

Board of Education Regular Meeting

August 9, 2021 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. **City of Franklin Parks & Rec/FSSD Ball Field Construction Presentation**
 - IV.2. **Teaching & Learning Spotlight**
 - IV.3. **Construction Report**
 - IV.4. **Director of Schools Report following COVID-19 Public Input**
- V. **APPROVAL OF BOARD AGENDA**
- VI. **APPROVAL OF CONSENT AGENDA**
 - VI.1. **Minutes of Board Meeting dated July 19, 2021**
 - VI.2. **Annual Board Agenda FY 2021-22**
 - VI.3. **Extended Contract Proposals**
 - VI.4. **Bids: Food and Culinary Services**
- VII. **BUSINESS BEFORE THE BOARD**
 - VII.1. **New Policy: Instructional Standards (4.1011) - 2nd Reading**
 - VII.2. **New Policy: Summer Instructional Programs (4.2041) - 2nd Reading**
 - VII.3. **New Policy: Enrollment in Advanced Courses (4.205) - 2nd Reading**
 - VII.4. **Policy Revision: Application and Employment (5.106) - 2nd Reading**
 - VII.5. **Policy Revision: Qualifications and Duties of the Director of Schools (5.802) - 2nd Reading**
 - VII.6. **Policy Revision: Testing Programs (4.700) - 1st Reading**
 - VII.7. **Policy Revision: Teacher Tenure (5.117) - 1st Reading**
 - VII.8. **Policy Revision: Separation Practices for Tenured Teachers (5.200) - 1st Reading**

VII.9. **Policy Revision: Separation Practices for Non-Tenured Teachers (5.201) - 1st Reading**

VII.10. **Policy Revision: Home Schools (6.202) - 1st Reading**

VII.11. **Policy Revision: Alternative Education (6.319) - 1st Reading**

VII.12. **Policy Revision: Physical Examinations and Immunizations (6.402) - 1st Reading - *Pulled from Agenda***

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, 2021

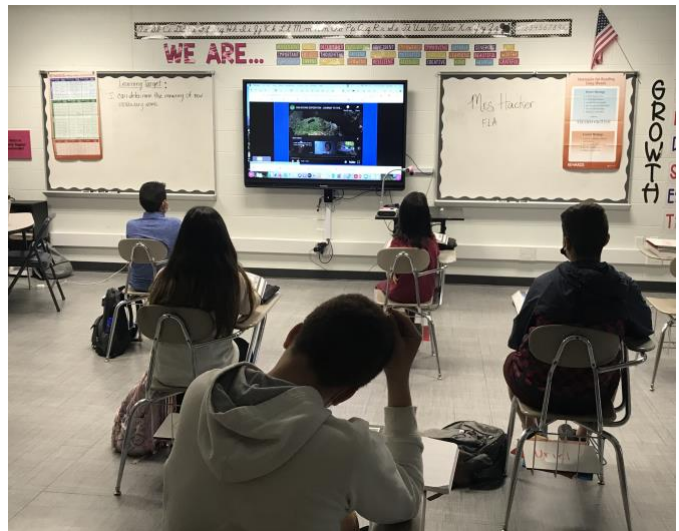
To: David Snowden, Director of Schools

From: Mary Decker, Associate Director of Schools for Teaching and Learning

Subject: Summary of Teaching and Learning Activity for the August Board Meeting



Spotlight: **Summer Learning Camp (SLC) 2021**



A major component of the FSSD's exciting and learning-packed summer of 2021 was the Summer Learning Camp that took place at Franklin Elementary School from June 1-24, from 8:30a.m.-2:30p.m. Monday -Thursday. The FSSD SLC encompassed both the Summer Learning Camp for rising first-fourth grade students and the Learning Loss Bridge Camp, which served rising sixth-eighth grade pupils. The camps came about as a result of the Tennessee Learning Loss Remediation and Student Acceleration Act enacted during the extraordinary January 2021 legislative session, which required their creation starting in 2021 to provide additional, in-person opportunities to accelerate students' growth following COVID-19 related school closures. As such, we enrolled priority students first.

Student participation in the SLC was optional, and the camp was fully funded by the state. Poplar Grove Elementary teachers Dr. Cinamon Collins and Dr. Starr Wallace were selected as the SLC administrators; they will share their reflections this evening. The Learning Loss Remediation and Student Acceleration Act also set requirements for After-School Mini-Camps focused on a STREAM (Science, Technology, Reading, Engineering, Arts, and Math) curriculum; the FSSD received a waiver to offer the STREAM Mini-Camps in the fall. They will be held at each school from September 7-30.

Daily SLC programming included four hours of reading and math instruction (with at least one hour of this block dedicated to math and at least one hour for reading), one hour of intervention, and one hour of physical activity or “play.” Teachers had access to our district-supported science and social studies digital resources so they could incorporate these content areas as appropriate. Breakfast, lunch, and snacks were provided to students free of charge, as was bus transportation to and from the SLC. The 425 students enrolled in the camp and the 37 teachers who provided exemplary instruction were expertly supported by twelve paraprofessionals (at least one per grade level), a parent liaison, a nurse, and a front office receptionist.

Our math and literacy coaches created lesson plans and curriculum pacing using specific district resources to ensure focused and consistent instruction occurred. High-quality instructional materials utilized at the SLC included i-Ready, Imagine Learning, Achieve 3000, Vocabulary Workshop, Rewards, Read Aloud Library, and the Moving with Math intervention program. Every student had the daily use of a Chrome Tablet or a Chrome Book, and, as it is during the regular school year, online student safety was monitored by GoGuardian. Further, teachers (based upon their requests developed from meticulous planning) and students were provided all necessary supplies such as paper, pencils, markers, notebooks, folders, and calculators.

We were fortunate that Mercy Community Healthcare provided social emotional learning and mental health support at the camp, and their presence at the teacher onboarding session to equip teachers and paraprofessionals with a toolkit of resources to address issues around anxiety and behavior was very helpful. Additionally, Alma, one of the FSSD’s therapy dogs, was regularly present at the SLC. Three safety drills were exercised over the four-week period of the camp. Per the legislative requirement, pre- and post-assessments were administered to SLC students and the scores were reported to the Tennessee Department of Education. We are in the process of analyzing these results and these data will inform our planning for next summer’s SLC, as well as instruction during the 2021-2022 school year. In accordance with state expectations, daily attendance was entered in the Summer Programming Enrollment and Attendance Reporting (SPEAR) application.

The SLC was the embodiment of a team effort. Heartfelt thanks go to the Teaching and Learning, Finance and Administration, and Central Office teams, as well as the SLC administrators, faculty, and staff. The Franklin Elementary administrators, faculty, and staff were kind and gracious hosts. Everyone involved collaborated to make the SLC an engaging and effective experience for our students. Parent, student and teacher feedback regarding the camp has been very positive. Comments have highlighted the small class sizes, the time for teachers and students to delve deeply into challenging concepts, and the many opportunities for students to develop existing as well as new friendships, and get to know their teachers prior to the 2021-2022 school year. We look forward to next summer’s SLC being an even more impactful and memorable endeavor.

Instructional Technology – Josh Bracamontes

EQIP

- Each year, the Instructional Technology Team spends a day in July with new teachers to review “all things technology.” The presentation/work session is developed to ensure all teachers who are new to the FSSD can hit the ground running. This year, in collaboration with Drew Bingham on July 28, we reviewed password security, email basics, Google Workspace

for Education, Skyward, Frontline, Wi-Fi access, appropriate use of devices and networks for teachers and students, and practical tips for a successful technology integration.

Imagine Learning Data

- The Teaching and Learning Team reviewed learning and usage data generated by students within this high-quality foundational literacy resource. Teachers and students did a fantastic job reaching their usage goals, which resulted in high levels of growth from the beginning of the 2020-2021 school year to the end. Nearly 80% of the FSSD's students used the program 20 or more hours (or about an hour during each full week) and averaged above 30% growth over the course of the year. Specific groups of students who used this resource for targeted purposes showed subdued results.

New Year Digital Resource Setup

- When the FSSD budget was passed, contracts for the high-quality digital resources used by students and teachers were renewed. This means the behind-the-scenes work began, such as assigning content to teachers and populating rosters. This makes transitions seamless and allows the teachers to focus on teaching instead of the technology.

Curriculum & Professional Learning – Summer Carlton

August 2 Opening Day

- Our opening day kicked off the school year with a ceremony including a welcome and opening remarks from Dr. Snowden, welcome from Teaching and Learning by Dr. Decker, an introduction of new employees by Dr. Esslinger, and a presentation from our keynote speaker, Dr. John Hodge. Dr. Hodge is president and co-founder of Urban Learning and Leadership Center (ULLC), an organization focused on student achievement and reduction of the achievement gap. He has served as a reading teacher, English teacher, AVID teacher, assistant principal and Associate Director of AVID Center Eastern Division. Dr. Hodge's career has been defined by assisting students and teachers overcome obstacles and achieve goals, and he has served as an inspirational speaker across the United States. He is a trained facilitator for the Southern Regional Education Board (SREB) Leadership Initiative Modules "Leading Assessment and Instruction" and "Creating a High-Performance Learning Culture," and a trained assessor and facilitator in the National Association of Secondary School Principals' (NASSP) "Developing the 21st Century Principal" program. His presentations are often "the spark" for schools in their quest to meet and exceed state/federal accreditation standards and implement strategies for continuous improvement. Dr. Hodge is an expert in helping schools create and sustain academic excellence.
- The focus for the remaining of the day of professional learning centered around targeted special education training, district collaborative planning time, and campus professional learning community time. Teachers, paraprofessionals, and other staff engaged in the below professional learning opportunities to equip them for the upcoming school year.
 - **Tennessee Special Education State Personnel Grant Initiative Training:** Johnson Elementary School and Moore Elementary School educators participated in campus-wide Special Education State Personnel Development Grant (SPDG) Initiative training. The Tennessee SPDG program, administered through the Tennessee Department of Education (TDOE) and Office of Special Education Programs (OSEP), assists state education agencies and their partners in improving results for children with disabilities through systems of professional learning and dissemination of knowledge about best practices to educators and families. The focus of this training was on increasing

access of core instruction for all students and providing increasingly intensive intervention for all students.

- **District-Wide Collaborative Planning Time:** Staff across the district had the opportunity to meet and collaborate with their peers from other campuses that teach the same content/grade level. This was structured time, facilitated by a coach or lead teacher, with a provided agenda and questions.
- **Learning.Com Training for Computer Staff:** Our computer teachers and paraprofessionals participated in targeted training facilitated by Learning.com, our district resource that supports computer skills, typing, and coding across the district.

Communications – Susannah Gentry

- Susannah developed a page on the FSSD website to serve as a clearinghouse for all COVID-related communications. This page, called FSSD Together 2021, replaces the former Return to Learn page, and is easily accessed at the top of the district site.
 - On the FSSD Together page is the return to school message from Dr. Snowden, our Health Guidelines that took effect on August 1, 2021, FAQs, links to resources and technology-related troubleshooting guidance for devices at home.
- In mid-July, Susannah attended the National School Public Relations Association Conference in New Orleans to hear the latest in the field of school public relations. The conference was replete with various great sessions and provided exceptional networking. Some of the sessions Susannah attended included the Southeast Regional Colleague Connection, Celebrating Equity Through Inclusion, This is Us: Becoming a Two-Person Shop, Equity Leadership from the Inside Out, The Target Audience Too Important to Forget – Legislators!, Let’s Create a Video: Seven Secrets for School District Success, Tell Your Story with Canva Video, Customized Communication for Equitable Access During a Pandemic and How to Make It Last. These sessions provided fresh perspectives on topics relevant to districts across the nation.
- Susannah worked with Dr. Decker to create and host the FSSD Diversity, Equity and Inclusion Student Panel with representatives from Freedom Middle and Poplar Grove Middle (rising ninth-graders). School Counselor Bruce Coberly, Dr. Kirkpatrick, and Parent Liaison Diane Price moderated the discussion, which was focused on three main points with regard to ensuring students of color feel welcome and supported in our district:
 - What should we keep doing?
 - Is there anything we should stop doing?
 - What should we start doing?
- Also in July, Susannah worked with Amber Whitley to create a motivational video, featuring all FSSD Leadership Team members, for opening day.

Attendance – Celby Glass

Attendance Secretary Onboarding

- This school year there will be two new attendance secretaries in the district, and Celby and Database Manager Drew Bingham recently met with them to review a multitude of items such as, but not limited to, Skyward reports, the registration and withdrawal process, code entry in Skyward, attendance notes, and the truancy tier intervention process.

Remote Learner Attendance Procedures

- The plan for the remote learning attendance protocol for students that are excluded from school due to being quarantined because of exposure to COVID-19 or a positive COVID-19 test is close to being finalized. School administrators were able to offer their input on this

protocol at the June Leadership Retreat as well as at our recent Leadership meeting. Celby will include these procedures as a topic to review when she visits each campus to lead her annual fall faculty safety training.

Truancy

- Celby continued to appear in juvenile court throughout the summer for carryover truancy cases from the 2020-2021 school year. Some of these cases have been continued into the 2021-2022 school year to ensure the students involved continue to attend school regularly.

Safety

- Celby has been providing feedback and insights regarding safety throughout the ongoing district construction projects, during the move of WeeMAC from the annex to Freedom Middle School, and during the Liberty Elementary School renovation.
- Celby has scheduled the annual faculty safety training at all campuses. In the fall of 2020, this training was shared with schools via a recorded presentation due to COVID-19 mitigation protocols. Celby is looking forward to meeting with faculty and staff in person to review and discuss best safety practices.
- On July 19 school administrators attended the annual summer safety administrator training. The agenda included topics such as the use of two-way radios, the threat assessment procedure, and documentation of safety incidents. Scenarios based on a severe weather event, off-campus reunification of parents and students following a school evacuation, and a lockdown situation were examined.
- Celby continues to stay up-to-date with local, regional and state information regarding COVID-19.

Student Support Services – Lee Kirkpatrick

Voluntary Pre-K (VPK)

- The district continues to actively solicit applications to ensure income-qualifying families who have a four-year-old child and live in the Franklin Special School District take advantage of this invaluable learning experience in preparation for kindergarten. As of July 22, the district has filled 67 of an anticipated 80 VPK grant-funded seats. Recruitment will continue until all student seats are occupied in the five district VPK classrooms.
- The VPK and special education preschool teams (which together comprise the early childhood PLC) recently participated in professional learning led by Mercy Community Healthcare's Adam Dizer and Jennifer Dunn, and children's author and speaker Mrs. Dorena Williamson. Mrs. Williamson's session focused on building a diverse classroom library.

School Counselors and Social Workers

- A July 15 professional learning session focused on equity, diversity and inclusion, and the intersection of school counselor lessons with principles of the Tennessee Behavior Supports Project (TBSP).
- FSSD Social Worker Amanda Fisher and representatives from the Needs of our Kids (NOOK) accompanied Dr. Kirkpatrick during EQUiP new teacher orientation on July 27. This session familiarized new employees with school social work, the services and mission of the NOOK, and the student support services offered by the district.

English Language Learners (EL)

- An important Leadership Retreat session titled *EL: A Renewed Focus* shined a light on the work of the FSSD English Learner Committee. This group convened throughout the 2020-2021 school year to research best practices and make recommendations to improve the overall effectiveness of the EL instructional program. Rich discussion centered around the idea of simplifying our EL program focus and identifying one or two goals to guide our work over the course of the upcoming school year. Three members of the Teaching and Learning Team (Lee Kirkpatrick, Summer Carlton and Gina Looney) are leading this work at the district level. Concrete plans are being laid this summer to sharpen our focus on the quality instruction provided our English Learners as we strive for “Excellence in Teaching and Learning for ALL.”

Reading & Rtl Coordinator – Gina Looney

Literacy Updates

- A few members of the Teaching and Learning Team met with Commissioner Schwinn to share FSSD Summer Learning Camp and universal screener highlights. The meeting went well, and she commented on our presentation of data. When she tweeted about her visit, she called us a district focused on phonics! We are pleased that Dr. Schwinn noticed we are embracing the science of reading.
- Recently, FSSD provided two McGraw Hill ELA professional learning sessions. One session was for grades kindergarten-one writing, and the other was for grades seven-eight Study Sync (adopted textbook). These sessions were recorded and can now be offered to teachers who were not able to attend in person. Additionally, sessions focusing on the structure of a literacy block and advanced phonics were offered.
- One benefit of having and recording numerous Zoom sessions during the 2020-2021 school year is that now we have a bank of ELA sessions. Dr. Looney provided these sessions to literacy coaches so new teachers or those changing grade levels can view them to become acquainted with their new grade level materials.
- Based on the positive response to the common writing effort we conducted in grades three and four last year, we will expand this endeavor. This year, literacy coaches will have a common writing plan for each quarter that grades three and four may use.
- Plans are underway to purchase and implement a grades kindergarten-two phonics replacement program - 95% Group Core Phonics. Teachers and coaches will receive materials and professional learning as soon as possible. The feedback we have received with regard to all 95% products is positive, and FSSD educators particularly appreciate the explicit teacher directions and high-quality student materials. We are confident that this product will also be received well and will improve outcomes for students.
- Josh Bracamontes, Summer Carlton, and Dr. Looney facilitated an August 3rd session for a school focused on high-quality instructional materials.
- The Story Bus concluded its summer run on July 22. Additional details, including the number of students served, will appear in the next report.
- The FSSD Reading Academy will return in 2021-2022. This valuable professional learning opportunity was previously offered for two years in conjunction with Melinda Hirschmann of the MTSU Dyslexia Center. It is exciting that we will be able to “connect the dots” for teachers - Reading Academy, other district literacy efforts, the science of reading, and state literacy efforts - with our own district materials.

Special Populations – Cheryl Robey

FSSD Certified Restraint Training

- On June 28 and July 14-16, 50 FSSD special educators, paraprofessionals, and administrators participated in Certified Restraint Training. This training enables individuals to use non-combative techniques to de-escalate a given situation that could cause someone to act out and physically injure themselves or others.

End-of-Year Meeting w/ Stellar Therapy

- On July 12 Dr. Robey and Joy Crunk participated in a beneficial end-of-year meeting with Stellar Therapy, during which a detailed analysis of the FSSD's TennCare reimbursements for the 2020-21 was provided and staffing needs as well as strategies and priorities for 2021-2022 were discussed.

Special Education Teacher Mentor Meeting

- On July 1 Dr. Robey, Ms. Diane Miller, Dr. Felicia Palmer, and Ms. Stacy Roberts met to prepare for the July 29 special education training. This professional learning focused on writing quality IEPs and provided an overview of the facilitated IEP process. The FSSD Special Education Procedures Manual was updated, and Joy Crunk provided EdPlan training for new special educators.

State Personnel Development Grant (SPDG) Meeting

- On July 22 Dr. Robey and FSSD educators met with Kim Raybon, Mid Cumberland Special Education Interventionist, to plan for the implementation of SPDG with Johnson Elementary and Moore Elementary during the 2021-2022 school year. The focus of the SPDG initiative is to increase the access to Tier 1 instruction for students with disabilities in the general education setting.

Special Education Newsletter

- The August FSSD Special Education newsletter may be accessed at the following link: <https://www.smores.com/6a41v>

Instructional Technology – Shelly Robinson

Diving In at FSSD

- Being new to her role and the district, Shelly took the time to build the foundation for developing relationships with leaders, teachers, administrators, students, and more. She visited all the schools and attended a variety of meetings to establish overall needs and her support. In addition to scheduled meetings, Shelly walked through Freedom Middle and Poplar Grove Middle, where she will be spending a lot of her time, to introduce herself.

Digital Resources Request Revision

- Prior to taking on her role at FSSD, Shelly gained extensive experience in streamlining the vetting process for educational technology resources adopted by teachers, schools, and her prior district. She recently worked closely with the other instructional technology specialists to review the current FSSD Digital Resources Request process and discuss any possible updates.

Chromebook Expectations

- Shelly worked with Mrs. Whitley and grades five-eight administrators to revise and update the Chromebook Student Expectations presentation that will be shared with students prior to Chromebook distribution. This presentation covers a variety of information in regard to device care, safety, and expectations. The purpose of building out one presentation collaboratively ensures that a consistent message is shared with all students in grades five-eight.

Instructional Technology – Amber Whitley

Building Support

- During the month of July, Amber worked with the other instructional technology specialists and Drew Bingham, Database Manager, to begin the process of syncing resources with Clever and Skyward. One middle school is piloting a new program and Amber worked with the data coach to ensure teacher accounts were created and ready for their training. In addition, Amber and Shelly Robinson attended the Case 21 benchmark assessments training.
- Over the past few years, one building has provided its sixth graders the opportunity to participate in a math video competition. Recently, Amber met with the math coach to identify a web-based video editing program that will replace iMovie, the editing program which has been used in the past. This will provide the students the ability to edit their videos from Chromebooks as opposed to the MacBooks located in the library.

Teacher Training

- Amber led the second GoGuardian training of the summer which was attended by teachers from many buildings in the district. This half-day session briefly covered the basics of GoGuardian and then delved deeper into advanced features such as reporting features and creating "scenes" that give teachers added control over students' web activity. Additionally, participants had time to create and test scenes in preparation for the coming school year.

Student Performance & Federal Programs –Pax Wiemers

Student Performance

- TCAP: The scaled TCAP scores with proficiency levels for students were shared with districts on July 23, at which time an embargo period during which the scores could not be shared publicly went into effect, through August 2. Upon receipt of these scores, Pax prepared them for school and district administrators and communicated the procedures for ensuring that we complied with the security of the scores during the embargo period. Printed scores for students are scheduled to arrive in mid-August, and schools will handle the distribution of these scores to students to take home (along with a related district communication). At this time, we are not anticipating the release of any accountability data for schools or the district, and we believe that such data will not be ready until sometime in the fall.
- Summer Learning Camps (SLCs): The required post-tests in ELA and math were given to SLC students during the last week of the camp. Students in grades three-eight completed the post-tests by logging into Schoolnet and taking the tests. Students in grades kindergarten-two took paper versions of the post-tests, and teachers scored these using a rubric. Summer Learning Camp Grades Kindergarten-Four Administrator Dr. Wallace logged the scores in a Google Sheet. The scores for these students were then input into SPEAR in July. The post-test scores in Schoolnet were automatically reported to the state.

Federal Programs

- Now that the Board has approved the ESSER 3.0 budget, Pax has begun working on adding items to the budget application in ePlan, and has provisionally completed the budget. There are other pages within this application that must be completed prior to submission. In addition to the ePlan application, Pax and several other district leaders have been working on the four required documents that must be submitted along with the ePlan application. One of these documents is an ESSER Public Plan which must be uploaded to the district website for ongoing transparency about our planned use of these federal funds. The Public Plan document also must be sent to the commissioner of education for review by her office. While the ESSER 3.0 deadline for submission has been extended to August 27, we still anticipate that the FSSD will be ready to submit our application a week or two before that time. We did receive approval to begin the process of hiring the additional paraprofessional positions to serve as interventionists at schools.
- Dr. Kay Boan assisted in a part-time role with our McKinney-Vento Program last year. This year, Pax will be taking over fully and will utilize the social workers in the process of identifying families that are considered 'homeless' under the McKinney-Vento federal guidelines. This means that a family's housing does not meet one of the following criteria: fixed, regular, and adequate. Families must complete a residency questionnaire while registering their student(s) through Skyward. This questionnaire includes six questions that help us identify potential families that might be in a housing crisis. Pax, along with Faith Maxwell and the social workers, will contact families that we served under this program last year, as well as any new families that marked YES for any of the six residency questions. This will help us determine the families that we will serve under McKinney-Vento. This program ensures that students can enroll in school despite any housing challenges. We are also able to provide Morning and Afternoon Care (MAC) to these families and can assist with transportation and other needs. In addition, Pax and Amy Fisher are working to complete the immunization records for last year's homeless students, and these will be submitted in the annual Homeless Immunization Report in ePlan by August 13.
- The window has opened for schools to begin working on their School Improvement Plans (SIPs) for the coming school year. Pax and Dr. Robey conducted a session on this topic at the Leadership Retreat in June, which included requirements for SIPs and district goals for special education. Pax met with school administrators during the month of July to review the InformTN platform in which they will create their SIP and to discuss other requirements. These meetings allow the administrators to focus on their plan and ask specific questions related to the process. These plans are due to be completed in InformTN by September 1. During the month of September, Pax and a committee of district administrators will review each school's SIP and offer feedback and recommended revisions to ensure that their SIPs align with the district's improvement plan and are of high quality according to the school planning rubric.



Bond Fund/Capital Projects Report Status Update – August, 2021

1. PGS Gym/PAC:
 - a. PAC MPE (mechanical, plumbing, electrical) rough-in continuing throughout
 - b. PAC Exterior framing and sheathing is complete
 - c. PAC Grandstand concrete is completed
 - d. Gym MPE (mechanical, plumbing, electrical) rough-in is in progress
 - e. Existing Gym new CMU walls are in progress
 - f. Freedom Parking is complete and set to open any day for our Wee MAC program to use.

2. Liberty:
 - a. Romach Construction has completed phase 2 and teachers have moved into their renovated spaces.
 - b. Phase 3 to start August 16, 2021

3. Central Office Complex:
 - a. Wold / HFR has begun programing the master plan for the site. The project is planned to be completed in 2 phases. The first phase will address the transportation and maintenance facility and phase 2 will be the construction of the new Central Office Building.
 - b. Next step will be to review site use and meet with City to discuss overall site requirements.

4. Johnson Kitchen Renovation/Expansion:
 - a. Wold/HFR reviewing comments from COF Planning Department and State Fire Marshall and making minor adjustments. New bid date will be set after final approvals are received.

5. Parks and Recreation Master Plan:
 - a. Sain Construction set to begin work on September 7, 2021 with an estimated 15 months to completion.
 - b. Representatives from The City of Franklin are expected to present the bid to the FSSD Board at the August 9th meeting.



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 4, 2021
RE: Agenda for the Franklin Special School District Board of Education meeting to be held on Monday, August 9, 2021 at 6:30 p.m., to be held at Freedom Middle, 750 New Highway 96 West, Franklin, TN.

- I. MEETING CALLED TO ORDER 6:30 p.m.
- II. PLEDGE OF ALLEGIANCE 6:32 p.m.
- III. PUBLIC INPUT *Please limit comments to three (3) minutes per speaker* 6:35 p.m.
- IV. REPORTS/PRESENTATIONS/DISCUSSIONS 6:40 p.m.
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 10. Policy Revision: Home Schools (6.202) – 1st Reading
 11. Policy Revision: Alternative Education (6.319) – 1st Reading
 12. Policy Revision: Physical Examinations and Immunizations (6.402) – 1st Reading
- VIII. DIRECTOR OF SCHOOLS REPORT 7:20 p.m.
- IX. UPDATES 7:25 p.m.
 1. Teaching and Learning
 2. Finance and Administration
- X. ANNOUNCEMENTS 7:30 p.m.
- XI. ADJOURNMENT 7:35 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 19, 2021
Franklin, Tennessee

The Franklin Special School District Board of Education met at 6:30 p.m. on Monday, July 19, 2021, at Johnson Elementary School, 815 Glass Lane, Franklin. A link to the recording may be found at <https://www.youtube.com/watch?v=DYA4SsPAkvI>.

The following members were present: Chair Robert Blair, Allena Bell, Alicia Barker, Robin Newman and Kevin Townsel. Absent was: Tim Stillings.

Others present were: Dr. David Snowden, Dr. Mary Decker, Dr. David Esslinger, Carol Riordan, Susannah Gentry, Mark Anderson, Amy Fisher, Amber Whitley, Josh Bracamontes, Dr. Gina Looney, principals and other district leadership team members, community and media.

I. MEETING CALLED TO ORDER

The meeting was called to order at 6:31.

II. PLEDGE OF ALLEGIANCE

Johnson Elementary Principal Mrs. Tosha Robinson-Baugh welcomed those in attendance and led the Pledge of Allegiance. Chair Robert Blair called for a moment of silence.

III. PUBLIC INPUT

No one addressed the Board during Public Input.

IV. REPORTS / PRESENTATIONS / DISCUSSIONS

1. **Teaching and Learning Spotlight:** "2021 Leadership Retreat" – presented by Dr. Decker. More can be found in the Summary of T&L Activity for July (on file). The Leadership Team met June 16-18 "for reflection, analysis, intense strategizing and planning, and fellowship". Dr. Decker's report summarized in part, a session around social emotional academic learning with Dr. Joelle Hood (Thriving YOUniversity); health and safety protocols for the coming months; a session around daring leadership, based on the writings of Brene' Brown; EL strategies; leveraging progress around implementation of high-quality materials; a review of legal updates from our attorney, Mr. Chuck Cagle; reflections on an article "What is Research, Anyway" written by Dr. Douglas Reeves; also reflections after viewing Kenneth Williams of Solution Tree video, who states "Above the heads of their students, teachers hold a crown they challenge them to become tall enough to wear." The retreat ended in the entire group with the annual required Drug Free Workplace training.
2. **Construction Report** – presented by Dr. Esslinger (on file). There was a time designated for questions and discussion from the report provided to the Board.
3. **NSBA Equity Symposium** – Mrs. Bell presented takeaways from the NSBA conference attended virtually.
4. **Health and Illness Guidelines for 2021-2022** (on file) – Proposed Health and Illness Guidelines for the 2021-2022 school year were presented. Dr. Snowden noted that FSSD recently completed our four-week Summer Learning Program where approximately 400

students, 1st through 8th grade, attended at FES. We also had approximately 600 students who attended YSI at FIS for a two-week camp. Our MAC and WeeMAC programs have also operated all summer with several hundred students participating. There were no cases, to our knowledge, related to COVID-19; the use of masks were optional for these programs. Based upon those positive experiences we have recently completed, the administration proposed new, less restrictive Health Guidelines beginning FY 2021-22. As stated in the proposal, the FSSD will continue to closely monitor any COVID-19 illness in our schools and community and collaborate with the WCHD and other community partners. If needed, we will be prepared to add protocols and restrictions to help protect the health and safety of both students and employees. These guidelines were presented to the Board with the option of the Board to take formal action. Other than the continued use of social distancing when feasible, the guidelines are in line with our usual procedures that were in place prior to COVID-19. The District COVID-19 Team was available to answer questions from the Board related to the Health Guidelines and Illness Guidelines (two documents). Questions centered around the percentage of students that wore masks during the summer programs, which were observed to be very low. Blackboard Connect will be used to send out a message to parents with information regarding protocols.

VI. APPROVAL OF BOARD AGENDA

Dr. Snowden presented the agenda and noted that Item VI.4. needed to be removed from the agenda due to the winning bid for Major Vendor (food and non-food) removed themselves from the contract, and there needs to be time to evaluate the other bids.

Robin Newman made a **motion** to approve the board agenda as presented, with the removal of Item VI.4. Bids: Food and Culinary Services. Allena Bell **seconded** the motion, which **carried 5-0**.

VII. APPROVAL OF CONSENT AGENDA

Alicia Barker made a **motion** to approve the consent agenda with Item 4. Bids: Food and Culinary Services pulled. Kevin Townsel **seconded** the motion, which **carried 5-0**.

Approved under Consent Agenda (on file) were:

1. **Minutes of Board Meeting dated June 14, 2021**
2. **Minutes of Work Session dated June 21, 2021**
3. **Budget Amendments**
4. ~~**Bids: Food and Culinary Services**~~
5. **Surplus Authorization: FMS tables and desks**

VIII. BUSINESS BEFORE THE BOARD

1. **FSSD FY 2021-22 Budget** – Dr. Snowden presented the following budget report. “For the Board’s review are the final general purpose and debt service budget documents including a summary and complete revenues and expenditures. During the work sessions, much was accomplished through great questions and discussions by the Board members. We are extremely appreciative of your diligence during the 2021-22 budgetary process. I would also like to recognize the work done by Dr. Esslinger, the finance personnel, and the school and district administrators and supervisors during this process.

During the budget process, as well as during our Board meetings over the past sixteen months, a significant amount of discussion was around the difficult challenges faced by the FSSD teachers/staff and all FSSD employees during the pandemic! As was stated regularly during this past school year, our teachers/staff did phenomenal work insuring our students continued to receive appropriately rigorous instruction while also continuing to address their social and emotional needs. Our school administrators were also remarkable in the creative way they addressed the shortage in the number of substitutes available almost every day so all classes would be adequately supervised so learning could continue. Additionally, all FSSD employees provided the needed support to students and families to make a successful year possible whether a student was attending in-person or virtually.

During each budget year, we believe it is incumbent upon the district to continue to strive to increase the compensation package (salary and benefits) for our valued employees. As you may recall, the FY 20-21 budget, for obvious reasons, did not include a Cost of Living increase for any FSSD employee. Employees did receive a very small bonus during the 20-21 year which was much appreciated by our employees.

The proposed 21-22 budget provides the school district with the opportunity to not only verbally thank our employees for their remarkable work during the 20-21 school year but to provide a salary increase of 5% to demonstrate our vast appreciation! Three percent (3%) is a Cost of Living adjustment and two percent (2%) is a step increase for all employees (regardless of their current status on the salary scale). A step increase equates to an average of approximately two percent (2%) for FSSD employees.

At the last budget work session, Mr. Stillings brought up for discussion the Consumer Price Index and the jump that it has taken since the pandemic began this past year. The CPI as of June, on a seasonally adjusted basis, increased .9% and the annually adjusted All Items Index increased 5.4%, which was the largest increase since 2008. This has had a significant impact on everyone.

The total cost to fund the 2021-2022 increased compensation package for all FSSD employees is \$2,342,721.

Also, as you recall, during the budget process, we asked all principals to scrutinize their pupil-teacher ratios to determine positions that could be reduced due to the drop of enrollment related to the pandemic. There were 12 total positions reduced back in March and early April. We have seen enrollment numbers increase during the summer and we have already had to add back one of those positions and we anticipate the need to add back more in the coming weeks. The reduction of those positions equated to a reduction of approximately \$1,036,992. Also, we are utilizing one-time federal dollars for 8 nursing positions, 2 social worker positions and 1 safety and attendance position which further reduces 21-22 expenditures by \$816,157.

The amount of additional tax revenue needed to fund the employees' increase of \$2,342,721 and to partially offset the positions being funded by one-time federal dollars, is 7.80 cents. It will take 6.2 cents of the increase to fund the increase for employees which will leave 1.6 cents to partially off-set those one-time funded employees. Additionally, it is our understanding (no official word has been received) the County Commission increased

the tax rate for schools by 3 cents. If that is the case, by Dr. Esslinger's calculation, our share of that increase would be approximately \$369,000. That additional amount could also help to offset those one-time federally funded employees.

I know you as a School Board take your fiscal responsibility extremely seriously and our goal is to not have to increase taxes to our constituents. The last time the FSSD increased taxes was in FY 2015-2016 and the total of that increase was 7.66 cents.

As we discussed at the last budget work session and to again provide some perspective of what this proposed increase would mean to homeowners, we have calculated the increase for a house valued at \$400,000 and one at \$500,000. We understand that not all houses are at either of those values but these calculations will provide some idea. A homeowner of a \$400k house would see a \$10 annual increase for each penny of increase to their property tax and a homeowner of a \$500k house would see a \$12.50 annual increase for each penny of increase to their house.

Also through the budget process, we presented and discussed budgets for federal, capital projects, Food and Culinary Services, and MAC."

The administration recommended approval of all the budgets presented during the process.

Allena Bell made a **motion** to approve the **FSSD FY 2021-22 Budget** as presented. Robin Newman **seconded** the motion. **By roll call vote**, the motion **carried 5-0**.

- 2. FSSD Tax Rate of 2021-22** – Once the 2021-2022 budgets were approved, a tax rate was set for both the General Purpose and Debt Service budgets. Since this was a reappraisal year, the certified tax rate (revenue neutral) for the FSSD would be .6271. As was noted in the budget documents, the assessed value for property within the FSSD increased by 36.6%. The tax rate to fund the proposed budgets is **.5311** cents for the General Purpose and **.1740** cents for the Debt Service, for a total of **\$0.7051**. The administration recommended approval.

Alicia Barker made a **motion** to approve the **FSSD Tax Rate FY 2021-22** as presented. Kevin Townsel **seconded** the motion. **By roll call vote**, the motion **carried 5-0**.

- 3. Policy Deletion: COVID-19 Sick Leave (5.3023) – 1st Reading** - During the 2021 FSD Board Retreat, the Board chose to adopt a policy to voluntarily extend the emergency paid sick leave benefit to employees until the end of the 20-21 school year. As written into the policy, benefits expired as of June 30th of this calendar year. This request was to delete the policy. The administration recommended approval.

Allena Bell made a **motion to approve the deletion** of the policy **COVID-19 Sick Leave (5.3023) – 1st Reading** as presented **and waive the 2nd Reading**. Robin Newman **seconded** the motion, which **carried 5-0**.

- 4. New Policy: New Project Planning (3.211) – 1st Reading** - The State Board of Education revised its regulation on plans for new facilities. These plans are no longer required to be submitted to the Commissioner of Education for approval. Based on current building within our district, the administration is presenting this as a new policy for our district.

TSBA has provided recommendations on language for this policy. The administration recommended approval.

Robin Newman made a **motion** to approve the new policy **New Project Planning (3.211) – 1st Reading** as presented **and waive the 2nd Reading**. Alicia Barker **seconded** the motion, which **carried 5-0**.

5. **New Policy: Access to Private Facilities (3.220) – 1st Reading** - Per TSBA, “Public Chapter 452 allows students and employees to request reasonable accommodations if greater privacy is desired in a multi-occupancy restroom, changing facilities, or sleeping quarters when attending a school-sponsored activity. This new law also makes it possible for students and employees to pursue a legal action against the school district if: (1) they enter a bathroom or changing facility; (2) they encounter a member of the opposite sex; and (3) the school district intentionally allowed that member of the opposite sex to enter the facility while others were present. While this policy is not required by law, having a policy in place on this topic is one way that the district can attempt to address this matter proactively.” TSBA has created a model policy that aligns with this new law. The administration recommended approval.

Allena Bell made a **motion** to approve the new policy **Access to Private Facilities (3.220) – 1st Reading** as presented **and waive the 2nd Reading**. Robin Newman **seconded** the motion, which **carried 5-0**.

6. **New Policy: Instructional Standards (4.1011) – 1st Reading** - Per TSBA Policy Department recommendations: “Several recent changes to state law impact the materials and content that can be included in classroom instruction. (TSBA has) created this new model policy to align with these updated state laws. Adopting this policy is not required by state law, however, doing so would allow the Board to show compliance with the new standards.” The administration recommends approval.

Robin Newman made a **motion** to approve the new policy **Instructional Standards (4.1011) – 1st Reading** as presented. Kevin Townsel **seconded** the motion, which **carried 5-0**.

7. **New Policy: Summer Instructional Programs (4.2041) – 1st Reading** - During the past legislative session, laws were also passed that impact summer programming. TSBA has provided a model policy to be adopted to include the additional summer programs that will be offered to students in addition to the traditional summer school. Certain factors, as outlined in this new state law, determine student eligibility for these programs. Boards have the discretion when determining whether to require the attendance of priority students in summer instructional programming. If the Board chooses to require the attendance of priority students, this information must be included in policy. The administration recommends approval.

Robin Newman made a **motion** to approve the new policy **Summer Instructional Programs (4.2041) – 1st Reading** as presented. Alicia Barker **seconded** the motion. Answers to questions the Board had: for students that needed to be promoted, attendance is required; however, attendance is not required for Summer Learning Programs. Priority for

admission into these programs is given to those that need the most help. After discussion, the motion **carried 5-0**.

8. **New Policy: Enrollment in Advanced Courses (4.205) – 1st Reading** - Boards are now required to adopt a policy detailing how students can enroll in advanced courses. This policy must list objective enrollment criteria including TCAP scores and grades. TSBA has updated their policy 4.205, up for our adoption, to align with this change to state law. TSBA recommends that Boards include the criteria of those courses offered by the district. The administration recommended approval.

Alicia Barker made a **motion** to approve the new policy **Enrollment in Advanced Courses (4.205) – 1st Reading** as presented. Allena Bell **seconded** the motion, which **carried 5-0**.

9. **Policy Revision: Emergency Closings (1.8011) – 1st Reading** - Public Chapter 384 prevents local governmental entities from designating certain employees as essential. At the beginning of the pandemic, our policy was updated to align with the need to allow some employees to be physically present in the building while others worked from home, resulting in some employees being designated as essential. Based on this new law, however, the language required by law regarding essential employees has been removed. The administration recommended approval of revisions.

Allena Bell made a **motion** to approve the policy revision for **Emergency Closings (1.8011) – 1st Reading** as presented **and waive the 2nd Reading**. Kevin Townsel **seconded** the motion, which **carried 5-0**.

10. **Policy Revision: Interscholastic Athletics (4.301) – 1st Reading** - Guidance has been provided by TSBA for this policy language. As outlined by TSBA, two new laws change the requirements for student athletics. 1) Public Chapter 40 requires Boards to adopt a policy that ensures student athlete compliance with new standards for participation in sports. This new requirement only permits members of one biological sex to compete on sex segregated athletic teams. 2) Additionally, Public Chapter 272 includes new requirements for coaches and the safety of student athletes. In particular, coaches must now adhere to locally developed codes of conduct and undergo trainings on severe weather and other safety protocols. The TSBA Policy Department has provided language in their updated model policy to align with these new legal requirements. The administration recommended approval.

Allena Bell made a **motion** to approve the policy revisions for **Interscholastic Athletics (4.301) – 1st Reading** as presented **and waive the 2nd Reading**. Robin Newman **seconded** the motion. Answers to questions the Board had: there are set procedures already in place for severe weather, also the District Nurse Supervisor and Athletic Director has required training in place, they will be reviewing any additional training that is required. After discussion, the motion **carried 5-0**.

11. **Policy Revision: Application and Employment (5.106) – 1st Reading** - Recently passed, Public Chapter 211 allows the Director of Schools to hire individuals with a teaching permit if a teacher with a valid license is not available. TSBA has provided language in their updated model policy to clarify that this is an option. The administration recommended approval.

Kevin Townsel made a **motion** to approve the policy revisions for **Application and Employment (5.106) – 1st Reading** as presented. Alicia Barker **seconded** the motion, which **carried 5-0**.

- 12. Policy Revision: Qualifications and Duties of the Director of Schools (5.802) – 1st Reading** - Also part of Public Chapter 211, which allows the Director to hire individuals with a teaching permit if a teacher with a valid license is not available, Policy 5.802 is impacted, as the Director of Schools would be required to report potential misconduct by these individuals to the State Board of Education in the same manner that is done for licensed teachers. The administration recommended approval.

Kevin Townsel made a **motion** to approve the policy revisions for **Qualifications and Duties of the Director of Schools (5.802) – 1st Reading** as presented. Allena Bell **seconded** the motion, which **carried 5-0**.

VIII. DIRECTOR OF SCHOOLS REPORT

- **Shelly Robinson**, our new Instructional Technology Specialist, was introduced to the Board.
- **Summer Learning Camp and Learning Loss Bridge Camp Recap** – We were excited to have approximately 400 students who completed the FSSD Summer Camp program. The feedback from parents, students and staff has been very positive. Our Summer Camp administrators, Dr. Collins and Dr. Wallace, will provide the Board with an update at the August Board meeting. As with any new program, there will be modifications as we plan for the Summer Camp in 2022.
- **Opening Day** - On **August 2nd** we will have our official *Opening of Schools Program*. Personnel will begin the day in their own schools. Beginning at 7:00 a.m., our “Partnership Fair” sponsors will be divided: some will be located at each school. At 8:00 a.m., all employees will attend the opening virtually, and then the remainder of the day will be utilized for professional learning sessions. It is being held virtually this year due to the construction that is going on at the PGS campus for the new gym and PAC. We will be live-streaming the opening from the Teacher Center beginning at 8:00 and you are welcome to be a part if your schedule permits. Our keynote speaker, Dr. John Hodge, will begin his remarks around 8:30. Dr. Hodge is president and co-founder of Urban Learning and Leadership Center, an organization focused on student achievement and reduction of the achievement gap. We hope your schedule will allow you to join us that morning to be recognized.
- **EQUIP Training** - The new teacher induction program will be conducted **July 27-29**. The first two days will have the entire group, with the last day focusing on the teachers of students with disabilities only. We have 14 new teachers this year, with 13 attending EQUIP. We look forward to working with our new teachers and administrators as the new school year begins!
- **Transition of Programs/Personnel Related to Eddy Lane Property and Movement of Programs/Personnel from CO Annex** – As of this time, Chip as well as the

Transportation Department (including buses and drivers) have moved to the Eddy Lane property. The WeeMac program is being moved July 18th to their permanent location at Freedom Middle, with classrooms being unpacked the week of July 19-23rd. Due to the move, the WeeMac program will be closed that week and will reopen on July 26th. We will keep you up to date as plans are further developed.

- As of the end of last week, Community Healthcare will now have therapist services at 5 of the campuses 5 days per week, one at 2 days per week, and 2 at 1 day per week.
- **Conferences and meetings update:** Updates were provided separately.

X. UPDATES

Teaching & Learning – Dr. Mary Decker, Associate Director for Teaching & Learning, provided the following (on file):

- Demographics Report for July 2021

Finance & Administration – David Esslinger, Associate Director for Finance & Administration, provided the following (on file):

- Personnel Change Report June/July 2021
- Investment Report
- Revenue and Expenditure Reports
- Sales Tax Revenue Comparison Report for July

XI. ANNOUNCEMENTS

- Sales tax for July has a 39.3% increase over last year at this time, and has surpassed the budgeted collections as of last year by 7.5%.
- We will have a therapy dog or therapy dog in training at each school as of the end of next week.

XII. ADJOURNMENT

Chair Blair adjourned the meeting at 7:26 p.m.



Robert Blair, Chair

8/9/21

Date

ATTEST:



Kevin Townsel, Secretary

8/9/21

Date

2021-2022

ANNUAL AGENDA

**FRANKLIN SPECIAL SCHOOL DISTRICT
BOARD OF EDUCATION**



Submitted by
David L. Snowden, Ph.D.
Director of Schools

August 2021

**ANNUAL AGENDA
FSSD BOARD OF EDUCATION
2021-2022**

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JULY

FOR BOARD CONSIDERATION:

- I. **Budget Approval**
- II. **FSSD Tax Rate**
- III. **Board Policy Revisions**
- IV. **Board of Education Meeting Schedule (Policy 1.402)* (June/July; election years - September)**
- V. **Annual Agenda (Policy 1.403)* (June/July)**
- VI. **Board Member Development Opportunities (Policy 1.204)* (June/July; election years – September)**
- VII. **Bids: Various Departments***
- VIII. **Surplus over \$500: Various locations***
**Consent Agenda items*

ACTIVITIES OF NOTE:

1. **School Opening Plans**
3. **New Teacher Induction Program – EQUIP**
4. **District closed during week corresponding with July 4**
5. **Reports to the Board:**
 - **Teaching & Learning Spotlight**
 - **Construction Update**

AUGUST

FOR BOARD CONSIDERATION:

- I. Budget Approval (if not in July)**
- II. FSSD Tax Rate (if not in July)**
- III. Board Policy Revisions**
- IV. Board of Education Meeting Schedule for upcoming year* (if not in June/July)**
- V. Board Member Development Opportunities* (if not in June/July)**
- VI. Extended Contract Program Proposals***
- VII. Overnight Field Trip Requests***
- VIII. Budget Amendments***
**Consent Agenda items*

ACTIVITIES OF NOTE:

- 1. School Opening Celebration and Professional Learning**
- 2. Meet and Greets at schools**
- 3. Recognition of New Teachers and Staff at Opening Celebration**
- 4. Parent Leadership Council (standing invitation, generally October and May)**
- 5. Reports to the Board:**
 - **Student Enrollment**
 - **Student Performance – Value-Added Scores (if not September)**
 - **Summer MAC**
 - **Story Bus Plus**
 - **FCS Summer Feeding**
 - **Teaching & Learning Spotlight**
 - **Construction Update**

SEPTEMBER

FOR BOARD CONSIDERATION:

- I. Newly Elected Board Members' Oath of Office (in election years, 1st on agenda)
- II. Reorganization of Board of Education (Election of Board Officers, each year)
- III. Annual Contract to Audit Accounts (September/October)
- IV. Board Policy Revisions
- V. Extended Contract Proposals*
- VI. Textbook Certification of Compliance ED-2152* (September/October in adoption years)
- VII. Community Pre-K Advisory Council Board Representative
- VIII. Overnight Field Trip Requests*
- IX. Budget Amendments*
**Consent Agenda items*

ACTIVITIES OF NOTE:

1. Board Self-Evaluation and Results
2. Board Critique from another Board (renewal years for Board of Distinction)
3. TSBA Mid-Cumberland Fall District Meeting (2021 – WCS/Centennial HS)
4. NSBA CUBE Annual Conference
5. TSBA Convention Delegates chosen by Board
6. Director of Schools CEO Training
7. Director of Schools Advisory Council members selected by school/department
8. Appointment of Complaints / Grievances Managers (Policy 5.501)
9. Insurance/benefits informational meetings begin for full-time employees and Board members (September or October)
10. After-School Learning Mini Camps
11. Parent Leadership Council (open invitation)
12. Reports to the Board:
 - Student Enrollment (unless done in August)
 - Student Performance – Value-Added Scores (unless done in August)
 - Coordinated School Health Update – (September/October)
 - Teaching & Learning Spotlight
 - Construction Update

OCTOBER

FOR BOARD CONSIDERATION:

- I. Annual Contract to Audit Accounts (September/October)
- II. Board Policy Revisions
- III. Federal Programs Budget Proposals/Amendments* (October/November)
- IV. Textbook Certification of Compliance (ED-2152)* (in adoption years/may be alternate month)
- V. Appointment of Student Disciplinary Hearing Authority (Policy 6.317)*
- VI. Budget Amendments*
**Consent Agenda items*

ACTIVITIES OF NOTE:

1. Board Self-Evaluation Results (on Board of Distinction renewal years, may be alternate month)
2. Parent Leadership Council (open invitation)
3. Fall Break (district closed)
4. Open enrollment for insurance/benefits and all mandatory sign-offs for full-time employees and Board members
5. Retirement informational meetings begin
6. Director of Schools Advisory Council meetings begin
7. Reports to the Board:
 - Student Tuition (October/November)
 - Energy conservation update
 - Teaching & Learning Spotlight
 - Construction Report

NOVEMBER

FOR BOARD CONSIDERATION:

- I. Board Policy Revisions**
- II. Federal Programs Budget Proposals/Amendments (October/November)***
- III. Textbook Adoption Committee Approval ED-2150 (November/December in adoption years)***
- IV. Tennessee School Nutrition Standards Act Certification of Compliance***
- V. LEA Compliance Report***
- VI. Budget Amendments***
**Consent Agenda items*

ACTIVITIES OF NOTE:

- 1. TSBA Annual Leadership Conference & Convention**
- 2. NABSE Annual Conference**
- 3. Parent/Teacher Conferences**
- 4. Be Nice Week with Proclamation at meeting**
- 5. City of Franklin Veterans Day Parade**
- 6. 8th Grade Career Quest**
- 7. American Education Week**
- 8. Thanksgiving Break (district closed)**
- 9. Parent Leadership Council (open invitation)**
- 10. Election Polling in schools – no students (election years)**
- 11. Reports to the Board:**
 - Student Tuition (October/November)**
 - Teaching & Learning Spotlight**
 - Construction Report**

DECEMBER

FOR BOARD CONSIDERATION:

- I. Audit Report**
- II. Board Policy Revisions**
- III. Textbook Adoption Committee Approval ED-2150* (November/December in adoption years)**
- IV. Bids: Various Departments***
- V. Budget Amendments***
**Consent Agenda items*

ACTIVITIES OF NOTE:

- 1. FSSD Report Card from the State Department of Education**
- 2. City of Franklin Christmas Parade**
- 3. Retiree Christmas Brunch**
- 4. Parent Leadership Council (open invitation)**
- 5. Holiday MAC**
- 6. Winter Break (district closed)**
- 7. Reports to the Board:**
 - Teaching & Learning Spotlight**
 - Construction Report**

JANUARY

FOR BOARD CONSIDERATION:

- I. School Calendar for next year (if not February)
- II. Audit Reports for previous year
- III. Strategic Plan updates
- IV. Board Policy Revisions
- V. Bids: Various Departments*
- VI. Budget Amendments*

**Consent Agenda items*

ACTIVITIES OF NOTE:

1. Board Retreat - Leadership Team to attend as requested
2. NSBA Equity Symposium & Advocacy Conference (may be alternate month)
3. School Board Appreciation Week in Tennessee and Proclamation at meeting
4. Director of Schools Performance Scoring (occurs after State of the System report - January – March)
5. Board Members' Statement of Disclosure to TN Ethics Commission by 1/31
6. Parent Leadership Council (open invitation)
7. Reports to the Board:
 - Director of Schools State of the System Annual Report – Report to the Board (after receipt of State Report Card – January/February)
 - Teaching & Learning Spotlight
 - Construction Report

FEBRUARY

FOR BOARD CONSIDERATION:

- I. School Calendar for next year (January/February)**
- II. Director of Schools Performance Scoring/Composite Score (January - March)**
- III. Director of Schools Performance Goals Development / Revisions (after Performance Review scoring - February - April)**
- IV. Audit Reports (January/February)**
- V. School Improvement Plan (follows after Retreat)**
- VI. Teachers Recommended for Tenure by Principals**
- VII. Bids: Various Departments***
- VIII. Budget Amendments***
**Consent Agenda items*

ACTIVITIES OF NOTE:

- 1. TSBA Legislative and Legal Institute**
- 2. Newly Tenured Teachers Reception and recommendations during meeting**
- 3. New National Board Certified Teachers (NBCT) Reception and Pinning during meeting**
- 4. African American History Month**
- 5. Parent Leadership Council (open invitation)**
- 6. Reports to the Board:**
 - Teaching & Learning Spotlight**
 - Construction Report**

MARCH

FOR BOARD CONSIDERATION:

- I. **Director of Schools Annual Performance Goals Development / Revisions**
(carry-over from prior month, to be done before budget work sessions underway)
- II. **FSSD Volunteer of the Year Selection Committee approval***
- III. **Bids: Various Departments***
- IV. **Budget Amendments***
**Consent Agenda items*

ACTIVITIES OF NOTE:

1. **Teachers, Supervisor and Principal of the Year Reception and Recognition during meeting**
2. **Spring Break (district closed)**
3. **Parent Leadership Council (open invitation)**
4. **Reports to the Board:**
 - **FCS Café and Equipment Updates**
 - **Teaching & Learning Spotlight**
 - **Construction Report**

APRIL

FOR BOARD CONSIDERATION:

- I. Approval of Director of School Performance Goals (March - May)
- II. Board Policy Revisions
- III. Textbook Local Adoption (TB-2153)*
- IV. Bids: Various Departments*
- V. Budget Amendments*
**Consent Agenda items*

ACTIVITIES OF NOTE:

1. NSBA Annual Conference
2. FSSD Top 40 Volunteers Reception and Recognition during meeting
3. Retiring Teachers and Staff Celebration (April/May)
4. Budget Work Sessions begin
5. Parent Leadership Council (open invitation)
6. Online Registration begins
7. TCAP Testing Window begins
8. AdvancED/Cognia District visit for re-accreditation – every 5th year
9. Reports to the Board:
 - Report on Debt Obligation
 - Teaching & Learning Spotlight
 - Construction Report

MAY

FOR BOARD CONSIDERATION:

- I. Board Policy Revisions
- II. Consolidated Application Approval for IDEA/ESEA*
- III. Disposition of Surplus Property*
- IV. Bids: Various Departments*
- V. Budget Amendments*

**Consent Agenda items*

ACTIVITIES OF NOTE:

1. Classified Employees of the Year Reception and Recognition during meeting
2. Retiring Teachers and Staff Celebration (April/May)
3. Recognize SROs at meeting
4. Budget Work Sessions continue
5. TCAP Testing Window
5. Faculty/Staff Appreciation Week
6. Parent Leadership Council (open invitation)
7. Reports to the Board:
 - Summer Feeding Program
 - Summer MAC
 - Young Scholars Institute (in T&L Summary)
 - Faculty/Staff Professional Development Opportunities (in T&L Summary)
 - Teaching & Learning Spotlight
 - Construction Report

JUNE

FOR BOARD CONSIDERATION:

- I. Continuation Budget approval
- II. Board Policy Revisions
- III. Official Statutory Bond for Director of Schools*
- IV. Board of Education Meeting Schedule* (June/July; election years - September)
- V. Annual Agenda* (June/July)
- VI. Board Member Development Opportunities* (June/July; election years - September)
- VII. Bids: Various Departments*
- VIII. Budget Amendments*
*Consent Agenda items

ACTIVITIES OF NOTE:

1. Budget Work Sessions continue
2. Leadership Team (Administrative) Retreat
3. Parent Leadership Council (standing invitation)
4. Summer Learning Camp, Summer Bridge Camp and traditional Summer School
5. Young Scholars Institute (YSI)
6. Summer MAC (SMAC)
7. Story Bus Plus
8. Summer Feeding
9. Reports to the Board:
 - Teaching & Learning Spotlight
 - Construction Report

8-9-2021

Extended Contract Program Proposal

for Providing

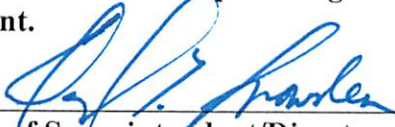
Extended Learning Time Through

Extended Learning Programs

2021-22

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

8/4/21

Date



Signature of Local Board of Education Chairperson

8/9/2021

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
Date: August 9, 2021
Re: Extended Contract Proposal 2021-22

This year's Extended Contract Proposal is in the amount of \$58,975.00 (base allocation of \$50,000.00 plus 17.95% benefits of \$8,975.00). *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 2021-2022 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 17.95%, 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).

2021-2022 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, Ed.D.	Principal	Poplar Grove Middle School
Pax Wiemers, Ed.D.	Student Performance and Federal Programs Supervisor	Central Office

2. Committee Communications: Electronically, by phone or in person: July 13th – July 30th

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 2020-2021 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 17th year supporting differentiation of instruction to make content accessible through the best instructional delivery. Additionally, FSSD is in its 13th 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. 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 2021-22 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 2021-22 extended programs.

5. In 2021, our district's promotion rate was 99.87%, 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 17th 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

2021-2022 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. This took place at Franklin Elementary School and was part of the Summer Learning Camp. This will continue for the foreseeable future.

Resources Needed: This resource will not be utilized until the Learning Loss Remediation and Student Acceleration Act Summer Learning Camp program has ended.

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. As part of the Learning Loss Remediation and Student Acceleration Act, FSSD held a Summer Learning Camp during the month of June. This included students from rising first through ninth grades, and also included fifth through eighth grades students who would have

participated in FSSD's traditional Summer School. The Performance Measures referenced above were utilized in Summer Learning Camp invitations. The following are the enrollment numbers by grade. This camp will continue for the foreseeable future.

<u>Grade</u>	<u>Enrollment Count</u>
First	59
Second	58
Third	54
Fourth	55
Fifth	43
Sixth	57
Seventh	51
Eight	43
Ninth	4

2021-2022 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: 3 teachers @ ½ week, 5 teachers @ 1 week, 4 teachers @ 41 hours, and 1 teacher at 75 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.

2021-2022 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 2022.

Resources Needed: 2 teachers @ 6 hours, 12 teachers @1/2 week, 2 teachers @18 hours, 24 teachers @ 1 week, 2 teachers @ 2 weeks, and 1 teacher at 86 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.

2021-2022 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 2022, 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.

2021-2022 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 and 1 teacher @ 3 weeks.

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.

2021-2022 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 2022.

Resources Needed: 4 teachers @ ½ week and 2 teachers at 1 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.

2021-2022 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.

2021-2022 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: 6 teachers @ 23 hours and 1 teacher @ ½ week.

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.



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: Dr. David Esslinger, Associate Director for Finance and Administration

From: Robbin Cross, Food and Culinary Services Supervisor

Subject: Food and Culinary Services Bid Awards for School Year 2021-2022

Date: July 28, 2021

The Franklin Special School District Food and Culinary Services program recommends accepting bids from the following vendors for the School Year 2021-22.

Milk and Dairy: Our milk bid this year is a renewal with Rutherford County. Murfreesboro Pure/Purity Dairy is the vendor. We have the option of renewal for three more years. Annual estimated value of contract \$130,000.00.

Major Vendor (food and non-food): Our major food and non- food grocery bid went out to bid this year with Williamson County. WCS RFB #1247 received bids from Sysco of Nashville, IWC and Performance Foods. Grocery (food and non-food) bid will be awarded to Sysco of Nashville for an annual estimated dollar value of \$600,000. Our lowest bottom line price bid was IWC. They informed us on July 16 that they would not be honoring the contract. Sysco of Nashville was second lowest price and they have agreed to take over the contract. This contract is renewable for up to 5 years.

Commodity Processing: Based on current market prices, it appears advantageous to renew this bid with Gold Kist and Tyson to process large chicken. This will be year four of five under the existing contract. FSSD annual dollar value is \$65,000.00

4.1011 INSTRUCTIONAL STANDARDS – *2nd Reading New Policy*

Per TSBA Policy Department recommendations: “Several recent changes to state law impact the materials and content that can be included in classroom instruction. (TSBA has) created this new model policy to align with these updated state laws. Adopting this policy is not required by state law, however, doing so would allow the Board to show compliance with the new standards.”

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

Franklin Special Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: <h2 style="text-align: center;">Instructional Standards</h2>	Descriptor Code: 4.1011	Issued Date: Proposed
		Rescinds:	Issued:

1 *General*

2 The Board is charged with selection of the curriculum. No subjects or topics prohibited by state or
 3 federal law shall be taught.¹ The Director of Schools shall develop administrative procedures to
 4 implement this policy.

5 **STATE STANDARDS²**

6 Only Tennessee state standards shall be taught within the school district. The following are prohibited:

- 7 1. Instructional materials, textbooks, or supplemental materials created to align exclusively with
 8 Common Core; or
 9
- 10 2. Instructional materials, textbooks, or supplemental materials that are marketed or otherwise
 11 identified as Common Core textbooks or instructional materials.

12 **CURRICULUM AND INSTRUCTIONAL PROGRAMMING**

13 All curriculum and instructional programming implemented in the school district shall adhere to state
 14 and federal laws. District employees shall not include or promote any concepts that would violate state
 15 law when providing instruction, using instructional or supplemental materials, or when implementing
 16 the instructional program and curriculum.¹

17 The Director shall develop procedures to ensure that the district’s instructional program complies with
 18 state law.

Legal References

1. Public Acts of 2021, Chapter No. 205; Public Acts of 2021, Chapter No. 281; Public Acts of 2021, Chapter No. 471; Public Acts of 2021, Chapter No. 493
2. TCA 49-1-302(a)(8); TCA 49-1-314

Cross References

- Controversial Issues 4.800
 Controversial Materials 4.801

4.2041 SUMMER INSTRUCTIONAL PROGRAMS – *2nd Reading New Policy*

During the past legislative session, laws were also passed that impact summer programming. TSBA has provided a model policy to be adopted to include the additional summer programs that will be offered to students in addition to the traditional summer school. Certain factors, as outlined in this new state law, determine student eligibility for these programs. Boards have the discretion when determining whether to require the attendance of priority students in summer instructional programming. If the Board chooses to require the attendance of priority students, this information must be included in policy.

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

Franklin Special Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Summer Instructional Programs	Descriptor Code: 4.2041	Issued Date: Proposed
		Rescinds:	Issued:

1 *General*

2 The following programs will be made available to students:^{1,2}

- 3 1. Traditional summer school;
- 4
- 5 2. Learning loss bridge camps;
- 6
- 7 3. After-school learning mini camps (2021-2023); and
- 8
- 9 4. Summer learning camps (2021-2023).

10 These programs shall be organized and operated in accordance with state law as well as guidelines
11 provided by the Tennessee Department of Education. Funding for all programming shall be provided
12 for in the annual budget and take into account any available grants. The Board may adopt tuition rates
13 for those students attending a traditional summer school program.³

14 **SUMMER PROGRAMMING²**

15 The Director of Schools shall present a recommended summer programming plan to the Board each
16 year, no later than April, outlining the following:

- 17 1. Courses offered;
- 18
- 19 2. Transportation;
- 20
- 21 3. Class size ratios;
- 22
- 23 4. Budget, including staff compensation;
- 24
- 25 5. School nutrition needs;
- 26
- 27 6. Staffing;
- 28
- 29 7. Enrollment criteria; and
- 30
- 31 8. Any additional necessary information.

1 **ATTENDANCE REQUIREMENTS²**

- 2 Priority students, as defined by state law, shall not be required to attend summer programs.
- 3 The Director of Schools shall be responsible for developing administrative procedures regarding the
- 4 attendance requirements of priority students in each program.

Legal References

1. TRR/MS 0520-01-03-.03(9)
2. Public Acts of 2021, Special Legislative Session, Chapter No. 1
3. TCA 49-6-3003

Cross References

Extended Contracts 5.112

4.205 ENROLLMENT IN ADVANCED COURSES – 2nd Reading New Policy

Boards are now required to adopt a policy detailing how students can enroll in advanced courses. This policy must list objective enrollment criteria including TCAP scores and grades. TSBA has updated their policy 4.205, up for our adoption, to align with this change to state law. TSBA recommends that Boards include the criteria of those courses offered by the district.

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

Franklin Special Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Enrollment in Advanced Courses	Descriptor Code: 4.205	Issued Date: Proposed
		Rescinds:	Issued:

1 *General*

2 All eligible students in grades 5-8 may participate in the FSSD Honors Program.¹

3 1. Due to the limited number of students per grade level at Poplar Grove Middle School, honors
 4 students may be clustered in differentiated classrooms.

5 2. The Honors Program consists of the following classes: English/Language Arts in grades 5- 8,
 6 Science in grades 5-8, Math in grades 5-7, Algebra I in grades 7-8, Geometry in grade 8, World
 7 Language in grades 7-8, and Computer Science in grade 7 or 8 (at Freedom Middle only).

8 3. The winter benchmark assessments for STAR Reading and iReady Math are used as the qualifying
 9 assessments for Honors classes. STAR Reading is also used for the qualifying scores for honors
 10 Science. Rising 7th and 8th graders take the Iowa Algebra Aptitude Test (IAAT), in order to be
 11 considered for Algebra I or Honors Math. Rising 7th graders take the Modern Language Aptitude
 12 Test – Elementary (MLAT-E), in order to be considered for World Language (Spanish or French).

13 4. The winter benchmark assessments, consisting of reading and math, will be offered to rising 4th
 14 through 8th graders in May of each year. In order to have time for scheduling and parent
 15 reconsideration requests, scores from the winter benchmark tests will determine Honors admission.
 16 The IAAT will be offered to rising 7th and 8th graders in February of each year. The MLAT-E will
 17 be offered to rising 7th graders in February of each year as well. The IAAT and MLAT-E must be
 18 taken by the student during the calendar year he/she wishes to be considered for Honors.

19 5. For students who are new to the district, school personnel will gather state or district assessment
 20 data from their previous school, if possible. If the scores are unavailable or cannot be interpreted in
 21 a manner consistent with the FSSD benchmark tests, STAR Reading and iReady Math will be
 22 administered at the start of the school year and used as the qualifying measure. New students who
 23 wish to enroll in Algebra I or World Language will take the appropriate assessment(s)—IAAT or
 24 MLAT-E—at the beginning of the school year.

25 6. The Honors entry tests (Explore, IAAT, and/or MLAT-E) are offered free of charge to students.

26 7. Upon receipt of the results from the IAAT and MLAT-E, qualifying scores for each grade level
 27 cohort are determined by the Administrative Honors Committee. The committee evaluates the
 28 performance of current FSSD test-takers and determines a qualifying score. Cut scores may differ

- 1 for each subject and may vary from year to year. Students may participate in every subject in which
2 the score requirements are met.
- 3 8. Rising 5th—8th grade students are eligible to participate in the FSSD Honors Program if they meet
4 one of the three criteria listed below:
5
- 6 • Made the required qualifying cut score on the assessment appropriate for the grade level and
7 subject area. (For the 2021-2022 school year, students scoring at the 80th percentile on the
8 winter STAR Reading test will qualify for Honors ELA and Science. Students scoring at the
9 80th percentile on the winter iReady Math test will qualify for Honors Math.)
 - 10 • Placement is validated by evidence collected on the Honors Reconsideration Form (see #10 and
11 #11 below) and agreed to by the parent and administrator.
 - 12 • Space is available for families who have completed the Honors Reconsideration Form. If the
13 form was received after the deadline, there may be a waiting list based on the school's space in
14 Honors classes.)
- 15 9. Parents and students will be notified by mail concerning their status for participation in the Honors
16 Program. (Students currently enrolled in Honors classes will automatically qualify for these classes
17 next year, assuming they maintain the necessary grade requirements for the remainder of the school
18 year.) Parents may choose to opt out of their child's participation in Honors classes by completing
19 the Honors Opt Out Form included in the mailing. This Honors Opt Out Form should be sent to the
20 child's 2021-22 school.
21
- 22 10. If a student does not qualify for the Honors Program via the qualifying cut score on the appropriate
23 assessment, the parent will receive an Honors Reconsideration Form. Parents may submit the form
24 to the 2021-22 school, in order to request that their child be reconsidered for the program. The
25 request will only be granted if the data collected on the Honors Reconsideration Form validates this
26 placement for the child and if space is available.
- 27 11. Upon receipt of the Honors Program Reconsideration Form, the following steps will be taken:
- 28 • Data from the spring STAR Reading and iReady Math assessments will be recorded.
 - 29 • The principal will analyze the teacher perceived rate of learning (TPRL) traits from the
30 previous year's teachers.
 - 31 • The principal and parent will discuss the above data and will make a shared decision related to
32 the student being enrolled in Honors classes, if there is available space. Additionally, the Parent
33 Commitment Form will be discussed to ensure a full understanding of the academic
34 expectations of the program. If placement in Honors classes occurs, the parent will sign the
35 Parent Commitment Form, and the student will be placed in the honors class.
- 36 12. If a student does not qualify for an honors class via the qualifying cut score on the appropriate
37 assessment or through the reconsideration process, parents may request to be on the school's
38 waiting list for Honors classes.
39
- 40 13. Parents may complete a Honors Reconsideration Form for any Honors class with the exception of
41 Algebra I for 7th graders.

- 1 14. Students who meet the TN standards as a student who is Intellectually Gifted do not automatically
2 qualify for the Honors Program. If an Intellectually Gifted student does not meet the qualifying
3 score for honors, it is the Eligibility Team’s responsibility to determine whether or not an honors
4 class is the most appropriate placement. The Honors Program Reconsideration Form will be used
5 to evaluate data collected from the following sources: TCAP, STAR, iReady, and teacher perceived
6 rate of learning (TPRL). Based on the results, a student who meets the State standards as
7 Intellectually Gifted might be placed in a differentiated general education classroom or one or more
8 honors classes.
- 9 15. Prior to participating in the program the first time, parents of eligible students should attend an
10 orientation meeting with a school administrator. If a parent does not attend the official meeting,
11 he/she should contact the school to make other arrangements for Honors Program orientation. The
12 principal will inform parents of the common characteristics—strengths and problems/challenges—
13 of academically talented students as well as the implications for future coursework for students
14 who participate in the Honors Program. Having this information will assist parents in making good
15 decisions about whether this rigorous program is the most appropriate placement for their child,
16 realizing that in a challenging program of this nature, students may not always earn a grade of A or
17 B on every assignment. Standards of performance cannot waiver.
- 18 16. Parents of students participating in the Honors Program will be required to sign a new Parent
19 Commitment Form each year agreeing to maintain the standards of the Honors Program.
- 20 17. When a student has difficulty in an Honors class, it is important to determine if Honors is the most
21 appropriate placement for the student. The following steps will be taken:
- 22 • If any student earns a grade below an 80% average (81% for high school credit classes) on
23 his/her quarterly progress report, the classroom teacher will contact the parent to share the
24 reason for the grade and a reminder of the quarterly grade requirement that a student
25 maintain a passing (70 and above) grade.
 - 26 • The parent may contact a teacher or administrator at any time if they have questions about
27 their child’s academic progress and performance in an Honors class.
 - 28 • If the student does not make the expected improvement by the end of nine weeks as indicated
29 by a grade of 70% or higher on his/her report card for the quarter grade, the student will be
30 exited from the program and rescheduled into a differentiated general education class.
- 31 18. The FSSD Honors Program Guidelines will be placed on the website and reviewed with teachers at
32 the beginning of each school year.

33 **HIGH SCHOOL COURSES TAKEN FOR CREDIT IN MIDDLE SCHOOL**

34 High school courses offered in the FSSD include Algebra I, Geometry, French I (A-B), Spanish I (A-
35 B), and Computer Science (FMS only). Credit for the successful completion of these courses is granted
36 by Williamson County Schools (WCS).

1 FSSD students enrolled in high school courses will be subject to the Williamson County Board of
2 Education's Policy #4.600 Report Cards and Grading Systems. The following grading scale will be
3 used:

Grade	Grade Range
A	91-100
B	81-90
C	72-80
D	70-71
F	Below 70

4

5 In accordance with WCS Board of Education Policy #4.6051 Credit Requirements for Graduation,
6 FSSD students entering into Williamson County Schools will receive high school credit by (1) passing
7 (grade 70 or above) both semesters of the course. Algebra I and Geometry students will take the TCAP
8 End of Course assessment. Currently, TCAP assessment grades may count up 15% of a student's final
9 spring semester grade for the course if the additional score increases the student's grade. Students
10 enrolled in Spanish I and French I will take a final exam developed in conjunction with World
11 Language teachers in Williamson County Schools. Currently, the final exam grade may count up
12 to 15% of the student's final grade for the course. Final course grades will be recorded as Credit or No
13 Credit with no grade point average (GPA) value. There is not an option to refuse the credit.

14 All FSSD middle school courses that may count as credit for high school are taught at an honors level
15 and are subject to all criteria of an honors level course. FSSD students must maintain a passing
16 grade average (70 or above) on their report card, as they must pass both semesters to receive credit.
17 After completing all requirements of an honors level course, these courses will count towards the
18 Williamson County Honors Diploma. (WCS Policy #4.6051 Credit Requirements for Graduation,
19 4.60511 Graduation with Honors or Distinction).

20 High school credit courses also abide by the following state board policy (SBE policy 2.103(6)(3)(c)):

1 Students enrolled in courses with End of Course examinations may not withdraw from such courses
2 after being enrolled in the course for at least twenty-five percent (25%) of the instructional days in the
3 course.

4 If we have students in an enrolled HS course that are not meeting expectations, schedule changes
5 should be made by the end of the first quarter.

6 Although the successful completion of Algebra I and Geometry in middle school will count towards a
7 student's high school math credits for graduation, a student must still take four years of math during
8 high school. Parents should understand clearly that students taking high school levels of math in
9 middle school (Algebra I and Geometry) are still required to take four additional math courses
10 different from those taken in middle school.

11 ***Please note:*** Successful completion of one year of World Language in middle school will count
12 towards the two year requirement for high school graduation. For students who will be attending a
13 four-year higher education institution following high school, two additional years of World Language
14 in the high school setting are highly recommended.

15 The principal of each school shall have the authority to require additional criteria for the enrollment in
16 advanced courses to fit the needs of the students within the school.

17 **Reconsideration Request Form**

18 This form is to be completed by a parent or guardian who makes a request for his/her child to be placed
19 in the Honors Program, even though the child has not met the qualifying criteria for specific classes.

20 **Opt Out Form**

21 This form is to be completed by a parent or guardian who makes a request for his/her child to NOT be
22 placed in specific classes in the Honors Program, even though the child has met the qualifying criteria
23 for those classes.

24 **NOTIFICATION¹**

25 Parent(s)/guardian(s) shall be provided written notification of a student's eligibility to enroll in
26 advanced courses. The notification shall state that a student will remain enrolled in the course unless
27 the parent/guardian timely submits a written request for removal. The Director of Schools shall
28 determine the deadline to submit the request for removal.

29 Students may also be removed from an advanced course if the student's teacher determines that the
30 student should be removed based on performance after thirty (30) days of instruction and the principal
31 approves the request to remove the student.

Legal References

1. Public Acts of 2021, Chapter No. 170; State Board of Education Policy 3.301

5.106 APPLICATION AND EMPLOYMENT – 2nd Reading

Recently passed, Public Chapter 211 allows the Director of Schools to hire individuals with a teaching permit if a teacher with a valid license is not available. TSBA has provided language in their updated model policy to clarify that this is an option.

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

Franklin Special Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Application and Employment	Descriptor Code: 5.106	Issued Date: Proposed
		Rescinds: 5.106	Issued: 07/16/18

1 APPLICATION

2 An individual desiring a position with the board shall make application to the director of schools on
3 forms developed by his/her office. To ensure the safety and welfare of students and staff, the district
4 shall require criminal history background checks, fingerprinting and pre-employment drug screening of
5 applicants for teaching positions and any other positions that require proximity to children.¹ If applying
6 for a teaching position, the director of schools shall also check the applicant's license status in the State
7 Board of Education's database to determine if there is a hold on that applicant's license, and if so, the
8 reasoning behind the hold.²

9 Knowingly falsifying information shall be sufficient grounds for termination of employment and shall
10 also constitute a Class A misdemeanor which must be reported to the District Attorney General for
11 prosecution.³

12 Any costs incurred to perform these background checks and fingerprinting shall be paid by the applicant.
13 The board may reimburse the applicant if the position is offered and accepted.⁴

14 *Professional Employees*

15 The application shall include a transcript of credits earned at the colleges or universities attended along
16 with references from persons such as previous employers, college professors, and supervisors of student
17 teachers. Other information shall include whether such applicant has been dismissed for cause from a
18 school district.⁵ If previously employed by a local board of education, the applicant shall provide
19 evidence of acceptable resignation.

20 No person shall be employed:

- 21 1. Who does not hold a valid license to teach **or a temporary permit to teach** from the State Board
22 of Education;⁶
- 23 2. Who has been identified by the Department of Children's Services as a perpetrator of child abuse,
24 severe child abuse, child sexual abuse, or child neglect, or who poses an immediate threat to the
25 health, safety, or welfare of children;⁷
- 26 3. Who is listed on the state's abuse of vulnerable persons registry maintained by the Department
27 of Health;⁷
- 28 4. Who does not present a physician's certificate showing a satisfactory health record or has any
29 contagious or communicable disease in such form that might endanger the health of school
30 children;⁸
- 31 5. Who refuses to take and subscribe to an oath to support the Constitution of the State of Tennessee
32 and of the United States of America;⁹

- 1 6. Who fails to make a full disclosure of any prior criminal record and any prior dismissals from
- 2 employment for cause;
- 3 7. Who does not receive a satisfactory background check; or
- 4 8. Who does not pass a pre-employment drug screening.

5 *Support Employees*

6 No person shall be employed:

- 7 1. Who has any contagious or communicable disease in such form that might endanger the health
- 8 of the children;⁸
- 9 2. Who has been identified by the Department of Children's Services as a perpetrator of child
- 10 abuse, severe child abuse, child sexual abuse, or child neglect, or who poses an immediate
- 11 threat to the health, safety, or welfare of children;⁷
- 12 3. Who is listed on the state's abuse of vulnerable persons registry maintained by the Department
- 13 of Health;⁷
- 14 4. Who has not complied with the Immigration Reform and Control Act of 1986;¹¹
- 15 5. Who fails to make a full disclosure of any prior criminal record and any prior dismissals from
- 16 employment for cause;
- 17 6. Who does not receive a satisfactory background check¹⁰; or
- 18 7. Who does not pass a pre-employment drug screening.

19 **EMPLOYMENT**

20 *Professional Employees*

21 After checking references and receiving written recommendations, the director of schools shall hire and

22 assign qualified applicants.

23 *Initial Employment*

24 Upon initial employment, the director of schools shall notify such person, in writing, of the offer and

25 conditions of employment. Upon receipt of employment notification, ~~such person shall have fourteen~~

26 ~~(14) days to accept or reject, in writing, the offered employment.~~¹ **such person shall respond within the**

27 **timeline established by state law.**¹² From the date of the written acceptance, such person is considered

28 to be under employment with the system and is subject to all rights, privileges and duties.

29 *Support Employees*

30 After checking references and receiving written recommendations from principals and/or supervisors,

31 the director of schools shall hire and assign qualified applicants. The contract of each support employee

32 shall contain a statement regarding the required ninety (90) day probationary period.

Legal References

1. TCA 49-5-406
2. State Board of Education Policy 5.501
3. TCA 49-5-406 (a)(2)(A)
4. TCA 49-5-413(c)
5. Public Acts of 2018, Chapter No. 938
6. TCA 49-5-403; TCA 49-5-101
7. TCA 49-5-413(e)
8. TCA 49-5-404; TRR/MS 0520-01-03-.08(2)(f)
9. TCA 49-5-405
10. Public Acts of 2018, Chapter No. 1006
11. Immigration Reform and Control Act of 1986; Pub. L. No. 99-603, 100 Stat. 3359

Cross References

Orientation and Probation 5.107
Compensation Guides & Contracts 5.110
Background Investigations 5.1061
Interim Employees 5.700
Recommendations and File Transfers 5.203
Qualifications and Duties of the Director of Schools 5.802

Franklin Special Board of Education			
Monitoring: Review: Annually, in February	Descriptor Term: Application and Employment	Descriptor Code: 5.106	Issued Date: 07/16/18
		Rescinds: 5.106	Issued: 03/13/17

1 **APPLICATION**

2 An individual desiring a position with the board shall make application to the director of schools on
 3 forms developed by his/her office. To ensure the safety and welfare of students and staff, the district
 4 shall require criminal history background checks, fingerprinting and pre-employment drug screening of
 5 applicants for teaching positions and any other positions that require proximity to children.¹ If applying
 6 for a teaching position, the director of schools shall also check the applicant’s license status in the State
 7 Board of Education’s database to determine if there is a hold on that applicant’s license, and if so, the
 8 reasoning behind the hold.²

9 Knowingly falsifying information shall be sufficient grounds for termination of employment and shall
 10 also constitute a Class A misdemeanor which must be reported to the District Attorney General for
 11 prosecution.³

12 Any costs incurred to perform these background checks and fingerprinting shall be paid by the applicant.
 13 The board may reimburse the applicant if the position is offered and accepted.⁴

14 *Professional Employees*

15 The application shall include a transcript of credits earned at the colleges or universities attended along
 16 with references from persons such as previous employers, college professors, and supervisors of student
 17 teachers. Other information shall include whether such applicant has been dismissed for cause from a
 18 school system.⁵ If previously employed by a local board of education, the applicant shall provide
 19 evidence of acceptable resignation.

20 No person shall be employed:

- 21 1. Who does not hold a valid license to teach from the State Board of Education;⁶
- 22 2. Who has been identified by the Department of Children’s Services as a perpetrator of child abuse,
 23 severe child abuse, child sexual abuse, or child neglect, or who poses an immediate threat to the
 24 health, safety, or welfare of children;⁷
- 25 3. Who is listed on the state’s abuse of vulnerable persons registry maintained by the Department
 26 of Health;⁷
- 27 4. Who does not present a physician's certificate showing a satisfactory health record or has any
 28 contagious or communicable disease in such form that might endanger the health of school
 29 children;⁸
- 30 5. Who refuses to take and subscribe to an oath to support the Constitution of the State of Tennessee
 31 and of the United States of America;⁹

- 1 6. Who fails to make a full disclosure of any prior criminal record and any prior dismissals from
- 2 employment for cause;
- 3 7. Who does not receive a satisfactory background check; or
- 4 8. Who does not pass a pre-employment drug screening.

5 *Support Employees*

6 No person shall be employed:

- 7 1. Who has any contagious or communicable disease in such form that might endanger the health
- 8 of the children;⁸
- 9 2. Who has been identified by the Department of Children's Services as a perpetrator of child
- 10 abuse, severe child abuse, child sexual abuse, or child neglect, or who poses an immediate
- 11 threat to the health, safety, or welfare of children;⁷
- 12 3. Who is listed on the state's abuse of vulnerable persons registry maintained by the Department
- 13 of Health;⁷
- 14 4. Who has not complied with the Immigration Reform and Control Act of 1986;¹¹
- 15 5. Who fails to make a full disclosure of any prior criminal record and any prior dismissals from
- 16 employment for cause;
- 17 6. Who does not receive a satisfactory background check¹⁰; or
- 18 7. Who does not pass a pre-employment drug screening.

19 **EMPLOYMENT**

20 *Professional Employees*

21 After checking references and receiving written recommendations, the director of schools shall hire and

22 assign qualified applicants.

23 *Initial Employment*

24 Upon initial employment, the director of schools shall notify such person, in writing, of the offer and

25 conditions of employment. Upon receipt of employment notification, such person shall have fourteen

26 (14) days to accept or reject, in writing, the offered employment.¹ From the date of the written

27 acceptance, such person is considered to be under employment with the system and is subject to all

28 rights, privileges and duties.

29 *Support Employees*

30 After checking references and receiving written recommendations from principals and/or supervisors,

31 the director of schools shall hire and assign qualified applicants. The contract of each support employee

32 shall contain a statement regarding the required ninety (90) day probationary period.

Legal References

1. TCA 49-5-406
2. State Board of Education Policy 5.501
3. TCA 49-5-406 (a)(2)(A)
4. TCA 49-5-413(c)
5. Public Acts of 2018, Chapter No. 938
6. TCA 49-5-403; TCA 49-5-101
7. TCA 49-5-413(e)
8. TCA 49-5-404; TRR/MS 0520-01-03-.08(2)(f)
9. TCA 49-5-405
10. Public Acts of 2018, Chapter No. 1006
11. Immigration Reform and Control Act of 1986; Pub. L. No. 99-603, 100 Stat. 3359

Cross References

Orientation and Probation 5.107
Compensation Guides & Contracts 5.110
Background Investigations 5.1061
Recommendations and File Transfers 5.203
Qualifications and Duties of the Director of Schools 5.802

5.802 QUALIFICATIONS AND DUTIES OF THE DIRECTOR OF SCHOOLS -
2nd Reading

Also part of Public Chapter 211, which allows the Director to hire individuals with a teaching permit if a teacher with a valid license is not available, Policy 5.802 is impacted, as the Director of Schools would be required to report potential misconduct by these individuals to the State Board of Education in the same manner that is done for licensed teachers.

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

Franklin Special Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Qualifications and Duties of the Director of Schools	Descriptor Code: 5.802	Issued Date: <i>Proposed</i>
		Rescinds: 5.802	Issued: 09/17/18

1 **QUALIFICATIONS**

- 2 1. A professional educator's license
- 3 2. A master's degree in education with a preference for a doctorate degree
- 4 3. Three (3) years of successful experience in school administration
- 5 4. Such other qualifications as the board deems desirable

6 **REPORTS TO:** The Board of Education

7 **SUPERVISES:** All administrative and supervisory personnel in the district

8 **JOB GOAL:** To provide leadership in developing and maintaining the best possible educational
9 programs and services

10 **SCOPE OF RESPONSIBILITY:** The management responsibilities of the director of schools shall
11 extend to all activities of the district, to all phases of the educational program, to all aspects of the
12 financial operation, to all facility management, and to the conduct of such other duties as may be assigned
13 by the board. The director of schools may delegate these duties together with appropriate authority but
14 may not delegate nor relinquish ultimate responsibility for results or any portion of accountability.

15 **ESSENTIAL FUNCTIONS**

16 *General Administrative*

- 17 1. Provides leadership in identification of priorities and assures that all activities reflect those
18 board-established priorities.
- 19 2. Prepares and recommends short and long-range plans for board approval and implements those
20 plans when approved.
- 21 3. Prepares, in conjunction with the board chair, agenda recommendations relative to all matters
22 requiring board action, including all facts, information, options, and reports needed to assure
23 informed decisions. Provides advice and counsel to the board on matters before it.
- 24 4. Attends all regular and special meetings of the board and keeps a complete and accurate record
25 of the proceedings of all meetings of the board and of its official acts.
- 26 5. Recommends drafts of new policies or changes to the board. Anticipates potential problems.
27 Recommends policies or courses of staff action.

- 1 6. Develops administrative procedures to implement board policy or for the items deemed
2 necessary for the efficient operation of the schools and disseminates these procedures to
3 appropriate staff.
- 4 7. Keeps the board informed regarding development in other districts or at state and national levels
5 that would be helpful to the district.
- 6 8. Ensures that all local, state, and federal standards for the health and safety of the students and
7 staff are maintained and that required reports are maintained.
- 8 9. Fulfills all statutory obligations and implements the education law of the State of Tennessee and
9 the rules and regulations of the State Board of Education.¹

10 *Financial Management*

- 11 1. Provides direction to and supervision~~s~~ of school business functions. Encourages development
12 and implementation of sound business practices. Continually assesses business practices to
13 achieve efficiency.
- 14 2. Prepares, annually, a budget and submits it to the board for approval. Presents approved budget
15 to the appropriate local funding body for adoption.
- 16 3. Makes appropriate written reports for the board detailing all receipts and expenditures of the
17 public school funds and submits them to the local funding body.
- 18 4. Ensures that funds are spent prudently by providing adequate control and accounting of the
19 district's financial and physical resources.

20 *Personnel Administration*

- 21 1. Establishes lines of authority which shall be approved by the board and shown on the system
22 organization chart. Lines of authority shall not restrict the practical working relationships of all
23 staff members at all levels.
- 24 2. Employs such personnel as may be necessary within the limits of budgetary provisions and
25 recommends to the board teachers who are eligible for tenure.
- 26 3. Develops recruitment procedures to assure well-qualified applicants for professional and non-
27 professional positions.
- 28 4. Assigns and transfers employees as the interest of the district may dictate and reports such action
29 to the board for information and record.
- 30 5. Holds meetings of teachers and other employees as necessary for the discussion of matters
31 concerning the welfare and improvement of the schools.
- 32 6. Communicates directly or through delegation all actions of the board relating to personnel
33 matters to all and receives employees' communications to be made to the board.

- 1 7. Evaluates principals annually.
- 2 8. Informs the Office of Educator Licensing of licensed educators **or educators who have a**
3 **temporary teaching permit** who have been suspended or dismissed, or who have resigned,
4 following allegations of conduct which, including sexual misconduct, which, if substantiated,
5 would warrant consideration for license suspension or revocation, or who have been convicted
6 of a felony. The report shall be submitted within thirty (30) days of the suspension, dismissal, or
7 resignation or of receiving knowledge of the felony conviction.²

8 *Instructional Leadership*

- 9 1. Serves as the chief school executive. Ensures the development and maintenance of a positive
10 educational program designed to meet the needs of the community and to carry out the policies
11 of the board. Ensures that a system of thorough and efficient education, as defined by state law,
12 is available to all students.
- 13 2. Recommends to the board for its adoption all courses of study, curriculum guides, and major
14 changes in tests and time schedules to be used in the schools.
- 15 3. Oversees the timely revisions of all curriculum guides and courses of study.
- 16 4. Develops guidelines and direction for monitoring the effectiveness of existing and new
17 programs.
- 18 5. Conducts a periodic audit of the total school program and advises the board of recommendations
19 for the educational advancement of the schools.
- 20 6. Seeks out available sources for grant funding to support programs and projects.
- 21 7. Ensures that the goals of the school system are adequately reflected in its educational program
22 and operations.

23 *Community/Public Relations*

- 24 1. Promotes community support of the schools. Interprets district programs and services, reports,
25 plans, events, and activities of interest and solicits community opinions regarding school and
26 educational issues.
- 27 2. Identifies available community resources and links to social service agencies that support
28 education and healthy child development.
- 29 3. Develops strategies to promote parental involvement in their student's education and provides
30 opportunities for parent-teacher interaction.
- 31 4. Maintains contact and good relations with local media. Acts as the board's spokesperson.
- 32 5. Ensures that the district interests will be represented in meetings and activities of municipal and
33 other governmental agencies.

1 6. Represents the school system and its interests in community organizations, activities, and
2 projects.

3 **TERMS OF EMPLOYMENT:** Serves in accordance with the terms of the contract between the board
4 and the director of schools. Salary to be determined by the board.

5 **EVALUATION:** Performance of this job will be evaluated in accordance with provisions of state law
6 and the board's policy on evaluation of the director of schools.

7 **GENERAL REQUIREMENTS:** The above statements are intended to describe the general nature and
8 level of work being performed by the person assigned to this position. They are not intended to be a
9 complete list of responsibilities, duties, and skills required of personnel so assigned.

Legal References

1. TCA 49-2-301
2. TRR/MS 0520-02-03-.09(2); ~~Public Acts of 2018, Chapter No. 935~~ TCA 49-5-417(c); ~~Public Acts of 2021, Chapter No. 211~~

Cross References

Executive Committee 1.301
Administrative Procedures 1.601
Administrative Committees 1.602
Administrative Reports 1.603
School District Planning 1.701
Application and Employment 5.106
Evaluation of the Director of Schools 5.803

Franklin Special Board of Education			
Monitoring: Review: Annually, in February	Descriptor Term: Qualifications and Duties of the Director of Schools	Descriptor Code: 5.802	Issued Date: 09/17/18
		Rescinds: 5.802	Issued: 04/16/18

1 **QUALIFICATIONS**

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- 3 2. A master's degree in education with a preference for a doctorate degree
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- 2 8. Informs the Office of Educator Licensing of licensed educators who have been suspended or
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1 6. Represents the school system and its interests in community organizations, activities, and
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Legal References

1. TCA 49-2-301
2. TRR/MS 0520-02-03-.09(2); Public Acts of 2018, Chapter No. 935

Cross References

Executive Committee 1.301
Administrative Procedures 1.601
Administrative Committees 1.602
Administrative Reports 1.603
School District Planning 1.701
Application and Employment 5.106
Evaluation of the Director of Schools 5.803

4.700 TESTING PROGRAMS – *1st Reading*

Per TSBA Director of Policy & Staff Attorney, districts must now provide students with information on available career and technical education opportunities after aptitude assessment are administered. TSBA has provided language for our use reflecting this requirement.

Franklin Special Board of Education			
Monitoring: Review: Annually, in December	Descriptor Term: Testing Programs	Descriptor Code: 4.700	Issued Date: Proposed
		Rescinds: 4.700	Issued: 09/17/18

1 *General*

2 The board shall provide for a system-wide testing program which shall be periodically reviewed and
3 evaluated. The purposes of the program shall be to:

- 4 1. Assist in promoting accountability;
5
6 2. Determine the progress of students;
7
8 3. Assess the effectiveness of the instructional program and student learning;
9
10 4. Aid in counseling and guiding students in planning future education and other endeavors;
11
12 5. Analyze the improvements needed in each instructional area;
13
14 6. Assist in the screening of students with learning difficulties;¹
15
16 7. Assist in placing students in remedial programs;
17
18 8. Provide information for high school/college entrance and placement; and
19
20 9. Assist in educational research by providing data.²

21 The director of schools shall be responsible for planning and implementing the program, which includes:

- 22 1. Determining specific purposes for each test;
23
24 2. Selecting the appropriate test to be given;
25
26 3. Establishing procedures for administering the tests;
27
28 4. Making provisions for interpreting and disseminating the results;
29
30 5. Maintaining testing information in a consistent and confidential manner; and
31
32 6. Ensuring that results are obtained as quickly as possible, especially when placement in a special
33 learning program might be necessary.

1 State-mandated student testing programs shall be undertaken in accordance with procedures published
2 by the State Department of Education.³

3 **WEIGHTING TCAP SCORES**

4 ~~TNReady~~ TCAP⁴ and EOC⁵ scores will be included in students' final grade for the spring semester as
5 follows:

- 6 a) Grades 3-5 - 15% of the student's second semester grade.
- 7 b) Grades 6-8 - 15% of the student's second semester grade.

8 The methodology the district will use to convert raw scores to quick score grades (the 15% included in
9 the student's grade) will be the Cube-Root Methodology.

10 The director of schools may exclude these scores from students' final grades if results are not received
11 by the district at least five (5) instructional days before the end of the course.^{4,5}

12 Final examination scores for other high school credit courses will comprise 15% of the student's final
13 grade.

14 Other assessments will be given throughout the year to determine academic level, understanding of
15 content and progress. These measurements will be mandatory.

16 **INTEREST INVENTORIES AND CAREER ASSESSMENTS⁶**

17 An interest inventory, titled "The You Science Assessment", shall be made available to middle schoolers.

18 This career aptitude assessment shall be administered to 8th graders in order to inform the student's high
19 school plan of study. Upon receiving the results from this assessment, the school shall provide students
20 with information on any available career and technical education opportunities in which the student is
21 eligible to participate.

22 **TESTING INFORMATION AND PARENTAL CONSENT**

23 Any test directly concerned with measuring student ability or achievement through individual or group
24 psychological or socio-metric tests shall not be administered by or with the knowledge of any employee
25 of the system without first obtaining written consent of the parents or guardians.²

26 Results of all group tests shall be recorded on the students' permanent records and shall be made
27 available to appropriate personnel in accordance with established procedures.⁶

28 No later than July 31st of each year, the board shall publish on its website information related to state
29 and board mandated tests that will be administered during the school year. The information shall
30 include:⁷

- 31 1. The name of the test;

32

- 1 2. The purpose and use of the test;
 - 2
 - 3 3. The grade or class in which the test will be administered;
 - 4
 - 5 4. The tentative date or dates that the test will be administered;
 - 6
 - 7 5. The time and manner in which parents and students will be notified of the results of the test;
 - 8 and
 - 9
 - 10 6. How parents/guardians can access the questions and answers on their student's state-required
 - 11 tests.
 - 12
 - 13 7. If a board mandated test, how the test complements and enhances student instruction and
 - 14 learning and how it serves a purpose distinct from state-required tests.
- 15 Testing information shall also be placed in student handbooks or other school publications that are
- 16 provided to parents/guardians on an annual basis.

Legal References

1. TCA 49-10-108
2. 20 USCS 1232(g)
3. TRR/MS 0520-01-03-.03(8);
TRR/MS 0520-01-03-.06(1)(c)
4. TCA 49-1-617; Public Acts of 2018,
Chapter No. 817
5. TRR/MS 0520-01-03-.06(1)(c)(2); State Board of
Education Policy 2.103; Public Acts of 2018,
Chapter No. 817
6. TCA 10-7-504
7. TCA 49-6-6007; State Board of Education Policy
2.103

Cross References

Student Surveys, Analyses, and Evaluations 6.4001
Student Records 6.600

Franklin Special Board of Education			
Monitoring: Review: Annually, in December	Descriptor Term: Testing Programs	Descriptor Code: 4.700	Issued Date: 09/17/18
		Rescinds: 4.700	Issued: 12/11/17

1 *General*

2 The board shall provide for a system-wide testing program which shall be periodically reviewed and
3 evaluated. The purposes of the program shall be to:

- 4 1. Assist in promoting accountability;
5
6 2. Determine the progress of students;
7
8 3. Assess the effectiveness of the instructional program and student learning;
9
10 4. Aid in counseling and guiding students in planning future education and other endeavors;
11
12 5. Analyze the improvements needed in each instructional area;
13
14 6. Assist in the screening of students with learning difficulties;¹
15
16 7. Assist in placing students in remedial programs;
17
18 8. Provide information for high school/college entrance and placement; and
19
20 9. Assist in educational research by providing data.²

21 The director of schools shall be responsible for planning and implementing the program, which includes:

- 22 1. Determining specific purposes for each test;
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24 2. Selecting the appropriate test to be given;
25
26 3. Establishing procedures for administering the tests;
27
28 4. Making provisions for interpreting and disseminating the results;
29
30 5. Maintaining testing information in a consistent and confidential manner; and
31
32 6. Ensuring that results are obtained as quickly as possible, especially when placement in a special
33 learning program might be necessary.

1 State-mandated student testing programs shall be undertaken in accordance with procedures published
2 by the State Department of Education.³

3 **WEIGHTING TCAP SCORES**

4 TNReady⁴ and EOC⁵ scores will be included in students' final grade for the spring semester as follows:

5 a) Grades 3-5 - 15% of the student's second semester grade.

6 b) Grades 6-8 - 15% of the student's second semester grade.

7 The methodology the district will use to convert raw scores to quick score grades (the 15% included in
8 the student's grade) will be the Cube-Root Methodology.

9 The director of schools may exclude these scores from students' final grades if results are not received
10 by the district at least five (5) instructional days before the end of the course.^{4,5}

11 Final examination scores for other high school credit courses will comprise 15% of the student's final
12 grade.

13 Other assessments will be given throughout the year to determine academic level, understanding of
14 content and progress. These measurements will be mandatory.

15 **TESTING INFORMATION AND PARENTAL CONSENT**

16 Any test directly concerned with measuring student ability or achievement through individual or group
17 psychological or socio-metric tests shall not be administered by or with the knowledge of any employee
18 of the system without first obtaining written consent of the parents or guardians.²

19 Results of all group tests shall be recorded on the students' permanent records and shall be made
20 available to appropriate personnel in accordance with established procedures.⁶

21 No later than July 31st of each year, the board shall publish on its website information related to state
22 and board mandated tests that will be administered during the school year. The information shall
23 include:⁷

24 1. The name of the test;

25

26 2. The purpose and use of the test;

27

28 3. The grade or class in which the test will be administered;

29

30 4. The tentative date or dates that the test will be administered;

31

32 5. The time and manner in which parents and students will be notified of the results of the test;

33

and

34

- 1 6. How parents can access the questions and answers on their student's state-required tests.
- 2
- 3 7. If a board mandated test, how the test complements and enhances student instruction and
- 4 learning and how it serves a purpose distinct from state-required tests.
- 5 Testing information shall also be placed in student handbooks or other school publications that are
- 6 provided to parents on an annual basis.

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1. TCA 49-10-108
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4. TCA 49-1-617; Public Acts of 2018,
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5. TRR/MS 0520-01-03-.06(1)(c)(2); State Board of
Education Policy 2.103; Public Acts of 2018,
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6. TCA 10-7-504
7. TCA 49-6-6007; State Board of Education Policy
2.103

Cross References

- Student Surveys, Analyses, and Evaluations 6.4001
Student Records 6.600

5.117 TEACHER TENURE – *1st Reading*

TSBA Director of Policy & Staff Attorney has given updates to this policy based on recently passed legislation. “Due to the cancellation of TNReady tests during the pandemic, there are no teacher evaluation scores from the 2019-2020 school year. Public Chapter 2 from the Special Legislative Session clarifies that the two most recent evaluation scores can be used when determining tenure.

Additionally, Public Chapter 378 changes the requirements for providing notice of nonrenewal to teachers. This notice must now be sent to teachers by certified mail, overnight carrier, or email so that it will be received within five business days following the last instructional day. The model policy has been updated to align with both of these legal changes.”

The title changes from “Procedures for Granting Tenure”; references are also updated.

Franklin Special Board of Education

Monitoring: Review: Annually in February	Descriptor Term: Teacher Tenure	Descriptor Code: 5.117	Issued Date: Proposed
		Rescinds: 5.117	Issued: 09/21/15

1 **General**

2 To attain tenure status,¹ a teacher shall: (1) meet tenure eligibility requirements; (2) be renewed and
3 recommended by the Director of Schools; and (3) receive a majority vote of the Board.

4 **TENURE ELIGIBILITY²**

5 A teacher that meets the following requirements is eligible for tenure:

- 6 1. Has a degree from an approved four-year college or any career and technical teacher who has
7 the equivalent amount of training established and is licensed by the State Board of Education;
8
- 9 2. Holds a valid teacher license issued by the State Board of Education, based on training
10 covering the subjects or grades taught;
11
- 12 3. Has completed a probationary period of five (5) school years or not less than forty-five (45)
13 months within the last seven-year period with the last two (2) years being employed in a regular
14 teaching position rather than an interim teaching position; and
15
- 16 4. Has received evaluations demonstrating an overall performance effectiveness level of “above
17 expectations” or “significantly above expectations” as provided in the evaluation guidelines
18 adopted by the State Board of Education, during the last two (2) years of the probationary
19 period.

20 If a teacher has met all other requirements for tenure eligibility but has not acquired an official
21 evaluation score during the last one (1) or two (2) years of the probationary period due to allowable
22 circumstances outlined in state law, he/she may utilize the most recent two (2) years of available
23 evaluation scores achieved during the probationary period to become eligible for tenure.³

24 **ACQUISITION OF TENURE STATUS**

25 Once a teacher is eligible for tenure, he/she shall be either recommended by the Director of Schools for
26 tenure or nonrenewed. If tenure is denied by the Board, the teacher shall be dismissed.⁴
27

28 The Board of Education will grant tenure only to those teachers who can present documentation of a
29 record of excellence as a teacher ~~and who are determined by State guidelines to be considered a~~
30 ~~"highly qualified" teacher or those making appropriate progress toward achieving that status.~~ The

1 director of schools is responsible for documenting and presenting the recommendation for tenure to the
2 Board of Education.¹

3 Documentation of a record of excellence in teaching must include:

- 4 1. Consistently high ratings on evaluations conducted by the principal and/or other evaluators
- 5 2. Specific evidence of effectiveness in teaching students (if appropriate):
 - 6 a) test scores, including the annual estimate of teacher effect on student progress;²
 - 7 b) narrative descriptions of specific examples of effectiveness with students;
 - 8 c) letters from parents;
- 9 3. Record of attendance for the last five years;
- 10 4. Letter from the principal summarizing reasons for recommendation of tenure; **and**
- 11 5. Other indicators of effectiveness may be included.

12 The following additional guidelines will apply:

- 13 1. The Director of Schools will recommend **persons teachers** eligible for tenure at a board meeting
14 in ample time ~~for the director of schools to provide notice~~ **to send notice** of non-renewal to each
15 teacher not ~~granted~~ **recommended for** tenure within five (5) business days following the last
16 instructional day for the school year.^{4 5}
- 17 2. The decision to grant tenure is solely within the discretion of the Board ~~of Education.~~^{3 6} Only
18 those teachers who receive a majority vote of the membership of the Board will be granted
19 tenure.⁷
- 20 3. A teacher who is eligible for tenure, but tenure is denied **by the Board**, shall not be rehired beyond
21 the contract year.⁴
- 22 4. Teachers who earn tenure will be honored by the Board in a special ceremony, either at a board
23 meeting or in some other special public event.
- 24 5. No person who has been denied tenure by the Board of Education shall be employed in the school
25 system in any position which requires a license.
- 26 6. A background check within six (6) months prior to tenure being granted.

27 **TEACHER RETURNING TO EMPLOYMENT**

28 A teacher who has ~~attained~~ **acquired** tenure status in the school district and later resigns shall serve a
29 two-year probationary period upon reemployment, unless the probationary period is waived by the
30 Board upon request of the Director of Schools. Upon completion of the two-year probationary period,
31 the teacher shall either be recommended ~~to the Board~~ by the Director of Schools for tenure or non-
32 renewed. If tenure is ~~not granted~~ **denied by the Board**, the teacher ~~cannot continue in employment~~ **shall**
33 **be dismissed.**^{4 8}

35 **TEACHER TRANSFERRING FROM ANOTHER SCHOOL DISTRICT⁹**

36 A tenured or nontenured teacher with five (5) or more years of prior service that transfers from another
37 school district to begin employment in the Franklin Special School District shall serve the regular
38 probationary period. The Board, upon the recommendation of the Director of Schools, may waive the
39 probationary period and grant tenure status or shorten the probationary period.

1 If a nontenured teacher with fewer than five (5) years of service transfers from another school district,
2 such teacher shall not be eligible for tenure status until the teacher has served at least five (5) years when
3 service in both school districts is counted.

4 All tenure decisions made under this section are subject to the requirements concerning overall teacher
5 performance effectiveness levels.

6 **TEACHER RETURNING TO PROBATIONARY STATUS¹⁰**

7 Any tenured teacher who receives two (2) consecutive years of evaluations demonstrating an overall
8 performance effectiveness level of “below expectations” or “significantly below expectations” shall be
9 returned to probationary status by the Director of Schools until the teacher has received two (2)
10 consecutive years of evaluations demonstrating an overall performance effectiveness level of “above
11 expectations” or “significantly above expectations.”

12 When a teacher who has returned to probationary status has received two (2) consecutive years of
13 evaluations demonstrating an overall performance effectiveness level of “above expectations” or
14 “significantly above expectations,” the teacher is again eligible for tenure and shall be either
15 recommended by the Director of Schools for tenure or nonrenewed; provided, however, that the teacher
16 shall be dismissed if tenure is denied by the Board.⁴

17 This section does not apply to teachers who acquired tenure prior to July 1, 2011.

Legal References

1. TCA 49-5-501(11)(A)
2. TCA 49-5-503
3. Public Acts of 2021, Special Legislative Session
Chapter No. 2
4. TCA 49-5-504(b)
5. TCA 49-5-409(b); Public Acts of 2021, Chapter No.
378
6. TCA 49-2-203(a)(1)
7. TCA 49-2-202(g)
8. TCA 49-5-504(d)
9. TCA 49-5-509
10. TCA 49-5-504(e), (f)

Cross References

- Separation Practices for Tenured Teachers 5.200
Separation Practices for Non-Tenured Teachers 5.201

Franklin Special Board of Education			
Monitoring: Review: Annually in February	Descriptor Term: Procedure for Granting Tenure	Descriptor Code: 5.117	Issued Date: 09/21/15
		Rescinds: 5.117	Issued: 06/10/13

1 The Board of Education will grant tenure only to those teachers who can present documentation of a
 2 record of excellence as a teacher and who are determined by State guidelines to be considered a
 3 "highly qualified" teacher or those making appropriate progress toward achieving that status. The
 4 director of schools is responsible for documenting and presenting the recommendation for tenure to the
 5 Board of Education.¹

6 Documentation of a record of excellence in teaching must include:

- 7 1. Consistently high ratings on evaluations conducted by the principal and/or other evaluators
- 8 2. Specific evidence of effectiveness in teaching students (if appropriate):
 - 9 a) test scores, including the annual estimate of teacher effect on student progress²
 - 10 b) narrative descriptions of specific examples of effectiveness with students
 - 11 c) letters from parents
- 12 3. Record of attendance for the last five years
- 13 4. Letter from the principal summarizing reasons for recommendation of tenure
- 14 5. Other indicators of effectiveness may be included

15 The following additional guidelines will apply:

- 16 1. The decision to grant tenure is solely within the discretion of the Board of Education.³
- 17 2. The director of schools will recommend persons eligible for tenure at a board meeting in ample
 18 time for the director of schools to provide notice of non-renewal to each teacher not granted
 19 tenure within five (5) business days following the last instructional day for the school year.⁴
- 20 3. Only those teachers who receive a majority vote of the membership of the Board will be
 21 granted tenure.
- 22 4. Teachers who earn tenure will be honored by the Board in a special ceremony, either at a board
 23 meeting or in some other special public event.
- 24 5. A teacher who is eligible for tenure, but tenure is denied, shall not be rehired beyond the
 25 contract year.
- 26 6. No person who has been denied tenure by the Board of Education shall be employed in the
 27 school system in any position which requires a license.
- 28 7. A background check within six (6) months prior to tenure being granted.

29 **Teacher Returning to Employment**

30 A teacher who has attained tenure status in the school system and later resigns shall serve a two-year
 31 probationary period upon reemployment, unless the probationary period is waived by the Board upon
 32 request of the director of schools. Upon completion of the two-year probationary period, the teacher

- 1 shall either be recommended to the Board by the director for tenure or non-renewed. If tenure is not
2 granted, the teacher cannot continue in employment.⁴

Legal References:

1. Tenn. Code Ann. § 49-2-301(b)(1)(J)
2. Tenn. Code Ann. § 49-1-606(a)
3. Tenn. Code Ann. § 49-2-203(1)
4. Tenn. Code Ann. § 49-5-504 (b); Tenn. Code Ann. § 49-5-409;
Public Acts of 2015, Chapter No. 232

5.200 SEPARATION PRACTICES FOR TENURED TEACHERS – *1st Reading*

Previously, state law gave the Commissioner of Education the authority to suspend a teacher's license if he/she broke a contract with a local board of education. Under this new change to state law, this authority now rests with the State Board of Education. We have updated this policy to reflect that change.

TSBA has provided their model policy for guidance in updating the policy and references.

Franklin Special Board of Education			
Monitoring: Review: Annually, in January	Descriptor Term: Separation Practices for Tenured Teachers	Descriptor Code: 5.200	Issued Date: Proposed
		Rescinds: 5.200	Issued: 09/16/19

1 **SUSPENSION PENDING AN INVESTIGATION¹**

2 The Director of Schools may suspend a teacher at any time that may seem necessary, pending
3 investigation, or final disposition of a case before the Board or an appeal. If the matter under
4 investigation is not the subject of an ongoing criminal investigation or a Department of Children's
5 Services investigation, and if no charges for dismissal have been made, a suspension pending
6 investigation shall not exceed ninety (90) days in duration. Under no circumstances shall the Director of
7 Schools suspend a teacher with pay. If vindicated or reinstated, the teacher shall be paid full salary for
8 the period of suspension.

9 **SUSPENSION OF THREE DAYS OR LESS^{2,3}**

10 The Director of Schools/designee may suspend a teacher for incompetence, inefficiency, neglect of duty,
11 unprofessional conduct, and insubordination. Before a teacher is suspended, he/she shall be: (1) provided
12 with written notice, including the reasons for the suspension along with an explanation of the evidence;
13 (2) given an opportunity to respond to the Director of Schools at a conference, if requested within five
14 (5) days; and (3) given a written decision of the suspension within ten (10) days. Both parties may be
15 represented by counsel at the conference, which shall be recorded.

16 Under no circumstances shall a Director of Schools suspend a tenured teacher with pay. If reinstated,
17 the tenured teacher shall be paid full salary for the period of suspension, unless suspension without pay
18 is deemed to be an appropriate penalty.

19 **DISMISSAL OR SUSPENSIONS GREATER THAN THREE DAYS⁴**

20 When a tenured teacher is charged with offenses that may justify dismissal or a suspension greater than
21 three (3) days, the charges shall be made in writing, specifically stating the offenses which are charged,
22 and shall be signed by the party or parties making the charges.

23 If, in the opinion of the Board, the charges are of such nature as to warrant the dismissal or a suspension
24 greater than three (3) days of the teacher, the Director of Schools shall give the teacher a written notice
25 of this decision, a copy of the charges against the teacher, and a copy of a form provided by the
26 Commissioner of Education advising the teacher of his/her legal duties, rights, and recourse.

27 A tenured teacher who has been given notice of charges against him/her may within thirty (30) days after
28 receipt of notice give written notice to the Director of Schools of his/her request for a hearing.

29 The Director of Schools shall, within five (5) days after receipt of request, assign a hearing officer from
30 the list maintained by the Board.

1 The Board shall maintain a list of qualified individuals who have indicated a willingness to act as
2 impartial hearing officers as defined under Tennessee law.

3 The hearing officer shall notify the parties, or their attorney, of the officer's assignment and direct the
4 parties or the attorneys for the parties, or both, to appear before the hearing officer for simplification of
5 issues and the scheduling of the hearing. That hearing shall be set no later than thirty (30) days following
6 receipt of the initial request for a hearing. In the discretion of the hearing officer, all or part of any
7 prehearing conference may be conducted by telephone if each participant has an opportunity to
8 participate, be heard, and to address proof and evidentiary concerns. The hearing officer is empowered
9 to issue appropriate orders and to regulate the conduct of the proceedings.

10 Either party may appeal to the Board an adverse ruling by giving written notice of appeal within ten (10)
11 working days of the hearing officer's delivery of the hearing officer's written findings and conclusions.
12 The Director of Schools shall prepare a copy of the proceedings, including all transcripts and evidence,
13 documentary or otherwise, and transmit the same to the Board within twenty (20) days of the receipt of
14 the notice of appeal.

15 The Board shall hear the appeal on the record, and no new evidence may be submitted by either party.
16 The appealing party may appear before the Board to argue why the adverse ruling should be overturned.
17 In no event should such argument last more than fifteen (15) minutes, unless the Board ~~should~~ vote⁵ to
18 extend additional time. At the conclusion of the hearing, any member of the Board may vote to sustain
19 the decision of the hearing officer, send the record back for additional evidence, revise the penalty, or
20 reverse the decision. The Board shall render its decision within ten (10) working days after the
21 conclusion of the hearing. In the event that the decision of the Board is appealed to the chancery court,
22 the Board shall transmit the entire record prepared by the Director of Schools and reviewed by the Board
23 to the chancery court for its review.

24 **RESIGNATION**

25 A teacher shall give the Director of Schools notice of resignation at least thirty (30) days before the
26 effective date of the resignation. A teacher who fails to give such notice, in the absence of justifiable
27 extenuating circumstances, shall forfeit all tenure status. The Board may waive the thirty (30) days'
28 notice requirement and permit a teacher to resign in good standing.⁵

29 The conditions under which it is permissible to break a contract with the Board are as follows:⁶

- 30 1. The incapacity on the part of the teacher to perform the contract as evidenced by the certified
31 statement of a physician approved by the Board; **or**
- 32 ~~2. The drafting of a teacher into military service by a selective service Board; and~~
- 33 3. The release by the Board of the teacher from the contract which the teacher has entered into with
34 the Board.⁶

35 Any teacher on leave shall notify the Director of Schools in writing at least thirty (30) days prior to the
36 date of return if the teacher does not intend to return to the position from which he/she has taken leave.
37 Failure to render such notice may be considered a breach of contract.⁷

1 Upon a breach of contract, the Board, upon a motion recorded in its minutes, may file a complaint with
2 the State Board of Education and request the suspension of a teacher's license. After the State Board of
3 Education has provided the teacher an opportunity for defense during a hearing, the ~~Commissioner~~ State
4 Board of Education may suspend the license for no less than thirty (30) and no more than three hundred
5 sixty-five (365) days.⁸

6 RETIREMENT

7 Retirement ~~shall mean~~ is a termination of services under conditions which will allow the ~~employee~~
8 teacher to draw benefits from retirement plans and/or Social Security benefits. ~~Employees~~ Teachers
9 eligible for retirement benefits may elect to retire at any age according to the provisions of the retirement
10 system.

11 Central office personnel shall assist employees in securing retirement benefits; however, it shall be the
12 responsibility of the retiring employee to provide verification of eligibility in writing from ~~TCRS~~ the
13 Tennessee Consolidated Retirement System (TCRS) to the central office. It shall be the responsibility of
14 the retiring ~~employee~~ teacher to file for benefits.

15 ~~Employees~~ Teachers who retire under TCRS may be employed up to one hundred twenty (120) days per
16 year without loss of retirement benefits. Retired teachers may substitute teach for additional days if the
17 Director of Schools certifies in writing to the Division of Retirement that no other qualified personnel
18 are available to substitute teach.⁹

19 The Director of Schools may employ teachers retired for at least one (1) year for full-time employment
20 as a kindergarten through ~~twelfth~~ eighth (K-8) grade teacher on a year-to-year basis. Retirement benefits
21 will not be lost or suspended under certain conditions which include, but are not limited to, the
22 following:¹⁰

- 23 1. The Director of Schools of the employing ~~system must~~ district shall certify in writing that no
24 other qualified individuals are available to fill the position;
- 25 2. The Commissioner of Education must certify that the employing school system serves an area
26 that lacks qualified teachers to serve in the position to be filled;
- 27 3. The retired teacher must hold a valid license and shall not be entitled to tenure status;
- 28 4. The retired teacher shall not be eligible to accrue additional retirement benefits, accrue leave, or
29 receive medical insurance coverage; and
- 30 5. The salary paid to the retired ~~member~~ teacher shall not be less than the rate of compensation set
31 by the Board for teachers with no experience filling similar positions, nor more than eighty-five
32 percent (85%) of the rate of compensation set by the Board for teachers with comparable
33 training and years of experience filling similar positions.

34

Legal References

1. TCA 49-5-511(a)(3)
2. TCA 49-2-301(b)(1)(EE), TCA 49-5-512(d)
3. TCA 49-5-511(a)(2)
4. TCA 49-5-511—513
5. TCA 49-5-508(a)
6. TCA 49-5-508(c)
7. TCA 49-5-706
8. TCA 49-5-411(b); Public Acts of 2021, Chapter No. 493
9. TCA 8-36-805
10. TCA 8-36-821

Cross References

- Public Hearings 1.401
- Teacher Tenure 5.117
- Non-Renewal 5.203
- Resignation 5.204
- Retirement 5.205
- Recommendations and File Transfers 5.206

Franklin Special Board of Education			
Monitoring: Review: Annually, in January	Descriptor Term: Separation Practices for Tenured Teachers	Descriptor Code: 5.200	Issued Date: 09/16/19
		Rescinds: 5.200	Issued: 10/23/17

1 **SUSPENSION PENDING AN INVESTIGATION¹**

2 The director of schools may suspend a teacher at any time that may seem necessary, pending
3 investigation, or final disposition of a case before the board or an appeal. If the matter under investigation
4 is not the subject of an ongoing criminal investigation or a department of children's services
5 investigation, and if no charges for dismissal have been made, a suspension pending investigation shall
6 not exceed ninety (90) days in duration. Under no circumstances shall the director of schools suspend a
7 teacher with pay. If vindicated or reinstated, the teacher shall be paid full salary for the period of
8 suspension.

9 **SUSPENSION OF THREE DAYS OR LESS^{2,3}**

10 The director of schools/designee may suspend a teacher for incompetence, inefficiency, neglect of duty,
11 unprofessional conduct, and insubordination. Before a teacher is suspended, he/she shall be: (1) provided
12 with written notice, including the reasons for the suspension along with an explanation of the evidence;
13 (2) given an opportunity to respond to the director at a conference, if requested within five (5) days; and
14 (3) given a written decision of the suspension within ten (10) days. Both parties may be represented by
15 counsel at the conference, which shall be recorded.

16 Under no circumstances shall a director of schools suspend a tenured teacher with pay. If reinstated, the
17 tenured teacher shall be paid full salary for the period of suspension, unless suspension without pay is
18 deemed to be an appropriate penalty.

19 **DISMISSAL OR SUSPENSIONS GREATER THAN THREE DAYS⁴**

20 The board shall maintain a list of qualified individuals who have indicated a willingness to act as
21 impartial hearing officers as defined under Tennessee law.

22 When a tenured teacher is charged with offenses that may justify dismissal or a suspension greater than
23 three (3) days, the charges shall be made in writing, specifically stating the offenses which are charged,
24 and shall be signed by the party or parties making the charges.

25 If, in the opinion of the board, the charges are of such nature as to warrant the dismissal or a suspension
26 greater than three (3) days of the teacher, the director of schools shall give the teacher a written notice
27 of this decision, a copy of the charges against the teacher, and a copy of a form provided by the
28 Commissioner of Education advising the teacher of his/her legal duties, rights, and recourse.

29 A tenured teacher who has been given notice of charges against him/her may within thirty (30) days after
30 receipt of notice give written notice to the director of schools of his/her request for a hearing.

1 The director of schools shall, within five (5) days after receipt of request, assign a hearing officer from
2 the list maintained by the board.

3 The hearing officer shall notify the parties, or their attorney, of the officer's assignment and direct the
4 parties or the attorneys for the parties, or both, to appear before the hearing officer for simplification of
5 issues and the scheduling of the hearing. That hearing shall be set no later than thirty (30) days following
6 receipt of the initial request for a hearing. In the discretion of the hearing officer, all or part of any
7 prehearing conference may be conducted by telephone if each participant has an opportunity to
8 participate, be heard, and to address proof and evidentiary concerns. The hearing officer is empowered
9 to issue appropriate orders and to regulate the conduct of the proceedings.

10 Either party may appeal to the board an adverse ruling by giving written notice of appeal within ten (10)
11 working days of the hearing officer's delivery of the hearing officer's written findings and conclusions.
12 The director of schools shall prepare a copy of the proceedings, including all transcripts and evidence,
13 documentary or otherwise, and transmit the same to the board within twenty (20) days of the receipt of
14 the notice of appeal.

15 The board shall hear the appeal on the record, and no new evidence may be submitted by either party.
16 The appealing party may appear before the board to argue why the adverse ruling should be overturned.
17 In no event should such argument last more than fifteen (15) minutes, unless the board should vote to
18 extend additional time. At the conclusion of the hearing, any member of the board may vote to sustain
19 the decision of the hearing officer, send the record back for additional evidence, revise the penalty, or
20 reverse the decision. The board shall render its decision within ten (10) working days after the conclusion
21 of the hearing. In the event that the decision of the board is appealed to the chancery court, the board
22 shall transmit the entire record prepared by the director and reviewed by the board to the chancery court
23 for its review.

24 **RESIGNATION**

25 A teacher shall give the director of schools notice of resignation at least thirty (30) days before the
26 effective date of the resignation. A teacher who fails to give such notice, in the absence of justifiable
27 extenuating circumstances, shall forfeit all tenure status. The board may waive the thirty (30) days'
28 notice requirement and permit a teacher to resign in good standing.⁵

29 The conditions under which it is permissible to break a contract with the board are as follows:

- 30 1. The incapacity on the part of the teacher to perform the contract as evidenced by the certified
31 statement of a physician approved by the board;
- 32 2. The drafting of a teacher into military service by a selective service board; and
- 33 3. The release by the board of the teacher from the contract which the teacher has entered into with
34 the board.⁶

35 Any teacher on leave shall notify the director of schools in writing at least thirty (30) days prior to the
36 date of return if the teacher does not intend to return to the position from which he/she has taken leave.
37 Failure to render such notice may be considered a breach of contract.⁷

1 Upon a breach of contract, the board, upon a motion recorded in its minutes, may file a complaint with
2 the State Board of Education and request the suspension of a teacher's license. After the State Board of
3 Education has provided the teacher an opportunity for defense during a hearing, the Commissioner may
4 suspend the license for no less than thirty (30) and no more than three hundred sixty-five (365) days.⁸

5 **RETIREMENT**

6 Retirement shall mean a termination of services under conditions which will allow the employee to draw
7 benefits from retirement plans and/or social security benefits. Employees eligible for retirement benefits
8 may elect to retire at any age according to the provisions of the retirement system.

9 Central office personnel shall assist employees in securing retirement benefits; however, it shall be the
10 responsibility of the retiring employee to provide verification of eligibility in writing from TCRS to the
11 central office. It shall be the responsibility of the retiring employee to file for benefits.

12 Employees who retire under TCRS may be employed up to one hundred twenty (120) days per year
13 without loss of retirement benefits. Retired teachers may substitute teach for additional days if the
14 director of schools certifies in writing to the Division of Retirement that no other qualified personnel are
15 available to substitute teach.⁹

16 The director of schools may employ teachers retired for at least one year for full-time employment as a
17 kindergarten through twelfth grade teacher on a year-to-year basis. Retirement benefits will not be lost
18 or suspended under certain conditions, which include but are not limited to the following:¹⁰

- 19 1. The director of schools of the employing system must certify in writing that no other qualified
20 individuals are available to fill the position;
- 21 2. The Commissioner of Education must certify that the employing school system serves an area
22 that lacks qualified teachers to serve in the position to be filled;
- 23 3. The retired teacher must hold a valid license and shall not be entitled to tenure status;
- 24 4. The retired teacher shall not be eligible to accrue additional retirement benefits, accrue leave, or
25 receive medical insurance coverage; and
- 26 5. The salary paid to the retired member shall not be less than the rate of compensation set by the
27 board for teachers with no experience filling similar positions, nor more than eighty-five
28 percent (85%) of the rate of compensation set by board for teachers with comparable training
29 and years of experience filling similar positions.

30

Legal References

1. TCA 49-5-511(a)(3)
2. TCA 49-2-301(b)(1)(EE), TCA 49-5-512(d)
3. TCA 49-5-511(a)(2)
4. TCA 49-5-511—513
5. TCA 49-5-508(a)
6. TCA 49-5-508(c)
7. TCA 49-5-706
8. TCA 49-5-411(b); Public Acts of 2019, Chapter No. 248
9. TCA 8-36-805
10. TCA 8-36-821

Cross References

Public Hearings 1.401
Non-Renewal 5.203
Resignation 5.204
Retirement 5.205
Recommendations and File Transfers
5.206

5.201 SEPARATION PRACTICES FOR NON-TENURED TEACHERS

– ***1st Reading***

As in the update for Policy 5.200, state law previously gave the Commissioner of Education the authority to suspend a teacher's license if he/she broke a contract with a local board of education, whereas this authority now rests with the State Board of Education. In addition, there is a change in the way that notice of non-renewal is provided to non-tenured teachers. We have updated this policy to reflect that change.

TSBA has provided their model policy for guidance in updating the policy and references.

Franklin Special Board of Education			
Monitoring: Review: Annually, in January	Descriptor Term: Separation Practices for Non- Tenured Teachers	Descriptor Code: 5.201	Issued Date: Proposed
		Rescinds: 5.201	Issued: 09/16/19

1 **SUSPENSION PENDING AN INVESTIGATION¹**

2 The Director of Schools may suspend a teacher at any time that may seem necessary, pending
3 investigation, or final disposition of a case before the Board or an appeal. If the matter under investigation
4 is not the subject of an ongoing criminal investigation or a Department of Children's Services
5 investigation, and if no charges for dismissal have been made, a suspension pending investigation shall
6 not exceed ninety (90) days in duration. Under no circumstances shall the Director of Schools suspend
7 a non-tenured teacher with pay. If vindicated or reinstated, the non-tenured teacher shall be paid full
8 salary for the period of suspension.

9 **SUSPENSION OF THREE DAYS OR LESS²**

10 The Director of Schools/designee may suspend a teacher for incompetence, inefficiency, neglect of duty,
11 unprofessional conduct, and insubordination. Before the teacher is suspended, he/she shall be: (1)
12 provided with written notice, including the reasons for the suspension along with an explanation of the
13 evidence; (2) given an opportunity to respond to the Director of Schools at a recorded conference, if
14 requested within five (5) days; and (3) given a written decision of the suspension within ten (10) days.
15 Both parties may be represented by counsel at the conference, which shall be recorded.

16 Under no circumstances shall the Director of Schools suspend a non-tenured teacher with pay. If
17 reinstated, the non-tenured teacher shall be paid full salary for the period of suspension unless suspension
18 without pay is deemed to be an appropriate penalty.

19 **DISMISSAL OR SUSPENSION GREATER THAN THREE DAYS²**

20 The Director of Schools may dismiss or suspend for more than three (3) days any non-tenured teacher
21 during the contract year for incompetence, inefficiency, insubordination, improper conduct, or neglect
22 of duty after giving the non-tenured teacher, in writing, due notice of the charges.

23 The Director of Schools shall give the non-tenured teacher an opportunity for a full and complete hearing
24 before an impartial hearing officer.

25 The Board will appoint an impartial hearing officer to conduct such hearings. The hearing officer will
26 hear the case and the employee shall have the right to:

- 27 1. Be represented by counsel;
- 28 2. Call and subpoena witnesses;
- 29 3. Examine all witnesses; and
- 30 4. Require that all testimony be given under oath.

1 Factual findings and decisions in all dismissal cases shall be reduced to written form and delivered to the
2 affected teacher within ten (10) working days following the close of the hearing. The teacher may appeal
3 the decision to the Board within ten (10) working days of the hearing officer rendering the written
4 decision to the employee. Written notice of appeal to the Board shall be given to the Director of Schools.
5 Within twenty (20) working days of receipt of notice, the Director of Schools shall prepare a copy of the
6 proceedings, including all transcripts and evidence, documentary, ~~and other evidence presented~~ or
7 otherwise, and provide the Board a copy of the same.

8 The Director of Schools shall also have the right to appeal any adverse ruling by the hearing officer in
9 same manner as the non-tenured teacher.

10 The Board shall hear the appeal. No new evidence shall be introduced. The non-tenured teacher may
11 appear in person or be represented by counsel and argue why the decision should be modified or reversed.
12 The Board shall take one of the following actions:

- 13 1. Sustain the decision;
- 14 2. Send the record back if additional evidence is necessary; or
- 15 3. Revise the penalty or reverse the decision.

16 Before any decision to dismiss is made, a majority of the membership of the Board shall concur in
17 sustaining the charges. The Board shall render a decision on the appeal within ten (10) working days
18 after the conclusion of the hearing.

19 Within twenty (20) working days after receipt of notice of the decision of the Board, either party may
20 appeal to the chancery court in the county where the school system district is located. The Board shall
21 provide the entire record of the hearing to the court.

22 NONRENEWAL

23 Non-tenured teachers are subject to the same rules and regulations and are entitled to the privileges of
24 employment enjoyed by tenured teachers except that they have no claim upon continuing employment
25 or tenure protections.

26 The principal is responsible for discussing deficiencies as part of the evaluation process with the non-
27 tenured teacher and providing assistance for overcoming these deficiencies.

28 The Director of Schools is under no obligation to re-employ non-tenured teachers at the end of their
29 contract period. If the Director of Schools determines not to renew the contract of a non-tenured
30 teacher, ⁺the following action shall be taken:

- 31 1. The Board shall be notified at the next regular Board meeting; and
- 32 2. Written notice of non-renewal shall be ~~hand delivered or sent to the teacher by registered mail so~~
33 ~~that it will be received by the teacher~~ sent to the teacher by certified mail or overnight carrier, or
34 by email within five (5) business days following the last instructional day for the school year.³

35 RESIGNATION

1 A teacher shall give the Director of Schools notice of resignation at least thirty (30) days before the
2 effective date of the resignation.⁴ The Board may waive the thirty (30) days notice requirement and
3 permit a teacher to resign in good standing.

4 The conditions under which it is permissible to break a contract with the Board are as follows⁵:

- 5 1. The incapacity on the part of the teacher to perform the contract as evidenced by the certified
6 statement of a physician approved by the Board; or
- 7 ~~2. The drafting of a teacher into military service by a selective service Board; and~~
- 8 3. The release by the Board of the teacher from the contract which the teacher has entered into with
9 the Board.

10 Any teacher on leave shall notify the Director of Schools in writing at least thirty (30) days prior to the
11 date of return if the teacher does not intend to return to the position from which he/she has taken leave.
12 Failure to render such notice may be considered a breach of contract.⁶

13 Upon a breach of contract, the Board, upon a motion recorded in its minutes, may file a complaint with
14 the State Board of Education and request the suspension of a teacher's license. After the State Board of
15 Education has provided the teacher an opportunity for defense during a hearing, the ~~Commissioner~~ State
16 Board of Education may suspend the license for no less than thirty (30) and no more than three hundred
17 sixty-five (365) days.⁷

18 RETIREMENT

19 Retirement ~~shall mean~~ is a termination of services under conditions which will allow the ~~employee~~
20 teacher to draw benefits from retirement plans and/or Social Security benefits.

21 ~~Employees~~ Teachers eligible for retirement benefits may elect to retire at any age according to the
22 provisions of the retirement system. Central office personnel shall assist ~~employees~~ teachers in securing
23 retirement benefits; however, it shall be the responsibility of the retiring ~~employee~~ teacher to provide
24 verification of eligibility in writing from ~~TCRS~~ the Tennessee Consolidated Retirement System (TCRS)
25 to the central office. It shall be the responsibility of the retiring ~~employee~~ teacher to file for benefits.

26 ~~Employees~~ Teachers who retire under TCRS may be employed up to one hundred twenty (120) days per
27 year without loss of retirement benefits. Retired teachers may substitute teach for additional days if the
28 Director of Schools certifies in writing to the Division of Retirement that no other qualified personnel
29 are available to substitute teach.⁸

30 The Director of Schools may employ teachers retired for at least one (1) year for full-time employment
31 as a Kindergarten through ~~twelfth~~ eighth (K-8) grade teacher on a year-to-year basis. Retirement benefits
32 will not be lost or suspended under certain conditions which include, but are not limited to, the
33 following:⁹

- 34 1. The Director of Schools of the employing system must certify in writing that no other qualified
35 individuals are available to fill the position;
- 36 2. The Commissioner of Education shall certify that the employing school ~~system~~ district serves an
37 area that lacks qualified teachers to serve in the position to be filled;
- 38 3. The retired teacher ~~must~~ shall hold a valid license and shall not be entitled to tenure status;

- 1 4. The retired teacher shall not be eligible to accrue additional retirement benefits, accrue leave or
2 receive medical insurance coverage; and
3 5. The salary paid to the retired teacher shall not be less than the rate of compensation set by the
4 Board for teachers with no experience filling similar positions, nor more than eighty-five percent
5 (85%) of the rate of compensation set by Board for teachers with comparable training and years
6 of experience filling similar positions.

7 *(Note: Nonrenewal of non-tenured teachers after the contract year is not suspension or dismissal and*
8 *does NOT follow the suspension/dismissal ~~procedures~~ guidelines outlined in this policy. Rather,*
9 *nonrenewal of non-tenured teachers after the contract year follows the nonrenewal ~~procedures~~*
10 *guidelines outlined in this policy.)*

Legal References

1. TCA 49-5-511(a)(3)
2. TCA 49-2-301(b)(1)(EE); TCA 49-5-512
3. TCA 49-5-409; Public Acts of 2021, Chapter No. 378
4. TCA 49-5-508
5. TCA 49-5-411(a)
6. TCA 49-5-706
7. TCA 49-5-411(b); Public Acts of 2021, Chapter No. 493
8. TCA 8-36-805
9. TCA 8-36-821

Cross References

- Public Hearings 1.401
- Teacher Tenure 5.117
- Non-Renewal 5.203
- Resignation 5.204
- Retirement 5.205
- Recommendations and File Transfers 5.206

Franklin Special Board of Education			
Monitoring: Review: Annually, in January	Descriptor Term: Separation Practices for Non-Tenured Teachers	Descriptor Code: 5.201	Issued Date: 09/16/19
		Rescinds: 5.201	Issued: 10/23/17

1 **SUSPENSION PENDING AN INVESTIGATION¹**

2 The director of schools may suspend a teacher at any time that may seem necessary, pending
 3 investigation, or final disposition of a case before the board or an appeal. If the matter under investigation
 4 is not the subject of an ongoing criminal investigation or a department of children's services
 5 investigation, and if no charges for dismissal have been made, a suspension pending investigation shall
 6 not exceed ninety (90) days in duration. Under no circumstances shall the director of schools suspend a
 7 non-tenured teacher with pay. If vindicated or reinstated, the non-tenured teacher shall be paid full salary
 8 for the period of suspension.

9 **SUSPENSION OF THREE DAYS OR LESS²**

10 The director of schools/designee may suspend a teacher for incompetence, inefficiency, neglect of duty,
 11 unprofessional conduct, and insubordination. Before the teacher is suspended, he/she shall be: (1)
 12 provided with written notice, including the reasons for the suspension along with an explanation of the
 13 evidence; (2) given an opportunity to respond to the director at a recorded conference, if requested within
 14 five (5) days; and (3) given a written decision of the suspension within ten (10) days. Both parties may
 15 be represented by counsel at the conference, which shall be recorded.

16 Under no circumstances shall the Director of Schools suspend a non-tenured teacher with pay. If
 17 reinstated, the non-tenured teacher shall be paid full salary for the period of suspension unless suspension
 18 without pay is deemed to be an appropriate penalty.

19 **DISMISSAL OR SUSPENSION GREATER THAN THREE DAYS²**

20 The director of schools may dismiss or suspend for more than three days any non-tenured teacher **during**
 21 **the contract year** for incompetence, inefficiency, insubordination, improper conduct, or neglect of duty
 22 after giving the non-tenured teacher, in writing, due notice of the charges.

23 The director of schools shall give the non-tenured teacher an opportunity for a full and complete hearing
 24 before an impartial hearing officer.

25 The board will appoint an impartial hearing officer to conduct such hearings. The hearing officer will
 26 hear the case and the employee shall have the right to:

- 27 1. Be represented by counsel;
- 28 2. Call and subpoena witnesses;
- 29 3. Examine all witnesses; and
- 30 4. Require that all testimony be given under oath.

1 Factual findings and decisions in all dismissal cases shall be reduced to written form and delivered to the
2 affected teacher within ten (10) working days following the close of the hearing. The teacher may appeal
3 the decision to the board within ten (10) working days of the hearing officer rendering the written
4 decision to the employee. Written notice of appeal to the board shall be given to the director of schools.
5 Within twenty (20) days of receipt of notice, the director of schools shall prepare a copy of the
6 proceedings, transcript, documentary, and other evidence presented and provide the board a copy of the
7 same.

8 The director of schools shall also have the right to appeal any adverse ruling by the hearing officer in
9 same manner as the non-tenured teacher.

10 The board shall hear the appeal. No new evidence shall be introduced. The non-tenured teacher may
11 appear in person or be represented by counsel and argue why the decision should be modified or reversed.
12 The board shall take one of the following actions:

- 13 1. Sustain the decision;
- 14 2. Send the record back if additional evidence is necessary; or
- 15 3. Revise the penalty or reverse the decision.

16 Before any decision to dismiss is made, a majority of the membership of the board shall concur in
17 sustaining the charges. The board shall render a decision on the appeal within ten (10) working days
18 after the conclusion of the hearing.

19 Within twenty (20) days after receipt of notice of the decision of the board, either party may appeal to
20 the chancery court in the county where the school system is located. The board shall provide the entire
21 record of the hearing to the court.

22 **NONRENEWAL**

23 Non-tenured teachers are subject to the same rules and regulations and are entitled to the privileges of
24 employment enjoyed by tenured teachers except that they have no claim upon continuing employment
25 or tenure protections.

26 The principal is responsible for discussing deficiencies as part of the evaluation process with the non-
27 tenured teacher and providing assistance for overcoming these deficiencies.

28 The director of schools is under no obligation to re-employ non-tenured teachers at the end of their
29 contract period. If the director of schools determines not to renew the contract of a non-tenured teacher,¹
30 the following action shall be taken:

- 31 1. The board shall be notified at the next regular board meeting; and
- 32 2. Written notice of non-renewal shall be hand delivered or sent to the teacher by registered mail so
33 that it will be received by the teacher within five (5) business days following the last instructional
34 day for the school year.³

35 **RESIGNATION**

1 A teacher shall give the director of schools notice of resignation at least thirty (30) days before the
2 effective date of the resignation.⁴ The board may waive the thirty (30) days-notice requirement and
3 permit a teacher to resign in good standing.

4 The conditions under which it is permissible to break a contract with the board are as follows⁵:

- 5 1. The incapacity on the part of the teacher to perform the contract as evidenced by the certified
6 statement of a physician approved by the board;
- 7 2. The drafting of a teacher into military service by a selective service board; and
- 8 3. The release by the board of the teacher from the contract which the teacher has entered into with
9 the board.

10 Any teacher on leave shall notify the director of schools in writing at least thirty (30) days prior to the
11 date of return if the teacher does not intend to return to the position from which he/she has taken leave.
12 Failure to render such notice may be considered a breach of contract.⁶

13 Upon a breach of contract, the board, upon a motion recorded in its minutes, may file a complaint with
14 the State Board of Education and request the suspension of a teacher's license. After the State Board of
15 Education has provided the teacher an opportunity for defense during a hearing, the Commissioner may
16 suspend the license for no less than thirty (30) and no more than three hundred sixty-five (365) days.⁷

17 **RETIREMENT**

18 Retirement shall mean a termination of services under conditions which will allow the employee to draw
19 benefits from retirement plans and/or social security benefits.

20 Employees eligible for retirement benefits may elect to retire at any age according to the provisions of
21 the retirement system. Central office personnel shall assist employees in securing retirement benefits;
22 however, it shall be the responsibility of the retiring employee to provide verification of eligibility in
23 writing from TCRS to the central office. It shall be the responsibility of the retiring employee to file for
24 benefits.

25 Employees who retire under TCRS may be employed up to one hundred twenty (120) days per year
26 without loss of retirement benefits. Retired teachers may substitute teach for additional days if the
27 director of schools certifies in writing to the Division of Retirement that no other qualified personnel are
28 available to substitute teach.⁸

29 The director of schools may employ teachers retired for at least one year for full-time employment as a
30 kindergarten through twelfth grade teacher on a year-to-year basis. Retirement benefits will not be lost
31 or suspended under certain conditions, which include but are not limited to the following:⁹

- 32 1. The director of schools of the employing system must certify in writing that no other qualified
33 individuals are available to fill the position;
- 34 2. The Commissioner of Education shall certify that the employing school system serves an area
35 that lacks qualified teachers to serve in the position to be filled;
- 36 3. The retired teacher must hold a valid license and shall not be entitled to tenure status;
- 37 4. The retired teacher shall not be eligible to accrue additional retirement benefits, accrue leave or
38 receive medical insurance coverage; and

- 1 5. The salary paid to the retired teacher shall not be less than the rate of compensation set by the
2 board for teachers with no experience filling similar positions, nor more than eighty-five percent
3 (85%) of the rate of compensation set by board for teachers with comparable training and years
4 of experience filling similar positions.

5 *(Note: Nonrenewal of non-tenured teachers after the contract year is not suspension or dismissal and*
6 *does NOT follow the suspension/dismissal procedures outlined in this policy. Rather, nonrenewal of*
7 *non-tenured teachers after the contract year follows the nonrenewal procedures outlined in this policy.)*

Legal References

1. TCA 49-5-511(a)(3)
2. TCA 49-2-301(b)(1)(GG); TCA 49-5-512(d)
3. TCA 49-5-409
4. TCA 49-5-508
5. TCA 49-5-411(a)
6. TCA 49-5-706
7. TCA 49-5-411(b)(4); Public Acts of 2019, Chapter No. 248
8. TCA 8-36-805
9. TCA 8-36-821

Cross References

- Public Hearings 1.401
- Non-Renewal 5.203
- Resignation 5.204
- Retirement 5.205
- Recommendations and File Transfers 5.206

6.202 HOME SCHOOLS – *1st Reading*

The TSBA Policy Department has provided this update based on Public Chapter 493. In order to conduct a home school, parents must meet certain criteria. Previously, this included having a high school diploma or a GED. A change to state law, however, now includes parents with High School Equivalency Test (HiSET) in this category. This updated model policy includes this additional qualification option.

Franklin Special Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: Home Schools	Descriptor Code: 6.202	Issued Date: Proposed
		Rescinds:	Issued: 07/20/20

1 General

2 A "home school" is a school conducted or directed by a parent(s)/guardian(s) for their own children.
 3 Home schools which teach K-8 where the parent(s)/guardian(s) are associated with an organization that
 4 conducts church-related schools¹ are exempt from the following provisions but must follow procedures
 5 issued by the State Department of Education. ~~Parents choosing to enroll their child in an accredited online~~
 6 ~~school will be required to provide evidence to the district that their child is enrolled in an accredited online~~
 7 ~~school.~~

8 A parent/guardian wishing to conduct a home school shall meet the following requirements:²

- 9 1. Provide annual notice to the Director of Schools/designee before the commencement of each school
 10 year of the intent to conduct a home school;
- 11 2. Submit to the Director of Schools/designee the name, number, age, grade level of children involved,
 12 location of the school, curriculum to be offered, proposed hours of instruction, and qualifications of
 13 the parent-teacher;
- 14 3. Maintain attendance records, subject to inspection of the Director of Schools/designee;
- 15 4. Submit attendance records to the Director of Schools/designee at the end of each school year;
- 16 5. Provide instruction for at least four (4) hours per day for the same number of instructional days as
 17 are required by state law ~~for public schools;~~³
- 18 6. Possess a minimum of high school diploma, ~~or~~ GED, **or HiSET;**⁴
- 19 7. Cooperate in the administration to home school students of appropriate tests by the Commissioner
 20 of Education/designee or by a professional testing service in grades five (5); **and** seven (7), ~~and nine~~
 21 ~~(9);~~
- 22 8. Take actions according to state law if home school student falls behind appropriate grade level;
- 23 9. Submit proof to the Director of Schools/designee that the home school student has been vaccinated
 24 as required by **state** law;⁵
- 25 10. Submit proof to the Director of Schools/designee that other health services and examinations as
 26 required by **state** law have been received by the home school student; and

1 11. In the event of illness or inadequacy of the home school parent-teacher to teach a specific subject,
2 employ a tutor having the same qualifications as required of parent-teacher.

3 If one or more of these requirements are not met, the Board authorizes the Director of Schools to take
4 formal action to bring the child into compliance with the compulsory attendance law, either in the home
5 school or in a public, private, or church-related school.

6 **FACILITIES USE**

7 ~~It shall be the policy of this Board that~~ School facilities shall be available for home school instruction
8 only when all of the following conditions exist:

- 9 1. Special needs courses are being taught which require services unavailable to the home school
10 student;
- 11 2. These services cannot be provided through any means other than the schools;
- 12 3. Requests for services are made known by the home school parent when notice is given to the
13 Director of Schools/designee of the intent to conduct a home school;
- 14 4. The Director of Schools/designee investigates the request and makes recommendations to the
15 Board;
- 16 5. No overcrowding, additional expenses, including providing transportation, or other special
17 situations which interfere with the normal operation of the school system shall be incurred; and
- 18 6. Approval by the ~~Director of Schools~~ Board shall be on a case-by-case basis.

19 **RECORD ACCESS**

20 The Director of Schools, through the Attendance Supervisor, shall have the attendance records of the
21 home school inspected upon request at least two (2) times each school year in order to provide assistance
22 in implementing the compulsory attendance law.

23 **STUDENT PERFORMANCE³ 6**

24 The Director of Schools/designee shall develop administrative procedures regarding necessary
25 consultations with home school parents in regard to student performance.

Legal References

1. TCA 49-50-801(a)
2. TCA 49-6-3050(b)
3. TCA 49-6-3004(a)
4. Public Acts of 2021, Chapter No. 493
5. TCA 49-6-5001
6. TCA 49-6-3050(b)(6)

Cross References

Compulsory Attendance Ages 6.201

Student Performance 6.202.1

Enrollment/Placement of Students from Home Schools 6.202.2

Application for Home School Student to Participate in
Extracurricular Athletics 6.202.3

Franklin Special Board of Education			
Monitoring: Review: Annually, in March	Descriptor Term: Home Schools	Descriptor Code: 6.202	Issued Date: 07/20/20
		Rescinds:	Issued:

1 *General*

2 A "home school" is a school conducted or directed by a parent(s)/guardian(s) for their own children.
 3 Home schools which teach K-8 where the parent(s)/guardian(s) are associated with an organization that
 4 conducts church-related schools¹ are exempt from the following provisions but must follow procedures
 5 issued by the State Department of Education. Parents choosing to enroll their child in an accredited online
 6 school will be required to provide evidence to the district that their child is enrolled in an accredited online
 7 school.

8 A parent/guardian wishing to conduct a home school shall meet the following requirements:²

- 9 1. Provide annual notice to the Director of Schools/designee before the commencement of each school
 10 year of the intent to conduct a home school;
- 11 2. Submit to the Director of Schools/designee the name, number, age, grade level of children involved,
 12 location of the school, curriculum to be offered, proposed hours of instruction, and qualifications of
 13 the parent-teacher;
- 14 3. Maintain attendance records, subject to inspection of the Director of Schools/designee;
- 15 4. Submit attendance records to the Director of Schools/designee at the end of each school year;
- 16 5. Provide instruction for at least four (4) hours per day for the same number of instructional days as
 17 are required by state law for public schools;
- 18 6. Possess a minimum of high school diploma or GED;
- 19 7. Cooperate in the administration to home school students of appropriate tests by the Commissioner
 20 of Education/designee or by a professional testing service in grades five (5), seven (7), and nine (9);
- 21 8. Take actions according to state law if home school student falls behind appropriate grade level;
- 22 9. Submit proof to the Director of Schools/designee that the home school student has been vaccinated
 23 as required by law;
- 24 10. Submit proof to the Director of Schools/designee that other health services and examinations as
 25 required by law have been received by the home school student; and
- 26 11. In the event of illness or inadequacy of the home school parent-teacher to teach a specific subject,
 27 employ a tutor having the same qualifications as required of parent-teacher.

1 If one or more of these requirements are not met, the Board authorizes the Director of Schools to take
 2 formal action to bring the child into compliance with the compulsory attendance law, either in the home
 3 school or in a public, private, or church-related school.

4 **FACILITIES USE**

5 It shall be the policy of this Board that school facilities shall be available for home school instruction
 6 only when all of the following conditions exist:

- 7 1. Special needs courses are being taught which require services unavailable to the home school
 8 student;
- 9 2. These services cannot be provided through any means other than the schools;
- 10 3. Requests for services are made known by the home school parent when notice is given to the
 11 Director of Schools/designee of the intent to conduct a home school;
- 12 4. The Director of Schools/designee investigates the request and makes recommendations to the
 13 Board;
- 14 5. No overcrowding, additional expenses, including providing transportation, or other special
 15 situations which interfere with the normal operation of the school system shall be incurred; and
- 16 6. Approval by the Director of Schools shall be on a case-by-case basis.

17 **RECORD ACCESS**

18 The Director of Schools, through the attendance supervisor, shall have the attendance records of the
 19 home school inspected upon request at least two (2) times each school year in order to provide assistance
 20 in implementing the compulsory attendance law.

21 **STUDENT PERFORMANCE³**

22 The Director of Schools/designee shall develop administrative procedures regarding necessary
 23 consultations with home school parents in regard to student performance.

Legal References

1. TCA 49-50-801(a)
2. TCA 49-6-3050(b)(3)
3. TCA 49-6-3050(b)(6)

Cross References

- Compulsory Attendance Ages 6.201
- Student Performance 6.202.1
 Enrollment/Placement of Students from Home Schools 6.202.2
 Application for Home School Student to Participate in
 Extracurricular Athletics 6.202.3

6.319 ALTERNATIVE EDUCATION – *1st Reading*

Per TSBA Director of Policy & Staff Attorney, “Public Chapter 229 creates another exception regarding assignment to an alternative school or program. Now, a Director of Schools is not required to assign a student to the alternative school or program if: (1) the student committed an offense of violence or threatened violence or an offense that threatened the safety of other students in the school; and (2) the location of the alternative school or program is on the same grounds from which the student was disciplined.” TSBA has provided model language to update our policy to include this exception.

Franklin Special Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: Alternative Education	Descriptor Code: 6.319	Issued Date: Proposed
		Rescinds: 6.319	Issued: 10/19/20

1 *General*¹

2 The Board shall have provisions for an alternative school program for students in grades seven through
3 eight (7-8) who have been suspended or expelled from **the** regular school programs. In addition, the
4 board may provide for an alternative school program for grades one through six (1-6) as necessary.

5 An alternative program is a short-term intervention program designed to provide educational services
6 outside the regular school program for students who have been suspended or expelled. Alternative
7 programs may be located in a separate facility from the regular school program or be a self-contained
8 program within a school. Alternative programs shall include, but are not limited to, the following: in-
9 school suspension, Saturday or before/after school suspension, and county-wide alternative learning
10 center.

11 The alternative school and/or program shall be operated in accordance with state laws and the rules of
12 the State Board of Education, and instruction shall proceed as nearly as practicable in accordance with
13 the instructional programs at the student's home school. The Director of Schools shall develop
14 procedures that provide appropriate educational opportunities for all students assigned to the alternative
15 education program. These educational opportunities shall adhere to Tennessee's academic standards.²

16 **ASSIGNMENT**

17 Students who have been suspended for more than ten (10) days or expelled shall be assigned to the
18 alternative school or program if there is staff and space available.³ Availability of staff and space shall
19 be determined at the time the disciplinary decision is rendered. The Director of Schools/designee shall
20 make this determination by evaluating factors including, but not limited to, the following:

- 21 1. Level of supervision available;
- 22 2. Safety considerations; and
- 23 3. Type of infraction.

26 ~~Students who have committed zero tolerance offenses are not required to be assigned to alternative~~
27 ~~schools or programs.~~⁴

28 **The Director of Schools/designee is not required to assign a student to the alternative school or program**
29 **if the student committed one of the following:**

- 30 1. A zero tolerance offense;⁴ or

31

1 2. An offense of violence or threatened violence, or an offense that threatened the safety of other
2 students at the school, if the location of the alternative school or program is on the same grounds
3 as the school from which the student was disciplined.⁵

4 Consideration to assign these students to the alternative school or program will be determined by the
5 Director of Schools/designee on a case-by-case basis.

6 Prior to the assignment of the student to an alternative school program, the director of schools/designee
7 shall provide written notice to the student's parent/guardian stating the reason for the student's
8 placement.⁶

9 Placement in an alternative education setting shall be reserved for students who significantly disrupt the
10 educational process. If a student has an active Individualized Education Plan, a 504 plan, or is suspected
11 of having a disability, all state and federal laws, and rules and regulations related to special education
12 shall be followed. The Director of Schools/designee shall develop procedures regarding placement of
13 students in the program, taking in to consideration the impact of exclusionary discipline practices.^{6 7}

14 ~~Attendance in alternative school programs shall be mandatory, and students attending an alternative
15 school shall provide their own transportation.~~

16 The Director of Schools/designee shall monitor and regularly evaluate the academic progress of each
17 student enrolled in the alternative school.

18 **REMOVAL^{7 8}**

19 A student may be removed from the alternative school or program if:

- 20 1. He/she violates the rules of the alternative school or program; or
- 21
- 22 2. He/she is not benefitting from the assignment and all interventions have been exhausted
- 23 unsuccessfully.

24 **ADDITIONAL OFFENSES^{8 9}**

25 Any new disciplinary offense committed during a student's original suspension or expulsion period
26 shall be treated as a new and separate offense. These offenses shall not constitute an extension of the
27 original suspension or expulsion.

28 **TRANSITION PLANS^{9 10}**

29 The Director of Schools/designee shall develop procedures regarding the implementation of transition
30 plans for the integration of students assigned to the alternative school.

Legal References

1. TCA 49-6-3402;TRR/MS 0520-01-02-.09
2. TRR/MS 0520-01-02-.09(9)(a)
3. TCA 49-6-3402(c)(1)(A)
4. TRR/MS 0520-01-02-.09(6)(a); TCA 49-6-3402(c)(1)(B)
5. Public Acts of 2021, Chapter No. 229
6. TRR/MS 0520-01-02-.09(9)(i)
7. TRR/MS 0520-01-02-.09(9)(h)
8. TCA 49-6-3402(c)(2)(A)
9. TRR/MS 0520-01-02-.09(9)(g)(2)
10. TRR/MS 0520-01-02-.09(9)(m)

Cross References

Special Education 4.202
Suspension/Expulsion/Remand 6.316
Student Disciplinary Hearing Authority 6.317
Students with Disabilities - Special Education Services 6.500

Franklin Special Board of Education			
Monitoring: Review: Annually, in March	Descriptor Term: Alternative Education	Descriptor Code: 6.319	Issued Date: 10/19/20
		Rescinds: 6.319	Issued: 06/11/18

1 *General*¹

2 The board shall have provisions for an alternative school program for students in grades seven through
3 eight (7-8) who have been suspended or expelled from regular school programs. In addition, the board
4 may provide for an alternative school program for grades one through six (1-6) as necessary.

5 An alternative program is a short-term intervention program designed to provide educational services
6 outside the regular school program for students who have been suspended or expelled. Alternative
7 programs may be located in a separate facility from the regular school program or be a self-contained
8 program within a school. Alternative programs shall include, but are not limited to, the following: in-
9 school suspension, Saturday or before/after school suspension, and county-wide alternative learning
10 center.

11 The alternative school and/or program shall be operated in accordance with state laws and the rules of
12 the State Board of Education, and instruction shall proceed as nearly as practicable in accordance with
13 the instructional programs at the student’s home school. The director of schools shall develop procedures
14 that provide appropriate educational opportunities for all students assigned to the alternative education
15 program. These educational opportunities shall adhere to Tennessee’s academic standards.²

16 **ASSIGNMENT**

17 Students who have been suspended for more than ten (10) days or expelled shall be assigned to the
18 alternative school or program if there is staff and space available.³ Availability of staff and space shall
19 be determined at the time the disciplinary decision is rendered. The Director of Schools/designee shall
20 make this determination by evaluating factors including, but not limited to, the following:

- 21 1. Level of supervision available;
- 22
- 23 2. Safety considerations; and
- 24
- 25 3. Type of infraction.

26 Students who have committed zero tolerance offenses are not required to be assigned to alternative
27 schools or programs.⁴

28 Prior to the assignment of the student to an alternative school program, the director of schools/designee
29 shall provide written notice to the student’s parent/guardian stating the reason for the student’s
30 placement.

1 Placement in an alternative education setting shall be reserved for students who significantly disrupt the
 2 educational process. If a student has an active Individualized Education Plan, a 504 plan, or is suspected
 3 of having a disability, all state and federal laws, and rules and regulations related to special education
 4 shall be followed. The director of schools/designee shall develop procedures regarding placement of
 5 students in the program, taking in to consideration the impact of exclusionary discipline practices.⁶

6 Attendance in alternative school programs shall be mandatory, and students attending an alternative
 7 school shall provide their own transportation.

8 The director of schools/designee shall monitor and regularly evaluate the academic progress of each
 9 student enrolled in the alternative school.

10 **REMOVAL**⁷

11 A student may be removed from the alternative school or program if:

- 12 1. He/she violates the rules of the alternative school or program; or
- 13
- 14 2. He/she is not benefitting from the assignment and all interventions have been exhausted
- 15 unsuccessfully.

16 **ADDITIONAL OFFENSES**⁸

17 Any new disciplinary offense committed during a student's original suspension or expulsion period
 18 shall be treated as a new and separate offense. These offenses shall not constitute an extension of the
 19 original suspension or expulsion.

20 **TRANSITION PLANS**⁹

21 The director of schools/designee shall develop procedures regarding the implementation of transition
 22 plans for the integration of students assigned to the alternative school.

Legal References

1. TCA 49-6-3402(a); Public Acts of 2020, Chapter No. 603; TRR/MS 0520-01-02-.09
2. TRR/MS 0520-01-02-.09(9)(a)
3. Public Acts of 2020, Chapter No. 603
4. Public Acts of 2020, Chapter No. 603; TRR/MS 0520-01-02-.09(6)(a)
5. TRR/MS 0520-01-02-.09(9)(i)
6. TRR/MS 0520-01-02-.09(9)(h)
7. Public Acts of 2020, Chapter No. 603
8. TRR/MS 0520-01-02-.09(9)(g)(2)
9. TRR/MS 0520-01-02-.09(m)

Cross References

Special Education 4.202
 Suspension/Expulsion/Remand 6.316
 Student Disciplinary Hearing Authority 6.317
 Students with Disabilities - Special Education Services 6.500

6.402 PHYSICAL EXAMINATIONS AND IMMUNIZATIONS – *1st Reading*

State law now includes an additional vaccine exemption. If in the future any COVID-19 or variant vaccine is required for students, an exemption will be granted for individuals whose religious tenets and practices conflict with vaccination. TSBA has provided updated language for this additional exemption in their legislative update package recently provided.

Franklin Special Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Physical Examinations and Immunizations	Descriptor Code: 6.402	Issued Date: Proposed
		Rescinds: 6.402	Issued: 02/08/21

1 PHYSICAL EXAMINATIONS¹

2 The principal shall ensure that there is a complete physical examination of each student prior to²:

- 3 1. Entering school for the first time. This applies to Pre-K, Kindergarten, and other students for
4 whom there is no health record; and
5
- 6 2. Participation as a member of any athletic team or in any other strenuous physical activity
7 program.³

8 Cost of the examination shall be covered by the parent/guardian of the student. These records shall be
9 on file in the principal's office.

10 Screening tests as required by the Tennessee Department of Education and the Department of Health
11 will be conducted. Parent(s)/guardian(s) will receive written notice of any screening result that indicates
12 a condition that might interfere with their student's progress.

13 The school district will not conduct physical examinations of a student without parental consent or by
14 court order, unless the health or safety of the student or others is in question.⁴³

15 IMMUNIZATIONS

16 No students entering school, including those entering kindergarten, those from out-of-state, and those
17 from nonpublic schools, will be permitted to enroll without proof of immunization as determined by the
18 Commissioner of Public Health.^{2,5}⁴ It is the responsibility of the parent(s)/guardian(s) to have their
19 children immunized and to provide such proof by submitting a TN Immunization Certificate to the
20 principal of the school which the student is to attend.^{5,4}

21 Exceptions will be granted to any student whose parent/guardian files with school authorities a signed,
22 written statement that such measures conflict with the one of the following:

- 23 1. His/her religious tenets and practices, in the absence of an epidemic or immediate threat ~~thereof~~
24 **of an epidemic, except in the event of a COVID-19 or any variant outbreak** ;⁶⁵ or
25
- 26 2. Due to medical reasons if the student has a written statement from his/her doctor excusing
27 him/her from such immunization.^{7,6}

28 Proof of religious exemptions will be in writing and accompanied by a Tennessee Immunization
29 Certificate documenting proof of a health examination by a licensed medical doctor (MD) or doctor of

- 1 osteopathic medicine (DO). Proof of medical exemptions will be documented on a Tennessee
- 2 Immunization Certificate signed by a physician (MD or DO) or the health department.
- 3 A list of transfer students shall be kept at each school in order that their records may be monitored by
- 4 the Department of Health.

Legal References

1. 20 USCA § 1232h(c)
2. TRR/MS 0520-01-13-.01(1)(a)
3. Tennessee School Health Screening Guidelines, https://www.tn.gov/content/dam/tn/education/csh/csh_school_health_screening_guidelines.pdf; 20 USCA § 1232h(c)(2)(C)
4. TCA 49-6-5001(a),(c)
5. TCA 49-6-5001(b)(2); Public Acts of 2021, Chapter No. 513
6. TCA 49-6-5001(c)(2)

Cross References

Promoting Student Welfare 6.400
Vaccination(s) Refusal Due to Personal Religious Beliefs 6.402.1

Franklin Special Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Physical Examinations and Immunizations	Descriptor Code: 6.402	Issued Date: 02/08/21
		Rescinds: 6.402	Issued: 10/08/12

1 **PHYSICAL EXAMINATIONS¹**

2 The principal shall ensure that there is a complete physical examination of each student prior to:

- 3 1. Entering school for the first time.² This applies to Pre-K, Kindergarten, and other students for
4 whom there is no health record; and
5
- 6 2. Participation as a member of any athletic team or in any other strenuous physical activity
7 program.³

8 Cost of the examination shall be covered by the parent/guardian of the student. These records shall be
9 on file in the principal's office.

10 Screening tests as required by the Tennessee Department of Education and the Department of Health
11 will be conducted. Parent(s)/guardian(s) will receive written notice of any screening result that indicates
12 a condition that might interfere with their student's progress.

13 The school district will not conduct physical examinations of a student without parental consent or by
14 court order, unless the health or safety of the student or others is in question.⁴

15 **IMMUNIZATIONS**

16 No students entering school, including those entering kindergarten, those from out-of-state, and those
17 from nonpublic schools, will be permitted to enroll without proof of immunization as determined by the
18 Commissioner of Public Health.^{2,5} It is the responsibility of the parent(s)/guardian(s) to have their
19 children immunized and to provide such proof by submitting a TN Immunization Certificate to the
20 principal of the school which the student is to attend.⁵

21 Exceptions will be granted to any student whose parent/guardian files with school authorities a signed,
22 written statement that such measures conflict with the one of the following:

- 23 1. His/her religious tenets and practices, in the absence of an epidemic or immediate threat thereof;⁶
24 or
25
- 26 2. Due to medical reasons if the student has a written statement from his/her doctor excusing
27 him/her from such immunization.⁷

28 Proof of religious exemptions will be in writing and accompanied by a Tennessee Immunization
29 Certificate documenting proof of a health examination by a licensed medical doctor (MD) or doctor of

- 1 osteopathic medicine (DO). Proof of medical exemptions will be documented on a Tennessee
- 2 Immunization Certificate signed by a physician (MD or DO) or the health department.
- 3 A list of transfer students shall be kept at each school in order that their records may be monitored by
- 4 the Department of Health.

Legal References

1. 20 USCA § 1232h(c)
2. TRR/MS 0520-01-03-.08(2)(a)
3. TRR/MS 0520-01-03-.08(2)(b)
4. Tennessee School Health Screening Guidelines, https://www.tn.gov/content/dam/tn/education/csh/csh_school_health_screening_guidelines.pdf
5. TCA 49-6-5001(a),(c)
6. TCA 49-6-5001(b)(2)
7. TCA 49-6-5001(c)(2)

Cross References

Promoting Student Welfare 6.400
Vaccination(s) Refusal Due to Personal Religious Beliefs 6.402.1

	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	3	2	1.5		1	1	1	2.0		0	2	1	2.0		0	1	1	1.0		0	0	0	0
Pre-Kindergarten (P4)	7	9	1	16.0		3	5	1	8.0		2	5	2	3.5		2	3	2	2.5		4	4	1	8
Kindergarten	24	29	3	17.7		31	24	4	13.8		43	44	5	17.4		41	46	6	14.5		29	30	3	19.67
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	29	28	5	11.4		28	33	4	15.3		62	43	5	21.0		49	52	6	16.8		35	32	4	16.75
Grade 2	43	31	3	24.7		24	31	4	13.8		44	45	5	17.8		43	58	5	20.2		26	36	4	15.5
Grade 3	26	24	4	12.5		31	29	4	15.0		25	49	6	12.3		51	49	5	20.0		29	44	4	18.25
Grade 4	38	18	4	14.0		29	29	4	14.5		48	54	5	20.4		52	44	5	19.2		41	26	4	16.75
Total Students	167	142		309		147	152		299		224	242		466		238	253		491		164	172		336

Asian	9		3%			42		15%			21		5%			57		12%			10		3%	
Black	35		12%			78		27%			41		9%			51		11%			23		7%	
Hispanic-All Races	39		13%			64		22%			137		30%			76		16%			137		42%	
Native American	2		1%			1		0%			0		0%			1		0%			2		1%	
Hawaiian/Pacific Islander	1		0%			1		0%			5		1%			4		1%			0		0%	
White	204		70%			103		36%			253		55%			296		61%			156		48%	
TOTAL WITHOUT PRE-K	290					289					457					485					328			

	FIS					FMS					PGMS												
	Female	Male	Teachers	Avg		Female	Male	Teachers	Avg		Female	Male	Teachers	Avg									
Grade 5	136	162	12	24.8												33	37	4	17.5				
Grade 6	127	136	12	21.9												37	36	4	18.25				
Grade 7						127	128	13	19.6							36	58	4	23.5				
Grade 8						112	145	12	21.4							58	48	4	26.5				
Total Students	263	298		561		239	273		512							164	179		343				

Grade	Average Size
K-3	16.7
4-6	18.6
7-8	22.8

Asian	40		7%			27		5%								16		5%						
Black	83		15%			94		18%								19		6%						
Hispanic-All Races	128		23%			141		28%								121		35%						
Native American	4		1%			4		1%								3		1%						
Hawaiian/Pacific Islander	0		0%			2		0%								2		1%						
White	306		55%			244		48%								182		53%						
TOTAL WITHOUT PRE-K	561					512										343								
TOTAL WITHOUT PRE-K	3265				TOTAL WITH PRE-K	3317			TOTAL PRE-K	52														

FSSD Demographics - 7/30/2021

FRANKLIN SPECIAL SCHOOL DISTRICT
Investment Report
June 30, 2021

Local Government Investment Pool

Interest Rate for June : .01%

General Investment Account	
Beginning Balance	\$ 11,580,741.32
Interest	74.94
Withdrawals	(4,300,000.00)
Deposits	
Total Invested	\$ 7,280,816.26

Debt Service Investment Account	
Beginning Balance	\$ 351,162.98
Interest	2.89
Withdrawals	
Deposits	
Total Invested	\$ 351,165.87

Capital Projects Investment Account	
Beginning Balance	\$ 2.69
Interest	-
Withdrawals	-
Deposits	-
Total Invested	\$ 2.69

Construction Investment Account	
Beginning Balance	\$ 33,159,813.11
Interest	268.32
Withdrawals	(1,934,855.57)
Deposits	
Total Invested	\$ 31,225,225.86

FRANKLIN SPECIAL SCHOOL DISTRICT
Investment Report
June 30, 2021

First Tennessee Bank

General Purpose Checking	
Beginning Balance	\$ 285,334.82
Receipts	2,480,165.64
Receipts - Loan from First Horizon (Tax Anticipation)	
Receipts - Loan fr Debt	
Interest	87.56
Transf fr Investments	4,300,000.00
Transfer fr Capital	Expense
Transfer to Construction	Expense
Transfer to Capital	Expense
Pmt of Tax Anticipation Loan First Horizon	
Disbursements	(4,812,633.92)
Ending Balance	<u>\$ 2,252,954.10</u>
Debt Service Checking	
Beginning Balance	\$ 424,348.91
Receipts	38,873.33
Receipts - Loan RePayment fr Capital	200,000.00
Interest	40.17
Transfer from Investments	
Transfer to Investments	
Payment to GP	
Disbursements	(1,350.00)
Ending Balance	<u>\$ 661,912.41</u>
Capital Projects Checking	
Beginning Balance	\$ 329,178.85
Receipts	69,359.88
Interest	24.73
Reimb fr Const	
Transf Loan Pmt. to Debt Svc.	(200,000.00)
Reimb GP-Exp	
Disbursements	(34,230.85)
Ending Balance	<u>\$ 164,332.61</u>
Construction Checking	
Beginning Balance	\$ 49,988.51
Receipts	
Interest	20.48
Transfer fr Investments	1,934,855.57
Transfer to Investments	
Transfer fr Capital-Exp	
Disbursements	(1,945,802.50)
Ending Balance	<u>\$ 39,062.06</u>

Fnd T	Acct	Obj	Prj	Loc	Prg	Acct	2021-22	2021-22	2021-22	July 2021-22	2021-22	Uncollected
							Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
Federal Programs												
142	R	47141					395,094.00	0.00	395,094.00	0.00	0.00	395,094.00
						Title I Part A						
142	R	47143					833,012.00	0.00	833,012.00	0.00	0.00	833,012.00
						Ed Of Handicap IDEA						
142	R	47145					24,256.00	0.00	24,256.00	0.00	0.00	24,256.00
						IDEA Preschool						
142	R	47146					41,576.00	0.00	41,576.00	0.00	0.00	41,576.00
						Title III Part A						
142	R	47147					27,549.00	0.00	27,549.00	0.00	0.00	27,549.00
						Title IV Safe & Drug-Free Scho						
142	R	47149					0.00	0.00	0.00	0.00	0.00	0.00
						Title X McKinney-Vento						
142	R	47189					102,210.00	0.00	102,210.00	0.00	0.00	102,210.00
						Title II Part A						
142	R	47301					0.00	0.00	0.00	0.00	0.00	0.00
						ESSER Grant						
142	R	47303					0.00	0.00	0.00	0.00	0.00	0.00
						LEA Reopening Grant						
142	R	47306					0.00	0.00	0.00	0.00	0.00	0.00
						Emergency Loss of Income Grant						
142	R	47307					0.00	0.00	0.00	0.00	0.00	0.00
						ESSER 2.0						
142	R	47309					0.00	0.00	0.00	0.00	0.00	0.00
						Literacy Training Teacher Strip						
142	R	47311					0.00	0.00	0.00	0.00	0.00	0.00
						First To The Top						
142	R	47590					0.00	0.00	0.00	0.00	0.00	0.00
						Other Federal Through State						
142	R	47990					0.00	0.00	0.00	0.00	0.00	0.00
142	R	49800					0.00	0.00	0.00	0.00	0.00	0.00
						Transfers In						
142							1,423,697.00	0.00	1,423,697.00	0.00	0.00	1,423,697.00
						Federal Programs						

Fnd T	Acct	Obj	Prj	Loc	Prg	Acct	2021-22	2021-22	July 2021-22	2021-22	Encumbered	Unencumbered
							Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
142							Federal Programs					
142	E	71100					194,390.00	194,390.00	51,391.47	51,391.47	303,549.03	-160,850.50
142	E	71200					798,233.00	798,233.00	11,150.29	11,150.29	0.00	787,082.71
142	E	72120					14,000.00	14,000.00	4,230.68	4,230.68	0.00	9,769.32
142	E	72130					153,019.00	153,019.00	5,175.89	5,175.89	0.00	147,843.11
142	E	72220					185,095.00	185,095.00	1,271.50	1,271.50	9,367.64	174,455.86
142	E	72250					7,425.00	7,425.00	191.39	191.39	2,276.86	4,956.75
142	E	72320					0.00	0.00	5,135.48	5,135.48	52,859.98	-57,995.46
142	E	72410					0.00	0.00	0.00	0.00	0.00	0.00
142	E	72510					0.00	0.00	0.00	0.00	0.00	0.00
142	E	72520					0.00	0.00	0.00	0.00	0.00	0.00
142	E	72610					0.00	0.00	0.00	0.00	0.00	0.00
142	E	72620					0.00	0.00	0.00	0.00	0.00	0.00
142	E	72710					15,850.00	15,850.00	0.00	0.00	0.00	15,850.00
142	E	73100					1,206.00	1,206.00	0.00	0.00	0.00	1,206.00
142	E	73300					0.00	0.00	0.00	0.00	0.00	0.00
142	E	73400					0.00	0.00	0.00	0.00	0.00	0.00
142	E	99100					54,479.00	54,479.00	0.00	0.00	0.00	54,479.00
142	-	-	-	-	-	-	1,423,697.00	1,423,697.00	78,546.70	78,546.70	368,053.51	977,096.79

End T Acct	Obj	Prj	Loc	Prq	Acct	2021-22 Original Budget	2021-22 Budget Revisions	2021-22 Revised Budget	July 2021-22 Monthly Activity	2021-22 FYTD Activity	Uncollected Balance
143					Food Service						
143 R 43521	---	---	---	---	Lunch Payments-Children	0.00	0.00	0.00	0.00	0.00	0.00
143 R 43522	---	---	---	---	Lunch Payments-Adults	49,000.00	0.00	49,000.00	0.00	0.00	49,000.00
143 R 43523	---	---	---	---	Income From Breakfast	0.00	0.00	0.00	0.00	0.00	0.00
143 R 43525	---	---	---	---	Ala Carte Sales	150,000.00	0.00	150,000.00	0.00	0.00	150,000.00
143 R 43990	---	---	---	---	Other Charges For Services	65,000.00	0.00	65,000.00	144.00	144.00	64,856.00
143 R 44530	---	---	---	---	Sale of Equipment	1,000.00	0.00	1,000.00	739.50	739.50	260.50
143 R 44560	---	---	---	---	Damage Recovered from Individu	0.00	0.00	0.00	0.00	0.00	0.00
143 R 44570	---	---	---	---	Contributions & Gifts	0.00	0.00	0.00	0.00	0.00	0.00
143 R 44990	---	---	---	---	Other Local Revenue	0.00	0.00	0.00	0.00	0.00	0.00
143 R 46520	---	---	---	---	School Food Service	10,000.00	0.00	10,000.00	0.00	0.00	10,000.00
143 R 46980	---	---	---	---	Other State Grants	0.00	0.00	0.00	0.00	0.00	0.00
143 R 47111	---	---	---	---	USDA School Lunch Program	1,235,000.00	0.00	1,235,000.00	0.00	0.00	1,235,000.00
143 R 47112	---	---	---	---	USDA Commodities	149,670.00	0.00	149,670.00	0.00	0.00	149,670.00
143 R 47113	---	---	---	---	Breakfast	642,000.00	0.00	642,000.00	0.00	0.00	642,000.00
143 R 47114	---	---	---	---	USDA Other	16,000.00	0.00	16,000.00	61,370.99	61,370.99	-45,370.99
143 R 47115	---	---	---	---	USDA Food Service Equipment Gr	0.00	0.00	0.00	0.00	0.00	0.00
143 R 47590	---	---	---	---	Other Federal Through State	140,000.00	0.00	140,000.00	0.00	0.00	140,000.00
143 -	-----	-----	-----	---	Food Service	2,457,670.00	0.00	2,457,670.00	62,254.49	62,254.49	2,395,415.51

Fnd T	Acct	Obj	Prj	Loc	Prq	Acct	2021-22		July 2021-22	2021-22	Encumbered	Unencumbered
							Original Budget	Revised Budget				
143												
143	E 73100						2,459,137.00	2,459,137.00	42,124.93	42,124.93	997,365.73	1,419,646.34
143							2,459,137.00	2,459,137.00	42,124.93	42,124.93	997,365.73	1,419,646.34

Food Service

Food Supplies

Food Service

End_T	Acct	Obj	Prj	Loc	Prg	Acct	2021-22	2021-22	2021-22	2021-22	2021-22	2021-22	Uncollected
							Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance	
146							Community Service (MAC)						
146	R	43581					1,164,691.00	0.00	1,164,691.00	45,354.12	45,354.12	1,119,336.88	
							24,769.00	0.00	24,769.00	1,500.00	1,500.00	23,269.00	
							8,067.00	0.00	8,067.00	175.00	175.00	7,892.00	
							0.00	0.00	0.00	0.00	0.00	0.00	
							33,912.00	0.00	33,912.00	5,652.00	5,652.00	28,260.00	
							31,000.00	0.00	31,000.00	0.00	0.00	31,000.00	
							4,500.00	0.00	4,500.00	0.00	0.00	4,500.00	
							80,231.00	0.00	80,231.00	0.00	0.00	80,231.00	
							1,347,170.00	0.00	1,347,170.00	52,681.12	52,681.12	1,294,488.88	

Fnd T	Acct	Obj	Prj	Loc	Prg	Acct	2021-22		July 2021-22		2021-22		Encumbered	Unencumbered
							Original Budget	Revised Budget	Monthly Activity	Monthly Activity	FYTD Activity	FYTD Activity		
146														
						Community Service (WAC)								
146	E	73300				Community Service	1,341,799.00	1,341,799.00	49,564.60	49,564.60	49,564.60	9,055.38	1,283,179.02	
146	E	99100				Operating Transfer	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
146						Community Service (WAC)	1,341,799.00	1,341,799.00	49,564.60	49,564.60	49,564.60	9,055.38	1,283,179.02	

Fnd T Acct	Obj	Prj	Loc	Prj Acct	2021-22			July 2021-22	2021-22	FYT	Un
					Original Budget	Budget Revisions	Revised Budget				
156				Debt Service							
156 R 40610				Current Year Property Tax	6,540,270.00	0.00	6,540,270.00	0.00	0.00	0.00	6,540,270.00
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	10,500.00	0.00	10,500.00	0.00	0.00	0.00	10,500.00
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	1,000.00	0.00	1,000.00	57.31	57.31	942.69	
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				Debt Service	6,621,770.00	0.00	6,621,770.00	57.31	57.31	942.69	6,621,712.69

2021-22	2021-22	July 2021-22	2021-22	Encumbered	Unencumbered
Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
156					
156 E 72310	132,110.00	0.00	0.00	0.00	132,110.00
156 E 82130	3,235,000.00	0.00	0.00	0.00	3,235,000.00
156 E 82230	2,796,803.00	0.00	0.00	0.00	2,796,803.00
156 E 82330	1,500.00	0.00	0.00	0.00	1,500.00
156 -	6,165,413.00	0.00	0.00	0.00	6,165,413.00

156 Debt Service

156 E 72310 Board Of Education Services

156 E 82130 Principal

156 E 82230 Interest

156 E 82330 Other Debt Service

156 - Debt Service

End T Acct	Obj	Prj	Loc	Prq	Acct	2021-22 Original Budget	2021-22 Budget Revisions	2021-22 Revised Budget	July 2021-22 Monthly Activity	2021-22 FYTD Activity	Uncollected Balance
						69,488,065.00	0.00	69,488,065.00	190,730.26	190,730.26	69,297,334.74
Grand Revenue Totals											

Number of Accounts: 315

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

End T Acct	Obj	Prj	Loc	Prg	Acct	2021-22 Original Budget	2021-22 Revised Budget	July 2021-22 Monthly Activity	2021-22 FYTD Activity	Encumbered Amount	Unencumbered Balance
						87,821,171.00	87,821,171.00	5,423,392.66	5,423,392.66	11,518,052.43	70,879,725.91
Grand Expense Totals											

Number of Accounts: 4326

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

FRANKLIN SPECIAL SCHOOL DISTRICT

Comparison of Sales Tax Revenue

FY 2020-21 to FY 2021-22

		Actual Revenue -		Increase (Decrease)			
		Sales Tax		\$ Change		% Change	
Received	For the			Month-to-	Year-to-	Month-to-	Year-to-
<u>During</u>	<u>Month of</u>	<u>FY 2020-2021</u>	<u>FY 2021-2022</u>	<u>Month</u>	<u>Date</u>	<u>Month</u>	<u>Date</u>
Aug	May	\$ 486,669	\$ 596,966	\$ 110,297	\$ 110,297	22.7%	22.7%
Sep	June	533,432					
Oct	July	523,021					
Nov	Aug	532,701					
Dec	Sept	544,613					
Jan	Oct	555,813					
Feb	Nov	562,186					
Mar	Dec	816,850					
Apr	Jan	555,149					
ADA Adjustment		(306,074)					
May	Feb	462,905					
June	March	561,919					
July	April	593,537					
Total YTD		\$ 6,422,720	\$ 596,966	\$ 110,297			
FY 2021-2022 Budgeted Total			\$ 6,500,000				
Actual Over (Under) Budget			\$ (5,903,034)				
% of Budget Received YTD			9.2%				