

Board of Education Regular Meeting

August 10, 2020 6:30 PM

Freedom Middle School, 750 New Highway 96 West, Franklin, Tennessee 37064

- I. **MEETING CALLED TO ORDER**
- II. **PLEDGE OF ALLEGIANCE**
- III. **PUBLIC INPUT**
- IV. **REPORTS/PRESENTATIONS/DISCUSSIONS**
 - IV.1. **Teaching & Learning Spotlight**
 - IV.2. **Construction Report**
- V. **APPROVAL OF BOARD AGENDA**
- VI. **APPROVAL OF CONSENT AGENDA**
 - VI.1. **Minutes of Board Meeting dated July 20, 2020**
 - VI.2. **2020-21 Extended Contract Proposals**
 - VI.3. **Surplus: 2008 Thomas Built Type D School Bus**
 - VI.4. **Budget Amendments**
- VII. **BUSINESS BEFORE THE BOARD**
 - VII.1. **Bid: Liberty Elementary Renovations**
 - VII.2. **Resolution in Support of Moratorium on State Standardized Testing FY 2020-21**
 - VII.3. **Policy Revision: Reporting Child Abuse (6.409) - 2nd Reading**
 - VII.4. **Policy Revision: Student Records (6.600) - 2nd Reading**
 - VII.5. **Policy Deletion: Use of Records (6.603) - 2nd Reading**
- VIII. **DIRECTOR OF SCHOOLS REPORT**
- IX. **UPDATES**
 - IX.1. **Teaching and Learning**
 - IX.2. **Finance and Administration**
- X. **ANNOUNCEMENTS**
- XI. **ADJOURNMENT**

Franklin Special Board of Education

Monitoring: Review: Annually, in July	Descriptor Term: Appeals to and Appearances Before the Board	Descriptor Code: 1.404	Issued Date: 08/08/16
		Rescinds: 1.404	Issued: 09/14/98

1 APPEALS TO THE BOARD

2 Any matter relating to the operation of the school system may be appealed to the Board. However, the Board
3 desires that all matters be settled at the lowest level of responsibility and will not hear complaints or concerns
4 which have not advanced through the proper administrative procedure from the point of origin. If all steps of the
5 administrative procedure have been pursued and there is still a desire to appeal to the Board, the matter shall be
6 referred in writing to the office of the director of schools and the Board shall determine whether to hear the appeal.

7 APPEARING BEFORE THE BOARD

8 Individuals desiring to appear before the Board must submit a written request with descriptive materials to the
9 office of the director of schools six (6) days before the meeting. If the request is approved by the Executive
10 Committee, the item will be placed on the agenda. Individuals placed on the agenda will be recognized at the
11 beginning of the meeting and given time to speak when their topic of interest is addressed on the agenda. All
12 requests submitted will be included in the board packet.

13 If an individual wishes to address the Board on an item on the agenda, he/she may sign up on the form provided
14 before the beginning of the board meeting to request time to speak. Delegations must select only one individual
15 to speak on their behalf unless otherwise determined by the Board.

16 The chair may recognize individuals not on the agenda for remarks to the Board if it is determined that such is in
17 the public interest. A majority vote of members present can overrule the decision of the chair. Recognition of
18 individuals who are not citizens of the school system is to be determined by a majority vote of the Board.

19 Individuals speaking to the Board shall address remarks to the chair and may direct questions to individual board
20 members or staff members only upon approval of the chair. Each person speaking shall state his name, address,
21 and subject of presentation. Remarks will be limited to three (3) minutes unless time is extended by the Board.
22 The chair shall have the authority to terminate the remarks of any individual who is disruptive or does not adhere
23 to Board rules.¹ Members of the Board and the director may have the privilege of asking questions of any person
24 who addresses the Board.

25 Individuals desiring additional information about any item on the agenda shall direct such inquiries to the office
26 of the director of schools.

Legal References

1. TCA 39-17-306

Cross References

- School Board Meetings 1.400
- Agendas 1.403
- Complaints About School Personnel 5.502

FSSD Teaching and Learning

Excellence in Teaching and Learning for All



Date: August 1, 2020
To: David Snowden, Director of Schools
From: Mary Decker, Associate Director of Schools for Teaching and Learning
Subject: Summary of Teaching and Learning Activity for the August Board Meeting



Spotlight:

Get to Know the Teaching and Learning Team: Safety and Attendance Supervisor Celby Glass

This month the spotlight illuminates Safety and Attendance Supervisor Celby Glass. For the Teaching and Learning team, Celby's role is focused on all things attendance, to include:

- Using the Student Management System to track student attendance and/or tardies
- Working with attendance secretaries, administrators, counselors, and social workers to monitor student attendance
- Sending notices to families regarding unexcused absences, excessive absences, or tardy concerns
- Working closely with the central office annex receptionist to provide attendance notices to FSSD families
- Meeting with families when attendance begins to be an area of significant concern
- Filing truancy petitions related to student attendance concerns
- Representing FSSD in court proceedings related to attendance issues
- Participating in multiple committees that involve school attendance and school safety related topics
- Overseeing the truancy tier process

In the age of the COVID-19 pandemic and the virtual and remote learning scenarios, a great deal of Celby's attention has focused on adjusting the manner in which attendance will be recorded in Skyward. Attendance must be coded so the state can see the numbers of both in-person and virtual

learners we have in FSSD. Celby will provide related training to the attendance secretaries via Zoom and will coordinate with the instructional technology specialists and the database manager to train staff as to how truancy will be tracked for all learners. It will be important to hold virtual students/families accountable for attendance, just as we do with in-person learners. The Williamson County Juvenile Court has fully endorsed this attendance plan. Celby will also review safety guidelines related to COVID-19 protocols with the attendance secretaries, as many of them will screen authorized visitors, and this relates to her duties as the FSSD Safety Supervisor under Finance and Administration.

For several months Celby has worked closely with the Williamson County Emergency Management Agency to acquire cloth face coverings, hand sanitizer, and plastic bags for food distribution. She has also coordinated the procurement of thermometers from the Tennessee Emergency Management Agency. Celby participates in a conference call twice a week with elected officials across the county including city managers, Mayor Moore and Mayor Anderson, the chamber, the homeless alliance, the health department and Williamson Medical Center to discuss COVID-19 testing numbers and confirmed cases counts, hospital capacity, and the positive and negative impacts of COVID-19. Further, Celby shares information regarding our Return to Learn 2020 Plan, food distribution, and PPE needs.

Please welcome Celby as she shares an impactful aspect of her Teaching and Learning role.

Instructional Technology – Josh Bracamontes

The impact of instructional technology during the development of the FSSD Return to Learn Plan has been significant across nearly all departments within the district. Knowing the capabilities of the district-provided resources, as well as the expertise of faculty and staff, has enabled the district to provide options for students and families and design specific contingencies which have made the FSSD a leader among other districts in the planning for the coming school year. It has been an honor for Mr. Bracamontes to serve Instructional Technology during this critical moment in the landscape of education.

Professional Learning for Teachers

This has continued to be a primary focus. A renewed emphasis on technological expertise and the implementation of digital resources has rapidly heightened the demand for professional learning sessions regarding the required platforms for digital learning: Google Classroom and Zoom. The sessions that are described below have been conducted by the Instructional Technology Specialists, teachers, academic coaches, and staff throughout the summer. Sessions One and Two will also be a primary focus during the FSSD Opening Day for teachers on August 3. There will be training for building administrators on the administrative capabilities of Google Classroom and Zoom.

- **Google Classroom and Google Drive**

Participants in this session learned how to utilize Google Classroom to effectively implement differentiated instruction for all students. With Classroom, teachers will be able to create differentiated assignments, integrate district-adopted resources, websites or videos, make announcements, and create collaborative class discussions, and develop and store instructional substitute teacher plans using features within the Google Suite. Part two of this session delved into Google Drive features for use professionally and in the classroom.

- **Zoom, Screencastify, and other video resources**

Participants evaluated best practices for virtual instruction while learning how to use the features within the Zoom platform by reviewing video tools and settings for impactful use.

Additional resources were reviewed such as Screencastify, Flipgrid, Edpuzzle, QuickTime, and iPhones for screen recording options. Participants explored methods for creating, uploading, and sharing recordings into the Google Classroom platform.

- **Best Practices Round Table**

In this session, participants shared examples of implementing district-adopted online resources and the use of video conferencing, screen recordings, and other instructional technology resources based on research of best practices in the blended learning environment.

Participants explored current research regarding strategies and instruction in a virtual learning environment as well as the advanced features within Zoom to support differentiation of learning and collaboration with support teachers. In the afternoon session, participants engaged in the creation of online lessons using video conferencing, screen recordings, and other instructional technology resources.

District-Adopted Resources

The Instructional Technology Specialists collaborated with Drew Bingham to provide teachers access to district-adopted resources earlier than has ever been provided in the past. This allowed teachers to dive deeper into their planning for the upcoming school year. This will also provide students access as soon as their schedules have been completed in Skyward and released to families.

Alternative Growth Measure Pilot - ESGI

Mr. Bracamontes collaborated with Dr. Decker and Mr. Wiemers on the organization of strategic processes for the alternative growth measure required by the Tennessee Department of Education for voluntary pre-k and kindergarten classes. The ESGI platform is replacing the Early Learning Model portfolio process that was required over the past several years. ESGI has been utilized for specific assessment purposes within the FSSD for numerous school years and was selected by the teachers who will be engaging in this process as the growth measure for the 2020-2021 school year.

Virtual Learning Program

The FSSD has provided an opportunity for parents to choose a virtual learning program for students in the 2020-21 school year. Parents were notified of the option through a Blackboard Connect email message that directed them to log in to Skyward Family Access and select a link to the parent agreement and form in order to sign up for the virtual option. The virtual learning parent/student agreement was created as part of the process for this option. An overview of the program was crafted to include a description and components for the virtual learning option. Statements included in the agreement address a fully-accredited program with courses taught by certified FSSD teachers that mirror content being taught at school sites, and acknowledgement of the required state-mandated attendance policy. The document defines parent and student roles and provides general guidelines, sample schedules, and weekly commitments for a virtual classroom. The agreement for students in grades kindergarten-four includes a parent signature, while the agreement for students in grades five-eight includes a student and parent agreement to promote student ownership of learning and accountability in the virtual learning environment.

Curriculum & Professional Learning – Summer Carlton

August 3 Opening Day

The focus for our opening day professional learning will center around effective virtual teaching and learning and training on our new ELA resources (especially the digital resources). Teachers, paraprofessionals, and other staff will engage in the below professional learning opportunities to equip them for virtual and remote instruction this school year.

- **Introduction to G-Suite for Paraprofessionals:** Participants in this session will learn how to utilize Google Classroom to effectively implement differentiated instruction for all students. With Classroom, paraprofessionals will be able to create differentiated assignments, integrate district adopted resources, websites or videos, make announcements, and create collaborative class discussions, develop and store instructional sub plans using features within the Google Suite. An emphasis will be put on the student view and navigation of Google Classroom and Google Drive and paraprofessionals will be supporting students during their virtual and remote instruction.
- **G-Suite and Videoconferencing Resources for Synchronous and Asynchronous Learning:** Participants in this session will learn how to utilize Google Classroom to effectively implement differentiated instruction for all students. With Classroom, teachers will be able to create differentiated assignments, integrate district adopted resources, websites or videos, make announcements, and create collaborative class discussions, develop and store instructional sub plans using features within the Google Suite. Part two of this session will delve more into Google Drive features. Participants will evaluate best practices for virtual instruction while learning how to use the features within the Zoom platform by reviewing video tools and settings for impactful use. Additional resources will be reviewed such as Screencastify, Flipgrid, Edpuzzle, QuickTime, and iPhones for screen recording options. Participants will explore methods for creating, uploading, and sharing recordings into the Google Classroom platform.
- **K-4 Wonders ELA Training:** This session is designed to provide teachers with an understanding of the philosophy, goals, and organization of their new ELA instructional resources and digital program. This interactive training session addresses research-based practices and strategies to meet the needs of classroom teachers and administrators.
- **5th Grade OpenUp ELA at a Distance Training:** This session will define some Big Ideas in Distance Learning and how Open Up could support continued student-centered literacy. Teachers will explore examples and scenarios of tasks and systems supporting students that leverages content and ideas in Open Up. Teachers will build a plan for enhancing and experimenting with distance teaching.
- **6th Grade Savvas ELA Training:** Teachers will explore the new myPerspectives instructional resources and digital platform. Teachers will learn how to create a playlist for getting started with the digital resources on Realize to help them plan lessons and monitor/track student progress and mastery with comprehensive assessments.
- **7-8th Grade StudySync ELA Training:** This session is designed to provide teachers with an understanding of the philosophy, goals, and organization of their new ELA instructional resources and digital program. This interactive training session addresses research-based practices and strategies to meet the needs of classroom teachers and administrators.

Continuous Learning Plan

Summer is working on the professional development section of the district's CLP. The CLP details FSSD's plan for professional learning and support in the following areas:

- **Virtual Learning Pedagogy and Support:** Details the year-long plan for technical training for staff on distance learning tools, integrating instructional practices digitally, and professional learning on how to reach vulnerable groups in a distance learning environment.
- **Student Engagement and Classroom Climate:** Details professional learning focused on how teachers will use engagement checks for understanding, academic feedback, and additional scaffolds in a distance format. Professional learning will be provided on how the

classroom environment and climate will create academic expectations and how to build this in a digital environment, and targets how to engage students who have chronic attendance issues.

- **Student Supports and Social Emotional Learning:** Professional learning will be provided to staff on how to differentiate instruction by student group and need, and measure progress to inform instruction digitally. Professional development will also include aspects related to the whole child and social emotional learning during virtual or remote learning.
- **Learning Loss:** Details FSSD's year-long plan for how it will deliver effective professional learning to staff related to addressing learning loss in students by revising pacing guides and targeting how to assess learning loss data to support individualized remediation in a distance learning environment. This professional learning also focuses on tracking growth and progress monitoring students during virtual and remote learning.
- **High Quality Instructional Materials:** Professional learning shows clear unpacking of the district supported high quality materials that help teachers plan and teach lessons that are standards-based, follow our district pacing guides, and engage students during virtual and remote learning.
- **Ongoing Support and Feedback during Remote Instruction:** Details how FSSD will provide ongoing support and feedback to all staff working in remote or virtual teaching and learning.

Instructional Technology – Cindy Cook **Support for Learning**

This month the instructional technology specialists have worked on multiple documents in preparation for the upcoming 2020-21 school year. The FSSD District Technology Plan is one of the documents that required adjustments to include recent technology changes in preparation for a varied learning environment for students. The technology plan has been updated to include a 1:1 device implementation to enhance a personalized learning environment for K-8 FSSD students. A new goal was added to the plan to reflect a focus on meeting the needs of all students in diverse learning environments. This goal addresses the option for families to choose an in-person or virtual learning environment with a provision for internet access devices for students in areas of need. The FSSD is committed to addressing the diverse learning needs of students due to the COVID-19 pandemic during the 2020-2021 school year. This district technology plan has been added as an artifact to the CLP that will be submitted to the state.

The FSSD will continue the implementation of the Building Level Instructional Technology Leaders (BLITL) program this year. Based on feedback from the end-of-year meetings with the leaders, a few adjustments have been made to the contractual agreement and job description. These changes reflect the need to provide stronger support for teachers with district-adopted resources, video conferencing tools, and the Google Suite for Education (Google Drive, Classroom, etc.) through building and district level professional learning.

Communications – Susannah Gentry **Return to Learn 2020 Plan**

The communications specialist is working full-time on communicating on the various components of the FSSD Return to Learn 2020 plan. This includes creating supporting informational documents and graphics for the plan, such as:

- the illness spread metrics document
- the Back to School Information Guide
- a 14-page FAQ regarding reopening plans and school/district guidelines
- a safety-related handbook addendum for schools
- faculty and staff FAQs
- messaging templates for scenarios the schools/district may encounter when school begins

In addition, the communications specialist is working with all other departments on writing descriptions and securing evidence to include in the Communication section of the State's required Continuous Learning Plan (CLP).

New FSSD Website

Work continues with FinalSite on building a new website and Susannah is currently training on the new website platform.

Additional Communications Items

- Serving as liaison to the press, Susannah has been busy filling requests, scheduling media opportunities, and providing information to local and regional media members.
- As part of daily continual work, Susannah maintains and updates district social media accounts. The past week has provided many opportunities to engage with parents on these platforms, which helps to dispel rumors, provides accurate information and reassures community members that they are being heard.

Attendance – Celby Glass

Attendance

Due to the COVID-19 pandemic, attendance will be coded differently in Skyward. Celby will soon provide related training to the attendance secretaries via Zoom. Attendance must be coded so the state can see the numbers of both in-person and virtual learners we have in our district. Additionally, Celby will work with the instructional technology specialists and the database manager to train staff as to how truancy will be tracked for all learners. It will be important to hold virtual students/families accountable for attendance, just as we do with in-person learners. Celby presented this plan to the Williamson County Juvenile Court and they fully endorsed it. Celby will also review safety guidelines related to COVID protocols with the attendance secretaries, as many of them work in their school's front office and will screen authorized visitors.

Safety

Celby has continued to work closely with the Williamson County Emergency Management (Wilco EMA) Agency, Williamson County Health Department (Wilco HD), TEMA, UT Extension, Jack Daniels Distillery, and other agencies as the planning for 2020-2021 school year has unfolded.

Thus far, the following items have been donated to the district by Wilco EMA and Wilco HD:

- Thousands of cloth face masks made by community volunteers
- 3,600 cloth masks donated by the Wilco HD
- 96 thermometers with batteries
- 10,000 individually-wrapped alcohol wipes
- 60 plastic face shields
- 10,000+ plastic grocery bags for food distribution
- Approximately 75 bottles of hand sanitizer (refilled by the EMA as needed)

Student Support Services – Lee Kirkpatrick

Voluntary Pre K

- The district continues to actively solicit applications to ensure economically disadvantaged families who have a four-year-old child take advantage of this invaluable learning experience, in preparation for kindergarten. As of July 24, 2020, the district has filled 60 of 100 VPK Grant-funded seats. Without question the COVID19 pandemic has greatly impacted our number of applicants.
- Recruitment will continue until all student seats are occupied in the five district Pre K classrooms. *An important note:* with the resignation of a VPK teacher earlier this summer, in conjunction with lower numbers of qualifying applications, the decision has been made to hold on filling this teaching position until we are certain these student seats will be utilized by families that meet TDOE income requirements.
- The VPK and Special Education Preschool Teams (making up the Early Childhood PLC) participated in professional learning conducted by Instructional Technology Specialists Amber Whitley and Josh Bracamontes. Google Classroom was the afternoon topic, concentrating on the district-designated platform used in both on-campus and remote instructional delivery models. Before school begins, the Scope and Sequence and Pacing Guide will be updated for the 2020-2021 academic year. These resources will guide the Early Childhood PLC during the 20-21 school year.

School Counselors and Social Workers

Professional Learning on July 15 focused on the Return to Learn Plan and associated TDOE resources. We are confident the meaningful relationships established between school counselor, student and family will pay dividends in minimizing the disruption and trauma caused by COVID-19. Amanda Fisher will accompany Dr. Kirkpatrick to present during EQUiP (previously BANTIP) on Tuesday, July 28 to ensure all new employees are aware of social work and student support services offered by the district. The focus here is meeting the social-emotional needs of our students and their families.

ELL

The ELL Team will meet in a PLC Friday, July 31, to collaborate on English Learner services to be provided in both on-campus and remote instructional delivery models. It is our goal that all students who receive direct EL services will be served on our school campuses. Understanding this may not be the case, we will be prepared to provide remote English language acquisition support.

Parent Liaisons and District Translator

Due to the significant need to provide Spanish language support, Dr. Snowden approved for Parent Liaisons to return to work immediately. These are critical language and social-emotional supports our families need to navigate our Return to Learn Plan successfully. We are relentlessly and tirelessly pursuing Excellence in Teaching and Learning for ALL.

Reading & Rtl Coordinator – Gina Looney

Literacy Updates

- An elementary school received funding for a brief summer reading program from the United Way Raise Your Hand Program. Dr. Looney met with and provided support for the Raise Your Hand teachers who served as tutors.

- Now that we have adopted and purchased new ELA materials, teachers will have opportunities for professional learning (PL). The PL sessions have been offered through Zoom or other similar platforms, and we are seeing that this has more benefits than we might have expected. So far, we have observed that the sessions offered can be brief, with no cost for travel of a presenter, and sessions can often be recorded and viewed again or shared with those not in attendance.
- The reading coaches will meet during the first days of the new school year to discuss assessment and intervention based on the current method for delivering instruction. With many students being remote learners, we will brainstorm how that might work best.

RTI Updates

- Dr. Looney has been participating in the Mid-Cumberland Intervention group Zoom sessions during the last couple of months. This group of RTI professionals from across the Mid-Cumberland region brainstorm and share ideas related to RTI – especially unique ideas based on the current health and safety situation.
- Middle school teachers of SPIRE (reading intervention program) were given the opportunity to participate in professional learning with retired interventionist Marguerite Pryor. We are fortunate to have her share her expertise in SPIRE and Sound Sensible.
- The FSSD District RTI Manual has been under revision with the addition of several new team members.
- In an effort to have consistency across the district, we recently held a Zoom session with math coaches, literacy coaches, and school psychologists. Dr. Looney shared sections from the Access and Opportunity School Reopening Toolkit with them. Topics shared included: universal screening, progress monitoring, assessment, intervention, remediation, scheduling, and ABST.

Special Populations –Cheryl Robey

IDEA Procedural Safeguards and Other Requirements (IEP Refresher)

On June 30, from 9:00-11:30a.m., Kendra Broome, IDEA Regional Specialist Division of Special Populations offered an IEP Refresher Session on IDEA Procedural Safeguards and Other Requirements for FSSD. Special education teachers/staff and building administrators participated in this Zoom professional learning. During this session, participants were able to identify key information in the components of the Special Education Framework; utilizing it as a resource for information regarding programming for students with disabilities while going more in depth on writing Narratives, Present Levels of Educational Performance (PLEPs), Goal Writing, MAGs and the completion of the Prior Written Notice.

Middle TN Supervisors of Special Education Study Council

The Middle TN Special Education Supervisors Study Council is having a ***Summer Study Council Ongoing Collaboration (SSCOC)*** every two weeks to continue the collaboration and discussions around the impact of the pandemic and next steps for rendering services for students with disabilities. Collaboration is focusing on preparation for mitigating regression, devising a plan for completing evaluations and providing identified and specific services for students with disabilities and compensatory education services.

Special Education Newsletter – The Summer FSSD Special Education newsletter for July may be accessed at the following link: <https://www.smores.com/u14zt>

COVID-19 District & School Based Support

- The sharing of guidance documents, updates and resources for students with disabilities with special education teachers, site-based administrators and district personnel is ongoing.
- Participation in Zoom meetings, face to face meetings (*while using social distancing*), and phone conferences to discuss parent and teacher concerns and appropriate plans, services and communication to support students with disabilities is ongoing.

FSSD Certified Restraint/Virtual Training

FSSD teachers, administrators and staff will participate in recertification training using virtual modules. Virtual Certified Restraint Training will be completed in approximately six hours. After completion of all modules, arrangements will be made with trainers to observe the demonstration of the hands-on techniques. Once the observation is complete, those participating in the recertification training will receive new certification cards.

FSSD Continuous Learning Plan

In collaboration with the Teaching and Learning Team, artifacts were submitted to support the ways in which FSSD plans to serve the unique needs of students with disabilities during the upcoming year. As a team, we were able to identify specific communication and documentation to support the structures currently in place to serve and support students with disabilities.

Family Engagement in Special Education Updates

A live question-and-answer session occurs every Wednesday at 12 noon with the Tennessee Department of Education on the Arc Tennessee Facebook page. These sessions are very informative for families and special education supervisors as we seek to find resources and information to help students during the pandemic.

Instructional Technology – Amber Whitley

District Agreements

During the month of July, the Instructional Technology Specialists had a laser focus on the district's return to learning in August. When the district determined that all fifth-eighth grade students would be taking their district-assigned device home each day, Amber, Cindy, and Josh began updating the *Student Expectations for Chromebook/Tablet Use* agreement to reflect behaviors that would be expected when devices left the buildings. In addition to this, all kindergarten-fourth grade students will be 1:1 with a Chromebook or Chrome Tablet for the coming school year. This required the ITs to create an elementary version of the *Student Expectations for Chromebook/Tablet Use* that speaks to expectations of an elementary setting. Once finalized, the documents were reviewed by the Teaching and Learning team and then sent to administrators to obtain their feedback. Final versions will be provided for students and parents to sign when they come to buildings to collect devices in early August.

Continuous Learning Plan (CLP)

The Teaching and Learning team worked diligently on the district's CLP, which is a requirement from the state department. The Instructional Technology Specialists focused mainly on section 5: Instructional Technology. In this section, we provided a narrative and artifacts detailing our work and how it would support the unique challenges that this school year might bring. We specifically discussed our practices for distributing and tracking devices through spreadsheets and work orders, as well as how we manage technical assistance and troubleshooting. Security and safety are crucial

pieces for this school year, as many students will be learning from home for either a portion of or the entire school year. To address this, the FSSD has partnered with GoGuardian, an additional filter, which is linked to the Chrome devices and will work even if a student is learning outside of our buildings. We will continue to receive notifications about unhealthy online activity such as bullying, self-harm, and inappropriate content. We also lifted up the digital request process and how it ensures the safety of our students' personally-identifying information. The FSSD realizes that access and opportunity for all to digital resources is crucial for the coming school year. All K-8 and PreK special education students in the district will be issued a school device that will go home with them should remote learning be mandated during the school year. In addition to this, the district is continuing to use Clever as a platform for students to access all of their district digital resources. To access Clever, students simply have to log in with their Google credentials, and our younger learners or students who struggle with this can use a QR code to log in. This district realizes that students who are learning at home during the 2020-2021 year may not be able to participate in virtual meetings at the same time. Because of this, the district has purchased Zoom, a video conferencing resource, and Screencastify, a screen recording resource. These two resources will enable a teacher to record his/her virtual lessons and then post them to Google Classroom, our learning management system, for students to access when it is convenient for them. These resources are all accessible from the student's Clever portal.

Student Performance & Federal Programs –Pax Wiemers

Student Performance

- The district received online World-Class Instructional Design and Assessment (WIDA) results from the spring of 2020 for our active English Language Learner (EL) students. This assessment was completed prior to the spring closure of schools. Overall metrics on district or school performance on the WIDA assessment have not been released at this time. Pax downloaded the results for every student who completed WIDA, and he organized a spreadsheet by school and highlighted the students who met the exit criteria for the EL program. This spreadsheet was shared with school administrators and EL teachers. Approximately 17% of our district's EL students met the exit criteria.
- Pax developed spreadsheets for every school's Accelerated Learning Specialist (ALS). These spreadsheets included results from 2019-20 benchmark assessments (e.g., STAR Reading, iReady Math, iReady Reading for grades three and four, CogAT for second grade). The spreadsheets will help ALS teachers facilitate the process of determining students who may qualify for their services in the fall. This work was completed as an action item from the district's ALS Committee meeting in June.
- The TDOE's July District Testing Coordinators webinar occurred during the first week of July. The information from this webinar included updates about the following items: SOY (Start of Year) Checkpoint tests for grades three-eight & EOC (End of Course classes), online formative assessment tools for teachers in grades three-eight and EOC with released TCAP items, as well as mock interim summative assessments for TCAP. The TDOE announced that Pearson will be the vendor for these assessment items, and Schoolnet will be the online platform. Pax shared this information with Building Testing Coordinators and the district Leadership team.

Federal Programs

- The district has begun utilizing funds from the Elementary and Secondary Schools Emergency Relief (ESSER)/CARES Act application. The total allocated to our district is \$388,870.40. Our grant application was completed and approved at the end of June, and we made a few revisions in July. Thus far, we have purchased Chrome tablets for all K-2 students in the FSSD. We have also purchased an annual license for the district's use of Zoom and

Screencastify, two programs that will help facilitate virtual learning this coming year. With the remaining funds, the district will purchase Chrome tablets for special education Pre-K students and 56 mobile hotspots for internet connectivity for families to check out and potentially for use in community centers.

- Pax has been providing school administrators with assistance as they develop their School Improvement Plans (SIPs) for the 2020-21 school year. This SIP is being created in the state's InformTN site and is due in that system by the end of August. These plans will be reviewed by a district committee in September and will provide schools with feedback on any items that need to be refined.
- Pax has been working with the Teaching and Learning team on the district's Continuous Learning Plan (CLP). The state provided guidance documents and a detailed rubric on what to include in the CLP. The team has been compiling necessary resources for inclusion in the multiple sections of this CLP. Upon completion of the CLP, Pax will be responsible for submitting this project in ePLan and for ensuring that all necessary documents have been uploaded into this site for review by the TDOE.
- Pax met with the Chief Academic Officer of New Hope Academy to complete the Private School Consultation Agreement, as it relates to Title I funds that will be shared with New Hope for students zoned to one of our Title I schools. This required documentation is a part of our annual Consolidated Application.
- During the month of July, Pax also met and consulted with the ESSA Supervisor for Williamson County Schools and the TDOE's Middle Tennessee ESSA Oversight Coordinator. Not only were these valuable networking opportunities, but these individuals are important resources for the ongoing compliance and monitoring of the district's Title I program.
- Pax has organized a spreadsheet based on families' answers to the district's enrollment questions related to housing. Responses to these questions signal a potential housing crisis for families, and then we spend time determining who actually does not have access to a fixed, adequate, and regular nighttime residence. Eligible families qualify as *homeless* under the McKinney-Vento Act. Our work this month is to go through our list from the district's enrollment application and be in contact with families.



Maintenance & Landscaping Department
750 New Hwy 96 West Franklin, TN 37064
Chip Sternenberg, Facilities Supervisor
Phone # (615) 790-4707

Bond Fund/Capital Projects Report Status Update - August, 2020

1. PGS Gymnasium and District PAC:
 - a. VE (Value Engineering) list has been started with Nabholz and many items are being reviewed for possible savings.
 - b. Nabholz construction trailer is on site with fencing and erosion control soon to follow.
 - c. Permits:
 - i. City of Franklin Planning Commission – Approval pending final payment.
 - ii. City of Franklin Building Permit – Second set of comments has been received and is expected to be returned at the end of this week (Aug 07).
 - iii. State Fire Marshal – Second set of comments has been received and expected to be returned at the end of this week (Aug 07).

2. LES Renovation:
 - a. Bids have been received. Romach was the low bidder; Wold HFR has provided FSSD with a recommendation letter for \$8,345,000.00.
 - b. Parent/Teacher presentation scheduled for Aug 19, 2020 to discuss scope of work and asbestos abatement with the Liberty Parent Advisory Committee.
 - c. The City of Franklin Building permit documents have been sent and are awaiting review.
 - d. The State Fire Marshal documents have been sent and are awaiting review.

3. Parks and Recreation Master Plan:
 - a. The bids due for the entire project on Aug. 7th with bid opening at 1:30 at City Hall.
 - b. They will allow 4-6 weeks to get the GC approved through the Board of Mayor and Alderman.
 - c. The potential start date will be beginning to middle of September.
 - d. The project is estimated to take 12 months (including grow-in time for grass) to complete. Hopefully, the fields will be ready for fall of 2021.

4. Central Office Complex program is being reviewed.



Franklin Special School District

SINCE 1906

David L. Snowden, Ph.D., Director of Schools • 507 New Highway 96 West • Franklin, TN 37064 • 615-794-6624 • 615-790-4716 (fax) • www.fssd.org

TO: Members of the Franklin Special School District Board of Education and Local News Media
FROM: David L. Snowden, Ph.D., Director of Schools
DATE: August 6, 2020
RE: Agenda for the Franklin Special School District Board of Education meeting to be held on Monday, August 10, 2020 at 6:30 p.m., at Freedom Middle School, 750 New Highway 96 West, Franklin, TN

For live streaming of the August School Board Meeting: <https://youtu.be/3328Fp5iqwo>

- | | | |
|-------|--|-----------|
| I. | <u>MEETING CALLED TO ORDER</u> | 6:30 p.m. |
| II. | <u>PLEDGE OF ALLEGIANCE</u> | 6:32 p.m. |
| III. | <u>PUBLIC INPUT</u> <i>Please limit comments to three (3) minutes per speaker</i> | 6:35 p.m. |
| IV. | <u>REPORTS/PRESENTATIONS/DISCUSSIONS</u> | 6:45 p.m. |
| | 1. Teaching and Learning Report | |
| | 2. Construction Report | |
| V. | <u>APPROVAL OF BOARD AGENDA</u> | 7:00 p.m. |
| VI. | <u>APPROVAL OF CONSENT AGENDA</u> | 7:05 p.m. |
| | 1. Minutes of Board Meeting dated July 20, 2020 | |
| | 2. 2020-21 Extended Contract Proposals | |
| | 3. Surplus: 2008 Thomas Built Type D School Bus | |
| | 4. Budget Amendments | |
| VII. | <u>BUSINESS BEFORE THE BOARD</u> | 7:10 p.m. |
| | Consideration of: | |
| | 1. Bid: Liberty Elementary Renovation | |
| | 2. Resolution in Support of Moratorium on State Standardized Testing FY 20-21 | |
| | 3. Policy Revision: Reporting Child Abuse (6.409) – 2 nd Reading | |
| | 4. Policy Revision: Student Records (6.600) – 2 nd Reading | |
| | 5. Policy Deletion: Use of Records (6.603) – 2 nd Reading | |
| VIII. | <u>DIRECTOR OF SCHOOLS REPORT</u> | 7:35 p.m. |
| IX. | <u>UPDATES</u> | 7:40 p.m. |
| | 1. Teaching and Learning | |
| | 2. Finance and Administration | |
| X. | <u>ANNOUNCEMENTS</u> | 7:45 p.m. |
| XI. | <u>ADJOURNMENT</u> | 7:50 p.m. |

All Franklin Special School District meetings are open to the public.

Excellence in Teaching and Learning for All

The Franklin Special School District is an equal opportunity employer

July 20, 2020
Franklin, Tennessee

The Franklin Special School District Board of Education met on Monday, July 20, 2020 at 6:30 p.m. at Johnson Elementary School, 2959 Del Rio Pike, Franklin, with the following members present:

Tim Stillings, Chair
Robert Blair, Vice Chair
Allena Bell
Kevin Townsel
Alicia Barker
Robin Newman

Others present were: Dr. David Snowden, Dr. Mary Decker, Dr. David Esslinger, Mark Anderson, Drew Bingham, Amy Fisher, Celby Glass, Carol Riordan, Susannah Gentry, members of the Leadership Team, FSSDEA and parents.

The July 20, 2020 Board Meeting was live streamed at <https://youtu.be/ae8ixoWGhLs>.

I. MEETING CALLED TO ORDER

Chair Stillings called the meeting to order at 6:30. An announcement regarding COVID-19 safety precautions was made at the beginning of the meeting: all attendees were screened as they entered the building, seats are physically distanced, and masks may be removed for speaking, otherwise masks should be worn if possible. A moment of silence was requested for our students, parents, personnel, health care workers and members of the community.

II. PLEDGE OF ALLEGIANCE

JES Principal Mrs. Tosha Robinson-Baugh welcomed those in attendance and led the Pledge of Allegiance.

III. PUBLIC INPUT

- Lakeesha Turks, 197 Polk Place Drive, Franklin – her daughter had trouble accessing online programs with the Chromebook provided during the Spring semester, and requested that the district is ready to address possible issues with technology while students are learning remotely in a timely manner. If students are in the classroom setting, teachers are available for issues.
Response from the district: technology support will be ongoing: contact your teacher first, if not resolved, the teacher will consult with technology and/or the building level instructional technology person. Google classroom and ZOOM will be the main programs and the hub for questions from students and parents.
- Nella McCall, 16 Zinnia Lane, Franklin – spoke in concern over meeting CDC guidelines, lack of day care for children, and the potential risk for families and

children, asking for consideration to delay the start of school for 30 days, use a combination of in school and at home, or split days that students attend, also to reach out to the community and to seek emergency funding from the government.

III. REPORTS / PRESENTATIONS / DISCUSSIONS

1. **Teaching and Learning Spotlight**, “Leadership Retreat 2020” – Presented by Dr. Mary Decker, Associate Director (on file).
2. **Construction Report** – Presented by Dr. David Esslinger, Associate Director (on file). Adam Seiter, Project Executive with Nabholz Architectural Firm, was on hand for questions.

IV. APPROVAL OF BOARD AGENDA

Robin Newman made a **motion** to approve the board agenda as presented. Kevin Townsel **seconded** the motion, which **carried 6-0**.

V. APPROVAL OF CONSENT AGENDA

Allena Bell made a **motion** to approve the consent agenda as presented. Alicia Barker **seconded** the motion, which **carried 6-0**.

The items on the Consent Agenda are as follows:

1. Minutes of Board Meeting dated June 8, 2020
2. Minutes of Budget Work Session dated June 15, 2020
3. Minutes of DOS Performance Goals Work Session dated June 23, 2020
4. Minutes of Work Session dated July 16, 2020
5. FY 21 Consolidated Application Approval for IDEA/ESEA
6. 2020-21 Board of Education Meeting Schedule
7. 2020-21 Board of Education Annual Agenda
8. Budget Amendments

VI. BUSINESS BEFORE THE BOARD

Consideration of:

1. **Return to Learn 2020 Reopening of Schools** – Previously presented for discussion at the work session of July 16th in draft form, this plan was presented for approval, with input received from the board and from a questionnaire submitted to parents. Dr. Snowden reiterated that due to the changing environment, this plan has to be fluid and able to change, and the plan presented cannot address every item to be considered in the reopening of schools. A Frequently Asked Questions section will be added to the website. At the end of the week the plan basis will be submitted to the State.

Allena Bell made a **motion** to approve the **Return to Learn 2020 Reopening of Schools**, granting the Director of Schools the authority to modify the plan upon notification of the Board. Robert Blair **seconded** the motion. **By roll call vote**, the motion **passed 6-0**.

- 2. Resolution for Emergency Suspension of Board Policies During 2020-21 School Year** – This Resolution is meant to cover any deviations in certain Board policies as our reopening plans may have conflicts with those policies for a time period. The waiver of any board policies that are affected will only be effective if the Continuous Learning Plan is necessary to be implemented. Policies that could potentially conflict with various aspects of school reopening plans may include, but are not exclusive, of those that specify calendar operations, School Board meetings, our school day and emergency closings, attendance, and the community use of facilities. The administration recommended adoption of the Resolution.

Robert Blair made a **motion** to approve the **Resolution for Emergency Suspension of Board Policies During 2020-21 School Year** as presented. Alicia Barker **seconded** the motion, which **passed 6-0**.

- 3. FY 2020-21 Budget** - Provided for our meeting are the final general purpose budget and debt service documents, including the budget summary and complete revenues and expenditures. During the budget work sessions, much was accomplished through great questions and discussions by the Board. Appreciation was given for the diligent work over these last few months, recognized was the work done by Dr. Esslinger and his department personnel, as well as that of our administrators and supervisors during this budgetary process. The administration recommended approval of the FY 20-21 budget as presented in the final documents, as well as the budgets for federal, capital projects, Food Service and MAC. Mr. Stillings and Mr. Townsel both noted their conflict of interest and that their votes were for the good of the district and had no personal consideration.

Tim Stillings made a **motion** to approve the FY 2020-21 Budgets as presented. Allena Bell **seconded** the motion. **By roll call vote**, the motion **passed 6-0**.

- 4. FSSD Tax Rate for 2020-21** – The tax rate to fund the proposed budgets is **.6260** cents for the General Purpose and **.2030** cents for the Debt Service, for a total of **\$0.8290**. This is the same combined rate as the 2019-2020 budget. The administration recommended approval.

Robin Newman made a **motion** to approve the **FSSD Tax Rate for 2020-21** as presented. Allena Bell **seconded** the motion. **By roll call vote**, the motion **passed 6-0**.

- 5. Guaranteed Maximum Pricing (GMP) for Performing Arts Center and PGS Gymnasium** – Nabholz Construction Services, our Construction Management at Risk firm, has submitted the GMP for the new Performing Arts Center and the Poplar Grove Gymnasium. Their total GMP for the project is \$26,880,820 which is 1.3% lower than their previous estimate. The administration recommended approval of their Guaranteed Maximum Price as submitted in the July 15, 2020 document.

Allena Bell made a **motion** to approve the **Guaranteed Maximum Pricing (GMP) for Performing Arts Center and PGS Gymnasium** as presented. Robin Newman **seconded** the motion. **By roll call vote, the motion passed 6-0.**

- 6. Director of Schools Annual Performance Goals 2020-21** - Mr. Townsel led this item of the agenda, outlining the updates made from the prior year. Mr. Stillings requested whether Dr. Snowden, in true partnership with the board, would accept the document as it was written; Dr. Snowden accepted.

Kevin Townsel made a **motion** to approve the **Director of Schools Annual Performance Goals 2020-21** as presented. Robert Blair **seconded** the motion. **By roll call vote, the motion passed 6-0.**

- 7. New Policy: Home Schools (6.202) – 2nd Reading** - Using the TSBA model policy as a guide, this policy is to provide direction for independent home school requirements for those students zoned for FSSD, as required by the TDOE and current law. There were no changes requested by the Board upon first reading. The administration recommended approval of the second reading.

Tim Stillings made a **motion** to approve the new policy **Home Schools (6.202)** for the second reading as presented. Kevin Townsel **seconded** the motion, which **passed 6-0.**

- 8. Policy Revision: Reporting Child Abuse (6.409) – 1st Reading** – TSBA Director of Policy & Staff Attorney recommends revising this policy to align with new law enacted by the General Assembly, effective August 1st, which makes significant changes to several statutes that govern child abuse reporting requirements. Two of the most notable changes are: (1) the requirement to have one employee designated as the Child Abuse Coordinator at each school; and (2) the prohibition against notifying parents/guardians when educational officials suspect child abuse may have occurred. The name of the policy is also updated to reflect the content of the policy. The administration recommended approval of the first reading.

Robin Newman made a **motion** to approve the first reading of the revisions for **Reporting Child Abuse (6.409)** as presented. Allena Bell **seconded** the motion, which **passed 6-0.**

- 9. Policy Revision: Student Records (6.600) – 1st Reading** - This revision request updates legal and cross references as well as brings the policy up to current language. It is included in consideration of approval due to the request for deletion of the Student Records policy (6.603) which contains duplicate language. The administration recommended approval of the first reading.

Allena Bell made a **motion** to approve the first reading of the revisions for **Student Records (6.600)** as presented. Tim Stillings **seconded** the motion, which **passed 6-0.**

10. Policy Deletion: Use of Records (6.603) – 1st Reading – As stated for Policy 6.600, this request for deletion is due to both policies containing the same language. The administration recommended approval of the first reading for deletion.

Tim Stillings made a **motion** for the first reading to delete **Use of Records (6.603)** as presented. Kevin Townsel **seconded** the motion, which **passed 6-0**.

VII. DIRECTOR OF SCHOOLS REPORT

- **Opening of Schools** – This year our “school opening” when all personnel are due back will look very different. Although we do have a speaker that day, personnel will be in their own schools so that social distancing will be observed. We will not have a partnership fair this year for the same reason.

Following the opening, there will be professional learning occurring throughout the district. Included in the learning that day and the following days is orientation on health protocols that will be strictly followed, as well as student learning methods and scheduling for our first days back.

- **EQUIP** – The new teacher induction program will be conducted **July 28-30**.

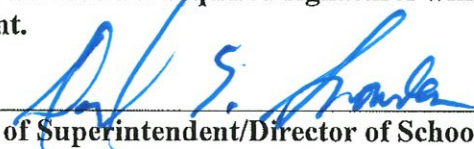


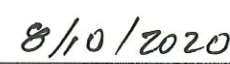
We look forward to the first year of this updated program as we begin the orientation and support program for our newest FSSD teachers. We are excited to welcome all to the FSSD family.

- **Demographic Report** – Please note that the report that you are receiving this month is a general copy of May’s report; however, updates include how many kindergarten applications have been processed and student movement as of the end of June.
- Upcoming conferences and meetings:
 - TSBA Fall District Meeting – September 8th – At this time, the Mid-Cumberland Fall District Meeting is scheduled to meet at one of the Williamson County schools this Fall. If you will not be able to attend, please contact Carol as soon as possible.
 - NSBA CUBE Virtual Conference - September 22-24 – Early Bird registration ends July 31st
 - TSBA Leadership Conference and Annual Convention – November 12-15 – registration open
 - NABSE Virtual Conference – dates not yet posted
 - Equity Symposium and Advocacy Conference – January 23-26
 - Legislative and legal Institute – dates not yet available
 - NSBA Conference – April 10-12, New Orleans – registration opens October

Extended Contract Program Proposal
for Providing
Extended Learning Time Through
Extended Learning Programs
2020-21

Franklin Special School District

This proposal represents the most effective and efficient use of our extended contract resources in meeting the highest priority needs of our students. Submitting this document without the required signatures will delay the approval response from the department.

 _____ Signature of Superintendent/Director of Schools	 _____ Date
 _____ Signature of Local Board of Education Chairperson	 _____ Date



Franklin Special School District

SINCE 1906

David L. Snowden, Ph.D., Director of Schools • 507 New Highway 96 West • Franklin, TN 37064 • 615-794-6624 • 615-790-4716 (fax) • www.fssd.org

To: David Snowden, Director of Schools
 From: Mary Decker, Associate Director of Schools for Teaching & Learning *MD*
 Date: August 10, 2020
 Re: Extended Contract Proposal 2020-2021

This year's Extended Contract Proposal is in the amount of \$58,960.00 (base allocation of \$50,000.00 plus 17.92% benefits of \$8,960.00). *As a reminder, the Extended Contract funds are embedded into the BEP funds that were submitted to the FSSD from the state department.*

During the 2020-2021 school year, the FSSD will continue using competitive contract stipends by setting academic (focused) tutorials, where teachers must plan for student instruction, as well as monitor and report student progress, at \$25.00 per hour. All other contracts will be set at \$20.00 per hour. Please note the chart that follows:

Contract	Hourly Rate	Term		Extended Rate
		Hours	Week(s)	
Regular	\$20.00	17.5	½	\$350.00
		35	1	\$700.00
Tutorial, Enrichment, Parent Education, etc.	\$20.00	70	2	\$1,400.00
		105	3	\$2,100.00
		140	4	\$2,800.00
Academic Focused Tutorial	\$25.00	17.5	½	\$437.50
		35	1	\$875.00
		70	2	\$1,750.00
		105	3	\$2,625.00
		140	4	\$3,500.00

Please note: All pay is subject to fixed benefits amounting to 17.92%, as well as federal withholding unique to each individual.

Using the state's accountability guidelines, the FSSD District Improvement Plan (*submitted in ePlan*) and individual School Improvement Plans (*also submitted in ePlan*), we have developed a guide to assist us in the use of the extended contract funds. Administrators have worked with teachers in three categories to reflect the individual school's needs with regard to their School Improvement Plan. The proposal, designed with system-wide input from school and district-level leaders, includes three major categories for the use of extended contract funds. The first category is the major expenditure of our extended contract money. The categories are as follows:

1. Activities focusing on the direct instructional needs of students, including K-4, 5-6 and 7-8 summer school programs, extended day/summer tutorial and enrichment activities, and related programs and tutoring.
2. Support of instructional improvement through increased teacher effectiveness (e.g., curriculum development and professional development).
3. Parent education and involvement activities that support student instruction (e.g., workshops emphasizing parent impact on their child's education).

2020-2021 Extended Learning Programs

Proposal

System: Franklin Special School District

Name of Superintendent: David L. Snowden, Ph.D.
Superintendent's Mailing Address: Franklin Special School District
507 New Highway 96 West
Franklin, TN 37064

Phone: 615-794-6624
Fax: 615-790-4716
E-Mail Address: dsnowden@fssd.org

Name of Coordinator: Mary Decker, Ed.D.
Associate Director of Schools for Teaching & Learning

Coordinator's Mailing Address: Franklin Special School District
507 New Highway 96 West
Franklin, TN 37064

Phone: 615-794-6624
Fax: 615-790-4716
E-mail Address: deckermar@fssd.org

1. Name of Committee Members and Position

Every building principal in the system, along with two district-level Teaching & Learning team members, serve on our committee. The Extended Learning Program is built to enhance each school's School Improvement Plan and support our district strategic plan.

Summer Carlton	Curriculum & Professional Learning Supervisor	Central Office Annex
Janet Carroll	Principal	Moore Elementary School
Mary Decker, Ed.D.	Associate Director of Schools For Teaching & Learning	Central Office
Alisha Erickson, Ed.D.	Principal	Poplar Grove Elementary School
Charles Farmer, Ph.D.	Principal	Freedom Middle School
Joel Hoag, Ed.D.	Principal	Freedom Intermediate School
Faith Maxwell	Secretary	Central Office
Amy Patton	Principal	Liberty Elementary School
Anne Riley	Principal	Franklin Elementary School
Tosha Robinson-Baugh	Principal	Johnson Elementary School
Chris Treadway	Principal	Poplar Grove Middle School
Pax Wiemers	Student Performance and Fedearl Porgrams Supervisor	Central Office

2. Committee Communications: Electronically, by phone or in person: July 27th – July 31st

3. Prioritized Needs (Supported by Data):

We are using each campus' School Improvement Plan for guidance in planning for extended contract programs. Revisions and modifications made to the program are mainly based on the needs of the individual schools. Budget decisions are now made in the district based on input from each individual school's Building Leadership Team, which is made up of parents, teachers and administrators. These prioritized needs are based on the School Improvement Plan and the areas of needs projected from those plans. Our proposal is based from the following resources:

- Individual School Improvement Plans
- Tennessee District Improvement Plan, which includes community members on the planning team
- Tennessee Value-Added Assessment Report System-wide needs
- Attendance records
- Objective test data, which may include: TCAP, STAR Reading Enterprise; i-Ready Math; aimsweb Reading & Math assessments
- Review of current related research
- Teacher input, meetings, Lunch & Learn sessions held at each campus with Associate Director of Schools for Teaching and Learning and the Curriculum & Professional Learning Supervisor, and assessment of professional growth needs
- A review of discipline referrals and in-school suspensions
- Evaluation of 2018-2019 Extended Contract Plan
- A review of TEAM evaluations
- Longitudinal TCAP/TVAAS data by individual teachers, by building and by district
- Feedback from individual school Building Leadership Team
- Grade-level and subject-level meetings to assess strengths and weaknesses of the rigorous standards, as well as other curriculum content and alignment

Priority #1 continues to be Student Needs Requiring Direct Instruction

Students need:

1. assistance in improving student performance, particularly in reading, language arts and math.
2. accessibility to well-designed enrichment opportunities that support academic programs.
3. preventive instructional programming with an emphasis on student assessment and diagnosis.
4. continued remedial and tutorial programs.
5. opportunities for summer learning.
6. alternative educational programs for at-risk individuals.
7. expanded opportunities with learning through technology support.
8. a well-defined, developmentally appropriate curriculum.
9. assessment and recommendation of strengths and weaknesses, combined with the utilization of appropriate instructional teaching strategies and techniques by educator (data mining).

Priority #2 is Program Improvement and Professional Learning

Students need teachers:

1. who are knowledgeable, well-trained and have access to opportunities for continuing the improvement of their teaching skills; the latest in current educational research; and effective teaching methods, strategies and techniques. The FSSD is beginning its 16th year supporting differentiation of instruction to make content accessible through the best instructional delivery. Additionally, FSSD is in its 12th year of full implementation of Professional Learning Communities (PLCs), where teachers in all grade levels and content areas gather to review current student data and focus on four guiding questions: (1) What do we want students to learn? (2) How will we know if they have learned it? (3) What will be done to provide additional time and support for those who need intervention? (4) How will we provide additional time and support for those who need enrichment? This way of thinking is pivotal in allowing teachers to make appropriate instructional decisions for all students. These PLCs provide teachers with the time to collaborate on instructional units and get input from peers on instructional delivery.
2. who have access to an instructional program that is well-designed, developmentally appropriate, aligned and contains provision for curriculum review. Program evaluation supported by proven instructional ideas, materials, resources and appropriate professional growth and development activities is necessary for increased student performance.
3. who have opportunities to participate in curriculum/assessment development, instructional improvement and evaluation activities (e.g., curriculum mapping/alignment).
4. who have access to training in the use of technology as a resource in student learning.
5. who have access to training and support in the current, rigorous standards.

Priority #3 is Parent/School/Community Needs (as it relates to student performance)

Students need parents:

1. who can interact and be involved with the total educational program. Parents should have input into the planning, design and implementation of the instructional program.
2. who are trained to work with their children in the home to attain the instructional objectives of the school program, and build partnerships between the home and school.

Supporting Data:

Priority #1

1. To assist us in meeting the indicators for success as outlined in the TN ESSA Plan in the areas of academic achievement, student academic growth and English learner proficiency, we continue to place more emphasis on after-school tutoring and after-school enrichment programs. We will offer summer programs for grades 7-8 during the summer of 2021. A summer tutorial program for grades 5-6 will be continued, because data accrued on individual students prior to the end of the school year indicates the need to continue this program. Program evaluation using individual student data shows academic growth at the end of the program. We will continue to provide tutoring opportunities for grades 1-8 before and/or after school as deemed by the local school to best meet the needs of learners. These tutorial programs enable students to perform better during the school year with less need for actual summer school tutorial programs.

2. Both remedial and preventive tutoring have been successful for our students this year. Extended contract tutorial teachers will work with their colleagues to determine the needs of the students and provide tutoring for targeted students, and for other students as the need occurs. Our attendance is strong.

3. Extended day enrichment programs have provided music, drama, art, science, physical activity and extended trips to enrich our students' total educational experiences. These

programs have been very successful, and we will continue to provide these activities for the 2020-21 extended contract program.

4. Our extended day/Saturday programs for at-risk students at our middle schools continue to fill a need for opportunities for behavioral modification. We will provide this program for grades 5-8 for the 2020-21 extended programs.

5. In 2020, our district's promotion rate was 100%, demonstrating that our strategies for remediation are worthy and should continue.

6. Our MAC (Morning and Afternoon Care) program continues to provide a service to our working parents. Oftentimes children need extra help with homework and remediation with various subjects. Extended contract teachers provide those services both during the school year and during the summer. This is an excellent opportunity to reach children who stay after school through our MAC program.

Priority # 2

1. Research indicates that teachers improve their capacity to deliver instruction when high-quality professional learning is job-embedded as part of their school day. Therefore, the FSSD uses Professional Learning Communities (PLCs) to support teacher professional learning and enable teachers to work together to improve their content knowledge and pedagogy learned through various professional learning opportunities.

2. Research also shows that teachers vastly improve student performance and achievement when they truly differentiate instruction to meet the readiness, interest and learning profile of each student. Our district vision is to provide excellence in teaching and learning for all; therefore, one of our goals is to provide continuous training and support for differentiated instruction as a way to support our mission. The FSSD is beginning its 16th year in supporting differentiation of instruction based on student readiness, learning profile and interest. The PLCs provide teachers with the time to collaborate on instructional units and get input from peers on instructional delivery.

4. Related Goals

The related goal(s) from the FSSD Improvement Plan and School Improvement Plans are connected to the Extended Contract Program. The Franklin Special School District is committed to excellence. Our vision statement is to provide excellence in teaching and learning for all. In living out our vision, we believe it is important to foster learning opportunities for all of our community -- students, teachers, parents and community individuals. Individual School Improvement Plans are focused on improving student performance. The Extended Contract Proposal offers varied opportunities to help us reach both the district and the individual school's goals.

Our Mission states that the Franklin Special School District will systematically seek to:

- Develop a community of learners that emphasizes academics along with kindness, encouragement, caring and compassion.
- Provide a comprehensive array of instructional programs and experiences for students that focuses on all essential areas of education and child development.
- Encourage collaboration and shared decision-making involving teachers, administrators, support staff, parents and community members.
- Emphasize continuous improvement and a constant search for better ways of educating all students in all subgroups, and manage the school district in an effective and efficient manner.

Those individuals involved in developing FSSD's extended contract program have examined the goals set forth in each school's improvement plan. We believe that this proposal will move each school toward the accomplishment of the plans.

5. Measurable Program Objectives (Prioritized):

Priority One - Increase Student Performance

1. To assist students in improving self-esteem and increase academic performance by providing opportunities for expanded individualized and group learning experiences.
2. To offer expanded learning opportunities that include remedial, tutorial, enrichment and make-up credit that extend the school day and school year as a means of assisting students in school performance.
3. To increase student participation and performance in advanced academic areas through well-designed enrichment activities and assessment programs.
4. To provide special attention to the needs of students identified as "at-risk" through specifically designed programs for individual improvement.
5. To increase the participation of students and parents in the use of the library, culturally enriching events and the arts as a means of improving student performance.
6. To provide expanded learning opportunities for special education and English Language Learner (ELL) students to maintain progress and increase skills needed for life.
7. To provide opportunities for the expansion of learning through the utilization of technology as a support to classroom instruction.

Priority Two - Program Improvement and Professional Development

1. To provide system-wide and school-based leadership and support to teacher-initiated professional learning. New instructional practices and strategies endeavor to increase teacher effectiveness in the classroom to meet the readiness, interest and learning profile needs of all students. In addition, we will continue to place an emphasis on technology as a support to classroom instruction.
2. To provide practitioners regular opportunities to update skills; improve teaching effectiveness; and access to new ideas, strategies and techniques for classroom instruction through on-going programs of appropriate professional growth and learning activities, resulting in classroom implementation of new instructional strategies to meet the readiness, interest and learning profile needs of all students.
3. To provide opportunities for practitioners, students and school community participants to be involved in curriculum evaluation and development, system-wide instructional improvement, selection and/or creation of appropriate instructional materials and resources for classroom use.
4. To provide professional learning activities that are research-based, on-going and job embedded as part of their daily work.

6. Categories of Activities Included in Proposal:

- (1) Student academic tutorial/remediation or acceleration for at-risk students
- (2) Student tutorial/remediation or acceleration for all students, including at-risk students
- (3) Behavioral Modification Programs
- (4) Enrichment Programs for all students K-8
- (5) Professional Learning (*Teachers Leading and Supporting Other Teachers*)
- (6) Administering and conducting Parent Programs

2020-2021 Extended Learning Programs

Activity Description

Activity Number:	1
Activity Title:	Summer School
Priority Need:	1
Related Goal:	To increase student performance and achievement
Objective:	Direct Instructional Needs of Students

1. To assist students in improving self-esteem and increase academic performance by providing opportunities for expanded individualized and group learning experiences.
2. To offer expanded learning opportunities that include remedial, tutorial, and enrichment that extend the school day and school year as a means of assisting students in school performance.
3. To increase student participation and performance in advanced academic areas through well-designed enrichment activities and assessment programs.
4. To provide special attention to the needs of students identified as "at-risk" through specifically designed programs for individual improvement.
5. To increase the participation of students and parents in the use of the library, culturally enriching events and the arts as a means of improving student performance.
6. To provide expanded learning opportunities for special education and English Language Learners (ELLs) to maintain progress and increase skills needed for life.
7. To provide opportunities for the expansion of learning through the utilization of technology as a support to classroom instruction.

Target Population: Grades 1-8 students who have difficulty in language arts, reading or math; students identified as culturally or environmentally disadvantaged/low income; students identified for special education or ELL; students who need remedial assistance in basic skill areas; students who may benefit from tutorial program; "at-risk" students; or students seeking advanced skills and learning opportunities.

Activity Description: Students needing extra help or time during the summer to continue working on skills will receive attention. Grades 1-8 will be provided small group and individual tutoring, which will occur at the participating schools. These activities will occur during the summer of 2021. *Summer school for FSSD 5 – 8 students will continue to take place at Freedom Middle School and Freedom Intermediate School.*

Resources Needed: Per funding availability.

Performance Measure(s): Student performance will be measured in direct relationship to the specific course objective and diagnosed student entry level. Diagnostic testing per aimsweb, STAR Reading, i-Ready Math and others will occur in all courses. Pre/Post tests will be utilized in advanced and/or enrichment courses. In some enrichment courses, teachers will write a reflection narrative page on the program.

Evaluation Results from Previous Years (if applicable): Even with more extended day tutoring during the school year, we maintain a consistent number of students in summer programs in grades 5-8. *In 2020, FIS had 17 5th & 6th grade students enrolled, FMS had 11 7th & 8th grade students enrolled, and for the first time PGMS hosted their students and had a total of 4 5th-8th grade students enrolled.* Summer school and/or tutoring will be available for grades 5-8. Elementary students may benefit from a tutoring program during the summer months, which will be used as needed.

2020-2021 Extended Learning Program

Activity Description

Activity Number: 2
Activity Title: Extended Day/Summer Tutorial Program
Priority Need: 1
Related Goal: To increase student performance and achievement
Objective: Direct Instructional Needs of Students

1. To assist students in improving self-esteem and increase academic performance by providing opportunities for expanded individualized and group learning experiences.
2. To offer expanded learning opportunities that include remedial, tutorial, enrichment and make-up credit that extend the school day and school year as a means of assisting students in school performance.
3. To increase student participation and performance in advanced academic areas through well-designed enrichment activities and assessment programs.
4. To provide special attention to the needs of students identified as "at-risk" through specifically designed programs for individual improvement.
5. To increase the participation of students and parents in the use of the library, culturally enriching events and the arts as a means of improving student performance.
6. To provide expanded learning opportunities for special education and English Language Learners (ELLs) to maintain progress and increase skills needed for life.
7. To provide opportunities for the expansion of learning through the utilization of technology as a support to classroom instruction.

Target Population: 1) Students who are below basic, basic and/or in the lower proficient range in reading, language arts, math; 2) teacher referral on students who could benefit from tutoring; 3) English Language Learners who need tutoring in academics.

Activity Description: Extended Day Tutorial Program will be available for students (1-8) in reading, language arts and math during the current school year.

Resources Needed: 5 teachers @ ½ week; 11 teachers @ 1 week; 1 teacher @ 1 ½ weeks; 2 teachers @ 2 weeks; 1 teacher at 119 hours.

Performance Measure(s): Individual performance records of students will be maintained, including pre/post testing of appropriate subject areas; attendance log will be maintained daily.

Evaluation Results from Previous Years: A review of benchmark and progress monitoring data indicates improved student performance. The tutorial program is requested and supported by parents, administrators and teachers.

2020-2021 Extended Learning Programs
Activity Description

Activity Number: 3
Activity Title: Extended Day/Summer Enrichment
Priority Need: 1
Related Goal: To increase student performance and achievement
Objective: Direct Instructional Needs of Students

1. To assist students in promoting self-esteem and increasing academic performance by providing opportunities for expanded individualized and group learning experiences.
2. To offer expanded learning opportunities that include remedial, tutorial, enrichment and make-up credit that extend the school day and school year as a means of assisting students in school performance.
3. To increase student participation and performance in advanced academic areas through well-designed enrichment activities and assessment programs.
4. To provide special attention to the needs of students identified as "at-risk" through specifically designed programs for individual improvement.
5. To increase the participation of students and parents in the use of the library, culturally enriching events and the arts as a means of improving student performance.
6. To provide expanded learning opportunities for special education and English Language Learners (ELLs) to maintain progress and increase skills needed for life.
7. To provide opportunities for the expansion of learning through the utilization of technology as a support to classroom instruction.

Target Population: Interested students for grades K-8 and/or academically advanced students.

Activity Description: Creative performing arts, physical development of healthy lifestyles, science enrichment activities and other experiences are all designed to go beyond course offerings of the regular school day for students K-8. This will occur during the current school year and/or during the summer of 2021.

Resources Needed: 12 teachers @ ½ week; 23 teachers @ 1 week; 1 teacher @ 2 weeks; 2 teachers @ 18 hours; 1 teacher @ 64 hours; 1 teacher @ 67 hours.

Performance Measure(s): Feedback (formal and informal) from students and their parents participating in the program will be obtained. A reflection form or student participation data sheet will also be required from the teachers involved in these activities.

Evaluation Results from Previous Year: These activities continue to be important in our plan of educating the *whole child*. Our principals believe that the enrichment programs keep more of our students engaged in school. Fitness testing indicates that students who participate regularly in physical activities improve in cardio-respiratory strength and endurance. Parents, teachers and students are most supportive of these enrichment programs. Trips to geographical and historical sites, first-class plays, choral and instrumental productions, and training for a 28 mile hike down a historical trail are just a few of the enrichment opportunities available in this activity. These activities have contributed to the education of the total child.

2020-2021 Extended Learning Programs
Activity Description

Activity Number: 4
Activity Title: Extended Day/Summer Through Morning/Afternoon Care (MAC)
Priority Need: 1
Related Goal: To increase student performance and achievement
Objective: Direct Instructional Needs of Students

1. To assist students in improving self-esteem and increase academic performance by providing opportunities for expanded individualized and group learning experiences.
2. To offer expanded learning opportunities that include remedial, tutorial, enrichment and make-up credit that extend the school day and school year as a means of assisting students in school performance.
3. To increase student participation and performance in advanced academic areas through well-designed enrichment activities and assessment programs.
4. To provide special attention to the needs of students identified as "at-risk" through specifically designed programs for individual improvement.
5. To increase the participation of students and parents in the use of the library, culturally enriching events and the arts as a means of improving student performance.
6. To provide expanded learning opportunities for special education and English Language Learners (ELLs) to maintain progress and increase skills needed for life.
7. To provide opportunities for the expansion of learning through the utilization of technology as a support to classroom instruction.

Target Population: Students enrolled in Morning and Afternoon Care (MAC).

Activity Description: K-8 students in the MAC program will be offered tutorial/enrichment opportunities in the before school, after school and summer program. This will occur during the current school year and during the summer of 2021, if funds are available.

Resources Needed (must match spending plan): Per funding availability.

Performance Measure(s): Attendance logs will be maintained with a description of activities provided. All activities will involve direct student instruction.

Evaluation Results from Previous Years: The full amount of MAC programs will only be funded after the other programs. If possible, fund balances will be used for these activities. When these funds were used in the past, the MAC Director was able to offer tutoring and homework instruction for children who arrived early in the morning or stayed late in the evening because of their parents' working schedules.

2020-2021 Extended Learning Programs
Activity Description

Activity Number: 5
Activity Title: Extended Day/Saturday School for "At-Risk" Middle School Students
Priority Need: 1
Related Goal: To increase student performance and achievement
Objective: Direct Instructional Needs for Students

1. To assist students in improving self-esteem and increase academic performance by providing opportunities for expanded individualized and group learning experiences.
2. To offer expanded learning opportunities that include remedial, tutorial, enrichment and make-up credit that extend the school day and school year as a means of assisting students in school performance.
3. To increase student participation and performance in advanced academic areas through well-designed enrichment activities and assessment programs.
4. To provide special attention to the needs of students identified as "at-risk" through specifically designed programs for individual improvement.
5. To provide expanded learning opportunities for special education and English Language Learners (ELLs) to maintain progress and increase skills needed for life.
6. To provide opportunities for the expansion of learning through the utilization of technology as a support to classroom instruction.

Target Population: Students in grades 5-8 who have repeated behavior problems resulting in in-school suspensions, school absence and low student performance.

Activity Description: After school and Saturday school will be open for those students who have behavior, tardy and/or absence problems. Teachers will work with them during this time on academics, and will also explore concerns dealing with self-esteem and decision-making skills; these conversations may help positively impact performance in the classroom for these "at-risk" students. This will occur throughout the current school year.

Resources Needed: 1 teacher @ 1 week; 1 teacher @ 3 weeks; 1 teacher @ 31 hours.

Performance Measure(s): Records will be maintained to determine if this program reduced suspensions.

Evaluation Results from Previous Years: This program is offered for grades 5-8. The administrators of grades 5-8 believe this program helps to combat tardiness and absences. Time spent in working to alleviate these undesirable behaviors improves not only student performance, but enhances the student's self-esteem. Teachers in this program also work with students who attend the after school and Saturday school in academic areas of need.

2020-2021 Extended Learning Programs
Activity Description

Activity Number: 6
Activity Title: Student Assessment Program
Priority Need 1
Related Goals: To increase student performance and achievement
Objective: Direct Instructional Needs of Students

1. To assist students in improving self-esteem and increase academic performance by providing opportunities for expanded individualized and group learning experiences.
2. To offer expanded learning opportunities that include remedial, tutorial, enrichment and make-up credit that extend the school day and school year as a means of assisting students in school performance.
3. To increase student participation and performance in advanced academic areas through well-designed enrichment activities and assessment programs.
4. To provide special attention to the needs of students identified as "at-risk" through specifically designed programs for individual improvement.
5. To increase the participation of students and parents in the use of the library, culturally enriching events and the arts as a means of improving student performance.
6. To provide expanded learning opportunities for special education and English Language Learners (ELLs) to maintain progress and increase skills needed for life.
7. To provide opportunities for the expansion of learning through the utilization of technology as a support to classroom instruction.

Target Population: Kindergarten students

Activity Description: The Student Assessment Program is designed as a failure prevention activity. It includes diagnosis, screening, evaluation and individual program development. This is for all kindergarten students during the current school year and one month during the summer of 2021.

Resources Needed: 2 teachers @ ½ week.

Performance Measure(s): Principals will evaluate the effectiveness of this program as it effects student placement and performance. Records of the number of students screened will be maintained. Low performing students will be tracked to determine success, and appropriate program alterations will be a part of this improvement initiative.

Evaluation Results from Previous Years: Placement using this screening has provided successful learning experiences for kindergarten students. Both principals and kindergarten teachers feel that they can better meet the needs of incoming kindergarten students because of this screening. Parents expect and welcome the screening, as it helps them understand the educational needs of their kindergarten student. It is an activity that has potential benefit for student placement and knowledge of where students are in terms of particular concepts and skills.

2020-2021 Extended Learning Programs
Activity Description

Activity Number: 7
Activity Title: Professional Learning
Priority Need: 2
Related Goal: To provide practitioners regular opportunities to update skills and improve teaching effectiveness
Objective: Program Improvement and Professional Learning

1. To provide system-wide leadership and support to teacher-initiated professional learning. New instructional practices and strategies endeavor to increase teacher effectiveness in the classroom. Continued emphasis will be placed on technology and mentoring as a support to classroom instruction.
2. To provide practitioners regular opportunities to update skills and improve teaching effectiveness and access to new ideas, strategies and techniques for classroom instruction through on-going programs of appropriate professional growth and learning activities resulting in classroom implementation of new instructional strategies and improved student performance.
3. To provide opportunities for practitioners, and potentially other school participants, to be involved in curriculum evaluation and development, system-wide instructional improvement, selection and/or creation of appropriate instructional materials and resources for classroom use.
4. To assist teachers in the utilization of current related research as a means of improving student performance.
5. To provide professional learning activities that are on-going and job embedded.

Target Population: Teachers, Coaches, Paraprofessionals and Administrators

Activity Description: Teachers will work with colleagues in the areas of student assessment and data-driven decisions on instructional planning. They will consult research and best practices (i.e., root cause analysis), and share findings and skills with other teachers in the district. Informed and engaged teachers who are able to use data to drive instructional planning increase student improvement.

Resources Needed: 2 teachers @ 1 week.

Performance Measures: Informal observation and inquiry will be used to determine how effective teachers are in teaching other teachers to use data efficiently in their classrooms. Principals, using the school's improvement plan, have determined the needs in their buildings. Principals and assistant principals will monitor the strength of this activity.

Evaluation Results from Previous Years: Teacher leaders supporting the professional learning of their peers have been effective in increasing the skills and knowledge of other FSSD educators. Teachers continue to teach other teachers in the areas of technology, literacy and math practices, intervention strategies and utilizing data to elicit improved student performance.

2020-2021 Extended Learning Programs
Activity Description

Activity Number: 8
Activity Title: Parent Education Program
Priority Need: 3
Related Goal: To increase parents' awareness and knowledge of their role in increasing their child(ren)'s performance
Objective: Parent Involvement Projects

1. To provide workshops and seminars for parents that will allow them to better work with their children in the home, thus assisting the student and the school in attaining educational goals and increasing student performance.
2. To provide opportunities for teacher/student/parent interaction and involvement in the total educational program, and build better partnerships between the home and school.

Target Population: The parents of K-8 students.

Activity Description: This will include parent/community involvement activities that will assist parents with specific ideas for helping students with schoolwork, and stresses the importance of school/home partnerships for student success. This program emphasizes study skills and materials for parents to work successfully with their child at home. Parents from all schools will be included.

Resources Needed: Per funding availability.

Performance Measure(s): Records will be kept of participants attending the meetings and formal written evaluations from participants will be collected.

Evaluation Results from Previous Years: It is important to reach the hearts of parents in order to influence their homes and children. Although no extended contracts were used to support this specific activity, the FSSD schools and district continue to offer a wide variety of parenting sessions, as we recognize the importance of involving this valued stakeholder group in learning and in support of their child's educational journey.

**FSSD SURPLUS PROPERTY AUTHORIZATION
FOR ITEMS VALUED TO BE GREATER THAN \$500 - MUST HAVE FULL BOARD APPROVAL**

ITEMS TO BE DISPOSED: (add rows if needed)

DATE: August 3, 2020

Location	Quantity	Description
Transportation	(1)	2008 Thomas Built Type D School Bus - VIN/1T88U4E2491107583

insert pictures here if appropriate:

Notes:

- The above items are no longer suitable to be utilized in the programs of FSSD.
- The supervisor of the program has estimated the item value to **exceed \$500**.
- Upon approval **from the Board** to surplus, the supervisor may sell the property to the highest bidder after advertising in newspaper (7days) or internet auction website used by the district, state or other local government. Please share the plan for sale:


Posting to govdeals.com internet auction website

- All revenue from the sale of listed items shall be deposited in the general-purpose fund of the Board unless the item was purchased from CNP or Federal Projects.
- If attempts to sell the property fail to produce monetary return, the property may be discarded.


Approval:



Program Supervisor



Director of Schools

 8/2/20

Associate Director - Finance/Administration



Board Chairman

Approved original to: Program Supervisor

Approved Copies to: Facilities Supervisor, Accounting Coordinator, General Ledger Specialists

Reference: Board Policy 2.403

**Franklin Special School District
Budget Amendments
Fiscal Year 2020-2021**

**Community Service
Original Budget**

Budget Code	Budget Code Description	Increase	Decrease
REVENUE			
146 R 43581 000 000 01000 000	Community Service Fees	9,000.00	
146 R 43581 000 000 02000 000	Community Service Fees	35,000.00	
146 R 43581 000 000 03000 000	Community Service Fees	28,000.00	
146 R 43581 000 000 04000 000	Community Service Fees	10,000.00	
146 R 43581 000 000 05000 000	Community Service Fees	18,000.00	
146 R 43581 000 000 06000 000	Community Service Fees	30,000.00	
146 R 43581 000 000 07000 000	Community Service Fees	35,000.00	
146 R 43581 000 000 09000 000	Community Service Fees	20,000.00	
146 R 43581 000 000 11000 000	Community Service Fees	50,600.00	
		\$ 235,600.00	

Explanation: Increase budgeted revenue for the MAC Program for 20-21.

Franklin Special School District
 Budget Amendments
 Fiscal Year 2020-2021

Food Service Fund
 Original Budget

Budget Code	Budget Code Description	Increase	Decrease
EXPENDITURES			
143 E 73100 710 000 02000 000	Food Service Equipment		\$ 1,258.00
143 E 73100 710 000 03000 000	Food Service Equipment		1,457.00
143 E 73100 710 000 04000 000	Food Service Equipment		1,457.00
143 E 73100 710 000 05000 000	Food Service Equipment		1,457.00
143 E 73100 710 000 06000 000	Food Service Equipment		1,457.00
143 E 73100 710 000 07000 000	Food Service Equipment		1,457.00
143 E 73100 710 000 09000 000	Food Service Equipment		1,457.00
		\$ -	\$ 10,000.00

Explanation: Decrease budgeted expenditures for the CNP program for 20-21.



Wold | HFR Design
214 Centerview Dr.
Suite 300
Brentwood, TN 37027
615-370-8500

August 05, 2020

David Esslinger
Franklin Special School District
507 New Highway 96 West
Franklin, TN 37064

RE: Bid Recommendation
Liberty Elementary HVAC Renovation
Wold HFR No. 2019149

David:

We have reviewed the apparent low bid submitted by Romach, Inc. for the above referenced project. The Base Bid amount of \$6,600,000.00 with Alternate Number One in the amount of \$1,200,000.00, Alternate Number Two in the amount of \$114,000.00, and Alternate Number Three in the amount of \$ 431,000 is within the Bid Target. We have verified that the license classification for the General Contractor and Subcontractors listed on the Bid Envelope are current.

Bid data submitted from Romach, Inc. is attached for your reference.

Therefore, unless your office has additional questions, we recommend award of the contract to Romach, Inc. for the lump sum fee of \$8,345,000.00.

Submitted by,

Johnnie Ray
Architect

pc: David Pope, Romach Inc
Chip Sternenberg, FSSD
Jared Brown, Wold HFR Design
Steve Griffin, Wold HFR Design

LIBERTY ELEMENTARY HVAC RENOVATION
 Franklin, Tennessee
 WOLD | HFR Project #2019149.00

RECEIVED

JUL 30 REC'D

1:57p ldc

Bid Cover Sheet

To the OWNER: Franklin Special School District

For the Project: Liberty Elementary HVAC Renovation

Project Number: WOLD | HFR Project # 2019149.00

Project Designer: WOLD | HFR DESIGN, Inc.

Time: 2:00 PM Date: July 30, 2020

Any blank spaces may cause bid to be unacceptable and rejected.

Provide state contractor license number, expiration date, and classifications for Bidder and listed subcontractors, as applicable.
 Provide all names as used for licensing or other legal transactions.

Bidder Identification:

Bidder Romach, Inc.

Address 170 Reynolds Drive Franklin, TN 37064

State Contractor License Information:

Provide complete information if licensed, or circle:

License Number 17801 (Bidder Unlicensed)

License Classification applicable to Project BC; MU-B

License expiration date 03/31/2021 \$(Unlimited)
 Dollar Limit

Subcontractors to be used on this Project: (or Bidder, if Bidder is to perform the work)

- If any work, regardless of dollar value, is required for subcontractor category, list subcontractor that will perform that work. Or, if Bidder will perform work in a category with Bidder's own forces, fill in Bidder's name as subcontractor.
- If no work is required in a subcontractor category, write "N/R" (None Required) or "N/A" (Not Applicable).
- If the monetary amount of a subcontractor's work is such that no license is required, "N/A" may be written in the license number column, but still write name.

Category	Name	License Number	Expiration Date	Classification
Plumbing	<u>Parthenon plumbing heating and cooling</u>	<u>61099</u>	<u>6-30-2022</u>	<u>CMC-A,C</u>
	Note: This space <u>must</u> be filled in or the bid may not be opened.			
HVAC	<u>Four Seasons Incorporated</u>	<u>19870</u>	<u>1-30-2022</u>	<u>CMC</u>
	Note: This space <u>must</u> be filled in or the bid may not be opened.			
Electrical	<u>CEC electrical llc.</u>	<u>69206</u>	<u>11-30-2021</u>	<u>CE</u>
	Note: This space <u>must</u> be filled in or the bid may not be opened.			
Masonry	<u>AR masonry incorporated</u>	<u>71953</u>	<u>10-31-2021</u>	<u>LMC</u>
	Note: This space <u>must</u> be filled in or the bid may not be opened.			
Geothermal	<u>NR</u>			
	Note: This space <u>must</u> be filled in or the bid may not be opened.			
Roofing	<u>PROFESSIONAL ROOFING CONTRACTORS</u>	<u>31418</u>	<u>5/31/2022</u>	<u>BC</u>
	Note: This space <u>must</u> be filled in or the bid may not be opened.			

LIBERTY ELEMENTARY RENOVATIONS
Franklin, Tennessee
WOLD | HFR Project #2019149.00

DOCUMENT 004113
BID FORM

Submitted July 30, 2020

TO:

Franklin Special School District
507 New Hwy 96 W
Franklin, TN 37064

PROJECT:

LIBERTY ELEMENTARY RENOVATIONS
600 Liberty Pike, Franklin, TN 37064

SUBMITTED BY:

(Full name)

Romach, Inc.

(Full address)

170 Reynolds Drive

Franklin, TN 37064

License Number 17801 License Expiration Date: 03/31/2021

Classification: BC; MU-B Dollar Limit: Unlimited

Gentlemen:

1. The undersigned, as Bidder, hereby declares that this Bid is made without any expressed or implied connection (financial or otherwise) with any other person or company or parties making a bid on the above-named Project; and that this Bid is, in all respects, fair and in good faith without collusion or fraud.
2. The undersigned as Bidder acknowledges by his (or her) signature that he (or she) has visited and examined the site of the proposed construction and has received and examined the documents titled "Project Manual" for the Construction of the above-mentioned Project, Drawings and other documents and has included their provisions in his (or her) Bid.
3. The Bidder acknowledges that he (or she) has received the following Addenda. The modifications to the Bid Documents noted therein have been considered and all costs thereto are included in the Bid Sum.
 - a. Addendum Number One Dated June 30, 2020
 - b. Addendum Number Two Dated July 13, 2020
 - c. Addendum Number Three Dated July 22, 2020
 - d. Addendum Number Four Dated July 27, 2020
 - e. Addendum Number _____ Dated _____

LIBERTY ELEMENTARY RENOVATIONS
 Franklin, Tennessee
 WOLD | HFR Project #2019149.00

- f. Addendum Number _____ Dated _____
4. In submitting this Bid, the Bidder agrees:
- a. To hold open his (or her) Bid for 60 days from the date shown above.
 - b. To enter into and execute a Contract, if awarded, on the basis of this Bid and to furnish the required Bonds.
 - c. To accomplish the Work per the Contract Documents.
 - d. To provide in full and complete accordance with the shown, noted, described and reasonably intended requirements of Drawings and Specifications and the Contract Documents, to furnish all labor, materials, transportation and appliances to complete the work to the full and entire satisfaction of the Owner (with a definite understanding that no money will be allowed for extras except as set forth in the General Conditions, Special Provisions and Contract Documents), for the amounts listed below.
 - e. To begin the Work within ten (10) days after written notification of the acceptance of this Bid.
 - f. To complete the Work in 660 ^{Add 2} calendar days from the date of the notice to proceed.
5. The Bidder proposes the following Unit Prices and agrees to their use as part of and included in the Base Bid in the Contract for Construction. The Total Price resulting from the estimated quantities below shall be included in the Base Bid.

ITEM No.	SCHEDULED ITEM	UNIT	UNIT PRICE	ESTIMATED	TOTAL
1	Over excavation and fill	CY	<u>\$150.⁰⁰</u>	100	<u>\$15000.⁰⁰</u>
2	Floor mastic abatement	SF	<u>\$ 1.90</u>	3600	<u>\$6840.⁰⁰</u>
3	Cement underlayment	SF	<u>\$ 1.46</u>	4,000 ^{Add 3}	<u>\$5840.⁰⁰</u>

6. The Bidder agrees to construct the Work of the Base Bid for this Project for the Lump Sum (Fixed) Price of (show amount in both words and figures). Base Bid includes sums from Unit Prices.

Six million six hundred thousand
 _____ (\$ 6,600,000) DOLLARS.

7. The Bidder agrees to include work of the following alternative as specified for the costs listed:

ALTERNATE Number 1: _____
 Add to the Base Bid the amount of:

LIBERTY ELEMENTARY RENOVATIONS
Franklin, Tennessee
WOLD | HFR Project #2019149.00


one million two hundred thousand
_____ (\$ 1,200,000) DOLLARS.

ALTERNATE Number 2: _____
Add to the Base Bid the amount of:
One hundred fourteen thousand
_____ (\$ 114,000) DOLLARS.

ALTERNATE Number 3: _____
Add to the Base Bid the amount of:
Four hundred thirty one thousand
_____ (\$ 431,000) DOLLARS.

8. The Bidder acknowledges by his (or her) signature that he (or she) agrees to requirements contained in the Invitation to Bid and the Instructions to Bidders and, that should he (or she) fail to execute a Contract with the Owner, should the Owner award said Contract to him, that the Owner may rightfully collect the sum of the Bid Security.
9. The required Bid Security is attached to this Bid.
10. Iran Divestment Act: By submission of this bid, each bidder and each person signing on behalf of any bidder certifies, and in the case of a joint bid each party thereto certifies as to its own organization, under penalty of perjury, that to the best of its knowledge and belief that each bidder is not on the list created pursuant to §12-12-106.

BID FORM SIGNATURE(S)

Name of Firm: Romach, Inc.
Signed By:  Title: President

Note: If a corporation, Bid must be signed by person authorized by the corporation by-laws to bind it to contract.

END OF BID FORM

THE AMERICAN INSTITUTE OF ARCHITECTS

AIA Document A310 Bid Bond

KNOW ALL MEN BY THESE PRESENTS, THAT WE Romach, Inc.

P. O. Box 489, Franklin, TN 37065

as Principal, hereinafter called the Principal, and Westfield Insurance Company

P.O. Box 5001, Westfield Center, OH 44251-5001

a corporation duly organized under the laws of the State of OH

as Surety, hereinafter called the Surety, are held and firmly bound unto Franklin Special School District

as Obligee, hereinafter called the Obligee, in the sum of Five Percent of Amount Bid

Dollars (\$ _____ 5% _____),
for the payment of which sum well and truly to be made, the said Principal and the said Surety, bind ourselves, our heirs,
executors, administrators, successors and assigns, jointly and severally, firmly by these presents.

WHEREAS, the Principal has submitted a bid for Liberty Elementary HVAC Renovation

NOW, THEREFORE, if the Obligee shall accept the bid of the Principal and the Principal shall enter into a Contract with the Obligee in accordance with the terms of such bid, and give such bond or bonds as may be specified in the bidding or Contract Documents with good and sufficient surety for the faithful performance of such Contract and for the prompt payment of labor and materials furnished in the prosecution thereof, or in the event of the failure of the Principal to enter such Contract and give such bond or bonds, if the Principal shall pay to the Obligee the difference not to exceed the penalty hereof between the amount specified in said bid and such larger amount for which the Obligee may in good faith contract with another party to perform the Work covered by said bid, then this obligation shall be null and void, otherwise to remain in full force and effect.

Signed and sealed this 16th day of July, 2020

Chris L. Peake
(Witness)

Romach, Inc.

(Principal)

(Seal)

By: [Signature]

PRES.

(Title)

[Signature]
(Witness)



Westfield Insurance Company

(Surety)

(Seal)

By: Andrea Leach

Attorney-in-Fact Andrea Leach

(Title)

General
Power
of Attorney

**Westfield Insurance Co.
Westfield National Insurance Co.
Ohio Farmers Insurance Co.**
Westfield Center, Ohio

CERTIFIED COPY

Know All Men by These Presents, That WESTFIELD INSURANCE COMPANY, WESTFIELD NATIONAL INSURANCE COMPANY and OHIO FARMERS INSURANCE COMPANY, corporations, hereinafter referred to individually as a "Company" and collectively as "Companies," duly organized and existing under the laws of the State of Ohio, and having its principal office in Westfield Center, Medina County, Ohio, do by these presents make, constitute and appoint **Andrea Leach**, SEVERALLY

of Nashville and State of TN its true and lawful Attorney-in-Fact, with full power and authority hereby conferred in its name, place and stead, to execute, acknowledge and deliver any and all bonds, recognizances, undertakings, or other instruments or contracts of suretyship-

Surety Bond No.: Bid Bond
Principal: Romach, Inc.
Obligee: Franklin Special School District

LIMITATION: THIS POWER OF ATTORNEY CANNOT BE USED TO EXECUTE NOTE GUARANTEE, MORTGAGE DEFICIENCY, MORTGAGE GUARANTEE, OR BANK DEPOSITORY BONDS.

and to bind any of the Companies thereby as fully and to the same extent as if such bonds were signed by the President, sealed with the corporate seal of the applicable Company and duly attested by its Secretary, hereby ratifying and confirming all that the said Attorney(s)-in-Fact may do in the premises. Said appointment is made under and by authority of the following resolution adopted by the Board of Directors of each of the WESTFIELD INSURANCE COMPANY, WESTFIELD NATIONAL INSURANCE COMPANY and OHIO FARMERS INSURANCE COMPANY:

"Be It Resolved, that the President, any Senior Executive, any Secretary or any Fidelity & Surety Operations Executive or other Executive shall be and is hereby vested with full power and authority to appoint any one or more suitable persons as Attorney(s)-in-Fact to represent and act for and on behalf of the Company subject to the following provisions:

The Attorney-in-Fact may be given full power and authority for and in the name of and on behalf of the Company, to execute, acknowledge and deliver, any and all bonds, recognizances, contracts, agreements of indemnity and other conditional or obligatory undertakings and any and all notices and documents canceling or terminating the Company's liability thereunder, and any such instruments so executed by any such Attorney-in-Fact shall be as binding upon the Company as if signed by the President and sealed and attested by the Corporate Secretary."

"Be It Further Resolved, that the signature of any such designated person and the seal of the Company heretofore or hereafter affixed to any power of attorney or any certificate relating thereto by facsimile, and any power of attorney or certificate bearing facsimile signatures or facsimile seal shall be valid and binding upon the Company with respect to any bond or undertaking to which it is attached." (Each adopted at a meeting held on February 8, 2000).

In Witness Whereof, WESTFIELD INSURANCE COMPANY, WESTFIELD NATIONAL INSURANCE COMPANY and OHIO FARMERS INSURANCE COMPANY have caused these presents to be signed by their National Surety Leader and Senior Executive and their corporate seals to be hereto affixed this 17th day of DECEMBER A.D., 2019.

Corporate
Seals
Affixed



WESTFIELD INSURANCE COMPANY
WESTFIELD NATIONAL INSURANCE COMPANY
OHIO FARMERS INSURANCE COMPANY

By: **Gary W. Stumper, National Surety Leader and Senior Executive**

State of Ohio
County of Medina ss.:

On this 17th day of DECEMBER A.D., 2019, before me personally came **Gary W. Stumper** to me known, who, being by me duly sworn, did depose and say, that he resides in **Hartford, CT**; that he is **National Surety Leader and Senior Executive** of WESTFIELD INSURANCE COMPANY, WESTFIELD NATIONAL INSURANCE COMPANY and OHIO FARMERS INSURANCE COMPANY, the companies described in and which executed the above instrument; that he knows the seals of said Companies; that the seals affixed to said instrument are such corporate seals; that they were so affixed by order of the Boards of Directors of said Companies; and that he signed his name thereto by like order.

Notarial
Seal
Affixed



David A. Kotnik, Attorney at Law, Notary Public
My Commission Does Not Expire (Sec. 147.03 Ohio Revised Code)

State of Ohio
County of Medina ss.:

I, **Frank A. Carrino**, Secretary of WESTFIELD INSURANCE COMPANY, WESTFIELD NATIONAL INSURANCE COMPANY and OHIO FARMERS INSURANCE COMPANY, do hereby certify that the above and foregoing is a true and correct copy of a Power of Attorney, executed by said Companies, which is still in full force and effect; and furthermore, the resolutions of the Boards of Directors, set out in the Power of Attorney are in full force and effect.

In Witness Whereof, I have hereunto set my hand and affixed the seals of said Companies at Westfield Center, Ohio, this 16th day of July A.D., 2020.



Frank A. Carrino, Secretary

RESOLUTION
OF THE FRANKLIN SPECIAL SCHOOL DISTRICT BOARD OF EDUCATION
IN SUPPORT OF A MORATORIUM ON STATE STANDARDIZED TESTING
FOR THE 2020-2021 SCHOOL YEAR

WHEREAS, Coronavirus Disease 2019 (COVID-19) is a global pandemic that can lead to serious illness or death and spreads through close contact among individuals; and

WHEREAS, beginning on March 12, 2020, Governor Bill Lee declared Tennessee to be in a state of emergency until June 30, 2020, pursuant to Executive Orders 14 and 36, due to COVID-19; and

WHEREAS, beginning on March 16, 2020, Tennessee schools were closed for the remainder of the 2019-2020 school year, in response to requests made by Governor Bill Lee that they close to combat the spread of COVID-19; and

WHEREAS, on March 18, 2020, the Tennessee General Assembly approved the cancellation of state standardized testing for the 2019-2020 school year, due to the statewide closure of schools and subsequent lack of standardized instruction being delivered to students; and

WHEREAS, on June 22, 2020, the Tennessee State Board of Education approved Emergency Rule 0520-01-17-.01, which requires Tennessee school districts to provide students in grades one (1) through twelve (12) access to six and one half (6 1/2) hours of instructional time each school day during the 2020-2021 school year, even if there are school closures or disruptions related to outbreaks of COVID-19; and

WHEREAS, by Executive Order 50 signed by Governor Bill Lee on June 29, 2020, the state of Tennessee is to remain in a state of emergency until at least August 29, 2020 and COVID-19 continues to spread at a rapid rate in Tennessee; and

WHEREAS, Tennessee schools, in order to comply with State Board requirements, will likely have to engage in remote learning, in whole or in part, during the 2020-2021 academic school year due to the continued spread of COVID-19; and

WHEREAS, pursuant to State Board Emergency Rule Emergency Rule 0520-01-17-.01, Tennessee school districts are required to each create and implement their own plans to facilitate continuous learning in light of the continued spread of COVID-19; and

WHEREAS, Tennessee school districts will be implementing different plans for learning from county to county across the state for the 2020-2021, based upon the needs of their students and COVID-19 outbreaks in each county; and

WHEREAS, Tennessee students will likely face significant academic and behavioral regression upon returning to school, having lost approximately two (2) months of standard instruction and attendance due to the extended closure; and

WHEREAS, when schools resume in August 2020, students will have spent approximately five (5) consecutive months out of school; and

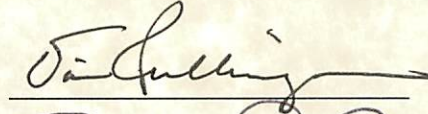
WHEREAS, Tennessee school districts will be focused not only on student growth and safety, but also on recoupment of academic and social and emotional skills lost during the extended closure.

NOW, THEREFORE, be it resolved unanimously by all of the Board Members on this 10th day of August, 2020 that the Franklin Special School District Board of Education:

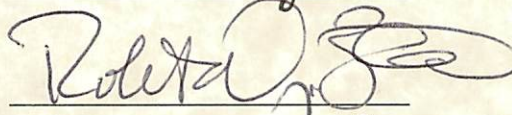
Supports and respectfully requests a moratorium on state standardized testing and accountability associated with such testing for the 2020-2021 school year, to include end-of-year examinations and formative assessments throughout the year. The Franklin Special School District Board of Education requests that, if state standardized testing does continue in some format for the 2020-2021 school year, the results of that testing be used as metrics of student progress rather than to determine district rankings and scorings statewide, due to the disparity in learning methods that will be used across the state in light of COVID-19 and focus on recoupment of students' academic and social/emotional skills lost during the extended school closure.

FRANKLIN SPECIAL SCHOOL DISTRICT BOARD OF EDUCATION

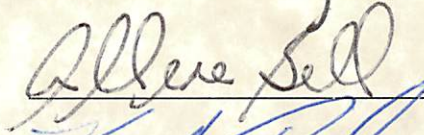
By: Tim Stillings, Board Chairman



By: Robert Blair, Board Vice-Chair



By: Allena Bell, Board Treasurer



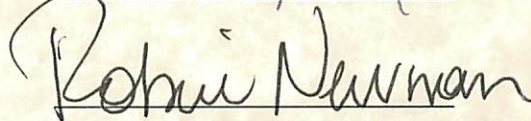
By: Kevin Townsel, Board Secretary



By: Alicia Barker, Board Member



By: Robin Newman, Board Member



6.409 REPORTING CHILD ABUSE – 2nd Reading

TSBA Director of Policy & Staff Attorney recommends revising this policy to align with new law enacted by the General Assembly, effective August 1st, which makes significant changes to several statutes that govern child abuse reporting requirements. Two of the most notable changes are: (1) the requirement to have one employee designated as the Child Abuse Coordinator at each school; and (2) the prohibition against notifying parents/guardians when educational officials suspect child abuse may have occurred.

The name of the policy is also updated to reflect the content of the policy. These updates are based on TSBA recommendations.

There were no changes requested by the Board upon 1st Reading.

Franklin Special Board of Education			
Monitoring: Review: Annually, in April	Descriptor Term: Reporting Child Abuse	Descriptor Code: 6.409	Issued Date: Proposed
		Rescinds: 6.409	Issued: 10/08/18

1 **General**2 The Director of Schools shall:¹

- 3 1. Designate one employee as the Child Abuse Coordinator (the Coordinator) and an additional
4 employee to serve as the Alternate Child Abuse Coordinator (the Alternate) for each school;
- 5
- 6 2. Require that the Coordinator and the Alternate receive appropriate training;
- 7
- 8 3. Supply the Coordinator with all necessary resources;
- 9
- 10 4. Ensure that all school personnel annually complete the child abuse training program required
11 by state law.²

12 The Coordinator shall assist any employee with appropriately reporting and responding to instances of
13 child abuse or child sexual abuse.14 **REPORTING**

15 All personnel shall be alert for any evidence of child abuse or neglect.^{1 3} If personnel know or have
16 reasonable cause to suspect child abuse, sexual abuse, or neglect, a report shall be filed immediately,
17 ~~Reports shall be made to the judge having juvenile jurisdiction, to the county office of the Department~~
18 ~~of Children's Services (DCS), to the sheriff of the county where the child resides, or to the office of the~~
19 ~~chief law enforcement official where the child resides.~~³ with the Coordinator, the Department of
20 Children's Services (DCS), and law enforcement.⁴

21 The report shall include, to the extent known by the reporter:³

- 22 1. The name, address, telephone number, and age of the child;
- 23 2. The name, address, and telephone number of the parents or persons having custody of the child;
- 24 3. The nature and extent of the abuse or neglect; and
- 25 4. Any evidence to the cause or any other information that may relate to the cause or extent of the
26 abuse or neglect.

27 ~~The identity of the person reporting shall remain confidential except when the juvenile court~~
28 ~~determines otherwise.~~⁴29 ~~Notice that a report was filed, and any other information relevant to the wellbeing of the child, shall be~~
30 ~~verbally provided to the parent(s)/guardian(s) within twenty-four (24) hours of filing. This notice shall~~

1 ~~be made in coordination with DCS. Notice shall not be provided if there is reasonable cause to believe~~
 2 ~~that the parent or legal guardian may be the perpetrator or in any way responsible for abuse.~~⁵

3 The director of schools/designee shall develop reporting procedures, including sample indicators of
 4 abuse and neglect, and shall disseminate the procedures to all school personnel.⁶

5 **CONFIDENTIALITY**

6 District employees shall keep all information regarding any child abuse confidential in accordance
 7 with state law.

8 **INVESTIGATIONS**

9 School administrators and employees have a duty to cooperate, provide assistance and information in
 10 child abuse investigations⁷ ⁶ including permitting ~~child abuse review teams~~ **DCS teams** to conduct
 11 interviews while the child is at school. The principal may control the time, place and circumstances of
 12 the interview; but may not insist that a school employee be present even if the suspected abuser is a
 13 school employee or another student. The principal is not in violation of any laws by failing to inform
 14 parent(s)/guardian(s) that the child is to be interviewed even if the suspected abuser is not a member of
 15 the child's household.⁸ ⁷

Legal References

1. ~~TCA 37-1-403(a)(1); TCA 37-1-412; TCA 37-1-602; TCA 37-1-605~~
2. ~~TCA 37-1-403(a)(2)~~
3. ~~TCA 37-1-403(b); TCA 49-6-1601(b)~~
4. ~~TCA 37-1-409(a)(1)~~
5. ~~TCA 37-1-605(d); TCA 49-6-1601~~
6. ~~TRR/MS 0520-01-03-.08(2)(e)~~
7. ~~TCA 37-1-611(b)~~
8. ~~Tenn. Op. Atty. Gen. No. 87-101 (June 9, 1987)~~

1. H.B. 2461, 111th Tenn. Gen. Assembly (2020)
2. TCA 37-1-408
3. TCA 37-1-403(a)(1); TCA 37-1-412; TCA 37-1-602; TCA 37-1-605(a)(4)
4. TCA 37-1-403(a)(2); H.B. 2461, 111th Tenn. Gen. Assembly (2020)
5. TCA 37-1-403(b)
6. TCA 37-1-611(b)
7. Tenn. Op. Atty. Gen. No. 87-101 (June 9, 1987)

Cross References

- Recommendations and File Transfers 5.206
 Staff-Student Relations 5.610
 Interrogations and Searches 6.303
 Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation 6.304
Title IX & Sexual Harassment 6.304I

Franklin Special Board of Education			
Monitoring: Review: Annually, in April	Descriptor Term: Child Abuse and Neglect	Descriptor Code: 6.409	Issued Date: 10/08/18
		Rescinds: 6.409	Issued: 12/12/16

1 **REPORTING**

2 All personnel shall be alert for any evidence of child abuse or neglect.¹

3 If personnel know or have reasonable cause to suspect abuse or neglect, a report shall be filed
4 immediately. Reports shall be made to the judge having juvenile jurisdiction, to the county office of
5 the Department of Children's Services (DCS), to the sheriff of the county where the child resides, or to
6 the office of the chief law-enforcement official where the child resides.³

7 The report shall include, to the extent known by the reporter:³

- 8 1. The name, address, telephone number, and age of the child;
- 9 2. The name, address, and telephone number of the parents or persons having custody of the child;
- 10 3. The nature and extent of the abuse or neglect; and
- 11 4. Any evidence to the cause or any other information that may relate to the cause or extent of the
- 12 abuse or neglect.

13 The identity of the person reporting shall remain confidential except when the juvenile court
14 determines otherwise.⁴

15 Notice that a report was filed, and any other information relevant to the wellbeing of the child, shall be
16 verbally provided to the parent(s)/guardian(s) within twenty-four (24) hours of filing. This notice shall
17 be made in coordination with DCS. Notice shall not be provided if there is reasonable cause to believe
18 that the parent or legal guardian may be the perpetrator or in any way responsible for abuse.⁵

19 The director of schools/designee shall develop reporting procedures, including sample indicators of
20 abuse and neglect, and shall disseminate the procedures to all school personnel.⁶

21 **INVESTIGATIONS**

22 School administrators and employees have a duty to cooperate, provide assistance and information in
23 child abuse investigations⁷ including permitting child abuse review teams to conduct interviews while
24 the child is at school. The principal may control the time, place and circumstances of the interview,
25 but may not insist that a school employee be present even if the suspected abuser is a school employee
26 or another student. The principal is not in violation of any laws by failing to inform parents that the
27 child is to be interviewed even if the suspected abuser is not a member of the child's household.⁸

Legal References

1. TCA 37-1-403(a)(1); TCA 37-1-412; TCA 37-1-602; TCA 37-1-605
2. TCA 37-1-403(a)(2)
3. TCA 37-1-403(b); TCA 49-6-1601(b)
4. TCA 37-1-409(a)(1)
5. TCA 37-1-605(d); TCA 49-6-1601
6. TRR/MS 0520-01-03-.08(2)(c)
7. TCA 37-1-611(b)
8. Tenn. Op. Atty. Gen. No. 87-101 (June 9, 1987)

Cross References

Recommendations and File Transfers 5.206
Staff-Student Relations 5.610
Interrogations and Searches 6.303
Student Discrimination, Harassment, Bullying,
Cyber-bullying, and Intimidation 6.304

6.600 **STUDENT RECORDS – *2nd Reading***

This revision request updates legal and cross references as well as brings the policy up to current language. It is included in consideration of approval due to the request for deletion of the Student Records policy (6.603) due to duplicate language.

There were no updates requested by the Board upon 1st Reading.

Franklin Special Board of Education

Monitoring: Review: Annually, in May	Descriptor Term: Student Records	Descriptor Code: 6.600	Issued Date: Proposed
		Rescinds: 6.600	Issued: 04/13/15

1 A cumulative record shall be kept for each student enrolled in school. The folder shall contain a health
2 record, attendance record, and scholarship record; shall be kept current; and shall accompany the student
3 through his school career.¹

4 The name used on the record of the student entering the school **system district** must be the same as that
5 shown on the birth certificate, unless evidence is presented that such name has been legally changed. If
6 the parent does not have, or cannot obtain a birth certificate, then the name used on the records of such
7 student shall be as shown on documents which are acceptable as proof of date of birth.

8 The name used on the records of a student entering the **system district** from another school must be the
9 same as that shown on records from the school previously attended unless evidence is presented that
10 such name has been legally changed as prescribed by law.

11 When a student transfers to another school within the **system district** or county, the original student's
12 records, including the student's disciplinary records, shall be sent to the transfer school.²

13 When a student transfers and his records are requested from a school outside of the county, copies of the
14 student's records, including the student's disciplinary records, shall be sent to the transfer school.⁷

15 The original special education file should be sent to the requesting school, whether in district, out of
16 district, or out of state and cannot be held for nonpayment of fees.

17 All records shall be remitted in accordance with the Family Education Rights and Privacy Act (FERPA).³

18 **ACCESS TO STUDENT RECORDS**⁸

19 Student records shall be confidential. Authorized school officials shall have access to and permit access
20 to student information for legitimate educational purposes.^{2 4} A "legitimate educational interest" is the
21 official's need to know information in order to:

- 22 1. Perform required administrative tasks;
- 23 2. Perform a supervisory or instructional task directly related to the student's education; or
- 24 3. Perform a service or benefit for the student or the student's family such as health care, counseling,
25 student job placement, or student financial aid.

26 Authorized school officials may release information from or permit access to a student's education record
27 without the parent(s)/**guardian(s)** or eligible student's* prior written consent in the following instances:

1. To comply with a judicial order or lawfully issued subpoena. The school system district will make a reasonable effort to notify the student's parent(s) or the eligible student before making a disclosure;⁵
2. If the disclosure is an item of directory information;⁶
3. To comply with the requirements of child abuse reports to the extent known by the school officials including the name, address, and age of the child; the name and address of the person responsible for the care of the child, and the facts requiring the report;^{3 7}
4. When certain federal and state officials need information in order to audit or enforce legal conditions related to federally-supported education programs in the school system district;⁸
5. When the school system district has entered into a contract or written agreement for an organization to conduct scientific research on the system's district's behalf to develop tests or improve instruction, provided that the studies are conducted in a manner which will not permit the personal identification of students and their parent(s)/guardian(s) by individuals other than representatives of the organization, and the information will be destroyed when no longer needed for the purpose for which the study was conducted;⁹
6. To appropriate officials if the parent(s)/guardians(s) claim the student as a dependent as defined by the Internal Revenue Code;¹⁰
7. To accrediting organizations to carry out their accrediting functions;¹¹
8. When a student seeks or intends to enroll in another school district or a post-secondary school. Parent(s)/guardians(s) of students or eligible students have a right to obtain copies of records transferred under this provision;^{4 12}
9. To financial institutions or government agencies that provide or may provide financial aid to a student in order to establish eligibility, to determine the amount of financial aid, to establish conditions for the receipt of financial aid, and to enforce financial aid agreements;¹³
10. To make the needed disclosure in a health or safety emergency when warranted by the seriousness of the threat to the student or other persons, when the information is necessary and needed to meet the emergency, when time is an important and limited factor, and when the persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency;¹⁴
11. To the Attorney General/designee for official purposes related to the investigation or prosecution of an act of domestic or international terrorism. An educational agency that, in good faith, produces educational records in accordance with an order issued under this Act shall not be liable to any person for that production;^{5 15}
12. To any agency caseworker or other representative of a state or local child welfare agency or tribal organization authorized to access the student's educational records when such agencies or organizations are legally responsible for the care and protection of the student;⁶⁻¹⁶

37 Authorized school officials may release information from a student's education record if the student's
38 parent(s)/guardian(s) or eligible student gives written consent for the disclosure. The written consent
39 must include:¹⁷

- 40 1. A specification of the records to be released;
- 41 2. The reasons for the disclosure;
- 42 3. The person, organization, or class of persons or organizations to whom the disclosure is to be
43 made;
- 44 4. The signature of the parent(s) or eligible student; and
- 45 5. The date of the consent, and if appropriate, a date when the consent is to be terminated.

1 The student's parent(s) or the eligible student* may obtain a copy of any records disclosed under this
2 provision.

3 The school **system district** will maintain an accurate record of all requests to disclose information from
4 or to permit access to a student's education records. The **system district** will maintain an accurate record
5 of information it discloses and access it permits. The **system district** will maintain this record as long as
6 it maintains the student's education record.¹⁸

7 The record will include at least:¹⁸

- 8 1. The name of the person or agency that makes the request;
- 9 2. The interest the person or agency has in the information;
- 10 3. The date the person or agency makes the request; and
- 11 4. Whether the request is granted and, if it is, the date access is permitted or the disclosure is made.

12 **The student becomes an "eligible student" when he/she reaches age eighteen (18) or enrolls in a post-*
13 *secondary school, at which time all of the above rights become the student's right.*

14

15

Legal References

1. 20 USCA § 1232g; TRR/MS 0520-01-03-.03(11)
2. TCA 49-6-3001(c)(1)
3. TCA 49-1-701, *et seq.*
4. TCA 10-7-504(a)(4); 20 USCA § 1232g
5. 20 USCA § 1232g(b)(2)(B)
6. 20 USCA § 1232g(b)(2); TCA 10-7-504(a)(4)(A)
7. TCA 37-1-403
8. 20 USCA § 1232g(b)(3)
9. 20 USCA § 1232g(b)(1)(F)
10. 20 USCA § 1232g(b)(1)(H)
11. 20 USCA § 1232g(b)(1)(G)
12. TRR/MS 0520-01-03-.03(9)
13. 20 USCA § 1232g(b)(1)(D)
14. 20 USCA § 1232g(b)(1)(I)
15. 20 USCA § 1232g(j); USA Patriot Act of 2001 §
507
16. 20 USCA § 1232g
17. 34 CFR § 99.30
18. 34 CFR § 99.32(a)

Cross References

- School Board Records 1.407
- Promotion and Retention 4.603
- Testing Programs 4.700
- Attendance 6.200
- Withdrawals 6.207
- Child Custody/Parental Access 6.209
- Bus Safety and Conduct 6.308
- Prohibition of Corporal Punishment 6.314
- Student Disciplinary Hearing Authority 6.317
- Admission of Suspended/Expelled Students 6.318
- Acquired Immune Deficiency Syndrome 6.404
- Students with Disabilities - Special Education Services 6.500
- Fees and Fines 6.709

Franklin Special Board of Education			
Monitoring: Review: Annually, in May	Descriptor Term: Student Records	Descriptor Code: 6.600	Issued Date: 04/13/15
		Rescinds: 6.600	Issued: 03/09/15

1 A cumulative record shall be kept for each student enrolled in school. The folder shall contain a health
 2 record, attendance record, and scholarship record; shall be kept current; and shall accompany the
 3 student through his school career.¹

4 The name used on the record of the student entering the school system must be the same as that shown
 5 on the birth certificate, unless evidence is presented that such name has been legally changed. If the
 6 parent does not have, or cannot obtain a birth certificate, then the name used on the records of such
 7 student shall be as shown on documents which are acceptable as proof of date of birth.

8 The name used on the records of a student entering the system from another school must be the same
 9 as that shown on records from the school previously attended unless evidence is presented that such
 10 name has been legally changed as prescribed by law.

11 When a student transfers to another school within the system or county, the original student's records,
 12 including the student's disciplinary records, shall be sent to the transfer school.⁷

13 When a student transfers and his records are requested from a school outside of the county, copies of
 14 the student's records, including the student's disciplinary records, shall be sent to the transfer school.⁷

15 The original special education file should be sent to the requesting school, whether in district, out of
 16 district, or out of state and cannot be held for nonpayment of fees.

17 All records shall be remitted in accordance with the Family Education Rights and Privacy Act
 18 (FERPA).

19 **ACCESS TO STUDENT RECORDS**⁸

20 Student records shall be confidential. Authorized school officials shall have access to and permit
 21 access to student information for legitimate educational purposes.² A "legitimate educational interest"
 22 is the official's need to know information in order to:

- 23 1. Perform required administrative tasks;
- 24 2. Perform a supervisory or instructional task directly related to the student's education; or
- 25 3. Perform a service or benefit for the student or the student's family such as health care,
 26 counseling, student job placement, or student financial aid.

27 Authorized school officials may release information from or permit access to a student's education
 28 record without the parent(s) or eligible student's* prior written consent in the following instances:

1. To comply with a judicial order or lawfully issued subpoena. The school system will make a reasonable effort to notify the student's parent(s) or the eligible student before making a disclosure;
2. If the disclosure is an item of directory information;
3. To comply with the requirements of child abuse reports to the extent known by the school officials including the name, address, and age of the child; the name and address of the person responsible for the care of the child, and the facts requiring the report;³
4. When certain federal and state officials need information in order to audit or enforce legal conditions related to federally-supported education programs in the school system;
5. When the school system has entered into a contract or written agreement for an organization to conduct scientific research on the system's behalf to develop tests or improve instruction, provided that the studies are conducted in a manner which will not permit the personal identification of students and their parents by individuals other than representatives of the organization and the information will be destroyed when no longer needed for the purpose for which the study was conducted;
6. To appropriate officials if the parent(s) claim the student as a dependent as defined by the Internal Revenue Code;
7. To accrediting organizations to carry out their accrediting functions;
8. When a student seeks or intends to enroll in another school district or a post-secondary school, parent(s) of students or eligible students have a right to obtain copies of records transferred under this provision;⁴
9. To financial institutions or government agencies that provide or may provide financial aid to a student in order to establish eligibility, to determine the amount of financial aid, to establish conditions for the receipt of financial aid, and to enforce financial aid agreements;
10. To make the needed disclosure in a health or safety emergency when warranted by the seriousness of the threat to the student or other persons, when the information is necessary and needed to meet the emergency, when time is an important and limited factor, and when the persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency;
11. To the Attorney General or his designee for official purposes related to the investigation or prosecution of an act of domestic or international terrorism. An educational agency that, in good faith, produces educational records in accordance with an order issued under this Act shall not be liable to any person for that production;⁵
12. To any agency caseworker or other representative of a state or local child welfare agency or tribal organization authorized to access the student's educational records when such agencies or organizations are legally responsible for the care and protection of the student;⁶

Authorized school officials may release information from a student's education record if the student's parent(s) or eligible student gives written consent for the disclosure. The written consent must include:

1. A specification of the records to be released;
2. The reasons for the disclosure;
3. The person, organization, or class of persons or organizations to whom the disclosure is to be made;
4. The signature of the parent(s) or eligible student;

1 5. The date of the consent and, if appropriate, a date when the consent is to be terminated. The
 2 student's parent(s) or the eligible student* may obtain a copy of any records disclosed under
 3 this provision.

4 The school system will maintain an accurate record of all requests to disclose information from or to
 5 permit access to a student's education records. The system will maintain an accurate record of
 6 information it discloses and access it permits. The system will maintain this record as long as it
 7 maintains the student's education record.

8 The record will include at least:

- 9 1. The name of the person or agency that makes the request;
- 10 2. The interest the person or agency has in the information;
- 11 3. The date the person or agency makes the request; and
- 12 4. Whether the request is granted and, if it is, the date access is permitted or the disclosure is
 13 made.

14 *The student becomes an "eligible student" when he/she reaches age 18 or enrolls in a post-secondary
 15 school, at which time all of the above rights become the student's right.

16
 17

Legal References

1. USCA 20-1232g; TCA 10-7-503; TCA 10-7-504
2. TCA 10-7-504(a)(4); 20 USCA 20-1232g
3. TCA 37-1-403
4. TRR/MS 0520-1-3-.03(11)(e)
5. USA Patriot Act of 2001 § 507
6. Uninterrupted Scholars Act of 2013
7. TCA 49-6-3001(c)(1)
8. TCA 49-1-704(c)

Cross References

School Board Records 1.407
 Promotion and Retention 4.603
 Attendance 6.200
 Child Custody/Parental Access 6.209
 Disciplinary Hearing Authority 6.317
 Acquired Immune Deficiency Syndrome 6.404
 Special Education Students 6.500
 Fees and Fines 6.709

6.603 USE OF RECORDS – *For deletion – 2nd Reading*

The request to delete this policy comes from having duplicate language in this and Policy 6.600, being updated on 2nd Reading for this Board meeting.

Franklin Special Board of Education

Monitoring: Review: Annually, in May	Descriptor Term: <h2 style="text-align: center;">Use of Records</h2>	Descriptor Code: 6.603	Issued Date: 11/18/13
		Rescinds: 6.603	Issued: 04/14/03

1 Authorized school officials will have access to and permit access to student education records for
 2 legitimate educational purposes.¹ A “legitimate educational interest” is the official’s need to know
 3 information in order to:

- 4 1. Perform required administrative tasks;
- 5
- 6 2. Perform a supervisory or instructional task directly related to the student’s education;
- 7
- 8 3. Perform a service or benefit for the student or the student’s family such as health care, counseling,
 9 student job placement, or student financial aid.
- 10

11 Authorized school officials may release information from or permit access to a student’s education record
 12 without the parent(s) or eligible student’s* prior written consent in the following instances:

- 13 1. To comply with a judicial order or lawfully issued subpoena. The school system will make a
 14 reasonable effort to notify the student’s parent(s) or the eligible student before making a disclosure;
- 15
- 16 2. If the disclosure is an item of directory information, except when a parent/guardian has a non-
 17 disclosure form on file with the district;
- 18
- 19 3. To comply with the requirements of child abuse reports to the extent known by the school officials
 20 including the name, address and age of the child, the name and address of the person responsible
 21 for the care of the child, and the facts requiring the report;²
- 22
- 23 4. When certain federal and state officials need information in order to audit or enforce legal
 24 conditions related to federally-supported education programs in the school system;
- 25
- 26 5. When the school system has entered into a contract or written agreement for an organization to
 27 conduct scientific research on the system’s behalf to develop tests or improve instruction, provided
 28 that the studies are conducted in a manner which will not permit the personal identification of
 29 students and their parents by individuals other than representatives of the organization and the
 30 information will be destroyed when no longer needed for the purpose for which the study was
 31 conducted;³
- 32
- 33 6. To appropriate officials if the parent(s) claim the student as a dependent as defined by the Internal
 34 Revenue Code;
- 35
- 36 7. To accrediting organizations to carry out their accrediting functions;
- 37
- 38 8. When a student seeks or intends to enroll in another school district or a post-secondary school.
 39 Parent(s) of students or eligible students have a right to obtain copies of records transferred under
 40 this provision;³
- 41

- 1 9. To financial institutions or government agencies that provide or may provide financial aid to a
2 student in order to establish eligibility, to determine the amount of financial aid, to establish
3 conditions for the receipt of financial aid and to enforce financial aid agreements.
4
- 5 10. To make the needed disclosure in a health or safety emergency when warranted by the seriousness,
6 of the threat to the student or other persons, when the information is necessary and needed to meet
7 the emergency, when time is an important and limiting factor and when the persons to whom the
8 information is to be disclosed are qualified and in a position to deal with the emergency.
9
- 10 11. To the Attorney General or his designee for official purposes related to the investigation or
11 prosecution of an act of domestic or international terrorism. An educational agency that, in good
12 faith, produces education records in accordance with an order issued under this Act shall not be
13 liable to any person for that production.⁴
14
- 15 12. To any agency caseworker or other representative of a state or local child welfare agency or tribal
16 organization authorized to access the student's educational records when such agencies or
17 organizations are legally responsible for the care and protection of the student.⁵
18

19 Authorized school officials may release information from a student's education record if the student's
20 parent(s) or the eligible student gives written consent for the disclosure. The written consent must include:

- 21 1. A specification of the records to be released;
- 22 2. The reasons for the disclosure;
- 23 24 3. The person, organization, or class of persons or organizations to whom the disclosure is to be
25 made;
- 26 27 4. The signature of the parent(s) or eligible student*;
28
- 29 30 5. The date of the consent and, if appropriate, a date when the consent is to be terminated. The
31 student's parent(s) or the eligible student* may obtain a copy of any records disclosed under this
32 provision.
33
34

35 The school system will maintain an accurate record of all requests to disclose information from or to
36 permit access to a student's education records. The system will maintain an accurate record of information
37 it discloses and access it permits. The system will maintain this record as long as it maintains the student's
38 education record.

39 The record will include at least:

- 40 41 1. The name of the person or agency that makes the request;
- 42 43 2. The interest the person or agency has in the information;
- 44 45 3. The date the person or agency makes the request; and
- 46 47 4. Whether the request is granted and, if it is, the date access is permitted or the disclosure is made.
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** The student becomes an "eligible student" when he/she reaches age 18 or enrolls in a post secondary school, at which time all of the above rights become the student's right.*

Legal References:

1. USCA 20-1232g; TCA 10-7-503; TCA 10-7-504
2. TCA 37-1-403
3. TRR/MS 0520-1-3-.03(11)(e)
4. USA Patriot Act of 2001 § 507
5. Uninterrupted Scholars Act of 2013

	FES					JES					LES					MES					PGES			
	Female	Male	Teachers	Avg		Female	Male	Teachers	Avg		Female	Male	Teachers	Avg		Female	Male	Teachers	Avg		Female	Male	Teachers	Avg
Pre-Kindergarten (P3)	0	0	2	0.0		0	1	1	1.0		1	1	1	2.0		1	1	1	2.0		0	2	0	0
Pre-Kindergarten (P4)	6	8	1	14.0		4	7	1	11.0		2	2	2	2.0		6	4	2	5.0		2	4	1	6
Kindergarten	30	22	3	17.3		29	29	4	14.5		59	44	5	20.6		44	51	6	15.8		31	27	3	19.33
Pre-First	0	0	0	0.0		0	0	0	0.0		0	0	0	0.0		0	0	0	0.0		0	0	0	0
Grade 1	47	34	5	16.2		35	43	4	19.5		42	50	5	18.4		45	65	6	18.3		27	32	4	14.75
Grade 2	23	27	3	16.7		30	31	4	15.3		25	53	5	15.6		57	49	5	21.2		29	46	4	18.75
Grade 3	43	23	4	16.5		33	36	4	17.3		51	60	6	18.5		54	40	5	18.8		36	25	4	15.25
Grade 4	23	41	4	16.0		34	45	4	19.8		37	53	5	18.0		47	52	5	19.8		32	33	4	16.25
Total Students	172	155		327		165	192		357		217	263		480		254	262		516		157	169		326

Asian	7		2%			47		14%			19		4%			56		11%			7		2%	
Black	55		18%			95		28%			49		10%			42		8%			23		7%	
Hispanic-All Races	36		12%			82		24%			128		27%			90		18%			126		40%	
Native American	2		1%			0		0%			1		0%			1		0%			2		1%	
Hawaiian/Pacific Islander	1		0%			0		0%			2		0%			3		1%			0		0%	
White	212		68%			121		35%			275		58%			312		62%			160		50%	
TOTAL WITHOUT PRE-K	313					345					474					504					318			

	FIS					FMS					PGMS												
	Female	Male	Teachers	Avg		Female	Male	Teachers	Avg		Female	Male	Teachers	Avg									
Grade 5	143	156	12	24.9											34	35	4	17.25					
Grade 6	142	142	12	23.7											31	57	4	22					
Grade 7						122	148	13	20.8						55	50	4	26.25					
Grade 8						147	145	12	24.3						36	43	4	19.75					
Total Students	285	298		583		269	293		562						156	185		341					

Grade	Average Size
K-3	17.4
4-6	19.7
7-8	22.8

Asian	42		7%			33		6%							13		4%							
Black	99		17%			110		20%							14		4%							
Hispanic-All Races	139		24%			134		24%							129		38%							
Native American	4		1%			4		1%							2		1%							
Hawaiian/Pacific Islander	1		0%			1		0%							4		1%							
White	298		51%			280		50%							179		52%							
TOTAL WITHOUT PRE-K	583					562									341									
TOTAL WITHOUT PRE-K	3440				TOTAL WITH PRE-K	3492			TOTAL PRE-K	52														

FSSD Demographics - 7/24/2020

FRANKLIN SPECIAL SCHOOL DISTRICT
Investment Report
June 30, 2020

Local Government Investment Pool

Interest Rate for June: .38%

General Investment Account

Beginning Balance	\$	9,076,500.67
Interest		2,150.85
Withdrawals		(3,700,000.00)
Deposits		
Total Invested	\$	<u>5,378,651.52</u>

Debt Service Investment Account

Beginning Balance	\$	232,639.49
Interest		72.66
Withdrawals		-
Deposits		
Total Invested	\$	<u>232,712.15</u>

Capital Projects Investment Account

Beginning Balance	\$	2.69
Interest		-
Withdrawals		-
Deposits		-
Total Invested	\$	<u>2.69</u>

Construction Investment Account

Beginning Balance	\$	27,493,332.34
Interest		8,576.69
Withdrawals		(197,000.00)
Deposits		-
Total Invested	\$	<u>27,304,909.03</u>

FRANKLIN SPECIAL SCHOOL DISTRICT

Investment Report

June 30, 2020

First Tennessee Bank

General Purpose Checking

Beginning Balance	\$ 667,626.86
Receipts	2,256,508.92
Receipts - Loan from First Horizon (Tax Anticipation)	
Receipts - Loan from Fund 177-Capital Proj.	167,000.00
Interest	128.27
Transfer from Investments	3,700,000.00
Transfer to Investments	
Pmt of Tax Anticipation Loan First Horizon	
Pmt of Loan to - Debt	
Disbursements	(4,587,838.31)
Ending Balance	<u>\$ 2,203,425.74</u>

Debt Service Checking

Beginning Balance	\$ 386,757.81
Receipts	30,312.87
Receipts - Loan Payment fr GP	
Interest	32.83
Transfer from Investments	
Transfer to Investments	
Reimb -fr Const (Bond Payments)	
Disbursements	(650.00)
Ending Balance	<u>\$ 416,453.51</u>

Capital Projects Checking

Beginning Balance	\$ 295,633.42
Receipts	40,402.71
Interest	11.58
Transfer to Investments	
Transfer from GP Loan	(167,000.00)
Reimb fr GP-Exp	
Disbursements	(107,869.92)
Ending Balance	<u>\$ 61,177.79</u>

Construction Checking

Beginning Balance	\$ 28,576.28
Receipts	197,000.00
Interest	3.28
Transfer to Debt Svc. -Reimb	
Transfer from Sain Investments	19,202.49
Transfer fr Baker Investments	22.18
Disbursements	(217,157.69)
Ending Balance	<u>\$ 27,646.54</u>

Fnd. I	Asct	Obj	Prj	Loc	Prq	Acct	2020-21		2020-21		2020-21		2020-21		Uncollected
							Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance			
141							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	141	R	48130				0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
						CONTRIBUTIONS									
	141	R	48990				26,000.00	0.00	26,000.00	0.00	0.00	0.00	0.00	26,000.00	
						Other-Citizens Group									
	141	R	49700				0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
						Insurance Recovery									
	141	R	49800				60,000.00	0.00	60,000.00	0.00	0.00	0.00	0.00	60,000.00	
						Transfers In									
	141	-				General Purpose	53,060,114.00	0.00	53,060,114.00	49,906.79	49,906.79	49,906.79	53,010,207.21		

Fnd. I Acct.	Obj. Prj. Loc.	Prj. Acct.	2020-21			2020-21			2020-21			Uncollected Balance
			Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	July 2020-21	FYTD Activity	Balance		
143												
			Food Service									
143 R 43521			467,000.00	0.00	467,000.00	0.00	0.00	0.00	0.00	0.00	0.00	467,000.00
143 R 43522			49,000.00	0.00	49,000.00	0.00	0.00	0.00	0.00	0.00	0.00	49,000.00
143 R 43523			87,000.00	0.00	87,000.00	0.00	0.00	0.00	0.00	0.00	0.00	87,000.00
143 R 43525			150,000.00	0.00	150,000.00	0.00	0.00	0.00	0.00	0.00	0.00	150,000.00
143 R 43990			135,000.00	0.00	135,000.00	0.00	0.00	0.00	0.00	0.00	0.00	135,000.00
143 R 44530			500.00	0.00	500.00	0.00	0.00	0.00	0.00	0.00	0.00	500.00
143 R 44570			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
143 R 46520			16,500.00	0.00	16,500.00	0.00	0.00	0.00	0.00	0.00	0.00	16,500.00
143 R 46980			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
143 R 47111			830,000.00	0.00	830,000.00	0.00	0.00	0.00	0.00	0.00	0.00	830,000.00
143 R 47112			141,580.00	0.00	141,580.00	0.00	0.00	0.00	0.00	0.00	0.00	141,580.00
143 R 47113			320,000.00	0.00	320,000.00	0.00	0.00	0.00	0.00	0.00	0.00	320,000.00
143 R 47114			16,000.00	0.00	16,000.00	0.00	73,969.78	73,969.78	73,969.78	73,969.78	-57,969.78	
143 R 47115			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
143 R 47590			172,000.00	0.00	172,000.00	0.00	0.00	0.00	0.00	0.00	0.00	172,000.00
143 -			2,384,580.00	0.00	2,384,580.00	0.00	73,969.78	73,969.78	73,969.78	73,969.78		2,310,610.22

Fnd	T Acct	Obj	Prj	Loc	Prq	Acct	2020-21		2020-21		2020-21		Uncollected
							Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance	
146						Community Service (MAC)							
146	R	43581				Community Services Fees	1,516,200.00	0.00	1,516,200.00	28,500.27	28,500.27	1,487,699.73	
146	R	43584				Registration Fees-School Year	32,150.00	0.00	32,150.00	1,710.00	1,710.00	30,440.00	
146	R	43585				Registration Fees-Summer	10,750.00	0.00	10,750.00	140.00	140.00	10,610.00	
146	R	43990				Other Charges For Services	0.00	0.00	0.00	0.00	0.00	0.00	
146	R	44120				Lease/Rentals	33,912.00	0.00	33,912.00	5,652.00	5,652.00	28,260.00	
146	R	44170				Miscellaneous Refunds	36,000.00	0.00	36,000.00	0.00	0.00	36,000.00	
146	R	44570				Contributions & Gifts	500.00	0.00	500.00	0.00	0.00	500.00	
146	R	46590				Other State Education Funds	0.00	0.00	0.00	0.00	0.00	0.00	
146	-					Community Service (MAC)	1,629,512.00	0.00	1,629,512.00	36,002.27	36,002.27	1,593,509.73	

Fnd I	Acct	Obj	Prj	Loc	Prq	Acct	2020-21		2020-21		2020-21		Uncollected	
							Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance		
156														
	156 R	40610	---	----	---	Current Year Property Tax	5,587,119.00	0.00	5,587,119.00	0.00	0.00	0.00	5,587,119.00	
	156 R	40620	---	----	---	Prior Year Property Tax	50,000.00	0.00	50,000.00	0.00	0.00	0.00	50,000.00	
	156 R	40630	---	----	---	Interest & Penalty	12,000.00	0.00	12,000.00	0.00	0.00	0.00	12,000.00	
	156 R	40640	---	----	---	Pick-Up Taxes	20,000.00	0.00	20,000.00	0.00	0.00	0.00	20,000.00	
	156 R	44110	---	----	---	Interest Earned	15,000.00	0.00	15,000.00	0.00	0.00	0.00	15,000.00	
	156 R	44990	---	----	---	Other Local Revenue	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	156 R	49800	---	----	---	Transfers In	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	156 R	-----	---	----	---	Debt Service	5,684,119.00	0.00	5,684,119.00	0.00	0.00	0.00	5,684,119.00	

End T Acct	Obj	Fri	Loc	Frg	Acct	2020-21	Original Budget	Budget Revisions	2020-21	Revised Budget	July 2020-21	Monthly Activity	FYTD Activity	2020-21	Uncollected
						65,322,634.00		0.00	65,322,634.00		159,878.84		159,878.84		65,162,755.16
Grand Revenue Totals															

Number of Accounts: 274

***** End of report *****

Frnd T Acct	Obj	Prj	Loc	Prg	Acct	2020-21 Original Budget	2020-21 Revised Budget	July 2020-21 Monthly Activity	2020-21 FYTD Activity	Encumbered Amount	Unencumbered Balance
						89,610,638.00	89,610,638.00	2,016,623.37	2,016,623.37	3,573,751.07	84,020,263.56
Grand Expense Totals											

Number of Accounts: 3262

***** End of report *****

FRANKLIN SPECIAL SCHOOL DISTRICT

Comparison of Sales Tax Revenue

FY 2019-20 to FY 2020-21

Received During	For the Month of	Actual Revenue - Sales Tax		Increase (Decrease)			
		FY 2019-2020	FY 2020-2021	\$ Change		% Change	
				Month-to- Month	Year-to- Date	Month-to- Month	Year-to- Date
Aug	May	\$ 493,498	\$ 486,669	\$ (6,829)	\$ (6,829)	-1.4%	-1.4%
Sep	June	507,478					
Oct	July	493,500					
Nov	Aug	505,911					
Dec	Sept	492,597					
Jan	Oct	514,543					
Feb	Nov	542,968					
Mar	Dec	744,403					
Apr	Jan	479,353					
<i>ADA Adjustment</i>		(67,495)					
May	Feb	439,802					
June	March	479,700					
July	April	426,422					
Total YTD		\$ 6,052,681	\$ 486,669	\$ (6,829)			
FY 2020-2021 Budgeted Total		\$ 5,974,000					
Actual Over (Under) Budget		\$ (5,487,331)					
% of Budget Received YTD		8.1%					