

Board of Education Regular Meeting

February 21, 2022 6:30 PM

Poplar Grove Middle School, 2959 Del Rio Pike, Franklin, Tennessee 37069

- I. **MEETING CALLED TO ORDER**
- II. **PLEDGE OF ALLEGIANCE**
- III. **RECOGNITIONS/GOOD NEWS AWARDS**
 - III.1. **Proclamation in Honor of Pupil Transportation Appreciation Day**
 - III.2. **Good News**
- IV. **PUBLIC INPUT**
- V. **REPORTS/PRESENTATIONS/DISCUSSIONS**
 - V.1. **Teaching & Learning Spotlight**
 - V.2. **Construction Report**
 - V.3. **COVID Update**
- VI. **APPROVAL OF BOARD AGENDA**
- VII. **APPROVAL OF CONSENT AGENDA**
 - VII.1. **Minutes of Board Meeting dated January 10, 2022**
 - VII.2. **Minutes of Board Retreat dated January 22, 2022**
 - VII.3. **Minutes of Special Called Meeting dated January 31, 2022**
 - VII.4. **Surplus Property Authorization - FIS Media Center Furniture**
 - VII.5. **Budget Amendments**
- VIII. **BUSINESS BEFORE THE BOARD**
 - VIII.1. **Teachers Recommended for Tenure**
 - VIII.2. **Approval of Central Office Complex Construction - Phase 1B and Phase 2**
 - VIII.3. **Director of Schools Performance - Total Composite Score**
 - VIII.4. **Policy Revision: Interscholastic Athletics (4.301) - *1st Reading***
 - VIII.5. **Policy Revision: Teacher Tenure (5.117) - *1st Reading***
 - VIII.6. **Policy Revision/Reactivation: COVID Sick Leave (5.3023) - *1st Reading***

VIII.7. **Policy Revision: Transfers Within the System (6.206) - *1st Reading***

IX. **DIRECTOR OF SCHOOLS REPORT**

X. **UPDATES**

X.1. **Teaching and Learning**

X.2. **Finance and Administration**

XI. **ANNOUNCEMENTS**

XII. **ADJOURNMENT**

XIII. **COVID Update**

XIV. **Policy Revision: Teacher Tenure (5.117) - *1st Reading***

PROCLAMATION

OF THE FRANKLIN SPECIAL SCHOOL DISTRICT BOARD OF EDUCATION

WHEREAS, safe, reliable, comfortable and efficient pupil transportation and school bus service is an essential component of the Franklin Special School District's vision of "Excellence in Teaching and Learning for All"; and

WHEREAS, the dedicated members of the FSSD Transportation Team provide daily service to approximately 2,000 students, as well as service to hundreds more through field trips, special events, after school programs and athletics; and

WHEREAS, data show that public schools pupil transportation service is, by far, the safest means for children to get to school and home again and that each school bus can relieve the traffic burden of the equivalent of forty passenger cars; and

WHEREAS, without public school buses, many Franklin children would not have access to safe and reliable transportation to school; and

WHEREAS, the school bus drivers, bus aides and support staff of the FSSD Transportation Department display a consistent commitment to safety, efficiency, professionalism, and the health and well-being of our students; and


WHEREAS, even in the face of an ongoing pandemic, these devoted employees have shown exceptional spirit in continuing to carry out their duties;

NOW, THEREFORE, we, the Franklin Special School District Board of Education, Franklin, Tennessee, do hereby proclaim March 1, 2022

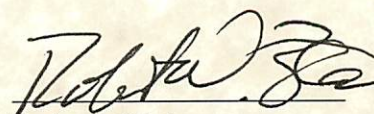
Pupil Transportation Appreciation Day

and encourage everyone to join in acknowledging the contributions and services of our school bus drivers, aides and staff.

Presented the 21st day of February, 2022


David Snowden, Ph.D.
Director of Schools




Robert Blair
Chairman

Recognitions

Josh Bracamontes, Shelly Robinson, Amber Whitley and Lee Kirkpatrick: We are proud to report that these Teaching and Learning team members were named finalists in the **Tech & Learning Innovative Leader Awards** at the February 7 Dallas Regional Leadership Summit.

- Mr. Bracamontes, Mrs. Robinson, and Mrs. Whitley were finalists in the **Best Implementation of Data Policy** category
- Dr. Kirkpatrick was a finalist in the **Best Example of Teacher & Student Well Being Programs** category

The awards were presented by Tech & Learning, a suite of award-winning publications, websites, newsletters, and virtual and in-person events that assist education leaders in learning about trends, products, and strategies that enhance technology integration districts and schools.

Gina Looney, Summer Carlton and Mary Decker: We are proud to report that these Teaching and Learning team members were named finalists in the **Tech & Learning Innovative Leader Awards** at the February 7 Dallas Regional Leadership Summit.

- Dr. Looney and Mrs. Carlton were winners in the **Best Implementation of Digital Curriculum** category. Before the pandemic and since, Summer and Gina have done an exceptional job leading the implementation of high quality digital curricular resources. They have also provided professional learning and continual support to ensure the resources are used skillfully.
- Dr. Decker was the winner in the **Best Example of Sustainable Classrooms** category. Teach and Learning pointed to FSSD's overall approach to technology implementation during the pandemic as an exceptional model

using best practices around equity as well as high-quality technology tools and instructional resources. The district has created a sustainable technology infrastructure that ensures technology access for all students via the device management, flexible learning spaces, and by building robust, scalable networks.

The awards were presented by Tech & Learning, a suite of award-winning publications, websites, newsletters, and virtual and in-person events dedicated to communication about trends, products, and strategies that enhance technology integration districts and schools.

Franklin Special Board of Education

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

1 APPEALS TO THE BOARD

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

7 APPEARING BEFORE THE BOARD

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

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

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

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

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

Legal References

1. TCA 39-17-306

Cross References

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

FSSD Teaching and Learning

Excellence in Teaching and Learning for All



Date: February 1, 2022
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 February Board Meeting



Spotlight:

The events of the past 22 months have greatly impacted every single educator and staff person in the FSSD, and this is certainly the case with the role and responsibilities of Summer Carlton, Curriculum and Professional Learning Supervisor. With respect to her oversight of curriculum development and implementation, digital resources and communications have long been district staples, but the requirement for them to be of the highest quality and easily accessible has taken on new urgency. Even with the majority of instruction taking place in person this school year, we must remain ready to meet the learning needs of students and families in a variety of circumstances. Along these same lines, Summer's coordination and monitoring of teacher, paraprofessional, and administrator professional learning, already a FSSD priority, has taken on dimensions of which we never dreamed. This is very much a conceptual endeavor that necessitates both immediate and long-term perspectives.



On the logistical side, Summer administers the Frontline Professional Growth portal, through which teachers and staff register for sessions and courses, and in which teachers track their professional learning hours each year. Summer's facilitation of curriculum and professional learning discussions with teachers, paraprofessionals and administrators is accomplished primarily through the lunch and learn/discuss and design process, in which Summer and myself visit each school three times a year to meet with a team of teachers, staff, and school administrators. Further, Summer coordinates the professional learning for and support of our school-based math coaches, and co-coordinates with Dr. Looney the ongoing collaboration between the math and literacy coaches.

Based on the Tennessee Department of Education's timeline and guidelines, Summer coordinates the textbook adoption process. For the most recent core content area adoptions (social studies and

English language arts), this has included a day-long “caravan” during which publishers present the available textbook options to the textbook adoption committee, which is comprised of teachers, school administrators, and parents. Summer also manages textbook purchases, implementation, and related professional learning. She supports the implementation and, as needed, the refurbishment of supplies for science kits and related resources at all campuses, and coordinates the STEM initiative for grades 5-8, the curricula for the Summer Learning Camp and the STREAM Camps, and the use of pilot elementary STEM materials at some schools, utilizing the *A World in Motion* resources (provided by SAE International and sponsored by Nissan). Additionally, Summer regularly collaborates with teachers and school administrators to review and revise curriculum pacing guides, syllabi, report cards, and progress reports.

In the aspect of her role connected to federal programs, Summer oversees expenditures and reporting for Title IIA (teacher and administrator professional learning). She manages local professional learning funds and the Young Scholars Institute budget. Speaking of Young Scholars, Summer assists in the overall coordination of the program as well.

Finally, Summer is responsible for ensuring state-required, annual youth suicide prevention, human trafficking, and child abuse prevention trainings occur at all buildings for all employees. Each of these is now accomplished individually and digitally, at times selected by each employee.

Please welcome Summer this evening, as she shares a summary about the January 3 district professional learning day.

Instructional Technology – Josh Bracamontes **Cognitive Abilities Test (CogAT)**

- Continuing with the recommendation from the FSSD Accelerated Learning Committee, the Cognitive Abilities Test (CogAT) will again be administered to all second-grade students. This assessment provides specific data that will be used as part of the admittance criteria for the Accelerated Learning program. All tests will be proctored by the school accelerated learning services teachers and psychologists during the February 28 – March 11 testing window. Mr. Bracamontes, Dr. Robey, and Dr. Wiemers coordinated specialized training for all individuals who will be proctoring this assessment and are providing targeted support as needed. Additionally, a parent communication was crafted explaining the test, why it is used, and provides the choice to opt-out of taking the assessment if preferred. This communication will be received by all parents of second-grade students in February.

Promethean ActivPanels

- As more Promethean ActivPanel smart boards have been installed in classrooms across the district, focused support for teachers has been provided. These state-of-the-art panels seamlessly integrate with other district-provided resources to produce intuitive interactivity for students and teachers. With these devices: the whiteboard turns into an endless canvas that can be saved at the end of class to continue working the next day, screens can be shared to highlight student work, pictures, PDFs, and webpages can be marked up to enhance the learning experience, the screen can be split to allow two groups of students to work on the board simultaneously, instructional videos can be presented, document cameras can be displayed, and an endless list of other features are available that enable teachers and students to place their focus on learning.

Curriculum & Professional Learning – Summer Carlton

January 3 District Professional Learning Day

- Teachers, paraprofessionals, and other staff engaged in a day of professional learning that included campus PLC time, across-district grade level/content area collaboration time, and the choice of two of the below professional learning opportunities to support them in teaching and learning for both in-person and virtual instruction.
 - **Taking Time To B.R.E.A.T.H.E: Strategies for Strengthening Personal and Professional Resilience:** Let's face it. Life is full of change and uncertainty and is pretty stressful right now for most of us. When students and staff experience chronic stress, it can negatively impact their motivation, performance, and well-being, which can then affect the morale and climate of the home, the classroom, the staff room, the organization, and the community. There couldn't be a more important time to focus on strengthening our well-being and resilience than right now. Participants in this engaging workshop will walk away with simple research-based practices from the fields of Mindfulness, Positive Psychology, Emotional Intelligence, and Social Psychology that they can utilize with themselves, their teams, and their students to reduce stress and anxiety, improve attention and performance, and strengthen overall physical and psychological well-being. This transformational learning session provides an easy framework to give staff the understanding, motivation, and practices needed to work on becoming better humans, better educators, better leaders and better organizations. **B** = Build Belonging & Cultivate Connection **R** = Reflect on Purpose **E** = Engage in Self-Compassion **A** = Amplify Attention, Awareness, & Awe **T** = Tap into Thankfulness and Appreciation **H** = Harness Your Thoughts **E** = Empower Empathy Everyday
 - **The Sum of Us: Building a Culture of Belonging:** Don't let Covid keep you from Cooperative Learning! Meet, or reunite, with Cooperative Learning structures designed to engage your students and deepen content understanding. You'll learn how to teach, practice, and use these structures while maintaining Covid protocols and keeping everyone feeling safe! Enjoy the opportunity to practice the structures with your peers and plan where to use them in your content! Get ready to reengage your students in meaningful discussions and critical thinking.
 - **Promethean Board Training:** This training will provide an orientation for the newest panels with some time for questions and answers. Come learn how to navigate and use your panels for effective classroom instruction.
 - **Using Student Interest to Motivate:** The key to life is motivation...is it not!?! As teachers we have great ideas but sometimes get lost in implementing them all. Learn how to use motivation, reinforcement, and interest to gain compliance and achieve quality teaching. What better way to create motivation by using student interest in work, token boards, social stories, schedules, and behavior supports! Learn creative ways to incorporate interest in your classroom and everyday instruction.
 - **Strengthening Handwriting and Fine Motor Skills in the Classroom:** The purpose of this training is to give educators knowledge and tools for fine-motor and handwriting success in the classroom. Training will include how to administer a handwriting screener to an individual student and to an entire classroom which is useful for identifying a student's handwriting strengths and weaknesses, targeting classroom intervention strategies, and monitoring progress. You will be trained on how to create and print handwriting reports for each student. These reports are beneficial for parent

conferences, ABST, and report card data. In addition, you will be able to analyze the handwriting strengths and weaknesses of your classroom as a whole. Practice with the online tools is incorporated within this training. Please bring a charged laptop.

- **Building Everyday Strategies for English Learners:** This interactive workshop will provide engaging strategies to help "even the playing field" for EL students who face academic challenges. These techniques create opportunities to enhance oral language development, increase metacognition and help students monitor their own comprehension of complex texts. These easy-to-implement instructional approaches will provide the much-needed scaffolding tools to increase students' abilities to access information and increase content area learning! Participants will walk away having experienced these effective strategies and be ready to apply them right away with their own students!
- **Addressing the Social-Emotional Needs of Gifted Students: From Underachievement to Perfectionism, and the In-Between:** This session will explore the root causes of underachievement among gifted students and ways to address the issue. Additionally, effective strategies related to addressing perfectionism and other social emotional needs will be addressed.
- **Infusing Critical and Creative Thinking to Challenge Advanced Students:** How can we challenge students to dive deeper into content? This is a follow-up session to previous sessions led by Dr. Mofield about providing additional challenge for gifted/advanced students. In this session, we will review a few strategies presented previously and also learn other ways to intentionally embed critical and creative thinking into daily instruction.
- **Inquiry Based Active Learning Strategies for Social Studies:** Inquiry-based learning gives students agency over their learning and develops student-generated questioning skills. When educators apply active-learning techniques in social studies, students aren't just students, they're historians and researchers. Participants will engage in active learning techniques to promote student-generated questioning, apply strategies to analyze any primary source to support inquiry-based learning, utilize student-centered techniques to build civic knowledge, and apply learning from the past to today's democratic society.
- **Using Primary Sources in the Social Studies Classroom:** In this professional learning opportunity, teachers will experience engaging strategies to discover ways to use primary sources to bring history to life for all students. Participants will identify ways to engage, explore, and extend learning using primary sources.
- **Science Questioning: Leveraging Your Questioning to Get the Greatest Student Outcomes:** In this session teacher will dive deeper into the three types of science questions used during instruction to elicit, probe and challenge student thinking in your science classroom. This session will also address talk structures for your students and how to build a culture of communicating in scientific ways. Strategies such as driving question boards, questioning techniques, and more will be used with science content.
- **Powerful Games & Activities to Strengthen Fraction Understanding:** A strong conceptual understanding of fractions is essential for students to move successfully through the grade levels. And, students need a deep understanding of how fractions work before algorithms and abstract equations will make sense. Come play with fractions, and learn ways to guide students to name, model, analyze, manipulate, and talk about fractions. Through the strategic use of games, this session goes beyond rules and procedures and presents new ways and ready-to-use materials to motivate students and build their comfort and confidence around fractions.

- **Problem-Solving with Visual Models:** Picture this! Problem-solving made easier using simple, but dynamic, concrete, and visual strategies. Take the problem out of word problems for you and your students and strengthen their understanding of mathematics while developing their problem-solving skills. This session gives you the strategies you need to take your students' problem solving to the next level and stimulate mathematical thinking that encourages creativity and collaboration. Develop your students' learning habits through fun and engaging lessons and activities that will get your kids thinking like mathematicians!
- **Teacher Toolbox - Resources for Re-Teaching and Remediation:** This professional learning with Curriculum Associates will focus on re-teaching and Tier 2 and Tier 3 resources in the Teacher Toolbox. The facilitator will guide participants through remediation and the available instructional resources that support this in the Curriculum Associates digital platform.
- **Moving With Math Intervention Resource Implementation Training:** This training will provide an overview of the new Moving With Math Intervention resources. Any teacher or paraprofessional who will be utilizing this resource is encouraged to attend.
- **95 Percent Group - Core Phonics Coaching Session:** Best practices and an opportunity for question and answers after implementation of 95 Percent Group Core Phonics program. Please have your teacher edition.
- **95% Lesson Library Implementation - What Does It Look Like?** (Phonics Lesson Library Intervention Resource): Need some clarification regarding the various 95% resources? This session will give you the big picture, specifically focusing on the (PLL) Phonics Lesson Library, both basic and advanced, and the MSR (Multisyllable Routines). We will discuss organization, pacing, and implementation of these effective strategies. Please bring any questions you may have, and we'll do our best to answer them!
- **Van Cleave Writing and Grammar:** This session will focus on modeling how to lead students through a grammar and writing lesson using Van Cleave's workbook and strategies. We will also discuss how to embed these lessons within the Wonders program and the scheduled literacy block.
- **OpenUp EL - The Power of Language Dives:** Language Dives empower students to analyze, understand, and use the language of challenging academic sentences by slowing down for 10-20 minutes to have a conversation about the meaning, purpose, and structure of a compelling sentence. Teachers need to understand the purpose of Language Dives, how to plan for them, and experience them in action. In this 2-hour virtual workshop, participants will: define and develop an understanding of the purpose of Language Dives; explore how to plan for a Language Dive and see what it looks like in action; and build a plan for their own Language Dive.
- **myPerspectives – 6th ELA:** This session will focus on building tests in Savvas and using the essay grader, specifically how to use the grader and how students can use the feedback to improve their writing. There will also be a question-and-answer time.
- **StudySync – 7th & 8th ELA:** This session will focus on new features that are available and also features that are underutilized such as AP correlations, grading features, and novel studies. There will also be a question-and-answer time.
- **K-4 Music Lesson Share Session and Collaboration:** Each elementary music teacher will teach and share a copy of one (or more) lesson(s) that they love and find highly effective, leading to new ideas and discussion of how and why things are done in each music classroom. This session will also provide an opportunity for the K-4 music teachers to collaborate and plan for the second semester.

- **K-8 Art Collaboration:** Art teachers will have time to plan for the Frist Art Show, as well as inclusion and multiculturalism in art. Please bring examples of projects that are representative of the cultures of our student populations. You will create art inspired by those cultures and you will have a conversation about the appropriate and respectful ways to present art from diverse backgrounds.

Communications – Susannah Gentry

Legacy Gallery

- Creative additions have been finalized for the FSSD Legacy Gallery, a space that will be housed inside the FSSD Performing Arts Center to celebrate and remember the history of the school district, which dates back to 1906 when the Franklin Board of Mayor of Aldermen created the Franklin City Schools.

Communications Items

- Communications efforts this month include the promotion of the virtual Honors Program Parent Informational Meeting (held January 31 and February 3 – Spanish). Communications have also included:
 - Voluntary pre-K enrollment information and website update
 - Special education preschool peer model program registration and website update
 - College, Career, and Technical Education (CCTE) Day for our eighth-grade students at their zoned high schools
 - Flyers for the March eighth grade visit to Columbia State Community College
 - Reaction and response to the explosion in the Nabholz construction restricted area of Poplar Grove
 - Information for employees about the VITA Free Tax Prep opportunity as a partner with the United Way
 - Press release about Freedom Middle’s school-wide book study
 - City of Franklin/FSS ballfield update for media members
 - COVID Dashboard updates
 - Work with Coordinated School Health on promoting the February Wellness Challenge
 - Additions to the website (ESSER addendums, updated Health Guidelines, Board-Approved 2022-2023 Calendar)
 - Work on the District COVID Team

Attendance – Celby Glass

Civil Rights Report

Celby completed the annual Civil Rights Data Collection report and submitted it to the state.

Attendance Coding

- Attendance secretaries ensure that attendance is coded correctly each day for every student. This year, the challenge continues to be keeping track of those students that are learning at home due to COVID exposure or a positive test; therefore, they need to be coded as a “D” (Distance Learner). Ongoing conversation occur between Celby, the attendance secretaries, school nurses, teachers, and administrators to accurately gather this data.

Truancy

- Celby continues to monitor the Progressive Truancy plans at each school and is conducting Tier 3 Truancy meetings/phone calls. Should unexcused absences persist, Celby files truancy on these students.

Collaboration with Database Manager

- Celby is collaborating closely with Robb Walters, FSSD's new database manager. Celby and Mr. Walters are working on items such as the monthly demographic report, correcting Skyward and EIS errors, providing support to and fielding questions from Food and Culinary Services, attendance secretaries, and other departments.

Student Support Services – Lee Kirkpatrick

Early Childhood Education-

- The Voluntary Pre-K (VPK) application process for the 2022-2023 school year kicked off on January 31. Links to the English and Spanish VPK Application may be accessed on the FSSD web site under Parent Information-Early Learning www.fssd.org/departments/teaching-learning/early-learning. The Office of Student Support Services will mail the required TDOE income-qualifying portion of the application to all families who complete an online application the week of March 1-5. FSSD families with a child born on or between August 16, 2016 and August 15, 2017 are eligible to apply. Approximately 100 student seats will be open to families who meet Tennessee income qualifications.

The Tennessee Voluntary Pre-K Grant Application due date is February 26. Districts should receive notice from the TDOE regarding program funding by April 2. This process has been moved up in the school year to allow districts more time to plan, recruit families and work within the budget planning process followed by all LEAs.

The Community Pre-K Advisory Council met on February 15. We thank Board Member Mr. Kevin Townsel for his participation in this important early childhood education work as we plan for the 2022-2023 school year.

English Language Learners

- Building testing coordinators and EL teachers are preparing for the upcoming WIDA ACCESS English Language Assessment. Administration began on February 14 and will conclude on March 25.

School Counselors, Social Workers and Parent Liaisons

- National School Counseling Week 2022, with the theme "School Counselors: Better Together" was celebrated February 7-14. The FSSD School Counseling Team makes a tremendous positive impact on our students and their families, and we are thankful for the professional commitment they have made to removing social-emotional barriers to learning. The critical roles fulfilled by our school counselors, social workers and parent liaisons have always been extremely important; the student need has been heightened as all have been impacted in profound ways by the pandemic. We thank our school counselors for the significant difference they make in the lives of our students every day!

Transition to High School

- On February 1 all FSSD eighth grade students visited their zoned high school to attend College, Career and Technical Education Universal Day to preview all of the CTE classes and programs offered at Centennial and Franklin High Schools. Meetings between eighth-grade students, their parents and high school counselors began in February as freshmen scheduling comes into focus for our soon-to-be high school students. Spring will be an exciting time for our eighth-graders as they prepare for the big transition from middle to high school.

Davis House Child Advocacy Center

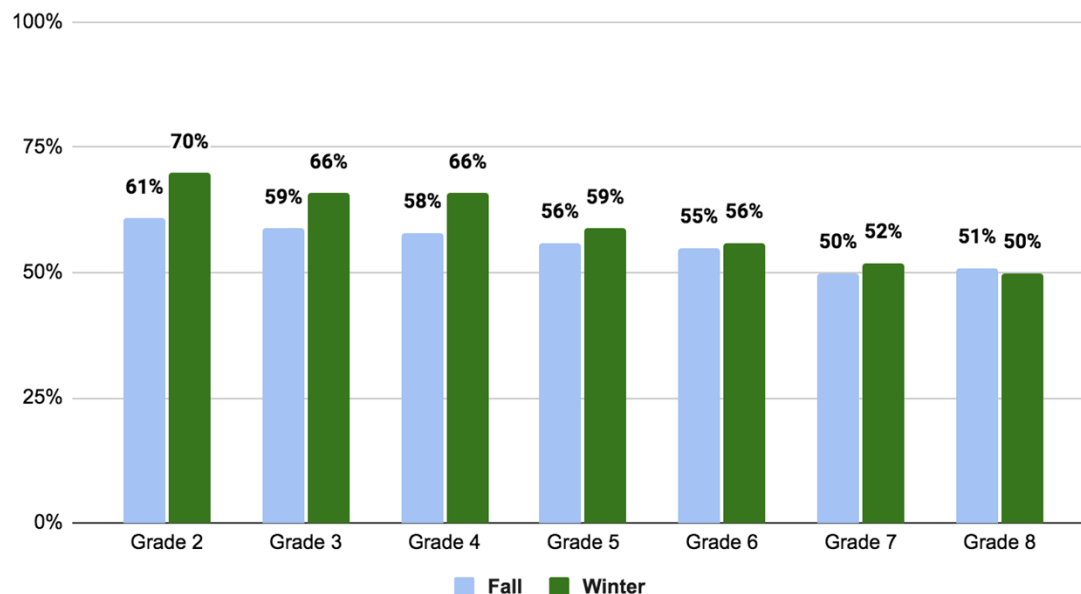
- Parent Liaison/Social Worker Melissa Lopez and School Social Worker Amanda Fisher were joined by Dr. Kirkpatrick on January 27 and 28 as the Davis House Child Advocacy Center hosted a workshop titled “Trauma Resilient Communities.” The FSSD trio were joined by leaders of the school counseling teams from Williamson County Schools, the Division of Children’s Services, private and nonprofit organizations that provide mental health services across the mid-state, and other Williamson County mental health partners and professionals. Dr. Kirkpatrick described this opportunity as the highest quality, most professional trauma-based training ever offered to those who provide student support services and mental health supports to our community. He is planning to bring The Center for Trauma Resilient Communities to the FSSD to facilitate professional learning.

Reading & Rtl Coordinator – Gina Looney

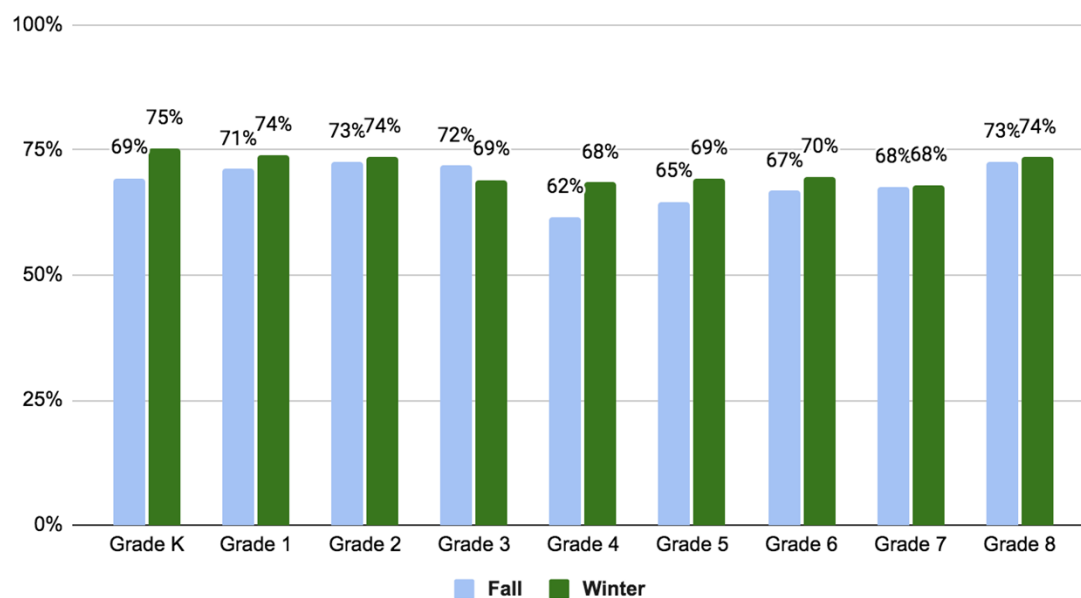
Reading Update

- Coaches continue to support teachers with reading materials, assessment, and intervention.
- The FSSD Reading Academies have been going well. The 5-8 academy wrapped up with a hands-on practice day at FIS. The 3-4 academy concluded at MES with a focus on advanced phonics. The teachers taught a practice lesson with students using some of the newly-purchased 95% Phonics Lesson Library materials.
- In the months ahead, schools will work to address the third-grade non-proficiencies that exist. This effort is required by Tennessee law.
- Elementary coaches have been working to complete the aimswebPlus universal screening requirements for the state. These measures take longer, and with the additional student absences it has been quite a process. Dr. Looney will include those data in the next Board report.
- Several special education teachers from FIS and FMS recently completed a three-day training with Wilson reading materials. It is our hope that this program will be used in grades 5-8 so that students who have been receiving SPIRE intervention in grades K-4 will have new, fresh materials for reading instruction.
- The second edition of the Teaching and Learning Newsletter was completed and provided to all users. You can view it at this link: <https://sites.google.com/fssd.org/tnewsletter/winter-2022>
- The winter universal screening using i-Ready math and STAR reading is complete. Data from these assessments are included below.

STAR Reading District Percent Proficient Winter 21-22



iReady Math District Percent Proficient Winter 21-22



PAC Operations Manager – Jeremy Maxwell

Onboarding

- Mr. Maxwell has had a thoroughly enjoyable experience getting to know the many faces of FSSD faculty, staff and administration, as well as getting caught up on the exciting progress being made at the Performing Arts Center (PAC). Following a hard hat tour on his first day, Mr. Maxwell has been in constant communications with Nabholz and HFR contacts as questions about the space arise.

Teacher Consults

- With the permission of school principals, Mr. Maxwell reached out to theatrical, choral, band and orchestral teachers in the district to conduct one-on-one meetings in order to gain an understanding of the logistics of current programs and concerts, as well as to hear ideas and visions for the use of the PAC space. These meetings have provided valuable insight into district performances and, as expected, there was no shortage of ideas for the PAC!

Internal and External Policies

- Work has begun on developing a policy for the use of space for FSSD teachers and administrators. With the generous help of the Instructional Technology team, a facility use form and event calendar have been created, with additional edits being made.
- Mr. Maxwell is currently reviewing rental agreements from other organizations to see what may best be implemented for the new PAC rental agreement.

Vendors

- Mr. Maxwell is gathering quotes from vendors for production elements needed for performances (piano, acoustic shells, chairs, music stands, etc.) and those deemed necessary or important by performing arts teachers and administration. Front of house needs (lobby furniture, concession and ticketing items, etc.) are also being addressed.

Special Populations –Cheryl Robey

State Personnel Development Grant (SPDG) School Personnel Discussion

- Hanni Watson and Gary Lawson, FSSD SPDG facilitators, and Dr. Robey reviewed the desired outcomes, goals, and benchmarks for the FSSD with regard to sustaining and/or expanding access for all students with disabilities as a result of the SPDG training and related teacher supports. We will meet with JES and MES administrators to discuss data collection and various ways to monitor the implementation of the SPDG training.

TN EDPLAN 504 Client Call

- District special education supervisors met with Christian Kissinger from Public Consulting Group (PCG) to discuss the student transfer process in EdPlan, upcoming enhancements to the EdPlan program, and other EdPlan questions and concerns. The student transfer process and the program enhancements will improve overall communication between districts.

District Special Education Mentor Meeting

- Dr. Robey met with the district special education mentors to discuss the information that was communicated to all special educators on the January 3 district professional learning day. Topics included the issues that surfaced during the monitoring process around compliance and writing appropriate Present Levels of Educational Performance (PLEPs).

Needs Intervention Milestone Meeting #4

- CORE Special Education Interventionist Kim Raybon and Dr. Robey discussed the status of addressing ways to increase the number of students with disabilities in the general education setting. Currently, the district has taken the following actions:
 - SPDG implementation in two schools
 - Core partnership
 - Facilitative IEP training for seven FSSD schools
 - Regular monitoring of IEPs through EdPlan
 - An additional position tasked with regularly reviewing IEPs
 - Spreadsheet sorted by schools

The actions implemented will continue to positively impact the inclusive practices of students with disabilities in general education settings across the district.

Middle Tennessee Special Education Supervisors Study Council

- Middle Tennessee special education supervisors met to discuss staffing needs, compensatory needs, the Teacher Discipline Act, and the upcoming Special Education Supervisors Institute. Supervisors also discussed the legislative documents regarding teacher training programs, residential mental health facilities, special education programs and services, isolation and restraint for students receiving special education services, and Functional Behavior Assessments and Behavior Intervention Plans.
- The TDOE shared information regarding LEA planning and addressed concerns around reporting isolation and restraint incidents from outside facilities.

Tennessee Association for Assistive Technology (TAAT)

- FSSD speech language pathologists, occupational therapists and Dr. Robey attended the Tennessee Assistive Technology Conference on December 2-3. Several great sessions were offered during this conference, including:
 - Building a Culture of Inclusive Technology
 - Preparing for What's Next: What Students with Disabilities Really Need for Post-Secondary Success
 - Using Computer Assisted Instruction to Facilitate Evidence Based Practices through the Virtual Learning Environment
 - Creating Ideas for Integrating AAC Systems and Devices into the classroom
 - AT Tools that Facilitate Reading and Writing Skills: Text to Speech, Speech to Text and Word Prediction.

Tennessee Association for Administrators in Special Education (TAASE)

- Several FSSD school psychologists, a district administrator and Dr. Robey attended the TAASE Legal Conference from December 6-8 in Pigeon Forge, Tennessee. It was an informative conference that focused on federal and state legal updates for students with disabilities. A few of the sessions were:
 - Homeward Bound: Navigating the New Homebound Rules Post-COVID
 - The Role of the LEA Rep in 504 & IDEA
 - Legal Updates on Restraint and isolation
 - IEP Meetings and IEP Implementation

Certified Restraint Training

- A district Certified Restraint Training was held on December 15 for staff members that needed recertification. Due to COVID, staff members had the option to participate in a full day or half day training. Approximately ten FSSD staff members and administrators attended the session.

District-Wide Special Education PLC Meeting

- The third district-wide PLC meeting took place on January 25 via Zoom. The team discussed the overall well-being of the special education staff. Special education team members are dealing with numerous site-based challenges around staffing and student behaviors. After completing site-based check-ins, the team discussed the 2020-21 FSSD APR Local Determinations Matrix, the procedures and process for school-to-school transition meetings, Summer Learning Camp for students with disabilities, and programs that address specific deficit areas.

Special Education Supervisors Institute

- The Special Education Supervisors Institute was held on January 26. Special education supervisors received information on understanding Annual Performance Report (APR) Local Determinations. Several applicable sessions for the FSSD were:
 - Action Planning for Flagged Indicators
 - Early Childhood APR Indicators and Action Plan Guidance
 - Improving Access to Instruction for Students with Disabilities

Special Education Newsletter

- The January and February FSSD Special Education newsletters may be accessed at the following links:
<https://www.smores.com/u6vcx>,
<https://www.smores.com/fkba1>

Instructional Technology – Shelly Robinson

T&L Newsletter

- Shelly Robinson worked closely with Dr. Looney to create the [Winter 2022 edition of the Teaching & Learning Newsletter](#). This was the second edition. Members of the Teaching and Learning team contributed content to share, which Dr. Looney and Shelly Robinson then organized into a virtual newsletter. Content included professional learning videos, instructional technology updates and content, videos of FSSD teachers modeling skills and programs in their classrooms, and more. The newsletter will continue to be created and shared quarterly.

Promethean Training

- There are a number of teachers who have recently been upgraded to new interactive display boards in their classrooms. These upgraded boards are Promethean's Titanium ActivPanels. In order to ensure they will be used to their full potential and to assist teachers with the transition to these new interactive boards, Amber Whitley and Shelly Robinson worked together to create a [video tutorial](#) to share with teachers for immediate, self-paced assistance. From there, they visited teachers to answer questions and offer additional support.

Working with Middle School Math Teachers

- Shelly Robinson has been working closely with middle school math teachers to assist them with using technology to maximize their instruction. Mrs. Robinson will continuously work with

the middle school math PLCs for the remainder of the school year to model and assist with the use of approved digital resources collaboratively with the district-adopted textbook resources.

Instructional Technology – Amber Whitley

Teacher Support

- During January, Amber worked with a building-level technology leader to review the newly-adopted Skyward Discipline process, and provided support while this leader trained all teachers in her building on how to enter student discipline in this new way.
- Amber additionally spent a considerable amount of time working with a new teacher on various district resources to ensure the transition from one teacher to the next would be seamless. Amber and the teacher reviewed district resources such as: Savvas (science curriculum), introductory features of a Promethean ActivPanel, assigning articles in Achieve 3000, integrating Google Classroom for assignments/assessments, and utilizing GoGuardian.
- The [5th-8th Instructional Technology newsletter](#) was developed by Amber and Shelly Robinson and was sent to all middle school teachers. It included important updates, reminders, and even a helpful “tech tip.” Amber and Shelly received feedback from teachers and administrators regarding the helpfulness of this digital document.
- A campus needed assistance with filming their sixth-grade math honors classes for a math video competition, so Amber worked with groups to record their projects. The students have selected a math standard and developed a real-life situation where this standard would be used. They created scripts, picked locations for filming, and rehearsed before the final creation was filmed. Next, they will edit the footage to create their final submission.

District Support

- Amber collaborated with Mr. Jeremy Maxwell to develop a PAC scheduling request application using Google Forms. This application will be shared with employees to utilize when they want to reserve the PAC. Once they complete the registration and obtain administrator consent, Mr. Maxwell will reserve the event venue if it is available. In addition, we discussed the process to be used when an outside entity wishes to utilize the PAC.
- With a new semester beginning, several schedule changes occurred in Skyward. Amber collaborated with Mark Anderson and Robb Walters to ensure Skyward was properly syncing with several platforms to reflect these changes.

Student Performance & Federal Programs –Pax Wiemers

Student Performance

- We have been preparing for WIDA Access testing for our active ELL students. The testing window for WIDA is February 14-March 26. Dr. Kirkpatrick and Dr. Wiemers have been ensuring that all of our ELL teachers have completed the necessary training prior to testing. The BTC (Building Testing Coordinator) team and Dr. Wiemers walked through the steps that each of them will need to complete prior to testing. This consists mostly of marking student information and checking that any accommodations have been turned on in the testing platform.
- Even though we are a few months away from TCAP testing, there is already plenty of preparation happening. The BTC team and Dr. Wiemers have created testing schedules for grades 3-4 and grades 5-8. These were sent to Leadership for feedback and then finalized. Due to several constraints from the state as to when we must return students’ answer documents, we will have a compressed, two-week testing schedule that begins on April 19. In addition to this, we have been working to verify that all students have been uploaded properly

to the state EIS (Education Information System) from Skyward. Several of us worked to resolve a handful of scheduling issues that were creating errors in EIS, in preparation for a data pull in late January that created an initial shipping order for our TCAP materials.

- In January we worked on a data sheet that includes TCAP scores, winter STAR Reading scores, and winter i-Ready Math scores for every student in grades 4-7. These scores will be used in qualifying students for Honors classes for next school year. Any student at or above the 90th percentile on a TCAP test and any student at or above the 85th percentile on a winter benchmark test will be automatically qualified for specific Honors classes. These qualifying letters will be sent home after spring break. Additionally, we prepared for the virtual Honors Parent meetings that took place via Zoom on January 31 (for grades 5-6 and grades 7-8) and on February 3 (for Spanish-speaking families). Slideshows were created and edited, and the 5-8 principals joined Dr. Wiemers to share this information at those meetings.

Federal Programs

- Our ESEA and IDEA federal programs monitoring began in January. This monitoring consists of a self-assessment application in ePlan, comprising a couple of dozen pages of information to review and complete. Dr. Robey, Dr. Kirkpatrick, and Dr. Wiemers divided up this task and worked on the various pages that correspond to their roles. The completed monitoring application was due by February 15.
- In December we sent out our Intent to Participate forms to local non-public and private schools. These letters give these non-public/private schools the opportunity to participate in any federally-funded program, such as Title I. In January, our annual application opened in ePlan, and we must mark each local school according to whether they chose to participate or not. If a school does wish to participate, there is additional information to input as well, such as enrollment numbers. As has been the case for several years, only New Hope Academy has elected to participate in Title I funding for at-risk students, and two private schools have elected to participate in Title II funding for teacher professional development. This Non-Public Survey was due in ePlan on February 18.
- In addition to federal programs monitoring, we have also had to complete some monitoring for ESSER funding. Initially we had to complete a lengthy application process in ePlan to provide updates on all of our ESSER expenditures. However, this process has been paused until May, pending further guidance from the federal government. In the meantime, we have been required to complete two addendum documents for ESSER 3.0. These included an updated ESSER 3.0 Public Plan Addendum and an updated ESSER 3.0 Safe Return to In-Person Instruction Addendum. Several colleagues helped Dr. Wiemers with the latter addendum document, and Dr. Wiemers worked on the former document. These were both due by February 1, but were submitted prior to that date in ePlan and posted on the district website, per the requirements.
- While we have had some delays in working on our District Improvement Plan (DIP) due to snow days and illness, we are still making progress. This annual update to the DIP must be completed in the InformTN platform and consists of several pages of material, including analyzing needs, planning details, detailing our goals and strategies and action steps, and indicating any performance measures that we will use for determining the success of our goals. We have already made progress on these tasks and will meet as a district committee in the coming weeks to finish up all the components. The next phase will involve soliciting feedback from various stakeholders, including parents, Leadership team members, and the School Board. The completed DIP is due to be submitted by March 1.



Bond Fund/Capital Projects Report Status Update – February, 2022

1. PGS Gym/PAC:
 - a. PAC
 - i. Exterior storefront is complete
 - ii. Roof coping is last exterior item to be completed on building
 - iii. Interior finishes in progress throughout
 - iv. Overhead MPE work complete
 - b. Gym
 - i. Exterior storefront is complete
 - ii. Roof coping is last exterior item to be completed on building
 - iii. Interior finishes in progress throughout
 - iv. Overhead MPE work continuing nearly complete
 - c. Estimated completion date for both buildings is mid-April, 2022.
2. Liberty:
 - a. Above ceiling work is finishing up in current phase
 - b. Targeting end of February for punch
 - c. Kitchen / Cafeteria area to begin March 14th
 - d. Phase 5 (final phase) scheduled to start March 14, 2022 and includes the cafeteria and kitchen renovation.
 - e. Several exterior doors were determined to need replacement and are being priced. This will be an additional cost to the project.
 - f. Estimated completion date is Fall 2022.
3. Central Office Complex:
 - a. Phase 1: Facilities & Transportation Center:
 - i. Phase IA: Exterior & Structural Repairs
 1. 100% Design Development submitted
 2. The project is currently out to bid by Nabholz with bids due March 17, 2022.
 - ii. Phase IB: Interior Buildout & Sitework:
 1. 100% Schematic Design submitted
 2. 80% Design Development Documents are complete
 - b. Phase 2: Central Office: 100% Schematic Design scheduled to be completed by 2/29
4. Johnson Kitchen Renovation/Expansion:
 - a. Design work is complete.
 - b. We received one bid that was significantly overbudget. The project is currently being priced by Nabholz as a consultation service prior to determining next steps.

5. Parks and Recreation Master Plan:

- a. Work continues for the placement of underground storm structures.
- b. Building A masonry has been completed to allow for the wood/truss framing to start today at Building A. Once framing has been completed for Building A, will move to Building B. Building B masonry work continues, at about 80%.
- c. Once Building B masonry work has been completed, masonry work will begin on the columns at both buildings.
- d. Electrical in wall conduits continues at Building B.
- e. Sleeves have been installed at both batting cages. Form work to begin this week for slab placement. Weather permitting should be placing batting cage slab for Softball field end of next week. Then will proceed to Baseball batting cage.
- f. 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 *dl*
DATE: February 17, 2022
RE: Agenda for the Franklin Special School District Board of Education meeting to be held on Monday, February 21, 2022 at 6:30 p.m., to be held at Poplar Grove Middle School, 2959 Del Rio Pike, 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. Proclamation in Honor of Pupil Transportation Appreciation Day
 2. Good News and Recognitions
- IV. PUBLIC INPUT *Please limit comments to three (3) minutes per speaker* 6:45 p.m.
- V. REPORTS/PRESENTATIONS/DISCUSSIONS 6:50 p.m.
 1. Teaching and Learning Report
 2. Construction Report
 3. COVID Update
- VI. APPROVAL OF BOARD AGENDA 7:10 p.m.
- VII. APPROVAL OF CONSENT AGENDA 7:15 p.m.
 1. Minutes of Board Meeting dated January 10, 2022
 2. Minutes of Board Retreat dated January 22, 2022
 3. Minutes of Special Called Meeting January 31, 2022
 4. Surplus Property Authorization – FIS Media Center furniture
 5. Budget Amendments
- VIII. BUSINESS BEFORE THE BOARD 7:20 p.m.
 1. Teachers Recommended for Tenure
 2. Central Office Complex Construction – Phase 1B and Phase 2
 3. Director of Schools – Total Composite Score
 4. Policy Revision: Interscholastic Athletics (4.301) – 1st Reading
 5. Policy Revision: Teacher Tenure (5.117) – 1st Reading
 6. Policy Revision: COVID Sick Leave (5.3023) – 1st Reading
 7. Policy Revision: Transfers Within the System (6.206) – 1st Reading
- IX. DIRECTOR OF SCHOOLS REPORT 7:45 p.m.
- X. UPDATES 7:50 p.m.
 1. Teaching and Learning
 2. Finance and Administration
- XI. ANNOUNCEMENTS 7:55 p.m.
- XII. ADJOURNMENT 8:00 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

January 10, 2022
Franklin, Tennessee

The Franklin Special School District Board of Education met at 6:30 p.m. on Monday, January 10, 2022, at Johnson Elementary School, 815 Glass Lane, Franklin. A link to the recording may be found at <https://www.youtube.com/watch?v=-5mqiJf16uc> .

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

Others present were: Dr. David Snowden, Dr. Mary Decker, Dr. David Esslinger, Mark Anderson, Amy Fisher, Celby Glass, Lisa Chatman, Susannah Gentry, Carol Riordan, other district leadership team members and community. Guests Franklin Mayor Ken Moore, TSBA Mid Cumberland District Director and Board Member of the Clarksville-Montgomery County Board of Education Mr. Jimmie Garland, and Matlock Clements, P.C.'s Mr. Andy Matlock were also present. The meeting was limited in audience members due to COVID precautions, but was live-streamed.

I. MEETING CALLED TO ORDER

The meeting was called to order at 6:30.

II. PLEDGE OF ALLEGIANCE

Johnson Elementary Assistant Principal Mrs. Ashley McCoy welcomed those in attendance and led the Pledge of Allegiance. Chair Robert Blair called for a moment of silence before being seated.

III. RECOGNITIONS/GOOD NEWS

1. **Proclamation in Honor of School Board Appreciation Week** – Franklin Mayor Ken Moore presented a Proclamation in honor of School Board Appreciation Week, January 23-29, 2022. Mayor Moore also noted the multi-use path that connects the school on New Highway 96 West, the partnership FSSD has with the City for ball fields in construction stage at FMS, and the mental health initiative partnership.
2. **Board of Distinction 2021-2023** - Mr. Jimmie Garland, who is the TSBA Mid Cumberland District Director and Board Member of the Clarksville-Montgomery County Board of Education, presented a plaque to the Board for renewing their Board of Distinction designation, meeting requirements in the key areas of planning, policy, promotion and board development.
3. **Good News and Recognitions** – Mr. Jemond Daughtry, whose family's Good Food Group owns local McDonald's restaurants, was recognized for the generous donation to our district from their "Fries for Schools Supplies" fundraiser. Guests with Mr. Daughtry were Recruiter Brittany Herbert and Restaurant Leader Maricella Mendez.

IV. PUBLIC INPUT

- Jeff Stuart – LES parent, spoke requesting information from the diversity, equity and inclusion professional learning with our leadership group, and also requesting input from the Board regarding recent legislation declaring partisan politics should be part of the school board election.
- Earl Wood – JES parent, gave appreciation for keeping our schools open during the pandemic, spoke against a mask mandate citing ineffectiveness of wearing masks for health as well as learning.

V. REPORTS / PRESENTATIONS / DISCUSSIONS

1. **Teaching and Learning Spotlight** – Introduced was Jeremy Maxwell, newly hired as the PAC Coordinator, who will be a part of both the F&A and T&L teams. More information is presented in the Summary of T&L Activity for January (on file).
2. **Construction Report** – Presented by Dr. Esslinger (reports on file).
3. **State of the District Annual Report FY 2020-21** – Presented by Dr. Snowden (on file). Dr. Snowden noted that the report is as comprehensive as possible with work from T&L, F&A and Communication areas.
4. **COVID Update** – The COVID Team was on hand for questions from the Board. Dr. Snowden reported that the team met today; Williamson County has 3,782 active cases, or 1.5% of the population. 37 cases are currently at WCMC compared to 40 last week, none of whom are children. Our district has 37 cases (10 personnel and 27 students). Quarantines for exposure have been updated for the community, and we are still on track for keeping students in class as much as feasible based on health department guidelines.
5. **Derek Young Culture Strategies and Board Retreat** – Scheduled for January 8, this day professional development and the board retreat following was cancelled due to weather. It was agreed from all board members present that **January 22nd** would be an acceptable day for rescheduling.

VI. APPROVAL OF BOARD AGENDA

Allena Bell made a **motion to approve the Board Agenda with the following updates:**

- **Removal of VII. Consent Agenda Item 4.** Minutes of Retreat/Work Session dated January 8, 2022 (due to weather-related cancellation);
- **Removal of VIII. Business Before the Board Item 3.** Approval of Central Office Complex Construction – Phase I (Maintenance & Transportation Building) (this item was to be presented and discussed during the Retreat/Work Session for preparation of the Board’s consideration at this meeting.

Robin Newman **seconded** the motion, which **carried 5-0**.

VII. APPROVAL OF CONSENT AGENDA

Alicia Barker made a **motion** to approve the Consent Agenda with the removal of Item 4. Robin Newman **seconded** the motion, which **carried 5-0**.

Approved under Consent Agenda (on file) were:

1. **Minutes of Board Meeting dated November 8, 2021**

2. **Minutes of Special Called Meeting November 29, 2021**
3. **Minutes of Work Session November 29, 2021**
4. ~~Minutes of Work Session January 8, 2022~~
5. **Overnight Field Trip Request – PGMS Cheerleaders to Nationals**

VIII. BUSINESS BEFORE THE BOARD

1. **Audit Reports FY 2020-21** – Copies of both the Annual Financial Report for the FSSD and the individual schools' Activity Fund Report were presented for the Board's review. Andy Matlock from Matlock Clements presented an overview of the audits and was present to answer any questions from the reports. There were no findings, no material weaknesses and no issues, and an unmodified clean opinion was given for the audit, as was for the Federal awards. The administration recommended approval of the Audit Reports as presented.
Allena Bell made a **motion** to approve the audit reports as presented. Alicia Barker **seconded** the motion, which **passed 5-0**.

2. **Calendar FY 2022-23** – The calendar development process and the method of selection of the version recommended for adoption was outlined (all on file). Version 2 of the calendar was recommended for approval.

Robin Newman made a **motion** to approve **Version 2** of the Calendars as presented. Kevin Townsel **seconded** the motion, which **passed 5-0**.

3. **Approval of Central Office Complex Construction - Phase I (Maintenance & Transportation Facility)** – This item was removed from the agenda due to not having the Retreat/Work Session for presentation and discussion the prior Saturday. It will be added to the next agenda following time for Wold / HFR and Nabholz to present to the Board.

No action was taken by the Board on this item as it was removed from the agenda.

4. **Policy Revision: Director of Schools Recruitment and Selection (5.801) – 2nd 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. There were no updates requested by the Board upon 1st Reading. The administration recommended approval of the 2nd Reading.

Kevin Townsel made a **motion to approve the 2nd Reading** of revisions to Director of Schools Recruitment and Selection (5.801) as presented. Robin Newman **seconded** the motion, which **carried 5-0**.

5. **Policy Revision: Attendance of Non-Resident Students (6.204) - 1st Reading** - The revision to this policy follows with approval by the Board to allow a substitute who may live out of the district **and** work fifty (50) or more days within the previous semester to have his/her child(ren) attend the FSSD without the standard tuition charge that would normally be due. The administration recommended approval of the 1st Reading.

Allena Bell made a **motion to approve the 1st Reading** of revisions to Attendance of Non-Resident Students (6.204) as presented and to waive the 2nd Reading. Kevin Townsel **seconded** the motion, which **carried 5-0**.

VIII. DIRECTOR OF SCHOOLS REPORT

- **School Board Appreciation Week in Tennessee** – We will be honoring our Board members in our schools this year **January 23-29**. TSBA’s theme this year is “School Boards: Building the Future. You will be receiving an invitation to an individual school to be honored and recognized for your service to the students and employees of our district. In recognition of your service, the school district will be donating a book to each of the media centers: My Very Favorite Book in the Whole Wide World, written by Malcolm Mitchell and illustrated by Michael Robertson for the K-4 schools, and Fallout, by Steve Sheinkin for 5-8 grades. Thank you for all the support, time and dedication each of you devote to our district!
- **Statement of Disclosure of Interests to Tennessee Ethics Commission** – As always, please submit your annual statement to the Ethics Commission if you have not. The access to online filing is at <https://apps.tn.gov/conflict/>, with a deadline of January 31st.
- **Retiree Brunch** – The brunch that our retirees typically enjoy in December (except for December 2020 due to COVID precautions) has been rescheduled for February 14th and will be a Retiree Valentine’s Day Brunch this year! Invitations will go out mid-January for this event. Please mark your calendars to join us on that date if your schedule allows.
- **FSSD Art Show at the Frist Center for the Visual Arts** – FSSD students from each school will participate in the Franklin Special School District Art Show at the Frist Center for the Visual Arts, on display from January 22 – February 6. The artwork from two students at each grade level from each of our schools will be featured. While there will not be a reception this year due to precautions with COVID, the Frist is generously providing vouchers for each family to attend during the date of the show so they can celebrate their child and see their artwork on display. We appreciate this partnership with The Frist Center for the Visual Arts and the additional work of the art teachers as they prepare student work to be displayed.
- **Conferences and meetings update:** These have been provided for the Board by email.

X. UPDATES

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

- Demographics Report for January 2022

Finance & Administration – David Esslinger, Associate Director for Finance &

Administration, provided the following (on file):

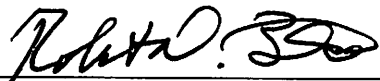
- Personnel Change Report November/December 2021 and December 2021/January 2022
- Investment Report
- Revenue and Expenditure Reports
- Sales Tax Revenue Comparison Report for January

XI. ANNOUNCEMENTS

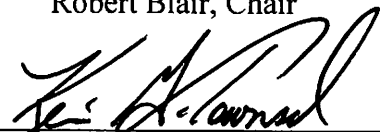
- Dr. Esslinger reported that tax collections were up 13% this December/January period over that of last year at this time, and up 17% for the year.

XII. ADJOURNMENT

Chair Blair adjourned the meeting at 7:24 p.m.



Robert Blair, Chair 2.21.22
Date

ATTEST: 

Kevin Townsel, Secretary 2.21.22
Date

January 22, 2022
Franklin, Tennessee

The Franklin Special School District Board of Education met on Saturday, 22, 2022 at 10:30 p.m. for a **Board Retreat** at the Teacher Center at Moore Elementary, 1061 Lewisburg Pike, Franklin.

Present: Chair Robert Blair, Vice-Chair Allena Bell, Secretary Kevin Townsel, Treasurer Robin Newman, and Members Tim Stillings and Alicia Barker

Others present were: Dr. David Snowden, Dr. Mary Decker, Dr. David Esslinger, Carol Riordan, Susannah Gentry, Mark Anderson and Chip Sternenberg, Bo Alexander.

Please note that this Retreat was a non-voting meeting and topics were for Board discussion only.

Dr. Snowden and Mr. Blair welcomed and gave an overview of topics.

Prior to the Retreat, the Board and Leadership Team met with Mr. Derek Young for a Professional Development Session as the second part of his Culture Strategies Program entitled “You Make the Difference”.

Legislative Overview – Senator Johnson (Senate sponsor for the BEP reconfiguration), Representative Whitson (on the Sub-Committee for Students with Disabilities) and Representative Casada (on the House Education Committee) were present for a discussion of education-related legislation during this year’s session.

- The Governor’s State of the State speech is coming up soon, his education goals for the coming year will be outlined in his speech.
- Students with disabilities (SWD) - the cost needs to be fair and fully supported.
- It is recognized that bus drivers are needed.
- The delegation needs feedback from our district.
- The creation of a state-wide library coordinator for technology questions and more is a need.
- BEP funding for nurses in every school is needed.
- BEP funding for assistant principals in every school is needed.
- In the student weighting system and statistics such as economically disadvantaged students needs a better definition. Direct certification and free & reduced are not the same as far as classifying economically disadvantaged for student weighting.
- Accountability need to be growth and achievement, and not have the formula based just on achievement.
- HB 1723 – Dr. Snowden questioned the bill which provides the parent with the right to inspect or be provided with all class materials.
- Politics in school board elections – board members should be non-political and make decisions of what is best for students instead of having a party or personal agenda. Senator Johnson related that the board member can always run as an independent. Mr. Townsel noted on record that he is against this practice as he is not an independent and does not believe that a person running for a

board member position should have to run designating a party alliance.

WOLD/HFR and Nabholz Presentation – Presenters from Wold-HFR Design, Principal and Director of the General Architecture Division Steve Griffin, Designers Josh Murray and Jared Brown, as well as Project Managers from Nabholz Adam Seiter (currently at the FSSD PAC and PGS Gym site), John Strack (future Central Office complex).


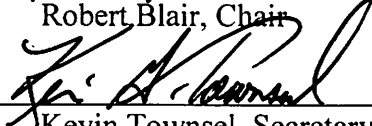
A handout of the presentation was provided (on file). LES is in Phase 4 out of 5; PGS Gym will be finished by April, the outside is 95% complete. The PAC has an April completion. FES and JES re-roofs preliminary budgets are done but nothing has yet been scheduled. The JES kitchen renovation and expansion design work has been completed and bidding will begin January 25. Facilities and Transportation Center design work will be complete by the end of February; the CO schematic design will be completed by the end of February, construction documents are set to be completed in late 2022. Discussion topics included the materials composing the outside of the CO and maintenance of the glass portion and roof terrace of the building, food service and possible position at LES for catering.

Capital Project Schedule / Projected Bond Schedule Expenditures (on file) – Dr. Esslinger presented this detailed report.

Committee Recommendation – Annex Property Commercial Realtor – The Committee recommended to the Board the commercial realtor groups Friedman and Magli; these two realty companies will be invited to the Special Called Meeting scheduled for January 31. The Committee recommended that the Battle Avenue lots and the Fairground property not be considered for sale at this time.

Strategic Plan Progress Report – Year 3 (on file) – updates to the plan were submitted prior to the meeting and there was time for questions and discussion. Noted was the goal of College and Career Readiness for exposure to higher education/visiting the campus of Columbia State Community College during March with our 8th graders. There were no modifications requested to the current goals and Strategic Plan. Dr. Decker praised the tenacity of the T&L team for their forward movement with progress in the Plan. Support for the Therapy Dog Program was discussed – Pilot International recently reached out to Dr. Snowden to be included in their local conference during April, also discussed was possibly partnering with local business for support as well.

The Retreat adjourned at 1:35 p.m. with *no action taken by the Board*.

ATTEST:  _____ 2.21.22
Robert Blair, Chair Date
 _____ 2.21.22
Kevin Townsel, Secretary Date

January 31, 2022
Franklin, Tennessee

The Franklin Special School District Board of Education met in a Special Called Meeting on Monday, January 31, 2022 at the Teacher Center at Moore Elementary, 1061 Lewisburg Pike, Franklin. A link to the recording may be found at <https://youtu.be/xeDSW6ALmQo>.

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. David Esslinger, Carol Riordan, Susannah Gentry, Mark Anderson, Chip Sternenberg, Bo Alexander, Anne Riley.

I. MEETING CALLED TO ORDER

The meeting was called to order at 5:35.

II. PLEDGE OF ALLEGIANCE

Mr. Blair welcomed those in attendance and led the Pledge of Allegiance.

III. PUBLIC INPUT

No one from the audience addressed the Board during Public Input.

Mr. John Strack, EVP of Operations for Nabholz, gave a detailed update to the Board of action steps that have been taken in light of the worksite explosion of January 25th. This update has also been provided to the Board under separate cover (on file).

IV. APPROVAL OF BOARD AGENDA

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

V. BUSINESS BEFORE THE BOARD

- 1. Consideration of Annex Property Commercial Realtor Recommendation** - At the October 18th board meeting, the board directed the committee of Dr. Snowden, Dr. Esslinger and Mr. Stillings to recommend a commercial real estate firm to represent the FSSD in the sale of the Central Office Annex and Fairground Street properties. The committee advertised in the Williamson AM to solicit proposals and emailed 35 commercial local and national real estate brokerage firms informing them of the opportunity. We had seven firms submit proposals and selected the top three to give in person presentations. After much discussion and a full review of all credentials, the committee recommends the FSSD board enter into a contract with the team of Joyce E. Friedman of Crye-Leike, Realtors and Tom Magli of Magli Realty. In

addition, give the current committee the authority to negotiate a final agreement. Once a final agreement has been reached, the committee will bring it back to the Board for ratification.

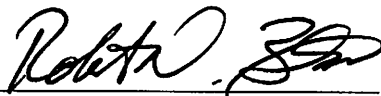
Alicia Barker made a **motion** to enter into a contract with the team of Joyce E. Friedman of Crye-Leike, Realtors and Tom Magli of Magli Realty and to give the current committee the authority to negotiate a final agreement. Allena Bell **seconded** the motion. After discussion and introduction of the team to the Board, the motion **passed 6-0**.

- 2. Central Office Phase 1A (Facilities and Transportation Center)** - Based on the projected construction cost of \$1,753,643, the administration recommends Board approval of Phase 1A of the Central Office complex which includes the repair of the outside of the building currently on site that will become the Facilities and Transportation Center (FTC). This approval will provide permission for Wold/HFR Design and Nabholz Corporation to move forward with Phase 1A with the understanding that the Nabholz team will continue to work toward providing a guaranteed maximum price for the projects.

Kevin Townsel made a **motion** to approve Phase 1A of the Central Office complex which includes the repair of the outside of the building currently on the site that will become the Facilities and Transportation Center (FTC). Alicia Barker **seconded** the motion, which **passed 6-0 by roll call vote**.

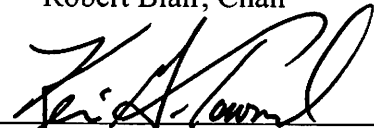
VI. ADJOURNMENT

Chair Blair adjourned the meeting at 5:51 p.m.



Robert Blair, Chair

2-21-22
Date

ATTEST: 

Kevin Townsel, Secretary

2-21-22
Date

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

ITEMS TO BE DISPOSED: (add rows if needed)

DATE: 1/20/2022

Location	Quantity	Description
Library	60	Wooden chairs
Library	12	Wooden tables
Library	3	Wooden computer desks
Library	4	Wooden lounge chairs
Library	1	Wooden lounge table

insert pictures here if appropriate:



Notes:

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

Possible donation to Humphreys County or sale on govdeals

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


Approval:




Program Supervisor



Director of Schools



Associate Director – Finance/Administration



Board Chairman

Approved original to: Program Supervisor

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

Reference: Board Policy 2.403

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

**General Purpose Fund
Amendment #5**

Budget Code	Budget Code Description	Increase	Decrease
EXPENDITURES			
141 E 72210 524 000 15000 000	In-Service/Staff Development	\$ 1,300.00	
141 E 72310 524 000 00000 000	In-Service/Staff Development		1,300.00
141 E 72410 524 000 04000 000	In-Service/Staff Development	705.00	
141 E 71100 429 000 04000 000	Instructional Supplies & Materials		705.00
141 E 72210 524 000 15000 000	In-Service/Staff Development	1,000.00	
141 E 71100 499 000 15000 000	Other Supplies & Materials		1,000.00
141 E 72130 322 000 16000 000	Evaluation & Testing	1,500.00	
141 E 72210 524 000 16000 000	In-Service/Staff Development		1,500.00
		\$ 4,505.00	\$ 4,505.00

Explanation: Reclassify budgeted expenditures.

**General Purpose Fund
Amendment #6**

Budget Code	Budget Code Description	Increase	Decrease
REVENUE			
141 R 47143 000 000 00000 000	ED of Handicap- IDEA Part B	\$ 137,370.91	
EXPENDITURES			
141 E 71200 429 000 00000 000	Instructional Supplies and Materials	50,000.00	
141 E 71200 499 000 00000 000	Other Supplies and Materials	15,711.04	
141 E 72220 399 000 00000 000	Other Contracted Services	25,000.00	
141 E 72220 499 000 00000 000	Other Supplies and Materials	25,000.00	
141 E 72220 524 000 00000 000	In-Service/Staff Development	21,659.87	
		\$ 137,370.91	

Explanation: Increased budgeted revenue & increase budgeted expenditures for the Special Education High Cost Student Funds.
No local tax funds involved.

**General Purpose Fund
Amendment #7**

Budget Code	Budget Code Description	Increase	Decrease
REVENUE			
141 R 49700 000 000 00000 000	Insurance Recovery	\$ 18,036.00	
EXPENDITURES			
141 E 72620 338 000 00000 000	Maintenance & Repair-Vehicles	9,948.00	
141 E 72710 338 000 00000 000	Maintenance & Repair-Vehicles	8,088.00	
		\$ 18,036.00	

Explanation: Increase budgeted revenue & Increase budgeted expenditures for Insurance Recovery Funds Received.
No local tax funds involved.

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

**Federal Projects Fund
Amendment #13**

Budget Code	Budget Code Description	Increase	Decrease
EXPENDITURES			
142 E 72220 312 901 00000 000	Contracts w/Private Agencies	\$ 17,708.87	
142 E 71200 312 901 00000 000	Contracts w/Private Agencies		17,708.87
		\$ 17,708.87	\$ 17,708.87
Explanation: Reclassify budgeted expenditures.			



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

Teachers Recommended for Tenure Status February 21, 2022

Franklin Elementary School

JoAnna Salce
Sarah Strasser

Johnson Elementary School

Kara Kendle

Liberty Elementary School

Lauren Cochran
Julie Ennamorato
Shelly Francis
Alyson Roberts
Jeanna Winn
Joy Stephens

Moore Elementary School

Colin Henson
Jessica Rosenthal
Jane Barnes

Poplar Grove Elementary School

Ginger Colvett
Keisha Covington
Brittany Nole
Megan Blonder

Freedom Intermediate School

Miguel Alvarado
Deborah Gleason
Emily Valadez-Rodriguez

Freedom Middle School

Shannon Barnes
Aleesha Hoag
Sara Simmons

Poplar Grove Middle School

Lisa Onusaitis
Cara Pearson

DIRECTORS PERFORMANCE REVIEW

TOTAL COMPOSITE SCORE

February 2022

1. Improvement of Student Performance	35 points
2. Effective Management of District Resources	25 points
3. Execute on the Board's Vision	20 points
4. Provide the Highest Level of Internal and External Communication	20 points

Board Members:

**Tim Stillings
Robert Blair
Alicia Barker**

**Allena Bell
Kevin Townsel
Robin Newman**

Average score per each goal above with the lowest and highest score removed:

- 1. 34.00**
- 2. 24.75**
- 3. 20.00**
- 4. 19.50**

Total Possible Composite Score: **100**

Total Composite Score Awarded: **98.25**

Scores totaled by: Carol Riordan, David Esslinger Date: 2/16/22

Date approved by FSSD Board of Education February 21, 2022

Director of Schools
PERFORMANCE REVIEW PROCESS

Annually, upon receipt of the State of Tennessee Report Card for the recently concluded school year, the Director of Schools shall prepare and present a “State of the System” report for delivery to the Board of Education at its next regularly scheduled meeting. This report shall serve also as the Director’s self-evaluation, specifically addressing progress in each area of performance measurement. This report shall be submitted in advance to members of the Board of Education no later than inclusion in the pre-meeting Board packet.

Prior to the next regularly scheduled meeting of the Board of Education, each board member shall have individually scored the Director’s performance within each individual objective and submitted his/her individual evaluation to the Board of Education Assistant for compilation. The Board’s Assistant may request the Board chairperson to appoint an additional person(s) to assist in validating and reporting scores. Each individual board member shall directly contact the Director to discuss any aspect of the performance evaluation in which the member does not feel acceptable performance levels were attained.

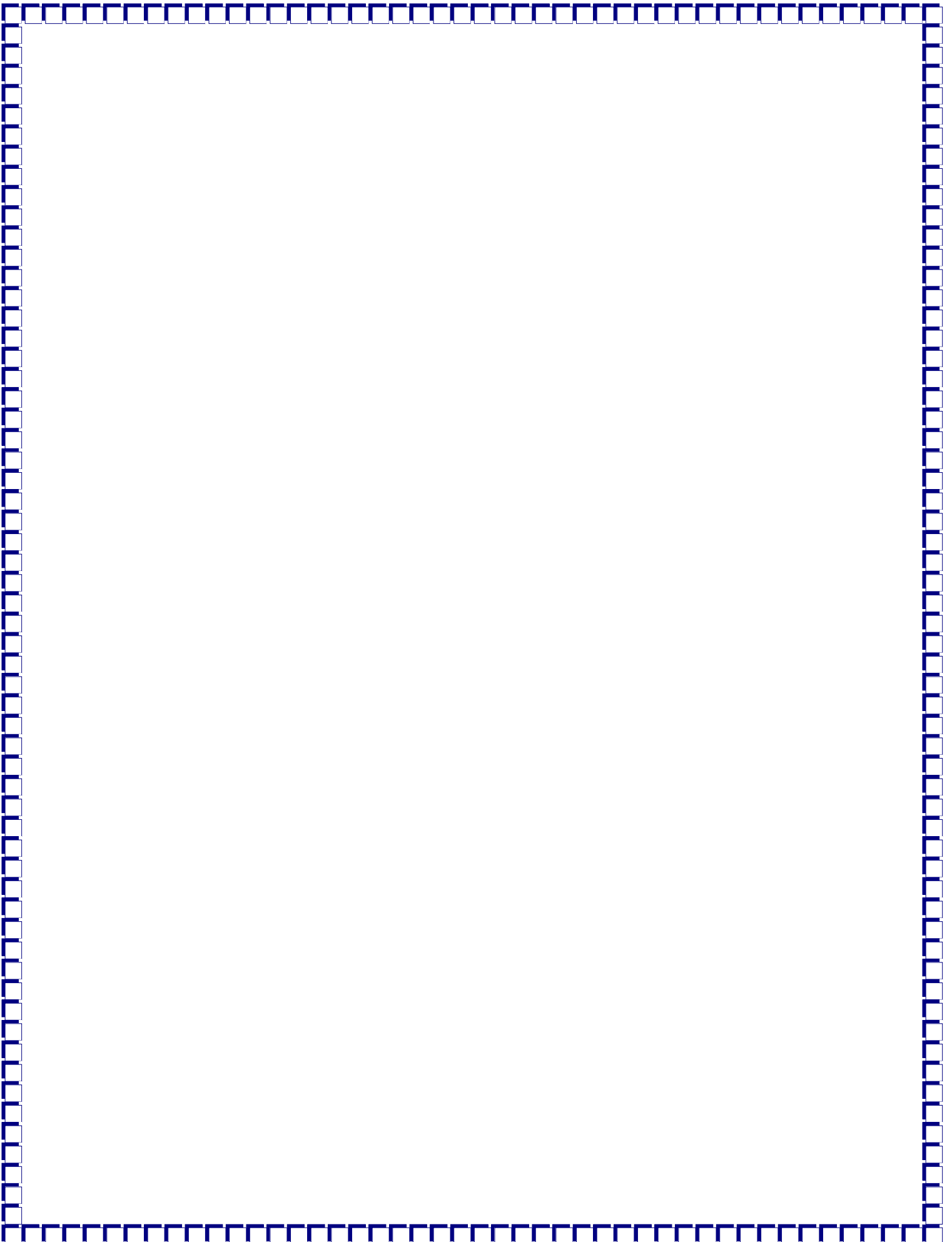
A Total Composite Score from scored evaluations submitted by members of the Board of Education shall be determined as follows:

- The highest score and the lowest score in each of the four individual objectives will be removed from the calculation. Any objective not scored will also be removed from the calculation.
- The remaining scores shall then be averaged, by objective.
- The average total score from each objective category shall then be added together and the sum rounded to the nearest whole number to produce a “Total Composite Score.”

Annually, the Director of Schools is eligible to receive a Performance Bonus equal to 10% of current annual salary, based on the following table, which shows the possible total composite score:

96 – 100	100% of Bonus Pool
91 – 95	75% of Bonus Pool
86 – 90	50% of Bonus Pool
81 – 85	25% of Bonus Pool

Annually, prior to commencement of its first budget work session for an upcoming school/fiscal year, the Board will approve performance objectives and an evaluation process. From time to time, consideration of special circumstances outside FSSD control may require an extension of this deadline, which by mutual agreement, may be approved. If performance objectives and an evaluation process are not approved by the Board of Education prior to the deadline (or its mutually agreed extension), the performance objectives and evaluation process from the most recent school/fiscal year are automatically renewed for the upcoming school/fiscal year.



4.301 INTERSCHOLASTIC ATHLETICS – *1st Reading*

This revision request adds Harpeth Valley Athletic Conference (HVAC) to the listing of bylaws that will be followed with our sports teams, as we fall under that conference for girl's softball. There are no other changes begin made to this policy.

Franklin Special Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Interscholastic Athletics	Descriptor Code: 4.301	Issued Date: Proposed
		Rescinds: 4.301	Issued: 07/19/21

1 *General*

2 No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be
3 treated differently from another person or otherwise be discriminated against in any athletic program of
4 the school. Equal athletic opportunities shall be provided for members of both sexes.¹ Student athletes
5 shall only be allowed to participate in athletic activities or events that align with the student's sex
6 indicated on his/her original birth certificate.² The Director of Schools/designee shall require the
7 parent/guardian to provide the student's original birth certificate prior to participation in any
8 interscholastic athletics. If the original birth certificate is not available or does not indicate the student's
9 sex at the time of birth, the parent/guardian shall provide medical documentation showing evidence of
10 the student's sex at birth.

11 Interscholastic athletics shall be administered as a part of the regular school program and shall be the
12 principal's responsibility. Principals shall ensure that school regulations regarding participation in a sport
13 are reasonable. Athletic schedules shall be filed in each school principal's office. The principal/designee
14 shall accompany an athletic team on trips. Transportation of teams to athletic games is approved by the
15 board, provided the team's school reimburses the board for mileage.

16 School athletics shall be coached only by personnel employed by the Franklin Special School District.
17 Such coaches are to be compensated only from district funds, according to the current schedule. Such
18 coaching positions shall only be part-time with no benefits associated.

19 Bylaws of the Tennessee Secondary School Athletic Association (TSSAA), the Williamson Middle
20 Athletic Association (WMAA) **and the Harpeth Valley Athletic Conference (HVAC)** shall regulate the
21 operation and control of athletics.³ The Director of Schools shall develop a code of conduct for all
22 coaches to follow in order to ensure the health and safety of athletes.⁴

23 **INSURANCE & PHYSICAL EXAMINATIONS**

24 In the event that the school's insurance provider does not extend coverage to an athlete, the athlete shall
25 provide proof of independently secured catastrophic coverage and liability coverage, with the school
26 district as a named insured, of not less than the limits set forth in state law.⁵ It shall be the responsibility
27 of the parent(s)/guardian(s) to provide health and hospitalization insurance for all students participating
28 in interscholastic athletics.

29 Prior to participation in interscholastic athletics, every student shall complete an annual physical
30 examination.⁶ The parent(s)/guardian(s) of each student shall be responsible for covering the cost of the
31 examination, and these records shall be on file in the principal's office.

32

1 SCHEDULING CONFLICTS

2 No principal or teacher shall dismiss his/her school or any group of students for the purpose of attending
3 the practice of any interscholastic sport during the school day without written permission from the
4 board.⁷ This does not prevent the inclusion of regular physical training lessons in the daily school
5 program.

6 Students shall not be required to attend a school athletic event, or event related to participation on a
7 school athletic team, if the event is on an official school holiday, observed day of worship, or religious
8 holiday. The student's parent/guardian shall notify the coach in writing three (3) full school days prior
9 to the event.⁸

10 SEVERE WEATHER⁴

11 Severe weather is any type of weather that could impede the safety of any athlete by compromising the
12 playing conditions of the interscholastic sport. Severe weather includes, but is not limited to, thunder,
13 lightning, and extreme temperatures. When severe weather is forecasted, suspension of play shall be
14 discussed with all players, coaches, and officials, if applicable.

15 All coaches who oversee or participate in outdoor training, practice, or competition shall annually
16 complete a heat illness prevention course approved by the Tennessee Department of Health as well as
17 receive training on activity modifications based on environmental conditions.

18 PROHIBITION AGAINST HAZING

19 Coaches, employees, and volunteers of the school district shall not encourage, permit, condone or tolerate hazing
20 activities.⁹

Legal References

1. 34 CFR § 106.41; 20 USCA § 1681 et seq.
2. Public Acts of 2021, Chapter No. 40
3. TRR/MS 0520-01-02-.08(1)
4. Public Acts of 2021, Chapter No. 272
5. TCA 29-20-403
6. 20 USCA § 1232h(c); TRR/MS 0520-01-13-.01(1)(a)
7. TCA 49-6-1002(a)
8. TCA 49-6-1002(c)
9. TCA 49-2-120

Cross References

- Special Use of School Vehicles 3.402
- Student Insurance Program 3.601
- Extracurricular Activities 4.300
- Attendance 6.200

Franklin Special Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: <h2 style="text-align: center;">Interscholastic Athletics</h2>	Descriptor Code: <h3 style="text-align: center;">4.301</h3>	Issued Date: <h3 style="text-align: center;">07/19/21</h3>
		Rescinds: <h3 style="text-align: center;">4.301</h3>	Issued: <h3 style="text-align: center;">03/08/21</h3>

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Cross References

Special Use of School Vehicles 3.402
 Student Insurance Program 3.601
 Extracurricular Activities 4.300
 Attendance 6.200

5.117 TEACHER TENURE – *1st Reading*

This policy update removes number 6 under additional guidelines for earning tenure: A background check within six (6) months prior to tenure being granted.

State law requires all employees to be fingerprinted at least every 5 years of employment with the school district (T.C.A. 49-5-413). Additionally, FSSD board policy 5.108 states that current employees shall report being charged with any criminal offense to their immediate supervisor within 72 hours of the offense.

Removing the background check requirement from the tenure policy will allow all employees to complete their background checks on a 5-year rotation throughout their employment with FSSD while eliminating the potential for duplicate checks in the same year to adhere to both the 6 month from tenure and the 5 year check as required by law.

Franklin Special Board of Education

Monitoring: Review: Annually in February	Descriptor Term: Teacher Tenure	Descriptor Code: 5.117	Issued Date: Proposed
		Rescinds: 5.117	Issued: 09/20/21

1 *General*

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

4 **TENURE ELIGIBILITY²**

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

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

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

23 **ACQUISITION OF TENURE STATUS**

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

27 The Board of Education will grant tenure only to those teachers who can present documentation of a
28 record of excellence as a teacher. The director of schools is responsible for documenting and
29 presenting the recommendation for tenure to the Board of Education.

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

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

9 The following additional guidelines will apply:

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

22 **TEACHER RETURNING TO EMPLOYMENT**

23 A teacher who has acquired tenure status in the school district and later resigns shall serve a two-year

24 probationary period upon reemployment, unless the probationary period is waived by the Board upon

25 request of the Director of Schools. Upon completion of the two-year probationary period, the teacher

26 shall either be recommended by the Director of Schools for tenure or non-renewed. If tenure is denied

27 by the Board, the teacher shall be dismissed.⁸

28 **TEACHER TRANSFERRING FROM ANOTHER SCHOOL DISTRICT⁹**

29 A tenured or non-tenured teacher with five (5) or more years of prior service that transfers from another

30 school district to begin employment in the Franklin Special School District shall serve the regular

31 probationary period. The Board, upon the recommendation of the Director of Schools, may waive the

32 probationary period and grant tenure status or shorten the probationary period.

33 If a non-tenured teacher with fewer than five (5) years of service transfers from another school district,

34 such teacher shall not be eligible for tenure status until the teacher has served at least five (5) years when

35 service in both school districts is counted.

36 All tenure decisions made under this section are subject to the requirements concerning overall teacher

37 performance effectiveness levels.

38 **TEACHER RETURNING TO PROBATIONARY STATUS¹⁰**

- 1 Any tenured teacher who receives two (2) consecutive years of evaluations demonstrating an overall
 2 performance effectiveness level of “below expectations” or “significantly below expectations” shall be
 3 returned to probationary status by the Director of Schools until the teacher has received two (2)
 4 consecutive years of evaluations demonstrating an overall performance effectiveness level of “above
 5 expectations” or “significantly above expectations.”
- 6 When a teacher who has returned to probationary status has received two (2) consecutive years of
 7 evaluations demonstrating an overall performance effectiveness level of “above expectations” or
 8 “significantly above expectations,” the teacher is again eligible for tenure and shall be either
 9 recommended by the Director of Schools for tenure or non-renewed; provided, however, that the teacher
 10 shall be dismissed if tenure is denied by the Board.⁴
- 11 This section does not apply to teachers who acquired tenure prior to July 1, 2011.

Legal References

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

Cross References

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

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

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

23 **ACQUISITION OF TENURE STATUS**

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

27 The Board of Education will grant tenure only to those teachers who can present documentation of a
28 record of excellence as a teacher. The director of schools is responsible for documenting and
29 presenting the recommendation for tenure to the Board of Education.

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

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

9 The following additional guidelines will apply:

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

22 **TEACHER RETURNING TO EMPLOYMENT**

23 A teacher who has acquired tenure status in the school district and later resigns shall serve a two-year

24 probationary period upon reemployment, unless the probationary period is waived by the Board upon

25 request of the Director of Schools. Upon completion of the two-year probationary period, the teacher

26 shall either be recommended by the Director of Schools for tenure or non-renewed. If tenure is denied

27 by the Board, the teacher shall be dismissed.⁸

28 **TEACHER TRANSFERRING FROM ANOTHER SCHOOL DISTRICT⁹**

29 A tenured or non-tenured teacher with five (5) or more years of prior service that transfers from another

30 school district to begin employment in the Franklin Special School District shall serve the regular

31 probationary period. The Board, upon the recommendation of the Director of Schools, may waive the

32 probationary period and grant tenure status or shorten the probationary period.

33 If a non-tenured teacher with fewer than five (5) years of service transfers from another school district,

34 such teacher shall not be eligible for tenure status until the teacher has served at least five (5) years when

35 service in both school districts is counted.

36 All tenure decisions made under this section are subject to the requirements concerning overall teacher

37 performance effectiveness levels.

38 **TEACHER RETURNING TO PROBATIONARY STATUS¹⁰**

- 1 Any tenured teacher who receives two (2) consecutive years of evaluations demonstrating an overall
2 performance effectiveness level of “below expectations” or “significantly below expectations” shall be
3 returned to probationary status by the Director of Schools until the teacher has received two (2)
4 consecutive years of evaluations demonstrating an overall performance effectiveness level of “above
5 expectations” or “significantly above expectations.”
- 6 When a teacher who has returned to probationary status has received two (2) consecutive years of
7 evaluations demonstrating an overall performance effectiveness level of “above expectations” or
8 “significantly above expectations,” the teacher is again eligible for tenure and shall be either
9 recommended by the Director of Schools for tenure or non-renewed; provided, however, that the teacher
10 shall be dismissed if tenure is denied by the Board.⁴
- 11 This section does not apply to teachers who acquired tenure prior to July 1, 2011.

Legal References

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

Cross References

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

5.3023 COVID SICK LEAVE – *1st Reading*

The previous adoption of this policy expired as of December 17, 2021.

Due to the negative impact our personnel continue to experience with this illness, this extension request adds a possible additional five days to paid leave due to a positive diagnosis of the illness of the employee, for a cap of 10 days paid leave for this fiscal year.

Franklin Special Board of Education

Monitoring: Review: After June 30, 2022	Descriptor Term: COVID Sick Leave	Descriptor Code: 5.3023	Issued Date: Proposed
		Rescinds: 5.3023	Issued: 10/18/21

1 ~~Employees are entitled to up to ten (10) days of paid COVID-19 leave between July 1, 2021 and~~
2 ~~December 17, 2021 if they are unable to work because the employee has a confirmed diagnosis of~~
3 ~~COVID-19. The request for COVID leave must be accompanied with evidence of a positive test result.~~

4 ~~This additional leave will expire December 17, 2021.~~

5 Employees are entitled to up to 5 days of paid COVID-19 sick leave January 1, 2022 – June 30, 2022,
6 not to exceed 10 days total for the 2021-2022 school year, if they are unable to work because the
7 employee has a confirmed diagnosis of COVID-19. The COVID diagnosis must be communicated to
8 the school nurse for appropriate return date determination to qualify for this leave.

9 This additional leave will expire June 30, 2022.

Cross References

Sick Leave 5.302

Franklin Special Board of Education

Monitoring: Review: After December 17, 2021	Descriptor Term: COVID-19 Sick Leave	Descriptor Code: 5.3023	Issued Date: 10/18/21
		Rescinds:	Issued:

- 1 Employees are entitled to up to ten (10) days of paid COVID-19 leave between July 1, 2021 and
- 2 December 17, 2021 if they are unable to work because the employee has a confirmed diagnosis of
- 3 COVID-19. The request for COVID leave must be accompanied with evidence of a positive test result.
- 4 This additional leave will expire December 17, 2021.

Cross References

Sick Leave 5.302

6.206 TRANSFERS WITHIN THE SYSTEM – *1st Reading*

This revision follows with amendments to TCA 49-2-128 and additional language from TCA 49-6-3113 which will be effective for students beginning with the 2022-23. With new legislation, districts must post open spaces in each school by grade, class and program level and provide an open enrollment period for consideration of movement from the zoned school to a school of their choice.

TSBA has provided a model policy for updated language and incorporation into our existing policy.

Franklin Special Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Transfers Within the System	Descriptor Code: 6.206	Issued Date: <i>Proposed</i>
		Rescinds: 6.206	Issued: 10/19/20

General¹

Transfer students will meet the same enrollment requirements as new students.

Up to two (2) weeks prior to the beginning of the school year, a parent/guardian may request that his/her child attend a school within the system other than the one to which the child is zoned. ** Each year, the Director of Schools/designee shall review the number of spaces available in each school by grade, class, and program levels. This information shall be posted on the district's website along with the dates of the district's open enrollment period. The open enrollment period shall last for thirty (30) days and information about the number of seats available shall be posted for at least fourteen (14) days prior. The Director of Schools/designee shall reserve a reasonable number of enrollment spaces at each school to account for the enrollment of zoned students, siblings of students, and students who have a parent/guardian employed at the school.²

During the district's open enrollment period each year, a parent/guardian may request that his/her child attend a school within the district other than the one to which the child is zoned. The director of schools/designee shall review such requests and, if adequate space is available, grant such transfers unless a transfer would be adverse to the best interests of the child or the school system. ** If the number of requests exceeds the number of available spaces, the Director of Schools/designee shall implement a lottery to fill the available spaces.

The open enrollment process shall be completed before other nonresident transfers are approved.

POST ENROLLMENT¹

If granted, Once accepted, the student must shall provide his/her own transportation to and from the school.¹ The student must maintain satisfactory attendance, behavior, and effort to remain in the new school.

After a student has enrolled in one (1) school within the system, he/she will not be permitted to transfer to another unless there is a change in residence of the student's parents or guardian outside the area in which the student enrolled. Any exception to this policy must be brought before the director of schools for evaluation and decision.

CHANGE IN RESIDENCE¹

Students whose families transfer their residence to another school area after the first month of school may request to complete the school year at their former school upon approval by the Director of Schools. Students who present evidence that they will move during the school year and who desire to enroll in a

- 1 new school in the new area may do so with prior written request for a change of school area. The Director
- 2 of Schools may grant other exceptions to this policy for good and sufficient reasons.
- 3 Principals shall allow credit for work transferred from other schools.

Legal References

1. TCA 49-2-128
2. TCA 49-6-3113

Cross References

- Student Assignments 6.205
Homeless Students 6.503
Students in Foster Care 6.505

Request/Appeal for Student to Transfer Within the System
6.206.1

** Not effective in event of federally-mandated desegregation order.

Franklin Special Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: <h2 style="text-align: center;">Transfers Within the System</h2>	Descriptor Code: 6.206	Issued Date: 10/19/20
		Rescinds: 6.206	Issued: 09/14/98

- 1 Transfer students will meet the same enrollment requirements as new students.

- 2 Up to two (2) weeks prior to the beginning of the school year, a parent/guardian may request that his/her
- 3 child attend a school within the system other than the one to which the child is zoned.** The director of
- 4 schools/designee shall review such requests and, if adequate space is available, grant such transfers
- 5 unless a transfer would be adverse to the best interests of the child or the school system. If granted, the
- 6 student must provide his/her own transportation to and from the school.¹

- 7 After a student has enrolled in one (1) school within the system, he/she will not be permitted to transfer
- 8 to another unless there is a change in residence of the student’s parents or guardian outside the area in
- 9 which the student enrolled. Any exception to this policy must be brought before the director of schools
- 10 for evaluation and decision.

- 11 Students whose families transfer their residence to another school area after the first month of school
- 12 may request to complete the school year at their former school upon approval by the director of schools.
- 13 Students who present evidence that they will move during the school year and who desire to enroll in a
- 14 new school in the new area may do so with prior written request for a change of school area. The director
- 15 may grant other exceptions to this policy for good and sufficient reasons.

- 16 Principals shall allow credit for work transferred from other schools.

Legal References

1. TCA 49-2-128

Cross References

- Student Assignments 6.205
 Request/Appeal for Student to Transfer Within the System
 6.206.1

** Not effective in event of federally-mandated desegregation order.

	FES					JES					LES					MES					PGES			
	Female	Male	Teachers	Avg		Female	Male	Teachers	Avg		Female	Male	Teachers	Avg		Female	Male	Teachers	Avg		Female	Male	Teachers	Avg
Pre-Kindergarten (P3)	1	3	2	2.0		2	3	1	5.0		3	1	1	4.0		2	4	1	6.0		1	1	1	0
Pre-Kindergarten (P4)	16	13	1	29.0		9	9	1	18.0		6	14	1	20.0		6	12	1	18.0		10	13	1	23
Kindergarten	26	32	3	19.3		29	30	4	14.8		43	44	5	17.4		41	53	5	18.8		27	30	3	19
Pre-First			0	0.0				0	0.0				0	0.0				0	0.0				0	0
Grade 1	27	26	3	17.7		23	35	4	14.5		57	43	6	16.7		50	51	5	20.2		32	31	4	15.75
Grade 2	44	29	4	18.3		19	27	4	11.5		42	42	5	16.8		41	54	5	19.0		20	32	4	13
Grade 3	25	23	3	16.0		30	22	3	17.3		26	47	4	18.3		46	44	5	18.0		29	43	4	18
Grade 4	37	19	3	18.7		23	27	3	16.7		45	50	5	19.0		48	43	5	18.2		39	27	4	16.5
Total Students	176	145		321		135	153		288		222	241		463		234	261		495		158	177		335
Asian	9		3%			32		12%			20		5%			47		10%			10		3%	
Black	39		14%			66		25%			35		8%			46		10%			20		6%	
Hispanic-All Races	37		13%			65		25%			140		32%			77		16%			131		42%	
Native American	1		0%			0		0%			0		0%			2		0%			2		1%	
Hawaiian/Pacific Islander	1		0%			1		0%			4		1%			4		1%			0		0%	
White	201		70%			101		38%			240		55%			295		63%			147		47%	
TOTAL WITHOUT PRE-K	288					265					439					471					310			
	FIS					FMS					Grade					PGMS								
	Female	Male	Teachers	Avg		Female	Male	Teachers	Avg		Grade	Average Size		Female	Male	Teachers	Avg							
Grade 5	127	148	12	22.9							K-3	17.0		35	38	4	18.25							
Grade 6	124	135	12	21.6							4-6	18.9		37	36	4	18.25							
Grade 7						119	131	13	19.2		7-8	22.0		35	57	4	23							
Grade 8						109	144	12	21.1					53	45	4	24.5							
Total Students	251	283		534		228	275		503					160	176		336							
Asian	34		6%			24		5%			FSSD Demographics - 01/24/2022				14		4%							
Black	80		15%			95		19%		18						5%								
Hispanic-All Races	123		23%			140		28%		123						37%								
Native American	3		1%			4		1%		3						1%								
Hawaiian/Pacific Islander	0		0%			1		0%		2						1%								
White	294		55%			239		48%		176						52%								
TOTAL WITHOUT PRE-K	534					503				336														
TOTAL WITHOUT PRE-K	3146	TOTAL WITH PRE-K				3275	TOTAL PRE-K				129													

FRANKLIN SPECIAL SCHOOL DISTRICT
Investment Report
December 31, 2021

Local Government Investment Pool

Interest Rate for December .04%

General Investment Account

Beginning Balance	\$	1,009.02
Interest		0.03
Withdrawals		
Deposits		
Total Invested	\$	1,009.05

Debt Service Investment Account

Beginning Balance	\$	1,188.51
Interest		0.04
Withdrawals		
Deposits		
Total Invested	\$	1,188.55

Capital Projects Investment Account

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

Construction Investment Account

Beginning Balance	\$	19,139,645.10
Interest		595.75
Withdrawals		(2,326,446.65)
Deposits		-
Total Invested	\$	16,813,794.20

FRANKLIN SPECIAL SCHOOL DISTRICT
Investment Report
December 31, 2021

First Tennessee Bank

General Purpose Checking	
Beginning Balance	\$ 441,304.59
Receipts	4,212,252.73
Receipts - Loan from First Horizon (Tax Anticipation)	1,850,000.00
Loan fr Debt Svc.	
Loan fr Capital	
Interest	162.50
Transfer from Investments	
Transfer to Investments	
Pmt of Tax Anticipation Loan First Horizon	
Loan to Debt Svc.	
Repymt Pmt of Loan to - Debt Svc.	
Disbursements	(4,660,946.92)
Ending Balance	\$ 1,842,772.90
Debt Service Checking	
Beginning Balance	\$ 3,010.10
Receipts	214,274.43
Receipts - Loan Payment fr GP	
Loan fr GP	
Interest	10.23
Transfer from Investments	
Transfer to Investments	
Loan to GP	
Disbursements	
Ending Balance	\$ 217,294.76
Capital Projects Checking	
Beginning Balance	\$ 139,965.90
Receipts	101,279.36
Interest	16.59
Loan to GP	
Transfer from GP Loan	
Reimb fr GP-Exp	
Disbursements	(283.37)
Ending Balance	\$ 240,978.48
Construction Checking	
Beginning Balance	\$ 68,349.23
Receipts	
Interest	6.52
Transfer fr LGIP	2,326,446.65
Transfer to LGIP	
Disbursements	(2,336,212.76)
Ending Balance	\$ 58,589.64

Fnd T Acct	Obj	Prj	Loc	Prq	Acct	General Purpose	2021-22		2021-22		2021-22		2021-22		Uncollected
							Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance			
141						General Purpose									
141	R	46981				Safe Schools	0.00	64,499.63	64,499.63	0.00	0.00	0.00	0.00	64,499.63	
141	R	47143				Ed Of Handicap IDEA	0.00	0.00	0.00	0.00	0.00	137,370.91	-137,370.91		
141	R	47145				IDEA Preschool	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
141	R	47304				Remote Technology Grant	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
141	R	47590				Other Federal Through State	0.00	0.00	0.00	2,135.15	37,270.91	-37,270.91	0.00		
141	R	48130				CONTRIBUTIONS	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
141	R	48990				Other-Citizens Group	5,000.00	0.00	5,000.00	8,205.00	8,205.00	-3,205.00	0.00		
141	R	49700				Insurance Recovery	0.00	0.00	0.00	0.00	18,035.41	-18,035.41	0.00		
141	R	49800				Transfers In	55,000.00	0.00	55,000.00	0.00	0.00	55,000.00	0.00		
141						General Purpose	56,687,558.00	4,499.63	56,692,057.63	14,986,119.90	27,895,977.95	28,796,079.68			

141	141 E	Obj	Prj	Loc	Pkg	Acct	General Purpose	2021-22		January 2021-22		2021-22		Unencumbered
								Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Encumbered Amount	Balance	
141 E 71100	---	---	---	---	---	---	Regular Education Program	27,161,989.00	27,162,528.26	2,077,673.97	12,480,597.87	28,851.28	14,653,079.11	
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	442,476.25	2,536,623.40	118,807.55	3,496,551.05	
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	19,950.45	91,226.37	1,883.93	152,792.70	
141 E 72130	---	---	---	---	---	---	Other Student Support	1,018,757.00	1,018,757.00	71,511.20	461,312.85	2,452.21	554,991.94	
141 E 72210	---	---	---	---	---	---	Regular Instruction Program	2,932,547.00	2,996,507.37	223,746.10	1,396,492.36	15,446.44	1,584,568.57	
141 E 72220	---	---	---	---	---	---	Special Education Instruction	1,384,290.00	1,384,290.00	105,401.06	625,414.20	32,241.00	726,634.80	
141 E 72250	---	---	---	---	---	---	TECHNOLOGY	1,188,218.00	1,188,218.00	69,279.24	714,065.50	157.29	473,995.21	
141 E 72310	---	---	---	---	---	---	Board Of Education Services	1,515,880.00	1,515,880.00	321,249.30	898,408.87	141,745.78	475,725.35	
141 E 72320	---	---	---	---	---	---	Director of Schools	490,988.00	490,988.00	36,465.76	236,819.27	10,616.28	243,552.45	
141 E 72410	---	---	---	---	---	---	Office Of The Principal	3,674,138.00	3,674,138.00	302,191.37	1,934,370.09	32,868.87	1,706,899.04	
141 E 72510	---	---	---	---	---	---	Fiscal Services	719,965.00	719,965.00	60,049.77	391,552.41	286.90	328,125.69	
141 E 72520	---	---	---	---	---	---	Human Resources	360,539.00	360,539.00	24,980.13	168,502.97	8,348.37	183,687.66	
141 E 72610	---	---	---	---	---	---	Operation Of Plant	3,513,915.00	3,513,915.00	268,025.97	1,914,016.90	120,860.93	1,479,037.17	
141 E 72620	---	---	---	---	---	---	Maintenance Of Plant	742,036.00	682,036.00	52,475.04	429,827.41	78,347.64	173,860.95	
141 E 72710	---	---	---	---	---	---	Transportation	2,059,958.00	2,059,958.00	144,968.21	955,947.86	74,164.24	1,029,845.90	
141 E 72810	---	---	---	---	---	---	Central And Other	142,304.00	142,304.00	13,741.59	73,674.38	9,521.89	59,107.73	
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	44,266.56	245,444.45	158.25	336,236.19	
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	18,227.00	127,634.75	91,272.25	-2,207.00	
141 E 82230	---	---	---	---	---	---	Interest	42,265.00	42,265.00	20,812.50	24,166.75	2,362.75	15,735.50	
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	4,317,491.47	25,749,516.18	770,393.85	28,076,137.49	

Fnd Y	Acct	Obj	Pri	Loc	Prq	Acct	2021-22		January 2021-22		2021-22		Encumbered		Unencumbered		
							Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance	Amount	Balance			
142						Federal Programs											
142	E	71100				Regular Education Program	194,390.00	1,838,418.94	165,305.66	456,694.82	687,356.99	694,367.13					
142	E	71200				Special Education Program	786,233.00	1,099,407.07	66,758.25	359,824.62	18,415.09	721,167.36					
142	E	72110				Attendance	0.00	8,000.00	0.00	6,943.36	0.00	1,056.64					
142	E	72120				Health Services	14,000.00	661,199.04	50,081.96	294,889.93	18,892.07	347,417.04					
142	E	72130				Other Student Support	153,019.00	481,626.33	35,114.80	159,706.11	12,612.16	309,308.06					
142	E	72210				Regular Instruction Program	185,095.00	317,037.46	37,251.00	84,020.66	29,460.70	203,556.10					
142	E	72220				Special Education Instruction	7,425.00	115,479.47	6,404.13	16,500.38	19,660.72	79,318.37					
142	E	72250				TECHNOLOGY	0.00	312,235.15	5,338.04	98,637.75	4,772.32	208,625.08					
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	140,080.18	109,919.82					
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	507,891.94	553.30	7,348.30	377,981.11	122,562.53					
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	6,402,244.58	366,807.14	1,484,565.93	1,309,231.34	3,608,447.31					

Fnd T Acct	Obj	Pri	Loc	Prq	Acct	2021-22		January 2021-22	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	186,761.12	1,264,341.77	862,193.23	332,602.00
143 -					Food Service	2,459,137.00	2,459,137.00	186,761.12	1,264,341.77	862,193.23	332,602.00

Fnd T	Acct	Obj	Pri	Loc	Prq	Acct	2021-22		2021-22		2021-22		Uncollected	
							Original Budget	Budget Revisions	Revised Budget	January 2021-22 Monthly Activity	FYTD Activity	Balance		
146						Community Service (MAC)								
146	R	43581				Community Services Fees	1,164,691.00	0.00	1,164,691.00	93,699.91	613,246.36	551,444.64		
146	R	43584				Registration Fees-School Year	24,769.00	0.00	24,769.00	590.00	22,670.00	2,099.00		
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	22,608.00	11,304.00		
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	0.00	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	24,711.00	55,520.00		
146						Community Service (MAC)	1,347,170.00	0.00	1,347,170.00	97,115.91	684,145.36	663,024.64		

Fnd	T	Acct	Obj	Pri	Loc	Prj	Acct	2021-22		2021-22	2021-22	2021-22	Encumbered	Unencumbered
								Original Budget	Revised Budget	January Monthly Activity	FYTD Activity	Amount	Balance	
146							Community Service (MAC)							
146	E	73300	---	---	---	---	Community Service	1,341,799.00	1,381,999.48	90,799.38	679,069.68	9,327.08	693,602.72	
146	E	99100	---	---	---	---	Operating Transfer	0.00	0.00	0.00	0.00	0.00	0.00	
146	-	-----	---	---	---	---	Community Service (MAC)	1,341,799.00	1,381,999.48	90,799.38	679,069.68	9,327.08	693,602.72	

Fnd T	Acct	Obj	Pri	Loc	Frg	Acct	2021-22		2021-22		2021-22		Uncollected
							Original Budget	Budget Revisions	Revised Budget	January Monthly Activity	FYTD Activity	Balance	
156	R	40610	---	---	---	---	6,540,270.00	0.00	6,540,270.00	2,097,759.20	2,344,908.60	4,195,361.40	
							50,000.00	0.00	50,000.00	3,262.28	28,309.47	21,690.53	
							10,500.00	0.00	10,500.00	615.95	3,123.96	7,376.04	
							20,000.00	0.00	20,000.00	1,148.33	12,003.30	7,996.70	
							1,000.00	0.00	1,000.00	102.95	321.35	678.65	
							0.00	0.00	0.00	0.00	0.00	0.00	
							0.00	0.00	0.00	0.00	0.00	0.00	
							6,621,770.00	0.00	6,621,770.00	2,102,887.71	2,388,666.68	4,233,103.32	

Debt Service

Current Year Property Tax
 Prior Year Property Tax
 Interest & Penalty
 Pick-Up Taxes
 Interest Earned
 Other Local Revenue
 Transfers In
 Debt Service

Fnd T Acct	Obj	Prj	Loc	Prq	Acct	2021-22		January 2021-22		2021-22	Encumbered	Unencumbered
						Original Budget	Revised Budget	Monthly Activity	FYTD Activity			
156	E	72310			Debt Service	132,110.00	132,110.00	42,140.69	47,749.09	0.00	84,360.91	
156	E	82130			Board Of Education Services	3,235,000.00	3,235,000.00	0.00	0.00	0.00	3,235,000.00	
156	E	82230			Principal	2,796,803.00	2,796,803.00	0.00	1,404,772.16	0.00	1,392,030.84	
156	E	82330			Interest	1,500.00	1,500.00	0.00	750.00	0.00	750.00	
156	E	82330			Other Debt Service	6,165,413.00	6,165,413.00	42,140.69	1,453,271.25	0.00	4,712,141.75	
156	E	82330			Debt Service							

177	End T Acct	Obj	Pri	Loc	Proj	Acct	2021-22		2021-22		2021-22		Uncollected
							Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance	
						Capital Projects							
177 R	40210					Local Option Sales Tax	0.00	0.00	0.00	0.00	0.00	0.00	0.00
177 R	40390					Other Statutory Local Tax	950,000.00	0.00	950,000.00	63,757.99	471,896.70	478,103.30	478,103.30
177 R	44110					Interest Earned	200.00	0.00	200.00	570.67	3,804.90	-3,604.90	-3,604.90
177 R	44530					Sale of Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00
177 R	44570					Contributions & Gifts	0.00	0.00	0.00	0.00	0.00	0.00	0.00
177 R	44990					Other Local Revenue	0.00	0.00	0.00	0.00	0.00	0.00	0.00
177 R	46530					Energy Efficient Schools Grant	0.00	0.00	0.00	0.00	0.00	0.00	0.00
177 R	48130					CONTRIBUTIONS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
177 R	49100					Bonds Issued	0.00	0.00	0.00	0.00	0.00	0.00	0.00
177 -						Capital Projects	950,200.00	0.00	950,200.00	64,328.66	475,701.60	474,498.40	474,498.40

End T Acct	Obj	Pri	Loc	Prg	Acct	2021-22 Original Budget	2021-22 Budget Revisions	2021-22 Revised Budget	January 2021-22 Monthly Activity	2021-22 FVID Activity	Uncollected Balance
						69,488,065.00	1,970,424.05	71,458,489.05	17,704,562.28	34,146,754.41	37,311,734.64
Grand Revenue Totals											

Number of Accounts: 329

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

End T Acct	Obj	Pri	Loc	Prq	Acct	2021-22 Original Budget	2021-22 Revised Budget	January 2021-22 Monthly Activity	2021-22 FYTD Activity	Encumbered Amount	Unencumbered Balance
Grand Expense Totals						87,821,171.00	92,923,343.58	7,777,614.80	47,880,364.48	11,229,947.32	33,813,031.78

Number of Accounts: 4593

***** 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
		During	Month of	FY18-19	FY19-20	FY20-21	FY21-22	Month-to- Month	Year-to- Date	Month-to- Month	Month-to- Month
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	619,147	\$ 96,126	\$ 293,356	3.6%	6.0%	18.4%	19.0%
Nov	Aug	498,698	505,911	532,701	606,729	\$ 74,028	\$ 367,384	1.4%	5.3%	13.9%	17.7%
Dec	Sept	485,992	492,597	544,613	637,185	\$ 92,572	\$ 459,956	1.4%	10.6%	17.0%	17.6%
Jan	Oct	506,973	514,543	555,813	634,248	\$ 78,435	\$ 538,391	1.5%	8.0%	14.1%	17.0%
Feb	Nov	522,901	542,968	562,186	674,124	\$ 111,938	\$ 650,329	3.8%	3.5%	19.9%	17.4%
Mar	Dec	683,074	744,403	816,850							
Apr	Jan	441,423	479,353	555,149							
ADA Adjustment		(234,092)	(67,495)	(306,074)							
May	Feb	416,114	439,802	462,905							
June	March	487,736	479,700	561,919							
July	April	481,548	426,422	593,537							
Total YTD		\$ 5,770,723	\$ 6,052,681	\$ 6,422,720	\$ 4,388,764	\$ 650,329					
FY 2021-2022 Budgeted Total					\$ 6,500,000						
Actual Over (Under) Budget					\$ (2,111,236)						
% of Budget Received YTD					67.5%						