

**Board of Education Regular Meeting**

**November 8, 2021 6:30 PM**

Franklin Elementary School, 1501 Figuers Drive, Franklin, Tennessee 37064

- I. **MEETING CALLED TO ORDER**
- II. **PLEDGE OF ALLEGIANCE**
- III. **RECOGNITIONS/GOOD NEWS AWARDS**
- IV. **PUBLIC INPUT**
- V. **REPORTS/PRESENTATIONS/DISCUSSIONS**
  - V.1. Teaching & Learning Spotlight
  - V.2. Construction Report
  - V.3. COVID-10 Protocols and Legislation Update
- VI. **APPROVAL OF BOARD AGENDA**
- VII. **APPROVAL OF CONSENT AGENDA**
  - VII.1. Minutes of Board Meeting dated October 18, 2021
  - VII.2. FSSD 2021 LEA Compliance Report
  - VII.3. Bid FCS Serving Lines PGES PGMS and FIS
  - VII.4. Budget Amendments
- VIII. **BUSINESS BEFORE THE BOARD**
  - VIII.1. Policy Revision: Substitute Personnel (5.701) - *1st Reading*
  - VIII.2. Policy Revision: Director of Schools Recruitment and Selection (5.801) - *1st Reading*
  - VIII.3. Policy Revision: Interference / Disruption of School Activities (6.306) - *1st Reading*
  - VIII.4. Policy Revision: Safe Relocation of Students (6.4082) - *1st Reading*
- IX. **DIRECTOR OF SCHOOLS REPORT**
- X. **UPDATES**
  - X.1. Teaching and Learning
  - X.2. Finance and Administration

XI. ANNOUNCEMENTS

XII. ADJOURNMENT

# Franklin Special Board of Education

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

## 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.<sup>1</sup> 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.

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### Legal References

1. TCA 39-17-306

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### 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: November 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 November Board Meeting



## **Spotlight:** **Leadership Meetings and Professional Learning**

The members of the Teaching and Learning (T&L) team highly value, take quite seriously, and truly relish their role as professional learning (also known as PL) leaders. This PL takes place at a variety of times and locations, based principally on the needs and requests of our teachers, staff, and school administrators. The annual FSSD Leadership Retreat, held every June, is a prime opportunity for results-based, relevant PL, but it can and does also happen throughout the school year.

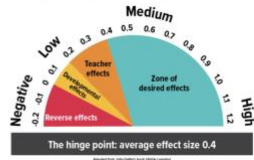
During the October session of the monthly Leadership meeting, several T&L members facilitated an interactive presentation they had developed around the work of Dr. John Hattie, known primarily for his meta-research (the largest evidence-based study of its kind) on effect size, which is essentially the measure of the impact on student achievement of educational strategies and interventions. This mini-session was a follow-up to a 2017 T&L offering, but the idea to revisit the topic at this particular moment in time was also prompted by the words of our August 2021 keynote speaker, Dr. John Hodge. Hodge highlighted Hattie's findings that the influence of collective teacher efficacy has an extremely high effect size. Several of Hattie's books reference visible learning, the concept that occurs when teachers see learning through the eyes of students, help students become their own teachers, and become evaluators of their own teaching.



## Dr. Hodge

"The entire trajectory of a child's life can be changed for the better due to the actions of ONE CARING PERSON."

"No significant learning takes place without a significant relationship."



# Visible Learning

A look into Dr. John Hattie and effect sizes

Speaking of collective teacher efficacy, during the Hattie Leadership session, school administrators heard directly from Hattie (through the magic of video) about it, as well as about what the knowledge of visible learning and effect size means to school leaders. In essence, the instructional leader aspect of their position is crucial. Hattie's research showed that "schools that constantly worry about their impact and ask about what the nature of that impact is" provide the best instruction and learning environment for students. In the Leadership session, T&L and the administrators looked at ways to incorporate the knowledge base related to effect size and visible learning into the TEAM teacher evaluation process, with the end goal of positively impacting student learning.

## TEAM Rubric

How do effect sizes/collective teacher efficacy relate to the TEAM rubric?

Instructional Plans	Student Work	Assessment	Apprentices	Managing Student Behavior
Environment	Respectful Culture	Standards and Objectives	Monitoring Students	Presenting Instructional Content
Lesson Structure and Pacing	Activities and Materials		Questioning	Academic Feedback
Grouping Students	Teacher Content Knowledge	Teacher Knowledge of Students	Thinking	Problem Solving



Who says learning, including professional learning, can't be fun? A key component of the Hattie session occurred when the principals and assistant principals, working in school teams, participated in an influences draft during which they picked four influences to comprise their fantasy effect size team. The competition was keen and spirited, and the Jeopardy-like game board complete with sound effects heightened the excitement. The concurrent, illuminating conversations were a welcomed and wonderful, but not surprising, bonus.

## Rules & Regulations

- As a school team, you will be choosing your most impactful "team" of influences. Your goal is to have the team with the highest total in effect sizes.
- We will have 4 rounds of draft picks.
- Order will be chosen at random:
  - Like a true draft, the last team to pick in the first round will be first to pick in the next round.
- The winning team will receive a prize.
- Just like in real life, you can't choose everything. So what will you choose to make an impact at your school?



Finally, the PL concluded with the opportunity for the administrators to discuss which influences can be emphasized and which may need to be de-emphasized, and how T&L can best provide support in this work. Further, the school leaders reflected on how they might embed one idea from this Leadership session into an initiative that is currently in place at their school. T&L will continue to address Dr. Hattie's research, visible learning, and effect size. Plans are in place to facilitate a similar session at a school's faculty meeting. High-quality PL is ongoing, tailored to educators and by extension, their students, job-embedded, and most importantly, results-based. Drawing a straight line between educator PL and student achievement is the intent of the Teaching and Learning team.

## ***Instructional Technology – Josh Bracamontes***

### **i-Ready Projected Proficiency**

- On October 5 a new feature within i-Ready (the district-provided high-quality math resource) called *projected proficiency* was rolled out across the district. In Tennessee and within the FSSD, there has been a distinct correlation between specific i-Ready diagnostic results and the likelihood of TCAP proficiency. From the linking study research conducted by i-Ready, a new report is available that projects a student's level of proficiency on TCAP based on his/her current diagnostic placement. Teachers and administrators have the option to see how a student would perform on the state test if no growth were made, if typical growth were achieved, and how it would look if the student reached his/her stretch growth. This clearer picture of current student performance may be used to inform instructional decisions.

### **K-2 Devices**

- During the 2019-20 school year, the iPads in K-2 classes reached their end of their life cycle. Extensive research, including trials with students and teachers, took place to determine the best and most feasible device with which to replace the iPads. Knowing it was a necessity and a best practice for students in these grade levels to have a touchscreen, the devices were narrowed down to touchscreen Chromebooks or Chrome Tablets. While the touchscreen Chromebooks were preferred, the price point was out of reach at that time and the Chrome Tablets were provided to students. These devices have served students well with some noted limitations, such as developing their typing skills. This month, through the use of ESSER federal funding, the district was able to submit an order for Dell 2-in-1 touchscreen Chromebooks for all K-2 students. There is no definitive timeline for delivery but the current expectation is to have them deployed in all K-2 classrooms by the start of the next school year. Learn more about these devices at the following link: <https://www.dell.com/en-us/work/shop/2-in-1-laptops-tablets/chromebook-3100-2-in-1-education/spd/chromebook-11-3100-2-in-1-laptop>

### **Research Presentation**

- Multiple members of the Teaching and Learning team developed and conducted an engaging and informative professional learning session for principals and assistant principals during the October 19 leadership team meeting. The presentation centered on the research of John Hattie and highlighted the most powerful practices for teachers and school leaders. In a game-like manner, the administrative teams reflected on practices within their buildings to ensure they align with the most effective strategies for student learning. This learning opportunity was well-received by all.

## **Research Lessons**

- While there are many impactful administrative and leadership responsibilities under the purview of the Instructional Technology team, Mr. Bracamontes conveys that his most joyful duties are the moments when working with students to ensure quality learning takes place. This month, Mr. Bracamontes had the opportunity to join multiple classes of students to teach them how to effectively and safely research a topic online. The students stayed highly engaged and thoroughly enjoyed the process.

## ***Curriculum & Professional Learning – Summer Carlton*** **Campus Professional Learning Support**

- Mrs. Carlton assisted principals in planning professional learning for their teachers that subsequently occurred during professional learning committee meetings and on the October 8 early release day. This included professional learning provided by consultants from the vendors of our district-adopted resources for math and English language arts, Curriculum Associates and McGraw-Hill Wonders, and provided a forum for grade level teachers to acquire specific, targeted support of the digital resources based upon teacher needs. In addition, Mrs. Carlton assisted a campus in providing classroom management and procedure training to all related arts teachers, to give these educators strategies on how to maximize their time with students.

## **Math and Literacy Coaches October Meeting**

- In collaboration with Dr. Looney, Mrs. Carlton facilitated a combined math and literacy coaches' meeting in October. This meeting focused on analyzing and using data to inform instruction and intervention. The coaching cycle, collecting data on student learning, and setting SMART goals were also discussed. The reading and math coaching groups then separated to discuss content-specific questions and needs. This was a valuable time for the coaches to collaborate and share ideas, successes, and challenges.

## ***Communications – Susannah Gentry***

### **Be Nice**

- Susannah has been focusing her work on the Be Nice campaign, which kicked off from November 8-12 with Be Nice Week. The Board issued a proclamation at its October meeting, and the schools will have an intentional focus on kindness and the character traits that accompany the initiative's simple message. Student ambassadors have been chosen and they will represent the district in the City of Franklin's Veteran's Day parade on November 11.

## **Student Support Services, Student Performance, and Safety Collaborations**

- Susannah has been working with Dr. Lee Kirkpatrick to create awareness and solicit sponsors for the FSSD/WCS Virtual CareerQuest. Additionally, Susannah and Dr. Kirkpatrick brainstormed ideas to present to the school leaders regarding ways to shift negative parent and student behavior, which has seemed to be higher than normal this first nine weeks.
- Publicity has also been focused on the Honors Program orientation information, in collaboration with Dr. Pax Wiemers.
- Susannah is working with Celby Glass to re-evaluate safety procedures as they relate to setting up a reunification process off-site. Having these safety and communications plans

ready in the event of an emergency is critical to the safe and efficient reunification of students with parents.

### **FSSD Mobile App**

- The FSSD continues work to publicize the mobile app, which has many resources for parents at the ready. This mobile app provides a comprehensive selection of the most requested webpages, social media activity streams, an FSSD news application, directory, tip line, bus routes, calendar information, and much more. We are very excited to provide our parents with this mobile friendly communication tool.

### **Other Communications Happenings**

- Working with The NOOK, Susannah and the schools are promoting a “Nickels for Nook” drive during Be Nice Week to raise money for our non-profit partner that assists our students with urgent needs.
- In conjunction with a teacher representative, Susannah created and publicized a Paint the FSSD Pink breast cancer awareness day in October.
- Susannah sent a communication to all employees regarding COVID booster shots and where they could be found.

### ***Attendance – Celby Glass***

- Celby continues to hold and track truancy meetings. It can be challenging to identify barriers for students that are marked absent while they are learning remotely. However, we continue to learn through this process and make every effort to ensure that high-quality instruction is provided to all students.
- Celby and Drew Bingham led the first Skyward Discipline meeting for 5-8 school administrators and the instructional technology specialists. A new feature in this platform allows teachers to enter classroom-level discipline in Skyward, in addition to the school-level data already entered by school administrators. Discipline data is reported to the state.

### **Safety**

- Celby continues to provide safety training to schools during faculty meetings. She reviews such topics as Department of Child Services (DCS) referrals, the threat assessment process, and lockdown procedures.
- In May, the Tennessee Emergency Management Agency (TEMA) delivered thousands of medical gowns to the district. Celby and Amy Fisher agreed that the district does not need gowns in this mass quantity. Celby will keep 500 gowns and will donate those remaining to the Williamson County Health Department.

## ***Student Support Services – Lee Kirkpatrick***

### **Noteworthy Events**

Two important events were held during the week of November 4-8:

- On November 2, the annual State of the Schools took place at the Williamson County Agriculture and Exposition Center. It is a signature event for Williamson, Inc. (Williamson County Chamber of Commerce).
- On November 4, the virtual Junior Achievement Inspire CareerQuest was attended by all FMS and PGMS eighth grade students.

### **English Language Learner (EL) Update**

- Currently there are 381 EL students in the FSSD. The teacher to student ratio (15 EL teachers) is 1:25.4, under the TDOE required ratio of 1:30.
  - In October 2020, there were 397 EL students in the FSSD. With this number of EL students, the teacher to student ratio (15 EL teachers) was 1:26.5, under the TDOE required ratio of 1:30.

## ***Reading & Rtl Coordinator – Gina Looney***

### **Reading Update**

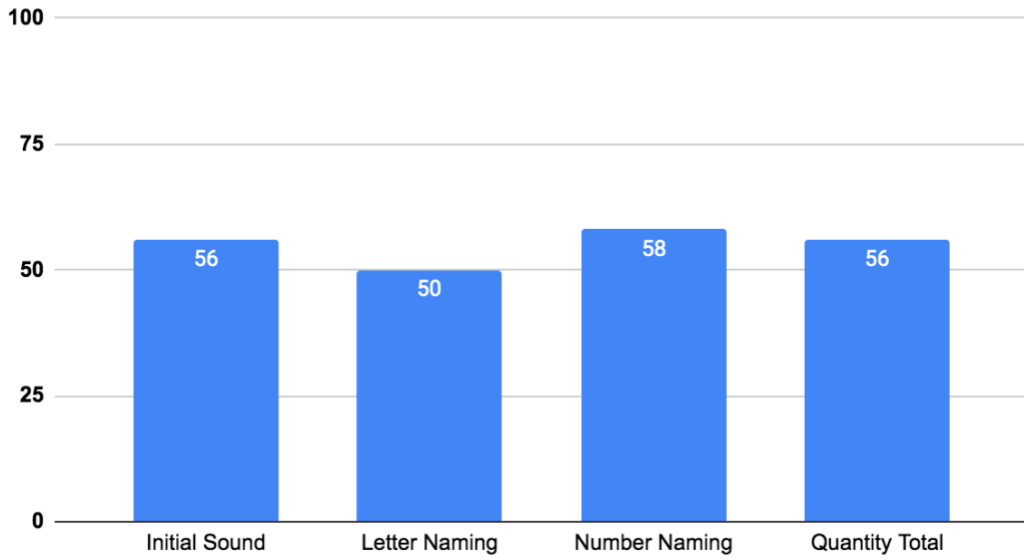
- Our FSSD Reading Academies have begun!! The first session for K-2, 3-4 and 5-8 occurred the last week of October.
- K-2 teachers are being supported by instructional coaches as they implement the 95% Group Phonics Core program.



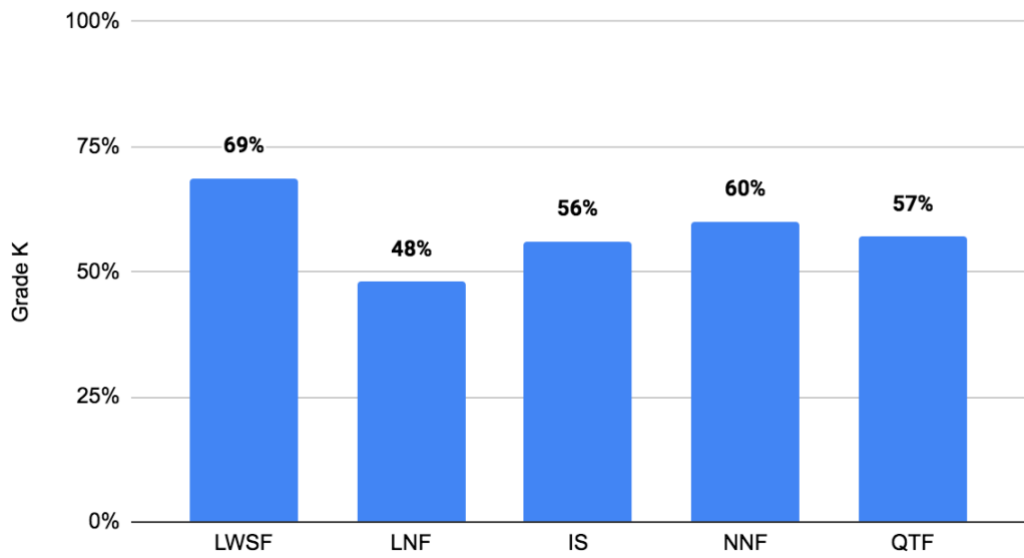
### **RTI Update**

- The universal screening is complete for fall 2021. The results include several additional measures than what is typical. Those measures were added by the state, based on the Tennessee Literacy Success Act.

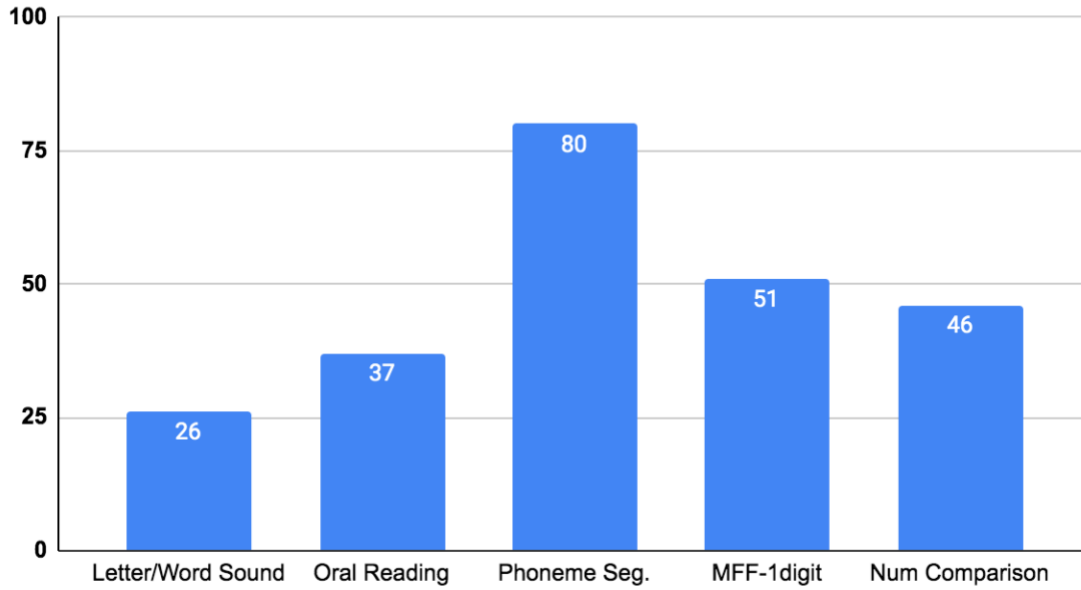
## District KG Aimsweb Fall 2020



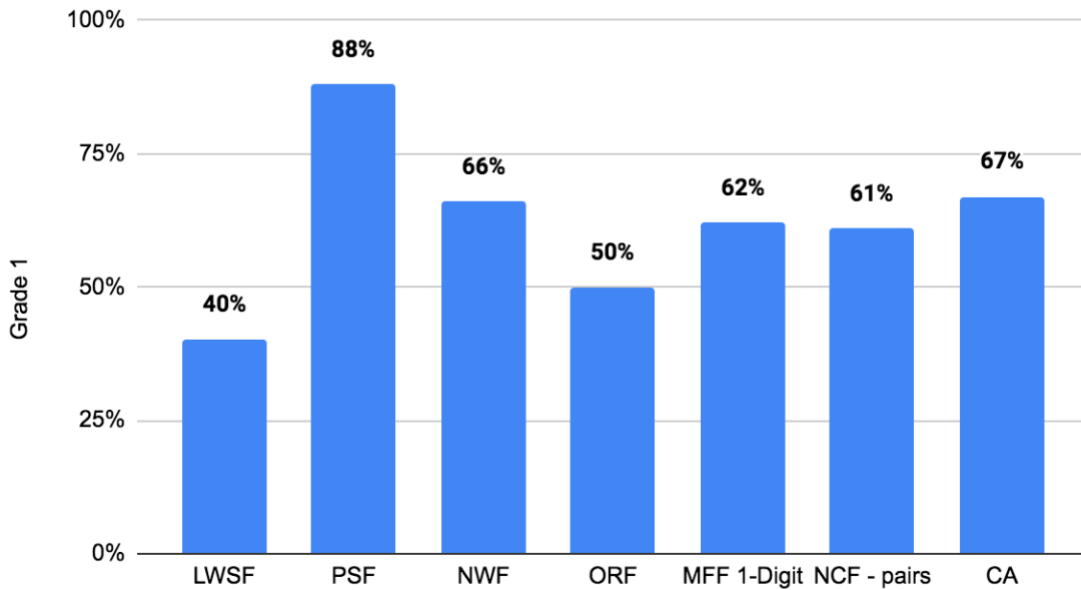
## Aimsweb District Kindergarten Fall 2021



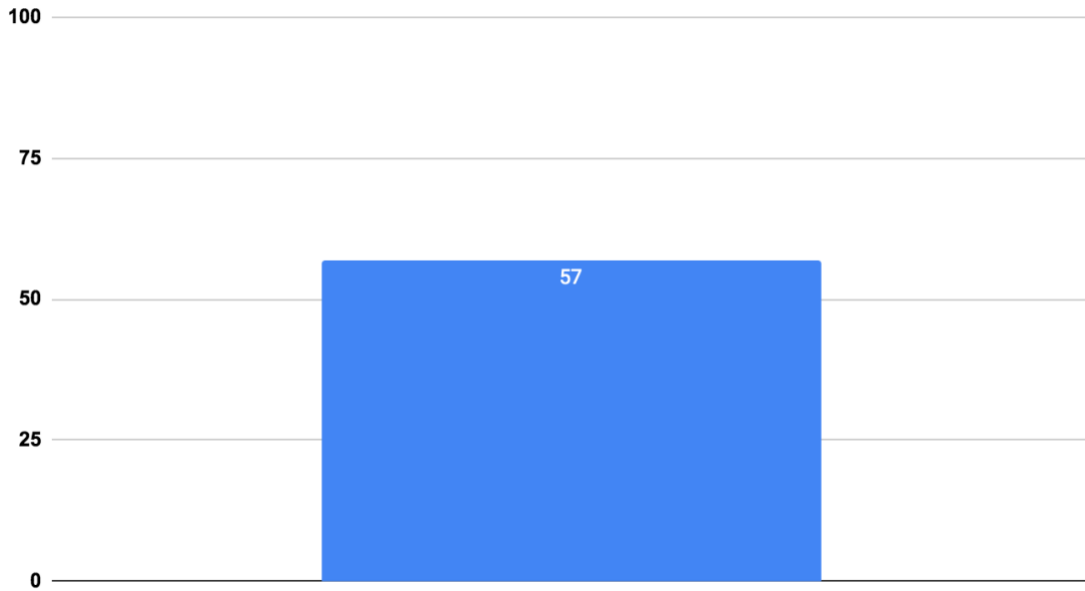
### District First Grade Aimsweb Fall 2020



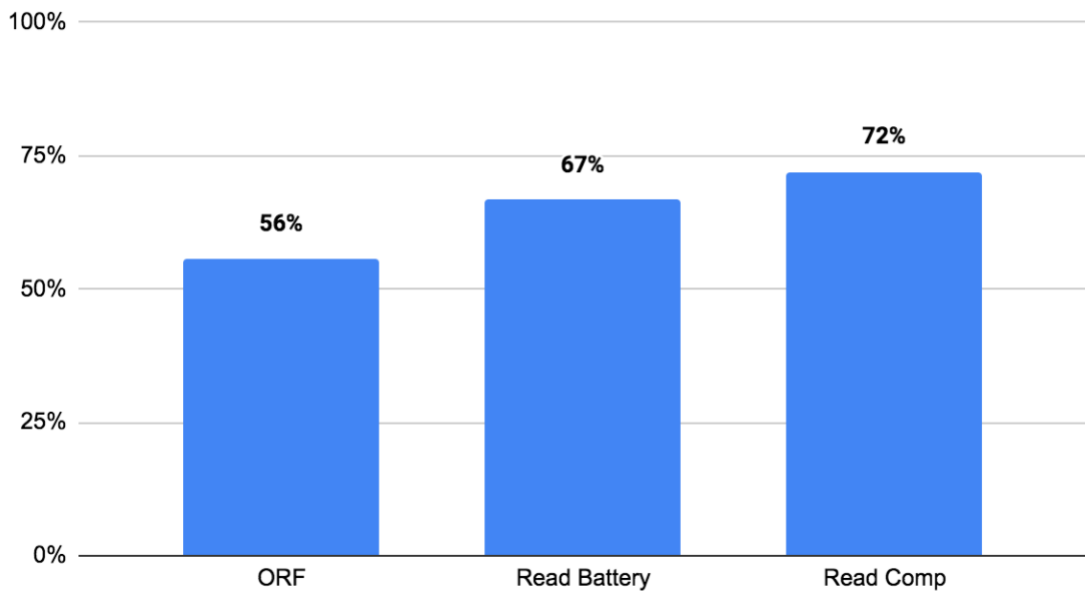
### Aimsweb First Grade District Fall 2021



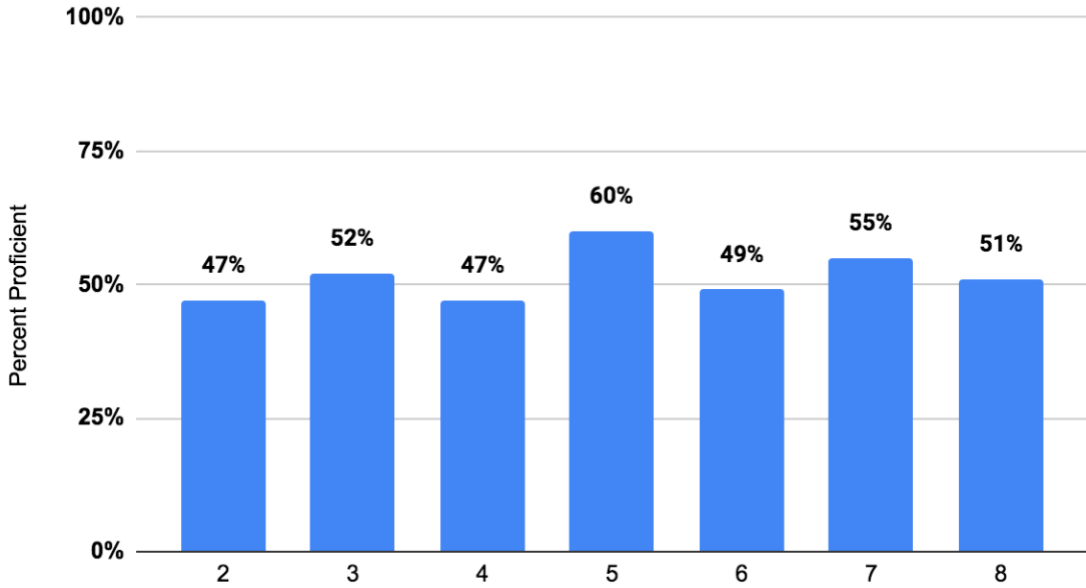
### District Second Grade Aimsweb Oral Reading Fall 2020



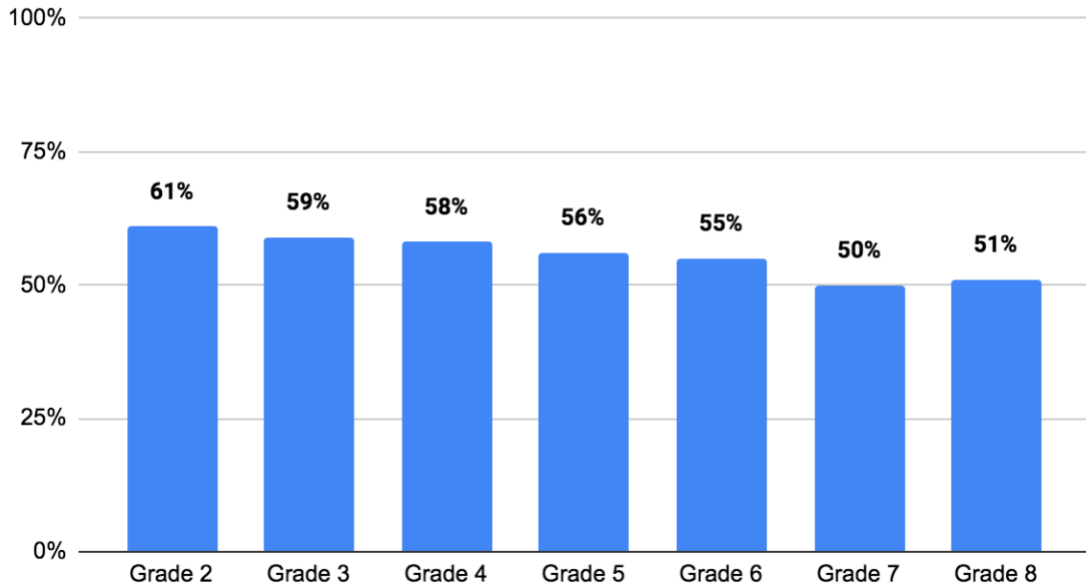
### Aimsweb Second Grade Fall 2021



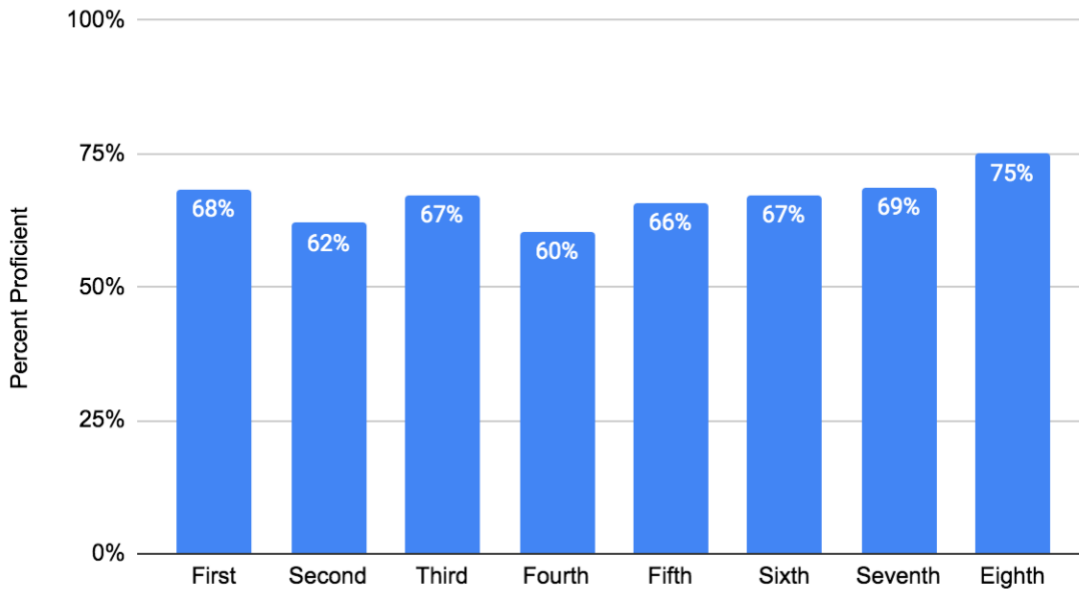
### STAR Reading District Percent Proficient Fall 2020



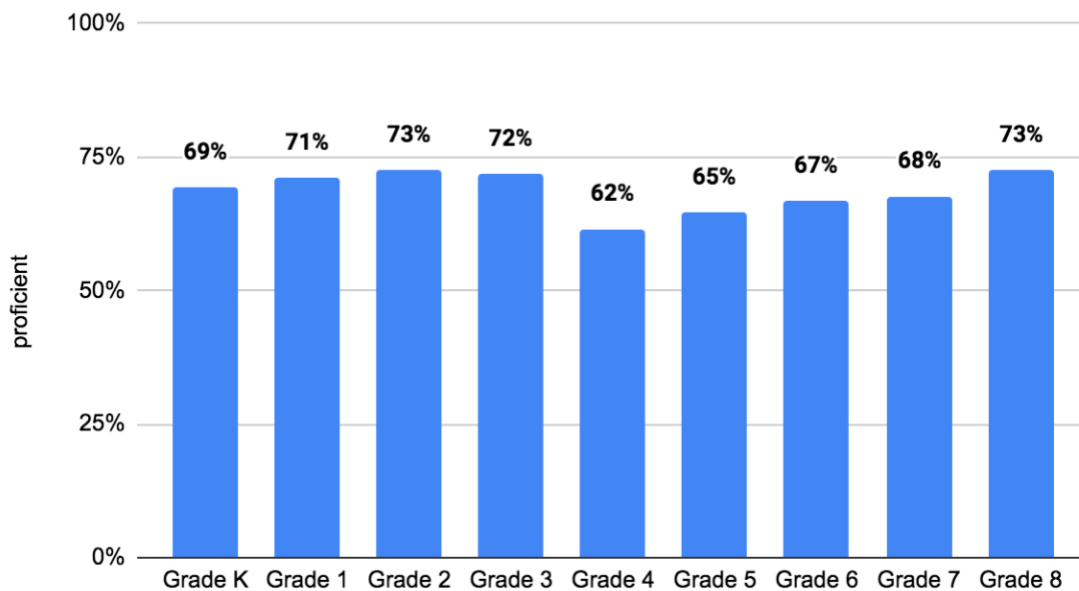
### STAR Reading District Percent Proficient Fall 2021



iReady Math District Percent Proficient Fall 2020



iReady Math District Percent Proficient Fall 2021



***Special Populations –Cheryl Robey***

**Middle Tennessee Special Education Supervisors Study Council**

- On October 21, the Middle Tennessee special education supervisors met to discuss the process for manifestation determination meetings, challenges with submitting restraint and isolation reports within the mandated five school days, staffing issues and addressing the required literacy assessments with non-verbal students with disabilities.

- TDOE personnel also discussed the updates on staff and structures with the department. The goal of the change in structure is to embed special education resources and expertise across all key offices and teams. This will ensure that supports for students with disabilities does not live in a single place, but in conversations across all departments.

### **FSSD State Personnel Development Grant (SPDG) Initiative**

- On October 8, the fall Community of Practice sessions were completed at JES. The Community of Practice sessions focused on classifying experiences, providing access to all learners, understanding vs. reality in educational practice, mindset, the obstacle of not enough time, and “teaching up.” The Community of Practice session was very informative and practical in supporting the district initiative to increase access to Tier 1 instruction to all students with disabilities

### **Individual Education Plan (IEP) Compliance Monitoring**

- FSSD has been identified to participate in one of four waves of IEP monitoring via the EasyIEP platform in 2021-22. The division of federal programs and oversight (FPO) completed a review of FSSD’s IEPs in the 2020-21 school year. Based on the number of findings of non-compliance the LEA received compared to the number of items reviewed, a percentage of non-compliance was determined. FSSD will have 20 IEP records reviewed. The monitoring opened on October 25, 2021 and will close on November 8, 2021.

### **District-Wide Special Education PLC Meeting**

- The second district-wide special education PLC meeting took place on October 21 via Zoom. The team discussed the overall well-being of the special education staff. After completing site-based check-ins, the team discussed TCAP and the process for completing Unique Accommodation Requests, writing interventions for students with disabilities, the status of filling special education positions, and compensatory services for students experiencing gaps in meeting goals and objectives due to exclusions from school because of quarantines, etc.

### **Legal Issues in Education with Chuck Cagle**

- From October 21-28, Dr. Robey participated in sessions on legal issues in education with Chuck Cagle. Topics included school boards and purchasing/public contracting for local boards of education, as well as keeping the school board and school superintendents out of the court house.

### **District Special Education Mentor Meeting**

- On October 20, Dr. Robey met with the district special education mentors. The group discussed ideas and suggestions for the 2021-22 school year regarding pre-K-4 and 5-8 special education collaboration meetings, mentoring modules that work best for FSSD teachers, and specific needs for special education teachers who are new to the district.

### **Special Education Newsletter**

- The November FSSD Special Education newsletter may be accessed at the following link: <https://www.smores.com/918w6>

## ***Instructional Technology – Shelly Robinson***

### **Quarterly Instructional Technology Newsletter**

- Mrs. Whitley and Shelly sent their second quarterly instructional technology newsletter to faculty and staff in grades five-eight. The newsletter can be found [here](#) and includes information about our new movie streaming license, our digital resource request process, accessibility tools, and more.

### **Access to District Resources**

- Shelly worked with a representative from McGraw Hill to identify an issue with regard to students being able to access their ELA online textbook. She resolved the problem quickly so the disruption to learning was minimal.
- Several support teachers had schedule changes recently that required new access to district resources and classes. With approval from the main teachers, Shelly worked with Mr. Bingham to grant the support teachers access to the appropriate resources and course content so they can assist with student learning.

### **Student Digital Resource Request Process**

- Currently, students do not have unrestricted access to extensions and add-ons available through the Chrome Web Store. Such resources are only available to be added to student Chromebooks once they are reviewed and approved. After working through our digital resource request process for teachers, the Instructional Technology team, with the support of Teaching and Learning, recognized there should be a process in the event that a student finds a resource (particularly an extension or add-on) to which s/he would like access. Resources include, but are not limited to, study and organization tools that would pertain specifically to students, as opposed to a teacher requesting the resource for instructional purposes. Any resource requested by a student will be thoroughly reviewed to ensure student privacy and safety are maintained.

## ***Instructional Technology – Amber Whitley***

### **Teacher Support**

- Amber co-taught in a special education classroom to show students how to utilize the voice typing support built into Google Docs. This feature is available to all students, but it is particularly helpful to students who have specific assistive technology supports written into their IEPs.
- Teachers continue to ask Amber for assistance in streamlining the integration of technology in their classroom. Amber helped a teacher utilize her ActivPanel independent of her laptop as a support for a lesson, and also how to integrate her document camera directly into the board. This document camera/ActivPanel integration is a practical way for substitute teachers to use these technology resources without needing a computer in the classroom.
- The instructional technology specialists attended the principals' meeting in early October during which the district's fall i-Ready diagnostic data was reviewed. In addition, Nancy Carter, i-Ready account manager, highlighted the new i-Ready Projected Proficiency Report. This report projects which students can reach proficiency on TCAP by meeting their typical or stretch growth in i-Ready. Amber then worked with a math coach to lead a related session for math teachers on October 8. During this session, teachers analyzed each student's i-Ready

diagnostic score and their typical/stretch growth goals to determine who can reach proficiency by the end of the school year. This activity provided teachers with an opportunity to identify students who may need to be monitored closely throughout the year to ensure they reach their growth potential.

### **Curriculum Support**

- Learning Blade is a platform used by several STEM teachers in the district. Amber attended a training webinar with an instructional coach to learn more about how to support teachers with this platform.
- Amber worked with several teachers who had requested additional training on Gallopade's (FSSD's adopted resource for grades three-eight social studies) online platform. A Gallopade consultant provided some initial training for these teachers to highlight commonly-used features.

## ***Student Performance & Federal Programs –Pax Wiemers***

### **Student Performance**

- The building testing coordinators (BTCs) met with Dr. Wiemers for the first time on October 22. The meeting mostly focused on spring testing and the various tasks that can be started now. We are planning to have separate K-4 and 5-8 BTC meetings in the spring, in order to focus more closely on the specific tasks and scheduling concerns for these grade bands. Dates will be scheduled in the coming weeks for our three spring meetings prior to TCAP testing in April.
- Pre-K and kindergarten teachers are in the second year of the Alternative Growth Measure pilot for calculating teacher effectiveness scores (as opposed to the growth portfolio from prior years). With input from administrators and teachers, the district chose the ESGI platform and created pre-tests and post-tests for both grade levels. Teachers administered the pre-test in August/September and will complete the post-test in April/May. Now that the pre-test has concluded, Dr. Wiemers and Josh Bracamontes have been working on compiling the results in spreadsheets for each teacher. This data will enable the district and teachers to compare pre-test and post-test scores and chart the growth of students on the standards being assessed. This data will ultimately lead to a level of effectiveness score for each pre-K and kindergarten teacher across the district.
- **Honors:** In late October, a communication was sent to families who have a student in an Honors class. The communication included a Google Form survey (in both English and Spanish) that solicited feedback from parents and guardians on their perceptions of the FSSD Honors Program. There were a few open-response questions for parents to provide feedback and ideas on policies and procedures. In addition, Dr. Decker and Dr. Wiemers met with seven teachers from FIS, FMS, and PGMS on the afternoon of October 28. This meeting was structured to gather feedback from representative teachers from each school about the Honors Program, including what's working well, what needs improvement, and any future changes they would like the Administrative Honors Committee to consider. All of this feedback will be compiled and reviewed by the district committee in December.

### **Federal Programs**

- Our ESSER 3.0 application was fully approved by the state in early October. Since that time, several expenditures have been processed, including instructional materials and even the new

school buses being purchased. Dr. Wiemers has been communicating with others to process other purchase orders in the ESSER 3.0 budget. Additionally, plans are being made to ensure compliance with all the ESSER 3.0 requirements, including periodic reporting, reimbursement requests, and keeping inventory of equipment purchased.

- The annual process of ensuring the comparability of our school's staffing has commenced with the opening of the comparability application in ePlan. Dr. Wiemers has been inputting all certified school staff for each of the eight schools and he is marking the funding source by which each is paid. Once all the classified staff for each school are compiled in a spreadsheet, the numbers will be added into the application. These staff numbers, along with school enrollment and low-income student numbers, will then be analyzed and compared in the application according to grade band. The ultimate goal of this application process is to prove the comparability of staffing across students, regardless of Title I or non-Title I status. Once that comparability has been ensured in the application, Dr. Wiemers must submit this report in ePlan by November 15.
- Several budgets have current revisions in process or submitted to the state. Both ESSER 1.0 and ESSER 2.0 had carryover funds from the previous fiscal year, and these remaining funds were reallocated for this year. These budgets have been fully approved by the state, and purchase orders for the budgeted expenditures are in process. In addition, the district's consolidated federal application (CFA) has been resubmitted to the state with updated budgets for all Title programs and IDEA that include carryover funds from the previous fiscal year. Several rounds of revisions were necessary in early October for small items.



## **Bond Fund/Capital Projects Report Status Update – November, 2021**

1. PGS Gym/PAC:
  - a. Gym - Interior concrete walls are complete
  - b. Gym - Overhead mechanical, plumbing and electrical work continuing
  - c. Gym - Exterior brick mostly completed around entire building
  - d. Gym - Permanent roof installed on parts, installing over rest of gym as weather permits
  - e. PAC - insulated metal panels near completion.
  - f. PAC - exterior brick veneer is complete @ all elevations
  - g. PAC - Exterior brick completed
  - h. PAC - Exterior Metal Panels almost completed
  - i. PAC - Temporary roof still installed allowing interior work to progress on schedule
  - j. PAC - Interior metal studs and gypsum board work progressing throughout with some priming and painting starting
  - k. PAC - Overhead mechanical, plumbing and electrical work continuing
  
2. Liberty:
  - a. Phase 5 is progressing – final punch scheduled for Nov. 30<sup>th</sup>
  - b. Reviewed upcoming phase and transition plans for temporary library services
  - c. Kitchen phase coordination meeting scheduled w/ Robin Cross
  - d. Several exterior doors were determined to need replacement and are being priced. This will be an additional cost to the project.
  
3. Central Office Complex:
  - a. A modified boundary survey of COA property has been requested inclusive of the boundary division from FES property.
  - b. Wold/HFR had a productive meeting with the City Planning Department representatives about their concerns regarding the exterior material selections for the maintenance and transportation building renovation. We are ready for a board work session to present and seek feedback on the overall site plan and presentation of Phase 1.
  
4. Johnson Kitchen Renovation/Expansion: Abatement docs received and Wold/HFR is following up on bid process. We should have bid phase scheduled by early next week
  
5. Parks and Recreation Master Plan:
  - a. Contractor is finishing up grading work on the site, working on footings for buildings A & B, and working on underground utilities for the buildings.
  - b. COF, FSSD staff, and GC meet bi-weekly on site for progress meetings.
  - c. Project completion expected for Fall 2022.



# 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:** November 3, 2021  
**RE:** Agenda for the Franklin Special School District Board of Education meeting to be held on Monday, November 8, 2021 at 6:30 p.m., to be held at Franklin Elementary School, 1501 Figuers Drive, Franklin.

- I. MEETING CALLED TO ORDER 6:30 p.m.
- II. PLEDGE OF ALLEGIANCE 6:32 p.m.
- III. RECOGNITIONS/GOOD NEWS 6:35 p.m.
  1. Good News
- IV. PUBLIC INPUT *Please limit comments to three (3) minutes per speaker* 6:40 p.m.
- V. REPORTS/PRESENTATIONS/DISCUSSIONS 6:45 p.m.
  1. Teaching and Learning Report
  2. Construction Report
- VI. APPROVAL OF BOARD AGENDA 6:50 p.m.
- VII. APPROVAL OF CONSENT AGENDA 7:00 p.m.
  1. Minutes of Board Meeting dated October 18, 2021
  2. 2021 LEA Compliance Report
  3. Bids: Food and Culinary Services FIS and PGS Serving Line
  4. Budget Amendments
- VIII. BUSINESS BEFORE THE BOARD 7:05 p.m.
  1. Policy Revision: Substitute Teachers (5.701) – 1<sup>st</sup> Reading
  2. Policy Revision: Director of Schools Recruitment and Selection (5.801) – 1<sup>st</sup> Reading
  3. Policy Revision: Interference/Disruption of School Activities (6.306) – 1<sup>st</sup> Reading
  4. Policy Revision: Safe Relocation of Students (6.4081) – 1<sup>st</sup> Reading
- IX. DIRECTOR OF SCHOOLS REPORT 7:20 p.m.
- X. UPDATES 7:25 p.m.
  1. Teaching and Learning
  2. Finance and Administration
- XI. ANNOUNCEMENTS 7:30 p.m.
- XII. 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

October 18, 2021  
Franklin, Tennessee

The Franklin Special School District Board of Education met at 6:30 p.m. on Monday, October 18, 2021, at Moore Elementary School, 1061 Lewisburg Pike, Franklin. A link to the recording may be found at [https://www.youtube.com/watch?v=EjR\\_LhWeet8](https://www.youtube.com/watch?v=EjR_LhWeet8) .

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

*Others present were:* Dr. David Snowden, Dr. Mary Decker, Amy Fisher, Celby Glass, Lisa Chatman, Susannah Gentry, Dr. Pax Wiemers, Dr. Cheryl Robey, Mark Anderson, Chip Sternberg, Bo Alexander, Amanda Parks Carol Riordan, Josh Bracamontes, Shelly Robinson, Summer Carlton, principals and other district leadership team members and community members. Guest Board members Mrs. Tiffany Johnson from Rutherford County Schools and Mr. Butch Campbell from Murfreesboro City Schools were present to critique the Board as part of attaining Board of Distinction renewal.

### **I. MEETING CALLED TO ORDER**

The meeting was called to order at 6:30.

### **II. PLEDGE OF ALLEGIANCE**

Moore Elementary Principal Mrs. Janet Carroll welcomed those in attendance and led the Pledge of Allegiance. Chair Robert Blair called for a moment of silence before being seated. Although there is a mask mandate with the district, Board members may be removing their masks to accommodate clearer speaking during the meeting.

### **III. RECOGNITIONS/GOOD NEWS**

1. **Proclamation for Be Nice Week** – The Proclamation was read aloud, the week to be observed November 8-12, 2021 (on file).
2. **National Blue Ribbon School** – Liberty Elementary was honored as being named a U.S. Department of Education Blue Ribbon School – only one of six in Tennessee, which was awarded based on overall academic performance.
3. **Reward Schools** – The following schools were named Reward Schools based on state TCAP data: Franklin Elementary, Liberty Elementary, Moore Elementary, Poplar Grove Elementary, and Freedom Intermediate.
4. **School Resource Officers Recognition** – With our appreciation for the dedicated service of the men and women serving the FSSD, the following SROs were recognized: Sergeant Rhonda Casillas of FES, Deputy Charles Edwards of JES, Deputy Kassondra Osborn of MES, Deputy Josh Byram of PGES, Deputy Warren Cagle of PGMS, Deputy Marty French of FIS, and Deputy Richard Cole of FMS. Also recognized were their supervisors in the WC Sheriff's Office: Sheriff Dusty Rhoades, Captain Leonardo Zollicoffer, Lieutenant Sammie Baker, and Sergeant Brant Pewitt (also a SRO at LES).

5. **Good News** – PGMS 8<sup>th</sup> grader Reese Brown was recognized for finishing 1<sup>st</sup> overall in the HVAC Division A Girls Cross Country finals.

#### IV. **PUBLIC INPUT**

No one from the public addressed the Board.

#### V. **REPORTS / PRESENTATIONS / DISCUSSIONS**

1. **Teaching and Learning Spotlight, "Get to Know the T&L Team: Student Support Services Supervisor Dr. Lee Kirkpatrick"** - Dr. Kirkpatrick was introduced by Dr. Decker. Dr. Kirkpatrick invited the Board on November 2 to the State of the Schools event, spoke about the November 4 Junior Achievement Inspire Career Quest for 8<sup>th</sup> graders, and also expanded on the counseling aspect of his position, uplifting counselors' own words. This and more information is presented in the Summary of T&L Activity for October (on file).
2. **Construction Report** – Presented to the Board were the Bond Fund/Capital Projects Report Status Update for October 2021 and the Construction Report sent by Nabholz Construction Corporation which included pictures of the construction area. Dr. Esslinger was not in attendance; Mr. Chip Sternberg, Facilities Supervisor, was present to answer questions from the Board (reports on file).

#### VI. **APPROVAL OF BOARD AGENDA**

Robin Newman made a **motion** to approve the board agenda **with the addition of the Appointment of Interview Committee for Commercial Broker Services under Business Before the Board**. Alicia Barker **seconded** the motion, which **carried 6-0**.

#### VII. **APPROVAL OF CONSENT AGENDA**

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

Approved under Consent Agenda (on file) were:

1. **Minutes of Board Meeting dated September 20, 2021**

#### VIII. **BUSINESS BEFORE THE BOARD**

1. **A. Request for Proposal for Commercial Broker Services** (on file) – Dr. Snowden noted the plans as previously discussed, to sell the Annex property located at 1406 Cannon Street and the lot at 221 Fairground Street. Included for the Board's review is a Request for Proposal, developed by legal counsel, to secure a real estate firm specializing in commercial real estate to aggressively market and secure a buyer for no less than the appraised, fair market value. The administration recommended the approval of the Request for Proposal.

Robin Newman made a motion to approve the **Request for Proposal for Commercial Broker Services** as presented. Alicia Barker **seconded** the motion. During discussion, Mr. Stillings noted that the consulting services needed must help arrive at the highest and best use of the properties, and had concrete strategies in mind for the selection of the firm. Upon vote the motion **carried 6-0**.

1. **B. Commercial Broker Services Interview Team Selection** – As the next step upon approval of the RFP by the Board, the administration recommended the Board also decide the process they would like used to select the Commercial Broker Services.

Robert Blair made a **motion** to have the Director of Schools, the Associate Director for Finance & Administration, and Board member Mr. Tim Stillings serve as the Committee to make a recommendation to the Board for the Commercial Broker Services to be used for the properties on the Request for Proposal (approved in 1.A.). Allena Bell **seconded** the motion, which **carried 6-0**.

2. **Additional Position – PAC Services Coordinator and House Manager** - As we approach the completion date of the FSSD Performing Arts Center, we are proposing the addition of a PAC Services Coordinator and House Manager. Your Board packet includes both the rationale for the position and a proposed Job Description. If the additional position is approved, we would begin the hiring process with the hopes of having the individual join the FSSD beginning in January, 2022. The administration recommends approval.

Allena Bell made a **motion** to approve the additional position of **PAC Services Coordinator and House Manager**. Alicia Barker **seconded** the motion, which **carried by roll call vote 6-0**.

3. **Policy Revision: Insurance Management (3.600) – 2<sup>nd</sup> Reading** - This revision request is to further outline the stipulations of the post-retirement benefit for retirees of paying the cost of health insurance at retirement until the age of 65 who were employed prior to 2009-2010 without a break in service. This better meets the intent of this benefit provided by the Board for this group of personnel. There were no changes requested by the Board upon 1<sup>st</sup> Reading. The administration recommended approval of the 2<sup>nd</sup> Reading.

Kevin Townsel made a **motion** to approve the policy revisions for **Insurance Management (3.600) – 2<sup>nd</sup> Reading** as presented. Allena Bell **seconded** the motion, which **carried 6-0**.

4. **Policy Revision: Special Programs – Homebound Instruction (4.2061) – 2<sup>nd</sup> Reading** - This policy revision is from review due to a change to State Board of Education Regulation 0520-01-13-.01 for homebound instruction. Noted is the addition of specifying the *treating* physician to certify or recertify the homebound need. Duplicate language has been removed and references have been updated. There were no changes requested by the Board upon 1<sup>st</sup> Reading. The administration recommended approval of the 2<sup>nd</sup> Reading.

Robin Newman made a **motion** to approve the policy revisions for **Special Programs – Homebound Instruction (4.2061) – 2<sup>nd</sup> Reading** as presented. Kevin Townsel **seconded** the motion, which **carried 6-0**.

5. **Policy Revision: Textbooks and Instructional Materials (4.400) and Deletion: Textbooks (4.401) – 1<sup>st</sup> Reading** - TSBA has provided a model policy for direction on combining the current policies for instructional materials (4.400) and textbooks (4.401) to clarify the relationship between textbooks and instructional materials. With approval of this update, the title of Policy 4.400 changes from “Instructional Materials” and is rewritten to combine policies, and Policy 4.401, “Textbooks”, will be deleted. Also included in the rewriting of this policy under the “Selection” heading is the provision for seeking a waiver to use materials that are not included on the list approved by the State Textbook Commission, based on a new State Board of Education regulation. To date we have selected materials on the State list and have not requested a waiver. There were no changes requested by the Board upon 1<sup>st</sup> Reading. The administration recommended approval of the 2<sup>nd</sup> Reading.

Allena Bell made a **motion** to approve the policy revisions for **Textbooks and Instructional Materials (4.400) and to delete Textbooks (4.401) – 2<sup>nd</sup> Reading** as presented. Alicia Barker **seconded** the motion, which **carried 6-0**.

6. **Policy Revision: Physical Examinations and Immunizations (6.402) – 2<sup>nd</sup> Reading Reading** - State law now includes an additional vaccine exemption in TCA 49-6-5001. 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. This is *in addition* to exemption provided by TCA 49-6-5001 due to medical reasons if the student has a written statement from his or her doctor excusing him/her from such immunization. TSBA has provided updated language for this additional exemption. There were no changes requested by the Board upon 1<sup>st</sup> Reading. The administration recommended approval of the 2<sup>nd</sup> Reading.

Robert Blair made a **motion** to approve the policy revisions for **Physical Examinations and Immunizations (6.402) – 2<sup>nd</sup> Reading** as presented. Alicia Barker **seconded** the motion, which **carried 6-0**.

7. **New Policy: COVID-19 Sick Leave (5.3023) – New Policy - 1<sup>st</sup> Reading** – Due to the Board tabling this policy at the September meeting, it needs to have a motion, second and vote of approval to bring it off the table and back for consideration. Once taken off the table, the consideration of the policy will follow the regular process.

Tim Stillings made a **motion** to take **COVID-19 Sick Leave (5.3023)** off of being tabled and to have it for Business Before the Board. Allena Bell **seconded** the motion, which **carried 6-0**.

**The policy was now available to be considered:**

The previous adoption of this policy expired as of June 30<sup>th</sup>, and deleted at the July meeting. Due to the fact that many personnel have been negatively impacted again this year by COVID-19, the administration believes it would be prudent to provide such leave. The administration requested that this policy be reinstated and retroactive to July 1, 2021, and that it carry through December 17, 2021 for an employee being unable to work because the employee has a confirmed diagnosis of COVID-19. To date for this school year, there have been 52 employees who have contracted COVID-19 and utilized 390 sick days. There has been a total of 79.5 substitutes used to cover those 390 days. As noted, some positions don't require subs and in many cases classes had to be covered by internal staff due to not enough subs being available. Also, some of the infections occurred prior to the return by students and did not require subs. The absences average approximately 7.5 days/employee because some infections are not recognized as COVID immediately and the 10 days of isolation would cover at least 1 weekend and some infections started prior to the beginning of the year as stated earlier. The administration again discussed this policy with Mr. Cagle, legal counsel, and he strongly suggested that the district not pass a policy that excludes any employee who can provide substantiated evidence they have had COVID-19. The administration recommended approval of the 1<sup>st</sup> Reading and to waive the 2<sup>nd</sup> Reading.

Allena Bell made a **motion** to approve the new policy revisions for **COVID-19 Sick Leave (5.3023) – 1<sup>st</sup> Reading as presented and to waive the 2<sup>nd</sup> Reading**. Robin Newman **seconded** the motion, which **carried by roll call vote 6-0**.

## **VIII. DIRECTOR OF SCHOOLS REPORT**

- Dr. Snowden reported that Mr. Sternenberg notified him during the meeting that the construction crew at PGS had hit a gas line and that Atmos Energy was on site. It was originally thought that there would not be gas for hot lunch on Tuesday but that it would not impact other aspects of the school. Mr. Sternenberg reported before the end of the meeting that the gas line was repaired and the gas was back on.
- **National School Lunch Week** – The week of October 4-8 will have the theme of “Wild About School Lunch”. Fun giveaways are planned for those enjoying a lunch. All students eat lunch and breakfast at no cost this year.
- **United Way Campaign** – By all indications FSSD had another successful virtual campaign October 1-8.
- **Director of Schools Advisory Council** – Updating you from last month, the members of the Director of Schools Advisory Council have been selected, and the first meeting will be October 21<sup>st</sup>.
- **Career Quest 2021** – To be held November 4<sup>th</sup> virtually for our 8<sup>th</sup> graders, they will be preparing for the day using the Junior Achievement curriculum. Thank you to Dr. Lee Kirkpatrick, the Teaching & Learning Team, and the teachers and school administration for the yearly success of this program.
- **Be Nice Week** – The annual Be Nice Week is November 8-12. Ambassadors are in the process of being chosen for this and the parade. As one of many districts and governmental agencies across Williamson County who strive every day to represent themselves with character and kindness, this week puts special emphasis on our message throughout the

district with many activities. We hope that you will be able to visit our schools during this week.

- **Veteran's Day Parade** November 11<sup>th</sup> – Back to the regular route this year, we look forward to participating in the parade. Six FSSD “Be Nice Student Ambassadors” from each school will walk in the City of Franklin’s Veteran’s Day Parade alongside our fourth graders, FIS Bulldog Council, and FMS/PGMS band, followed by the Story Bus Plus. We also invite you to ride or walk in the Veterans Day Parade on November 11th if your schedule permits.
- **Flu vaccines** – Vaccines for our personnel will be available October 19 and 20<sup>th</sup> at each location. They will be administered by the WC Health Department this year instead of CVS. Thank you to the WCHD for partnering with our district.
- **Williamson Chamber State of the Schools Event** - Scheduled for November 2<sup>nd</sup> this year, we hope that you will join us that day. Please let Carol know if you would like to be registered to attend.
- **Monitoring of COVID-19 Data Spread** – The district’s COVID -19 numbers have remained relatively steady during the first part of October and moving in the right direction. We continue to update the COVID-19 Data Dashboard each Friday. We have also continued our weekly meetings with the local governmental officials and medical professional representatives from Williamson Medical Center. The trend in the county continues to decline. As an update regarding the law suit against FSSD, WCS and the Governor, final briefs have been submitted and we are waiting for the Judge’s ruling. At this point we are still under a temporary restraining order. Dr. Snowden reviewed case statistics provided by email to the Board prior to the meeting.
- **Board of Distinction** – We thank our visiting Board Members for their time in critiquing our meeting, and we thank each of you for your commitment to serving our district.

## X. UPDATES

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

- Demographics Report for October 2021

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

- Personnel Change Report September/October 2021
- Investment Report
- Revenue and Expenditure Reports
- Sales Tax Revenue Comparison Report for October


## XI. ANNOUNCEMENTS

- TSBA Delegate Assembly items should be received by our delegates in the convention in the next few days for inclusion in time for consideration by the Assembly.
- Mr. Townsel encouraged COVID-19 vaccinations if at all possible for the protection of yourself and others.

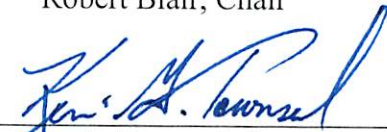
**XII. ADJOURNMENT**

Chair Blair adjourned the meeting at 7:45 p.m.

After adjournment, the Board met with Mr. Campbell and Mrs. Johnson to discuss comments and questions after the critique of the meeting. This critique was part of the professional learning of our Board and qualifications for the renewal of their Board of Distinction status.

  
\_\_\_\_\_  
Robert Blair, Chair

11-8-2021  
\_\_\_\_\_  
Date

ATTEST:   
\_\_\_\_\_  
Kevin Townsel, Secretary

11/8/21  
\_\_\_\_\_  
Date

## 2021 Local Education Agency Compliance Report

Local education agencies (LEAs) are required to comply with all federal and state education laws and State Board of Education (SBE) rules. This annual compliance report is one mechanism the department uses to ensure education laws and rules are faithfully executed. The commissioner of education is charged with taking corrective action when an LEA is noncompliant with those laws and rules or is not following a department-approved compliance plan.

Each LEA must submit this report and, if applicable, the corresponding corrective action plan, to the department by **November 30, 2021**. During completion, an LEA should carefully check the status of its compliance with all federal and state education laws and SBE rules. The department monitors and verifies LEA compliance via multiple data sources (e.g., Education Information System, internal program managers) and will consider those sources in making a final determination of an LEA's compliance. Beginning school year 2021-22, the department is formally reinstating LEA approval classifications as outlined in SBE Rule [0520-01-02-.01](#). Annual compliance report data may inform an LEA's approval classification.

- I certify that the LEA is in compliance with all federal and state education laws and SBE rules.
- I certify that, with the exception of areas indicated in the **attached corrective action plan**, the LEA is in compliance with all federal and state education laws and SBE rules.

LEA: FRANKLIN SPECIAL SCHOOL DISTRICT

Director of Schools/Superintendent Name: David L. Snowden, Ph.D.

Director of Schools/Superintendent Signature:



School Board Chair Name: Robert Blair

School Board Chair Signature:



Date of School Board Approval: 11/8/21

**UPLOAD COMPLETED REPORT TO ePlan BY NOVEMBER 30, 2021**  
(including the corresponding corrective action plan if applicable).  
Upload instructions are accessible [here](#).



2021 Local Education Compliance Report  
Appendix A  
Noncompliance Corrective Action Plan

**Instructions:** Below is a corrective action plan template that features an example. Using the template, enter areas of self-reported noncompliance and include proposed corrective action steps and completion dates. If needed, add additional rows.

For unresolved noncompliance detected by the department via monitoring, include pertinent details from the corresponding corrective action plan issued by the department. After the department reviews the proposed plan, edits may be warranted. Finally, using the provided instructions, upload the plan to ePlan by **November 30, 2021**.

Local Education Agency: FRANKLIN SPECIAL SCHOOL DISTRICT				
Area of Noncompliance	Scope and Reason(s) for Noncompliance	Corrective Action Step(s)	Person(s) Responsible	Anticipated Completion Date(s)
T.C.A. 49-6-502(1)(A), (4)(A)-(C) and (9)(A)-(C) (Summer programming)	Request to use local benchmarking to identify priority students; request for flexibility number of weeks and flexibility in STREAM camp; request flexibility in number of days per week, to waive up to 1 day per week.	Summer Programming Waiver application submitted and approved by the Commissioner of Education through the TN Learning Loss and Student Acceleration Act, PC 1 of 2021.	Associate Director, Teaching and Learning Department	September 2021
T.C.A. 49-5-403, T.C.A. 49-5-101, Public Acts of 2021, Chapter No. 211 (teacher permit)	<ol style="list-style-type: none"> <li>Hard to fill position; teacher was best candidate but license had expired</li> <li>Teacher moved to area outside of her licensure</li> <li>Interim teaching outside of her license, no other applicants for this position</li> </ol>	<ol style="list-style-type: none"> <li>Temporary permit issued from State Department of Education</li> <li>Teacher in process of completing required assessments</li> <li>Request has been submitted and is pending state approval.</li> </ol>	Human Resources Supervisor	<ol style="list-style-type: none"> <li>June 30, 2022</li> <li>June 30, 2022</li> <li>June 30, 2022</li> </ol>
T.C.A. 49-5-403	Special Education position without a certified teacher in the position in excess of 20 days, interviewed candidates have not accepted the position.	Re-posting and continuing to interview candidates.	Human Resources Supervisor	As soon as able to hire

FRANKLIN SPECIAL SCHOOL DISTRICT -PAGE 2-

LEAPS Grant expenditures	Due to COVID-19, there were unspent funds	A carryover waiver was submitted and approved for expenditure of funds from 2020.	Morning and Afternoon Care Department (MAC)	June 30, 2022 or as soon as possible
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**FCS Serving Line PGES, PGMS and FIS**  
**Bid : FCS 2021-12**  
**November 2, 2021**

Purchase and Installation of the following: Duke Serving Line Units or approved equal,  
Structural Concept Merchandisers or approved equal,

<b>SCHOOL/DEPARTMENT:</b>	Freedom Intermediate, Poplar Grove Middle, Poplar Grove Elementary	
<b>FUNDING SOURCE:</b>	Food and Culinary Services	
<b>BUDGET CODE:</b>	143 E 73100 710 009	\$250,558.43
	143 E 73100 710 005	\$40,696.52
<b>DATE OF BID OPENING:</b>	November 2,2021	
<b>RECOMMENDED LOWEST BID MEETING SPECIFICATIONS:</b>	Hotel & Restaurant Supply 2508 Perimeter Place Drive Nashville, TN 37214	<b>\$291,254.95</b>
<b>OTHER BIDDERS:</b>	Tri Mark/ Strategic Equipment Mobile Fixture & Equipment	\$303,622.06 \$295,295.00
<b>OTHER BIDDERS WHO WERE SENT BID INFORMATION:</b>	Dykes Equipment Douglas Equipment	

Bid was advertised in the Williamson AM of the Tennessean on Wednesday , October 13,2021

**Franklin Special School District  
Budget Amendments  
Fiscal Year 2021-2022**

**General Purpose Fund  
Amendment #4**

Budget Code	Budget Code Description	Increase	Decrease
<b>EXPENDITURES</b>			
141 E 71100 499 000 15000 000	Other Supplies & Materials	\$ 500.00	
141 E 72210 524 000 15000 000	In-Service/Staff Development		500.00
141 E 71100 524 000 16000 000	In-Service/Staff Development		39.26
141 E 71100 499 000 15000 000	Other Supplies & Materials	39.26	
		<b>\$ 539.26</b>	<b>\$ 539.26</b>
Explanation: Reclassify budgeted expenditures.			

**Franklin Special School District  
Budget Amendments  
Fiscal Year 2021-2022**

**Federal Projects Fund  
Amendment #7**

Budget Code	Budget Code Description	Increase	Decrease
<b>REVENUE</b>			
142 R 47141 0000 101 00000 000	Title I Part A	\$ 58,324.66	
<b>EXPENDITURES</b>			
142 E 71100 163 101 00000 000	Educational Assistants		3,100.66
142 E 71100 201 101 00000 000	Social Security		104.48
142 E 71100 204 101 00000 000	State Retirement	1,017.00	
142 E 71100 206 101 00000 000	Life Insurance	28.00	
142 E 71100 207 101 00000 000	Medical Insurance	6,486.00	
142 E 71100 208 101 00000 000	Dental Insurance	102.00	
142 E 71100 212 101 00000 000	Employer Medicare		24.45
142 E 71100 299 101 00000 000	Other Fringe Benefits	198.00	
142 E 71100 399 101 00000 000	Other Contracted Services	2,112.00	
142 E 71100 429 101 00000 000	Instructional Supplies & Materials	18,211.72	
142 E 71100 599 101 00000 000	Other Charges		100.00
142 E 71100 722 101 00000 000	Regular Instructional Equipment	10,166.54	
142 E 72130 123 101 00000 000	Guidance Personnel	1,365.00	
142 E 72130 201 101 00000 000	Social Security		100.92
142 E 72130 204 101 00000 000	State Retirement	140.66	
142 E 72130 206 101 00000 000	Life Insurance	0.02	
142 E 72130 207 101 00000 000	Medical Insurance	48.45	
142 E 72130 208 101 00000 000	Dental Insurance		14.30
142 E 72130 212 101 00000 000	Employer Medicare		23.37
142 E 72130 299 101 00000 000	Other Fringe Benefits	6.76	
142 E 72130 499 101 00000 000	Other Supplies & Materials	1,000.00	
142 E 72130 599 101 00000 000	Other Charges	4,114.85	
142 E 72210 499 101 00000 000	Other Supplies & Materials	9,250.00	
142 E 72210 524 101 00000 000	In-Service/Staff Development	4,719.37	
142 E 72210 599 101 00000 000	Other Charges		0.50
142 E 72710 311 101 00000 000	Contracts w/Other School System	0.44	
142 E 72710 313 101 00000 000	Contracts with Parents	0.93	
142 E 99100 504 101 00000 000	Operating Transfer-Indirect Cost	2,825.60	
		\$ 61,793.34	\$ 3,468.68
		\$ 58,324.66	

Explanation: Increase budgeted revenue & expenditures under the Title One Part A.  
No local tax funds involved.

**Federal Projects Fund  
Amendment #8**

Budget Code	Budget Code Description	Increase	Decrease
<b>REVENUE</b>			
142 R 47189 000 201 00000 000	Title II Part A	\$ 18,619.87	
<b>EXPENDITURES</b>			
142 E 72210 524 201 00000 000	In-Service/Staff Development	18,620.01	
142 E 99100 504 201 00000 000	Indirect Cost		0.14
		\$ 18,620.01	\$ 0.14
		\$ 18,619.87	

Explanation: Increase budgeted revenue & expenditures under the Title Two Part A.  
No local tax funds involved.

**Franklin Special School District  
Budget Amendments  
Fiscal Year 2021-2022**

**Federal Projects Fund  
Amendment #9**

Budget Code	Budget Code Description	Increase	Decrease
<b>REVENUE</b>			
142 R 47146 000 301 00000 000	Title III Part A	\$ 43,231.90	
<b>EXPENDITURES</b>			
142 E 71100 429 301 00000 000	Instructional Supplies & Materials	19,000.00	
142 E 71100 599 301 00000 000	Other Charges	1,000.00	
142 E 72130 599 301 00000 000	Other Charges	1,490.41	
142 E 72210 524 301 00000 000	In-Service/Staff Development	21,741.00	
142 E 73100 422 301 00000 000	Food Supplies	0.49	
		\$ 43,231.90	\$ -
		\$ 43,231.90	
Explanation: Increase budgeted revenue & expenditures under the Title Three Part A. No local tax funds involved.			

**Federal Projects Fund  
Amendment #10**

Budget Code	Budget Code Description	Increase	Decrease
<b>REVENUE</b>			
142 R 47147 000 401 00000 000	Title IV Part A		\$ 3,313.47
<b>EXPENDITURES</b>			
142 E 72120 399 401 00000 000	Other Contracted Services	6,000.00	
142 E 72210 499 401 00000 000	Other Supplies & Materials		0.36
142 E 72210 524 401 00000 000	In-service/Staff Development		9,144.56
142 E 99100 504 401 00000 000	Indirect Cost		168.55
		\$ 6,000.00	\$ 9,313.47
			\$ 3,313.47
Explanation: Decreased budgeted revenue & expenditures under the Title IV Part A. No local tax funds involved.			

**Federal Projects Fund  
Amendment #11**

Budget Code	Budget Code Description	Increase	Decrease
<b>REVENUE</b>			
142 R 47143 000 901 00000 000	IDEA Part B	\$ 177,136.64	
<b>EXPENDITURES</b>			
142 E 71200 163 901 00000 000	Educational Assistants	27,038.25	
142 E 71200 171 901 00000 000	Speech Pathologist	7,000.00	
142 E 71200 210 901 00000 000	Unemployment Compensation		0.14
142 E 71200 212 901 00000 000	Employer Medicare	0.48	
142 E 71200 299 901 00000 000	Other Fringe Benefits		0.30
142 E 71200 312 901 00000 000	Contracts w/Private Agencies	72,384.55	
142 E 71200 370 901 00000 000	Contracts Subs-Non Certificated	20,000.00	
142 E 71200 429 901 00000 000	Instructional Supplies & Materials	24,999.86	
142 E 71200 725 901 00000 000	Special Education Equipment	20,000.00	
142 E 72220 524 901 00000 000	In-Service/Staff Development	5,000.00	
142 E 72710 189 901 00000 000	Other Salaries & Wages	714.00	
142 E 99100 504 901 00000 000	Indirect Cost		0.06
		\$ 177,137.14	\$ 0.50
		\$ 177,136.64	
Explanation: Increased budgeted revenue & expenditures under the IDEA Part B. No local tax funds involved.			

**Franklin Special School District  
Budget Amendments  
Fiscal Year 2021-2022**

**Federal Projects Fund  
Amendment #12**

Budget Code	Budget Code Description	Increase	Decrease
<b>REVENUE</b>			
142 R 47145 000 911 00000 000	IDEA Preschool	\$ 6,472.91	
<b>EXPENDITURES</b>			
142 E 71200 210 911 00000 000	Unemployment Compensation		0.44
142 E 71200 212 911 00000 000	Employer Medicare	0.43	
142 E 71200 299 911 00000 000	Other Fringe Benefits		0.15
142 E 71200 312 911 00000 000	Contracts w/Private Agencies		879.23
142 E 71200 370 911 00000 000	Contracts Subs-Non Certificated	2,000.00	
142 E 71200 429 911 00000 000	Instructional Supplies & Materials	2,676.32	
142 E 71200 725 911 00000 000	Special Education Equipment	2,676.61	
142 E 72220 524 911 00000 000	In-Service/Staff Development		0.17
142 E 99100 504 911 00000 000	Indirect Cost		0.46
		\$ 7,353.36	\$ 880.45
		\$ 6,472.91	
<p>Explanation: Increased budgeted revenue &amp; expenditures under the IDEA Preschool. No local tax funds involved.</p>			

**5.701      SUBSTITUTE PERSONNEL – *1<sup>st</sup> Reading***

The revision makes the change in policy as to where certification is reported if a retired teacher substitutes over 120 days in the case that no other qualified personnel are available. With change in state law, that reporting now goes to the Division of Retirement instead of the State BOE.

<b>Franklin Special Board of Education</b>			
Monitoring: <b>Review: Annually, in February</b>	Descriptor Term: <b>Substitute Personnel</b>	Descriptor Code: <b>5.701</b>	Issued Date: <b>Proposed</b>
		Rescinds: <b>5.701</b>	Issued: <b>10/23/17</b>

1 Substitutes are those personnel used to replace teachers and other employees on leave or to fill temporary  
2 vacancies.<sup>1,2</sup> References to substitutes, substitute personnel and substitute teachers may used  
3 interchangeably within this policy.

4 Substitute personnel may be employed and paid directly by the Board of Education or by a third party  
5 public or private employer through an agreement between such third party employer and the Board of  
6 Education. Substitute personnel employed by third party entities shall be subject to the same  
7 unemployment benefit eligibility conditions as substitute personnel employed directly by the Board of  
8 Education.<sup>2</sup>

9 When a teacher or other personnel is unable to meet job duties for any reason, the following procedures  
10 shall be observed:

- 11 1. The employee shall notify the principal/supervisor/designee as soon as possible;
- 12 2. The employee shall report the absence online and request a substitute in the substitute  
13 management system if the position is required to be filled;
- 14 3. The principal/designee shall have the option to move substitutes within the building as needed to  
15 provide for best educational practices.

## 16 APPLICATION/QUALIFICATIONS

17 All substitute applicants must be interviewed. Qualifications shall be follow the same policies, state  
18 laws and regulations as outlined for regular personnel.<sup>3,4</sup> All applicants must be at least 18 years of age  
19 and have a high school diploma or GED equivalent. Applicants are required to complete an online  
20 application. Criminal history record checks, fingerprinting and drug screening of applicants for  
21 substitutes are required.<sup>3</sup> Applicants with revoked licenses or certificates according to the Department of  
22 Education shall not be hired.<sup>4</sup>

23 A list of substitutes will be prepared by the Director of Schools or his/her designee, who will maintain  
24 file(s) which may include transcripts, credentials, recommendations and other pertinent information.

## 25 COMPENSATION

26 If employed directly by the Board of Education, the compensation of substitute teachers shall be  
27 determined annually by the Board.

28 Retired teachers serving as substitutes who do not have an active teaching license shall be paid the same  
29 as a retired substitute teacher with an active teaching license. This only applies to teachers who retired  
30 after July 1, 2011 through July 1, 2016.<sup>5</sup>

## 1 CERTIFICATION

2 When substituting for a regular teacher who has been absent for twenty (20) consecutive days, a  
3 substitute teacher must possess a teaching certificate with endorsement in the discipline(s) to be  
4 taught.<sup>56</sup> When substituting for a teacher without sick leave, the substitute shall be certified and paid  
5 according to the state salary schedule.<sup>1</sup>

6 Retired teachers may substitute one hundred twenty (120) days per year without loss of retirement  
7 benefits,<sup>1</sup> and may substitute for additional days if the Director of Schools certifies in writing to the ~~State~~  
8 ~~Board of Education~~ **Division of Retirement** that no other qualified personnel are available to substitute  
9 teach.<sup>7</sup>

## 10 EMERGENCY NEEDS

11 All teacher aides, secretaries and clerks are approved substitute teachers for use in emergency situations.  
12 Emergency use shall be defined as less than a full day due to the regular or substitute teacher being  
13 unable to arrive on time or remain for the full day.

14 Such substitutes shall receive the proportionate equivalent salary regular substitute teachers would  
15 receive under similar circumstances or their regular salary, if higher; however, they shall not receive pay  
16 for both positions at the same time.

## 17 TRAINING AND ORIENTATION

18 The Director of Schools or his/her designee shall be responsible for ensuring that there are appropriate  
19 training and development programs for substitute personnel.

20 All substitute teachers are required to attend training to receive information regarding FSSD guidelines  
21 and procedures, best practices for substitute teaching, and a Substitute Teacher Handbook.

22 In order to make the work of the substitute teacher as satisfactory as possible, the regular teacher shall  
23 make available:

- 24 1. Daily schedule (academic and supervisory);
- 25 2. Class rolls;
- 26 3. Lesson plans and other information for the day's activities. In case of emergency when plans are  
27 not provided, the principal/designee shall provide the substitute with directions for the day; and
- 28 4. Classroom rules/discipline procedures.

29 All substitute teachers will be given a copy of the local school's guidelines on the first day they substitute  
30 in the school. These guidelines shall contain, but shall not be limited to:

- 31 1. Attendance procedures;
- 32 2. Lunchroom schedule and procedures;
- 33 3. Procedures for supervising student behavior;
- 34 4. Names and assignments of regular staff members;
- 35 5. Emergency evacuation procedures; and
- 36 6. Other helpful information particular to the local school.

**1 RESPONSIBILITIES**

2 Substitute teachers shall:

- 3 1. Assume the same responsibilities and have the same authority as the regular teacher, including  
4 bus duty and playground supervision;
- 5 2. Report fifteen (15) minutes before the official school opening and review all plans and schedules  
6 to be followed during the teaching day;
- 7 3. Write a note about work completed at the end of each teaching day and leave it for the regular  
8 classroom teacher; and
- 9 4. Report to the principal/designee at the conclusion of the day and/or as requested.

**10 RE-EMPLOYMENT/TERMINATION**

11 On an annual basis, the Director of Schools, with input from the principals/supervisors, shall determine  
12 which substitute personnel performed at an acceptable level. Substitutes who performed below an  
13 acceptable level shall not be re-employed.

14 All substitutes shall be responsible for providing correct addresses and phone numbers and for notifying  
15 the principal and/or third party employer if they wish to terminate their service as substitutes.

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**Legal References:**

1. TRR/MS 0520-1-2-.04(5)
2. TCA 49-5-709
3. TCA 49-5-413(a)(2)
4. TCA 49-2-203(a)(15)
5. ~~Public Acts of 2017, Chapter No. 387~~ **TCA 49-3-312(b)**
6. TCA 49-3-312(a); TRR/MS 0520-01-02-.04(5)(b)
7. ~~Public Acts of 2017, Chapter No. 287~~ **TCA 8-36-805**

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**Cross References:**

**Background Investigations 5.118**  
Separation Practices of Tenured Teachers 5.200  
Separation Practices of Non-Tenured Teachers 5.201

<b>Franklin Special Board of Education</b>			
Monitoring: <b>Review: Annually, in February</b>	Descriptor Term: <b>Substitute Personnel</b>	Descriptor Code: <b>5.701</b>	Issued Date: <b>10/23/17</b>
		Rescinds: <b>5.701</b>	Issued: <b>03/13/17</b>

1 Substitutes are those personnel used to replace teachers and other employees on leave or to fill temporary  
 2 vacancies.<sup>1,2</sup> References to substitutes, substitute personnel and substitute teachers may used  
 3 interchangeably within this policy.

4 Substitute personnel may be employed and paid directly by the board of education or by a third party  
 5 public or private employer through an agreement between such third party employer and the board of  
 6 education. Substitute personnel employed by third party entities shall be subject to the same  
 7 unemployment benefit eligibility conditions as substitute personnel employed directly by the board of  
 8 education.<sup>2</sup>

9 When a teacher or other personnel is unable to meet job duties for any reason, the following procedures  
 10 shall be observed:

- 11 1. The employee shall notify the principal/supervisor/designee as soon as possible;
- 12 2. The employee shall report the absence online and request a substitute in the substitute  
 13 management system if the position is required to be filled;
- 14 3. The principal/designee shall have the option to move substitutes within the building as needed to  
 15 provide for best educational practices.

16 **APPLICATION/QUALIFICATIONS**

17 All substitute applicants must be interviewed. Qualifications shall be follow the same policies, state  
 18 laws and regulations as outlined for regular personnel.<sup>3,4</sup> All applicants must be at least 18 years of age  
 19 and have a high school diploma or GED equivalent. Applicants are required to complete an online  
 20 application. Criminal history record checks, fingerprinting and drug screening of applicants for  
 21 substitutes are required.<sup>3</sup> Applicants with revoked licenses or certificates according to the Department of  
 22 Education shall not be hired.<sup>4</sup>

23 A list of substitutes will be prepared by the director of schools or his/her designee, who will maintain  
 24 file(s) which may include transcripts, credentials, recommendations and other pertinent information.

25 **COMPENSATION**

26 If employed directly by the board of education, the compensation of substitute teachers shall be  
 27 determined annually by the Board.

28 Retired teachers serving as substitutes who do not have an active teaching license shall be paid the same  
 29 as a retired substitute teacher with an active teaching license. This only applies to teachers who retired  
 30 after July 1, 2011 through July 1, 2016.<sup>5</sup>

**1 CERTIFICATION**

2 When substituting for a regular teacher who has been absent for twenty (20) consecutive days, a  
3 substitute teacher must possess a teaching certificate with endorsement in the discipline(s) to be taught.<sup>5</sup>

4 When substituting for a teacher without sick leave, the substitute shall be certified and paid according to  
5 the state salary schedule.<sup>1</sup>

6 Retired teachers may substitute one hundred twenty (120) days per year without loss of retirement  
7 benefits,<sup>1</sup> and may substitute for additional days if the director of schools certifies in writing to the State  
8 Board of Education that no other qualified personnel are available to substitute teach.<sup>7</sup>

**9 EMERGENCY NEEDS**

10 All teacher aides, secretaries and clerks are approved substitute teachers for use in emergency situations.  
11 Emergency use shall be defined as less than a full day due to the regular or substitute teacher being  
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13 Such substitutes shall receive the proportionate equivalent salary regular substitute teachers would  
14 receive under similar circumstances or their regular salary, if higher; however, they shall not receive pay  
15 for both positions at the same time.

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18 training and development programs for substitute personnel.

19 All substitute teachers are required to attend training to receive information regarding FSSD guidelines  
20 and procedures, best practices for substitute teaching, and a Substitute Teacher Handbook.

21 In order to make the work of the substitute teacher as satisfactory as possible, the regular teacher shall  
22 make available:

- 23 1. Daily schedule (academic and supervisory);
- 24 2. Class rolls;
- 25 3. Lesson plans and other information for the day's activities. In case of emergency when plans are  
26 not provided, the principal/designee shall provide the substitute with directions for the day; and
- 27 4. Classroom rules/discipline procedures.

28 All substitute teachers will be given a copy of the local school's guidelines on the first day they substitute  
29 in the school. These guidelines shall contain, but shall not be limited to:

- 30 1. Attendance procedures;
- 31 2. Lunchroom schedule and procedures;
- 32 3. Procedures for supervising student behavior;
- 33 4. Names and assignments of regular staff members;
- 34 5. Emergency evacuation procedures; and
- 35 6. Other helpful information particular to the local school.

**1 RESPONSIBILITIES**

2 Substitute teachers shall:

- 3 1. Assume the same responsibilities and have the same authority as the regular teacher, including  
4 bus duty and playground supervision;
- 5 2. Report fifteen (15) minutes before the official school opening and review all plans and schedules  
6 to be followed during the teaching day;
- 7 3. Write a note about work completed at the end of each teaching day and leave it for the regular  
8 classroom teacher; and
- 9 4. Report to the principal/designee at the conclusion of the day and/or as requested.

**10 RE-EMPLOYMENT/TERMINATION**

11 On an annual basis, the director of schools, with input from the principals/supervisors, shall determine  
12 which substitute personnel performed at an acceptable level. Substitutes who performed below an  
13 acceptable level shall not be re-employed.

14 All substitutes shall be responsible for providing correct addresses and phone numbers and for notifying  
15 the principal and/or third party employer if they wish to terminate their service as substitutes.

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**Legal References:**

1. TRR/MS 0520-1-2-.04(6)
2. TCA 49-5-709
3. TCA 49-5-413(a)(2)
4. TCA 49-2-203(a)(15)
5. Public Acts of 2017, Chapter No. 387
6. TCA 49-3-312); TRR/MS 0520-01-02-.04(6)(b)
7. Public Acts of 2017, Chapter No. 287

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**Cross References:**

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

**5.801      DOS RECRUITMENT AND SELECTION – *1<sup>st</sup> Reading***

This revision follows a review after the annual TSBA audit of our policy manual. TSBA has suggested a change in wording on Item 4.d. based on state law stating “majority” instead of “2/3” vote of membership of the Board, although this nomenclature is the same for a six-member Board.

Also updated is the formatting of steps in the selection process and broadening of the wording based on the TSBA model policy.

# Franklin Special Board of Education

Monitoring: <b>Review: Annually, in February</b>	Descriptor Term:  <b>Director of Schools Recruitment and Selection</b>	Descriptor Code: <b>5.801</b>	Issued Date: <b>Proposed</b>
		Rescinds: <b>5.801</b>	Issued: <b>02/09/15</b>

1 When a vacancy occurs, the appointment of a Director of Schools is a function of the Board.<sup>1</sup> The Board  
2 is responsible for finding the person it believes can most effectively translate into action the policies of  
3 the Board and the goals of the community and the professional staff.

4 The Board may employ a consultant to advise and assist the Board in the search and selection process.  
5 However, final selection shall rest with the Board after a thorough consideration of qualified applicants.  
6 An interim Director of Schools appointed during the time of a search shall not become a candidate unless  
7 the Board expressly permits such inclusion in the selection procedures. A Board member may not apply  
8 for or in any other way be considered for the position of Director of Schools.<sup>2</sup>

9 ~~Prior to conducting a search to fill the position,~~ If the Board chooses to conduct a search to fill the  
10 ~~position,~~ the Board shall initially develop the following:

- 11 1. Job description;
- 12 2. Timeline;
- 13 3. ~~a process~~ **System** for accepting and reviewing applications
- 14 4. ~~procedures~~ **Selection process** which shall include, but not limited to, the following:<sup>3</sup>
  - 15 a. The Board ~~shall~~ **may** invite the community, including Board employees, to participate in the  
16 process of selecting a Director of Schools ~~by suggesting selection criteria, participating in  
17 sessions with and asking questions of the candidate and by attending Board interviews with  
18 the candidates.~~ Resumes of persons interviewed by the Board shall be available in the central  
19 office for public inspection.
  - 20 b. The interview process for each finalist shall include an interview with the entire Board  
21 and ~~shall~~ **may** include meetings with various staff and community groups.
  - 22 c. Candidates shall be interviewed in an open session. **Only board members will be allowed to  
23 ask questions during the interview.**
  - 24 d. The Board shall attempt to select a Director of Schools by unanimous vote, but ~~a two-thirds  
25 only a majority~~ **only a majority** vote of the membership of the Board, ~~representing the simple majority as a  
26 Board consisting of six members,~~ shall be required for the appointment of a Director of  
27 Schools.

Legal References:

1. TCA 49-2-203 (a)(~~14~~) **(13)**
2. TCA 49-2-203 (a)(1)(D)

3. TCA 49-2-203 (a)~~(14)~~(13) (B)

<b>Franklin Special Board of Education</b>			
Monitoring:  <b>Review: Annually, in February</b>	Descriptor Term:  <b>Director of Schools Recruitment and Selection</b>	Descriptor Code: <b>5.801</b>	Issued Date: <b>02/09/15</b>
		Rescinds: <b>5.801</b>	Issued: <b>10/01/01</b>

- 1 When a vacancy occurs, the appointment of a director of schools is a function of the Board.<sup>1</sup> The  
 2 Board is responsible for finding the person it believes can most effectively translate into action the  
 3 policies of the Board and the goals of the community and the professional staff.
- 4 The Board may employ a consultant to advise and assist the Board in the search and selection process.  
 5 However, final selection shall rest with the Board after a thorough consideration of qualified  
 6 applicants. An interim director of schools appointed during the time of a search shall not become a  
 7 candidate unless the Board expressly permits such inclusion in the selection procedures. A Board  
 8 member may not apply for or in any other way be considered for the position of director of schools.<sup>2</sup>
- 9 Prior to conducting a search to fill the position, the Board shall initially develop the following:
- 10 • a job description
  - 11 • a timeline
  - 12 • a process for accepting and reviewing applications
  - 13 • selection procedures which shall include, but not limited to, the following:<sup>3</sup>
    - 14 1. The Board shall invite the community, including Board employees, to participate in the process  
 15 of selecting a director of schools by suggesting selection criteria, participating in sessions with  
 16 and asking questions of the candidate and by attending Board interviews with the candidates.  
 17 Resumes of persons interviewed by the Board shall be available in the central office for public  
 18 inspection.
    - 19 2. The interview process for each finalist shall include meetings with various staff and community  
 20 groups and an interview with the entire Board.
    - 21 3. Candidates shall be interviewed in an open session.
    - 22 4. The Board shall attempt to select a director by unanimous vote, but a two-thirds vote of the  
 23 membership of the Board, representing the simple majority as a Board consisting of six  
 24 members, shall be required for the appointment of a director of schools.

Legal References:  
 1. TCA 49-2-203 (a)(14)  
 2. TCA 49-2-203 (a)(1)(D)  
 3. TCA 49-2-203 (a)(14)(B)

**6.306 INTERFERENCE / DISRUPTION OF SCHOOL ACTIVITIES – *1<sup>st</sup> Reading***

This revision is per TSBA’s recommendations. “Public Chapter 77 establishes guidelines for principals and teachers to follow when disciplining students as well as a process for the removal of a student from a teacher's classroom. It also includes an appeal process that a teacher can utilize if the principal denies the teacher's removal request. This new law, the Teacher Discipline Act, impacts several policies that are required by state law.” This law is effective January 1, 2022.

# Franklin Special Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term: <b>Interference/Disruption of School Activities</b>	Descriptor Code: <b>6.306</b>	Issued Date: <b>Proposed</b>
		Rescinds: <b>6.306</b>	Issued: <b>09/10/01</b>

## 1 **General**

2  
3 A student shall not ~~use violence, force, noise, coercion, threat, intimidation, fear, passive resistance or~~  
4 ~~any other conduct~~ engage in conduct which causes the disruption or interference ~~or obstruction of any~~  
5 ~~school purpose~~ with the operation of the school while on school property, in school vehicles or buses, or  
6 at school-sponsored ~~activity, function or event,~~ events, whether on or off campus. ~~Neither shall s/he~~ The  
7 student shall not urge other students to engage in such conduct.  
8

9 ~~The staff is~~ Employees are authorized to take reasonable measures to establish appropriate school  
10 behavior. ~~Any professional employee shall and~~ have the authority to control the conduct of any student  
11 while under the supervision of the school system district.<sup>1</sup> ~~This authority shall extend to all activities of~~  
12 ~~the school, including all games and public performances of athletic teams and other school groups, trips,~~  
13 ~~excursions and all other activities under school sponsorship and direction.~~

14 ~~Such measures may include the use of reasonable force to restrain or correct students and maintain order.~~

15 ~~Harassment, intimidation and other conduct that may be considered "bullying" will not be tolerated.~~  
16 ~~Students shall not engage in conduct that has the effect of unreasonably interfering with another student's~~  
17 ~~academic development or that creates a hostile or offensive learning environment.~~

18 A student ~~found guilty of misbehavior~~ may receive punishment disciplinary action ranging from verbal  
19 reprimand to suspension and/or expulsion ~~dependent~~ depending on the severity of the offense and the  
20 student's prior record.<sup>2</sup>

## 21 **REMOVAL OF STUDENT<sup>3</sup>**

22 If a student repeatedly or substantially interferes with the learning environment, the teacher may  
23 submit a written request along with the required documentation to the principal/designee to remove the  
24 student from the teacher's classroom. The student will be given notice of the rationale for the request  
25 as well as the opportunity to offer an explanation.

26 The principal/designee will investigate the request and make a decision regarding the student's  
27 placement. The principal will notify the teacher as to his/her decision.

28 If a teacher abuses or overuses the student removal process, the principal/designee shall address the  
29 abuse or overuse with the teacher and may require the teacher to complete additional professional  
30 development to improve the teacher's classroom management skills.

## 31 **Appeal Process**

- 1 If the teacher's request for removal is denied, he/she may file an appeal with the Director of
- 2 Schools/designee. He/she will review the teacher's request for removal as well as the decision of the
- 3 principal/designee and make a determination as to the student's placement.
- 4

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Legal References

1. TCA 49-6-4102
2. TCA 49-6-3401
3. Public Acts of 2021, Chapter No. 77

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Cross References

Code of Conduct 6.300  
Suspension 6.316  
Safe Relocation of Students 6.4081

# Franklin Special Board of Education

Monitoring:  <b>Review: Annually, in April</b>	Descriptor Term:  <b>Interference/Disruption of School Activities</b>	Descriptor Code: <b>6.306</b>	Issued Date: <b>09/10/01</b>
		Rescinds: <b>6.306</b>	Issued: <b>09/14/98</b>

- 1 The staff is authorized to take reasonable measures to establish appropriate school behavior. Any  
 2 professional employee shall have the authority to control the conduct of any student while under the  
 3 supervision of the school system.<sup>1</sup> This authority shall extend to all activities of the school, including all  
 4 games and public performances of athletic teams and other school groups, trips, excursions and all other  
 5 activities under school sponsorship and direction.
- 6 Such measures may include the use of reasonable force to restrain or correct students and maintain order.
- 7 A student shall not use violence, force, noise, coercion, threat, intimidation, fear, passive resistance or  
 8 any other conduct which causes the disruption, interference or obstruction of any school purpose while  
 9 on school property, in school vehicles or buses, or at any school-sponsored activity, function or event,  
 10 whether on or off campus. Neither shall s/he urge other students to engage in such conduct.
- 11 Harassment, intimidation and other conduct that may be considered "bullying" will not be tolerated.  
 12 Students shall not engage in conduct that has the effect of unreasonably interfering with another student's  
 13 academic development or that creates a hostile or offensive learning environment.
- 14 A student found guilty of misbehavior may receive punishment ranging from verbal reprimand to  
 15 suspension and/or expulsion dependent on the severity of the offense and the student's prior record.<sup>2</sup>

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Legal References

1. TCA 49-6-4102
2. TCA 49-6-3401

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Cross References

Suspension 6.316

**6.4082 SAFE RELOCATION OF STUDENTS – *1<sup>st</sup> Reading***

As in the revision for 6.306, TSBA has provided language based on Public Chapter 77 to establish guidelines for principals and teachers to follow when disciplining students as well as a process for the removal of a student from a teacher's classroom. This law is effective January 1, 2022.

# Franklin Special Board of Education

Monitoring: <b>Review: Annually, in May</b>	Descriptor Term: <b>Safe Relocation of Students</b>	Descriptor Code: <b>6.4082</b>	Issued Date: <b>Proposed</b>
		Rescinds: <b>6.4082</b>	Issued: <b>08/13/12</b>

1 ~~Employees~~ **Teachers** who are directly responsible for a student's education or ~~who otherwise interact~~  
 2 ~~within the scope of their assigned duties~~ **other employees who interact with students on a professional**  
 3 **basis** may relocate a student from the student's present location to another location when such relocation  
 4 is necessary for the student's safety or the safety of others.<sup>1</sup> **If relocation is necessary, the process will**  
 5 **comply with all special education laws.** Such employees may also intervene in a physical altercation  
 6 between two (2) or more students or between a student and a district employee. Reasonable **or justifiable**  
 7 force may be used to physically relocate or intervene in a conflict if a student is unwilling to cooperate.<sup>2</sup>

8 If an employee is unable to resolve the matter with the use of reasonable or justifiable force ~~when~~  
 9 ~~required~~, the student shall be allowed to remain in place until ~~such a time as~~ local law enforcement  
 10 officers or school resource officers can be summoned to relocate the student or take the student into  
 11 custody until ~~such a time as~~ a parent/guardian can retrieve the student.

12 In the event that physical relocation becomes necessary, the ~~teacher~~ **employee** shall immediately file a  
 13 brief report of the incident with the ~~building~~ principal. If the student's behavior constitutes a violation of  
 14 the Board's zero tolerance policy, ~~then~~ the report shall be placed in the student's permanent record.  
 15 Otherwise, the report shall be kept in the student's discipline record, and not become a part of that  
 16 student's permanent record. The principal/designee shall notify the ~~teacher~~ **employee** involved of the  
 17 actions taken to address the behavior of the relocated student.

18 The Director of Schools shall ~~create~~ **develop administrative** procedures ~~to implement this policy~~  
 19 **regarding the safe relocation of students** consistent with state law. Each ~~building~~ principal shall fully  
 20 support the employees' authority ~~under this policy and fully implement the policy and procedures of the~~  
 21 ~~system~~ **to relocate a student and ensure appropriate implementation and reporting.**

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#### Legal References

1. ~~TCA 49-6-408~~ **Public Acts of 2021, Chapter No. 77**
2. TCA 39-11-603; TCA 39-11-609 to 614

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#### Cross References

Code of Conduct 6.300  
**Interference/Disruption of School Activities 6.306**  
 Zero Tolerance Offenses 6.309  
**Students with Disabilities - Special Education Services 6.500**

<h1>Franklin Special Board of Education</h1>			
Monitoring: <b>Review: Annually, in May</b>	Descriptor Term: <b>Safe Relocation of Students</b>	Descriptor Code: <b>6.4082</b>	Issued Date: <b>08/13/12</b>
		Rescinds:	Issued:

1 Employees who are directly responsible for a student’s education or who otherwise interact within the  
 2 scope of their assigned duties may relocate a student from the student’s present location to another  
 3 location when such relocation is necessary for the student’s safety or the safety of others.<sup>1</sup> Such  
 4 employees may also intervene in a physical altercation between two (2) or more students or between a  
 5 student and a district employee. Reasonable force may be used to physically relocate or intervene in a  
 6 conflict if a student is unwilling to cooperate.<sup>2</sup>

7 If an employee is unable to resolve the matter with the use of reasonable or justifiable force when  
 8 required, the student shall be allowed to remain in place until such a time as local law enforcement  
 9 officers or school resource officers can be summoned to relocate the student or take the student into  
 10 custody until such a time as a parent/guardian can retrieve the student.

11 In the event that physical relocation becomes necessary, the teacher shall immediately file a brief report  
 12 of the incident with the building principal. If the student's behavior constitutes a violation of the Board's  
 13 zero tolerance policy, then the report shall be placed in the student's permanent record. Otherwise, the  
 14 report shall be kept in the student's discipline record, and not become a part of that student's permanent  
 15 record. The principal/designee shall notify the teacher involved of the actions taken to address the  
 16 behavior of the relocated student.

17 The director of schools shall create procedures to implement this policy consistent with State law. Each  
 18 building principal shall fully support the employees' authority under this policy and fully implement the  
 19 policy and procedures of the system.

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Legal References

1. TCA 49-6-4008
2. TCA 39-11-603; TCA 39-11-609 to 614

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Cross References

- Code of Conduct 6.300  
 Zero Tolerance Offenses 6.309



FRANKLIN SPECIAL SCHOOL DISTRICT  
Investment Report  
September 30, 2021

Local Government Investment Pool
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Interest Rate for September.02%

General Investment Account

Beginning Balance	\$	3,580,988.11
Interest		20.86
Withdrawals		(2,765,000.00)
Deposits		
Total Invested	\$	816,008.97

Debt Service Investment Account

Beginning Balance	\$	351,177.79
Interest		5.77
Withdrawals		-
Deposits		
Total Invested	\$	351,183.56

Capital Projects Investment Account

Beginning Balance	\$	2.69
Interest		-
Withdrawals		-
Deposits		-
Total Invested	\$	2.69

Construction Investment Account

Beginning Balance	\$	25,694,991.17
Interest		410.27
Withdrawals		(1,301,778.32)
Deposits		-
Total Invested	\$	24,393,623.12

FRANKLIN SPECIAL SCHOOL DISTRICT  
Investment Report  
September 30, 2021

First Tennessee Bank
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General Purpose Checking	
Beginning Balance	\$ 345,534.57
Receipts	2,443,054.81
Receipts - Loan from First Horizon (Tax Anticipation)	
Receipts - Loan	
Interest	114.76
Transfer from Investments	2,765,000.00
Transfer to Investments	
Pmt of Tax Anticipation Loan First Horizon	
Pmt of Loan to - Debt	
Disbursements	(4,699,225.66)
Ending Balance	\$ 854,478.48
Debt Service Checking	
Beginning Balance	\$ 700,215.42
Receipts	9,393.01
Receipts - Loan Payment fr GP	
Interest	57.75
Transfer from Investments	
Transfer to Investments	
Loan to Capital Proj	
Disbursements	
Ending Balance	\$ 709,666.18
Capital Projects Checking	
Beginning Balance	\$ 209,631.57
Receipts	60,411.32
Interest	18.46
Loan fr Debt Service	
Transfer from GP Loan	
Reimb fr GP-Exp	
Disbursements	(7,682.40)
Ending Balance	\$ 262,378.95
Construction Checking	
Beginning Balance	\$ 39,689.36
Receipts	
Interest	13.39
Transfer fr LGIP	1,301,778.32
Transfer to LGIP	
Disbursements	(1,301,917.32)
Ending Balance	\$ 39,563.75



Fnd T Acct	Obj Prj Loc	Prg Acct	2021-22		2021-22		2021-22		2021-22		2021-22		Uncollected Balance
			Original Budget	Budget Revisions	Revised Budget	October 2021-22 Monthly Activity	FYTD Activity	2021-22	2021-22				
141													
			General Purpose										
141 R 46981			0.00	64,499.63	64,499.63	0.00	0.00	0.00	0.00	0.00	0.00	64,499.63	
			Safe Schools										
141 R 47143			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
			Ed Of Handicsp_IDEA										
141 R 47145			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
			IDEA Preschool										
141 R 47304			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
			Remote Technology Grant										
141 R 47590			0.00	0.00	0.00	9,281.63	18,970.78	0.00	0.00	0.00	0.00	-18,970.78	
			Other Federal Through State										
141 R 48130			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
			CONTRIBUTIONS										
141 R 48990			5,000.00	0.00	5,000.00	0.00	0.00	0.00	0.00	0.00	0.00	5,000.00	
			Other-Citizens Group										
141 R 49700			0.00	0.00	0.00	5,275.96	5,275.96	0.00	0.00	0.00	0.00	-5,275.96	
			Insurance Recovery										
141 R 49800			55,000.00	0.00	55,000.00	0.00	0.00	0.00	0.00	0.00	0.00	55,000.00	
			Transfers In										
141 -			56,687,558.00	4,499.63	56,692,057.63	719,810.51	5,231,982.20	51,460,075.43					
			General Purpose										

Fnd T	Acct	Obj	Pri	Loc	Proj	Acct	2021-22		October 2021-22		FYTD Activity	Encumbered Amount	Unencumbered Balance	
							Original Budget	Revised Budget	Monthly Activity	FYTD Activity				
141						General Purpose								
141	E	71100				Regular Education Program	27,161,989.00	27,161,989.00	2,110,768.54	6,107,253.02	67,027.67	20,987,708.31		
141	E	71150				Alternative Schools	89,000.00	89,000.00	0.00	42,407.95	0.00	46,592.05		
141	E	71200				Special Education Program	6,151,982.00	6,151,982.00	465,895.59	1,179,269.45	95,264.48	4,877,448.07		
141	E	72110				Attendance	0.00	0.00	0.00	0.00	0.00	0.00		
141	E	72120				Health Services	246,791.00	245,903.00	14,152.65	42,078.98	2,440.32	201,383.70		
141	E	72130				Other Student Support	1,018,757.00	1,018,757.00	85,165.10	236,281.70	10,207.02	772,268.28		
141	E	72210				Regular Instruction Program	2,932,547.00	2,997,046.63	239,089.31	691,684.53	19,862.92	2,285,499.18		
141	E	72220				Special Education Instruction	1,384,290.00	1,384,290.00	105,348.14	315,895.28	47,346.27	1,021,048.45		
141	E	72250				TECHNOLOGY	1,188,218.00	1,188,218.00	126,602.27	510,065.42	2,875.00	675,277.58		
141	E	72310				Board Of Education Services	1,515,880.00	1,515,880.00	75,260.21	414,184.13	234,581.34	867,114.53		
141	E	72320				Director of Schools	490,988.00	490,988.00	36,088.31	127,915.14	13,569.79	349,503.07		
141	E	72410				Office Of The Principal	3,674,138.00	3,674,138.00	298,652.10	1,032,276.80	47,027.97	2,594,833.23		
141	E	72510				Fiscal Services	719,965.00	719,965.00	59,639.05	211,531.17	1,305.95	507,127.88		
141	E	72520				Human Resources	360,539.00	360,539.00	24,919.44	91,386.60	5,391.60	263,760.80		
141	E	72610				Operation Of Plant	3,513,915.00	3,513,915.00	273,238.96	1,120,882.13	131,101.19	2,261,931.68		
141	E	72620				Maintenance Of Plant	742,036.00	682,036.00	54,379.48	212,208.58	66,928.58	402,898.84		
141	E	72710				Transportation	2,059,958.00	2,059,958.00	156,892.84	485,541.39	98,448.59	1,475,968.02		
141	E	72810				Central And Other	142,304.00	142,304.00	10,481.73	40,911.05	10,585.53	90,807.42		
141	E	73100				Food Supplies	0.00	0.00	0.00	0.00	0.00	0.00		
141	E	73300				Community Service	358,335.00	358,335.00	0.00	1,009.57	0.00	357,325.43		
141	E	73400				Early Childhood Education	502,026.00	581,838.89	44,164.00	112,115.61	180.91	469,542.37		
141	E	81300				Education Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		
141	E	82130				Principal	216,700.00	216,700.00	18,242.25	72,938.50	145,968.50	-2,207.00		
141	E	82230				Interest	42,265.00	42,265.00	484.75	1,969.50	3,847.50	36,448.00		
141	E	82330				Other Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		
141	E					General Purpose	54,512,623.00	54,596,047.52	4,199,374.72	13,049,806.50	1,003,961.13	40,542,279.89		



End T Acct	Obj	Prj	Loc	Prq	Acct	2021-22 Original Budget	2021-22 Revised Budget	October 2021-22 Monthly Activity	2021-22 FYTD Activity	Encumbered Amount	Unencumbered Balance
142					Federal Programs						
142 E 71100	---	---	---	---	Regular Education Program	194,390.00	1,841,176.44	37,642.63	130,381.39	844,309.44	866,485.61
142 E 71200	---	---	---	---	Special Education Program	798,233.00	1,099,407.07	63,051.80	152,445.65	15,999.74	930,961.68
142 E 72110	---	---	---	---	Attendance	0.00	8,000.00	0.00	0.00	6,943.36	1,056.64
142 E 72120	---	---	---	---	Health Services	14,000.00	661,199.04	49,939.62	136,202.40	27,917.33	497,079.31
142 E 72130	---	---	---	---	Other Student Support	153,019.00	481,626.33	19,306.32	57,290.91	650.00	423,685.42
142 E 72210	---	---	---	---	Regular Instruction Program	185,095.00	314,279.96	15,862.34	30,395.30	26,805.86	257,078.80
142 E 72220	---	---	---	---	Special Education Instruction	7,425.00	115,479.47	384.32	3,621.26	28,800.00	83,058.21
142 E 72250	---	---	---	---	TECHNOLOGY	0.00	312,235.15	2,142.77	87,545.85	0.00	224,689.30
142 E 72320	---	---	---	---	Director of Schools	0.00	0.00	0.00	0.00	0.00	0.00
142 E 72410	---	---	---	---	Office Of The Principal	0.00	0.00	0.00	0.00	0.00	0.00
142 E 72510	---	---	---	---	Fiscal Services	0.00	0.00	0.00	0.00	0.00	0.00
142 E 72520	---	---	---	---	Human Resources	0.00	0.00	0.00	0.00	0.00	0.00
142 E 72610	---	---	---	---	Operation Of Plant	0.00	250,000.00	0.00	0.00	0.00	250,000.00
142 E 72620	---	---	---	---	Maintenance Of Plant	0.00	150,000.00	0.00	0.00	0.00	150,000.00
142 E 72710	---	---	---	---	Transportation	15,850.00	506,565.37	1,735.44	3,833.35	377,057.77	125,674.25
142 E 73100	---	---	---	---	Food Supplies	1,206.00	1,206.49	0.00	0.00	0.00	1,206.49
142 E 73300	---	---	---	---	Community Service	0.00	0.00	0.00	0.00	0.00	0.00
142 E 73400	---	---	---	---	Early Childhood Education	0.00	0.00	0.00	0.00	0.00	0.00
142 E 76100	---	---	---	---	Regular Capital Outlay	0.00	418,228.56	0.00	0.00	0.00	418,228.56
142 E 99100	---	---	---	---	Operating Transfer	54,479.00	241,514.13	0.00	0.00	0.00	241,514.13
142 -	---	---	---	---	Federal Programs	1,423,697.00	6,400,918.01	190,065.24	601,716.11	1,328,483.50	4,470,718.40

Fnd T	Acct	Obj	Prj	Loc	Prq	Acct	2021-22		2021-22		2021-22		2021-22		Uncollected	
							Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance				
143							Food Service									
143	R	43521					0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
143	R	43522					49,000.00	0.00	0.00	49,000.00	2,611.25	8,215.00	40,785.00	40,785.00	0.00	0.00
143	R	43523					0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
143	R	43525					150,000.00	0.00	0.00	150,000.00	8,075.25	24,246.50	125,753.50	125,753.50	0.00	0.00
143	R	43990					65,000.00	0.00	0.00	65,000.00	6,807.31	24,227.74	40,772.26	40,772.26	0.00	0.00
143	R	44530					1,000.00	0.00	0.00	1,000.00	0.00	900.50	99.50	99.50	0.00	0.00
143	R	44560					0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
143	R	44570					0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
143	R	44990					0.00	0.00	0.00	0.00	237.50	598.04	-598.04	-598.04	0.00	0.00
143	R	46520					10,000.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00	10,000.00	0.00	0.00
143	R	46980					0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
143	R	47111					1,235,000.00	0.00	0.00	1,235,000.00	0.00	0.00	1,235,000.00	1,235,000.00	0.00	0.00
143	R	47112					149,670.00	0.00	0.00	149,670.00	0.00	0.00	149,670.00	149,670.00	0.00	0.00
143	R	47113					642,000.00	0.00	0.00	642,000.00	0.00	0.00	642,000.00	642,000.00	0.00	0.00
143	R	47114					16,000.00	0.00	0.00	16,000.00	223,154.46	762,885.17	-746,885.17	-746,885.17	0.00	0.00
143	R	47115					0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
143	R	47590					140,000.00	0.00	0.00	140,000.00	9,364.88	46,227.87	93,772.13	93,772.13	0.00	0.00
143							2,457,670.00	0.00	0.00	2,457,670.00	250,250.65	867,300.82	1,590,369.18	1,590,369.18	0.00	0.00

Fnd T Acct	Obj	Prj	Loc	Prg	Acct	2021-22		October	2021-22	Encumbered	Unencumbered
						Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
143					Food Service						
143 E	73100				Food Supplies	2,459,137.00	2,459,137.00	234,559.21	683,916.89	759,540.94	1,015,679.17
143					Food Service	2,459,137.00	2,459,137.00	234,559.21	683,916.89	759,540.94	1,015,679.17

Fnd T Acct	Obj	Prj	Loc	Prg	Acct	2021-22 Original Budget	2021-22 Budget Revisions	2021-22 Revised Budget	October 2021-22 Monthly Activity	2021-22 FYTD Activity	Uncollected Balance
146					Community Service (MAC)						
146 R 43581					Community Services Fees	1,164,691.00	0.00	1,164,691.00	85,537.29	342,676.91	822,014.09
146 R 43584					Registration Fees-School Year	24,769.00	0.00	24,769.00	700.00	20,980.00	3,789.00
146 R 43585					Registration Fees-Summer	8,067.00	0.00	8,067.00	0.00	175.00	7,892.00
146 R 43990					Other Charges For Services	0.00	0.00	0.00	0.00	0.00	0.00
146 R 44120					Lease/Rentals	33,912.00	0.00	33,912.00	2,826.00	11,304.00	22,608.00
146 R 44170					Miscellaneous Refunds	31,000.00	0.00	31,000.00	0.00	0.00	31,000.00
146 R 44570					Contributions & Gifts	4,500.00	0.00	4,500.00	735.00	735.00	3,765.00
146 R 44990					Other Local Revenue	0.00	0.00	0.00	0.00	0.00	0.00
146 R 46590					Other State Education Funds	80,231.00	0.00	80,231.00	0.00	0.00	80,231.00
146 R					Community Service (MAC)	1,347,170.00	0.00	1,347,170.00	89,798.29	375,670.91	971,299.09

Fnd	T Acct	Obj	Pri	Loc	Prj	Acct	2021-22		October 2021-22		2021-22		2021-22		Unencumbered	
							Original Budget	Revised Budget	Monthly Activity	FYTD Activity	FYTD Activity	Amount	Balance			
146						Community Service (WAC)										
146	E	73300				Community Service	1,341,799.00	1,341,799.00	115,799.79	377,262.16	7,513.64	957,023.20				
146	E	99100				Operating Transfer	0.00	0.00	0.00	0.00	0.00	0.00				
146						Community Service (WAC)	1,341,799.00	1,341,799.00	115,799.79	377,262.16	7,513.64	957,023.20				





Fund	T Acct	Obj	Prj	Loc	Pig	Acct	2021-22		2021-22		2021-22		Uncollected	
							Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance		
177							Capital Projects							
177	R	40210					0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
177	R	40390					950,000.00	0.00	950,000.00	0.00	133,892.26	816,107.74	816,107.74	
177	R	44110					200.00	0.00	200.00	23.19	1,494.40	-1,294.40	-1,294.40	
177	R	44530					0.00	0.00	0.00	0.00	0.00	0.00	0.00	
177	R	44570					0.00	0.00	0.00	0.00	0.00	0.00	0.00	
177	R	44990					0.00	0.00	0.00	0.00	0.00	0.00	0.00	
177	R	46530					0.00	0.00	0.00	0.00	0.00	0.00	0.00	
177	R	48130					0.00	0.00	0.00	0.00	0.00	0.00	0.00	
177	R	49100					0.00	0.00	0.00	0.00	0.00	0.00	0.00	
177							950,200.00	0.00	950,200.00	23.19	135,386.66	814,813.34	814,813.34	



End T Acct	Obj	Prj	Loc	Prj	Acct	2021-22 Original Budget	2021-22 Budget Revisions	2021-22 Revised Budget	October 2021-22 Monthly Activity	2021-22 FYTD Activity	Uncollected Balance
						69,488,065.00	1,969,097.48	71,457,162.48	1,317,893.32	6,885,868.02	64,571,294.46
Grand Revenue Totals											

Number of Accounts: 327

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

End T Acct	Obj	Prj	Loc	Prg	Acct	2021-22 Original Budget	2021-22 Revised Budget	October 2021-22 Monthly Activity	2021-22 FYTD Activity	Encumbered Amount	Unencumbered Balance
						87,821,171.00	92,881,816.53	6,992,844.65	23,843,820.96	19,368,549.92	49,669,445.65
Grand Expense Totals											

Number of Accounts: 4545

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

**FRANKLIN SPECIAL SCHOOL DISTRICT**  
**Comparison of Sales Tax Revenue**  
**FY 2020-21 to FY 2021-22**

Received	For the	Actual Sales Tax Revenue				Increase (Decrease) FY21-22 from FY20-21		% Chg FY19-20 compared to FY18-19	% Chg FY20-21 compared to FY19-20	% Chg FY21-22 compared to FY20-21	% Chg FY21-22 compared to FY20-21
		FY18-19	FY19-20	FY20-21	FY21-22	Month-to- Month	Year-to- Date	Month-to- Month	Month-to- Month	Month-to- Month	Year-to- Date
Aug	May	\$ 487,292	\$ 493,498	\$ 486,669	\$ 596,966	\$ 110,297	\$ 110,297	1.3%	-1.4%	22.7%	22.7%
Sep	June	516,846	507,478	533,432	620,365	\$ 86,933	\$ 197,230	-1.8%	5.1%	16.3%	19.3%
Oct	July	476,218	493,500	523,021	612,954	\$ 89,933	\$ 287,163	3.6%	6.0%	17.2%	18.6%
Nov	Aug	498,698	505,911	532,701	606,729	\$ 74,028	\$ 361,191	1.4%	5.3%	13.9%	17.4%
Dec	Sept	485,992	492,597	544,613							
Jan	Oct	506,973	514,543	555,813							
Feb	Nov	522,901	542,968	562,186							
Mar	Dec	683,074	744,403	816,850							
Apr	Jan	441,423	479,353	555,149							
<b>ADA Adjustment</b>		<b>(234,092)</b>	<b>(67,495)</b>	<b>(306,074)</b>							
May	Feb	416,114	439,802	462,905							
June	March	487,736	479,700	561,919							
July	April	481,548	426,422	593,537							
<b>Total YTD</b>		<b>\$ 5,770,723</b>	<b>\$ 6,052,681</b>	<b>\$ 6,422,720</b>	<b>\$ 2,437,014</b>	<b>\$ 361,191</b>					
<b>FY 2021-2022 Budgeted Total</b>					<b>\$ 6,500,000</b>						
<b>Actual Over (Under) Budget</b>					<b>\$ (4,062,986)</b>						
<b>% of Budget Received YTD</b>					<b>37.5%</b>						