



Franklin
Public School District


School Redistricting Meeting Presentation

December 20, 2022
Presented by



What We're Covering Today

- Why Redistrict?
- Progress/Timeline Review
- Review of Revised Guiding Principles
- Review Components
 - Committee Feedback
- Next Steps
- Questions/Discussion

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

November 15, 2022

Location - Franklin High School Media Center (main entrance)

Agenda

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

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

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

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

****Future meetings may be scheduled based on the progress**

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

Redistricting Analysis Committee -
Running Agenda 2022-23

Why Redistrict?

The decision to pursue a redistricting analysis was a result of the following findings...

Franklin's last redistricting effort was in 2002 with the opening of the Helen Keller/ Annie Sullivan complex, 20 years ago. The needs of the district have altered over time.

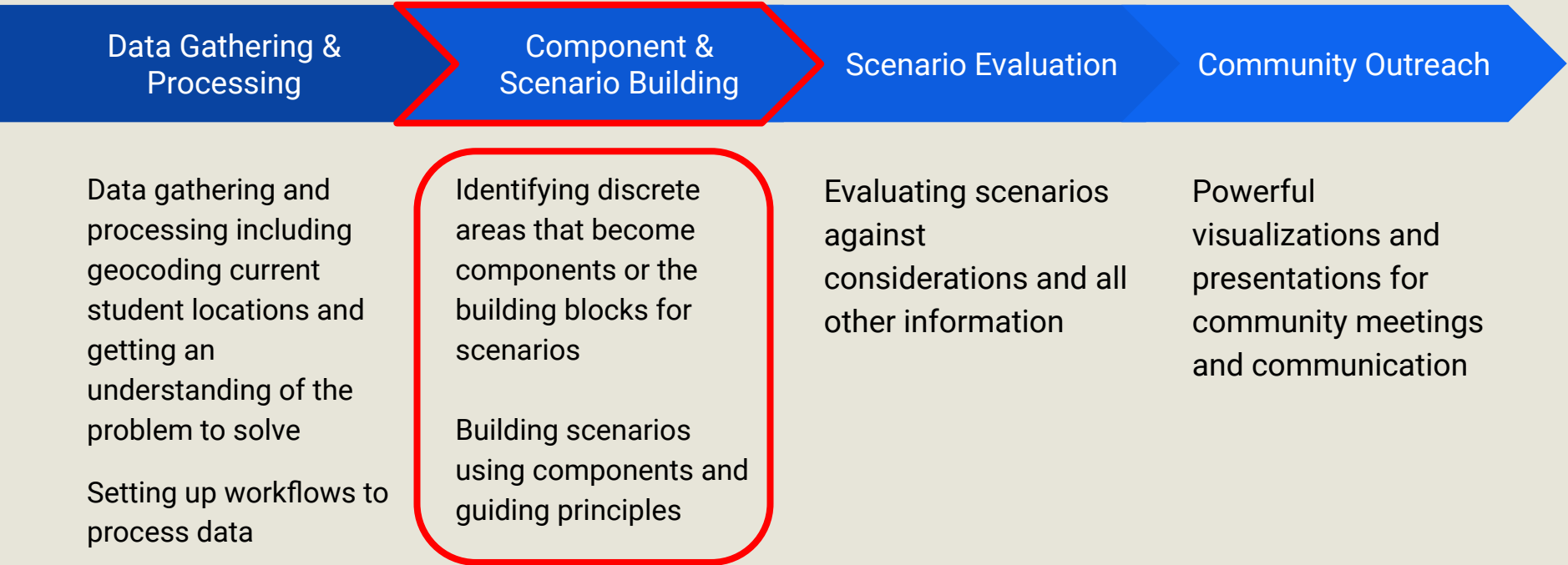
Usage of space has evolved to prepare students with the essential skills outlined in the Franklin Public School's Portrait of a Graduate, promote student engagement and support student learning with a variety of specialized programs designed to meet evolving student needs.

The Davis Thayer School was closed in 2021, Davis Thayer students were then transferred to Helen Keller Elementary school.

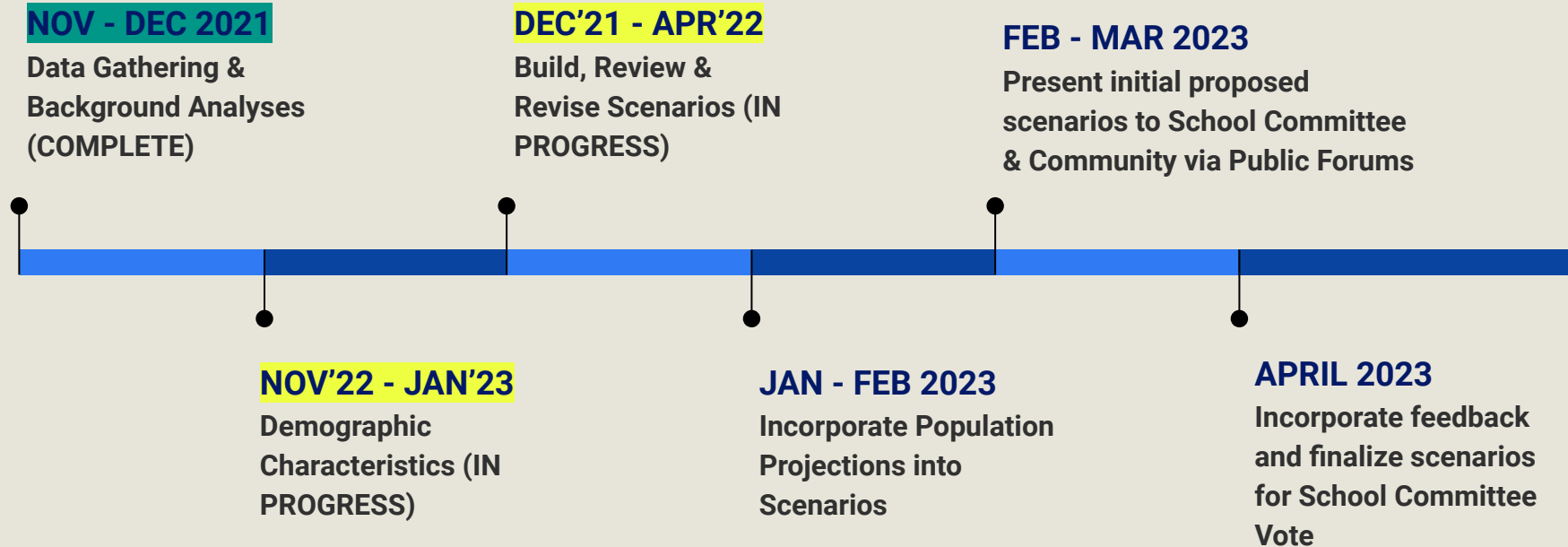
Total enrollment is forecasted to decline until 2026 - 2027 and it is anticipated there will be an gradual increase anticipated in 2029 - 2030*

Redistricting is a necessary process that allows public school districts to evaluate the distribution of students and optimize facility utilization to best support educational programming within the district for the foreseeable future.

Overall Project Approach



Timeline & Milestones



Guiding Principles

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 the 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.

**Geographic
Proximity**

**Instructional /
Building Capacity**

**Balanced
Enrollment**

**Specialized
Programs**

**Minimize Impact to
Individual Families**

**Fiscal
Responsibility**

Guiding Principles

Geographic Proximity - School assignments will be determined by drawing attendance zone boundaries and should emphasize a "neighborhood school" approach by prioritizing geographic proximity of home to school 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 school committee guidelines 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 to Individual Families - Recognizing that a population of families have recently experienced shuffle 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 has an obligation to maintain fiscally responsible operations, especially in regards to the management of facilities, instructional programs, student services, support for faculty and staff as well as other factors that impact the quality of experience and offerings within the district.

Functional Capacity and Target Utilization

1

**Adjust KBA*
functional
capacity to
account for
changes in
space needs**

KBA Facilities
Assessment Total
Functional Capacity
max # and % target utilization

+
or
-

Change in dedicated
space needs to account
for special programming
As of October 2022

2

**Calculate Target
Utilization per
MSBA %**
recommendation**

Revised
**Functional
Capacity**

×

MSBA Target
Utilization %

=

Revised Target
Utilization #
provided to
AppGeo

*KBA refers to the Kaestle Boos Associates Facilities Assessment Report completed in 2020 which did not account for the special educational needs of the district

**MSBA refers to the Massachusetts School Building Authority recommended target utilization percentages which are 95% for Elementary Schools and 85% for Middle Schools

Functional Capacity and Target Utilization (Elementary)

KBA Facilities
Assessment Total
Functional Capacity

max # and % target
utilization

+

or

-

Change in dedicated
space needs to account
for special programming

As of October 2022

=

Revised
Functional
Capacity

then

×

MSBA Target
Utilization %

=

Revised Target
Utilization #
provided to
AppGeo

School	Max Total Functional Capacity (per Kaestle Boos (KBA) Report)	Specialized Program Changes since KBA report resulting in functional capacity change	Revised FUNCTIONAL Capacity Calculated	Recommended TARGET Utilization % per MSBA	Revised TARGET Utilization provided to AppGeo
					2,148 total
Jefferson ELEM	433	(20)	413	95%	392
Helen Keller ELEM	536	(10)	526	95%	500
John F. Kennedy ELEM	443		443	95%	421
Oak Street ELEM	515	(10)	505	95%	480
Parmenter ELEM	384	(10)	374	95%	355

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**MSBA refers to the Massachusetts School Building Authority recommended target utilization percentages which is 95% for Elementary Schools and 85% for Middle Schools

Functional Capacity and Target Utilization (Middle)

$$\begin{array}{c} \text{KBA Facilities} \\ \text{Assessment Total} \\ \text{Functional Capacity} \\ \text{max \# and \% target} \\ \text{utilization} \end{array} \begin{array}{c} + \\ \text{or} \\ - \end{array} \begin{array}{c} \text{Change in dedicated} \\ \text{space needs to account} \\ \text{for special programming} \\ \text{As of October 2022} \end{array} = \text{Revised Functional Capacity} \begin{array}{c} \text{then} \\ \times \end{array} \text{MSBA Target Utilization \%} = \text{Revised Target Utilization \# provided to AppGeo}$$

School	Max Total Functional Capacity (per Kaestle Boos (KBA) Report)	Specialized Program Changes since KBA report resulting in functional capacity change	Revised FUNCTIONAL Capacity Calculated	Recommended TARGET Utilization % per MSBA	Revised TARGET Utilization provided to AppGeo
					1,780 total
Horace Mann	720	(10)	710	85%	604
Remington	718	(30)	688	85%	585
Annie Sullivan	716	(20)	696	85%	592

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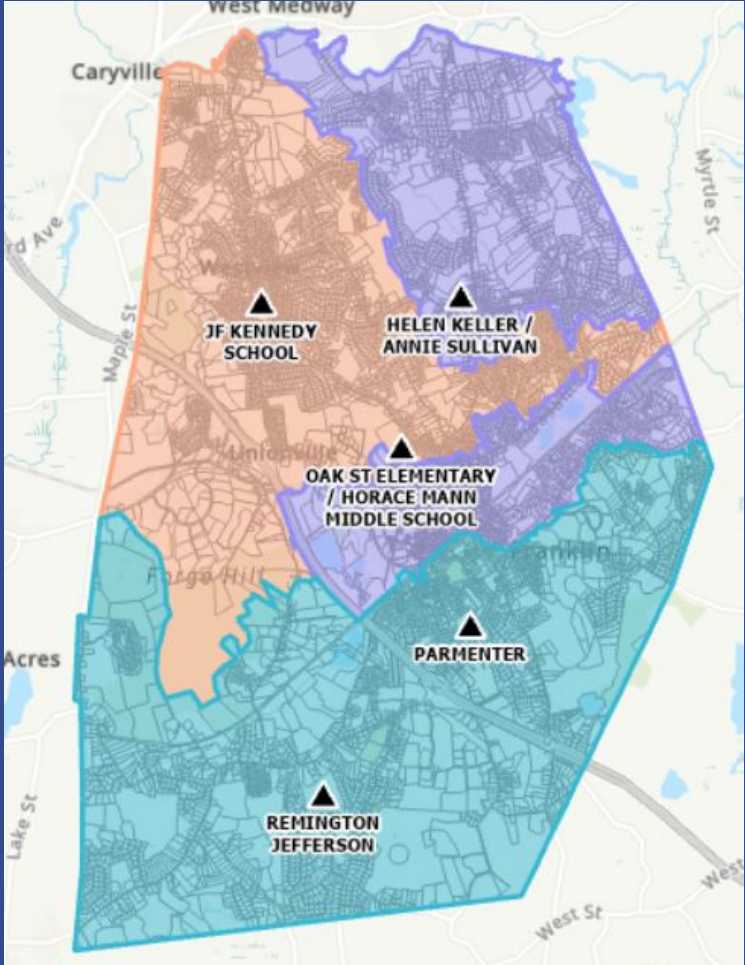
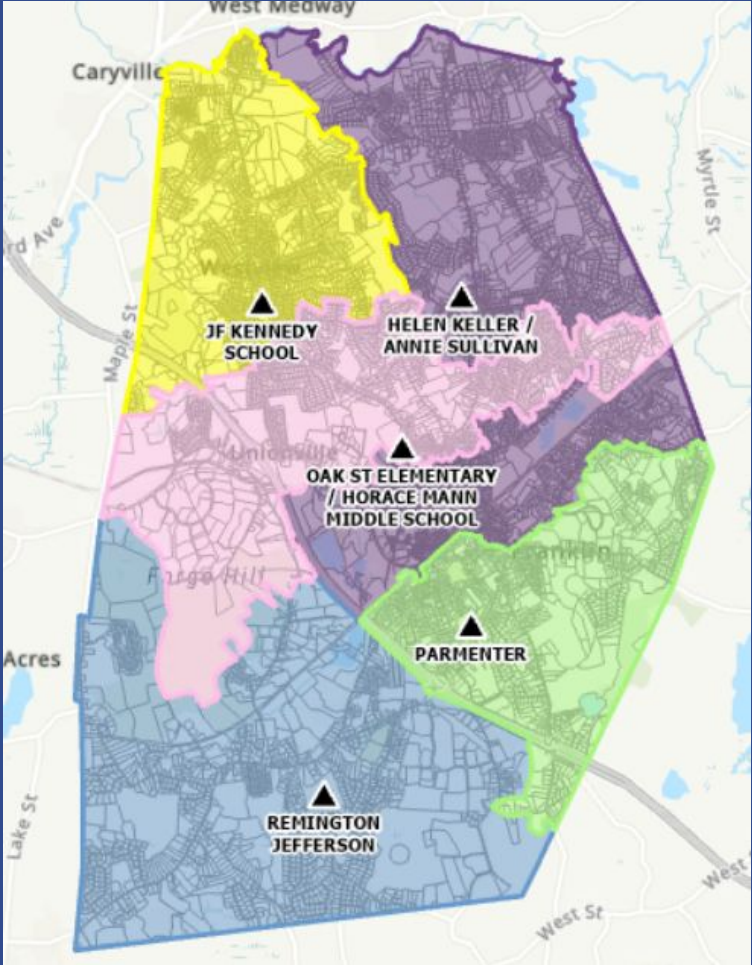


Review Current Districts

Scenario Review - Current Districts

- ELEMENTARY SCHOOLS
- JEFFERSON
 - KELLER
 - KENNEDY
 - OAK STREET
 - PARMENTER

- Middle Schools
- HORACE MANN
 - REMINGTON
 - SULLIVAN

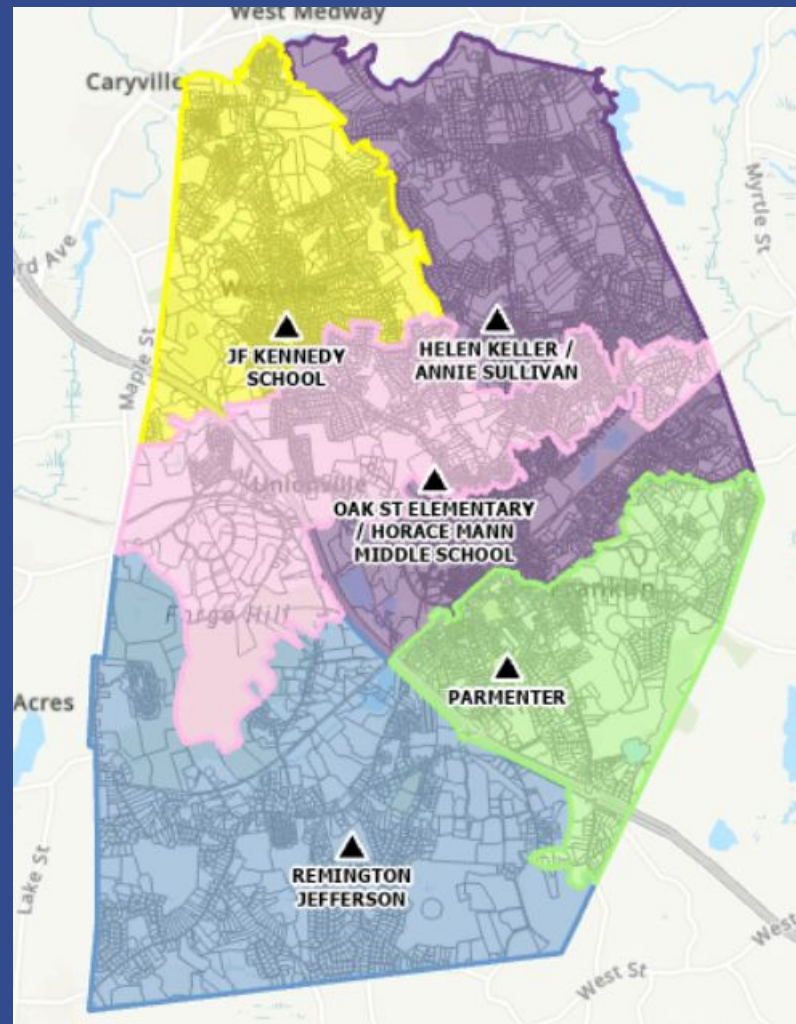


Current Elementary School Districts

ELEMENTARY SCHOOLS	
■	JEFFERSON
■	KELLER
■	KENNEDY
■	OAK STREET
■	PARMENTER

Elementary School	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	K Thru 5
Jefferson	49	45	65	50	69	73	351
Helen Keller	81	89	82	95	102	77	526
John F Kennedy	58	59	59	38	58	68	340
Oak Street	58	56	58	61	67	67	367
Parmenter	46	45	44	54	55	45	289

Elementary School	K Thru 5	Capacity	% Capacity	% English Learners	% Special Ed	% Free Reduced
Jefferson	351	392	90%	2%	25%	13%
Helen Keller	526	500	105%	4%	20%	17%
John F Kennedy	340	421	81%	2%	18%	9%
Oak Street	367	480	76%	3%	15%	18%
Parmenter	289	355	81%	5%	18%	32%

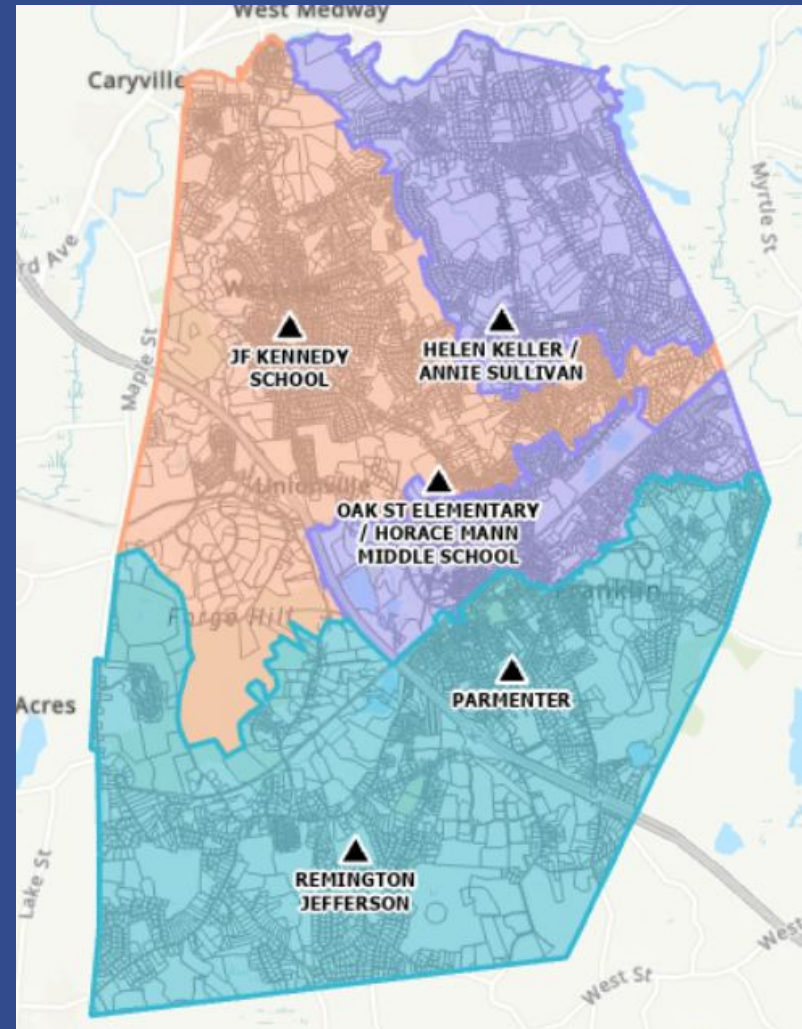


Current Middle School Districts

Middle Schools	
■	HORACE MANN
■	REMINGTON
■	SULLIVAN

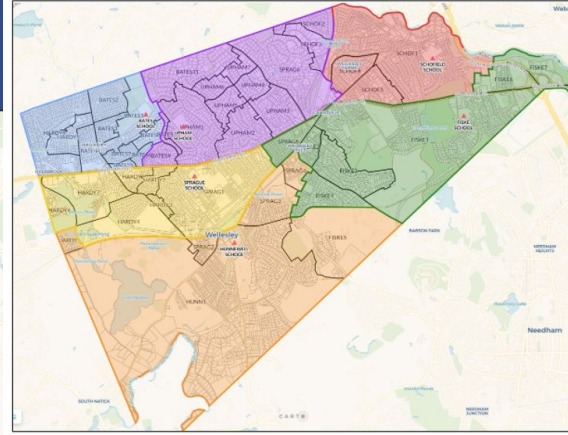
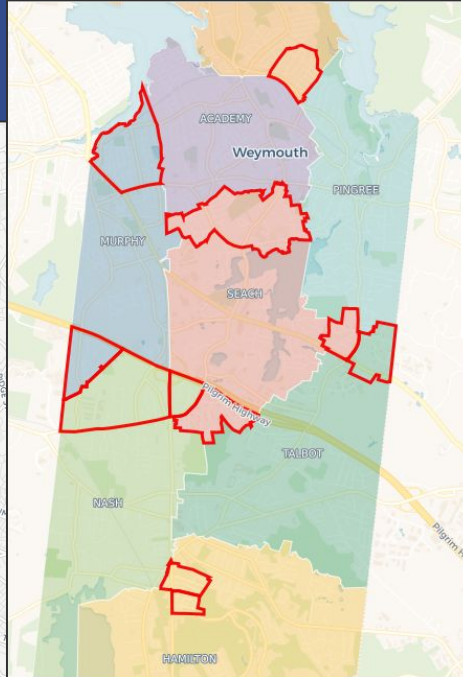
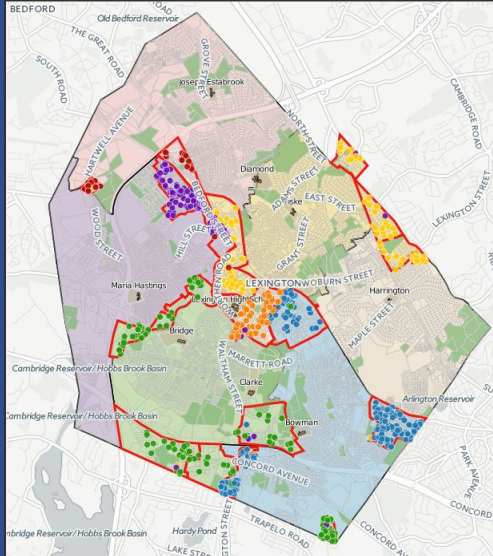
Middle School	Grade 6	Grade 7	Grade 8	6 Thru 8
Horace Mann	142	111	126	379
Remington	122	113	134	369
Annie Sullivan	115	107	97	319

Middle School	6 Thru 8	Capacity	% Capacity	% English Learners	% Special Ed	% Free Reduced
Horace Mann	379	604	63%	1%	19%	15%
Remington	369	585	63%	2%	23%	23%
Annie Sullivan	319	592	54%	2%	21%	20%



Components & Scenario Building

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



Upham Map 2

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

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

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

Component Review

- Building blocks for creating scenarios
- Components have been created in collaboration with the working group
- Components follow neighborhood boundaries and/or physical barriers (ie. streets, waterbodies, etc.)

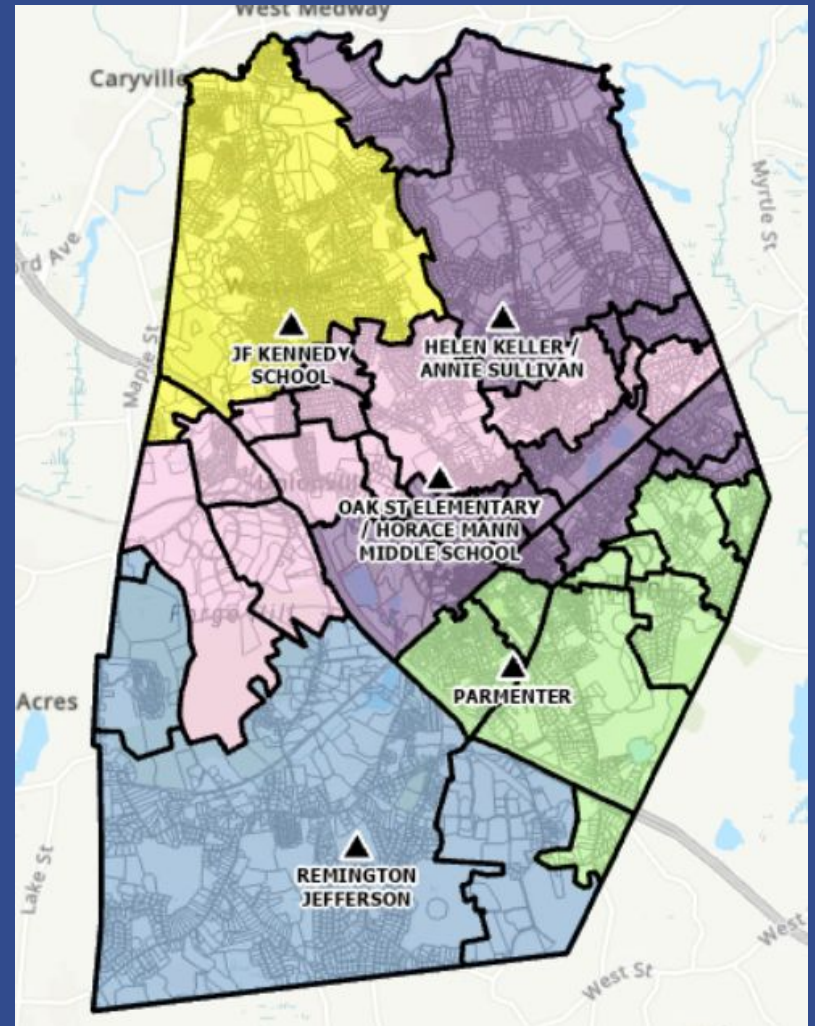


Table Talk (20 minutes)

At your table groups...

1. Review Components
 - <https://appgeo.carto.com/u/clientdemos/builder/75c64cb6-b4a2-4331-bc03-784b8869ebfc/embed>
2. Discuss and [Provide Feedback](#)
 - Any neighborhood considerations?
 - Was anything overlooked? Is anything missing?
 - Any traffic considerations during morning and afternoon commute?
 - What adjustments should be considered, if any?
3. Table representatives report out key takeaways and themes

Next Steps

- District working group will meet with AppGeo to prepare data for next meeting
- Share Components
- Share Potential Scenarios
- Meeting #3 - Tuesday January 17, 2023 (hybrid)

Meeting Dates - Redistricting Committee

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

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

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

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

Questions?

