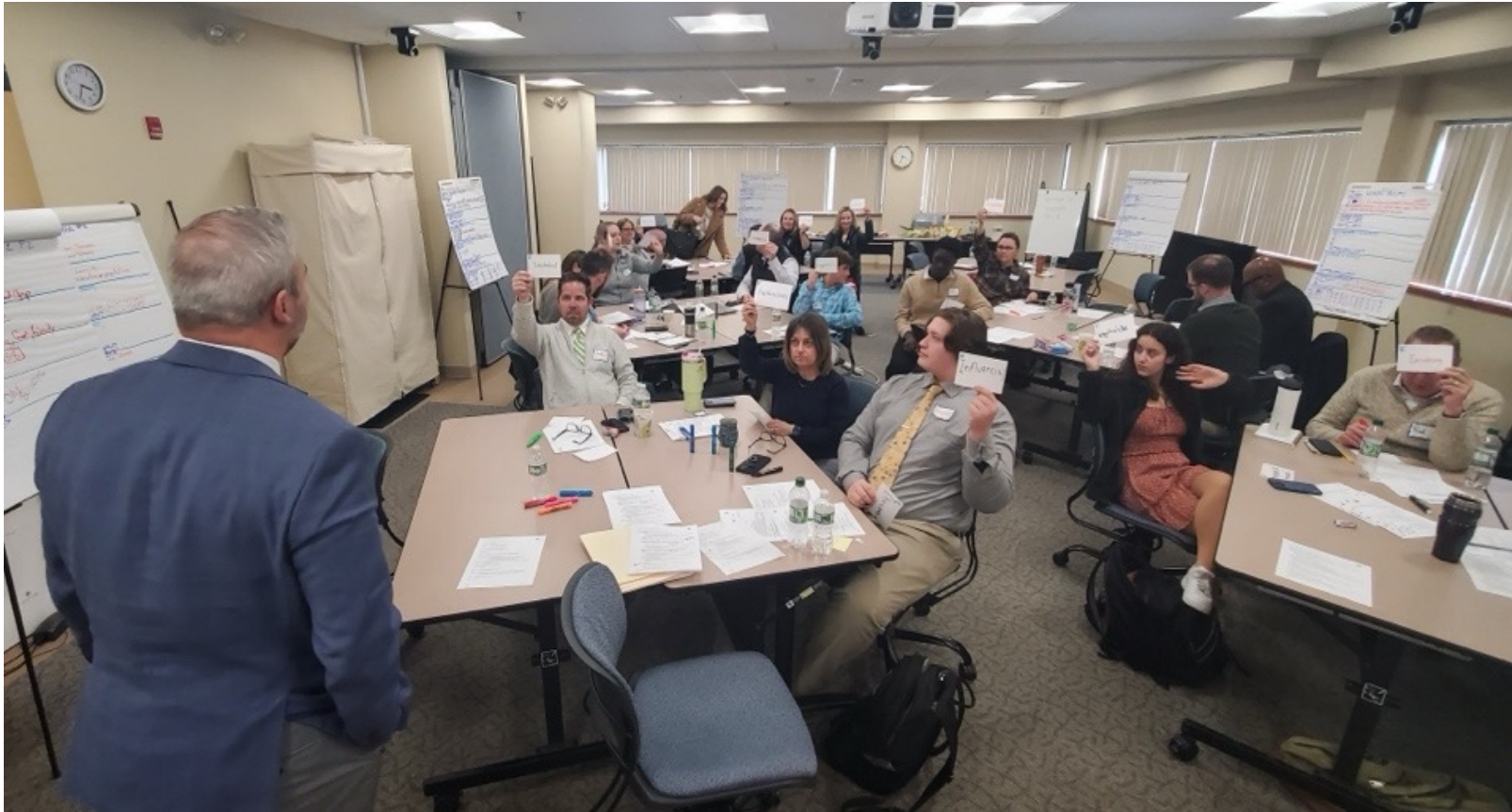
### Education
- 21st Century
- Building relationships
- Collaboration, collaborative
- Engaging
- Enriching
- Equitable
- Exploration
- Forward-thinking

### Education
- Individualized
- Innovative, innovation
- Problem solving
- Students, student-centered

### Facilities
- 21st Century
- Collaborative
- Community
- Fewer, newer, larger
- Flexible
- Functional
- Quite different
- Safe and functional
- Useful

# Educational Vision

## Guiding Principles

**OVERARCHING PRINCIPLES**

- This future-oriented Educational Vision articulates innovative best + next educational practices, some of which are already in operation in some classrooms in the district schools
- Teach the skills of the PoG at the same time as traditional content
- Build stronger relationships among students, families, + communities through school structure + educational programs
- Establish staff Professional Development to support the educational deliveries outlined here
- It is understood that the concepts outlined here will take years, even decades to fully deploy

## Guiding Principles DRAFT

**INSTRUCTIONAL MODELS**

- Increase student engagement. Shift the teaching model to more active, student-centered learning, with opportunities for student voice in their learning. This is particularly important at the secondary level
- Shift from one-subject curriculum delivery to integrated, interdisciplinary curriculum delivery in all grade levels
- Enhance relationship-building through a variety of ways, including:
  - Revamped advisor-advisee programs in HS + MSs with longer time periods, specific curricula, + greater engagement
  - Teacher teaming

# Educational Vision

## Guiding Principles

**EDUCATIONAL STRUCTURE: ORGANIZATION**

- Improve efficiency of school operations, equity for students, + learning relationships among teachers by shifting to larger schools, with a minimum of 3 classrooms per grade in ESs + 4 curriculum area teachers per grade in MSs
- Expand special needs services to provide more in-district, saving costs + providing better services to students + families

## Guiding Principles

*DRAFT*

**EDUCATIONAL STRUCTURE: CURRICULUM**

- Shift ES grade groupings from K-5 to Pre-K-2, 3-5:
  - o Create larger pools of educators sharing a common student development-based focus
  - o Create continuity from Pre-K to ES
  - o Increase operational efficiency + effectiveness of special needs + student services educators by increasing size of student cohorts

# Educational Vision

## School Organization

**EDUCATIONAL STRUCTURE: ORGANIZATION**

**Pre-Kindergarten**

- Pre-Kindergarten is a district diversity, equity, and inclusion (DEI) issue. Plan for future expansion and repositioning of ECDC, including:
  - o Substantially increase number of children served, ideally approaching Universal Pre-K numbers
  - o Location of the ECDC in multiple buildings:
    - ▪ Aligned with elementary schools
    - +/or
    - ▪ In Franklin HS

## School Organization

**EDUCATIONAL STRUCTURE: ORGANIZATION**

**Elementary School**

- "Fewer and newer" ESs
- Innovative approaches, including:
  - o Teacher teaming in two ways
  - o Both multi-grade + grade level classroom groupings

**Middle School**

- "Fewer and newer" MSs
- Synchronous teacher teaming, sharing students in real time

**High School**

- Interdisciplinary Small Learning Communities (SLCs)
- Thematic interdisciplinary SLCs, including Pathways
- Freshman House

# Master Planning Principles

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## COMMUNITY VALUES

- Provide equity across the District, with appropriate facilities for instruction + support programs
- Increase PoG goals + student engagement by:
  - Delivering the required core curriculum in spaces + furniture that allow for collaboration, communication + deep learning

## BASIC UNDERSTANDINGS

- Most ES + MS classrooms adequate; student services + Special Education spaces are ad-hoc + inappropriate
- 10-year K-12 enrollments forecast:
  - Slight drop through 2028/29
  - Slight rise to 2033/34, not quite to current levels
- Plan for future Pre-Kindergarten, ECDC programs aligned with ESs and/or the HS:
  - More accessible to parents
  - Positioned for growth and/or fluctuations in enrollments
  - Aligned with other grade levels
- Designate a "swing space/school" as a temporary home for occupants of schools being renovated

# Master Planning Principles

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**MASTER PLANNING CONCEPTS**
- Shift from Pre-K, K-5, 6-8, 9-12 to Pre-K-2, 3-5, 6-8, 9-12 to:
  - Create child development-based foci at the critical early years
  - Increase the number of elementary + middle school teachers per grade level to increase:
    - Operational efficiency in reaching ideal classroom enrollments as overall district enrollments fluctuate
    - Opportunities for teachers learning from each other, + for team teaching in various forms
  - Minimum 3 grades per school

**MASTER PLANNING CONCEPTS**
- Identify Master Plan Options that will:
  - Minimize disruption of students + educators
  - Utilize existing school buildings that are in reasonable physical condition to the greatest extent possible
  - Include new construction in Master Planning only when it offers strategic advantages over reassignments +/or renovation
  - Create larger schools
  - Create "newer and fewer" schools positioned to serve students, parents, + community members in the most appropriate ways, considering equity, cost, access, + educational services

# Next Steps

**REPORTING + RESPONSES**
**PoG + Ed Vision**

- 26 March
  - o School Committee
- 8-10 April
  - o Secondary educators
  - o Community
  - o Elementary educators
  - o Students
  - o A-Team

**Master Planning Options**

- To be scheduled May
  - o School Committee
  - o Comprehensive Facilities Committee
  - o Community
  - o Elementary educators
  - o Students
  - o A-Team

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**MASTER PLANNING TEAM**
**LEAP + KBA**

- April-May
  - o Develop Master Plan Options
  - o Review w/ FPS administrative leaders
- May
  - o Report to all constituencies
  - o Review w/ FPS administrative leaders
  - o Revise
- May-June
  - o Report to SC + CFC

# The Path Forward

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- **COMMUNICATION:**
  A new level of dialogue is needed among the various Franklin stakeholders

- **CULTURE CHANGE:**
  To support the Portrait of a Graduate + to foster improved learning + teaching, the school district's culture must shift:
  - To one that recognizes different students learn in different ways
  - That embraces the "whole child"
  - Offers multiple school + futures options for students

- **FACILITIES MASTER PLAN:**
  Develop a plan for facilities that:
  - Supports the Educational Vision
  - Minimizes disruption of utilizing existing facilities to the greatest extent reasonably possible
  - Ultimately produces good value for money for the taxpayer

# EDUCATIONAL VISIONING WORKSHOP REPORT

# Educational Visioning

Franklin Public Schools
Franklin, MA

March 2024

LEAP   Locker Education + Architecture Planning

Contents +
Acknowledgements

## CONTENTS

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## Executive Summary

## INTRODUCTION

This Educational Vision reflects the work of the Visioning Team, approximately 30 students, teachers, school and district administrators, parents, school committee members, and community members. Created in two days of intense facilitated workshops, it is intended to guide the long-term development of both education and facilities master planning for Franklin Public Schools (FPS).

## KEY WORDS

Visioning Team members, working independently, articulated Key Words as expressive of facilities in the long term for BPS.  The most commonly cited words are shown here.  These words could be the basis of an "elevator speech" that will characterize Visioning concepts in the many public meetings expected in the process to align education with the district's portrait of a Graduate and master plan district facilities.

**EDUCATION**
- 21st Century
- Building relationships
- Collaboration, collaborative
- Engaging
- Enriching
- Equitable
- Exploration
- Forward-thinking
- Individualized
- Innovative, innovation
- Problem solving
- Students, student-centered

**FACILITIES**
- 21st Century
- Collaborative
- Community
- Fewer, newer, larger

- Flexible
- Functional
- Quite different
- Safe and functional
- Useful

See Chapters 3 + 4 as well as Appendix Ch 5.2 for all Key Words

# EDUCATIONAL VISION
## Guiding Principles

The *Guiding Principles* presented here were created to express the values, beliefs, and concepts developed by the Visioning Team after receiving the guidance from the Portrait of a Graduate Application Team, examining educational trends, best and next practices, and issues affecting the delivery of 21st century education.  These *Guiding Principles* present the essence of that inquiry.  They are not policy but they address the overarching themes identified by participants.  They are intended to serve as a foundation for future educational deliveries and facilities plans.  Staff professional development is crucial to the successful implementation of the educational concepts outlined here.

Selected *Guiding Principles* are:
**OVERARCHING PRINCIPLES**
- Create a common understanding of this Educational Vision among administrators, faculty, parents, and students to continue shifting the educational model from one still fairly traditional to one that is more transformed, more "21st century," and highly aligned with the FPS Portrait of a Graduate (PoG)
- This future-oriented Educational Vision articulates innovative best and next educational practices, some of which are already in operation in some classrooms in the district schools
- Create a common understanding of the PoG and this Educational Vision among administrators, faculty, parents, and students
- Using the PoG as a framework, prepare students for success in the 21st century, an emerging world of global competition, uncertain employment prospects simultaneous with unheralded workplace opportunities, infinite access to information, and rapid changes in technology
- Teach the skills of the PoG at the same time as traditional content
- Build stronger relationships among students, families, and communities through school structure and educational programs
- Establish a program of staff Professional Development to support the educational deliveries outlined here
- It is understood that the concepts outlined here will take years, even decades to fully deploy

**EDUCATIONAL DELIVERY: INSTRUCTIONAL MODELS**
- Increase student engagement by shifting the teaching model to more active, student-centered learning, with opportunities for student voice in their learning.  This is particularly important at the secondary level
- Shift from one-subject curriculum delivery to integrated, interdisciplinary curriculum delivery in all grade levels
- Enhance relationship-building through a variety of ways, including:
  - Revamped advisor-advisee programs in the high school and middle school with longer time periods, specific curricula, and greater engagement
  - Teacher teaming

**EDUCATIONAL STRUCTURE: ORGANIZATION**
- Improve efficiency of school operations, equity for students, and learning relationships among teachers by shifting to larger schools, with a minimum of 3 classrooms per grade in elementary and 4 curriculum area teachers per grade in middle school
- Expand special needs services to provide more in-district, saving costs and providing better services to students and families

**EDUCATIONAL STRUCTURE: CURRICULUM**
- Shift the elementary educational grade groupings from K-5 to Pre-K-2 followed by 3-5 to:

- o Create larger pools of educators sharing a common student development based focus
- o Create continuity from early childhood learning, Pre-K, to elementary school
- o Increase operational efficiency and effectiveness of special needs and student services educators by increasing the number of student cohorts

The full Guiding Principles are expressed in full in Ch 3, Educational Vision.

## Most Important Concepts
Visioning Team members identified the most important issues for education at FPS:

**EDUCATION**
- Small group work/student collaboration
- Project-based learning, PBL
- Social/Emotional Learning
- Interdisciplinary learning
- Teacher teaming/synchronous collaboration

Note that these concepts call for a major shift in both educational deliveries and the facilities that support them. Curriculum requirements will remain, but teacher roles and student activities will change.

See Educational Vision Ch 3 and Appendices Ch 5.1 and 5.2 for all Table Team responses.

## Learning Modalities
The Visioning Team members identified these as the most effective ways for students to learn:

**MODALITIES**
- Small group work/student collaboration
- Project-based learning, PBL
- Social/Emotional Learning
- Interdisciplinary learning
- Teacher teaming/synchronous collaboration
- Making things to learn, prototyping, STEM, STEAM
- Direct teaching

The least appropriate modality is:
- Lecture (sustained direct teaching)

Articulating these Modalities is important, not only as a guide to educational deliveries, but as a guide to designing facilities, as learning spaces should be designed to support these most effective/ preferred practices.

Learning Modalities preferences are expressed in full in Appendix Ch 5.1.

## School Organization
**OVERVIEW**
The Educational Visioning Team desires a "rebooting" of Franklin Public Schools to increase operational efficiencies, increase relationship-building, increase student-directed learning, particularly at the secondary level, and opportunities for teachers to learn from and support one another on a daily basis. Additionally, they desire scaling up the ECDC to better act as the preparatory platform for learning that it can be, and that research shows is the most cost-effective learning a public school district can provide.

**ORGANIZATION**
**Pre-Kindergarten**
- Pre-Kindergarten is a district diversity, equity, and inclusion (DEI) issue. Plan for future expansion and repositioning of ECDC, the current Pre-Kindergarten program, including:
  - o A substantial increase in the number of children served, ideally approaching Universal Pre-K numbers
  - o Location of the ECDC in multiple buildings:
    - Aligned with elementary schools and/or
    - In Franklin High School

**Elementary School**
- "Fewer and newer" elementary schools
- A variety of innovative approaches, including:
  - o Teacher teaming in two ways
  - o Both multi-grade and grade level classroom groupings

**Middle School**
- "Fewer and newer" middle schools
- Synchronous teacher teaming, sharing students in real time

**High School**
- Interdisciplinary Small Learning Communities (SLCs)
- Thematic interdisciplinary SLCs, including Pathways
- Freshman House

See Appendix Ch 5.2 for the full record.

# MASTER PLANNING PRINCIPLES

Through their multiple engagements in two days of working together, the Visioning Team identified these Principles to guide the planning for district schools.

**COMMUNITY VALUES**
- Provide equity for all schools across the District, with appropriate facilities for instruction and support programs
- Increase PoG goals and student engagement by delivering the required core curriculum in spaces and furniture that allow for collaboration, communication, and deep learning

**BASIC UNDERSTANDINGS**
- Most classrooms in elementary and middle schools are adequately sized by MSBA standards but support spaces for student services and Special Education are generally ad-hoc and inappropriate
- Forecasted enrollments for the next 10 years indicate a slight drop in district-wide K-12 enrollments through 2028/29, and then a slight rise to 2033/34, but not quite matching current levels
- Plan for future Pre-Kindergarten, ECDC programs aligned with elementary schools and/or in the high school as a place of learning for high school
  - This will make the ECDC:
    - More accessible to parents

- Positioned for growth and/or fluctuations in enrollments
- Aligned with other grade levels
- Finding/designating/building a "swing space/school" as a temporary home for occupants of schools being renovated is less disruptive and often less expensive than renovation while occupied

**MASTER PLANNING CONCEPTS**
- Shift grade configurations from Pre-K, K-5, 6-8, 9-12 to Pre-K-2, 3-5, 6-8, and 9-12 to:
  - Create child development-based foci at the critical early years
  - Increase the number of elementary and middle school teachers per grade level to increase:
    - Operational efficiency in reaching ideal classroom enrollments as overall district enrollments fluctuate
    - Opportunities for teachers learning from each other, and for team teaching in various forms
  - Make all schools a minimum of three grade to reduce transition disruptions for students and increase knowing of students by their teachers
- Identify Master Plan Options that will:
  - Minimize disruption of students and educators
  - Utilize existing school buildings that are in reasonable physical condition to the greatest extent possible
  - Include new construction in Master Planning only when it offers strategic advantages over reassignments and/or renovation
  - Create larger schools
  - Create "newer and fewer" schools that are operationally efficient, adequate, and appropriate for the educational deliveries they serve, and positioned to serve students, parents, and community members in the most appropriate ways, considering equity, cost, access, and educational services.

See Ch 4, Facilities Concepts for the full record.
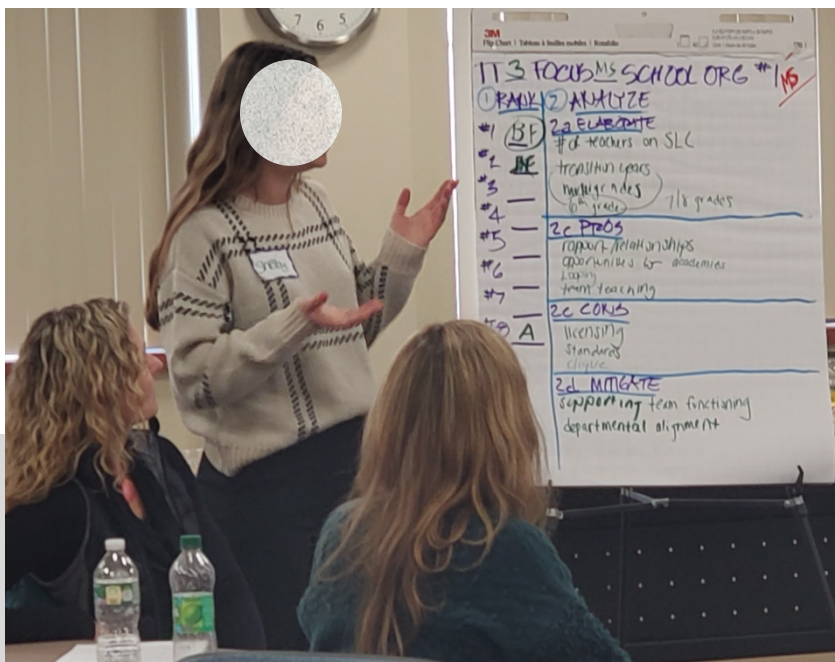
# Educational Vision

## INTRODUCTION

This Educational Vision reflects the work of a Deep Dive Visioning Team, approximately 30 students, teachers, school and district administrators, parents, school committee members, and community members.  Created in two days of intense facilitated workshops, it is intended to guide the long-term development of both education and facilities master planning for Franklin Public Schools (BPS).

Much of the work was conducted by Table Teams, small groupings of six participants each.  They brainstormed, debated, and attempted to reach consensus on most of the defining issues.  Each Table Team had educators, students, and community members evenly distributed to the greatest extent possible.

## VISION COMPONENTS

The Educational Vision for FPS is described here through several components:

- **Key Words** identified by the Visioning Team to characterize education in the future at FPS
- **Guiding Principles** establish broad parameters for educational delivery, school structure, and facilities
- **Most Important Concepts for the Future** identifies the best and next practices most important for future teaching and learning
- **Learning Modalities** identifies the most effective and appropriate ways for teachers to reach students with curriculum delivery
- **School Organization** defines preferred approaches to the overall relationships of people and programs

## KEY WORDS

Visioning Team members, working independently, articulated these words as expressive of desired educational deliveries in the long term for FPS.

**EDUCATION**
- 21$^{st}$ Century
- Bright
- Building relationships
- Collaboration (2 times), Collaborative
- Empowering people
- Engaging
- Enriching
- Equitable
- Ever-changing
- Evolution of town culture
- Experience
- Exploration
- Forward-thinking
- Individualized
- Influential
- Innovative, innovation
- Problem solving
- Students, Student-centered (2 times)

These Key Words could form the basis of an elevator speech describing essential Visioning concepts to be shared with FPS constituents and Franklin residents.

See Appendix Ch 5.2 for the full listing, and Ch 4 Facility Master Plan Concepts for Key Words related to facilities master planning.

## GUIDING PRINCIPLES

The *Guiding Principles* presented here were created to express the values, beliefs, and concepts developed by the Visioning Team after receiving the guidance from the Portrait of a Graduate Application Team, examining educational trends, best and next practices, and issues affecting the delivery of 21$^{st}$ century education. These *Guiding Principles* present the essence of that inquiry. They are not policy but they address the overarching themes identified by participants. They are intended to serve as a foundation for future educational deliveries and facilities plans. Staff professional development is crucial to the successful implementation of the educational concepts outlined here.

The *Guiding Principles* are:

## Overarching Principles

- Create a common understanding of this Educational Vision among administrators, faculty, parents, and students to continue shifting the educational model from one still fairly traditional to one that is more transformed, more "21$^{st}$ century," and highly aligned with the FPS Portrait of a Graduate (PoG)
- This future-oriented Educational Vision articulates of innovative best and next educational practices, some of which are already in operation in some classrooms in the district schools
- Create a common understanding of the PoG and this Educational Vision among administrators, faculty, parents, and students
- Using the PoG as a framework, prepare students for success in the 21st century, an emerging world of global competition, uncertain employment prospects simultaneous with unheralded workplace opportunities, infinite access to information, and rapid changes in technology
- Teach the skills of the PoG at the same time as traditional content
- Build stronger relationships among students, families, and communities through school structure and educational programs
- Aspire beyond the Massachusetts Department of Elementary and Secondary Education (DESE) guidelines to do what is best for student learning, and to instill a life-long sense of wonder and purpose. Create independent, life-long learners
- Establish a program of staff Professional Development to support the educational deliveries outlined here
- It is understood that the concepts outlined here will take years, even decades to fully deploy

## Educational Delivery

Educational Delivery addresses overarching themes required to provide a 21st century high-performing academic experience aligned with the district PoG for all students PreK-12 at Franklin Public Schools.

**INSTRUCTIONAL MODELS**

- Develop a social/emotional learning (SEL) initiative at all grade levels, including sanctioning educational deliveries that inherently promote SEL
- Increase student engagement by shifting the teaching model to more active, student-centered learning, with opportunities for student voice in their learning.  This is particularly important at the secondary level
- Increase reliance on project-based learning in all grades.  Do not expect it will replace conventional learning or take limited time away from it, but rather that it be used strategically and regularly in classrooms as a highly effective method of achieving the aspirations of the PoG
- Position students to learn 21st century skills, especially the "four C's", collaboration, communication, creativity, and critical thinking, while simultaneously meeting standard curriculum goals
- Recognize innovation skills as important for all students and correlate with the PoG; integrate them into curriculum deliveries
- Shift from one-subject curriculum delivery to integrated, interdisciplinary curriculum delivery in all grade levels
- Create school and community cultures that value flexibility for change
- Pilot innovative deliveries such as making things to learn in academic courses for planned future large-scale implementation
- Group students in small learning teams to differentiate instruction and foster communication, collaboration, and improved social skills, and foster differentiated instruction
- Enhance relationship-building through a variety of ways, including:
  - Revamped advisor-advisee programs in the high school and middle school with longer time periods, specific curricula, and greater engagement
  - Teacher teaming

- See Appendices Ch 5.1 + 5.2 for elaboration.  See Ch 3, Facilities Concepts for related facility concepts.

**TECHNOLOGY INTEGRATION**

While only briefly addressed by the Educational Visioning Team, technology is integral to learning.  Students must be provided with the technological skills and knowledge which will enable them to function successfully in a global context.  Technology should include:

- Use technology to transform education, not just improve it
- Integrate Virtual Reality to expand students' experiences, particularly instant "travel" to places far away
- Create places and learning goals for students to learn using new technology, including documentation of oral presentations, and the production of videos, story boards, and apps

Technology must not be viewed as a curriculum add-on, but, rather as an effective tool to be utilized in meaningful instruction that is relevant and rigorous.

## Educational Structure

Educational Structure establishes the organizational patterns necessary to group students and teachers in the most effective ways.

**ORGANIZATION**

- Improve efficiency of school operations, equity for students, and learning relationships among teachers by shifting to larger schools, with a minimum of 3 classrooms per grade in elementary and 4 curriculum area teachers per grade in middle school
- Expand special needs services to provide more in-district, saving costs and providing better services to students and families
- Small learning communities (SLCs) to create better relationships
- Thematic SLCs when appropriate, with the Arts Academy at FHS as a model

**RELATIONSHIPS**
- Foster student collaboration to build social and communication skills, and the ability to work with others
- Create opportunities for students to grow socially and emotionally while working with others in classroom assignments

**CURRICULUM**
- Shift the elementary educational grade groupings from K-5 to Pre-K-2 followed by 3-5 to:
    - Create larger pools of educators sharing a common student development based focus
    - Create continuity from early childhood learning, Pre-K, to elementary school
    - Increase operational efficiency and effectiveness of special needs and student services educators by increasing the number of student cohorts
    - Eliminate the need for itinerant personnel travelling among school buildings
- Build 21st century skills while meeting traditional curriculum goals
- Create regular opportunities for students to improve their oral communication skills
- Integrate the curriculum through a variety of strategies

See Appendices Ch 5.1 + 5.2 for elaboration.  See Ch 3, Facilities Concepts for related facility concepts.

# MOST IMPORTANT CONCEPTS FOR THE FUTURE

Visioning Team members, working in Table Teams, identified the most important issues for education at FPS.

The results are outlined here, in order of importance based on frequency of citation in various Table Team discussions:

**EDUCATION**
- Small group work/student collaboration
- Project-based learning, PBL
- Social/Emotional Learning
- Interdisciplinary learning
- Teacher teaming/synchronous collaboration

Note that these concepts, collectively, call for a major shift in both educational deliveries and the facilities that support them.  Curriculum requirements and standards will remain, but the nature of teacher roles and student activities will change.

See Appendices Ch 5.1 + 5.2 for elaboration.  See Ch 3, Facilities Concepts for related facility concepts.

# LEARNING MODALITIES

Visioning Team members each individually considered 24 learning modalities, ranging from traditional lecturing and direct teaching to independent study, and ranked them in order of appropriateness.

**MODALITIES**
- Small group work/student collaboration
- Project-based learning, PBL
- Social/Emotional Learning
- Interdisciplinary learning
- Teacher teaming/synchronous collaboration
- Making things to learn, prototyping, STEM, STEAM
- Direct teaching
- Internships
- Integrated arts learning (as in the Arts Academy at FHS)

The least appropriate modalities are:
- Computer-based: games, learning programs
- Seminar instruction
- Lecture (sustained direct teaching)

Articulating these Modalities is important, not only as a guide to educational deliveries, but as a guide to designing facilities, as learning

spaces should be designed to support these most effective/preferred practices.

See Appendix Ch 5.1 for all responses.

# SCHOOL ORGANIZATION

The Table Teams reflected on model school organizations, and determined these to be the most appropriate by grade groupings:

## OVERVIEW

The Educational Visioning Team desires a "rebooting" of Franklin Public Schools to increase operational efficiencies, increase relationship-building, increase student-directed learning, particularly at the secondary level, and opportunities for teachers to learn from and support one another on a daily basis.  Additionally, they desire scaling up the ECDC to better act as the preparatory platform for learning that it can be, and that research shows is the most cost-effective learning a public school district can provide.

## ORGANIZATION

**Pre-Kindergarten**
- Pre-Kindergarten is a district diversity, equity, and inclusion (DEI) issue.  Plan for future expansion and repositioning of ECDC, the current Pre-Kindergarten program, including:
  - A substantial increase in the number of children served, ideally approaching Universal Pre-K numbers
  - Location of the ECDC in multiple buildings:
    - Aligned with elementary schools and/or
    - In Franklin High School

**Elementary School**
- "Fewer and newer" elementary schools
- A variety of innovative approaches, including:
  - Teacher teaming in two ways:
    - ✓ Synchronous teacher teaming, sharing students in real time

- ✓ Teacher teaming, sharing students but not teaching together
  - Both multi-grade and grade level classroom groupings
  - Thematic multi-grade Small Learning Communities (SLCs)
  - Teacher looping

**Middle School**
- "Fewer and newer" middle schools
- Grade level classroom groupings
- Synchronous teacher teaming, sharing students in real time

**High School**
- Interdisciplinary Small Learning Communities (SLCs)
- Thematic interdisciplinary SLCs, including Pathways
- Freshman House

See Appendix Ch 5.2 for the full record.

## INTRODUCTION

The Visioning Team developed concepts for Franklin Public Schools' future school facilities.  The concepts are defined through:

- **Key Words** identified by the Visioning Team to characterize facilities in the future
- **Facility Implications** identifies physical planning concepts that correlate with the Educational Guiding Principles
- **Most Important Concepts for the Future** identifies the desired future of facilities
- **Master Planning Principles** outlines essential concepts developed by the Visioning Team through two days of collaborative workshops

## FACILITIES IMPLICATIONS

Chapter 3 Educational Vision outlined the essential Guiding Principles, aligned with outcomes from the Portrait of a graduate Application Workshop, for teaching and learning in the future.

These are correlated by the following implications for future facilities:

- Master Plan future facilities to recognize:
  - Slightly dropping enrollments,
  - Operational and educational advantages of larger enrollments per school
  - Current building condition varies widely across the district, from nearly new to needing substantial physical upgrades to be minimally acceptable
  - Recognize the appropriateness and inappropriateness of aspects of existing facilities (See Educational Adequacy Analysis, Ch 5.2 and Appendix Ch 5.X); endeavor to make plans that increase adequacy
  - Recognize competing public uses for limited public sites
  - Plan future school buildings in a manner that minimizes costs to the taxpayer, including partnering with the Massachusetts School Building Authority whenever appropriate

# Facilities Concepts

- Support safety and security in facilities as an integral planning component, not as an "add on" as it has been in the past
- Create building plans that offer security and safety despite constant visitors, many of whom will be active participants in student learning, particularly parents and community members supporting learning through their expertise
- Develop facility planning concepts as platforms for continued change, giving future generations of educators and students the power to easily change the educational model
- Design facilities to be flexible, able to support multiple learning modalities, teaching styles, and program change over time
- When possible develop Small Learning Communities, learning spaces arranged in clusters
- Support STEM, STEAM, and making things to learn through sufficient and appropriate lab spaces
- Select furniture that supports collaboration, different learning modalities, and is substantiated by brain research
- Create Teacher Planning Centers to foster collaboration, interdisciplinary teaching, and greater knowing of students by teachers
- Maintain the Media Center/Learning Commons as a central function, easily assessable by from all learning spaces, and possible with satellites in multiple locations within schools

## KEY WORDS
Visioning Team members, working independently, articulated these words as expressive of facilities in the long term for FPS.  These words could be the basis of an "elevator speech" that will characterize Visioning concepts in the many public meetings expected in the process to improve district facilities.
**FACILITIES**
- 21st Century
- Beyond buildings
- Collaborative (2 times)
- Community
- Fewer + newer (3 times)
- Fewer, newer, larger

- Flexible (2 times)
- Functional
- Fund
- Innovative
- Larger development ages
- Magic of 150
- Purpose-driven
- Quite different
- Re-revision
- Safe and functional
- Stabilize
- Teachers
- Think outside
- Useful

See Ch 3 Educational Vision for Key Words related to education and Appendix Ch 5.2 for all facility Key Words.

## MOST IMPORTANT CONCEPTS FOR THE FUTURE
Visioning Team members, working in Table Teams, identified the most important issues for facilities at FPS

The results are outlined here, in order of importance based on frequency of citation in various Table Team discussions:

**FACILITIES**
- Flexible, movable furniture
- Safety + security 21st century schools
- Teacher planning centers
- Differentiated furniture, supporting multiple modalities in the classroom at any one time
- End of isolated teaching
- Innovative grade grouping strategies

# MASTER PLANNING PRINCIPLES

Through their multiple engagements in two days of working together, the Visioning Team identified these Principles to guide the planning for district schools.

## COMMUNITY VALUES

- Provide equity for all schools across the District, with appropriate facilities for instruction and support programs
  - Inequities are seen in resources, facilities, SEL support staff, space, staffing, hiring, scheduling, flexibility, facilities, ELL, socio-economic status, Spl Ed, staffing, school culture/leadership, and demographics
- Reduce/eliminate facility condition deficiencies as much as possible through Master Planning
- Increase PoG goals and student engagement by delivering the required core curriculum in spaces and furniture that allow for collaboration, communication, and deep learning
- Reduce/eliminate educational space deficiencies within school buildings (provide appropriate space sizes aligned with state standards, etc)

## BASIC UNDERSTANDINGS

- Most classrooms in elementary and middle schools are adequately sized by MSBA standards but support spaces for student services and Special Education are generally ad-hoc and inappropriate, and need attention regardless of any master planning for the benefit of students and educators
- Forecasted enrollments for the next 10 years indicate a slight drop in district-wide K-12 enrollments through 2028/29, and then a slight rise to 2033/34, but not quite matching current levels.  Specifically:
  - Elementary school buildings will increase slightly year-by-year
  - High school enrollments will steadily drop, with the graduating class of 2034 more than 15% smaller than those of the last five years
- Plan for future Pre-Kindergarten, ECDC programs aligned with elementary schools for greater continuity for students and

parents, and/or in the high school as a place of learning for high school students interested in early childhood education
  - This will make the ECDC:
    - More accessible to parents
    - Positioned for growth and/or fluctuations in enrollments
    - Aligned with other grade levels
- Renovating existing operational buildings is more disruptive to the occupants if done while occupied
- Finding/designating/building a "swing space/school" as a temporary home for occupants of schools being renovated is less disruptive and often less expensive than renovation while occupied.  The Master Plan sequence is integral to creating that "swing space"

## MASTER PLANNING CONCEPTS

- Shift grade configurations from Pre-K, K-5, 6-8, 9-12 to Pre-K-2, 3-5, 6-8, and 9-12 to:
  - Create child development-based foci at the critical early years
  - Increase the number of elementary and middle school teachers per grade level to increase:
    - Operational efficiency in reaching ideal classroom enrollments as overall district enrollments fluctuate
    - Opportunities for teachers learning from each other, and for team teaching in various forms
  - Make all schools a minimum of three grade to reduce transition disruptions for students and increase knowing of students by their teachers
- Identify Master Plan Options that will:
  - Minimize disruption of students and educators
  - Identify "swing spaces"
  - Utilize existing school buildings that are in reasonable physical condition to the greatest extent possible, recognizing fluctuating enrollments projected over time
  - Include new construction in Master Planning only when it offers strategic advantages over reassignments and/or renovation

- o Create larger schools.  They are unanimously believed by those Table Teams responding to be more advantageous for elementary and middle schools operationally, educationally, and in the community context.  Smaller schools are believed to be more advantageous by only one Table Team, or 25% of the room.  The negative effects of larger can be mitigated by proper internal planning, such as small learning communities, SLCs.
- o Create "newer and fewer" schools that are operationally efficient, adequate, and appropriate for the educational deliveries they serve, and positioned to serve students, parents, and community members in the most appropriate ways, considering equity, cost, access, and educational services.

## Notes
## Workshop 1

## AGENDA

The first Visioning Workshop was held on 4th March 2024.  Notes of all activities follow:

- Pre-workshop Video
- Snapshot of our Schools
- From Racetrack to Landscape
- FPS PoG Essential Practices
- Lunch Theater: PBL: Raising Student Achievement for all Learners
- 21st Century Schools, Part 1, Education
- 21st century Schools, Part 2, Facilities
- Learning Modalities

## PRE-WORKSHOP VIDEO

Workshop participants had watched several videos before coming together, in the spirit of blended learning.  The video was Blooming Culture, the Story of a Canoe and the Confluence of Cultures.

Visioning Team thoughts included:

- Blooming culture
  - Project based
  - Integrated with native culture
  - Student reflections
  - How helps learning?
- Amazing outdoor learning
  - Was westward exp. Good
- Wonderful learn experience
- Like FHS open curriculum
- Surprised by intersection of serious content and contentions vs canoe making
- Christopher Columbus good guy – not so
- – we teach this in our 4th grade.  Christopher Columbus was not such a good guy
- How much canoe?  How much reading and discussion?
- What will kids remember in 10 years?

- Appreciate outdoor aspect

## SNAPSHOT OF OUR SCHOOLS
Superintendent Lucas Giguere and Assistant Superintendent Tina Rogers shared a PowerPoint on FPS schools, focusing on demographics, school operations, learning results, and challenges.  See Appendix Ch 5.X for their presentation.

## FROM RACETRACK TO LANDSCAPE
Jennifer D Klein, educational consultant from Denver, CO and presenter at the recent NEASC conference in Boston presented virtually on reframing education from teacher-centric to student centered.  Among the concepts she shared were:
- We often say we want Rigor in our educational experiences. Look that word up in the dictionary.  Better to want Vigor
- Failure is a big part of learning, but traditional education makes failure taboo.  Educators need to allow their students to safely fail, regroup, and continue
- An embedded video about Jillian, a toddler learning to take risks, became a metaphor for positive student-centered learning. Questions/comments included:
  - What did mom do?
  - What skills were developed?
  - What are challenges of teaching like this?
  - Parents should not be helicopter parents
  - Teachers should not be the educational equivalent, lawnmower teachers

The Visioning Team discussed these and more concepts with Jennifer.

Their thoughts were:
- Student protagonism
  - Each child is the Jason Borque character in in their own movie as opposed to being an extra in their teacher's movie
- Landscape model

- We create the conditions for growth
- Myths
  - Myth of empty vessel
  - Myth of well-rounded student
  - Myth of standardization
- Rigor vs vigor
- PoG exemplars
  - 2nd grade Orchard designers
    - Plans, lyrics, songs
  - 4th - How to protect animals waiting for adoption
  - Middle school – how might we determine and work to guarantee a dignified wage in our community and beyond?
  - HS – what might we create could improve the lives of people living on the streets in our region
- Re: project examples
- What skills and dispositions from our PoG might they foster in students?

Kenn Elmore took a moment to characterize headwinds and opportunities related to the topics discussed so far:
HEADWINDS
- Funding
- K students coming in without PK background
- Could the standards themselves be the problem?
- Affordability of college
- Focus on college as THE solution

OPPORTUNITIES
- Creating opportunities in first responder jobs
  - EMT, Fire, Police

## FPS PoG ESSENTIAL PRACTICES
Fran Locker shared outcomes from the Portrait of a Graduate Application Workshop.  Comments from the Visioning Team were:
- HS Advisors more appropriate
  - MS less so

- o New to HS (2 years)
  - ▪ Room for improvement
- Info to be shared with entire school at once
- Cross section of the school
- Provides opportunity to mingle and socialize with larger group
- Time shouldn't be a barrier to educational ideas and dives
- How can it be used in a more meaningful way for everyone?
- Refreshing to see student responsibility
- Some student reflection is happening
- Students advocating for themselves
- Parents must let students advocate (not be lawnmower parents)
- Students need to "brush teeth nightly" to add to RTS – dentist metaphor
- How to hone and translate skills/organizational strategies to students in their weak areas
- Executive functioning time (at Remington previously)
- MS has student-led advisories
- Think about behavior as part of PoG
- Test scores – pressure
  - o Local/state/national
- Kids checking grades is reflective of culture
- Can we track SEL and others instead of grades
- Key to the golden city:  Interdisciplinary approach!
- District curriculum pushing away from interdisciplinary
- Keys to literacy (science teacher) allows teachers to learn about working on other subjects
- Classroom: include safe and inclusive
  - o Supportive community
- Build up the culture first
- School should try things and share
- Portrait of a caretaker?
  - o Not everyone has $ and/or parent

# PBL: RAISING STUDENT ACHIEVEMENT FOR ALL LEARNERS

Participants experienced this video as Lunch Theater, and then discussed how it related to us at FPS.  Their comments included:

- Qualitative aspects
  - o Kids of color can and will
- Wow – public presentation
  - o 2nd grade
- Students were taken seriously
- Town government involved in education of students
  - o Civics engagement
  - o Impact on town
- PBL – put guard rails in
  - o But some time need to break them
- A compass is needed, not guardrails
- These teachers were masters level
  - o At FPS we would need teacher training
- The PoG leads to PBL with:
  - o Teacher training
  - o Administrative support
  - o Time to work with other teachers
- Assessment:  this project had tons of standards
- This was authentic
- Experts in town needed
  - o Get other fields involved – fire, police
- Alignment with PoG?  This video exhibited PoG elements 1, 2, 3, 4, 5
  - o High amount of #2
  - o Lots of 3 and 4
  - o 1a bit less
  - o Lot of 5
  - o Different experiences for each kid.  If all #'s were engaged at once, would be more time efficient
- Tough to give multiple assessments
  - o Could PoG be the report card?

# 21st CENTURY SCHOOLS PRESENTATION

Fran Locker presented on the changing values, goals, and deliveries that characterize the most progressive thinking about schools in the United States, and worldwide, today.  Key points included:

- 20th vs 21st century schools:
    - The 20th century was a century of creating efficient schools; the 21st century has been a century of looking for effectiveness in schools
    - 20th century was the century of the teacher; 21st century is the century of the learner
    - The teacher used to hold all the information; now the teacher is the guide
- Research in learning informs us of many effective educational practices
    - Some are gaining popularity
    - Others are not yet in general practice
- Learning is more effective when students apply their learning immediately
- 21st Century Skills Framework offers a clear concept of skills students need for success in our rapidly changing global economy.  It establishes:
    - Core, subject-based learning is not sufficient any more
    - Learning relevant 21st century survival skills is just as important, perhaps more important.  These include:
        - ✓ Learning and innovation skills
        - ✓ Life and career skills
        - ✓ Information, media, and technology skills
- Learning should be interdisciplinary, bridging the gaps between subject areas, and looking more like the real world
- Learning should be infused with 21st century themes
- Learning is a social activity.  Students learn better when they are in strong relationships with teachers and peers
- Teachers' work is supported through strong relationships with other professionals
- Schools are looking for more community connections to improve student learning
- Flexible furniture is needed to bring the student the support to learn in a variety of modalities

## Individual Responses

Visioning Team members scored the importance of the different issues outlined while Fran was presenting.   Here is a compilation of their scores.  Individual comments follow.

## 21st Century Schools PART 1 — Responses to issues as presented

| | Very Important | Important | Don't Know | Maybe | Not Important | | Scary to Me |
|---|---|---|---|---|---|---|---|
| 1 History Work + School | 3 | 15 | 1 | 7 | | | 3 |
| 2 Student Engagement | 16 | 7 | 1 | 1 | | | 5 |
| 3 The Future | 13 | 6 | | 4 | | | 7 |
| 4 20th vs 21st Century Learning | 13 | 18 | | 2 | 1 | | 1 |
| 5 Measures of Success | 2 | 18 | 4 | 2 | | | 1 |
| 6 Creating Innovators | 9 | 13 | 1 | 1 | 1 | | 2 |
| 7 Learning Pyramid | 10 | 7 | 1 | 4 | 1 | | 1 |
| 8 Series: School Organization Can Improve Learning | | | | | | | |
| 8a Thematic Learning | 7 | 8 | 3 | 4 | 2 | | 1 |
| 8b Teacher Teaming | 11 | 8 | | 5 | | | 1 |
| 9 Series: Building Relationships | | | | | | | |
| 9a Magic of 150 | 3 | 6 | 6 | 10 | 1 | | 1 |
| 9b Multi-Age | 1 | 10 | 3 | 8 | 4 | | 4 |
| 9c Teacher Looping | 3 | 7 | 3 | 9 | 4 | | 2 |
| 9d Core Teacher Teaming | 7 | 7 | 2 | 8 | | | 1 |
| 10 Social/ Emotional Learning | 18 | 5 | 1 | 2 | | | 1 |
| 11 Pre-School Programs | 15 | 8 | | 2 | | | |
| 12 Series: Interdisciplinary | | | | | | | |
| 12a STEM/STEAM | 9 | 9 | 2 | 5 | 1 | | 1 |
| 12b Core Learning | 6 | 10 | 2 | 7 | 1 | | 2 |
| 12c Arts + Academics | 4 | 10 | 2 | 8 | | | 1 |
| 13 21st Century Skills | 19 | 6 | 1 | 1 | | | |
| 14 Project Based Learning: Africa, Café | 10 | 11 | 2 | 3 | 1 | | 1 |
| 15 Design Thinking, Making Things to Learn | 6 | 12 | 2 | 3 | | | 2 |

## 21st Century Schools PART 1 — RANKING OF RESPONSES

| | Very Important | Important | Don't Know | Maybe | Not Important | RANK | % TOTAL | Scary to Me |
|---|---|---|---|---|---|---|---|---|
| 4 20th vs 21st Century Learning | 13 | 18 | | 2 | 1 | 1 | 6.9% | 1 |
| 13 21st Century Skills | 19 | 6 | 1 | 1 | | 2 | 6.1% | |
| 10 Social/ Emotional Learning | 18 | 5 | 1 | 2 | | 3 | 5.7% | 1 |
| 2 Student Engagement | 16 | 7 | 1 | 1 | | 4 | 5.5% | 5 |
| 11 Pre-School Programs | 15 | 8 | | 2 | | 5 | 5.4% | |
| 14 Project Based Learning: Africa, Café | 10 | 11 | 2 | 3 | 1 | 6 | 5.2% | 1 |
| 6 Creating Innovators | 9 | 13 | 1 | 1 | 1 | 7 | 5.0% | 2 |
| 5 Measures of Success | 2 | 18 | 4 | 2 | | 8 | 4.8% | 1 |
| 12a STEM/STEAM | 9 | 9 | 2 | 5 | 1 | 8 | 4.8% | |
| 3 The Future | 13 | 6 | | 4 | | 10 | 4.7% | 7 |
| 8b Teacher Teaming | 11 | 8 | | 5 | | 10 | 4.7% | 1 |
| 1 History Work + School | 3 | 15 | 1 | 7 | | 12 | 4.5% | 3 |
| 12b Core Learning | 6 | 10 | 2 | 7 | 1 | 13 | 4.4% | 2 |
| 7 Learning Pyramid | 10 | 7 | 1 | 4 | 1 | 14 | 4.4% | 1 |
| 15 Design Thinking, Making Things to Learn | 6 | 12 | 2 | 3 | | 14 | 4.4% | 2 |
| 8a Thematic Learning | 7 | 8 | 3 | 4 | 2 | 16 | 4.2% | 1 |
| 9d Core Teacher Teaming | 7 | 7 | 2 | 8 | | 17 | 4.1% | 1 |
| 12c Arts + Academics | 4 | 10 | 2 | 8 | | 18 | 4.0% | 1 |
| 9a Magic of 150 | 3 | 6 | 6 | 10 | 1 | 19 | 3.8% | 1 |
| 9b Multi-Age | 1 | 10 | 3 | 8 | 4 | 20 | 3.6% | 4 |
| 9c Teacher Looping | 3 | 7 | 3 | 9 | 4 | 20 | 3.6% | 2 |

## 21st Century Schools PART 2 — Responses to issues as presented

| | Very Important | Important | Don't Know | Maybe | Not Important | | Scary to Me |
|---|---|---|---|---|---|---|---|
| 1 21st Century School Planning | 5 | 15 | 1 | 3 | 1 | | 1 |
| 2 Small Learning Communities | 3 | 14 | 6 | 1 | 1 | | 1 |
| 3 Extended Learning Areas | 4 | 12 | 3 | 5 | 1 | | |
| 4 Safety + Security 21st Century Schools | 22 | 3 | | 1 | | | 3 |
| 5 Series: School Organization Can Improve Learning | | | | | | | |
| 5a Facts of Life | 4 | 13 | 2 | 4 | | | |
| 5b Grade Grouping Strategies | 7 | 8 | 6 | 5 | 1 | | 1 |
| 5c Teacher Autonomy | 6 | 6 | 6 | 5 | 0 | | 3 |
| 6 Teacher Planning Centers | 9 | 13 | 2 | 1 | 1 | | |
| 7 Series: Flexible, Varied, Brain-Based Furniture | | | | | | | |
| 7a Movement Stimulates the Brain | 27 | 17 | 1 | | | | |
| 7b Stand Up Desks | 9 | 8 | 3 | 3 | | | |
| 7c Differentiated Furniture | 10 | 9 | 3 | 3 | | | |
| 8 End of the Library as We Know it Today | 7 | 10 | 1 | 8 | 2 | | |
| 9 End of the Cafeteria as We Know it Today | 3 | 9 | 3 | 6 | 3 | | |
| 10 End of Isolated Teaching | 9 | 8 | 3 | 7 | | | 1 |
| 11 Series: End of the Classroom as We Know it Today | | | | | | | |
| 11a Wooranna Park Primary School | | 7 | 10 | 5 | 1 | | 1 |
| 11b Milan HS Center Innovative Studies | 1 | 13 | 7 | 2 | 1 | | 1 |

## 21st Century Schools PART 2 — RANKING OF RESPONSES

| | Very Important | Important | Don't Know | Maybe | Not Important | RANK | % TOTAL | Scary to Me |
|---|---|---|---|---|---|---|---|---|
| 7 Furniture   7a Movement Stimulates the Brain | 27 | 17 | 1 | | | 1 | 12.9% | |
| 4 Safety + Security 21st Century Schools | 22 | 3 | | 1 | | 2 | 7.8% | 3 |
| 6 Teacher Planning Centers | 9 | 13 | 2 | 1 | 1 | 3 | 6.7% | |
| 7 Furniture   7c Differentiated Furniture | 10 | 9 | 3 | 3 | | 4 | 6.3% | |
| 10 End of Isolated Teaching | 9 | 8 | 3 | 7 | | 4 | 6.3% | 1 |
| 5 School Organization   5b Grade Grouping Strategies | 7 | 8 | 6 | 5 | 1 | 6 | 6.0% | 1 |
| 8 End of the Library as We Know it Today | 7 | 10 | 1 | 8 | 2 | 6 | 6.0% | |
| 1 21st Century School Planning | 5 | 15 | 1 | 3 | 1 | 6 | 6.0% | 1 |
| 7 Furniture   7b Stand Up Desks | 9 | 8 | 3 | 3 | | 9 | 5.8% | |
| 2 Small Learning Communities | 3 | 14 | 6 | 1 | 1 | 9 | 5.8% | 1 |
| 3 Extended Learning Areas | 4 | 12 | 3 | 5 | 1 | 11 | 5.5% | |
| 5 School Organization   5a Facts of Life | 4 | 13 | 2 | 4 | | 11 | 5.4% | |
| 11 End Classroom   11b Milan HS Center Innovative Studies | 1 | 13 | 7 | 2 | 1 | 13 | 5.2% | 1 |
| 5c Teacher Autonomy | 6 | 6 | 6 | 5 | | 14 | 5.2% | 3 |
| 9 End of the Cafeteria as We Know it Today | 3 | 9 | 3 | 6 | 3 | 15 | 4.7% | |
| 11 End Classroom   11a Wooranna Park Primary School | | 7 | 10 | 5 | 1 | 16 | 4.3% | 1 |

## Individual Comments

Comments from individual Visioning Team members in response to the presentation issues are as follows:

## Part 1

**ISSUE**

**1 History Work + School**
- Bob Dylan was right – Times They Are A-Changin'
- Set up of classroom is vital
- Connect diverse experiences with space/time
- Learn from research
- Collaborative work should = collaborative school
- Shows lack of evolution of schools
- Unchanged/(relatively)
- Improvement through the years
- Not sure what the correlation is between cool corporate furniture and better education
- More important + to look at present and future
- Common growing – the why behind innovation
- How do we prepare students?  Little knowledge ourselves
- Know better/do better
- Classroom learning – if it ain't broke, don't fix it
- Awareness of how jobs have changed – but not schools
- What is taught matters.  Children need help focusing
- Has not changed much – looked back 100 yrs
- What is our goal?

**2 Student Engagement**
- So much pressure to conform
- Want students engaged in learning
- If not engaging, why do it?
- How student learn
- Encourage all to inspire learning
- Shows the necessity
- We have to look at what we offer
- As students get older, participation declines
- Disregards all the many social factors
- Kids need connection and engagement
- What is learning without ownership?

- Investment in learning
- More engaged = more learning
- Ah ha moment
- As kids age and develop, the learning should change
- My peers are often silent

**3 The Future**
- We need more Unions
- What kind of society will we accept?
- School is supposed to prepare future.  What will it look like?
- Prefer to support students to being best in the present
- The purpose of education
- Not working in early years.  Hard to figure out what to do
- It's a reality-check!  It's coming!  It's here!
- So long as we still think school is about work
- Vs future to help in the future
- Relevance?  Suggesting VocTech?
- Prepared to thrive
- The why
- We don't know what we don't know
- Distribute evenly
- What skills will students need
- How do we keep up?
- Skills → training for one job – use resources
- Make us think of how to prepare students for future
- Skills focus
- Rapid shifts, teams, policies

**4 20th vs 21st Century Learning**
- We need to look at where we are now and where we want to go
- Practices that support engagement
- What does the research show?
- The gist of what we are working towards
- Deeper learning → Specials added
- "Balance playing field" - ?
- Real application projects
- The how
- Know better – do better (passive→active)
- Hands-on will help kids be more engaged
- Teacher is the guide

**5 Measures of Success**
- Adios, grades
- Know individual and then we build school around that
- Are we on track?  How can we do it collectively?
- Need to determine what is an appropriate measure
- Incomplete/simplistic
- Good grades, communication
- Need both quantitative and qualitative
- Feedback + reflecting is key to growing
- How do you know if what you do is working?
- Coaching parents – setting limits
- Kids need to be driven and reflective
- Ah ha!
- Different grades
- Is this real?...

**6 Creating Innovators**
- Ownership of ideas + curiosity
- Thinkers
- Skills learned should apply beyond school
- Be curious.  Speak up
- Our system is not innovative
- Taking action to do better
- Confused: "What does what know? 9
- Important but its okay to enjoy doing the work
- How do we get everyone on board with that?
- Touches on various learners/thinkers
- Innovators help but aren't everything
- (Overvalued Internet) Do > Know
- Learning and inspiring
- Of course, the curriculum is important

**7 Learning Pyramid**
- Need shift in curriculum development
- We should incorporate these
- Awareness of this for educators
- Multilingual learners.  Less lecture!
- Active learning = higher engagement
- Key foundational information
- N/A

- Operational with reality
- The "hows" – active engagement
- Kids all learn differently
- Engaged students learn
- How to teach others if you haven't learned yet
- Student-based

**8 SERIES: SCHOOL ORGANIZATION CAN IMPROVE LEARNING**

**8a Thematic Learning**
- Would love to put the charters out of business!
- Keeps engaged in operating different ways of learning
- Don't know if this is different from engagement
- Especially when students can choose
- Integrating the arts is key!  Themes rule in elementary
- Other ways for students to shine
- Different learning methods
- Progressive for progressiveness's own good
- Motivates kids
- Various ways to improve learning.  This is one example but don't know if it's the answer
- Inequity class size
- Increase engagement
- Engagement-collaboration-relationships
- Has led to silos – kids cut off from kids
- Very powerful system – put to work
- This ask is very progressive

**8b Teacher Teaming**
- Our middle school will
- Sounds good but how would it work with every student having so many teachers?
- Remove student silos
- Can identify and support student needs better.  Can do more cross curricular
- Agreed.  World knowledge and kids know them
- I love departmentalizing + collaborating in 4th grade for 60 students!
- Connection/communication

- This is a significant change with immense amounts of structural implications
- Difficult for master schedule
- Teachers work off each other's talents
- Not sure how feasible this is at the HS level with so many different paths
- May help students but students need independence
- 21st century re relationships – collaboration
- Eliminates teacher choice
- Combining styles and learning
- Do we have the name of that school?

**9 Series: Building Relationships**

**9a Magic of 150**
- Kids will find it hard to hide
- Important integrating MS&HS
- Definitely important to diverse student relationships
- Interesting
- Smaller class size ratios
- Confused by concepts
- Healthier relationships will create better students
- Relationships > safety > risk taking
- Can help with planning

**9b Multi-Age**
- Recognize various strengths
- Having different teachers is good but one teacher for all years is interesting
- Like the idea.  Grade feels arbitrary
- Developmental differences
- Mentors→old-young
- Multigenerational communities are so important
- Forming connections
- Is this practical in a public district?
- Would need to ask a lot more questions
- Children learning from children
- Help teaching is learned in classes
- Challenges to teaching different age groups
- Assumed internship = HS level
- Could affect jobs, level-up planning

- Montessori School?

**9c Teacher Looping**
- Licensure great issues
- Great with some cohorts – not every year
- Looping with teachers hard but don't think that's an issue
- I loved it when I looped but I am sure there are kids who did not
- Challenging if negative relationship
- This works!!  Have done this before
- Not sure about logistics
- Having a bond all years
- Deteriorates when teachers leave
- Knows kids better
- Would need to ask a lot more questions
- Teacher conflict
- Need new teachers: beef forms
- Especially ES
- Serving?  I love 2

**9d Core Teacher Teaming**
- Have done this.  Kids love it
- This is really important.  Kids learning by example
- Good idea
- We did this for 4 years in 4-5 grades at Paramenter
- N/A
- I wonder what's practical for teachers
- Self-directed development
- Good modeling
- Two-teacher perspective helps
- Eliminates student choice
- Interesting ?  What is impact on relationships→
- Seems very innovative
- Collaboration = observing

**10 Social/ Emotional Learning**
- Don't understand guidance
- Lots of trauma
- Mental health impacts many students
- Necessary and must be integrated
- Can come together on other issues also if they are collaborative

- The base of everything else
- Mental health is important
- Creates unrealistic expectations for kids
- Due to our current culture beyond school
- Critical
- Can't get to academics if basic needs not met
- Most important!!  We need people who can manage their emotions
- Confidence and comfortability is everything to be successful
- Help with mental health, especially post Covid
- Available to learn (follows relationship, safety, risk taking)
- Very needed for life
- Emotional intelligence

## 11 Pre-School Programs
- Congress needs to ask the Pentagon to feed schools
- Kids learn so much when they're young and impressionable
- Force for equity
- Universal preschool!!!!
- Universal preschool in Vermont – it's doable
- Life is easier
- Disagree with that preschool because D.E.I.
- All kids closer to starting line
- Not available to all
- Starting kids young helps them
- Early understanding

## 12 SERIES: INTERDISCIPLINARY

## 12a STEM/STEAM
- Explain why arts connect
- Teaches collaboration/innovation
- Of course!
- N/A
- Need to be more STEM competitive as a nation
- More realistic
- Taxes planning ???
- Not everyone is interested in that
- Prepares for future workforce
- PBL – multidisciplinary – engagement

- Future of development/world

## 12b Core Learning
- Totally makes sense
- Having choice in relationship is really interesting
- Great idea.  How to take this to scale?
- N/A
- Comes at expense of high/serious learners and to set expectation that you need to "like" every teacher is setting kids up for failure in the real world
- World applications
- Larger community conversation
- Have to take care of human/self needs first
- Advocating for yourself can be scary
- Strength-based teaching/learning
- Seems efficient and fun/innovative
- 

## 12c Arts + Academics
- Keeps higher o/u kids engaged
- Important for people who learn like that  What about those who excel in writing
- Sequential thinking and highlight assets
- Kids need to shine in their own way
- Let kids who have different aspects rise
- Interesting
- More PBL
- Promoting creativity/multiple intelligences
- Connecting areas – reaches more students
- Grasping knowledge > writing essays
- Should be everywhere – like FAA program
- $$

## 13 21st Century Skills
- Real world
- Want students to obtain these
- Needed for all communities
- Foundation of all learning
- Critical thinking
- These come at expense of basics?
- Aligned to PoG

- Best way to learn and get the most out of school
- Essential skills
- Very early

**14 Project Based Learning: Africa, Café Parisien**
- Application
- Slide shows are great ways for them to present
- Provides more opportunities
- Experiential learning→tangible – used to do this with history projects
- Engagement, creativity + real-life application
- Sounds like modern UN/creative cool!
- Like idea. Lots of questions
- Engagement, collaboration, independence
- Lower levels?  High school – Is this what's exposed in college?
- SPED? ELS?
- Projects are best way to learn
- PoG – engagement – essential skills
- Pretty cool, hands-on and, history
- Does your country have a sustainable economy

**15 Design Thinking, Making Things to Learn**
- Good degree choice
- Don't like the new aspect of Paris restaurant
- Depends on the student – hands-on learning is important for comprehension though
- Love it.  Have to find a way.  What would it push our but what it would enhance is awesome
- Brown
- River revolution
- This is where multiple pathways is critical, with no shame or judgement
- Easy for others to end
- Very resource intensive
- Give kids the opportunity to show creativity
- Provides a more rich learning experience
- Need for campus
- Hands-on development
- Making things to learn

## Part 2
**ISSUE**

**1 21ˢᵗ Century School Planning**
- Need to change space to meet expectations
- Atmosphere influences school experience
- We are not building new schools
- Sure, if resources allow (2044?)
- More connection/community
- A good teacher and community can thrive anywhere
- Prepare for future
- Depending on education level
- To see how disconnected curriculum is to space
- How to change existing infrastructure

**2 Small Learning Communities**
- Looks small and how would this translate to HS?
- Better for students
- Sure, if resources allow (2024?)
- Complex universe
- Connection and specific attention is important
- To learn and gain knowledge
- Make learning effective
- Essential possibilities
- Hard in large populations

**3 Extended Learning Areas**
- Flexibility
- Promotes collaboration and opportunities
- Better for students
- Nice to collaborate if you can.  "No" if it comes at the expense of paying for "good" teachers and other extra-curricular activities
- Kinda nice
- Can help students be comfortable but not necessary
- Space for PBL+ collaboration
- These can be created by any motivated teacher (outside) though dedicated is good
- Safe-space for students
- Student owning learning, preparing for college study groups

- PBL
- Student-controlled space

**4 Safety + Security in 21st Century Schools**
- Safety is very important
- Better for students
- Paramount in design process
- Age > safety and freedom in most cased
- Most important thing at a school
- Safety doors
- Current practices strong
- Many school shootings – need protection
- A hook to get money and enhance safety – a two-fer!
- Disjointed in presentation

**5 SERIES: SCHOOL ORGANIZATION CAN IMPROVE LEARNING**

**5a Facts of Life**
- Believe Big schools ↕ equity
- Having big school costs less and provides students with opportunities
- Foundation of student environment
- Little things add up and determine happiness
- Need to bond with all
- #2

**5b Grade Grouping Strategies**
- Must be grounded for a reason
- Think grade grouping is fine as it is
- This might truly open up the possibilities
- Feel strongly that grades 7-8 be together
- Could impact community but not the end all, be all
- This is a pitch for a larger building, yet you preached 150 or less kids to best know them
- Like different opinion
- Enrollment size?
- Economical ang logical
- Always wondered if age-group schools could work here – full district PK-2,3-5, etc
- Continuity

**5c Teacher Autonomy**
- Removes barriers for teachers' shared values
- Important for organizing but what about the kids who rely on a schedule?
- Yes! Yes! Yes.  This would save the teaching profession
- Needs strong consideration of traffic
- Teaching MS/HM id crucial – job
- N/A?
- Enhance relationships
- Opportunities are boundless

**6 Teacher Planning Centers**
- Collaboration with teacher innovation
- Gives opportunity for them to collaborate
- Valuable environment helps prep for students
- Teachers need to be on the same page
- We have a new FHS then (love)
- We must nurture our teachers to retain talent
- Team mate
- Love collaborative ideas

**7 SERIES: FLEXIBLE, VARIED BRAIN BASED FURNITURE**

**7a Movement Stimulates the Brain**
- Important for keeping students engaged
- This is critical at the elementary level
- As long as it doesn't detract from staff, curriculum, basics, etc
- Got to see movement brains
- Students need to move
- Especially for younger ages
- Keep kids moving

**7b Stand Up Desks**
- Important for keeping students engaged – bring back to HS
- Gives kids choice and movement
- As long as it doesn't detract from staff, curriculum, basics, etc
- I am not sure
- Students need to move
- As one option

**7c Differentiated Furniture**
- Need variety
- Helps students collaborate
- Gives kids choice and movement
- As long as it doesn't detract from staff, curriculum, basics, etc
- Seems a little too much
- Students need to move
- Cost prohibitive.  We had bean bags/work stations.  They don't last

**8 End of the Library as We Know It Today**
- Love this and how it leads to break-out space
- Libraries are vital
- Integrated
- Sure, if can afford budget
- Not very effective
- Our library is vital because it has become a cafeteria
- Can we librarians?

**9 End of the Cafeteria as We Know It Today**
- Like it is open
- Provides social outlet
- I love this – multi-purpose use!
- Big fan if can afford
- Café is a social hub.  We are it!
- Not very effective
- Attleboro HS just built this.  Wonderful!
- "Central gathering spot"
- Lunch still fun

**10 End of Isolated Teaching**
- Collaboration and innovation
- Provides variety and allows teachers to support each other
- Yes, awesome step towards multi-disciplinary work
- Questions about safety/security
- Could get pretty chaotic
- Community is needed between teachers
- Interesting
- Not sure how this would work at the HS
- All teachers share <u>all kids</u>!

- What would staff think?
- Collaborative unit, college/workforce prep

**11 SERIES: END OF THE CLASSROOM AS WE KNOW IT TODAY**

**11a Wooranna Park Primary School**
- Allows teachers to collaborate
- This does require such a different teacher practice
- OK, if can within budget
- Super
- My HS perspective – not very often
- Better than traditional
- Project-based learning
- Teachers navigating effectively
- Variety is key!

**11b Milan HS Center for Innovative Studies**
- Important to have flexibility
- Kids can choose to go to a place that best fits their need
- OK, if can within budget
- Add a fresh space for community/work space
- Provides multiple options for leaning + collaboration.  Student engagement + motivation, thought provoking
- The branding was just as important as the different spaces
- More advanced setting for students
- Nice but realistic for us?
- Teachers navigating effectively

**Additional notes**
- Some students need structure and limited movement. As long as kids still have access
- How do we create a space that students want to come to?  Both physically and what they want to study…

# LEARNING MODALITIES

This was the challenge:

**4 Most  2 Least**

**Identify your focus: elementary __  middle ___  high ___ all grades___**

Here is a list of learning modalities.  Which are most appropriate for **core learning**?  Which ones should we be using most at our future schools?  Which ones the least?

**Personal reflection:**
- Personally rank them in order of appropriateness for learning
- Focus on the **4 most and the 2 least appropriate** (and extensive application)
- Place (4) Xs in the "Most" column,  and (2) Xs in the "Least" column

**Group consensus discussion:**
- Then debate with your Table Team members. Persuade them if you can

**Then ready your submission:**
- No need to pay attention to your table mates
- But change your ranking if you want with cross-outs

**Then share your choices in a guided all group discussion.**

| | | 4 Most | 2 Least |
|---|---|---|---|
| A. | Direct teaching | ____ | ____ |
| B. | Lecture (sustained direct teaching) | ____ | ____ |
| C. | Book Work | ____ | ____ |
| D. | Seminar instruction | ____ | ____ |
| E. | Social/emotional learning | ____ | ____ |
| F. | Project-based learning PBL | ____ | ____ |
| G. | STEM, STEAM, making things, prototyping | ____ | ____ |
| H. | Interdisciplinary learning | ____ | ____ |
| I. | Thematic/integrated learning | ____ | ____ |
| J. | Integrated arts learning | ____ | ____ |
| K. | Teacher team/synchronous collaboration | ____ | ____ |
| L. | Independent study | ____ | ____ |
| M. | Small group work/student collaboration | ____ | ____ |
| N. | Peer tutoring/teaching | ____ | ____ |
| O. | Internships | ____ | ____ |
| P. | Service learning | ____ | ____ |
| Q. | Student presentations | ____ | ____ |
| R. | Blended learning/flipped classroom | ____ | ____ |
| S. | Computer-based: games, learning programs | ____ | ____ |
| T. | Virtual learning in lieu of classroom seat time | ____ | ____ |
| U. | Skype/Zoom/GoogleMeets conversations learning around the world | ____ | ____ |
| V. | Technology with any mobile device | ____ | ____ |
| W. | Technology with desktop devices | ____ | ____ |
| X. | Other | ____ | ____ |

| Learning Modalities Responses — AS PRESENTED | Most | Least |
|---|---|---|
| A.   Direct teaching | 6 | 2 |
| B.   Lecture (sustained direct teaching) | 1 | 18 |
| C.   Seminar instruction | 1 | |
| D.   Teacher team/synchronous collaboration | 9 | |
| E.   Independent study | | 5 |
| F.   Small group work/student collaboration | 17 | |
| G.   Peer tutoring/teaching | 3 | |
| H.   Internships | 3 | |
| I.   Service learning | 3 | |
| J.   Prtoject-based learning PBL | 14 | |
| K.   Making things, prototyping, STEM, STEAM | 8 | |
| L.   Interdisciplinary learning | 10 | |
| M.   Thematic/integrated learning | 2 | |
| N.   Integrated arts learning | 3 | |
| O.   Social/emotional learning | 11 | |
| P.   Student presentations | 5 | |
| Q.   Computer-based: games, learning programs | 1 | |
| R.   Blended learning/flipped classroom | 2 | |
| S.   Virtual learning | | 12 |
| T.   Skype/Zoom/Google Meets conversations learning around the world | | 2 |
| U.   Technology with any mobile device | | 3 |
| V.   Technology with desktop devices | | 8 |
| W.   Other  Cultivating responsible learning | | |
| W.   Other  Vulcan Mind Meld | | |
| W.   Other | | |

| Learning Modalities Responses — RANKED BY MOST APPROPRIATE | Most | Least | RANK |
|---|---|---|---|
| F.   Small group work/student collaboration | 17 | | 1 |
| J.   Prtoject-based learning PBL | 14 | | 2 |
| O.   Social/emotional learning | 11 | | 3 |
| L.   Interdisciplinary learning | 10 | | 4 |
| D.   Teacher team/synchronous collaboration | 9 | | 5 |
| K.   Making things, prototyping, STEM, STEAM | 8 | | 6 |
| A.   Direct teaching | 6 | 2 | 7 |
| P.   Student presentations | 5 | | 8 |
| G.   Peer tutoring/teaching | 3 | | 9 |
| H.   Internships | 3 | | 9 |
| I.   Service learning | 3 | | 9 |
| N.   Integrated arts learning | 3 | | 9 |
| M.   Thematic/integrated learning | 2 | | 13 |
| R.   Blended learning/flipped classroom | 2 | | 13 |
| B.   Lecture (sustained direct teaching) | 1 | 18 | 15 |
| C.   Seminar instruction | 1 | | 15 |
| Q.   Computer-based: games, learning programs | 1 | | 15 |
| W.   Other  Cultivating responsible learning | | | |
| W.   Other  Vulcan Mind Meld | | | |
| E.   Independent study | | 5 | |
| S.   Virtual learning | | 12 | |
| T.   Skype/Zoom/Google Meets conversations learning around the world | | 2 | |
| U.   Technology with any mobile device | | 3 | |
| V.   Technology with desktop devices | | 8 | |
| W.   Other | | | |
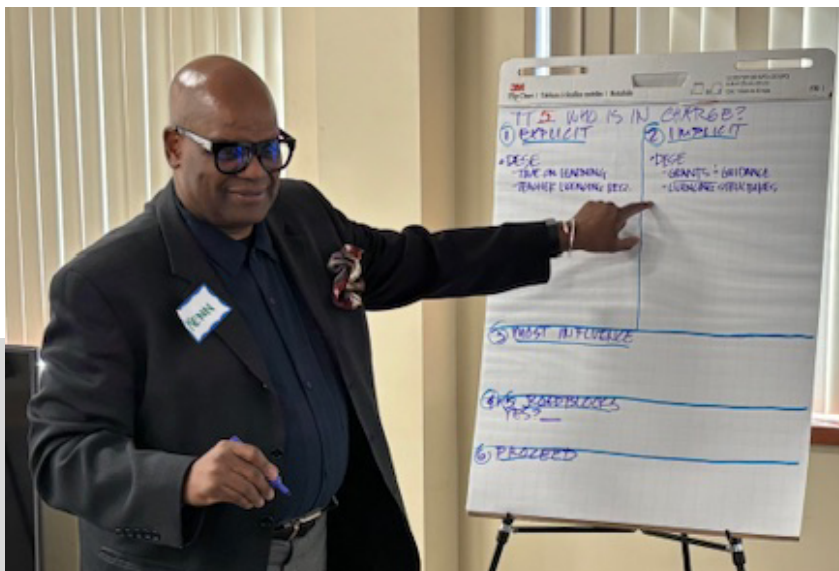
Notes
Workshop 2

## AGENDA

The second Visioning Workshop was held on 11th March 2024.  Notes of all activities follow:

- Pre-workshop Video
- Homework Reviewed: School in 2044
- What You Said in Day 1
- What to Teach? How to Teach? (Or…Who is in Charge Here?)
- Video 1: Trailer on Ted Lasso
              High Tech High Grad School of Education
- Video 2: Transformation: Renovation at Shelburne Community
- Facility Educational Adequacy/Appropriateness Assessments
- School Organization Part 1: Internal
- School Organization Part 2: Overall
- Key Words
- Next Steps

## SCHOOL IN 2044

Visioning Team participants had looked into the long-term future as homework.  This was the challenge:

**DEFINE SCHOOL IN 20 YEARS**
Answer as many of these questions as needed to create your concept of future school.

1. What will students at our school be doing in 20 years?
    a. What is "a day in the life of a student?"
    b. If they can learn content through the internet, why come to school?
2. What will faculty/staff at our school be doing in 20 years?
    a. What is "a day in the life of a teacher?"
    b. What is the teacher role?
3. Community?

a. How will the community be involved in our school?  How will community use our school?
b. How will our school be involved in the community?  Will learning happen there? How?

4. Facilities:  What does this imply for facilities?

Visioning Team members shared their thoughts about school in 20 years in a whole group discussion.

**2041 Group Discussion**
- If they can learn everything from the internet, why come to school?
  - Relationships
  - Creating
    - ✓ Hands-on

Here is a record of their individual thoughts:

**STUDENTS**
- 1a, What is a Day in the Life of a Student?
  - Wake up late
  - Collaborative/inquiry learning
  - Exploration
  - Flexible schedule
  - More social time at all levels
  - Focus on play
  - Extra-curricular
  - AI interactive
  - Real world
  - Less homework
- VR Field trips
- Outside time
  - Mind/body/spirit
  - Buildings less important
- 1b, Why Come to School?
  - Social relationships
  - Community
  - POG
  - Making sense of facts
  - Critical thinking
  - Hours for teachers change too

- Reimagine idea of educators
- Social, relationships
- DO something

**TEACHERS**
- 2a, A Day in the Life of a Teacher
  - Facilitators (twice)
  - Help bridge where kids are going
  - Applying skills/connecting to community
  - Curators
  - Active in day-to-day planning and how facilities used
  - Engagement and feedback
  - Resource managers
  - Less rigidity
  - Think about the rigidity and move towards "remote" type of ideas
  - Grace from the community is needed
  - Paradigm shift is needed
  - Need
    - Time on learning changes
    - Contract changes
    - Calendar flexibility
  - Less focus on content means more bandwidth for focus on students and community connection
  - Pathways to create interest of students to lay the groundwork
  - Student
    - Exploration
    - Social time
    - School as wellness
  - Bridge
  - PoG

- 2b, Teacher Role
  - Curator
  - More active planning
  - Facilities
  - Whole school is the classroom
  - Resource managers
  - Why 5 days/week
  - More professional culture

- o Pathways for kids
  - ▪ Bundles
  - ▪ Aligned

**COMMUNITY**
- ▪ 3a + b Community In/Out of School
  - o Multi-generational
  - o Experts
  - o Partnerships
  - o Opportunities
  - o Shared resources
  - o Resources
  - o Shared trouble shooting
  - o Collaboration
  - o Mindshift
  - o Security
  - o Funding
  - o Infrastructure
  - o Grads want to return to community

**WHAT WILL STUDENTS AT OUR SCHOOL BE DOING IN 20 YEARS?**
  - **A. WHAT IS "A DAY IN THE LIFE OF A STUDENT?"**
    - o I don't believe there will be a typical day in the life. Each day will look different.  Students will have a holographic teacher and learn from home or they might attend class through a hologram.
    - o An in-person learning opportunity to collaborate and develop as a lifelong learner.  In addition to content, it would be time to create/develop and explore personal interests.  I also think learning a skill (trade) would be important
    - o Outside time, also mindful/SEL and also opportunities to develop physical healthy mind-body-spirit
    - o A day in the life of a student is having schools start at 8am (even for high school) because there's been talk about how teenagers naturally wake up later.  I also think school will be entirely online in the sense that there will be no more paper assignments.  This is something that I don't know how to feel about since handwriting things out is good for learning but I don't

know if handwritten assignments will align with the future in 20 years
- o Personal/mobile device driven
- o Written media will be different
- o Evolving family dynamics will change school and "home work" expectations
- o Collaborating, inquiry-based learning, project-based learning, with real world application, building, creating and sharing ideas and products with peers and community, choosing themes for learning
- o Collaborative work
- o Mental and physical well-being
- o Movement
- o Problem-solving, exploration, inquiry-based
- o Students will have a balance of active/hands-on and direct instruction learning with inside and outside components.  Individual, small group and large group work with multiple physical/play/unstructured breaks throughout the day.  The day may start later but end later as well
- o Wake up at 8 to go to school or 9 – take classes like college where they only go for part of the day when they have classes, everyone has a self-driving car, everyone is building things and doing projects
- o Application based
- o Generative aspect
- o Collaboration (tech/startup)
- o Start later
- o There when need be
- o Only take required classes
- o More independent learning as AI will allow quick, engaged education but lots of collaboration to learn better STEM based skills
- o More choice
- o Interactive technology – AI
- o Exploration
- o Collaboration
- o Inquiry
- o Love more choice, but professional development would be needed to change that
- o (AI/oculus)

- Self-exploration – critical thinking
- Multiple learning modes
- Hands-on, immersive classes, collaboration
- Communication – whole world
- Quasi-structured day (age appropriate)
- Collaborative, with different ages
- High School
  - ✓ Much like college
  - ✓ Work exposure requirement
- Younger – PBL
- Engagement – meaningful peer connections/communication
- Learning through multiple modes
- Planning, designing, building, sharing
- More tech
- Flex learning
- Building less of role
- They should maintain the same routine, few changes

**B. IF THEY CAN LEARN CONTENT THROUGH THE INTERNET, WHY COME TO SCHOOL?**
- Students will be immersed with learning by people all over the world.  They will no longer be learning about past wars; they will be working together to prevent future wars.
- Social connections with peers and staff are crucial to developing empathy and connectedness.  Humans will still need to practice "being human".  Opportunities to practice hands-on is highly reinforcing for learning
- Students should come to school because it teaches them life skills that the internet cannot. Collaboration, problem solving, and creativeness are not things that can be taught via the internet.  Plus school is a major part of a child's social life that can't be replicated
- Content isn't learned through the internet as we did.  It is exposed to; schools provide the schema.  Same was said about the mass printing of books…but schools flourished after
- Reading/application
- Inspiration
- Organization

- Executive functioning
- Self-reliance
- "Self-disciplined"
  - ✓ This is what Google, etc. are recruiting
  - ✓ Modern application
- To do something with the content, to create and innovate and make our world better.  Maintain meaningful <u>relationships</u>
- Critical thinking
- Social collaboration
- Practice for "real life", work, independence
- Students need direct human interaction to learn social/emotional skills, how to be a productive participant in community
- To learn about how to use the internet to your advantage and take on problems,  Take classes that computers can't solve problems in
- Best practice – PoG – means of how learn
- Taught when generative vs. own voice
- Technology collaboration
  - ✓ Biotech
  - ✓ Med/bio
  - ✓ CS
- Learn how use tech (e.g. a1)
- To learn how to collaborate
- To filter – when all information can be discussed via internet, teachers will be the ones to filter and navigate, teaching what is important and why it is important
- Social skills – relationships
- Internet is a tool
- Social interaction
- COVID = (problems)
- Educators will use AI to be more powerful and personal, easier hands-on learning
- More equitable
- Social skills (how to work as a group, how to interact with other people)
- Learn critical thinking
- Engage creativity and problem solving
- Social experience
- Collaborative work – PBL

- False promise!  See A (listed below)
  - ✓ Engagement – meaningful peer connections/communication
  - ✓ Learning through multiple modes
  - ✓ Planning, designing, building, sharing
- Perspective
- Socialize
- Inclusion and value
- Culture
- Skill practice
- More complex interdisciplinary world
  - ✓ Thoughtful, art, history
- Having a conversation in person is important

2. **WHAT WILL FACULTY/STAFF AT OUR SCHOOL BE DOING IN 20 YEARS?**
   **A.  WHAT IS "A DAY IN THE LIFE OF A TEACHER?"**
   - Teachers will facilitate the global connections students will use. They will continue to design lessons, but they will be through some sort of VR technology.   Teachers will still help students to develop social skills
   - Planning and collaborating with other teachers. Guiding students with learning but also developing personal connections and knowing students for who they are and how to reach their future
   - A day in the life as a teacher will involve teacher collaboration so that they can feel supported by each other and get a good example of collaboration for the students
   - Facilitator, coach
   - Plan for exposure teaching how to confront ideas and build skills
   - "Discipline" will return as a key focus
   - Planning project-based inquiry – assembling materials
   - Guiding – providing encouragement and resources if needed
   - Curator, customizer
   - Less lecture, more collaboration (between students and between staff)

- Flexible schedule, leadership opportunities
- Team teaching, co-teaching
- Teachers will be active players in the learning their students do.  They will be experts in the areas of the age group they teach.  Skills acquisition, learning styles, sequence of learning.  They will put their schedules to gather in consultation with team members based on the needs of their students
- Running lessons that are hands-on projects.   If they cannot make it to school they are virtual
- Teaching component still there – how different things do now – solutions for
- Teaching the relationship of ideas eg. The history of
- Asking, essential questions, providing specific instruction
- Educators will use AI to be more powerful and personal, easier hands-on learning
- More equitable
- Mentor/advisor
- Facilitator
- Engagement with students and peers
- Mentor, guide, feedback, assessment, instructor, discussion
- Encouraging students to learn

**B.  WHAT IS THE TEACHER ROLE?**
- Teachers will monitor students technology use and will help students identify global challenges they will tackle. They will continue to inspire creativity within their students.
- **"**Gardner" – guide of students and the people who can craft learning opportunities for students that encourage growth, personal development and inspire students to want to be curious – not just take the Chat GPT and go
- The teacher's role is to encourage and support the students while also letting them figure things out on their own.  I think school may have more project-based learning which will have the teachers  in a more facilitative position
- Guide/coach/mentor

- o Teachers must have clear objective
- o "Standards" will evolve by then
- o Assess
- o Materials generation
- o Guidance
- o Background knowledge
- o More collaboration
- o Full implementation of SEL, UDL, restorative practices
- o Teacher is the facilitator of exploration and discovery although for youngest learners will also need to provide summary/synthesis and some direct instruction and context
- o Guide students through projects and answer questions similar for nowadays
- o Transfer of skill
- o Evolve
- o Organize materials to understand in a building block process, ensure all understand, push those who can develop a deeper understanding and raise those that need help
- o Instructions, facilitation, modeling
- o Melding content expertise with facilitation to reflect and digest
- o Fitness gym vs. workout in basement
- o Aligning students to the present world – staying on top of occupations and career paths, facilitating learning motivation, empowering kids
- o Guide
- o "Bumpers on the bowling land"
- o Mentor/advisor
- o Facilitator
- o Mentor, guide, feedback, assessment, instructor, discussion
- o Curator
- o Customizer of learning paths
- o To make sure a student has a safe environment to learn, make the kid love what he's doing

3. **COMMUNITY?**

a. **HOW WILL THE COMMUNITY BE INVOLVED IN OUR SCHOOLS**
- o The community will have a larger role in schools because it will be more accessible for them to engage. They will also be more invested because students will be working to save global and community issues.
- o Supportive – more involved with giving students opportunities to learn a new job or a place to collaborate to fix a problem.  Ambassadors for learning- more mentoring.  "It takes a village" approach.
- o More integration – see the value and connect
- o The community will be involved in our schools by working to support the students and provide them with the resources that they will need to thrive
- o Family dynamics and cultural expectations will be unknown
- o Experts come in and share
- o Needs are shared with schools for community service or projects
- o Area businesses seen as resources
- o Volunteer/service opportunities for students
- o More partnerships with community agencies
- o Community members will be welcome in to assist students in their learning and to support teachers in their teaching
- o Many school projects will be used to help the community like maybe building solar panels or cars or things like that to help the community
- o Community will fund our projects and donate money to help our education
- o Increased involve unsure how
- o Change with us
- o Same.  Funding and decision making process has long standing history
- o Volunteer
- o Internships
- o Sharing information
- o Resources
- o Big ask
- o Can we offer more Pre-K support

- o Collaboration to design a future workforce that's effective and on trend
- o Utilize community, resources (senior center, fire department) to build relationships and help facilitate learning
- o Internships
- o Work exposure
- o Career exploration younger grades
- o Limited
    - ✓ Internships
    - ✓ Partners
- o Partner
- o Infrastructure
- o Mindshift and support
- o Outcomes
- o By having kids be physically and mentally prepared for school

- **HOW WILL THE SCHOOLS BE INVOLVED IN OUR COMMUNITY?**
    - o Our schools will be more involved using innovative ways to get people involved.  They can work together to present workshops to different areas of the country and world.
    - o Students will participate in community trouble-shooting, provide creativity and ideas to improve community overall.
    - o More integration – see the value and connect
    - o Our schools will be involved in the community by having projects that keep the students involved with local issues while also teaching them about applying subjects to the world around them
    - o Either reflection of; or foundation for the challenge will be holding a clear role
    - o "everything" for all likely isn't realistic
    - o We will collaborate with area businesses, using their expertise and resources to elevate instruction and project-based learning
    - o Volunteer/service opportunities for students
    - o More partnerships with community agencies
    - o Would like to see more dual enrollment

- o Schools and their students will be involved in community  based learning – be it cleaning playgrounds, volunteering at senior centers, food banks.  This will promote connection within the communities for all
- o Many school projects will be used to help the community like maybe building solar panels or cars or things like that to help the community
- o Community will fund our projects and donate money to help our education
- o Hope stronger connection
- o Similar role except more space needed for specialized services and open spaces for collaboration
- o Community events/activities
- o Partnerships with organizations, businesses
- o Can we become mental health facilities…
- o With help of AI, teachers can have time for outreach and design practical hands-on opportunities/share resources
- o Community service projects – help to solve problems
- o Reinforce work skills
- o Community service
- o By changing a new generations life, it starts at the schools

4. **FACILITIES:  WHAT DOES THIS IMPLY FOR FACILITIES?**
    - It will eliminate the need for 25 desks in a classroom.  I don't see large groups of students needing a place to put their individual materials.  I also no longer see the need for lockers.
    - Probably some reconfiguring of space to allow collaboration to happen.  Would love to see outside space utilized as learning opportunities.  So much history and significant learning spaces available.  Perhaps seeking underutilized space in town to integrate other learning opportunities – build a business in an existing empty space downtown and have HS kids run it – maybe a business that's lacking.  Could schools apply for a grant similar to that of the food pantry?   Could be an interesting opportunity!

- This implies that the facilities will accommodate the students and teachers needs.  This may mean having appropriate space for classes to have the resources necessary to accommodate the various ways of learning that the students might have
- Schools should be flexibly planned
- Schedules more important, staffing more than building
- Facilities must be what is efficiently offering what students require
- Oh yes – our facilities are set up in such a traditional way.  Though the ideas and theory are well-received and hopeful, it will take significant serious intention and action to reorganize, redesign, and repurpose our school spaces
- YES – more small group space for service/delivery, collaboration, project-based work, etc
- Hallways could include break out spaces rather than narrow traffic only
- I don't think we need lockers anymore
- Facilities will need to have choices for all – spaces/more open spaces, or spaces that can change
- Plenty of light and sunshine and green space
- Facilities should be welcoming, inviting – not just "institutional"
- Yes, probably new, updated and technology advanced buildings
- Evolve competitive and designed to serve
- Fewer but larger schools, allowing for an easier process when/if enrollment trends significantly increase but open space for more collaborative work
- Open space
- Large gathering areas
- Easily movable furniture
- Pods
- White boards on walls
- Smaller spaces for specialized instruction
- Accessibility
- Multi-use
- Parking
- Cross-collaboration, shared resources (business and community)
- Hi-Tech, climate/sunlight control virtual
- No need for big lockers
- Spaces that transform – no single use
- Need access to utilize in-town resources

- Need spaces to engage
- Larger spaces for collaboration – breakout
- Engagement
- Sports
- Easy multiple mode – changing/presenting
- Room to talk/discuss
- Lockers
- Changing function
- Multi-generational: day care; elderly/senior housing; recreation; 8 to 80
- Multi-modal
- Climate re: labs and spaces
- They would need to plan ahead

## WHAT YOU SAID DAY 1

Fran shared a PowerPoint presentation that captured essential outcomes from first Visioning workshop, Day 1.
Comments during the presentation included:
- Surprised building relationships so low
- Could be that the specific examples of building relationships didn't stick
- The highest ranked items are a reflection of PoG skills
- Specific vs. big idea
- Lowest are maybes
- Total of all building relationships would be very high
- Balancing SLC vs. larger schools
- Culturally responsive teaching

See Appendix Ch 5.7 for the presentation.

## HOW TO TEACH?  WHO IS IN CHARGE HERE?

The Visioning Team discussed who was in charge of their future educational practices.  They were prompted by these questions:

## WHOLE GROUP DISCUSSION BASED ON THE FOLLOWING PROMPTS:

Consider these higher authorities/standards:
- Massachusetts Dept Elementary + Secondary Education (DESE) guidelines/standards
- Annual MCAS state testing
- Common Core guidelines/organization
- Parents
- School Committee
- Culture across the District, or within a school
- Understandings/assumptions about university acceptance
- Town taxpayer support
- Franklin Education Association
- Other

1. Do the any of these **explicitly** stop us from delivering education the way we said was most appropriate?
2. Do any **implicitly** stop us?
3. Which, if any, has the most influence over what we do?
4. Do they present roadblocks, making it difficult or impossible to do so?
5. If "yes," what are they?
6. How do we proceed?

## DEFINE A STRATEGY TO ACHIEVE WHAT WE WANT TO DO!

The Visioning Team addressed these issues as Table Teams.  Their thoughts included:
**TABLE TEAM 1**
**Explicit**
- DESE: time on learning
- Taxpayer support
- FEA

- MCAS
- (Culture)

**Implicit**
- Parents (teachers attempt to avoid conflict with them)
- School Committee political
- Culture- district/school
- Understandings/assumptions about university acceptance
- FEA
- Students

**Most Influence**
- Culture, fostered by:
    - FEA
    - School Committee
    - Parents (community)

**Roadblocks**
Yes
- Taxpayers
- Parent support

**Strategy to Proceed**
- Listen to other people
- Healthy budget
- How to create a positive culture… (what does Franklin want?)

**TABLE TEAM 2**
**Explicit**
- DESE regulations
    - Common Core guidelines
- Culture
- Taxpayer support
- FEA

**Implicit**
- Parents
- School Committee
- University acceptance
- Culture
- Taxpayer support

- FEA

**Most Influence**
- Taxpayer
- Standards

**Roadblocks**
- Lack of funding and increasing demands and unfunded mandates
- May limit future creativity

**Strategy to Proceed**
- Communication – informing and engaging community

**TABLE TEAM 3**
**Explicit**
- DESE – time on learning
- Unfunded mandates
- Taxpayer support
- FEA (contract)
- MCAS – grad requirement
- College/university
- Culture

**Implicit**
- FEA membership/process
- Culture
- Parents/guardians/caregivers
- MCAS
- Common Core
- College/university
- Culture

**Most Influence**
- DESE
- Culture
- Funding (taxpayers)

**Roadblocks**
- Money
- Flexibility

- Advocacy

**Strategy to Proceed**
- Unify
- Advocate
- Educate
- Empower
- Take risks

**TABLE TEAM 4**
**Explicit**
- MCAS testing
- Town/Taxpayers
  - Funding what we believe/value
- School Committee
- Policy/budget
- Mandates
  - Federal, state, local
  - Contract

**Implicit**
- MCAS prep/culture
- Parents
- School Committee
- DESE
- MA state standards
- University
- Culture
- FEA

**Most Influence**
- Taxpayers
- Parents

**Roadblocks**
- Taxpayers
  - Funding
  - Schedule/timeline

**Strategy to Proceed**
- Communication

- o Bringing along
- o Clear vision
- o Community engagement
- o Information sharing

**TABLE TEAM 5**
**Explicit**
- DESE
  - o Time on learning
  - o Teacher licensing requirements
- MCAS testing
- Common Core
- Funding
- Political and legislative agendas
- Teacher training and pool

**Implicit**
- DESE
  - o Grants and guidance
  - o Licensing structures
- Funding
- Culture across district
  - o MAP testing
  - o Data
- College/university
- Political and legislative agendas
- Teacher training and pool

**Most Influence**
- Parents
- School Committee
- Culture across district for college admission

**Roadblocks**
- Tax revenue
- Town culture/parents

**Strategy to Proceed**
- Buy-in
- Build school culture
- Two-way dialogue

- Gather voices and perspectives
- Educate and inspire communities and stakeholders on this work

**TABLE TEAM 6**
**Explicit**
- DESE standards
  - o Length of school day
  - o Common Core
- MCAS
- Taxpayer support
- FEA/administration

**Implicit**
- University acceptance
- Caregivers/families
- Students
- School culture
- Educators
- Taxpayer support
- FEA/administration

**Most Influence**
- School Committee
- School culture

**Roadblocks**
- Taxpayer support
- FEA/administration
- Lack of equitable access to Pre-K

**Strategy to Proceed**
- Communication
- Inspire
- Build relationships/buy-in
  - o Community
  - o Teachers
  - o Administration
- Two-way dialogue with parents
- Parent support
- Gathering voices from multiple perspectives

This challenge raised awareness that the FPS school culture needed to change.  That discussion included these thoughts:

- Town based
  - Diverse pop. But general understanding of what should happen in schools
- Trending ideas
- Examples:
  - SAT/PSAT
  - College or bust mentality
- Students learning/bullying
  - Social pressures
- Need foundational support of any changes

## LUNCH THEATER DOUBLE FEATURE

The Visioning Team viewed and then discussed two videos over the lunch period.  The first was the trailer for Ted Lasso, but first Fran introduced the position paper from High Tech High Graduate School of Education, Can Ted Lasso Save Education?  See Appendix Ch 5.4.

Participant comments on the HTH paper were:

- Be curious, not judgmental
- Fix the Be brave,
- Shared norms
- You have to fix the soil the plant is in, you cannot fix  the flower

Responses to the Ted Lasso trailer were:

- Bring the new culture in
- Shared goal: be the best version of ourselves.  Meet people where they are
- Ted had to win in order to continue
- Takes time to survive losses
- Students are like the players
- Ted had to believe
- Like Ted Lasso, Franklin is a community that has the privilege to fail

The second video was Transformation: Renovation of the Shelburne Community School, the story of the educational impact of renovating a

traditional "cells and bells" middle school building plan into a Small Learning Community.  Responses to this video were:

- The process and the building say "We value you"
- Like flexibility of space
- Like intentional use of glass
- They have four teachers for 80 students; four teachers for 100 students is harder
- Wheels!  Flexible furniture
- Enrollments going down at FHS:  extra classrooms could be PODs
- Ok to spill things
- Ok to be true to selves
- Impact that use of space can have on culture

## FACILITY EDUCATIONAL ADEQUACY/ APPROPRIATENESS PRESENTATION

Kate Jessup shared a PowerPoint presentation that outlined the process and selected key findings from the Facilities Educational Adequacy Assessment.

The assessment considers:

- Whether needed spaces exist
- Size of spaces relative to MSBA standards
- Space characteristics

It does not consider enrollment capacity or physical conditions.

Among the key findings are:

- In general, most classrooms are adequate
- In general, spaces for special services are inadequate, often with multiple providers sharing ad-hoc spaces with no acoustical privacy

See Appendix Ch 5.8 for the presentation.

# SCHOOL ORGANIZATION PART 1: INTERNAL

This was the challenge:

**Identify a focus: __Lower ES   __Upper ES  __All Elementary grades __MS   __HS**
**Table Team discussion and report out.**

## DEVELOP A DETAILED ORGANIZATIONAL CONCEPT

CREATE THE MOST APPROPRIATE CONCEPT FOR THE FUTURE FROM AN EDUCATIONAL POINT OF VIEW

1. Rank the following, from (1=) most appropriate to least appropriate
2. Analyze your most appropriate one:
   a. Elaborate on the structure to give it more definition
   b. Combine possibilities if desired
   c. Identify the Pros and Cons
   d. What would you do to mitigate the Cons?

## ELEMENTARY SCHOOL ORGANIZATIONAL MODELS

   A. Grade-level classroom groupings, ie 5 next to 5 next to 5
   B. Multi-grade classroom groupings, ie 3 next to 4 next to 5
   C. Multi-age classrooms, ie students in grades 3-4, or 3-4-5 in same classroom
   D. Teachers "teaming," sharing students but teaching separately, ie one does ELA and history for both CRs; one does math + science for both CRs
   E. Thematic multi-grade Small Learning Communities (SLCs)
   F. Any of above with teachers looping, ie teach 3 one year, then 4 with same kids
   G. Any of above with synchronous teacher teaming, sharing students full time part or all day
   H. Other
   COMBINE AS APPROPRIATE

## MIDDLE SCHOOL ORGANIZATIONAL MODELS

   A. Departmental model
   B. Grade-level classroom groupings in Small Learning Communities (SLCs)
   C. As "B" but multi-grade SLCs, ie 6-7 or 7-8 or 6-7-8
   D. As "C" but thematic multi-grade SLCs, eg Arts Academy, STEM Academy
   E. Any of above with teachers looping
   F. Any of above with synchronous teacher teaming, sharing students full time
   G. Other
   COMBINE AS APPROPRIATE

## HIGH SCHOOL ORGANIZATIONAL MODELS

   A. Departmental model
   B. Freshman House, ie 9th only with dedicated teachers
   C. Interdisciplinary Small Learning Communities (SLCs), ie ELA+math+science+social studies
   D. As "B" but thematic SLCs (such as current Arts Academy)
   E. Any of above with teachers looping
   F. Any of above with synchronous teacher teaming, sharing students full time
   G. Other
   COMBINE AS APPROPRIATE

Responses by Table team were:
**TABLE TEAM 1**
**Focus:** High School
   **1._Rank**

#1 __B/C/D
#2 __
#3 __
#4 __ A
#5 __ E
#6 __ F
#7 __ G

**2._Analyze**
> B = Freshman house
> C = Interdisciplinary Small Learning Communities
> D = Thematic SLCs

**a._Elaborate**
- Lower school
  - 9th + 10th Grades
- Upper school
  - 11th + 12th Grades = Pathways
- Getting to know students
- Address student behavior
- Four houses per grade (100-150 students each)

**c._Pros**
- Getting to know individual students
- Making school smaller

**c._Cons**
- Scheduling
- Balancing programs

**d._Mitigate**
- Flexibility, money, observe example schools, team time, Brockton

**TABLE TEAM 2**
**Focus:** Elementary
> **1._Rank**
> #1 __DB
> #2 __
> #3 __G
> #4 __E (embedded in #1)
> #5 __A
> #6 __C
> #7 __F

**2._Analyze**
> B = Multi-grade classroom groupings
> D = Teachers "teaming," sharing students but
> teaching separately

**a._Elaborate**
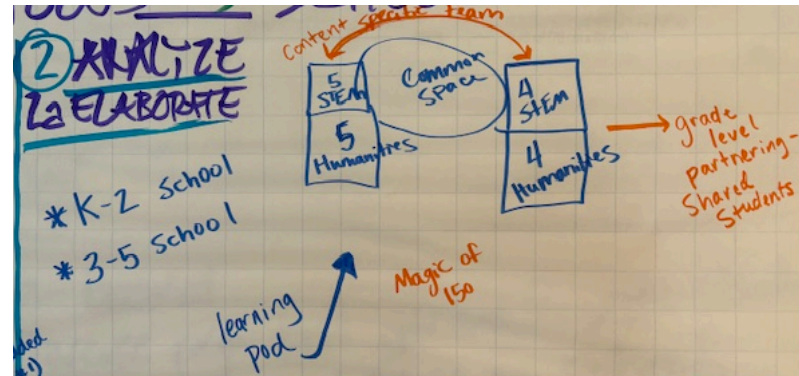


**c._Pros**
- Magic of 150
- Multi-age
- Community within a community
- Horizontal and vertical collaboration
- Interdisciplinary

**c._Cons**
- Transportation?
- Schedules (kids at multiple schools)
- Renovation costs?

**d._Mitigate**
- Staggered start time?

**TABLE TEAMS 3+4**
**Focus:** Middle School
> **1._Rank**
> #1 __BF
> #2 __
> #3 __
> #4 __
> #5 __
> #6 __

#7 __A

**2._Analyze**

B = Grade-level classroom groupings in Small
    Learning Communities
F = Any of above with synchronous teacher teaming,
    . sharing students full time

**a._Elaborate**
- o  # of teachers on SLC
- o  Transition years: 6th, 7/8th
- o  Multi-grades

**c._Pros**
- o  Rapport/relationships
- o  Opportunities for academies
- o  Looping
- o  Team teaching

**c._Cons**
- o  Licensing
- o  Standards
- o  Clique

**d._Mitigate**
- o  Supporting team functioning
- o  Departmental alignment

**TABLE TEAM 5**
**Focus:** High School

**1._Rank**
#1 __C+D
#2 __
#3 __F
#4 __B
#5 __A
#6 __E
#7 __

**2._Analyze**

C = Interdisciplinary Small Learning Communities
D = Thematic SLCs (such as current Arts Academy)

**e._Elaborate**
- o  Allows for pathways
- o  Creating communities (of learning)

- o  More engaging
- o  Can change, if you desire + learn
- o  Multiple entry points

**c._Pros**
- o  Mission-giving (over majors)
- o  RELATIONSHIPS

**c._Cons**
- o  Forces a choice too soon
- o  Time
- o  Teacher capacity

**d._Mitigate**
- o  Fluidity
- o  Option not to (can go more traditional)
- o  Teachers and administrators come up with
    justifiable cases and support it (time +
    resources)

**TABLE TEAM 6**
**Focus:** Elementary

**1._Rank**
#1 __H/A
#2 __H/D
#3 __H/E
#4 __H/F
#5 __H/G
#6 __
#7 __

**2._Analyze**

A = Grade level classroom groupings
D = Teachers "teaming," sharing students but
    teaching separately
E = Thematic multi-grade Small Learning
    Communities (SLCs)
F = Any of above with teachers looping
G = Any of above with synchronous teacher teaming,
    sharing students full time part or all day
H = Other

**e._Elaborate**
- o  H = larger schools with opportunities for SLCs
  - o  Example:

- Building A: PreK-2
- Building B: 3-5
- Building C: 6-8
- Building D: 9-12

**c._Pros**
- Teacher collaboration
- Flexible instructional models
- Equity (resources, location, expectations, learning experiences)
- Meaningful SLCs w/ smaller grade bands
- More social connections for students

**c._Cons**
- Transportation
- Transition
- Size

**d._Mitigate**
- Transportation: reduces carbon footprint
- Transition: with more peers
- Size: build community through SLCs

# SCHOOL ORGANIZATION PART 2: OVERALL

This was the challenge:

**Focus on students and education. Discuss these issues:**

**1. EQUITY:**

A  Is equity across the district important? YES  or  NO

B  Identify inequities that currently exist in Franklin Public Schools (FPS) (consider programs, staffing, demographics, facilities etc)

C  Identify strategies to achieve equity

**2. GRADE LEVELS:**

What is the minimum number of grades that should be in a school?  WHY? Is there a maximum?  WHY?

**3. ELEMENTARY ENROLLMENT STRATEGIES (complete this chart):**

Which has more advantages?

A.  Educational/Curriculum          Smaller or Larger? WHY?
B.  Social (culture/climate within school)   Smaller or Larger? WHY?
C.  Operational (support services, cost).   Smaller or Larger? WHY?
D.  Community Context (access)       Smaller or Larger? WHY?

What is the minimum number of classroom teachers at each grade?   WHY?

**NOTE: Small school = 400 or fewer students.**

**4. MIDDLE SCHOOL ENROLLMENT STRATEGIES (complete this chart):**

Which has more advantages?

A.  Educational/Curriculum          Smaller or Larger? WHY?
B.  Social (culture/climate within school)   Smaller or Larger? WHY?
C.  Operational (support services, cost).   Smaller or Larger? WHY?
D.  Community Context (access)       Smaller or Larger? WHY?

What is the minimum number of teachers per curricular area at each grade?   WHY?

**NOTE: Small school = 400 or fewer students.**

**5. THE FRANKLIN EXPERIENCE:**

A  Is there an advantage to having all of our students at each grade level have the same school experience (ie, same school)? YES  or  NO
   WHY?

C If "YES," how do we achieve this?

**6. GROUPINGS**

A  Identify any natural developmental breaks in the PK-12 continuity

PK   K   1   2   3   4   5   6   7   8   9   10   11   12

B  Identify curricular grade groupings

PK   K   1   2   3   4   5   6   7   8   9   10   11   12

C  Identify ideal grade groupings

PK   K   1   2   3   4   5   6   7   8   9   10   11   12

**NOTE: use "/" to mean soft break; use "//" to mean emphatic break.**

**7. CHOOSE THE MOST APPROPRIATE:**

**A  PRE-K NUMBERS**
1. Should we serve only a portion of 3- and 4-year-olds in the town (per Federal law)? (current)
2. Should we increase our capacity?
3. Should we plan for Universal PRE-K?

WHY?

**B  PRE-K ORGANIZATION**
1. Pre-K alone in its own building (current)
   vs
2. Pre-K operating alone in multiple elementary buildings
   vs
3. Pre-K with other grades, like K-1-2

WHY?

Consider:

- Positioned with other grades is a contingency for possible growth in number of students
- Curriculum continuity Pre-K to K+
- Teachers knowing siblings
- Special services continuity
- Parents with multiple children, Pre-K and older
- Access/driving/drop-off
- Positioned in larger buildings as a contingency for possible growth in number of students

**C  ELEMENTARY YEARS**
1. (Pre) K-5 (current)
   vs
2. (Pre) K-2, 3-5

WHY?

**D WILD CARD**
1. K-8
   or
2. (Pre) K-8
   vs
   Pre-K, K-5, 6-8 (current)

WHY?

**E ALL GRADES**
1. Multiple elementary schools and multiple middle school and one high school (current)
   vs
2. "Newer and fewer" schools. What would that be?

WHY?

NOTE: Fran was asked to define equity.  In doing so she drew a crude diagram, on the left.  The polished version is on the right:




EQUALITY          EQUITY
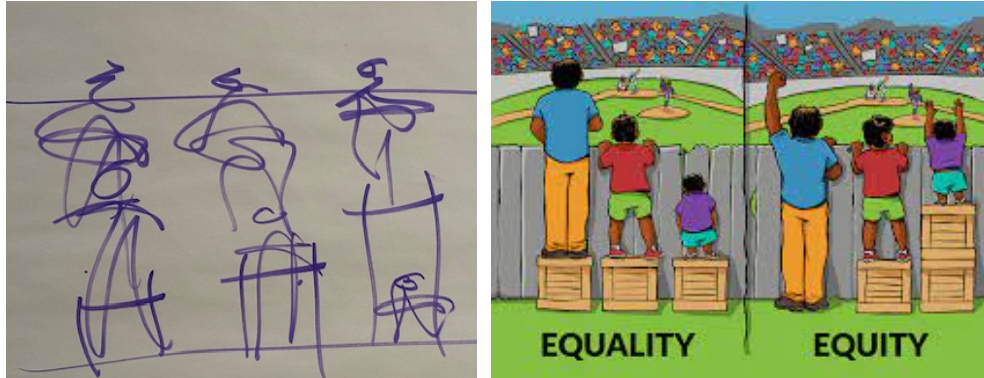
Responses by Table Team were:

**TABLE TEAM 1**

    **1. EQUITY:**

        A **Equity?**  YES

        B **Identify inequities:** Demograhpics, $, programs, services

        C **Identify strategies to achieve equity**

        Eliminate neighborhood schools

    **2. GRADE LEVELS:**

      **Minimum number of grades?** 3

      **WHY?** Build community

      **Is there a maximum?**  6

      **WHY?** The size of … population

    **3. ELEMENTARY STRATEGIES**

      Which has more advantages?

        **A. Educational/Curriculum:** Larger

        **WHY?**

        **B. Social:**  Smaller

        **WHY?**

        **C. Operational:**  Larger

        **WHY?**

        **D. Community Context:** Larger - Auditorium (limit ex gyms)

        **WHY?**

**What is the minimum number of classroom teachers at each grade?**  3 **WHY?** Balance (IEPs)

    **4. MIDDLE STRATEGIES**

      Which has more advantages?

        **A. Educational/Curriculum:** Larger

        **WHY?**

        **B. Social:** Smaller

        **WHY?**

        **C. Operational:** Larger

        **WHY?**

        **D. Community Context:**  Larger

        **WHY?**

**What is the minimum number of teachers per curricular area at each grade?**  3  **WHY?**

    **5. THE FRANKLIN EXPERIENCE:**

      A. **Advantage?**       NO

        **WHY?**  HS – Pathways, choice

      B. **If "YES," how do we achieve this?**

    **6. GROUPINGS**

      A. **Natural developmental breaks:**

PK   K  / 1  2   3  4 / 5  6  7  8  9 / 10 / 11  12 +PG

      B. **Curricular grade groupings:**

PK  K  1 / 2 / 3  4  5 / 6 / 7  8 / 9  10 / 11  12 +PG

      C. **Ideal grade groupings**

PK  K // 1  2  3  4 // 5  6  7  8 // 9  10 / 11  12 +PG

NOTE: use "/" to mean soft break; use "//" to mean emphatic break.

    **7. CHOOSE THE MOST APPROPRIATE:**

      A **PRE-K NUMBERS**

        1. **Serve a portion? (current)** No

        2. **Increase capacity?** Yes

        3. **Plan for Universal PRE-K?**  Yes

        **WHY?** Close the achievement gap

**B  PRE-K ORGANIZATION**
1. **Alone in own building (current)**
2. **Operating alone in multiple elementary buildings**
3. **Pre-K with other grades, like K-2 or HS**
   Yes at FHS
**WHY?** Multi-grade modeling, family friendly

**C  ELEMENTARY YEARS** No response
1. **(Pre) K-5 (current)**
2. **(Pre) K-2, 3-5**
**WHY?**

**D  WILD CARD**
1. **K-8**
2. **(Pre)K-8**
3. **(Pre)K, K-5, 6-8 (current)**
   Pre-K-K, 1-4, 5-8, one building
**WHY?**

**E  ALL GRADES** No response
1. **Multiple ES, MS + 1 HS (current)**
2. **"Newer + Fewer" schools.  What would that be?**
**WHY?**

**TABLE TEAM 2**
**1. EQUITY:**
A **Equity?**  YES
B **Identify inequities:**
   Overpopulated/ underpopulated (demographics)
C **Identify strategies to achieve equity**
   Master Facilities Plan, redistricting

**2. GRADE LEVELS:**
**Minimum number of grades?**  2-3
**WHY?**
**Is there a maximum?**  6
**WHY?**

**3. ELEMENTARY STRATEGIES**
Which has more advantages?
A. **Educational/Curriculum:** Larger
   **WHY?**
B. **Social:** Larger (with Small Learning Communities)
   **WHY?**
C. **Operational:** Larger
   **WHY?**
D. **Community Context:** Larger
   **WHY?**
**What is the minimum number of classroom teachers at each grade?**  3+ **WHY?** Collaboration

**4.  MIDDLE STRATEGIES**
Which has more advantages?
A. **Educational/Curriculum:** Larger
   **WHY?**
B. **Social:** Larger (with Small Learning Communities)
   **WHY?**
C. **Operational:** Larger
   **WHY?**
D. **Community Context:** Larger
   **WHY?**
**What is the minimum number of teachers per curricular area at each grade?**  3+ **WHY?**

**5. THE FRANKLIN EXPERIENCE:**
C. **Advantage?**      YES
   **WHY?** Shared resources
D. **If "YES," how do we achieve this?**
   Grade level collaboration across district

**6. GROUPINGS**
D. **Natural developmental breaks:**
PK  / K    1    2 // 3    4    5 // 6 / 7    8    9    10 / 11    12

E. **Curricular grade groupings:**
PK // K    1    2 // 3    4    5 // 6    7    8 // 9    10 / 11    12

F. **Ideal grade groupings**
PK  / K    1    2 // 3    4    5 // 6    7    8 // 9    10    11    12

**NOTE: use "/" to mean soft break; use "//" to mean emphatic break.**

**7. CHOOSE THE MOST APPROPRIATE:**
    **A  PRE-K NUMBERS**
        **1.  Serve a portion? (current).** No
        **2.  Increase capacity?** Yes!
        **3.  Plan for Universal PRE-K?**  Yes!
        **WHY?** Selling point for teachers, early learning
        intervention opportunities

    **B  PRE-K ORGANIZATION**
        **1.  Alone in own building (current)** Yes
        **2.  Operating alone in multiple elementary**
         **buildings**  No
        **3.  Pre-K with other grades, like K-2 or HS**
         Yes
        **WHY?**

    **C  ELEMENTARY YEARS**
        **1.  (Pre) K-5 (current)**
        **2.  (Pre) K-2, 3-5**  Yes
        **WHY?** Collaboration

    **D WILD CARD** No response
        **1.  K-8**
        **2.  (Pre)K-8**
        **3.  (Pre)K, K-5, 6-8 (current)**
        **WHY?**

    **E ALL GRADES** No response
        **1.  Multiple ES, MS + 1 HS (current)**
        **2.  "Newer + Fewer" schools.  What would**
        **that be?**
        **WHY?**

**TABLE TEAMS 3+4**
    **1. EQUITY:**
        A  **Equity?**   YES! , Building ages/facilities
        B  **Identify inequities:** ELL, socio-economic status, Spl
        Ed, staffing, school culture/leadership

    C  **Identify strategies to achieve equity:** Funding,
    spending, horizontal alignment, DEI

**2. GRADE LEVELS:**
  **Minimum number of grades?** 3
  **WHY?**
  **Is there a maximum?**  3-4 max
  **WHY?**

**3. ELEMENTARY STRATEGIES**
  Which has more advantages?
    **A.  Educational/Curriculum:** Large
      **WHY?**
    **B.  Social:** Large
      **WHY?**
    **C.  Operational:**  Large
      **WHY?**
    **D.  Community Context:** Large
      **WHY?**
**What is the minimum number of classroom teachers at
each grade?   WHY?**

**4._MIDDLE STRATEGIES**
  Which has more advantages?
    **A.  Educational/Curriculum:** Large
      **WHY?**
    **B.  Social:** Large
      **WHY?**
    **C.  Operational:**  Large
      **WHY?**
    **D.  Community Context:** Large
      **WHY?**
**What is the minimum number of teachers per curricular
area at each grade?   WHY?**

**5. THE FRANKLIN EXPERIENCE:**
  A.  **Advantage?**      YES
      **WHY?** Resources/ SEL/ equity.
      **If "YES," how do we achieve this?** Can plan for the
      experience not just the future

**6. GROUPINGS**
    **G.   Natural developmental breaks:**
PK   K   1 / 2   3 / 4   5 / 6 / 7   8 / 9 / 10   11   12

    **H.   Curricular grade groupings:**
PK  K  / 1   2  3 / 4   5 / 6   7  8 / 9   10   11   12

    **I.   Ideal grade groupings**
PK  / K  / 1   2  // 3   4   5 // 6   7   8 // 9   10   11   12
      PK in the HS
**NOTE: use "/" to mean soft break; use "//" to mean emphatic break.**

**7. CHOOSE THE MOST APPROPRIATE:**
    **A  PRE-K NUMBERS**
        1._**Serve a portion? (current).** Yes
        2._**Increase capacity?** Yes
        3._**Plan for Universal PRE-K?**  Yes
        **WHY?** Equity

    **B  PRE-K ORGANIZATION**
        1._**Alone in own building (current)**
        2._**Operating alone in multiple elementary**
          **buildings**  or Pre-K-2
        3._**Pre-K with other grades, like K-2 or HS**
          Pre-K-HS
        **WHY?**

    **C  ELEMENTARY YEARS**
        1._**(Pre) K-5 (current)**
        2._**(Pre) K-2, 3-5** Yes
        **WHY?**

    **D WILD CARD** No!
        1._**K-8**
        2._**(Pre)K-8**
        3._**(Pre)K, K-5, 6-8 (current)**
        **WHY?**

    **E ALL GRADES**
        1.  **Multiple ES, MS + 1 HS (current)** No
        2.  **"Newer + Fewer" schools.  What would**
        **that be?** Yes

**WHY?** Newer + fewer + larger schools

**TABLE TEAM 5**
    **1. EQUITY:**
        A **Equity?**  YES, all children opportunity for excellent
          Franklin education
        **B  Identify inequities:** Resources, facilities, SEL
        support staff, space, staffing, hiring, scheduling,
        flexibility, facilities
        **C  Identify strategies to achieve equity**

**2. GRADE LEVELS:** No response
  **Minimum number of grades?**
  **WHY?**
  **Is there a maximum?**
  **WHY?**

**3. ELEMENTARY STRATEGIES** No response
  Which has more advantages?
    **E.   Educational/Curriculum:**
      **WHY?**
    **F.   Social:**
      **WHY?**
    **G.   Operational:**
      **WHY?**
    **H.   Community Context:**
      **WHY?**
**What is the minimum number of classroom teachers at**
**each grade?   WHY?**

**4.  MIDDLE STRATEGIES** No response
  Which has more advantages?
    **A.   Educational/Curriculum:**
      **WHY?**
    **B.   Social:**
      **WHY?**
    **C.   Operational:**
      **WHY?**
    **D.   Community Context:**
      **WHY?**

**What is the minimum number of teachers per curricular area at each grade?   WHY?**

**5. THE FRANKLIN EXPERIENCE:**
   B.  **Advantage?**     YES
        **WHY?** 4 schools as a way to achieve: PK-2, 3-5/6, 6/7-8, 9-12
   C.  **If "YES," how do we achieve this?**

**6. GROUPINGS**
   J.  **Natural developmental breaks:**
PK    K //  1     2 / 3 / 4     5 / 6     7     8 / 9     10     11     12

   K.  **Curricular grade groupings:**
PK / K     1     2 // 3     4     5 / 6     7     8 // 9     10     11     12

   L.  **Ideal grade groupings**
PK     K     1     2 // 3     4     5     6 // 7     8 // 9     10     11     12
**NOTE: use "/" to mean soft break; use "//" to mean emphatic break.**

**7. CHOOSE THE MOST APPROPRIATE:**
   **A  PRE-K NUMBERS**
        1.  **Serve a portion? (current).** No
        2.  **Increase capacity?** Yes
        3.  **Plan for Universal PRE-K?**  Yes
        **WHY?**

   **B  PRE-K ORGANIZATION**
        1.  **Alone in own building (current)**
        2.  **Operating alone in multiple elementary buildings**
        3.  **Pre-K with other grades, like K-2 or HS**
           Yes.
        **WHY?** Peer role models, variety ages, resources

   **C  ELEMENTARY YEARS**
        1.  **(Pre) K-5 (current)** No
        2.  **(Pre) K-2, 3-5** Yes
        **WHY?** Diversity + equity, more teacher collaboration opportunities

**D WILD CARD** No response
        1.  **K-8**
        2.  **(Pre)K-8**
        3.  **(Pre)K, K-5, 6-8 (current)**
        **WHY?**

**E ALL GRADES**
        1.  **Multiple ES, MS + 1 HS (current)** No
        2.  **"Newer + Fewer" schools.  What would that be?** Yes
        **WHY?** Unified identity, efficiencies

**TABLE TEAM 6**
   **1. EQUITY:**
        A **Equity?**  YES
        B **Identify inequities:**
        Materials, Spl Ed staffing, services staffing, facilities, transportation/distance, programs, after school care, student access, neighborhoods/sites
        C  **Identify strategies to achieve equity**
        Newer and fewer schools
   **2. GRADE LEVELS:**
        **Minimum number of grades?** No response
        **WHY?**
        **Is there a maximum?**  No response
        **WHY?**

   **3. ELEMENTARY STRATEGIES**
     Which has more advantages?
        A.  **Educational/Curriculum:** Larger
             **WHY?**
        B.  **Social:**  Larger
             **WHY?**
        C.  **Operational:**  Larger
             **WHY?**
        D.  **Community Context:** Either one
             **WHY?**
**What is the minimum number of classroom teachers at each grade?**   2; classroom 1 Spl Ed **WHY?**

**4.  MIDDLE STRATEGIES**
Which has more advantages?
  **E.  Educational/Curriculum:** Larger
      **WHY?**
  **F.  Social:** Larger
      **WHY?**
  **G.  Operational:** Larger
      **WHY?**
  **H.  Community Context:** Larger
      **WHY?**
**What is the minimum number of teachers per curricular area at each grade?**   4 content area teachers + 1 Spl Ed.
**WHY?**

**5. THE FRANKLIN EXPERIENCE:**
  **D.  Advantage?**      YES
      **WHY?**  If the right experience
  **E.  If "YES," how do we achieve this?**
  **6. GROUPINGS**
    **M.  Natural developmental breaks:**
  PK    K // 1    2 / 3    4 / 5    6 / 7    8    9 // 10    11    12

    **N.  Curricular grade groupings:**
  PK    K // 1    2    3 / 4    5 / 6    7    8 // 9    10    11    12

    **O.  Ideal grade groupings**
  PK    K    1 // 2    3    4    5 ?// 6    7    8 // 9    10    11    12
**NOTE: use "/" to mean soft break; use "//" to mean emphatic break.**

  **7. CHOOSE THE MOST APPROPRIATE:**
    **A  PRE-K NUMBERS**
      1. **Serve a portion? (current).**
      2. **Increase capacity?**
      3. **Plan for Universal PRE-K?**  Yes
      **WHY?** Be ahead of mandate, help families, best opportunity offered

    **B  PRE-K ORGANIZATION**
      1. **Alone in own building (current).** OK
      2. **Operating alone in multiple elementary buildings**

      3.  **Pre-K with other grades, like K-2 or HS.**
HS
**WHY?** Positioned for growth

**C  ELEMENTARY YEARS**
  1.  **(Pre) K-5 (current).** OK
  2.  **(Pre) K-2, 3-5**  Better
  **WHY?** More opportunities for equity

**D  WILD CARD** No response
  1.  **K-8**
  2.  **(Pre)K-8**
  3.  **(Pre)K, K-5, 6-8 (current)**
  **WHY?**

**E  ALL GRADES**
  1.  **Multiple ES, MS + 1 HS (current)**
  2.  **"Newer + Fewer" schools.  What would that be? I**dea: Pre-K to 5 neighborhood schools, 1 6-8 MS, 1 9-12 HS
  **WHY?**

## KEY WORDS

Participants, as individuals, were asked to Identify one word or a two-word phrase characterizing future education at Franklin Public Schools. Then they were asked to do the same for facilities.

Here are their words:
## Education
- 21st Century
- Bright
- Building relationships
- Collaboration (2 times), Collaborative
- Empowering people
- Engaging
- Enriching
- Equitable
- Ever-changing

- Evolution of town culture
- Experience
- Exploration
- Forward-thinking
- Individualized
- Influential
- Innovative, innovation
- Problem solving
- Students, Student-centered (2 times)

## Facilities

- 21st Century
- Beyond buildings
- Collaborative (2 times)
- Community
- Fewer + newer (3 times)
- Fewer, newer, larger
- Flexible (2 times)
- Functional
- Fund
- Innovative
- Larger development ages
- Magic of 150
- Purpose-driven
- Quite different
- Re-revision
- Safe and functional
- Stabilize
- Teachers
- Think outside
- Useful

- Progress reporting at School Committee and CFC meetings
- Sharing of key outcomes with administrators, teachers and staff, students, and parents and community in workshops next month
- The consultant team will develop district-wide Master Plan options based on the outcomes from the Educational Visioning and the Portrait of a Graduate Application Workshop, and share them for comment with the School Committee, CFC, students, educators, and the public

Superintendent Giguere then created two run-on sentences to capture their thoughts.  Everyone laughed and cheered.

## NEXT STEPS

The Superintendent outlined these steps in this semester-long planning process:

Franklin Public Schools

KBA

Educational Adequacy Observations

March 11, 2024

1



2020 Report

| | |
|---|---|
| HELEN KELLER ELEMENTARY SCHOOL | 77% |
| OAK STREET ELEMENTARY SCHOOL | 73% |
| JEFFERSON ELEMENTARY SCHOOL | 64% |
| PARMENTER ELEMENTARY SCHOOL | 47% |
| KENNEDY ELEMENTARY SCHOOL | 42% |
| HORACE MANN MIDDLE SCHOOL | 76% |
| ANNIE SULLIVAN MIDDLE SCHOOL | 74% |
| REMINGTON MIDDLE SCHOOL | 68% |

2



Early Childhood Development Center

Co-located with Oak St and Horace Mann

3



Elementary Schools

3 Elementary Schools share building with Middle Schools &2 Small Elementary School Buildings

4

## Elementary Schools



---

## Middle Schools

3 Middle Schools in shared buildings



---

## High School

New Building - 2014



---
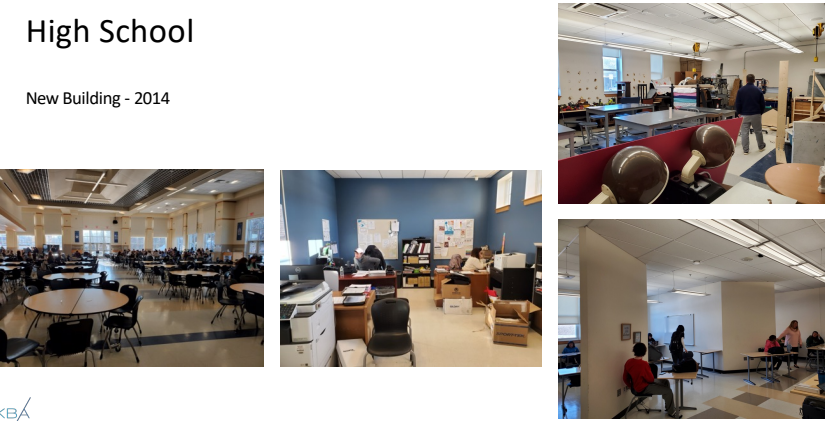
## Program and Space Alignment Plans



5

6

7

8

## Educational Adequacy Observation – Qualitative Findings

- Spaces in newer buildings are generally in alignment with MSBA standards for size of spaces
- Small Group/Breakout space is not ideal throughout district
- Older buildings not aligned with best practices for safety and accessibility
- Outdoor learning spaces could be improved
- Declining enrollment provides opportunities for space mining
- Commitment to providing dedicated space for special programs throughout district

KBA

9



10

3

# Can Ted Lasso Fix Education?

**| ARTICLE**  ⬤ 🐦 in ✉

October 23, 2023

By

**COURTNEY OCHI (HTTPS://HTHUNBOXED.ORG/STAFF_AUTHOR/COURTNEY-OCHI/)**
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Any good English teacher understands the importance of an analogy when trying to make a point. So while countless words have already been written about education, we're going to take a step back, and think about education as a soccer game.

Just imagine, it's half-time, we're all exhausted, and we're losing. Our team huddle starts with an overview of where we are – the state of the game – and it doesn't look good. What we know is that:

1. **Students are struggling**. Test scores have reached historic lows (https://www.nytimes.com/2022/10/24/us/math-reading-scores-pandemic.html) (Mervosh & Wu, 2022).

? **Help**

2. **Teachers are leaving**. One-third of U.S. educators are currently thinking of leaving their job (https://www.mckinsey.com/industries/education/our-insights/k-12-teachers-are-quitting-what-would-make-them-stay) (Bryant et al., 2023) while education professionals on average report worse well-being (https://www.rand.org/content/dam/rand/pubs/research_reports/RRA1100/RRA1108-4/RAND_RRA1108-4.pdf?mc_cid=4b0a875072&mc_eid=fab08893c2) than other adults (Steiner et al., 2022).

3. **Inequity is increasing**. Teachers of color are more likely to leave the profession and well-being is especially poor (https://www.rand.org/content/dam/rand/pubs/research_reports/RRA1100/RRA1108-4/RAND_RRA1108-4.pdf?mc_cid=4b0a875072&mc_eid=fab08893c2) among Hispanic/Latinx teachers and female teachers and principals (Steiner et al., 2022). Furthermore, teacher shortages disproportionately affect low income schools (https://www.pbs.org/newshour/education/when-districts-cant-find-teachers-students-suffer-heres-why-teacher-shortages-are-disproportionately-hurting-low-income-schools) (Grabenstin, 2022).

These trends are not new. We have played the game this way for decades now. Coming on the heels of a pandemic however, we're particularly out of shape, our weaknesses have been exposed, and victory feels more impossible than ever.

Many have tried, and continue to make valiant attempts, to improve our K-12 education system. Billions of dollars have been poured into public and private investments for research and re-design efforts. There have been bright spots to be sure, with great schools coming in a variety of forms – public, private, magnet, charter, independent-study, etc. But so far, none have spread broadly enough to fix the underlying issues. And a model that works great somewhere, doesn't necessarily produce the same results elsewhere. What we have seen is that, **there is not a quick play or formation that is going to help us win this game.**

## The Lasso Way

Now might be when you're asking yourself what this has to do with Ted Lasso, or soccer for that matter? First, for anyone who is not familiar with the TV show *Ted Lasso*, allow a brief explainer. It is about an American football coach who moves to England to coach an English football (soccer) team at the elite level. Of course, comedy ensues. But so do important life lessons. Because while Ted Lasso knows very little about the game of soccer when he begins coaching, what he does know is people. Through his human-centered approach to coaching, in which he

focuses on uplifting his players as the unique individuals they are, he creates a culture throughout his team and organization that produces success.

While fictional, this show encapsulates what research tells us about real-life leadership, group dynamics, and transforming cultures to produce better outcomes. As researcher and author Simon Sinek argues in his 2009 Ted Talk "How Great Leaders Inspire Action (https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en)," we all have the ability to do great things given the right environment. He emphasizes that getting the environment right comes down to the leader and the tone that they set, explaining that "When people feel safe and protected by the leader in the organization, the natural reaction is to trust and cooperate" (Sinek, 2009).

The TV show *Ted Lasso* demonstrates this phenomenon. A leader (Ted Lasso) creates a climate that allows people to be themselves, and to be appreciated. From this place, Ted Lasso's players support one another as they each grow to become better individuals, team-mates, and more successful professionals.

## Transferring These Lessons to Education

As Ted Lasso (and actual research) shows us, the culture of a team, as fostered by its leaders, matters immensely to how successful it is. And in addition to everything else schools are, they are–fundamentally–teams.

Approaching this situation–our half-time huddle–with a Ted Lasso mindset leads us to ask, what if in order to address teacher morale and student outcomes we don't have to wait around while we redesign the entire education system? **What if we need to make people feel like they matter?**

In the 1950s, the US Navy enlisted psychologist Will Schutz to study and enhance Navy personnel's interpersonal relations and satisfaction. His work aimed to enhance the effectiveness and cohesion of Navy teams by examining the dynamics of interpersonal relationships within these groups.  This work led to the development of the FIRO (Fundamental Interpersonal Relations Orientation) theory, emphasizing fundamental needs and behaviors in group dynamics. Schutz's research showed that increased inclusion and relevance within a group fosters self-esteem, openness, generosity, trust, and cooperation, ultimately promoting effective teamwork and positive organizational outcomes (Schutz, 1958).

These findings have been corroborated across sectors, including in schools. In the 2022 State of the American Teacher Survey (https://www.rand.org/content/dam/rand/pubs/research_reports/RRA1100/RRA1108-4/RAND_RRA1108-4.pdf?mc_cid=4b0a875072&mc_eid=fab08893c2), Steiner et al. (2002) found

that, "positive school climates – particularly positive adult relationships – were key sources of job satisfaction and reasons many teachers stay. As one teacher said, 'It's [the reason I stay:] the school climate."

# Game Plan

Positive cultures do not just happen. They are intentionally created by thoughtful leaders, à la Ted Lasso. As we have seen, the common denominator to good schools is people, and particularly good leaders. Instead of trying to design the perfect model or play to out-smart our opponents (i.e. obstacles), Ted Lasso inspires us to imagine what would happen if we focus our time and energy on our greatest resource – our team-mates. We can do this by taking the following steps:

- **Seek out leadership coaching**: Even seasoned professionals have areas for development. Working with a coach provides leaders the opportunity to gain insights and feedback from someone whose main objective is to support their personal and professional growth. The feedback is impartial and removed from the daily politics of a day-to-day workplace. This allows it to remain rooted in big picture thinking while also providing practical advice. Leadership can be lonely, but there is no need to go it alone.To find a great coach, starting by asking colleagues for recommendations is a helpful first step. Websites such as Noomi, which act as clearinghouses and referral systems, can also be valuable resources. Similar to education, coaching often necessitates certification. Therefore, seeking a coach certified by the International Coaching Federation is advisable to distinguish experienced professionals from those simply using the title of 'coach' without the requisite training and expertise in facilitating change and learning.
- **Prioritize connection**: Most people can relate to the feeling of being "too busy" to make space for personal connections that are not needed to immediately achieve an objective. This is a flawed way of prioritizing time. Connection is vital to the work educators do, and as the research shows, teams in which people feel seen, valued, and heard, produce better results. Prioritizing time for connection is an investment in creating a culture that will reap positive outcomes.
- **Offer retreats**: These offer deeper spaces for connection as well as advancing the high level work. They are also opportunities to develop and enhance organizational leaders in their own growth by passing on the leadership coaching gems that organizational leaders are hopefully gleaning.
- **Establish norms**: Having clear organizational norms creates the foundation for individuals and cultures to grow. Being clear and consistent about what these – ideally, mutually agreed upon norms – are, helps them to become ways of being for the whole team. Just like a soccer team that wears the same colors looks like they fit together, a team that uses similar language, ways of communicating, and rituals, will feel like a cohesive unit.

So the only question left is, do you *believe*?

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21st Century Schools

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Franklin Public Schools          Locker Education + Architecture Planning

1



Education
Part 1

Franklin Public Schools          Locker Education + Architecture Planning

2



The History of Work + School

100 YEARS AGO          75 YEARS AGO

50 YEARS AGO          TODAY

Franklin Public Schools          Locker Education + Architecture Planning

3



The History of Work + School

100 YEARS AGO

Franklin Public Schools          Locker Education + Architecture Planning

4

1

5



6



7



8

**2**

## Student Engagement

GALLUP POLL

*Gallup Public School Student Engagement 2015*

Franklin Public Schools

9

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**3**

## The Future

### Future of Work

Over 2 billion jobs will disappear by 2030

Students in school today will have had 10 different jobs by age 38

Chart 1. Cumulative number of jobs held from age 18 to 52, by sex and age

As a rule of thumb, 60% of the jobs 10 years from now haven't been invented yet

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10

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**3**

## The Future

### FUTURE OF FAMILY
- Changing family composition
- Changing family economics
  - All adults working but not enough money
  - Housing not affordable
- The challenge of making time for parenting
  - Busy schedules
- Reliance on technology

### FUTURE OF CIVIC LIFE
- Internet discourse
- Human rights
- Community vs individual
- Impact of climate change

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**3**

## The Future

### FUTURE OF SCHOOL

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3

## Slide 13

**4**

# 20th vs 21st Century Learning

**20th CENTURY**                       **21st CENTURY**
**TEACHER CENTERED**              **STUDENT CENTERED**

- Focus on teaching efficiency...........................Student centered learning
- Broadcast teaching......Differentiated instruction, personalized learning
- Passive learning....................................................Active, engaged learning
- Rudimentary math + English skills...............................'Deeper Learning'

- Academics.....................................................................'Specials' + academics
- Content knowledge.................Content knowledge +PoG, essential skills
- Content is abstracted........................................................Real application
- Teacher is holder of knowledge......................................Teacher is guide

- Teacher teaches alone..................... Teaming, co-teaching, collaboration
- Students learn alone.........................................Small group collaboration
- Subjects taught separately...............................Interdisciplinary learning
- Mostly direct instruction, lecture + papers...........Project-based learning
- ...............................................................DEI, Diversity, Equity, Inclusion

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## Slide 14

# Measures of Success

**HOW DO WE KNOW WE ARE DOING THE RIGHT THING?**

- Standardized testing

- Course failure rates
- Attendance rates
- Graduation rates
- Student behavior
- Parent involvement
- College/post-secondary admission
- College/post-secondary graduation
- Others?

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## Slide 15

**5**

# Measures of Success: Student Talk

**HOW DO WE KNOW WE ARE DOING THE RIGHT THING?**

What do students want to talk about when they get home from school?

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## Slide 16

**6**

# Creating Innovators

Tony Wagner
Creating Innovators



"When a student can learn everything they need to know from the internet, the curriculum is no longer important.
The school experience is."

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## Slide 6 — Creating Innovators

**6**

# Creating Innovators

Tony Wagner
Creating Innovators

CREATING INNOVATORS

TONY WAGNER

"What you know is not important.
What you do is."

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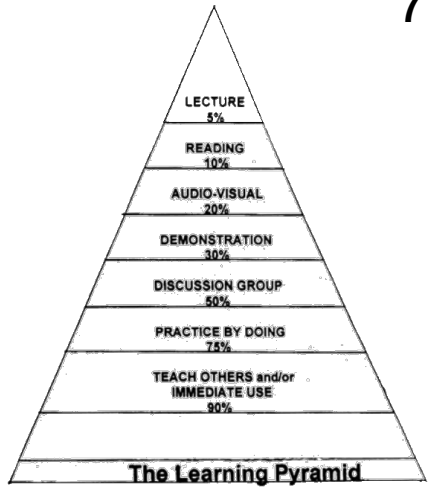
17

## Slide 7 — Learning Pyramid

**7**

# Learning Pyramid

Rate of retention of different modes of learning

ACTIVE LEARNING + RESPONSIBILITY CREATES MORE RETENTION THAN PASSIVE LEARNING

LECTURE 5%
READING 10%
AUDIO-VISUAL 20%
DEMONSTRATION 30%
DISCUSSION GROUP 50%
PRACTICE BY DOING 75%
TEACH OTHERS and/or IMMEDIATE USE 90%

The Learning Pyramid

Franklin Public Schools    NTL Institute for Applied Behavioral Science

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## Slide 7 (19) — Learning Pyramid

**7**

# Learning Pyramid

Rate of retention of different modes of learning

ACTIVE LEARNING + RESPONSIBILITY CREATES MORE RETENTION THAN PASSIVE LEARNING

LECTURE 5%
READING 10%
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DEMONSTRATION 30%
DISCUSSION GROUP 50%
PRACTICE BY DOING 75%
TEACH OTHERS and/or IMMEDIATE USE 90%

The Learning Pyramid

Low Engagement

High Engagement

Franklin Public Schools    NTL Institute for Applied Behavioral Science

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## Slide 8a — School Organization Can Improve Learning

**8a**

# School Organization Can Improve Learning

THEMATIC (MAGNET) LEARNING

Sustainable Living Elementary School, Burlington, VT

What Is Sustainability

Very relevant in 2012

More relevant today

Integrated Arts Elementary School, Burlington, VT

Core learning goes up when arts are integrated in core classrooms, especially for English language learners

"Give me a classroom big enough to dance in."

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### Slide 21 (8a)

**School Organization Can Improve Learning**

THEMATIC (MAGNET) LEARNING

Sustainable Living Elementary School, Burlington, VT
Integrated Arts Elementary School, Burlington, VT

IMMEDIATE IMPACT
- Charter + private school students returned to the district to attend these thematic (magnet) schools
- Before almost 100% of the higher income families in the attendance area applied for variances into the other 4 schools; now almost none do

10 YEAR IMPACT IMPACT
- MS teacher comments:
  – "Its obvious which students come from the magnet schools as they are so comfortable speaking up and being leaders
  – They keep me on my toes as I cannot just teach the way I used to; they expect more than traditional teaching."

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### Slide 22 (8a)
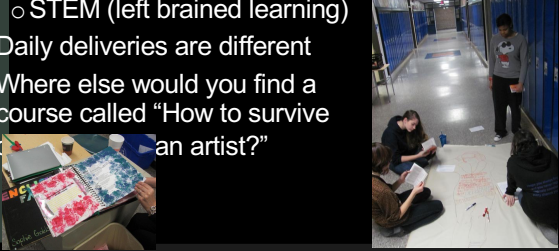
**School Organization Can Improve Learning**

THEMATIC LEARNING

- Franklin HS, Franklin, MA
  o 1700 students
  o Within the departmental HS are thematic Small Learning Communities (SLCs)
    o Integrated Arts (right brained learning
    o STEM (left brained learning)
  o Daily deliveries are different
  o Where else would you find a course called "How to survive as an artist?"

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### Slide 23 (8b)

**School Organization Can Improve Learning**

TEACHER TEAMING

- HIGH SCHOOL
  o 1200 students
  o Shifted Grades 9 + 10 from departmental organization to four-teacher teams (ELA, math, social studies, science)
  o Course failure rate dropped by 50% w/i 18 months

  o "We know our students better. Teachers who share the same students talk to each other + share knowledge about the students. This leads to early interventions, and our success."    -School Principal

Franklin Public Schools    Oxford Hills Comprehensive HS, S Paris, ME    Locker Education + Architecture Planning

### Slide 24 (9a)

**Building Relationships**

MAGIC OF 150

Dunbar's Number

The theoretical cognitive limit to the number of people with whom one can maintain stable social relationships. These are relationships in which an individual knows who each person is, and how each person relates to every other person.

150 is really  100 to 225

GOOGLE THE
"MAGIC OF 150"

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**9b**

### Building Relationships: Multi-Age
MONTESSORI SCHOOLS (PUBLIC)

- Three-year multi-age groupings (K-2, 3-5 and variations)
  - Same teacher three years
  - Each year 1/3 move up
  - In a 6-to-8-year elementary sequence each child has 2 to 3 teachers
  - Oldest students are ambassadors, teach younger students
  - Then they become the younger students
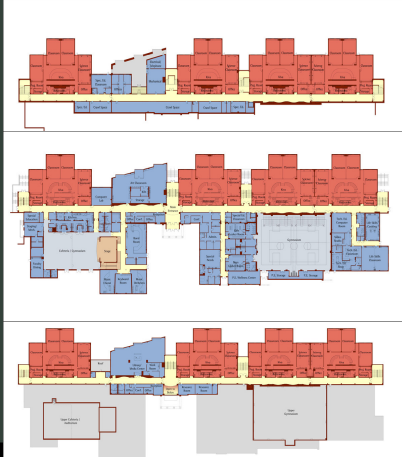
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**9c**

### Building Relationships: Multi-Age + Looping
EAST LYME MS, EAST LYME, CT

Floor G

Floor 1

Floor 2

900 students

Grades 5-8

- Single Grade w/ Looping
- Multi-age
- ~~Grade level~~

Franklin Public Sch...     ...ion + Architecture Planning
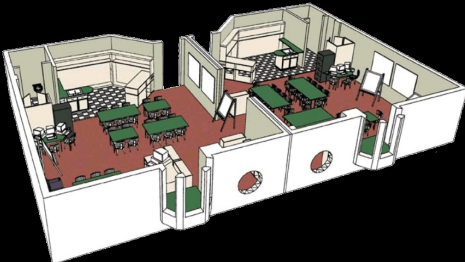
26

**9d**

### Building Relationships: Core Teacher Teaming
BLUE POINT ELEMENTARY SCHOOL, Scarborough, ME

K-2 MULTI-AGE CLASSROOMS

"How can we teach children collaboration if every adult they see in the building is working alone?"

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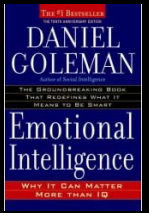
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**10**

### Social/ Emotional Learning
SUCCESS IN LIFE

Emotional Intelligences

Daniel Goleman Emotional Intelligence

DANIEL GOLEMAN

Emotional Intelligence
WHY IT CAN MATTER MORE THAN IQ

"85% of success is based on your EQ, not your IQ"

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7

Slide 10 — Social/ Emotional Learning — SUCCESS IN SCHOOL + LIFE

- Dept Elementary + Secondary Education MTSS Multi-Tiered Systems of Support
- BYRT Bridge for Resilient Youth in Transition classroom
- Collaborative for Social Emotional Learning framework
- A4LE Trauma Informed School Design

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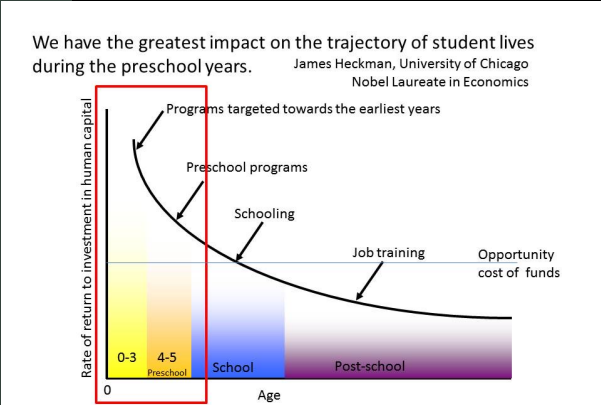


Slide 11 — Social/ Emotional Learning — PRESCHOOL PROGRAMS

We have the greatest impact on the trajectory of student lives during the preschool years.

James Heckman, University of Chicago
Nobel Laureate in Economics
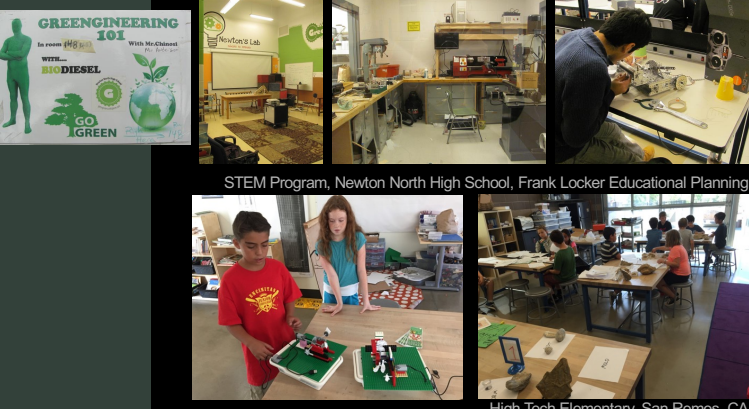
Return to an Extra Dollar Investment at Various Ages

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Slide 12a — Interdisciplinary: STEM/ STEAM

STEM Program, Newton North High School, Frank Locker Educational Planning

High Tech Elementary, San Remos, CA

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Slide 12b — Interdisciplinary: Core Learning — OXFORD HILLS COMPREHENSIVE HS, S. PARIS, ME

- HUMEX
  - Four teachers (ELA, math, social studies, science) created HUMEX (Human Experience)
  - 4 teachers synchronous, 100 students
  - Sequential PBL projects all year
  - Students needing teacher help sought the teacher they felt most comfortable with, not the one credentialed in the curriculum area
- TEACHER TEAMING
  - 1200 students
  - Shifted from departmental organization to four-teacher teams (ELA, math, social studies, science)
  - Course failure rate dropped by 50% w/i 18 months

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8

**12c**

Interdisciplinary: Arts + Academics

HIGH TECH HIGH, SAN DIEGO, CA

Art teacher co-teaches with ELA teacher

Storyboards not papers

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**13**

21st Century Skills

PARTNERSHIP FOR 21ST CENTURY LEARNING

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**13**

21st Century Skills

PARTNERSHIP FOR 21ST CENTURY LEARNING
THE FOUR 'Cs"

- Creativity + innovation
- Critical thinking + problem solving
- Communication
- Collaboration

PARTNERSHIP FOR 21st CENTURY SKILLS

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**14**

Project-Based Learning
Africa Discovery

MANCHESTER, MA, MEMORIAL SCHOOL

21st Century Skills in Action: Manchester Memorial School, Gr. 6

A social studies unit on Africa was used to teach global awareness, technology skills, music and art at this Manchester-Essex school. Each student chose an African country to study in depth, did their research online, created their final projects using Powerpoint and presented them using SMART Boards. While this project was ongoing, students discussed and constructed African masks in art class, and learned about and practiced African drumming in Music class. More on this program: http://www.doe.mass.edu/edtech/practices/manchester/intro.htm.
*21st century skills used in this project: global awareness, creativity, technology, collaboration, communication, problem solving*

Franklin Public Schools — Massachusetts Dept Education 21st Century Skills Task Force

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9

**Project Based Learning**

14
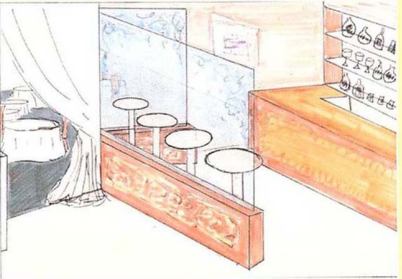
CAFÉ PAREIEN, ARLINGTON, MA, HIGH SCHOOL

**21st Century Skills in Action: Arlington High School, Gr. 11**

Honors French students were divided into small groups and asked to **create a restaurant in France**. Students used the Internet to research real estate listings, learned about the Euro to consider price options, selected a financial planning method based on interest rates and incentive programs, and used professional software to create a business and marketing plan aimed at their target clientele. Once the plans were complete students developed and priced their menus, sketched out the interior design and used architectural software to lay out the furniture. The project ended with oral presentations done in both English and French. Local restaurant designers and architects were invited in to hear the English presentations. The project lasted the entire year, and was conducted entirely in French. More on this project: http://www.doe.mass.edu/edtech/practices/arl/intro.htm.

*21st century skills used in this project: technology; collaboration; global awareness; media literacy; creativity; financial, economic, business and entrepreneurial literacy.*

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**Project Based Learning**

14

CAFÉ PAREIEN, ARLINGTON, MA, HIGH SCHOOL

**PROJECT REQUIREMENTS**

- Business plan
- Real estate analysis (in Paris)
- Café name
- Café space design
- Café menu design
- Nutrition analysis
- Set prices for menu (Euros)
- Correlation of location-market demographics-menu-space design
- Speak French

- Outside experts
- Talk to students in France
- Location mapping
- Business plan spreadsheets
- Menu graphics
- Model of design
- Presentation to "jury"

Franklin Public Schools    Locker Education Arlington HS 11th Grade French Class

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**Project Based Learning**

14

CAFÉ PAREIEN, ARLINGTON, MA, HIGH SCHOOL



Franklin Public Schools    Locker Education Arlington HS 11th Grade French Class

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**Project Based Learning**

14

CAFÉ PAREIEN, ARLINGTON, MA, HIGH SCHOOL



Franklin Public Schools    Locker Education Arlington HS 11th Grade French Class

40

10

Design Thinking
Making Things to Learn
15
BRIGHTWORKS SCHOOL, San Francisco, CA



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Design Thinking
Making Things to Learn
15
BRIGHTWORKS SCHOOL, San Francisco, CA



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Design Thinking
Making Things to Learn
15
NU VU STUDIO, Cambridge, MA



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Design Thinking
Making Things to Learn
15
NU VU STUDIO, Cambridge, MA



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Design Thinking
Making Things To Learn
NU VU STUDIO, Cambridge, MA

**15**

meander

Kate Reed, Artist in Residence, Dessault Systems

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Break

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Facilities
Part 2

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## 20th Century Schools Planning

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## 20th Century Schools Planning

DISJOINTED CURRICULUM
DELIVERED BY INDIVIDUAL
TEACHERS IN ISOLATED
SETTINGS

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## 21st Century Schools Planning

1

INTEGRATED CURRICULUM
DELIVERED BY
COLLABORATIVE TEACHERS IN
A RELATIONSHIP-BASED
SETTING

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1

**Slide 51**



21st Century Schools Planning — 1

INTEGRATED CURRICULUM DELIVERED BY COLLABORATIVE TEACHERS IN RELATIONSHIP-BASED SETTINGS

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**Slide 52**



21st Century Schools Planning — 1

INTERNSHIPS + SERVICE LEARNING IN THE COMMUNITY

PLACE-BASED LEARNING

INTEGRATED CURRICULUM DELIVERED BY COLLABORATIVE TEACHERS IN RELATIONSHIP-BASED SETTINGS

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**Slide 53**



Small Learning Communities — 2

OLD TOWN ELEMENTARY SCHOOL, Old Town ME

- Teacher Collaboration
- Community of Learners
- Authentic Assessments

EXTENDED LEARNING/ COMMONS

TEACHER PLANNING CENTER

Old Town Elementary School

Franklin Public Schools — Frank Locker educational planner, PDT Architects

**Slide 54**



Small Learning Communities — 2

IPSWICH MS/HS, Ipswich, MA

SOC STUD  SOC STUD
ENGLISH  ENGLISH
COMMONS  SPL ED
MATH  MATH
TCHRS
SCIENCE  SCIENCE

STEPS NOT ADA COMPLIANT

CLASSROOMS
COMPETITION GYMNASIUM
VISUAL ARTS WING
SUNKEN AMPHITHEATER
MEDIA CENTER
PERFORMING ARTS THEATER
TELEVISION STUDIO
CENTRAL COURTYARD

Franklin Public Schools — Flansburgh Associates Architects

2

Extended Learning Areas
**3**
MAKE LEARNING FLEXIBLE

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Extended Learning Areas
**3**
LEARNING IS A SOCIAL ACTIVITY

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Safety + Security in 20th Century Schools
**4**

Gym, Café, etc

Admin

C C C C C C C C C C C C  C C C C C C C C C C

C C C C C C  C C C C C C  C C C C C C  C C C C C

- NO ENTRY PROTECTION
- NO OBSERVATION OF CORRIDORS
- LOCKDOWN BY CLASSROOM
- NO ESCAPE

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(21st Century Schools)
**(1)**

INTEGRATED CURRICULUM DELIVERED BY COLLABORATIVE TEACHERS IN A RELATIONSHIP-BASED SETTING

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3

## Slide 4

**4**

# Safety + Security in 21st Century Schools



- VISTA OVER ENTRY + SITE
- CONTROLLED ENTRY: GATEKEEPER
- OBSERVATION OF CORRIDORS
- LOCKDOWN BY SUITES OF SPACES
- PLANNED ESCAPE ROUTES

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## Slide 5a

**5a**

# School Organization Can Improve Learning

**FACTS OF LIFE ABOUT SCHOOL OPERATIONS**

- Larger buildings cost less $/student to operate
- Larger buildings offer services more consistently + equitably
- More grade levels/building offer more continuity for students (fewer transitions) + more convenience for parents
- More classrooms/grade level offer teachers more opportunities to collaborate with, teach + learn from peers

- Smaller buildings sometimes feel better, but big buildings can feel small if designed correctly

Small ES = ‹450 students

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## Slide 5b

**5b**

# School Organization Can Improve Learning

**GRADE GROUPING STRATEGIES**

### GRADE GROUPINGS IN USA

1. K-5 / 6-8 /9-12
   - PK / K-5 / 6-8 / 9-12
2. K-2 / 3-5 / 6-8 / 9-12
   - PK / K-2 / 3-5 / 6-8 / 9-12
3. K-3 / 4-5 / 6-8 / 9-12
   - PK / K-3 / 4-5 / 6-8 / 9-12
4. K-4 / 5-8 / 9-12
   - PK / K-4 / 5-8 / 9-12
5. K-6 / 7-8 / 9-12
   - PK / K -6 / 7-8 / 9-12
6. K-8 / 9-12
   - PK / K-8 / 9-12
7. K-6/ 7-12
   - PK / K-6 / 7-12
8. PK-12
9. 3-8

### CONSIDERATIONS

1. Curriculum continuity
2. Teacher certifications
3. State testing
4. Number of transitions
5. Knowing of students by teachers + specialists
6. School enrollment size
   - Critical mass of teachers + specialists
   - Operational costs
   - Educational effectiveness
   - Equity
7. Available facilities
8. Siblings helping each other
9. Convenience for parents

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## Slide 5c

**5c**

# School Organization Can Improve Learning

**TEACHER AUTONOMY**



2200 students, 18 Small Learning Communities, teacher autonomy in each

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4

## 5c
### School Organization Can Improve Learning

**TEACHER AUTONOMY**

The 2014 Educational Visioning led to educational practice changes and concepts for the new building.

- Teacher teams
- Teacher autonomy for schedules + room use
- Bell schedule eliminated

**After one year** in the building:
- Performance **up one letter full letter grade**
- **Gifted students** from a **C to an A**
- **Lowest 20%** in achievement increased from a **D to a C**
- **Gap Closing:** highest score ever, from an **F to a B**
  - (Each following year showed incremental improvements)
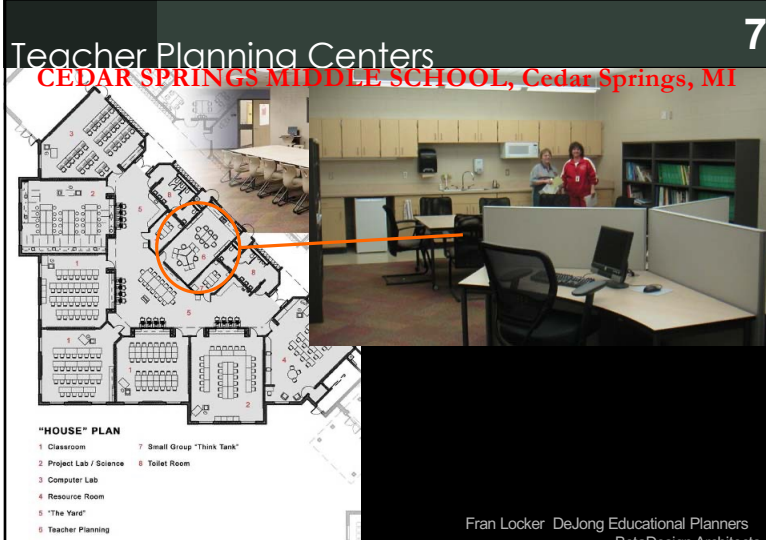
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## 7
### Teacher Planning Centers

**CEDAR SPRINGS MIDDLE SCHOOL, Cedar Springs, MI**

**"HOUSE" PLAN**
1 Classroom
2 Project Lab / Science
3 Computer Lab
4 Resource Room
5 "The Yard"
6 Teacher Planning
7 Small Group "Think Tank"
8 Toilet Room
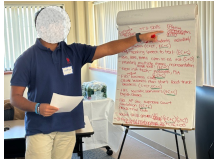
Fran Locker DeJong Educational Planners
BetaDesign Architects
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## 8
### Flexible, Varied, Brain-based Furniture

VS America

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## 8
### Flexible, Varied, Brain-based Furniture

**STAND UP DESKS**

Safco AlphaBetter

Fran Locker Educational Planner/Fanning/Howey Architects Engineers
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**8**

Flexible, Varied, Brain-based Furniture
DIFFERENTIATED FURNITURE

Avante Global School, Cartagena, Colombia. Primary Suite

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**9**

End of the Library as We Know it Today
VICTORIA, AUSTRALIA MINISTRY EDUCATION

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**9**

End of the Library as We Know it Today
CONCORD, NH ELEMENTARY SCHOOLS

HMFH Architects

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**9**

End of the Library as We Know it Today
WEST MUSKINGUM ELEMENTARY SCHOOL, Zanesville, OH

TEACHER'S STORAGE
LEARNING STUDIOS
STUDENT RESTROOMS
Science/Project Learning Studio
"Family" Area & "Library" Area
"Platform"
"Schedule" marker board
SMALL GROUP ROOMS
"Flexible" LEARNING STUDIO
TEACHER WORK RM./LOUNGE
SCIENCE/ PROJECT LEARNING STUDIO

Fran Locker Educational Planner/Fanning/Howey Architects Engineers

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6

**10**
## End of the Cafeteria as We Know it Today
Glacier High School, Kalispell, MT
CTA Architects

Fairfield, OH Freshman School
SHP Leading Design Architects

Franklin Public Schools — Locker Education + Architecture Planning

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**11**
## The End of Isolated Teaching
K-2 CENTER, FOREST AVENUE ELEMENTARY SCHOOL, Middletown, RI

Teacher Teams, Multi-Age, Flexible Student Groups

ENTRY FROM SCHOOL

TO BUSES + PICKUP

Fran Locker/Fielding Nair International Educational Planners   Litman Architects

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**11**
## The End of Isolated Teaching
K-2 CENTER, FOREST AVENUE ELEMENTARY SCHOOL, Middletown, RI

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**11**
## The End of Isolated Teaching
K-2 CENTER, FOREST AVENUE ELEMENTARY SCHOOL, Middletown, RI

4 Core Teachers + 2 Spl Ed Teachers + Specialists with 85 Students

PROJECT/ TUTORIAL AREA

ENTRY FROM SCHOOL

COMMONS

TEACHER CENTER

STAGE

TO BUSES + PICKUP

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The End of Isolated Teaching

**11**

K-2 CENTER, FOREST AVENUE ELEMENTARY SCHOOL, Middletown, RI

Teacher Teams, Multi-Age, Flexible Student Groups

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The End of Isolated Teaching

**11**

K-2 CENTER, FOREST AVENUE ELEMENTARY SCHOOL, Middletown, RI

COMMONS

TEACHER CENTER

STAGE

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The End of Isolated Teaching

**11**

K-2 CENTER, FOREST AVENUE ELEMENTARY SCHOOL, Middletown, RI

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End of the Classroom as We Know it Today

**12a**

WOORANNA PARK PRIMARY SCHOOL, Melbourne, AU

- Year 5 + 6
- 110 Students
- Teacher Teams
- Activity Zones
- Project-Based Learning

BEFORE        AFTER

- High Poverty
- Test Scores at 36% - 73% vs 12% Expected per Student Family Occupation

Mary Featherston Designer

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End of the Classroom as We Know it Today **12a**
WOORANNA PARK PRIMARY SCHOOL, Melbourne, AU

Mary Featherston Designer

Locker Education + Architecture Planning

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End of the Classroom as We Know it Today **12b**
CENTER FOR INNOVATIVE STUDIES, Milan, MI

Fanning/Howey Associates Architects

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End of the Classroom as We Know it Today **12b**
CENTER FOR INNOVATIVE STUDIES, Milan, MI

Fanning/Howey Associates Architects

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# STAKEHOLDER FEEDBACK FORUMS

## Franklin Public Schools
Stakeholder Outreach: Students, Community + Educators DRAFT

Reporting on…

# Portrait of a Graduate Application

+

# Educational Vision
Asking questions + listening

Portrait of a Graduate Application Workshop
12th February 2024
Educational Visioning Workshops
4th + 11th March 2024

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## Franklin Public Schools
Stakeholder Outreach: Students, Community + Educators DRAFT

Sit in Table Teams, mixed discussion groups
- Six people per TT
- Different positions, schools, parts of town, etc
- Sit with people you hardly ever see

I share concepts developed by FPS representatives
You answer these questions:
- What are your **hopes** for FPS, its schools, students + teachers?
- What are your **concerns**?
- What should be done to **mitigate** your concerns?

Discuss with your TT
Record thoughts on your flipchart
Report out to whole group
I document everything you say

Portrait of a Graduate Application Workshop
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## PoG Application Workshop
1 all-day workshop
18 FPS stakeholders
Students, parents, educators,
administrators, school committee

## Educational Visioning
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1 all-day workshops
29 FPS stakeholders
Students, parents, educators,
administrators, school committee



47 unique individuals

350+- educators in FPS
4,700+- students in FPS
6,000+-? parents/caregivers in FPS
33,000+- residents in Franklin

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## Process
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**FEBRUARY**
- PoG Application Workshop (done)

**MARCH**
- Educational Visioning Workshops (done)
- Share concepts w/ School Committee (done)

**APRIL**
- Share concepts w/you (today)
  - Educators, community, students, administrators
- Listen, record, revise

**APRIL-MAY**
- Master Planning Options

**MAY**
- Share Options w/you
  - Educators, community, students, administrators
- Listen, record, revise

**JUNE**
- Submit recommendations to School Committee

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## The Path Forward

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- **COMMUNICATION:**
  A new level of dialogue is needed among the various Franklin stakeholders

- **CULTURE CHANGE:**
  To support the Portrait of a Graduate + to foster improved learning + teaching, the school district's culture must shift:
  - To one that recognizes different students learn in different ways
  - That embraces the "whole student"
  - Offers multiple school + futures options for students

- **FACILITIES MASTER PLAN:**
  Develop a plan for facilities that:
  - Supports the Educational Vision
  - Minimizes disruption of utilizing existing facilities to the greatest extent reasonably possible
  - Ultimately produces good value for money for the taxpayer

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## It Takes a Community to Make the PoG a Living Document
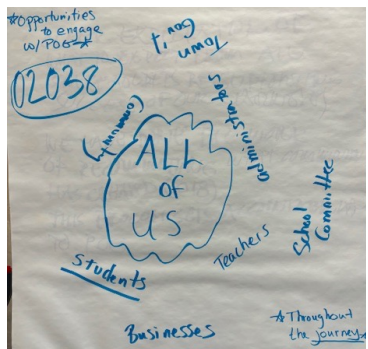
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The PoG is the District "NorthStar," to:
- Be known by all of 02038
- Inform daily educational deliveries
- Instill a sense of mission in learning
- Bind stakeholders in all grades PK-12 + in all buildings

The PoG needs to be "owned" by someone. It needs a "keeper."

That keeper is all of us.

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## We Are Already Doing This (to Some Extent)

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The PoG consists of five elements, each of which has many components.  The PoG needs to be supported by daily educational practices across the District, PK-12.

**SUPPORTING PRACTICES**
- Student-centered learning
- Student choice on meaningful issues
- Active, exploratory learning
  - Now most evident in "specials," sciences + extra-curricular activities
- Student engagement in issues which have no single answer
  - Debates, Socratic seminars
  - Project-based learning
- Students take responsibility for their own learning, assessments + grades
- Student advisories, restructured to increase their effectiveness
- Focus on SEL, social-emotional learning through coursework, advisories + in daily classroom practices

**CONTRADICTING PRACTICES**
- No discussions about the PoG
- Teacher-centric classrooms
- Helicopter teachers
- Reliance on lecturing to deliver curriculum content
- Excessive/singular focus on test scores, with little other commonly held foci (now especially evident at FHS)
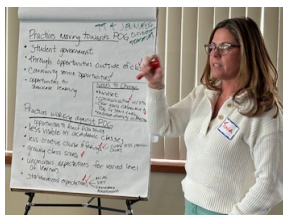


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## PoL, PoT, PoC, PoS, PoD, PoP

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Table Teams "painted" six additional portraits to support the portrait of a Graduate. These "portraits" are:
- PoL, Portrait of a Learner
- PoT, Portrait of a Teacher
- PoC, Portrait of a Classroom
- PoS, Portrait of a School
- PoD, Portrait of a District

- PoP, Portrait of a Parent



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## PoL, PoT, PoC, PoS, PoD, PoP

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**PoL, Portrait of a Learner**
- K-12 SEL learning
- Project-based learning
- Interdisciplinary learning
  - Now in ESs + FHS electives
- Small group/Socratic seminar
- Give students life skills
- Develop "essential skills"
  - Communication (effective)
  - Compassion
  - Learning, work, life
- Learning
  - Time management
  - Handling mistakes

**PoT, Portrait of a Teacher**
- Teaming/collaboration with other teachers
- SEL imbedding in instruction
- Differentiated teaching
- Project-based teaching
- Making things, STEM
- Seminar instruction, MS + HS
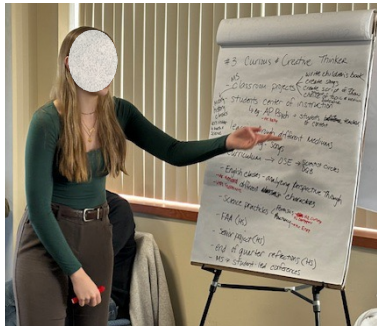


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## PoL, PoT, PoC, PoS, PoD, PoP

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**PoC, Portrait of a Classroom**
- PoG is visible + applied K-12
- Collaborative learning
- Students present their work regularly (in multiple ways)
- Students critique/discuss other's work (feedback)
- Focused, engaged discussions

**PoS, Portrait of a School**
- Supportive environment where students, teachers, admin + staff feel heard + have a shared goal/purpose
- All teachers, students and families know the POG
- Teachers + parents are learners too
- Honoring the value in diversity – diverse learners



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## PoL, PoT, PoC, PoS, PoD, PoP

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**PoD, Portrait of a District**
- Schools share a common vision/mission
- Appropriate + intentional parent communication
- Thoughtful PD plan (voice, ongoing)
- Collaboration across levels/content (ES, MS)
- A visible sense of mission pervades the district culture
- School buildings are linked culturally, socially + academically
- Each school is encouraged to innovate
- Contact with families is regular, focused + intentional
- Teacher professional development is shared

**PoP, Portrait of a Parent**
- Engaged (in community, in child's education)
- Respectful dialogue
- Collaborative – solution oriented
- Responsive
- Support school goals
- Informed, engaged and open to communication
- Respectful and open dialogue
- Allowing your kid to take risks and make mistakes
- Assume good intent
- Supportive of whole student

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## Educational Vision

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### Guiding Principles
**OVERARCHING PRINCIPLES**
- Develop next educational practices
  - Some already in some classrooms in some schools
- Teach skills of the PoG at the same time as traditional content
- Establish staff Professional Development

### Guiding Principles
**INSTRUCTIONAL MODELS**
- Increase student engagement. Shift teaching model to:
  - More active, student-centered learning
  - Opportunities for student voice in their learning
- Shift from one-subject curriculum delivery to:
  - Integrated, interdisciplinary curriculum delivery in all grade levels
- Enhance relationship-building, including:
  - Revamped advisor-advisee programs in HS + MSs with longer time periods, specific curricula, + greater engagement
  - Teacher teaming

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# Educational Vision

## Guiding Principles

**EDUCATIONAL STRUCTURE: ORGANIZATION**

- Improve:
    - Efficiency of school operations
    - Equity for students
    - Learning relationships among teachers:
        - Shift to larger schools
            - Minimum of 3 classrooms per grade in ESs
            - 4 curriculum area teachers per grade in MSs
- Expand special needs services to:
    - More in-district
    - Saving costs
    - Providing better services to students + families

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## Guiding Principles

**EDUCATIONAL STRUCTURE: CURRICULUM**

- Shift ES grade groupings
    - Continuity from Pre-K to ES
    - From K-5 to Pre-K-2, 3-5
    - Create larger pools of educators sharing a common student development-based focus
    - Increase size of student cohorts:
        - Increase operational efficiency +
        - Effectiveness of special needs + student services providers

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# Educational Vision

## School Organization

**EDUCATIONAL STRUCTURE: ORGANIZATION**
**Pre-Kindergarten**

- Pre-Kindergarten is a district diversity, equity + inclusion (DEI) issue
- Plan for future expansion + repositioning of ECDC, including:
    - Increase number of children served, ideally approaching Universal Pre-K numbers
    - Locate ECDC in multiple buildings:
        - Aligned with elementary schools
      +/or
        - In Franklin HS

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## School Organization

**EDUCATIONAL STRUCTURE: ORGANIZATION**
**Elementary School**

- "Fewer and newer" ESs

**Middle School**

- "Fewer and newer" MSs

**High School**

- Interdisciplinary Small Learning Communities (SLCs)
- Thematic interdisciplinary SLCs, including:
    - Pathways
    - Freshman House

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## Master Planning Principles

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**COMMUNITY VALUES**
- Provide equity across the District with
  - Appropriate facilities
    - Instruction
    - Support programs

**BASIC UNDERSTANDINGS**
- Most ES + MS classrooms adequate
- Student services + Special Education spaces are ad-hoc + inappropriate
- 10-year K-12 enrollments forecast:
  o Slight drop through 2028/29
  o Slight rise to 2033/34, not quite to current levels
- Plan for future Pre-Kindergarten, ECDC programs aligned with ESs and/or the HS:
    - More accessible to parents
    - Positioned for growth +/or fluctuations in enrollments
    - Aligned with other grade levels

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## Master Planning Principles

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**MASTER PLANNING CONCEPTS**
- Shift from:
  - Pre-K, K-5, 6-8, 9-12 to
  - Pre-K-2, 3-5, 6-8, 9-12:
    o Create child development-based foci at the critical early years
    o Increase the number of ES + MS teachers per grade level to increase:
      - Operational efficiency in reaching ideal classroom enrollments as overall district enrollments fluctuate
      - Opportunities for teachers learning from each other, + for team teaching in various forms
    o Minimum 3 grades per school

**MASTER PLANNING CONCEPTS**
- Identify Master Plan Options that will:
  o Minimize disruption of students + educators
  o Utilize existing school buildings in reasonable physical condition to the greatest extent possible
  o Include new construction in Master Planning only when it offers strategic advantages over reassignments +/or renovation
  o Create larger schools
  o Create "newer and fewer" schools positioned to serve students, parents, + community members in the most appropriate ways, considering equity, cost, access, + educational services

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Stakeholder Outreach: Students, Community + Educators  DRAFT

- What are your **hopes** for FPS, its schools, students + teachers?
- What are your **concerns**?
- What should be done to **mitigate** your concerns?

Discuss with your TT
Record thoughts on your flipchart
Report out to whole group

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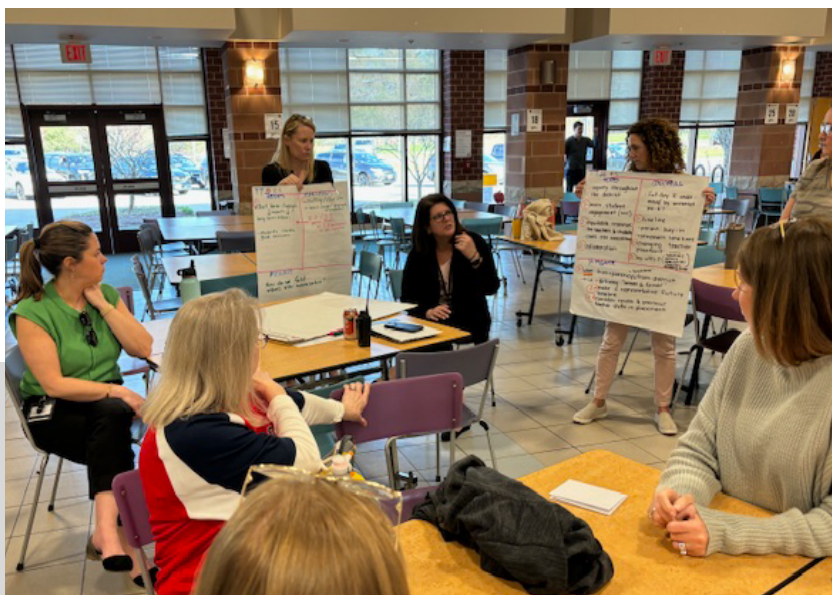
Feedback Forums

## 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 12th February 2024
- Educational Visioning Workshops, held on 4th and 12th 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.  The 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
   o Single sentences capturing the content and spirit of each of the Forums represented here
2. Overview of All Forums
   o The highest ranked responses organized by Hopes, Concerns, and Mitigations
3. Notes From All Forums
   o 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**
   o Classrooms mimic 21st 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
   o Minimize "hurt"
   o 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 programing without sacrificing what is currently occurring
- Smaller class sizes!! 23/24 is too many in K1
- Resources (allocated)
- Equity

- o Schools
- o Students
- o Teachers
- o Class size
- o Materials
- o Staffing
- o Facilities
- o 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:
  - o When student communicate with each other
  - o When class is student led it feels like we are learning
    - ♦ Socratic seminars
    - ♦ Discussions about books
  - o When teachers throw you into the deep end and believe you can do it
  - o 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
  - o Want classrooms to be a safe environment where our opinions matter
  - o Less teacher talk, note taking, memorization, listening to the teacher
  - o More time for students to collaborate
  - o More critical thinking
  - o 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?)
  - o Enrollment impact on teacher retention
- Buy in
  - o From students and families
  - o From families without FPS children population to support schools
  - o From teachers close to retirement – "new" teaching practices

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

**ELEMENTARY SCHOOLS PARTICIPANTS**
- $
  - o Refitting current buildings
  - o Programs
  - o 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?

- 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:

**Franklin Public Schools, Franklin, MA      Feedback Forums    8-9-10 April Outreach**
Locker Education + Architecture Planning

**4**
April 2024

**TABLE TEAM 6**
- **HOPES** for FPS, schools + all of 02038
  1. Classrooms mimic 21st 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. 5th 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

**Franklin Public Schools, Franklin, MA    Feedback Forums    8-9-10 April Outreach**
Locker Education + Architecture Planning

**8**
April 2024

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

- What could be done to **MITIGATE** your concerns?
    o  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
    o  Rem Cards at Remington
    o  Student of the Month
    o  Acorns at Oak
    o  Lady Bug tickets at Kennedy
- Classroom/Instruction
    o  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
    o  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 not, 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 10th 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.

**Franklin Public Schools, Franklin, MA        Feedback Forums    8-9-10 April Outreach**
Locker Education + Architecture Planning

**10**
April 2024

# KBA ED ADEQUACY

| | |
|---|---|
| **Topic:** | **Franklin Districtwide School Study** |
| **Attendees:** | Keri Busavage –Principal |
| | Tina Rogers – Assistant Superintendent of Teaching and Learning |
| | Erin Gallagher – Franklin School Committee |
| | Kate Jessup AIA, ALEP, LEED AP - KBA |
| | Ethan Izzo - KBA |
| **Date:** | January 5, 2024 |

## Background

- Completed by KBA in 2002
- Shared building with Annie Sullivan MS creates small school culture
- When Thayer Closed, all students came to Keller
- 568 students
- Population created influx in needs for MLL and SPED
- District has shared 6-day rotating schedule for Unified Arts staff which allows shared staff to rotate between schools effectively.

## Building Organization
- Grade level groupings of classrooms
- Some shared spaces have been taken over as instructional spaces which doesn't align with portrait of a graduate
- Building has a tech office located on the Keller side shared with ASMS for the building's technology specialist to service the complex
- It is common for students to be in and out of classrooms for pull-out and push-in services and its part of the culture of the school

## Student Needs
- No newcomers have been sent to attend Keller
- Would like a dedicated life skills classroom
- Increasing numbers of Strive students will add space challenges with consideration to the grade level classroom sections
- Some students have food insecurity, and family outreach is key to this. Nurses in the health office work to deliver the backpack program, which is also coordinated with Franklin's food pantry.
- Some students have transportation needs

## Curriculum

- Special Education general classrooms are treated like Learning Centers shared by 2 teachers and interventionists. Portable and moveable walls are used to separate groups within larger classrooms however isn't ideal

**Special Programs**
- Strive
  - Strive programming provides an educational experience for students with intellectual and developmental disabilities where students learn functional academics, social pragmatics, activities of daily living, social-emotional and communication skills, engage in meaningful inclusion opportunities to work toward the goals of independence and success in school, at home, and in the community.
  - Program has two separate classrooms for Strive: K-2 and 3-5 classrooms located on different floors
  - Lunch, Recess, PE, Art, Music, Library, Health, and Instructional Technology classes take place in general setting
  - Has high student to staff support needs
  - Kitchen and Laundry would be great to add to the program
  - Students can be receiving speech, OT, and PT needs
  - Some students have toileting needs so changing area has been provided but without a shower. Hoyer lift or similar equipment is needed for older students and as Keller students matriculate up into ASMS.
- New England Center for Children (NECC)
  - Physically located in the ASMS wing
  - Outside partner program for students with Autism in most restrictive environment
  - Classroom has 4 current students
  - Goal is for students to graduate up to the Strive Program
  - Primary classroom teacher is hired through NECC and support staff provided by District
  - ABA tech for each student
  - Program serves students district-wide
- Essentials Program
  - Physically located in the ASMS wing
  - Partial Inclusion model
  - Program for students with lower cognitive skills
  - Students who require small group setting for math and English
  - Students attend from district-wide
  - Program requires 2 teachers
- Bi-County Collaborative (BICO)
  - Physically located in the ASMS wing
  - Outside partner program for students with social/emotional needs

- o Space needs of 2 classrooms and an office
- o Multiple sending communities
- o Rent space from District and use their own service providers

**Community Connections**
- Used less often in evenings than other schools
- Gymnasiums are used for rec sports and adult leagues
- Community room at entry underutilized

**Blue Sky ideas**
- What would non-leveled schools be like?
- What does the future of STE(A)M look like?

**Topic:**                **Franklin Districtwide School Study**
**Attendees:**          Craig Williams –Principal
                        Tina Rogers – Assistant Superintendent of Teaching and Learning
                        Lucas Giguere –Superintendent
                        Dr. Bob Dutch – Franklin Public Schools Business Administrator
                        Kate Jessup AIA, ALEP, LEED AP - KBA

**Date:**                 January 9, 2024

**Background**

- Completed in 1996
- Shared building with Jefferson ES creates small school culture
- 345-350 students
- Class sizes are 18-22 students.
- Some transient housing located within sending area
- High caseload for trauma affected students

**Building Organization**
- Each team is comprised of 4 classrooms + 1 SPED room
- Many special education rooms are shared with 2+ specialists which isn't ideal for small group work

**Student Needs**
- Socioeconomic and racial/ethnically diverse student population
- High population of trauma-affected students requires high caseload for school psychologist and counselors.  Some students have received outside services from clinical psychologists.
- Inclusion setting doesn't offer all students the support that they need
- Need more behavior staff to provide supports within classrooms
- Experienced an uptick in biased-based behaviors in the school leading to some instances of physical issues.  Paired with the challenge of middle school age children this can be a major issue

**Curriculum**
- 6th grade is non-leveled
- 7th and 8th grade has 3 levels of math
- Spanish, Health, and PE rotated throughout schedule
- Art, Computer Science, and STEM are taken for 1/3 of school year each
  - STEM teaches design process, evaluation and reflection, and does activities like the egg drop and roller coasters

- o Computer Science does scratch coding – would like to revamp the curriculum
- Special Education spaces within team: Serve as home base for students. 1 teacher and 1 aid staff space. Students receive a variety of services within the space. Ideally, this would be designed as a suite with different zones that could be separated.

**Special Programs**
- Goals
  - o Serves students on autism spectrum.
  - o Students are in Goals 1 or Goals 2 level program.
  - o Program is sub separate however students do go to specials with peers
  - o Goals 1: Provides academics in small groups with life skills
  - o Goals 2: for high functioning students and is mostly inclusion with push-in and pull-out services where staff follows students to their inclusion classrooms
- Ideas
  - o IDEAS is a program for students with language based disabilities. The aim is for inclusion, but student's services depend on the individual. Some have all small group instruction, while others vary from small group to inclusion.Outside partner program for students with Autism in most restrictive environment

- Reading
  - o School has high rate of students with Wilson's reading needs.
    - ▪ Wilsons based on progress scale so students can be all different ages needing content
  - o Orton Gillinghan Reading requires space for 2 staff

**Community Connections**
- -

**Blue Sky ideas**
- All gender bathrooms may make all students feel safe
- What would a greater focus on technology curriculum look like?

**FRANKLIN HIGH SCHOOL**  KBA Project #24002
Franklin, MA  Page: 1 of 2

| | |
|---|---|
| **Topic:** | **Franklin Districtwide School Study** |
| **Attendees:** | Joshua Hanna –Principal |
| | Tina Rogers – Assistant Superintendent of Teaching and Learning |
| | Erin Gallagher – Franklin School Committee |
| | Kate Jessup AIA, ALEP, LEED AP - KBA |
| | Ethan Izzo - KBA |
| | |
| **Date:** | January 8, 2024 |

**Background**

- Opened 2014
- Designed for 1600 students, currently 1566.  Population has seen a steady decrease from 1750 when MSBA study was done for high school.
- Franklin has a wide variety of learners from AP students to life skills.

**Building Organization**
- Cafeteria undersized even for 4 lunches so seniors eat in the library which creates a smell/cleanliness issue.
- Major/shared spaces undersized
- Need to be able to secure public and private areas of the school for after hours events.  Also, before school spaces for groups of students to be supervised. (ie:  Attleboro High School)
- The function of many spaces has changed in the years since the school was opened.  Need to vent out room 119 to allow for set design class / drama club work.
- One of the large project rooms has been converted to the newcomers space because of the influx of students
- There are 4 assistant principals and each has a team comprised of an adjustment counselor and 2 guidance counselors that students are assigned to for all four years.  Building was not designed for this administrative grouping and as such makes for challenges.  Team-based design would be preferred.
- Building is designed with departmental model
- Science classrooms are designed for specific sciences rather than being universal labs which creates challenges with scheduling
- Limited storage areas creates challenges for programs that require manipulatives in addition to District/Community storage (ex: ballot machines, etc.) requiring storage

**Student Needs**
- Many students are overwhelmed by the scale of the cafeteria and media center and eat lunch in the bathroom or other small spaces.  This has a major impact on student experience.

- Student groupings/teams are designed to have all students in each and create representative example of all students from a diversity and achievement standpoint

**Curriculum**
- Interdisciplinary and team/co-teaching is not really happening at all currently. Lack of operable walls would make it extremely difficult to do.
- Robotics team and engineering courses have taken over a project room to create robotics field for competition practice
- Would like to grow innovation pathways
- Science spaces for electives includes a blood spatter wall for forensics
- Some of the larger pieces of science equipment aren't being used despite being obtained by grants and foundation funding because electives for courses that would use them aren't really offered because the graduation requirements are so restrictive
- Franklin Arts Academy
  - School within a School that applies curriculum through the lens of the arts.
  - Program has smaller class sizes however it is growing.
  - Creates a balance with athletics that shows Franklin as a well rounded community

**Special Programs**
- 255 students in special education programs that are housed in sub-separate programs
- 307 students in special education receiving academic support
- Small group classrooms are too small to fit up to 12 students and a medium sized space is needed
- Every program matriculates up to the high school

**Community Connections**
- Lifelong learning program has evening walking on the second floor of the gym on the track however securing the area is an issue

**Blue Sky ideas**
- What would non-leveled schools be like?
- What would new innovation pathways be?

**Topic:**      **Franklin Districtwide School Study**
**Attendees:**      Dr. Sarravy Connolly –Principal
Lucas Giguere –Superintendent
Dr. Bob Dutch – Franklin Public Schools Business Administrator
Kate Jessup AIA, ALEP, LEED AP - KBA

**Date:**      January 8, 2024

## Background

- Originally constructed in 1964, renovated in 1999
- Modular classroom addition beyond useful life. 2 classrooms removed from modular in 2023, 2 remaining classrooms removed from modular in 2024. Modular building will be removed as part of capital improvement budget.
- Declining Enrollment
- Drainage issue at base of the hill washes down creating messy area for recess
- District has shared 6-day rotating schedule for Unified Arts staff which allows shared staff to rotate between schools effectively.

## Building Organization
- Grade level groupings of classrooms
- Would like to have grade level or shared grade breakout spaces for student groups of varying size
- Classrooms located directly off of gym (no corridor) creates significant distraction and safety issue for classrooms
- Exterior doors into classrooms is a security concern

## Student Needs
- Not discussed

## Curriculum
- Resource rooms are shared with specialists which is ok
- Science is an important part of the curriculum and students spend quite a bit of time outside
- Specials: Art, Music, Health, and Technology

## Special Programs
- New England Center for Children (NECC) – 4 Students
  - Outside partner program for students with Autism in most restrictive environment
  - Classroom has 4 current students
  - Goal is for students to graduate up to the Strive Program

- o   Primary classroom teacher is hired through NECC and support staff provided by District
- o   ABA tech for each student
- o   Students come from entire district

**Community Connections**

- Not Discussed

**Blue Sky ideas**

- Not Discussed

# PROGRAMMING MEETINGS

| | |
|---|---|
| **Topic:** | **Franklin Districtwide School Study** |
| **Attendees:** | Stefani Wasik –Principal |
| | Tina Rogers – Assistant Superintendent of Teaching and Learning |
| | Lucas Giguere –Superintendent |
| | Kate Jessup AIA, ALEP, LEED AP - KBA |
| **Date:** | January 9, 2024 |

**Background**

- Completed in 1996
- Shared building with Remington MS creates close proximity and ease of Elementary to Middle transition
- 338 students
- Grounds and physical site supportive of curriculum
- Class sizes are 18-25 students
- Some transient housing located within sending area
- High caseload for of students on IEPs and in Sub Separate programs and trauma affected students

- District has shared 6-day rotating schedule for Unified Arts staff which allows shared staff to rotate between schools effectively.

**Building Organization**
- Office space is inefficient and could use reconfiguration
- Missing collaboration space
- While spaces for specialists/intervention/service providers work with current practice, should there be a desire for the separation of groups, the facility is limiting.
- Missing grade-level spaces to collaborate with multiple classes or entire grade levels
- Additional medium size spaces appropriate for groups of 12 would benefit small group work and sub-separate classes

**Student Needs**
- Socioeconomic and racial/ethnically diverse student population

**Curriculum**
- 6 classrooms used for sub separate programs
- Grades 3-5 use the library for exploration

**Special Programs**

- Goals
  - o Serves students on autism spectrum.
  - o Two Goals classrooms, Goals 3-4 and Goals 5
  - o Program is sub separate however students engage with typically developing peers in the inclusion setting as much as possible

- Ideas
  - o IDEAS is a program for students with language-based disabilities. The aim is for inclusion, but student's services depend on the individual. Some have all small group instruction, while others vary from small group to inclusion.

## Community Connections

- School and grounds are used by the community, including for the Pan Mass Challenge and Town Sports

## Blue Sky ideas

- Not discussed

**PARMENTER ELEMENTARY SCHOOL**                           KBA Project #24002
Franklin, MA                                                                Page: 1 of 1

| | |
|---|---|
| **Topic:** | **Franklin Districtwide School Study** |
| **Attendees:** | Evan Chelman –Principal |
| | Tina Rogers – Assistant Superintendent of Teaching and Learning |
| | Kate Jessup AIA, ALEP, LEED AP - KBA |
| **Date:** | January 9, 2024 |

**Background**

- 290 student
- 2 sections of grades K-3, 3 sections of grades 4-5
- School physical challenges have created a culture of making do and being creative with space
- Building has been well maintained

**Building Organization**
- 2 adjustment counselors share space but need privacy given the sensitivity of discussions. This was an issue but has been addressed by adding a divider wall.
- Need spaces for calming and quiet

**Student Needs**
- Socioeconomic and demographic diversity of students
- School must focus on the basic needs of students
- SRO works closely with families to understand what is happening outside of the school day
- School communicates often with Department of Children, Youth, and Families (DCYF)
- Nurse needs to make sure that students have food to take home

**Curriculum**
- Specials consistent with elementary school curriculum

**Special Programs**
- NECC Partner Program and their space. We currently use dividers to create "cubby" spaces, which are not as secure as we would like. Also, the importance of a bathroom connected to the space was discussed.

**Community Connections**
- Not Discussed

**Blue Sky ideas**
- Not Discussed

# PROGRAMMING MEETINGS

| | |
|---|---|
| **Topic:** | **Franklin Districtwide School Study** |
| **Attendees:** | Rebecca Motte –Principal |
| | Tina Rogers – Assistant Superintendent of Teaching and Learning |
| | Kate Jessup AIA, ALEP, LEED AP - KBA |
| | |
| **Date:** | January 10, 2024 |

## Background

- 390 students grades 6-8
- Building is converted as former high school constructed in 1962 and renovated in 2004

## Building Organization
- District has shared 14 day rotating schedule which allows shared staff to rotate between schools effectively.  Orchestra, MLL, and Chorus are shared staff

- As former high school, building includes auditorium
- Cafeterias are undersized for population
- Classroom square footage is not uniform Classes can vary in size from small classroom/work room to oversized science classrooms.
- Library is remote from middle school spaces and as such isn't really utilized by middle school with exception of technology space
- Administrators are remote from classroom wings which limits supervision and visibility
- Garden level art classrooms are great spaces but remote from the rest of the building
- Borrow one classroom from Oak side of the building and corridor lockers are within Oak portions of the building

- ECDC is borrowing some of our space on the garden level (two classrooms and office space)

- Courtyards are central to the building design/layout with opportunity for outdoor learning spaces

## Student Needs
- Have had challenges finding staff for some roles in recent years especially for higher level math and specialty courses
- While Newcomers do not attend HMMS at this time, the school has some MLL needs, share MLL staff. FEL monitoring needs but no current MLL at HMMS. Anticipate MLL students next school year with sharing of staff

## Curriculum
- Special education spaces are located within each team area

- STEM. Computer Science, and Art are done as trimesters
- Health, PE, and Spanish rotate through the 14 day schedule.

**Special Programs**
- Reach
  - Therapeutic behavioral program
  - Utilize 3 classrooms and office space which are connected by doors
  - Program has expanded over time
  - Desire to be central located however less visible
  - Reach hallway can be noisy because of students who vocalize

**Community Connections**
- The building has significant use by the community in part because of spaces like the auditorium and proximity to FHS as they are connected properties.
- Away Football and soccer teams use middle school locker rooms
- Building used for many evening community events
- Building hosts after school music program for elementary and middle school students

**Blue Sky ideas**
- Create curriculum connections with advanced or specialty programs at the high school located next door

| | |
|---|---|
| **Topic:** | **Franklin Districtwide School Study** |
| **Attendees:** | Brad Henrixson –Principal |
| | Tina Rogers – Assistant Superintendent of Teaching and Learning |
| | Kate Jessup AIA, ALEP, LEED AP - KBA |
| **Date:** | January 10, 2024 |

### Background

- 410 students, 3 sections per grade
- Consistent enrollment
- Building is converted as former high school constructed in 1962 and renovated in 2004

### Building Organization
- District has shared 6-day rotating schedule for Unified Arts staff which allows shared staff to rotate between schools effectively.
- As former high school, building includes auditorium

### Student Needs
- Currently 42 newcomers attend from local transient housing
- Students have full variety of needs to be serviced including some newcomers with limited formal education
- Staff work with local area shelters to understand student needs and what is happening outside of school hours
- Health and Health Services create barriers for students.  Need to serve students in schools for dental, eye care, etc.
- Arbor Group: Specialty counselors that come into the schools to meet with students so that they do not need to leave the school to get specialty services
- Have a significant food pantry backpack program

### Curriculum
- 12 special education classrooms
- Utilize library more than middle school because of a better physical connection.  Believe the library space could be retrofitted to be more like a media center and contain more comfortable and cozy.

### Special Programs
- Reach
  - o Therapeutic behavioral program
  - o Inclusion based program at Elementary age

      o   Aid pushes into classrooms

**Community Connections**
- Enjoy how the diversity of the students and their experiences show what is happening in the world
- Currently washer and dryers aren't used for families/community but believe it may be a great idea as many shelters limit laundry to once per week

**Blue Sky ideas**
- Not Discussed

| | |
|---|---|
| **Topic:** | **Franklin Districtwide School Study** |
| **Attendees:** | Paula Marano – Assistant Superintendent of Student Services and Interim Principal |
| | Kate Jessup AIA, ALEP, LEED AP - KBA |
| **Date:** | January 10, 2024 |

**Background**

- Classroom needs entirely based on 15 student classrooms of which 7 students have IEP for students aged 3, 4, and 5 years old
- Building was addition to the former high school in 2004

**Building Organization**

- 10 classrooms on 2 floors with a small age appropriate play area.
- Butterfly Wing is located in garden level space of Horace Mann Middle School in STEM space with large overhead garage door because extra classroom was needed to serve the students with IEPs
- Exterior storage is adequate for play
- Classrooms are adequately sized

**Student Needs**

- Treatment rooms serves speech and language and occupational therapy needs

**Curriculum**

- Not discussed

**Special Programs**

- Not discussed

**Community Connections**

- Space services over 50 students receiving walk-in services and provides space for families to wait.
- There is a waiting list for spaces for the peers within the school
- Developing connection with senior center next door to provide connections

**Blue Sky ideas**

- Would there be benefits for more distribution within neighborhood schools?
- Universal PreK considerations

# 2020 Report

Franklin Public School District
**FACILITIES ASSESSMENT REPORT**
September 30, 2020
UPDATED December 1, 2020

KAESTLE BOOS associates, inc

| | |
|---|---|
| HELEN KELLER ELEMENTARY SCHOOL | 77% |
| OAK STREET ELEMENTARY SCHOOL | 73% |
| JEFFERSON ELEMENTARY SCHOOL | 64% |
| PARMENTER ELEMENTARY SCHOOL | 47% |
| KENNEDY ELEMENTARY SCHOOL | 42% |

| | |
|---|---|
| HORACE MANN MIDDLE SCHOOL | 76% |
| ANNIE SULLIVAN MIDDLE SCHOOL | 74% |
| REMINGTON MIDDLE SCHOOL | 68% |

ECDC and FHS were not included in this study

KBA

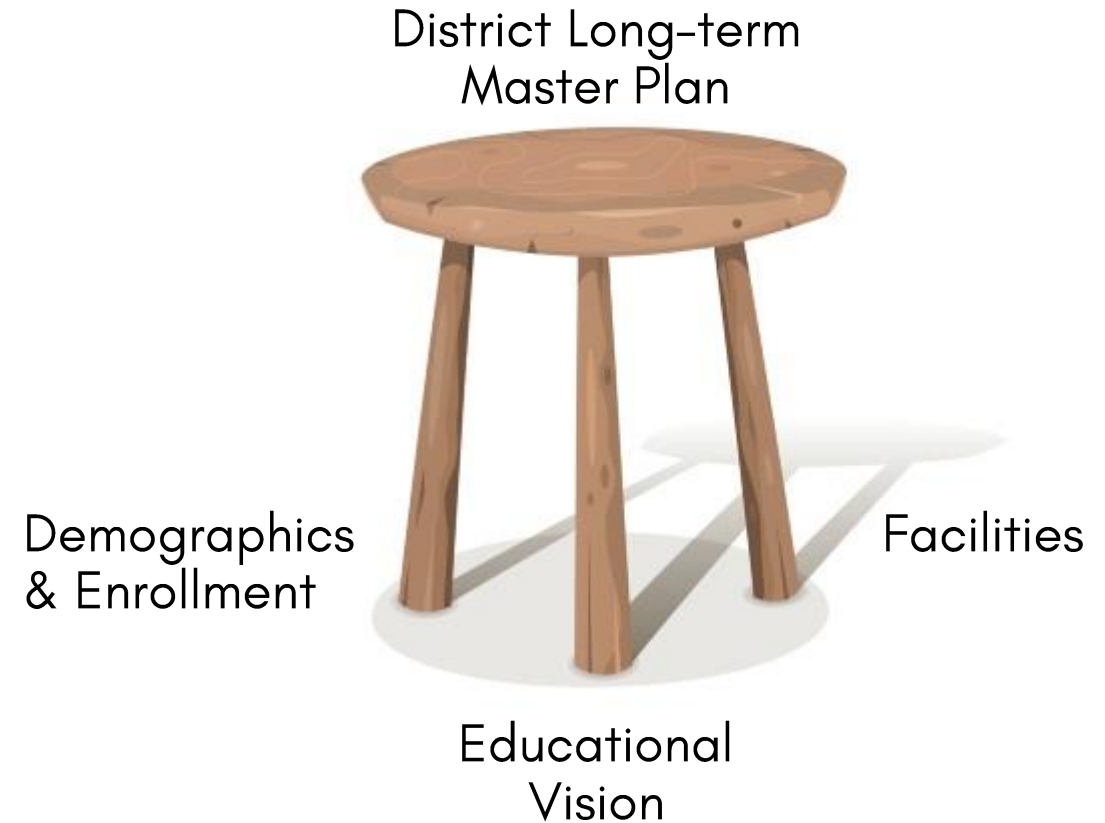# 2024 Master Plannina

Principal Interview and Building Tours

Existing Building Use / Program Plans

Existing Site Plans

MSBA Space Size Comparison Plans

Portrait of a Graduate Workshop

Visioning Workshop

District Long-term
Master Plan

Demographics
& Enrollment

Facilities

Educational
Vision

# Early Childhood Development Center

Co-located with Oak St and Horace Mann