

Franklin School District SAU #18



District Report Card 2020-2021



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Materials provided to all learners at PSS



EVERY FHS student was gifted with a holiday mug, courtesy of Robotics Team FHS and staff



Food Service and bus drivers keep Franklin fed with daily deliveries

Administrative Team

Dan LeGallo, Superintendent
Jefferson Braman, Business Administrator
Jule Finley, Curriculum Coordinator
Rebecca Butt, Special Education Director
Barbara Slayton, Coordinator of School Wellness
Susan Blair, PSS Principal
Ken Darsney, FMS Principal
Carrie Charette, FHS Principal
Timothy Westphal, FHS Assistant Principal
Jason Trafton, FMS Assistant Principal
Robyn Dunlap, IT Director
Dan Clark, Facilities Director
Brenda Petelle, Food Service Director
Dan Sylvester, Athletic Director

Presented to Franklin School Board on March 15, 2021

Tim Dow, School Board Chair
Delaney Carrier, Vice School Board Chair
Deborah Brown, Treasurer
Maureen Aube
Glen Carter
Cecile Cormier
Paul Doucette
Susan Hallett- Cook
Christine Martin



Paul Smith School classroom set up for hybrid learning, with recommended spacing between desks

Superintendent's Message by Daniel LeGallo



I am pleased to share with you our 2020-2021 Franklin School District Annual Report. The purpose of this report is to share information that you will find informative in measuring the progress of our district. Enclosed you will see academic, financial, and historical data that helps to show trends in our school district over time and how we are performing. We use these data points to further our goal of continuous improvement.

It has been a difficult year for all of us since March of 2020 when the schools were closed by the Governor for the remainder of the 19-20 school year due to the pandemic. In response to the closure, the District was able to pivot to remote instruction in just 3 days. Our families responded admirably so that learning could continue for our students.

Our administrative team worked diligently all summer to develop a hybrid learning model for the opening of school that allowed students to return to school safely in smaller cohorts. We also were able to accommodate families who chose to keep their children fully remote and learning at home, approximately 30% of our students.

Despite the pandemic, we were able to implement the following improvements during the 20-21 school year: We worked closely with the City and Lakes Region Community College (LRCC) to initiate two classes of a new manufacturing curriculum at Franklin High School, implemented a new math program at Paul Smith Elementary School and Franklin Middle School in grades K-6, restructured Title I services at Franklin Middle School to better meet the needs of our students, began implementation of new ELA curriculum at Franklin Middle School to provide a consistent and fluid program K-6, and we executed a new mobile app and website to increase and solidify communication.

Major improvements under consideration for the 21-22 school year include the flipping of start times for the schools so the elementary school begins earlier and the middle and high school start later, expanding the preschool program, changing the high school schedule to improve pacing and provide more course offerings, and implementing a new math program grades 7 and 8. All of these changes are being considered and implemented to address our concerns with student achievement and the high dropout rate we have here in the District. We will continue to work diligently to provide more opportunities for our students to meet these challenges.

I cannot express to you enough my gratitude to the teachers, staff, nurses, food service workers, IT and custodial departments for their heroic efforts in keeping education moving forward in these trying times. I also cannot thank our students, parents, and community enough for their overwhelming support to the schools while managing through the pandemic. I have never been prouder to serve as your Superintendent of Schools than during this crisis.

Of course, none of this would be possible without the support of our families and the community. I look forward to our continued work together to provide a quality education to our students.

Sincerely,

Dan LeGallo



The Year in Review: March 2020-August 2020

SPRING 2020:

March 15, 2020: Governor Sununu ordered all schools to go to remote learning model to mitigate potential impacts of Covid pandemic

Within 3 days, Franklin students had their chromebooks, class supplies, and other materials needed for remote learning, and were receiving remote instruction

Buildings were closed to all except administrative, custodial, technology, and kitchen staff

All extracurricular activities were suspended or moved to virtual format

Kitchen staff continued to provide meals, free to all children in the district, and coordinated with the bus company to deliver to bus stops Mon-Fri

Community Management Team met regularly to share resources and collaborate to meet the non-academic needs of families in Franklin

Remote learning delivered through google classroom assignments and other electronic means, with paper copies and materials distributed as needed

Schools addressed barriers including internet connectivity, communication with families, and general adaptation to online teaching/learning

In celebration of student success and to connect with families who had children moving up to another school, each school sponsored "Drive by" graduations and promotions ceremonies.

School staff spent three days in June identifying challenges and successes to support planning for the next school year

The Franklin School District Car Parade was held on May 6, 2020. The event was coordinated by teachers and staff with the goal of connecting with students and families while building spirit and acknowledging all who are working so hard during the pandemic. The police and fire departments, as well as the bus company actively participated in the event alongside school personnel. A memorable day for all!

SUMMER 2020:

Administrative Team met at least weekly to develop plan for 2020-2021 School Year, continually revising in response to changing state and federal guidance

Focus was on creating a plan that would be responsive and flexible, prioritizing in person learning for as many students as possible while following guidelines to mitigate potential Covid spread at school

Classrooms spaces were measured to inform decisions about physical distancing and potential class sizes; excess furniture was put into temporary storage

Families were surveyed twice about their preferences for in person vs. remote learning options

All school registration materials were adapted to online format
Personal Protective Equipment was ordered

Meals continued to be provided by the school district and delivered on the buses throughout the summer

Technology department made upgrades and ordered supplies to support hybrid learning model

School calendar was changed to allow for additional professional development days prior to opening
Staff training focused on safety protocols, awareness of mental health needs and challenges, and support for providing educational services in an online environment



SEPTEMBER 2020:

The School Board chose the hybrid learning model to begin the school year, with students in cohorts to minimize interaction between students; each cohort attends in person 2 days a week, online 3 days per week. One cohort remains entirely remote.

Virtual open houses and meet the teacher virtual events were held at all three schools

Video tours were provided for students transitioning between grades or transferring from other districts

Extracurricular activities resumed, with some mitigating safety strategies

FHS School Counselor Desiree Smith selected by GEAR UP as a representative / consultant for the state of NH for NH Scholars Program



FHS Counseling Team held

- NHHEAF Financial Aid Night
- SAT Test
- College Essay Writing Workshops in advisory
- Colby Sawyer College Virtual Tours
- Red Ribbon Week- 170 students pledged to stay drug free.

FHS Student Council coordinated spirit week

OCTOBER 2020:

FHS Students serving suspension go to ISS on their remote days, so they do not miss out on in person instructional time.

FHS Attendance Team meets weekly to address barriers impacting attendance



PSS First Grade teacher, Ms. Bonnie Gilbert honored as the 2020 Franklin Business Woman of Achievement for her dedication to the youth and families of Franklin and for her unconditional support of the Franklin Footlight Theater on October 21, 2020.

FHS Robotics Team awarded the Winnepesaukee Judges Award for outstanding outreach, community impact and mental health awareness campaign.

Two individual awards given to: Xiomara Head and Elizabeth Guillotte (\$2,000 scholarships each)



PSS Celebrated Fire Safety Week with a visit and demonstration from the Franklin Fire Department



FMS Principal Darsney accidentally “twins” with math teacher, Mr. Anderson



PSS Halloween Celebration: Despite the pandemic the teachers and staff of PSS find a way to celebrate the things that are important to the children of Franklin. Pumpkins were donated by Lowes and Home Depot. Each class had at least two pumpkins to decorate. Activities included door decorating contest and optional pumpkin carving

NOVEMBER 2020:

FHS Counseling Team coordinated

- "I Applied" Free College Application Day
- Virtual college tours at: St. Joseph's College, Plymouth State University, and Southern NH University
- Virtual tour of St. Paul's Advanced Placement program



Teen Theatre for grades 4-12 staged live performance within Covid restrictions: masks, social distancing, limited audience, live streaming



FMS Highlights:

- Veterans' Day tribute
- Improved attendance tracking system
- Administered Statewide Assessments
- Celebrated Students and Staff of the week



DECEMBER 2020:



Winter sports adapted to restrictions on spectators by streaming basketball games live on YouTube.

FHS: Over 100 bags of food were distributed to the community prior to our holiday break.

HOLIDAY GIVING: Staff across the district generously contributed to efforts to help families provide gifts, food, and other essentials. All FHS students also received mugs filled with cocoa and other small gifts from FHS staff.



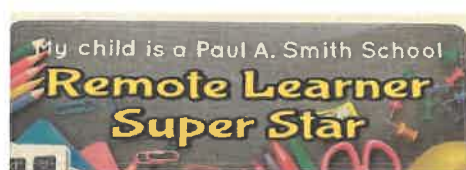
FHS Parent Advisory Zoom Evening held December 12, 2020; 72 families participated in sessions

FMS: Virtual zoom night for teachers to connect with the parents of the students in their Advisory

JANUARY 2021:

FHS began operating "Homework Den" for students needing extra assistance after school, with staff volunteering to supervise

PSS Celebrates Remote Learners



FEBRUARY 2021:



FHS Students Riley Roper and Madison Clark stage their original one act play, Anesthesia, at the Opera House with the FHS Players

PSS celebrates “Snowmen at Night”



PSS celebrates “Read Across America” March 1-5, 2021, including “book walks,” door decoration contest, guest readers on ZOOM, and Portrait of a Graduate Project



FMS Celebrates Teachers of the Week, nominated by students. This photo from the 2019-2020 school year, pre-pandemic.

Franklin High School: Principal's Report by Carrie Charette



Franklin High School is the Home of the Golden Tornadoes, with 272 enrolled 9th-12th grade students. The school is under its 5th year of leadership by Principal Carrie Charette along with the Assistant Principal, Tim Westphal, who joined the FHS family this school year. In December of 2019, Franklin High School was awarded the Portrait of a Graduate Grant. This grant is centered around high school redesign with community involvement. Our students have struggled over the years to attend school, graduate with their cohorts, and find academic success for future career options. The pandemic in the Spring of 2020 required us to focus more on the social emotional wellbeing of our students and our work with Portrait of a Graduate was limited. The end of our school year found staff and

seniors struggling with the loss of graduate celebrations. However, creativity prevailed and we were able to create new traditions that will remain in place for the future. As the second semester came to a close, our school counseling department began looking at the students who were retained at grade level due to a lack of earning credits. We created a virtual summer school and those who participated found success in competency recovery and remediation. We were able to promote these students before the first day of school.

Our 2020-2021 academic year has been operating on a hybrid schedule from 7:30 am-1:30 pm with teachers using Zoom to instruct fully remote learners along with our hybrid in-person students simultaneously. Learning to utilize Zoom as a virtual platform for direct instruction and incorporating Google Classroom for all courses is one of our focuses this year. Our staff balances being in-person and instructing virtual learners by collaborating as colleagues to ensure best practices.

Our focus is to improve student success in the areas of attendance and support to stay on track to graduate. We have enhanced our engagement with parents and guardians, including using Zoom to hold individual meetings as needed for struggling students. Increasing school attendance is a focus of our School Attendance Committee which meets weekly. This committee identifies barriers to attendance and helps resolve those issues to make learning accessible to all. Some students use the library on the "remote days" to help with connectivity issues and increase productivity. A Homework Den has also been created which runs after school for additional help. Administration collaborates with students, families, and the court system to ensure students are participating in their education.

Our accelerated learners have many options through our Dual Enrollment Programs with Lakes Region Community College to earn college credits. We offer Running Start Courses in English, Spanish, Culinary Arts and Math on campus. Our juniors and seniors can also take classes at LRCC to fulfill their requirements towards their diploma and earn college credits at the same time. Students can even customize their educational experience through internships, Extended Learning Opportunities, and community service. HUOT Technical Center provides additional opportunities for hands on learning in various trades and skills for our grade 10-12 students.

Academics are not our only priority at FHS, as learning cannot take place without basic needs first being met. We focus on the social emotional health of the students in all areas of our school community. School counselors are available remotely and on campus to assist our students and their families as needed. All students receive breakfast and lunch at no cost and our on campus food pantry prepares bags of food for extended weekends and vacations for all students. We have a space on campus with washers and dryers for student use and our Karma Korner, run by our FIRST Robotics Team, is accessible for any needed clothing, toiletries, school supplies, and food all at no cost to the students.



We want our students to become GOLDEN Tornadoes by the time they graduate. Students should experience Growth, take Opportunities, and demonstrate Leadership, Determination, Empathy, and Networking. Through the efforts of all of those involved with the Portrait of a Graduate Grant this school year, we are working on personalizing our students' educations so that they will become active and productive members in their communities.

Franklin Middle School: Principal's Report by Ken Darsney



Franklin Middle School, in its third year under the leadership of Ken Darsney, Principal, and Jay Trafton, Assistant Principal, has had a very successful year despite the challenges of the Pandemic. Our current enrollment is 361 students in grades 4-8. This has been consistent throughout this school year. In order to understand the systems that made this school year work so efficiently, it's important to understand Franklin Middle School's unique **"2 Academy Model"** that creates **Individualized Inclusive Educational Instruction** to maximize learning for students, support families, and promote teams of staff collaboration throughout.

FMS Academy Instructional Model: During the 2018-2019 school year Franklin Middle School was piloting several configurations in search of a model for instruction that provided rigorous, personalized instruction. Grade 4 had self-contained classrooms, grades 5 and 6 were composed of 2 teams of 3 teachers, and grades 7 and 8 had a team of 6 teachers, some sharing both grades. Additionally there was a 4-teacher team called the "Family Pilot" with 4 teachers sharing responsibility for multi-age classrooms 75 students spanning all grades 4-8. After a full year of piloting and deliberation to consider several instructional configurations from self contained, 2 and 4 person teams in a very conventional middle school design and

multiple grade 4-8 "Families," the staff developed the following design:

Guiding Principles Moving Forward: Multi-Age Competency-Based Classrooms, Looping, Students Have Teachers for Multiple Years, Individualized Learning, Students Take Ownership, Learning Progressions

Academy Model Description: We have 2 balanced "Academies" of 9 Teachers each. Students stay in the same Academy all 5 years. We have a staff of classroom teachers who divide responsibilities among all 5 grades, divided into 2 sections, 4-6 and 7-8. There are 5 teachers responsible for Grades 4-6 (upper elementary/ lower middle). Each teacher is responsible for at least 2 grade levels. Teachers can be responsible for 1 or more Academic Subjects depending on skills and needs. We have created multi-age classrooms throughout (This practice has been limited in 2020-2021 due to classroom configurations due to the Pandemic.) There are 4 teachers responsible for 7-8 (upper middle/ junior high) We have Middle School teachers in: Math, English Language Arts, Science, and Social Studies Allied arts teachers are responsible for all 5 grades in rotation throughout the school year. Special Education, and Title 1 teachers are attached to individual Academies. Our in-house Odell program, designed for students with challenging behaviors, has students integrated with Academy classrooms. We are in our second year of implementation and have every reason to continue.

Because of this individualized configuration, we have been able to maintain over 90% attendance, whether in-person or remote, for the school year, and attendance and student activity online is monitored throughout the school day. Special Education, Title 1, and School Counselors meet with students in-person and online to provide interventions, support, and services. In classrooms, co-teaching with Special Educators, Title 1 and Interventionists both live in the classroom and on Zoom is delivered daily. Teams meet frequently to collaborate to provide support to struggling students and families in a layered approach involving teachers, Special Educators, School Counselors, and Administration.

Looking towards 2021-2022, with the hope for full in-person instruction, the staff is prepared to continue our Academy Model with continued individualization, multi-age classrooms, looping, and rigorous competency based instruction.



Principal's Report: Paul Smith Elementary School by Susan Blair



It is with pride that I submit the Paul A. Smith School Annual Report for the 2020-2021 school year. The staff at PSS have worked diligently over the past three years to move toward and provide an educational model that is supportive of all children. Of particular interest is the structure, learning opportunities and supports implemented, which make our school a wonderful place for children to play, grow and learn.

The foundational structure of our school is designed to enhance each student's ability to develop relationships and friendships across all grade levels. PSS encompasses three houses, which include at least one class from each grade level. Each student can, dependent on the student's knowledge and level of proficiency, participate in a class taught by a teacher other than the regular classroom teacher. Hence, our unique model. With Covid safety precautions limiting movement between classrooms this school year, teachers have found creative ways to keep the house model alive.

As the enrollment data indicates, student enrollment for the 2020-2021 has increased by 4.5% from two hundred, ninety-five students (295) in September to three hundred eight students (308) in January. Students who attend remotely have remained fairly steady at 19%. The remainder of students attend school as hybrid students. Our students' developmental abilities make it particularly challenging to learn in a remote model, as so much is learned through social interaction. Another essential statistic is the number of young students who are part of our transient population. Transiency is defined as lasting only a short time. This term is used for students who move from school district to school district. At the writing of this report, PSS has a transient population of twenty-three percent (23%).

PSS is a schoolwide Title I school. "The Schoolwide Program option is based on the premise that comprehensive reform strategies are most effective in raising the achievement level of students most at risk of not meeting academic standards. Multiple resources, including Title I funds, are used to strengthen the academic program in the school for all students and accelerate the progress of students... Schoolwide Programs are effective in addressing needs such as core instruction, social-emotional learning, school climate, behavior, student health, and engaging cultural communities."

Through our Response to Instruction (RTI) model, PSS carefully monitors student growth in reading and mathematics. Students who do not make adequate progress/ growth receive additional instruction through our Title I teachers in reading. Students meet five days a week for thirty minutes a day to increase fluency and comprehension skills to grade level proficiency. In addition to developing skills, the students also develop confidence and a desire to improve in reading.

Our instructional programming has evolved to include many innovative and innovative resources which enhance teaching and learning across all grades. Of particular note is "Fountas & Pinnell Classroom" which puts a new book in every child's hands, every day. ZEARN is our math resource, which supports learning through whole groups and small group instruction in addition to a virtual reteach model and daily practice of skills. We adopted Handwriting Without Tears due to our recognition of how important it is for all students to know how to fluently write their letters. For support in science and social studies, we have adopted Discovery Education which allows teachers to supplement their lessons with videos.

The staff at PSS believes that all children need to feel safe and cared for while at school. Responsive Classroom provides a model for building relationships through a variety of activities and strategies. These strategies are employed in every classroom in the school. "The emphasis is on helping students develop their academic, social, and emotional skills in a learning environment that is developmentally responsive to their strengths and needs".



Our work has just begun. The dedication of the staff is exceptional. It is those who work beside our children that truly make a difference. On a daily basis, the staff strives to promote and support each student's individual learning. Every conversation, and every decision made is done with our motto first and foremost, "Kids First".

Curriculum Corner: Curriculum, Instruction, Assessment by Jule Finley

The last few years have been an exciting time for being a part of our curriculum program in SAU 18. With a driving goal of unifying our district and ensuring that we have K-12 alignment and learning progressions, the work began three years ago to determine the best way to create a system that would provide prolonged usage and a process for continual improvement.

Different methods were implemented with some success, but the real work began after the new Curriculum Cycle plan was created and approved by the School Board in spring 2019. That cycle began with establishing K-12 curriculum teams by subject area, beginning in fall of 2019 with ELA and Math teams. There were two representatives from each school, Title I staff and the Curriculum Coordinator on each team. Teams spent time discussing current curriculum, sharing materials and resources so all staff had a greater awareness of what was being addressed at each building and in what way, and presentations and representatives from various companies were shared to research new tools. The discussions were rich and the work was immensely valuable, but sadly all work was interrupted in March of 2020 after only two meeting sessions, due to Covid.

Based on the conversations that had begun, implementation of LLI (Leveled Learning Intervention) had already begun at both Paul Smith and the middle school as a part of our Title I and Special Education programming. To fully support that work, Paul Smith worked hard to train staff and begin work with Fountas and Pinnell as a new literacy program. Prior to the interruption of Covid, we were pleased to see some success and data rising. It was decided that this program would be used with full fidelity if we used it in grades 4-6 at FMS as well so there was consistency and fluency for all students in ELA. That implementation and training has begun this year, despite Covid, with the intention of focusing efforts during the summer of 2021 to be prepared for full implementation K-6 at both schools, fall of 2021.

That same work has already begun for math as well, with the introduction of Zearn. Zearn, which has an online component which is highly beneficial for our students this year, has been implemented K-5. Our 6-8 math teachers are finishing their Go Math programming this year and looking at utilizing Glencoe Math next year and working with ninth grade math teachers to ensure smoother transitioning from middle to high school math. We continue to explore and look at math intervention tools to support our struggling students and provide as many resources as we can for online and in person instruction, as well as individualized instruction.

Outside of our Curriculum Cycle work, we are also working on strengthening and solidifying our competencies and instructional methods district wide. We provided time for teachers to begin those discussions at a PD day in January 2021. Those meetings inspired and energized the conversations and it was decided that a focus on this work would be scheduled over the summer so that we enter fall of 2021 with a stronger and more unified curriculum, instruction and assessment. The goal is to finalize a SAU 18 Instructional Guide that will be available to all staff for fall of 2021.

Portrait of the Graduate is a process to help the community define its hopes for graduates which then guides our curriculum, instruction and assessment practices. So far we've connected with nearly 400 Franklin community members through surveys, interviews and canvassing to get their input. Our goal is to present a Portrait of a Franklin Graduate that captures the hopes and vision of students, teachers, parents and community members to the board in June 2021. Funding for this work is generously provided by the Barr Foundation.



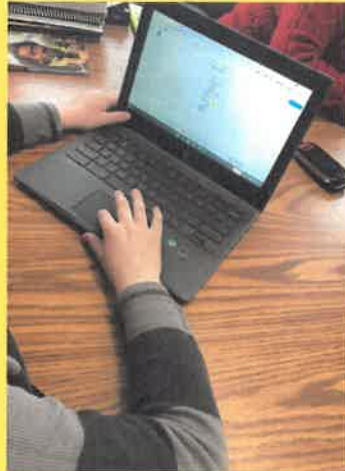


Since the beginning of 2020, the IT Department has put a priority and emphasis on increasing the security capabilities of our entire district. As we approached the beginning of the new school year, our first major step in the right direction was upgrading our Google Admin Console to the new Google Enterprise Console. This gave us much more security features in relation to apps and extensions used by the chromebooks. It also increased our ability to track and monitor the devices. In addition, our GoGuardian Web Filter also saw significant improvements, both in its security capabilities, but also in the way teachers and other staff members can use the software. This included some new tools and software to promote remote learning.

With the COVID situation still progressing as summer ended, we ensured our Chromebook inventory could support full 1:1 remote learning, from preschool through twelfth grade. In addition, we purchased carrying cases for the chromebooks, to better protect them from physical harm. We also upgraded our Zoom membership to a fully licensed version. This allowed teachers to access new security and remote learning features, and greatly improved the functionality of Zoom for those teachers. This also helps provide features both useful and necessary for students, especially those who need more one-on-one help. Finally, we have begun working towards upgrading all staff computers and laptops for better overall performance by those machines.

In an effort to become more security conscious, we have begun implementing the KnowBe4 tool, a platform used to create and distribute training in the areas of email security, phishing, and more. We have done one campaign so far, and had also a 75% completion rate. We hope to see this improve to 85-95% in our next campaign. In addition, this tool will give us the ability to test the knowledge the training provides, by creating our own spoofed emails, which pose no threat to our security and allow us to ensure our users are absorbing the information presented.

Finally, the latest IT project consists of upgrading our print management system. Currently all printing is done via a physical server that we maintain. However, thanks to the use of new Printix software, we will eventually have all the printers connected to a cloud print management system. This will reduce the amount of physical hardware we need to maintain in house, and also allow our printers to be accessed easier, without relying on a single device to maintain connectivity.



Zoom, zoom, zoom!

Special Education by Rebecca Butt

The special education department is pleased to have the opportunity to share information about the 2020-21 school year. It has been one of the more interesting and dynamic years. While finalizing aspects of the Special Education Compliance and Improvement Monitoring through the New Hampshire Department of Education (NHDOE), we were actively working to increase the behavioral supports for students at the elementary and middle school levels, and provide central and more efficient means of functioning within special education in light of the pandemic. Moreover, our annual determination letter for the 2018-2019 reporting period, issued on August 26, 2020, was positive.

The Compliance and Improvement Monitoring process, that began in late 2019, culminated on January 7, 2021. Based on final findings, the district will be removed from the selection process until the 2025 academic school year. In preparation for the monitoring, special education case managers participated in training related to the special education process, measurable annual goal writing and the drafting of written prior notices. Much time was spent not only completing training, but preparing for onsite visits and associated follow up visits. It was a commendable effort by all involved.

In response to an increase with behaviors associated with students with disabilities, the district instituted a full-time Applied Behavior Analyst (ABA), overseen by a Board Certified Behavior Analyst (BCBA), at Paul Smith School for the 2020-21 school year. This support has mitigated behaviors in the classroom setting and provided individualized programming. It has, confidently, decreased consideration for alternative placements. Likewise, the Odell program, a reinstated, self-contained classroom at the middle school that enables students to access classrooms and academics with peers while working to develop prosocial behavior, has done the same.

The sudden shift to remote instruction in March 2020, presented challenges for which the district was forced to reconsider aspects of our processes. Specifically, document access, meetings format and special education paperwork requiring parent/guardian signature. The special education google shared drive, newer to the district, has been updated and organized so that all documents are accessible at all times. Furthermore, we have instituted a secure means for obtaining electronic signature and holding meetings in the format that is specific to family needs; telephonic or zoom.

Most excitingly, on August 26, 2020, the district received notice that we met the requirements and purposes of the IDEA and that data entered was timely and accurate. This was determined by data gathered by the NHDOE for Indicators 4B (discrepancy by race or ethnicity in the rate of suspensions and expulsions greater than 10 days in a school year for children with IEPs), 9 (disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification), 10 (disproportionate representation, by disability category, of racial and ethnic groups in specific disability categories that is a result of inappropriate identification), 11 (initial evaluations for special education are completed within state established timelines), 12 (children referred from Family-Centered Early Supports & Services to special education have a determination of eligibility prior to the third birthday), 13 (met the requirements for compliance with effective transition for students aged 16 and above), 7 (preschool special education child progress data were timely and accurate), Coordinated Early Intervening Services, IDEA grant management and Maintenance of Effort (MOE).



FMS Students of the Week



The Office of School Wellness was formed through a Project AWARE grant, with the objective of increasing the social and emotional wellness of staff, students, and the greater community. Current funding is a blend of district budget, state, federal, and private foundation grants. In addition to school counselors at all buildings, Intervention Counselors (school social workers) provide counseling and clinical case management as needed. A Student Assistance Program counselor focuses on substance use prevention, counseling, and referral. All initiatives fall within a Mutli-Tiered System of

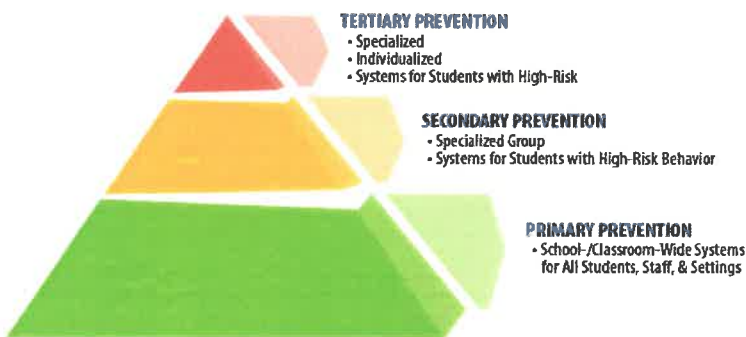
Support for Behavior (MTSS-B), which uses data to drive interventions at all levels. The Community Management Team, composed of over 20 community agencies and family partners, provides oversight and collaboration to support these goals.

The Youth Risk Behavior Survey, administered every other year to high school students across the nation, allows us to identify priorities and trends. In collaboration with the Mayor’s Drug Task Force, we are also able to survey 7-8th graders. The biggest risk factor for youth experiencing negative outcomes (including school dropout, incarceration, behavioral difficulties, and more) is the experience of Adverse Childhood Experiences (ACEs). The 2019 results show that Franklin youth experience these risk factors at 30-50% higher rate than their statewide peers:

2019 YRBS COMPARISONS	FRANKLIN	NH
person struggling with drugs or alcohol in home	47.3	30.7
witnessed physical violence between adults in home	29.3	17
parents or other adults in the family had been in jail or prison in past year	16.4	6.7
Didn't usually sleep at parent or guardian's home during last 30 days	4.4	2.7
...because they were kicked out, ran away, or were abandoned	7.1	4.2

Experiencing ACEs is highly correlated with mental health struggles, so it is not a surprise that Franklin youth also report symptoms of depression (43 v 33.6%), contemplating suicide (31.7 v.18.4%), making a plan (18 v. 13.3%), attempting suicide one ore more times (7.6 v 7%), needing medical treatment due to attempt (4.7 v 2%) and purposely hurting self without wanting to die (24.9 v 19.8 %) at higher rates than their statewide peers.

Our MTSS-B model allows us to target resources where they are most needed, as 80% of students will respond to universal systems in place. Approximately 15% will need more targeted interventions, and about 5% will need individualized services, often through our community partners.



Tier 3 examples: facilitated referral to Riverbend, Health First, Merrimack County Diversion

Tier 2 examples: social skills groups, Coping Cat (group to help children manage symptoms of anxiety)

Tier 1 examples: Youth Mental Health First Aid for all staff, peer-to-peer substance use prevention efforts, Choose Love SEL curriculum

As mentioned throughout, the 2020-2021 school year has presented some unique challenges, and the OSW has faced these challenges through strategic partnerships and teamwork.

District Data

Population Trends

School Year	Enrollment	Free/Reduced Lunch Rate		Special Education Rate	
		Franklin	State	Franklin	State
2019-20	942	61.59%	24.77%	21.98%	18.72%
2018-19	949	60.70%	27.16%	21.92%	18.14%
2017-18	1020	54.51%	26.36%	19.12%	17.19%
2016-17	1088	58.70%	27.30%	17.83%	16.57%
2015-16	1139	56.60%	28.06%	17.30%	15.30%

Teacher Retention Rates

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
83.5%	93.0%	73.4%	92.0%	93.2%

Attendance Rates

School Year	Attendance Rate		Dropout Rate	
	Franklin	State	Franklin	State
2019-20	93.9%	95.1%	7.94%	0.92%
2018-19	89.1%	94.1%	4.67%	1.02%
2017-18	92.5%	94.4%	4.63%	1.05%
2016-17	93.2%	94.7%	3.76%	1.12%
2015-16	93.9%	94.8%	3.43%	1.12%



FHS Senior, Chloe Bushaw, worked and then purchased over 750 toys for the Toys for Tots Program, a true example of being

Growth
Opportunity
Leadership
Determination
Empathy
Networking

SAT Scores

Year	FHS Math	State Average Math	FHS English, Reading & Writing (ERW)	State Average ERW	FHS Total Mean Averages	State Total Mean Averages
	2020	493	512	516	528	1009
2019	442	508	447	516	889	1024
2018	454	515	467	523	921	1038
2017	461	518	495	525	956	1043
2016	464	511	492	524	956	1035
Possible points	200-800	200-800	200-800	200-800	400-1600	400-1600

Student Data: Statewide Testing Comparisons

English Language Arts/Reading: Percent Proficient

Grade	2015-16		2016-17		2017-18		2018-19		2019-20
	Franklin	NH	Franklin	NH	Franklin	NH	Franklin	NH	No Testing
3	46%	56%	45%	54%	30%	54%	23%	52%	
4	45%	57%	34%	56%	43%	55%	27%	55%	
5	32%	63%	38%	61%	47%	61%	33%	57%	
6	49%	59%	39%	57%	42%	55%	41%	56%	
7	68%	62%	53%	61%	46%	60%	33%	57%	
8	25%	62%	58%	58%	46%	58%	25%	53%	

Mathematics: Percent Proficient

Grade	2015-16		2016-17		2017-18		2018-19		2019-20
	Franklin	NH	Franklin	NH	Franklin	NH	Franklin	NH	No Testing
3	44%	57%	48%	55%	46%	55%	25%	57%	
4	27%	51%	19%	51%	34%	53%	27%	52%	
5	29%	48%	21%	47%	22%	45%	16%	43%	
6	32%	47%	24%	46%	16%	46%	14%	47%	
7	59%	52%	35%	50%	26%	48%	17%	47%	
8	27%	47%	42%	45%	35%	47%	17%	45%	

Science: Percent Proficient

Grade	2015-16		2016-17		2017-18		2018-19		2019-20
	Franklin	NH	Franklin	NH	Franklin	NH	Franklin	NH	No Testing
5					30%	43%	20%	38%	
8	District-wide 16%		District-wide 21%	37%	26%	42%	17%	39%	
11		36%			20%	41%	18%	41%	

Franklin High School: Achievement and Outcome Data

Learning Beyond the Traditional Classroom:

Enhanced by community partnerships and student initiative

Year	Took Running Start Courses	Took LRCC Courses	Took HUOT Tech Courses	Took Advanced Placement Level Courses	Extended Learning Opportunity or Internship
Class of 2018	36%	13%	11%	21%	21%
Class of 2019	19%	21%	18%	21%	32%
Class of 2020	42%	10%	26%	28%	3%*

*Fully Remote Spring Impacted Internships



Earned NH Scholars Status: Students who complete a rigorous course of study throughout their four years at Franklin High School will receive the designation of “New Hampshire State Scholar”. This designation is recognized nationally and could entitle the bearer to additional financial aid for his/her post-secondary education. To be eligible for NH Scholars all required courses must be passed with a minimum GPA average of no less than a 3.2 or better. Students are also eligible to receive the designation of NH Scholars Course of Study designation in either Core, STEM, or Arts. For more information please visit <http://www.nhscholars.org/>



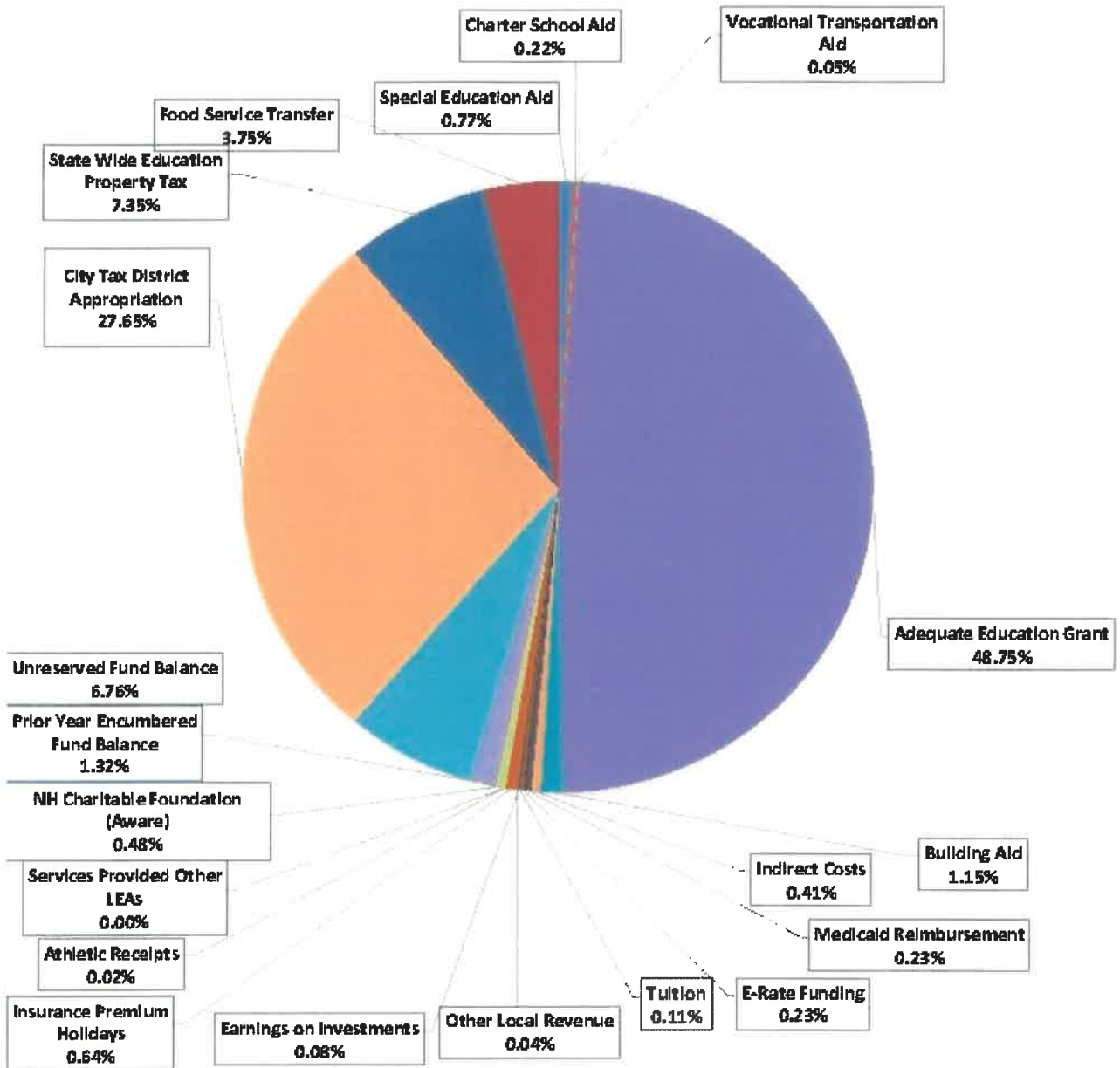
	New Hampshire Scholars	Original NH Scholars	STEM Distinction Scholars	ART Distinction Scholars	Both STEM and ART	Total Awarded that Year
2017		3	3	1	0	7
2018		0	9	1	1	11
2019		2	5	2	0	9
2020		4	1	0	2	7

Post High School Outcomes

Senior Exit Survey Data	4 Year College	2 Year College	Military	Work Force	Other
Class of 2018	43.4%	20.8%	3.0%	17%	15.1%
Class of 2019	53.8%	12.8%	2.6%	20.5%	10.3%
Class of 2020	42.9%	11.9%	7.1%	11%	19%



Financial Data: Revenues



Community Member Dave Veysey built and donated desks to Franklin Students needing a place to learn at home

Financial Data: Revenues cont.

General Fund:

Revenue from State Sources

Special Education Aid (Catastrophic)	\$121,277.55
Charter School Aid	\$34,061.59
Vocational Transportation Aid	\$7,598.80
Adequate Education Grant	\$7,687,743.59
Building Aid	\$181,944.16
Indirect Costs	\$65,371.92

Revenue from Federal Sources

Medicaid Reimbursement	\$36,746.56
E-Rate Funding	\$36,511.20

Local Revenue Other than Taxes

Tuition	\$17,063.65
Earnings on Investments	\$12,150.39
Other Local Revenue	\$5,936.13
Insurance Premium Holidays	\$100,251.39

Services Provided Other LEAs	\$175.05
Athletic Receipts	\$3,164.00
NH Charitable Foundation (Aware)	\$75,000.00
Prior Year Encumbered Fund Balance	\$208,579.00
Unreserved Fund Balance	\$1,066,031.00

Total Revenues and Credits **\$9,659,605.98**

City Tax District Appropriation	\$4,359,548.00
State Wide Education Property Tax	\$1,158,237.00

Total General Fund **\$15,177,390.98**

Food Service Transfer	\$591,305.96
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Total Revenues **\$15,768,696.94**



FMS Snow Fun!

Financial Data: Revenue and Expenditure History, including Fund Balance

Fiscal Year	Expenditures	Revenues
2015/2016	\$15,007,345.14	\$15,065,287.87
2016/2017	\$14,422,435.34	\$14,528,766.59
2017/2018	\$14,261,954.30	\$15,031,039.38
2018/2019	\$13,976,916.49	\$15,184,163.27
2019/2020	\$15,188,611.56	\$15,768,596.94

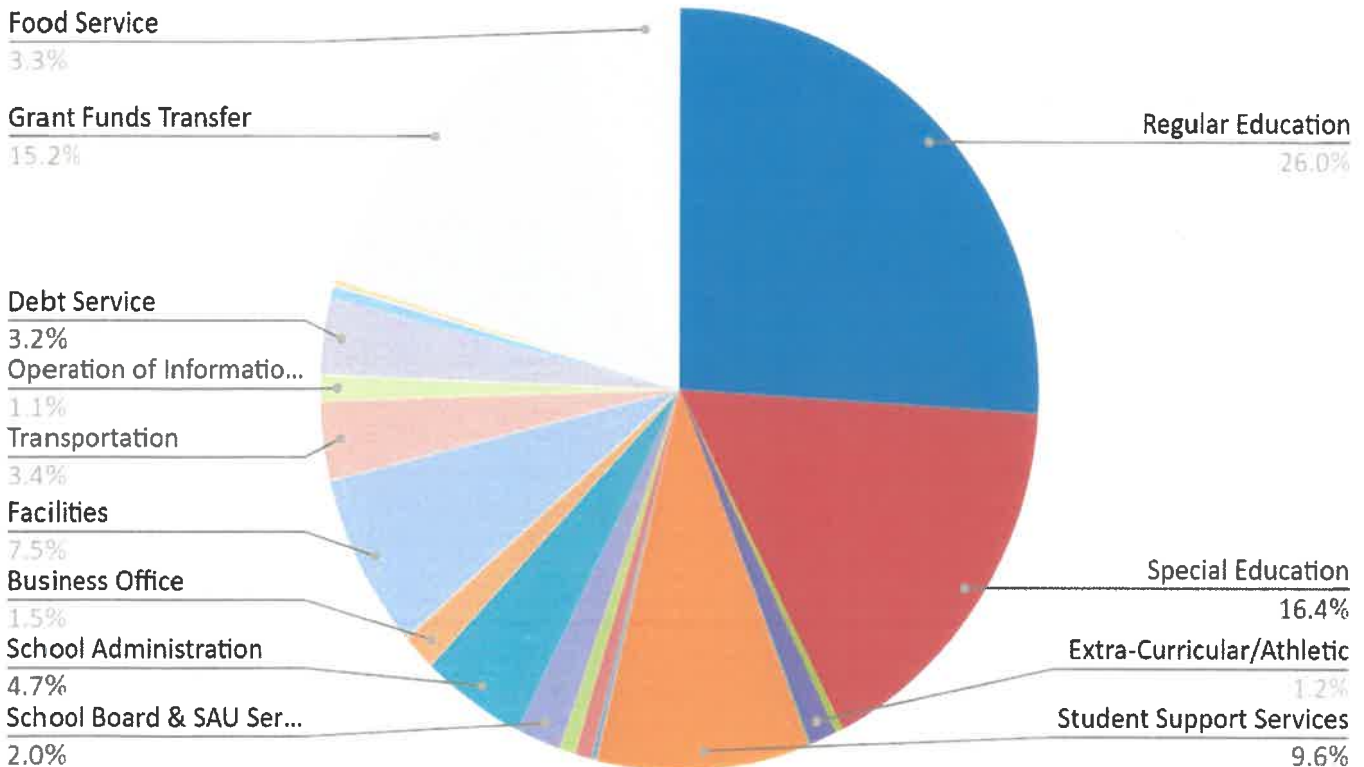
Financial Data: 2019-20 Operating Expenditures by Function

Regular Education	\$4,658,791	Facilities	\$1,342,675
Special Education	\$2,946,424	Transportation	\$602,040
Vocational	\$56,473	Operation of Information Systems	\$197,068
Extra-Curricular/Athletic	\$217,232	Debt Service	\$581,383
Adult Education	\$13,738	General Fund Transfer	\$99,762
Student Support Services	\$1,719,480	Food Service Fund Transfer	\$53,402
Curriculum	\$43,493	Grant Funds Transfer	\$2,722,896
Library and Media Services	\$136,506	Capital Reserve Transfer	\$141,398
Computer Assisted Instruction	\$124,092	Special Education Reserve	\$180,000
School Board & SAU Services	\$360,168	Food Service	\$591,206
School Administration	\$847,566	TOTAL	\$17,911,507*
Business Office	\$275,716		

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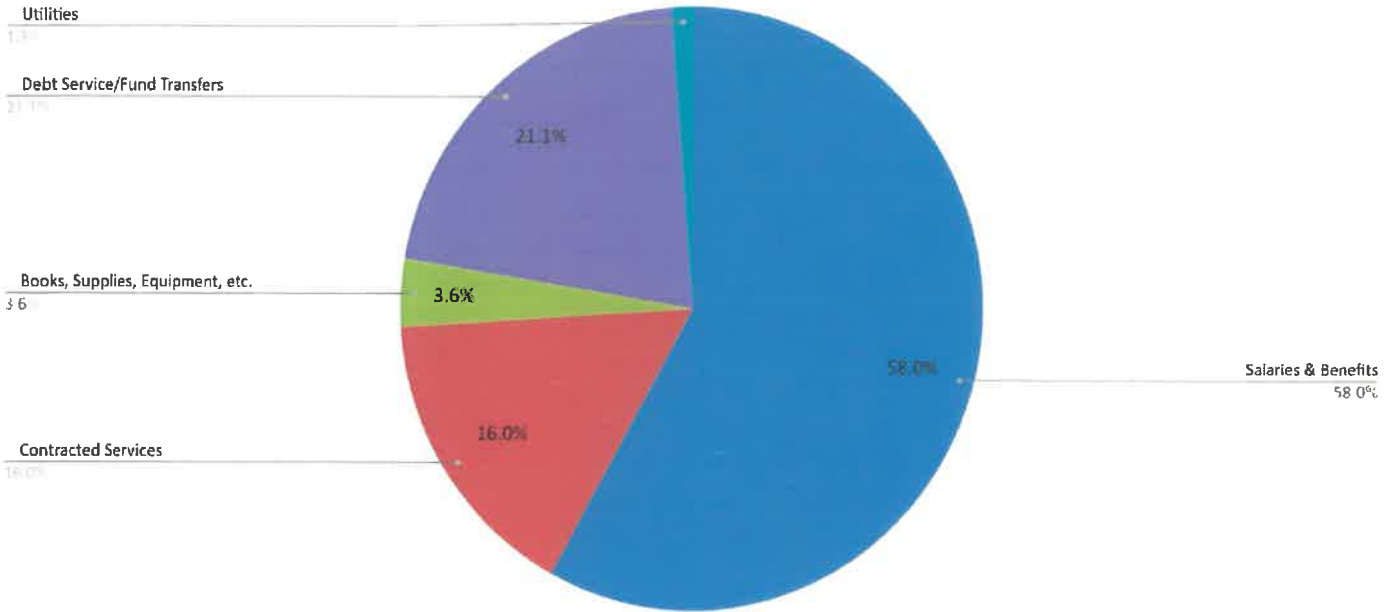
**includes grant expenditures*

2019/2020



Financial Data: 2019-20 Operating Expenditures by Object

2019/2020



Salaries & Benefits	\$10,382,058	57.96%
Contracted Services	\$2,871,415	16.03%
Books, Supplies, Equipment, etc.	\$651,658	3.64%
Debt Service/Fund Transfers	\$3,778,841	21.10%
Utilities	\$227,535	1.27%
	\$17,911,507	100.0%

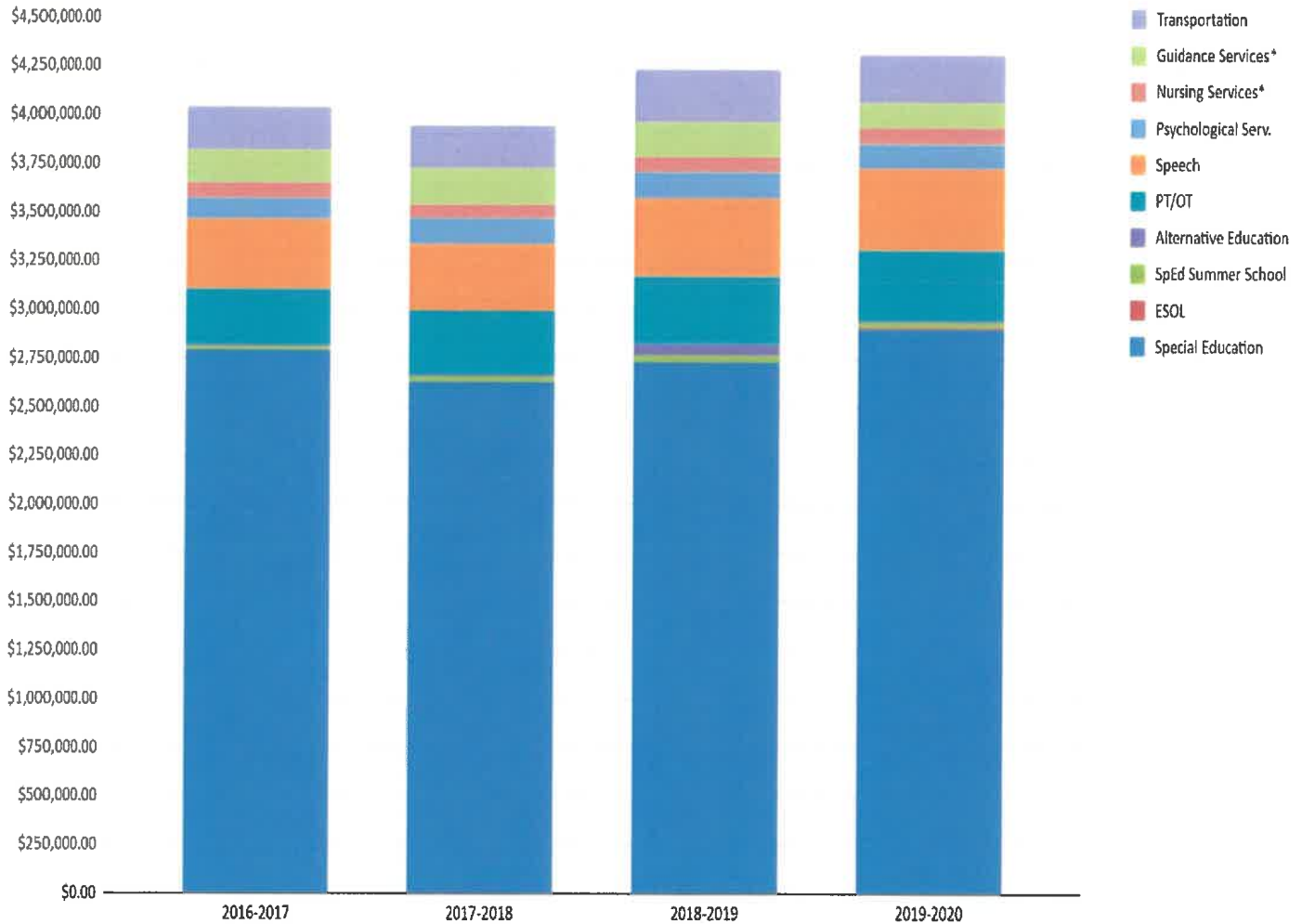


FHS Girls Basketball Senior Night 2021



We have amazing employees!

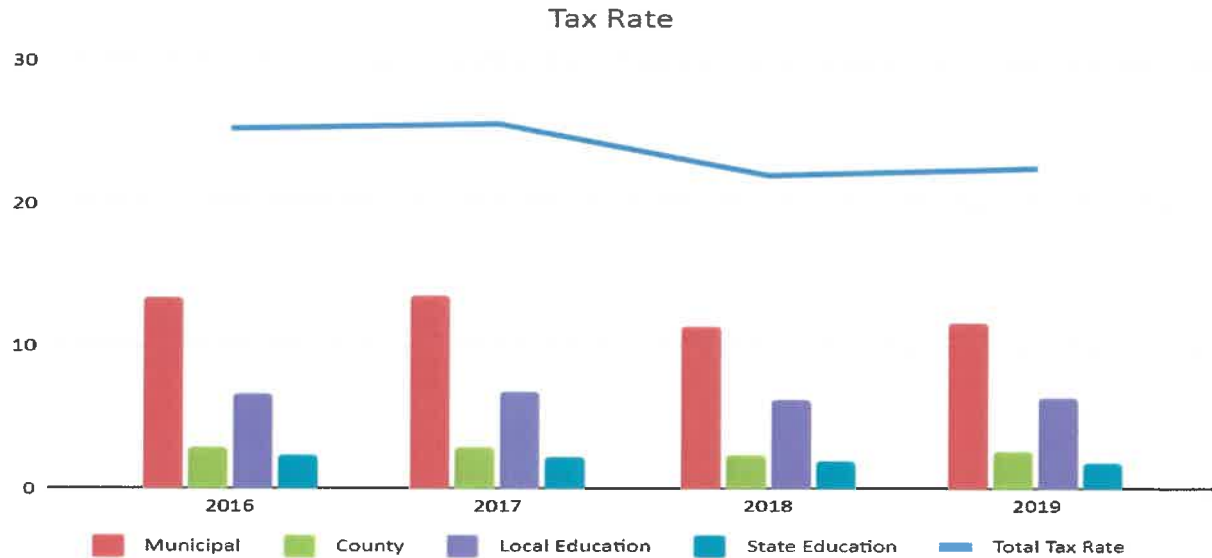
Financial Data: Special Education Cost Comparisons



	2016-2017	2017-2018	2018-2019	2019-2020
Special Education	\$2,790,668	\$2,628,152	\$2,731,495	\$2,900,229
ESOL	\$731	\$4,534	\$4,572	\$7,524
SpEd Summer School	\$22,343	\$26,101	\$29,516	\$29,223
Alternative Education	\$768	\$10,838	\$59,078	\$9,448
PT/OT	\$292,194	\$323,393	\$354,114	\$366,574
Speech	\$359,912	\$340,355	\$397,898	\$413,859
Psychological Serv.	\$109,504	\$134,872	\$135,069	\$124,850
Nursing Services*	\$70,756	\$74,892	\$75,150	\$82,836
Guidance Services*	\$170,101	\$180,058	\$174,739	\$131,175
Transportation	\$225,578	\$226,349	\$276,050	\$247,489
Special Ed Total	\$4,042,556	\$3,949,543	\$4,237,680	\$4,313,206
		-2.30%	7.30%	1.78%
		(\$93,013)	\$288,137	\$75,526

Financial Data: City of Franklin Tax Rate History

	2016	2017	2018	2019
Municipal	13.33	13.51	11.43	11.61
County	2.90	2.91	2.39	2.59
Local Education	6.65	6.84	6.22	6.38
State Education	2.35	2.30	1.92	1.89
Total Tax Rate	25.23	25.56	21.96	22.47



Financial Data: Adequacy Aid History

Fiscal Year	Adequacy Aid	Net Change
2015-2016	\$8,329,787.16	
2016-2017	\$7,929,036.26	(\$400,750.90)
2017-2018	\$7,670,311.12	(\$258,725.14)
2018-2019	\$7,080,826.27	(\$589,484.85)
2019-2020	\$7,687,744.00	\$606,917.73
Total Change Past Six Years		(\$642,043.16)

