

**Board of Education Regular Meeting
September 12, 2022 6:30 PM**

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

- I. **MEETING CALLED TO ORDER**
- II. **PLEDGE OF ALLEGIANCE**
- III. **OATH OF OFFICE**
- IV. **2022-23 ELECTION OF BOARD OFFICERS**
- V. **RECOGNITIONS/GOOD NEWS AWARDS**
 - V.1. **Resolution in Support of Our Students and Teachers by Requesting the TN General Assembly to Amend 49-6-3115 to Allow School Districts to Make Retention Decisions for Third and Fourth Grade Students**
 - V.2. **Good News**
- VI. **PUBLIC INPUT**
- VII. **REPORTS/PRESENTATIONS/DISCUSSIONS**
 - VII.1. **Teaching & Learning Spotlight**
 - VII.2. **Construction Report**
 - VII.3. **2022-23 Community Pre-K Advisory Council Board Representative**
 - VII.4. **2022-23 TSBA Legislative Liaison**
 - VII.5. **2022 TSBA Convention Delegates**
 - VII.6. **COSSBA Urban Boards Alliance Symposium Report**
- VIII. **APPROVAL OF BOARD AGENDA**
- IX. **APPROVAL OF CONSENT AGENDA**
 - IX.1. **Minutes of Board Meeting dated August 8, 2022**
 - IX.2. **Minutes of Work Session dated August 23, 2022**
 - IX.3. **Extended Contract Proposals**
 - IX.4. **Student Disciplinary Hearing Authority Appointment**
- X. **BUSINESS BEFORE THE BOARD**
 - X.1. **Annual Contract to Audit Accounts FY 2022-23**

X.2. New Policy: Virtual Education Program (4.212) - 2nd Reading

X.3. Policy Revision: Attendance (6.200) - 2nd Reading

X.4. Policy Revision: Grading System (4.600) - 1st Reading

X.5. Policy Revision: Student Assignments (6.205) - 1st Reading

**X.6. Policy Revision: Use of Personal Communication Devices and Electronic Devices
(6.312) - 1st Reading**

XI. DIRECTOR OF SCHOOLS REPORT

XII. UPDATES

XII.1. Teaching and Learning

XII.2. Finance and Administration

XIII. ANNOUNCEMENTS

XIV. ADJOURNMENT

**RESOLUTION
OF THE FRANKLIN SPECIAL SCHOOL DISTRICT
BOARD OF EDUCATION**

**IN SUPPORT OF OUR STUDENTS AND TEACHERS BY REQUESTING
THE TENNESSEE GENERAL ASSEMBLY TO AMEND TCA 49-6-3115 TO
ALLOW SCHOOL DISTRICTS TO MAKE RETENTION DECISIONS
FOR THIRD AND FOURTH GRADE STUDENTS**

WHEREAS, the Franklin Special School District is charged with governing the school district so that all students receive the best educational opportunities in order to graduate prepared to enter a postsecondary institution or the workforce; and

WHEREAS, during its 2021 first extraordinary session, the Tennessee General Assembly adopted Public Chapter No. 1, now codified as TCA 49-6-3115, which provides in pertinent part that, “Beginning with the 2022-2023 school year, a student in third-grade shall not be promoted to the next grade level unless the student is determined to be proficient in English language arts (ELA) based on the student achieving a performance level rating of “on track” or “mastered” on the ELA portion of the student’s most recent Tennessee comprehensive assessment program (TCAP) test”; and

WHEREAS, TCA 49-6-3115 provides that, notwithstanding the aforementioned provision, a third grade student who is not proficient in ELA as determined by the student achieving a performance level rating of “approaching” on the ELA portion of the student’s most recent TCAP test may be promoted if:

- a. The student is an English language learner and has received less than two (2) years of ELA instruction;
- b. The student was previously retained in any of the grades K-3;
- c. The student is retested before beginning the next school year and scores proficient in ELA;
- d. The student attends a learning loss bridge camp before the beginning of the upcoming school year, maintains a 90% attendance rate at the camp, and the student’s performance on the post-test at the end of the learning loss bridge camp demonstrates adequate growth as determined by the Department of Education; or
- e. The student is assigned a tutor through the Tennessee accelerating literacy and learning corps to provide the student with tutoring services for the entirety of the upcoming school year based on tutoring requirements established by the Department of Education; and

WHEREAS, TCA 49-6-3115 provides that a third grade student who is not proficient in ELA as determined by the student achieving a performance level rating of “below” on the ELA portion of the student’s most recent TCAP test may be promoted if:

- a. The student is an English language learner and has received less than two (2) years of ELA instruction;
- b. The student was previously retained in any of the grades K-3;
- c. The student is retested before beginning the next school year and scores proficient in ELA; or
- d. The student attends a learning loss bridge camp before the beginning of the upcoming school year, maintains a 90% attendance rate at the camp, and is assigned a tutor through the Tennessee accelerating literacy and learning corps to provide the student with tutoring services for the entirety

of the upcoming school year based on tutoring requirements established by the Department of Education; and

WHEREAS, a student who is promoted to the fourth grade pursuant to this process must show adequate growth on the fourth grade ELA portion of the TCAP test, as determined by the Department of Education, before the student may be promoted to the fifth grade; and

WHEREAS, in states that have adopted legislation regarding the retention of third grade students, the educational outcomes for the students who have been retained have been mixed, with one reported negative outcome being that retention laws can have adverse effects on students with disabilities and at-risk students; and

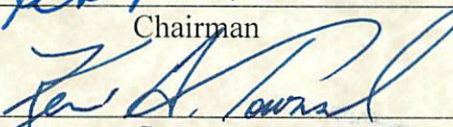
WHEREAS, other than Tennessee, most, if not all, of the states that have adopted legislation regarding the retention of third grade students have included in that legislation a provision allowing school districts to promote students who were not proficient in ELA as measured by standardized state tests but yet showed progress based on school district data, demonstrating an understanding of ELA via alternative knowledge assessments; and

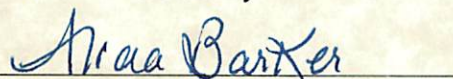
WHEREAS, Tennessee's failure to afford school districts the discretion to make retention decisions based on all school district information on each student adversely and disproportionately affects students who, for many reasons, might not perform well on standardized tests but yet demonstrate an understanding of ELA via alternative knowledge assessments.

NOW, THEREFORE, BE IT RESOLVED, that the Franklin Special School District Board of Education urges the General Assembly to amend TCA 49-6-3115 to allow school districts to make retention decisions for third and fourth grade students based upon all school district information on each student.

ADOPTED BY THE ELECTED FRANKLIN SPECIAL SCHOOL DISTRICT BOARD OF EDUCATION, FRANKLIN, TENNESSEE, AT THEIR MEETING IN REGULAR SESSION ON THE TWELFTH DAY OF SEPTEMBER 2022.



Chairman


Secretary


Board Member


Vice Chairman


Treasurer


Board Member



FSSD Student Artist of the Month

Eliza Cathey, age 9
Moore Elementary School



Moore Elementary School 4th grader Eliza Cathey is the FSSD Student Artist of the Month for September. Eliza completed her beautiful oil pastel pumpkin artwork in Mr. Reynolds' art class. During the lesson, students learned about the various ways to use oil pastel and the different techniques for blending. They also learned techniques for shading to make their drawings appear more three-dimensional. Mr. Reynolds, provided students with the opportunity to explore printmaking by creating multi-layered, monotype backgrounds. For these backgrounds students explored the school playground and sourced their own leaves for this technique.

Eliza's pumpkin is a beautiful way to celebrate our employee birthdays and is featured on the front of the birthday cards for the month.

A special thank you to Chuck Sugg and **Sonic Drive-In** for sponsoring the student artist of the month program with a generous \$15 gift card.

Recognitions

Chuck Sugg: In the community, on the baseball and softball fields, in the schools – at almost every turn you will see Chuck Sugg hauling cases of food or drinks, passing out gift cards and coupons, and encouraging everyone along his way. Tonight we are honored to recognize Mr. Sugg for the countless donations of time, talent and food to every single one of our schools and central office over the course of many years. Managing Partner at Sonic, Mr. Sugg is a long-time supporter of public education. Both of his children went through the Franklin Special School District but he has spent many hours since those days, helping in the gyms, the fields and playgrounds, the parking lots and the hallways. He has used his position at Sonic Drive-In to show the fast food chain's support of local teachers and students in many ways over the years. For example, Chuck - through Sonic - has paid for the families of our school district to have access to free tutoring through Homework Hotline, available during the weeknights to students who need extra help. He supplies rewards in the form of gift cards to our students for a multitude of reasons, including our student artist of the month program you saw here tonight. All of our employees are provided special educators' discount cards up to 20% off at the local Sonics. The discounted and free food and drinks he provides our schools for assemblies, faculty meetings, rewards and special events cannot be counted. Most importantly Mr. Sugg is a constant reminder that our students, educators and support staff are appreciated and supported by him and his restaurant. We are very grateful to Chuck, a faithful business partner and friend to the FSSD for over two decades.

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: September 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 September Board Meeting



Spotlight:

In the latest installment of the “Get to Know the Teaching and Learning Team” series, the T&L spotlight illuminates Technology and Media Supervisor Mark Anderson! Mark’s job responsibilities and expertise are both broad and highly specific, and like all T&L members, his role is closely intertwined with that of every person on the team, as well as with school and other district administrators, teachers, and staff. It is this combination of skill, knowledge, and synergy that Mark maximizes for optimal benefit to students.

Mark’s supervision of the Local Area Network (LAN) and the Wide Area Network (WAN) is key to every aspect of his position and the support he provides to every FSSD employee. A LAN is a computer network that covers a small geographic area, such as a home, office, or group of buildings. In contrast, a WAN is a computer network that covers a broad area - for example, any network in which the communications link cross-regional and metropolitan boundaries over a considerable distance. In the FSSD, each school comprises a LAN, and the WAN is composed of the connection between all of the schools and that connection to the entire world.



A vast and ongoing component of Mark’s duties involves the purchase, distribution, and upgrades to district and school software and hardware. This includes several of our digital academic resources (examples are Discovery Education, AimswebPlus, and Learning.com) as well as the platforms that facilitate access to learning, collaboration, and partnerships with parents/guardians or ensure students are safe while online, such as Zoom, Kami, Skyward, and GoGuardian. To keep our 1:1 device program in grades 1-8 running smoothly and efficiently, Mark manages the student use of

several types of devices (Chrome Books, 2 in 1s). Pre-K recently received several Chrome Tablets for each classroom's utilization.

Swift and consistent communication is a staple of the district's endeavors thanks to Mark. He oversees school and building phone systems, and adjusts phone numbers with every personnel change. In a related responsibility, Mark manages the purchase, distribution, and constant support of iPhones and iPads, definitely crucial tools in the world of education, where reliable contact with district staff and all stakeholders is imperative. Where would we be without email and the immediate contact and connection it offers? Mark creates and manages all district accounts.

Of course, Mark's key role in the safety and security of the students and staff of the FSSD cannot be overstated. He oversees, troubleshoots, and helps to provide resolution of questions and issues with security cameras and supervises the access control systems (visitor management).

Mark would like to recognize and thank the invaluable and dedicated members of the technology team: Database Manager Robb Walters, MAC Tech Jeff Collins, PC Tech and Backup Network Tech Ray Roberts, MAC Tech Sam Vega, and MAC/PC Tech Nick Wegrzyn.

Instructional Technology – Josh Bracamontes **Teacher and Student Support**

- Things are back in full swing and the hard work that took place during the summer months in preparation for the return of teachers and students has yielded dividends. The new K-2 Dell 2-in-1 touchscreen Chromebooks were in the hands of students from the start. [THIS VIDEO](#) was provided to guide teachers through the need-to-knows for getting started and follow-up support was provided as needed. All district-provided digital resources seen [here](#) and [here](#), and more were launched for teachers, students, and others in various instructional roles. Many on the Teaching and Learning team worked with support teams from the district-adopted assessment platforms to ensure all were rostered properly. While there were some vendor-induced delays with a few resources, the setup was an overall success which supported student learning at the onset of the school year.

Instructional Technology Updates Presentation

- At the beginning of each school year, Dr. Bracamontes, Shelly Robinson, and Amber Whitley tour all eight schools and present pertinent information about technology efforts across the district. This year's presentation highlighted the annual commitments the instructional technology team makes to teachers (seen on slide 2), the use of digital curricular resources, coding and computer science, and more. You can review this presentation [HERE!](#)

Instructional Technology Weekly Email

- The PK-4 Instructional Technology Weekly Email is continuing this year. This communication, sent to teachers, administrators, and other school personnel each Friday, contains important technology information as well as tips and tricks to make the digital experience great. Take a look at this communication [HERE!](#)

Remote Learning Drill

- The FSSD values the contributions of digital devices and curriculum in assisting teachers with driving accelerated student learning gains. The district also places emphasis on student preparedness in a digital environment through education on digital citizenship and digital

literacy skills. All K-8 students are issued a Chromebook and use them in varying capacities with platforms including Imagine Learning, iReady, Achieve 3000, Google Classroom, and more. Over the last couple of years, students in grades 3-8 have taken their Chromebooks home each night, while students in grades K-2 have taken their devices home one time each week. With this best practice in place, the required remote learning drill was designed to be a meaningful practice that is seamlessly embedded into our previously established routines. Doing so ensures no disruption of learning, meets the obligation set forth by the state legislature, and ensures we continue to be prepared for a remote learning setting.

Curriculum & Professional Learning – Summer Carlton

Level I: Instructional Coaching – Results Coaching Global

- All of our instructional coaches participated in the Level I: Instructional Coaching training with Results Coaching Global. This seminar is designed to support the work of campus coaches, instructional specialists, and content facilitators as they deepen knowledge and skills about the role and work of a coach. The experience will strengthen and deepen the knowledge, skills and beliefs of any position responsible for supporting others, building relationships, and ultimately increasing performance results. Learning was focused on:
 - the essential tools and skills of coaching
 - language that promotes positive thinking and problem solving
 - feedback that accelerates growth
 - conversation tools and frameworks that increase effectiveness and efficiency
 - the principles of coaching
 - current research from neuroscience about why the brain needs coaching
 - current research on trust

2022-2023 Pacing Guides

- All of our 2022-2023 pacing guides have been finalized and posted to the district website. There are pacing guides for English language arts, math, science, and social studies for grades kindergarten through eight. These pacing guides were developed by our teachers with Power School consultants and are reviewed and updated each summer for the new school year.

ELL Teacher Meeting

- Mrs. Carlton met with all district ELL teachers during their monthly collaboration to discuss new legislation around curriculum and instructional resources, and the importance of using our district-adopted high quality resources. The ELL teachers collaborated around strategies and best practices for providing support to our ELL students and their teachers through the use of our district-adopted curricula.

Communications – Susannah Gentry

Legacy Gallery

- Training occurred in August for the interactive components that are housed in the Legacy Gallery. When additions or changes are needed, there is a team of trained employees who know how to access all of the components and provide data to the off-site server.

School Websites

- August was a busy time for the district and school webmasters, who recently signed their extended contracts to maintain their school's site. Updates have been prevalent, including various curricular, financial and business documents as well as budget changes. Staff changes have also been considerable. Further, we have updated salary schedules, organizational charts, staff directories, ABST information, new third grade retention law awareness, and TCAP/TVAAS scores and data from 2021-2022.

District Website

- Ms. Gentry has been working with a videographer who has already replaced the video banners on the district and school websites. In addition to the new web banners, the district will receive hundreds of still images to be used in various marketing projects. A marketing video, an employee recruitment video, and a bus driver recruitment video are still in production. We are excited to have these fresh images, audio and video represent our district to the community.

Additionally, Ms. Gentry is working with Teaching and Learning team members and library media specialists to create procedural forms and language about the new Age-Appropriate Materials Act legislation and its requirements for our families to access on the website.

Safety Training Video

- Ms. Gentry and Safety and Attendance Supervisor Celby Glass are working with the city of Franklin to develop a training video on the use of bleeding control kits that are available in our schools and are to be used in the event of an emergency. Franklin Fire Department and EMS are helping with the demonstration of the kits for our faculty to watch through Employee Navigator at their convenience. These kits will be helpful in the event of injuries due to a tornado, a mass casualty event, or even a severe playground injury.

Attendance – Celby Glass

Attendance Secretaries Support

- Celby continues to support the attendance secretaries in their work with school administrators as the school year unfolds. Her duties consist of reviewing registrations, answering questions regarding custody plans, ensuring that records requests are received for children that are withdrawing, attending juvenile court to represent the district in carryover truancy cases from the 2021-2022 school year, and much more. During the first attendance secretary meeting of the 2022-2023 school year, Celby reviewed such topics as documents to upload into Skyward when a child registers and the specific coding for students that are absent due to a COVID-related illness.

Safety

- Celby's weekly school safety team meetings with the Williamson County Sheriff's office and Williamson County Schools have commenced for the current school year. These gatherings are extremely valuable as she is able to discuss any active investigations occurring in the district due to staff or student issues.
- The Safe Schools Grant is ready to be completed in e-Plan. The grant will allow for the continuation of the security laminate project on our schools. During this phase Celby is continuing to wrap schools' classroom doors and windows with security film.

- By September 7, Celby completed her annual safety training at all FSSD schools. Topics such as lockdown procedures, K-9 searches, the Department of Children’s Services (DCS) referral process, and bleeding control kits were reviewed and discussed.

Student Support Services – Lee Kirkpatrick

Voluntary Pre-K

- As of August 26, 2022 the five voluntary pre-K classes have 76 income-qualifying children enrolled. The Tennessee Voluntary Pre-K Grant funds 100 seats and prior to the pandemic we operated six classrooms. We continue to receive applications and will place qualifying families until program capacity is reached.

State of the Schools

- Williamson Inc. has set the date of September 29 (11:30-1:00) at The Factory for a Chamber of Commerce signature event, the *State of the Schools*. This luncheon is headlined by Dr. Snowden and Williamson County Schools Director of Schools Mr. Jason Golden as they address the “state” of our public-school districts, the true driver of the economic engine that is Franklin and Williamson County.

School Counselors

- The school counselors will attend the Tennessee School Counselor and Administrator Institute from September 25-27 in Murfreesboro. This year the theme of the conference is *THRIVE!*

Mercy Community Healthcare Partnership

- The district is pleased to continue its partnership with Mercy Community Healthcare to provide mental health counseling to referred students in need of Tier III supports.

Parent Liaisons

- The FSSD Parent Liaison Team has concluded the busy beginning-of-the-year enrollment and registration activities and continues to support ongoing school and district communication efforts. Fall is always filled with translation and interpretation services for upcoming parent/teacher conferences and IEP meetings. Parent liaisons play a key role ensuring teacher, school and district communication reaches all FSSD stakeholders.

Reading & Rtl Coordinator – Gina Looney

Literacy/Rtl Update

- The universal screening process for fall is in process and will be completed soon. For K-4 schools, we experienced a delay as aimswebPlus had technical issues. Screening for kindergarten students was completed by September 9.
- Literacy coaches have started the dyslexia screening process for students who may have characteristics of dyslexia. The universal screening measures provide a large portion of that screening for students in K-1. Students who are screened and show characteristics of dyslexia will receive specific interventions. Students who are screened and have some deficits, but to a lesser degree, will receive appropriate interventions to address those deficits.
- Previously we partnered with Vanderbilt University through a state grant to support many of our district behavior efforts. That opportunity was dissolved and has transformed into an academic/behavior support combination. We have opted not to participate in this for 2022-2023 because many of the components were unclear. We always have the option to rejoin, if it looks more appealing after the pilot year ends. Instead, we will continue with the efforts that we

learned during our grant partnership. With the help of our District Behavior Leadership Team and the behavior coaches, we believe we can manage our implementation in house.

Literacy-Related Professional Learning

- In an effort to make Wilson Reading the primary intensive reading intervention in grades 5-8, more teachers were trained on the program from September 7-9. Adding this intervention in upper grades provides a new resource for students who have been receiving intervention for several years. It is not uncommon for students with considerable reading deficits to continue to need intensive intervention for many years.

PAC Operations Manager – Jeremy Maxwell **Opening Day**

- Opening Day on August 1 was a success! The PAC hosted two events, which used the in-house A/V system for the first time. This included the use of the main amplifiers, sound console, on-stage A/V lectern, lapel mics, handheld mics, camera, lobby screens, and restroom/lobby speakers.

Meetings

- The Connector Gallery is popular! Requests for usage have been made by several groups to hold their meetings in the space. Conversations have begun about the long-term needs of the space, including A/V and furniture.
 - Results Coaching Global held a two-day seminar in the Connector Gallery on August 8 and 9.
 - During one tour, an inquiry was made about the possibility of renting the Connector Gallery to community organizations, which would be an additional revenue source for the facility.

Tours

- Tours of the PAC continue to be in demand, with visiting groups including representatives from Christian Youth Theatre, Williamson County Chorus, and the Tennessee Performing Arts Center Education Department.

Punch List

- The concessions area is being tiled.
- Vanity lighting has been installed in both dressing rooms.
- ID scanners are installed and functioning.
- Landscaping work continues around the building.
- Restroom equipment is 99% installed.

Logo

- A PAC logo has been finalized and will be used primarily online and for social media, but will also be incorporated into banners displayed at the front of the building, like the schools in the district.

Furniture

- Furniture was delivered and is now in place in the lobby and in Mr. Maxwell's office.

Special Populations –Cheryl Robey

Access for ALL training

- The FSSD ACCESS facilitators facilitated a training session on August 1 focusing on increasing ACCESS (*All Children Challenged and Equipped for Success in School*) to Tier 1 instruction for students with disabilities. School teams consisting of general education teachers, special education teachers, and administrators from LES, FES and PGES participated in the training. This professional learning was valuable in impacting the mindset, culture and climate of the schools and classroom settings as we focus on providing all students the tools needed to have academic success in our classroom settings across the district.

FSSD Isolation, Restraint and Discipline for Students with Disabilities School Presentations

- The district autism consultant, district behavior consultants, and Dr. Robey completed presentations at all FSSD schools on August 2, 4, and 5. The presentations shared information regarding restraint, isolation, requirements of isolation rooms, when isolation and restraint are allowable, who can restrain, the reporting process, when IEP meetings are required, the FSSD Hallway Protocol and the FSSD Procedures for Discipline of Students with Disabilities ages 3-21 in conjunction with Policy 6.316.

Supervisors of Special Education (SOS) Conference Planning Meeting

- Supervisors of special education met to plan and discuss the upcoming October conference and to discuss their current needs.

EQUIP for New FSSD Special Educators

- On July 28 new FSSD special educators were provided information and resources to ensure a positive start to the school year. Topics included an overview of EdPlan, the IEP- important points to keep in mind and information regarding support and mentorship, as well as the FSSD Special Education Procedures Manual and district transition questions.

Substitute Kick-off 2022-23

- On August 2, Ms. Duke and Staff EZ extended an invitation for Dr. Robey to speak with the substitutes about subbing in special education settings. We discussed the various special education settings (inclusion, resource and self-contained), the expectations in each of these settings, and opportunities experienced when working with students with disabilities. We are hopeful the information shared will encourage subs to fill requests from special education teachers throughout the school year.

Special Education Professional Learning Session

- On August 1, a two-hour professional learning session was provided for all special educators across the district. The agenda focused on the FSSD Special Education Procedures Manual, writing appropriate IEPs, and IEP meeting reminders. This collaboration is valuable at the start of the school to address any questions and/or concerns prior to scheduling IEP meetings.

ANLAR/FSSD Indicator 7 Training

- Casey Archer, Sarah Whitman, TDOE Project Evaluation Lead and Senior Technical Assistance Specialists, and Dr. Robey met for continued discussion around Indicator 7 (preschool students show improved social emotional skills, acquisition of knowledge and skills and appropriate behaviors) on the Annual Performance Report. FSSD did not meet the state target on these indicators. FSSD needed greater than 90% on each area of Indicator 7. We

currently have percentages ranging from 86% to 89%. AnLar provides related supports, resources and professional learning. A required training for special education preschool teachers, the district preschool coordinator, and Dr. Robey was scheduled for August 5 and August 12. It focused on social/emotional milestones, language/communication milestones, cognitive milestones and movement/physical development milestones for students ages 3-5. Several case studies were integrated to assist teachers with making the appropriate decisions regarding a student's developmental levels.

District-Wide Special Education Professional Learning Community

- On August 23 special educators and Dr. Robey met to discuss special education programs and interventions utilized across the district for students with disabilities. Mercy counselors joined the meeting to share information regarding their roles in the FSSD schools and how they are able to provide mental and behavioral supports to teachers and students.

Parent-Family Engagement Committee Meeting

- On August 10 Dr. Wiemers, Dr. Decker and Dr. Robey met via Zoom with selected parents from various schools to review and discuss the 2022-23 District Parent and Family Engagement Policy. We were divided into groups to discuss the different components of the policy. The parent feedback received was valuable and informative in determining parent involvement, engagement and perceptions.

Social/Emotional/Mental Supports Meeting

- On August 11, Dr. Kirkpatrick, special education personnel, and Dr. Robey met with Mercy counselors to brainstorm ways to integrate social, emotional, mental and behavioral supports for students. The current support for Tier III was discussed, as were the differences in needs and approaches to providing educational interventions and medical interventions. These differences were noted specifically for students with behavioral/mental health challenges, families who have additional barriers and adversities, and the impact of an integrated health care model working in collaboration with medical providers and educators. The goal is to wrap students with services and provide the best evidence-based practices. We plan to schedule additional meetings and opportunities for educators to learn more about the supports available across the district.

Accelerated Learning Specialists (ALS) Meeting

- On August 11, the ALS teachers and Dr. Robey met to discuss high-quality instructional materials currently being used in their settings. We reviewed materials and resources endorsed by the National Association for Gifted Children. ALS resources also support skills that are components of Tennessee Academic Standards. ALS teachers will soon receive targeted professional learning on district-adopted curricula.

Outreach Meeting with Kim Raybon

- On August 16, Ms. Raybon, Mid Cumberland Special Education Interventionist, and Dr. Robey met to discuss the development of a partnership that would center around the strategy of ***Creating a System of Professional Learning and Supports for High-Quality IEPs and supporting districts as they work to improve student outcomes through the level of IEPs.*** The work would focus on building district capacity and working with district leaders to build effective systems and structures. Further discussion around this partnership will take place to determine next steps.

APR Data: General Supervision Webinar - Indicators 8 & 11

- On August 23, special education supervisors participated in a webinar with Zachary Stone, Senior Director of Data Analysis for Special Populations to discuss Indicator 8 - Parent Involvement and Indicator 11 - Child Find. Essential information was shared to help develop an understanding of the data and reports that are pulled from EdPlan in determining our percentages on the Annual Performance Report each year.

2022-23 IEP Monitoring

- FSSD is participating in the 2022-23 IEP Compliance Monitoring Wave 1. The monitoring includes the review of 15 selected Individual Education Programs (IEPs), initial evaluations, and triennial evaluations. Special education teachers were provided an IEP Monitoring Guide and Protocol to assist with the process. The deadline to complete the file review was August 26.

FSSD Special Education Newsletter

- The September FSSD Special Education newsletter may be accessed at the following link: <https://www.smores.com/s47tr>

Instructional Technology – Shelly Robinson

Skyward Discipline

- With 2022-2023 being the first full school year during which teachers of grades 5-8 will document their discipline referrals in Skyward, Shelly Robinson worked with Amber Whitley to ensure all middle school teachers were trained in how to do so. Serving as a refresher for teachers who started this process last year, and as a training for new teachers, procedures and practices were demonstrated and discussed to groups at all of FSSD's 5-8 schools.

Meeting with PLCs

- To kick off the 2022-2023 school year, Shelly Robinson reached out to all teachers in grades 7-8 to set aside time to meet with all teams of teachers (7th grade science, 8th grade math, related arts, etc.). In these meetings, Mrs. Robinson was available to ask questions, offer support with our district's high-quality instructional materials, and identify any instructional technology needs. It is Mrs. Robinson's plan to formally meet with teachers on a monthly basis to ensure support is ongoing.

Instructional Technology 5-8 Newsletter

- Mrs. Whitley and Shelly Robinson sent out their first quarterly instructional technology newsletter to faculty and staff in grades 5-8. The newsletter can be found [here](#) and included information about Promethean ActivPanels, Google Classroom, district-supported digital resources, online textbooks, and more.

English Language Learners (ELL) Support

- Shelly Robinson worked closely with Dr. Kirkpatrick and other members of the Teaching & Learning team to identify digital resource (and other) supports that can be offered to ELL students in the district. The focus was on the FSSD district-adopted high-quality instructional materials to ensure all students have access to the content while their needs are met. Next, Mrs. Robinson, along with members of the Teaching & Learning team, met with EL teachers in the district to discuss.

Student Performance & Federal Programs –Pax Wiemers

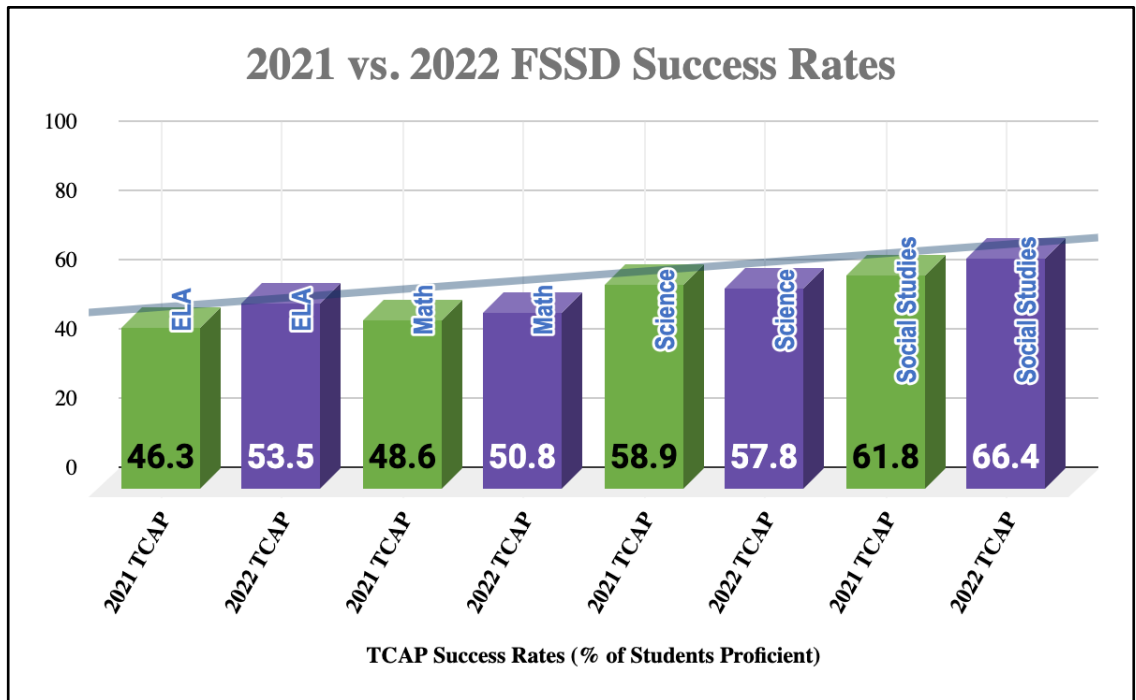
Student Performance

- Much of the past month has been spent reviewing, analyzing, and communicating about our incoming accountability data. On August 1 we received our TVAAS (growth) data for individual schools, subject areas, teachers, and the district. Since TVAAS relies on prior year TCAP data, we only receive results from 4th-8th grades. As a reminder, Level 5 is the highest level of student growth, and Level 1 is the lowest level. Below is a summary table of how we did by subject area and grade level as a district.

FSSD TVAAS 2021-22 (GRADE LEVEL)	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Literacy (ELA)	4	1	2	5	1
Numeracy (Math)	3	4	1	1	1
Science	--	4	4	3	3
Social Studies	--	--	4	5	3

As you can see, we did well in several areas, and we have opportunities for improvement in increasing students' growth in several areas, notably middle school math. While this chart is broken down by grade levels and subject areas, we also received an overall score for subject areas. In Literacy (ELA), we were a Level 3 overall, and in Numeracy (Math) we were a Level 1. For the purposes of accountability for the 2021-22 school year, our combined Literacy + Numeracy result was a Level 1 (due to the combined growth indexes being below the threshold for a Level 1 growth score).

Despite the growth score, our overall success rates were up from the previous year, as seen in the below chart that compares our 2021 success rates with our 2022 success rates by subject areas.



Toward the end of August, we finally received our overall district results for accountability as well as school results. For the district, our 2021-22 designation is at the Advancing Level, which is the second highest level for district. When combining our high achievement with mixed results for growth, this is the result that we anticipated. This information was embargoed from public release until September 12. In addition, we have been reviewing school results and announcements are forthcoming with regard to reward schools after the embargo is lifted.

Federal Programs

- Our five Title I schools have been conducting their required meetings and compiling the necessary documentation for those, now that the school year is underway. We use a shared Google Drive to collaborate and upload required documentation to maintain our compliance with federal guidelines and regulations. In addition, we have our carryover funds from the previous fiscal year, and we are collaborating with school administrators to allocate those funds in the Consolidated application and resubmit the budget within the coming month.
- Every school was required to submit their School Improvement Plan in the InformTN system by September 1. Soon, our district committee will provide focused feedback. We will work with schools in September to make any needed changes or edits to improve the quality of their plans. All school plans must be approved by October 1.
- The beginning of the school year is always a busy time for making calls to any families that marked YES to any of the six residency questions as a part of their registration process. These questions help us identify families that meet the federal definition of homeless. Thanks to our amazing social workers, Amanda Fisher and Melissa Lopez, we are able to make contact with all of these families (and others referred to us by the schools based on knowledge of their situation). Once we have more information about their living situation, then Dr. Wiemers can determine if they qualify for McKinney-Vento services. When a student is eligible, we code them as such in Skyward for federal reporting purposes, and we work with the family to ensure that the student has support through transportation, before and after school care, and any other community resources to which we can refer them.

- Now that our finance team has completed the Final Expenditure Reports for our ESSER grants, we have exact amounts remaining that need to be reallocated for this fiscal year in the ESSER 2.0 and ESSER 3.0 grants. ESSER 2.0, which ends in June of 2023, has \$66,527.44 remaining for this year. ESSER 3.0 has two more years remaining on the grant, and we have \$1,368,135.51 remaining to be reallocated for this year. Planning is already underway, and school administrators are sharing requests and discussing possibilities with their advisory councils. This stakeholder feedback will eventually lead to the reallocated budgets for each of these grants. As a reminder, 20% of the total ESSER 3.0 budget must be allocated toward addressing learning loss, and through our calculations, we have \$241,631 still to utilize toward this category of expenditures. Once we have a basic framework for the ESSER 3.0 budget, we will complete the required planning documents that must be submitted to the state by September 15. These documents must be approved prior to TDOE reviewing our reallocated budgets.

Instructional Technology – Amber Whitley **Teacher Support**

- The beginning of the school year is a busy time for all employees, including the instructional technology specialists (ITSs). They spent countless hours ensuring that all students and staff could access their district resources through Clever. This year, as with years past, all Google Classrooms were auto-populated with student, teacher, and class information. Additionally, the ITSs ensured that content was added to core content platforms. The ITSs worked in tandem to ensure all of this was completed in a timely manner.
- Training for ActivPanels is another common request for teachers who are new to the district, as well as teachers who have recently received new boards. The content of this training looks different depending on teacher need. Some teachers need a quick review of how to connect their board and display content, while others desire a more in-depth review of utilizing the interactive features that the board offers.
- Amber reached out to all new teachers to offer training in GoGuardian. This platform allows teachers to manage student devices while students are in the classroom. Teachers responded eagerly to this offer, and Amber trained them immediately.
- The ITSs presented to faculties across the district to review their role in supporting instruction. This presentation covered expectations for use of resources such as i-Ready, Imagine Learning, and Achieve 3000. In addition to this, the ITSs discussed the digital request process, Common Sense School certifications, the FSSD Building Level Instructional Technology Leader Program, and how teachers might utilize the ITSs in the coming year.
- Amber was asked to review the process for recording discipline in Skyward, as it was originally implemented in January of the 2021-22 school year. These presentations occurred during the first few days in August before students returned to school for the year. At this time, all discipline actions are entered into Skyward for 5th – 8th graders. Eventually, this will occur in the elementary schools as well.
- At one school, 5th grade teachers and students are piloting i-Ready in their ELA classes. Amber worked with the reading coach to investigate the platform's report options before students completed the initial diagnostic. Once the diagnostic was complete, Amber met with grade-level teachers and the coach to analyze reports such as the diagnostic report, instructional grouping report, projected proficiency report, and a report that shows individual student data. An additional training led by a Curriculum Associates/i-Ready trainer will occur in a few weeks.

Student Support

- A student at one school needed support connecting a hearing device to a Chromebook's Bluetooth feature. Amber worked with Dr. Robey and the district's educational audiologist to ensure this was connected and functioning properly.
- All 5th – 8th grade students began logging into Skyward Student Access in August. This is a first for all 5th grade students. Amber provided a training video for teachers to use during class that illustrated how a student would access Skyward via Clever, how to sign in, how to reset a password if needed, and how to check grades once logged into the website.



Bond Fund/Capital Projects Status Update – September, 2022

PGS Gym/PAC:

1. PAC AV system final components should be delivered in next couple weeks.
2. PAC/Gym Retainage has been released. This is the retainage we have been holding for all the trades and contractor.
 - a. Note, we will be holding back the retainage on the AV and Landscaping since those two are not 100% at this time.

Liberty:

1. Romach is continuing to work on a few punch-list items on kitchen equipment. The hot food serving line is the most critical piece trying to get resolved.
2. Close-out documents are currently with Romach and have not been submitted to WHFR yet for review.
3. WHFR is working with Romach to confirm extended warranty dates on mechanical equipment.

Central Office Complex:

1. Phase 1: Facilities & Transportation Center:
 - a. Phase IA: Exterior & Structural Repairs are underway:
 - i. Demolition work has started on the Facilities and Transportation Center.
 - b. Phase IB: Interior Buildout & Sitework:
 - i. 100% Construction Documents are complete.
 - ii. GMP for phase 1B expected in time to include on the October 17, 2022 board meeting agenda.
2. Phase 2: Central Office:
 - a. 50% Construction Documents are due 9/19/22.
 - b. 100% Design are expected to be complete by 12/20/22.
 - c. City of Franklin Planning required a turn lane analysis for Eddy Land at Reynolds Drive intersection which in turn also may result in the FSSD required to pay for the move of utility poles.
 - d. GMP expected from Nabholz in early February 2023 after final review of scope at the January 2023 board work session then on the agenda for the February 2023 board meeting.

Johnson Kitchen Renovation/Expansion and Roof Replacement:

1. JES Kitchen:
 - a. Work progressing on schedule. Cafeteria stud framing underway.
 - b. Construction is scheduled to finish by December 30, 2022.
 - c. Several unforeseen issues have expended most contingency funds:
 - i. Existing conditions of sanitary sewer elevations verified in the field did not match assumptions during design. This will result in a change of sanitary sewer design coming out of the kitchen greatly impacting the contingency allotted for the project. The decision was made to install a pump in the line to move water uphill to city sanitary sewer access. Also, miscellaneous items added due to unknown existing conditions such as additional floor drains, roof drains, mop sink, brick revisions, etc.
2. JES Roof: Guaranteed Maximum Price currently is set at \$1,401,927 and work is planned to begin in Spring 2023.

FES Re-roof of 1999 addition: Guaranteed Maximum Price is currently set at \$ 879,794 and was approved at the July 25, 2022 board meeting. Work will be scheduled to begin in Spring 2023.

FSSD and City of Franklin Ball Field Project:

1. Sod has been installed at the Baseball Field.
2. Warning track mix completed at Baseball Field and continues at Softball Field.
3. Rock and drainage work is about 90% at the Softball Field.
4. Fence work started last week - fence railing was installed at Baseball Field, while remaining posts were installed at the Softball Field.
5. Landscaping (trees) started today and will be followed by sod install.
6. Completion of Sunshade Structures started last week, player benches, bleacher and batting cages install continue this week.
7. Site concrete is at 98% completion.
8. SDT flooring was completed on 8/30/22.
9. Painting has been completed at both buildings. Will paint the dugouts end of this week and break metal at back area to be installed first of next week.
10. Stainless steel pass through and millwork scheduled to be completed Wednesday, 9/7/22. Door hardware to be completed 9/7/22.
11. Toilet partitions have been completed. Kitchen Equipment to be installed at Concessions this week. Plumbing fixtures continue to be installed.
12. Backstop netting and padding for both fields to arrive on site 9/27/22.



Franklin Special School District

SINCE 1906

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

TO: Members of the Franklin Special School District Board of Education and Local News Media
FROM: David L. Snowden, Ph.D., Director of Schools
DATE: September 7, 2022
RE: Agenda for the Franklin Special School District Board of Education meeting to be held on Monday, September 12, 2022 at 6:30 p.m., to be held at Freedom Middle School, 750 New Highway 96 West, Franklin.

- I. MEETING CALLED TO ORDER 6:30 p.m.
II. PLEDGE OF ALLEGIANCE 6:32 p.m.
III. OATH OF OFFICE 6:35 p.m.
IV. 2022-23 ELECTION OF BOARD OFFICERS 6:45 p.m.
V. RECOGNITIONS/GOOD NEWS 6:50 p.m.
1. Resolution in Support of Our Students and Teachers by Requesting the TN General Assembly to Amend 49-6-3115 to Allow School Districts to Make Retention Decisions for Third and Fourth Grade Students
2. Good News
VI. PUBLIC INPUT *Please limit comments to three (3) minutes per speaker* 7:00 p.m.
VII. REPORTS/PRESENTATIONS/DISCUSSIONS 7:15 p.m.
1. Teaching and Learning Report
2. Construction Report
3. 2022-23 Community Pre-K Advisory Council Board Representative
4. 2022-23 TSBA Legislative Liaison
5. 2022 TSBA Convention Delegates
6. COSSBA Urban Boards Alliance Symposium Report
VIII. APPROVAL OF BOARD AGENDA 7:30p.m.
IX. APPROVAL OF CONSENT AGENDA 7:35 p.m.
1. Minutes of Board Meeting dated August 8, 2022
2. Minutes of Work Session dated August 23, 2022
3. Extended Contract Proposals
4. Student Disciplinary Hearing Authority Appointment
X. BUSINESS BEFORE THE BOARD 7:40 p.m.
1. Annual Contract to Audit Accounts FY 2022-23
2. New Policy: Virtual Education Program (4.212) – 2nd Reading
3. Policy Revision: Attendance (6.200) – 2nd Reading
4. Policy Revision: Grading System (4.600) – 1st Reading
5. Policy Revision: Student Assignments (6.205) – 1st Reading
6. Policy Revision: Use of Personal Communication Devices and Electronic Devices (6.312) – 1st Reading
XI. DIRECTOR OF SCHOOLS REPORT 8:00 p.m.
XII. UPDATES 8:05 p.m.
1. Teaching and Learning
2. Finance and Administration
XIII. ANNOUNCEMENTS 8:10 p.m.
XIV. ADJOURNMENT 8:15 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

August 8, 2022
Franklin, Tennessee

The Franklin Special School District Board of Education met at 6:30 p.m. on Monday, August 8, 2022, at Liberty Elementary School, 600 Liberty Pike, Franklin. A link to the recording may be found at <https://youtu.be/xYi0tCWm8LQ>.

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

Others present were: Dr. David Snowden, Dr. David Esslinger, Susannah Gentry, Leslie Duke, Carol Riordan, Dr. Cheryl Robey, Dr. Pax Wiemers, Celby Glass, Dr. Lee Kirkpatrick, Bo Alexander, Jeremy Maxwell, Lisa Chatman, Amber Whitley, Summer Carlton, Dr. Josh Bracamontes, Mark Anderson, Amy Fisher, principals, other district leadership team members and community.

I. MEETING CALLED TO ORDER

The meeting was called to order at 6:30.

II. PLEDGE OF ALLEGIANCE

Liberty Elementary Principal Mrs. Amy Patton 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

There were no recognitions at this meeting.

IV. PUBLIC INPUT

No one addressed the Board during public input at this meeting.

V. REPORTS / PRESENTATIONS / DISCUSSIONS

1. **Teaching and Learning Spotlight** – “Summer Learning Camp 2022” – This spotlight was introduced by Dr. Decker and presented by Dr. Cinnamon Collins and Dr. Starr Wallace. Results of surveys were taken into consideration for this summer’s learning camp. An addition of snack was added to free breakfast and lunch for the students. Also PE, music and guidance were added instead of an additional free time, and STREAM was added each afternoon for all grade levels. In addition, there were FSSD therapy dogs visiting. A brief video of the camp, created by Amber Whitley, was shown and the Board requested for this to be added to our website if possible. 52 teachers and 17 paraprofessionals manned the camp; 426 students, all of which were identified as priorities, filled the available student spots. Our EL students were invited through parent liaisons if that service was needed. An additional question from the board asked the number of students served through Young Scholars, there were a total of 619 students attending YSI this year. More information is presented in the Summary of T&L Activity for August (on file).
2. **Construction Report** – Presented by Dr. Esslinger (report on file). JES will serve meals in the multi-purpose room until the kitchen renovation/expansion is complete. Final

completion of the PGS gym and the PAC is on the horizon, with the LES renovation which includes their kitchen renovation is next, followed by completion of the FSSD/P&R ballfields behind FMS/PGS during the first part of November.

VI. APPROVAL OF BOARD AGENDA

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

VII. APPROVAL OF CONSENT AGENDA

Alicia Barker made a **motion** to approve the Consent Agenda as presented. Robin Newman **seconded** the motion, which **carried 6-0**.

Approved under Consent Agenda (on file) were:

- 1. Minutes of Board Meeting dated July 25, 2022**
- 2. Bids: Food and Culinary Services Department**

VIII. BUSINESS BEFORE THE BOARD

- 1. Policy Revision: Board Members Legal Status (1.102) – 2nd Reading** – Public Chapter 809 revises the qualifications for school board candidates. State law now requires that each candidate must be a qualified voter and resident in the county for one year prior to the qualifying deadline for running. Per the TSBA Director of Policy & Staff Attorney, since this provision appears to solely apply to county districts, it is recommended that if you are in a city or special district, to reach out to your attorney and election commission for clarification as to their interpretation. Our Williamson County Election Administrator, Chad Gray, interprets this new Public Chapter as also applying to our district. The legislation is effective as of September 2022 and will apply to the next election in 2024. There were no changes requested by the Board upon 1st Reading. The administration recommended approval.

Tim Stillings made a **motion** to approve the second reading of the revisions to **Board Members Legal Status (1.102)** as presented. Alicia Barker **seconded** the motion, which **passed 6-0**.

- 2. Policy Revision: Bids and Quotations (2.806) – 2nd Reading** – The TSBA Director for Policy has recommended the revisions for Policy 2.806. More school boards will be able to increase their bidding threshold based on Public Chapter 1016. We currently have a threshold at \$25,000. The threshold can further be increased to \$50,000 if the district has a centralized purchasing authority with a full-time purchasing agent and the Board votes to increase the limit. Additionally, a new state law changes bidding requirements for insurance providers. Per Public Chapter 719, services from insurance providers are exempt from bidding requirements. There were no changes requested by the Board upon 1st Reading. The administration recommended approval.

Kevin Townsel made a **motion** to approve the second reading of the revisions to **Bids and Quotations (2.806)** as presented. Allena Bell **seconded** the motion, which **passed** 6-0.

3. **Policy Revision: Instructional Standards (4.1011) – 2nd Reading** - TSBA has updated their model policy to clarify that complaints of alleged violations of TCA 49-1-302 regarding prohibited concepts are required to comply with the complaint process outlined by the TN Department of Education's temporary emergency rule. Please note that the regulation below will change as the Department of Education implements a permanent regulation. Once the Department releases a final regulation, we will send any recommended changes. Additionally, TSBA has added clarifying language regarding how complaints may be submitted if materials are allegedly in violation of Public Chapter 1085. We have used the TSBA model policy to update our policy regarding instructional standards and complaints, as well as adding Policy 4.402 and updating Policy 4.403, for the Board's consideration. There were no changes requested by the Board upon 1st Reading. The administration recommended approval.

Tim Stillings made a **motion** to approve the second reading of the revisions to **Instructional Standards (4.1011)** as presented. Robin Newman **seconded** the motion, which **passed** 6-0.

4. **Policy Revision: Library Materials (4.403) – New Policy – 2nd Reading** - Per TSBA Director of Policy & Staff Attorney: "TSBA revised existing model policy 4.403 to focus solely on library materials and included the new requirements placed on school districts as outlined in Public Chapter 744. On further review, TSBA has made an additional edit to this policy to ensure that the roles of the materials review committee and the Board are clearly defined. Clarifying these roles in policy 4.403 will better prepare school districts for when the State Textbook Commission and Instructional Materials Quality Commission releases its guidance on this topic by December 1st per Public Chapter 1137. Please see attached the updated version of policy 4.403. TSBA recommends that all Boards adopt this version of 4.403." The previous policy 4.403 has been renumbered to 4.402 and also presented for consideration. There were no changes requested by the Board upon 1st Reading. The administration recommended approval.

Kevin Townsel made a **motion** to approve the second reading of the revisions to **Library Materials (4.403)** as presented. Alicia Barker **seconded** the motion, which **passed** 6-0.

5. **Policy Revision: Use of the Internet/Intranet (4.406) – 2nd Reading** - Per TSBA Director of Policy & Staff Attorney, TSBA has updated their model policy 4.406 to align with the requirements of Public Chapter 1002. This new law requires Boards to have a policy in place regarding complaints about how vendors provide access to online content. The law requires districts to have a policy specifically allowing these complaints and stating how they will be handled. There were no changes requested by the Board upon 1st Reading. The administration recommended approval.

Tim Stillings made a **motion** to approve the 2nd reading of the revisions to **Use of the Internet/Intranet (4.406)** as presented. Allena Bell **seconded** the motion, which **passed** 6-0.

- 6. Policy Revision: Employment of Retirees (5.119) – New Policy - 2nd Reading** - Due to the increased vacancies of teaching positions across the state, the General Assembly passed Public Chapter 821 – allowing an additional option for employment of retirees to fill these roles. To clarify the options for employing retirees, TSBA has created model policy 5.119. Additionally, information on retirees has been removed from 5.200, 5.201, and 5.701 to help provide clarity. There were no changes requested by the Board upon 1st Reading. The administration recommended approval.

Kevin Townsel made a **motion** to approve the second reading of the revisions to **Employment of Retirees (5.119)** as presented. Tim Stillings **seconded** the motion. Upon discussion, it was noted that there is a sunset provision in PC 821 which limits employment to three years and the retiree needs to be renewed each year. The motion **passed** 6-0.

- 7. Policy Revision: Separation Practices for Tenured Teachers (5.200) – 2nd Reading** - As in the description for new policy 5.119, information on retirees has been removed from **5.200**, 5.201, and 5.701 to help provide clarity and placed in 5.119 for clarification on the options for employing retirees. TSBA has provided this guidance due to the increased vacancies across the state with passage of Public Chapter 821 by the General Assembly. There were no changes requested by the Board upon 1st Reading. The administration recommended approval.

Allena Bell made a **motion** to approve the second reading of the revisions to **Separation Practices for Tenured Teachers (5.200)** as presented. Alicia Barker **seconded** the motion, which **passed** 6-0.

- 8. Policy Revision: Separation Practices for Non-Tenured Teachers (5.201) – 2nd Reading** - As in the description for new policy 5.119, information on retirees has been removed from 5.200, **5.201**, and 5.701 to help provide clarity and placed in 5.119 for clarification on the options for employing retirees. TSBA has provided this guidance due to the increased vacancies across the state with passage of Public Chapter 821 by the General Assembly. In addition, Public Chapter 678 requires districts to include additional information when providing notices of non-renewal in certain instances. If a teacher is non-renewed due to the lack of funding for the position, the non-renewal notice must include that information as the reason for the non-renewal. Model policy 5.201 has been updated to include that requirement. There were no changes requested by the Board upon 1st Reading. The administration recommended approval.

Robin Newman made a **motion** to approve the second reading of the revisions to **Separation Practices for Non-Tenured Teachers (5.201)** as presented. Alicia Barker **seconded** the motion, which **passed** 6-0.

9. **Policy Revision: Substitute Personnel (5.701) – 2nd Reading** - As in the description for new policy 5.119, information on retirees has been removed from 5.200, 5.201, and **5.701** to help provide clarity and placed in 5.119 for clarification on the options for employing retirees. TSBA has provided this guidance due to the increased vacancies across the state with passage of Public Chapter 821 by the General Assembly. There were no changes requested by the Board upon 1st Reading. The administration recommended approval.

Robin Newman made a **motion** to approve the second reading of the revisions to **Substitute Personnel (5.701)** as presented. Allena Bell **seconded** the motion, which **passed** 6-0.

10. **Policy Revision: Reporting Child Abuse (6.409) – 2nd Reading** - With the June policy updates, revisions have been provided for this policy. Public Chapter 841 narrows the category of individuals who must receive training on child abuse. In the past, state law required all school personnel to receive this training, but moving forward, this training will only be required for employees working directly with students. We have updated policy 6.409 to align with this revised standard. Additionally, Public Chapter 781 allows employees to first report to the Department of Children's Services and law enforcement if an alleged instance of child abuse involves someone employed by, previously employed by, or otherwise affiliated with the school district. The district's Child Abuse Coordinator must still be notified; however, in those particular instances, they are not required to be notified until the other entities are contacted. The administration recommended approval.

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

11. **Policy Revision: Attendance (6.200) – 1st Reading** - Tennessee Code Annotated 49-6-3007 changes the tiers of the progressive truancy plan. Under this new law, Tier I applies to all students to provide school-wide prevention-oriented supports. TSBA has provided updates to this policy to align with these changes. Along with these revisions, per Public Chapter 878, state law no longer permits the denial of a driver's license due to poor student academic performance. Accordingly, TSBA has updated their model policy to reflect this change. The administration recommended approval.

Alicia Barker made a **motion** to approve the first reading of the revisions to **Attendance (6.200)** as presented. Robin Newman **seconded** the motion, which **passed** 6-0.

IX. DIRECTOR OF SCHOOLS REPORT

- Dr. Snowden thanked the administrators and rest of the leadership group, and all departments, teachers and staff for their planning all summer in order for a smooth start to the school year. Our Transportation Department is working out bugs for pick up and drop off times, new routes and traffic patterns, but overall had a good first day and a half.
- **Opening Day and Professional Learning Days** - On August 1st our Opening of Schools Program went well, with personnel attending at designated times in our new Performing Arts

Center. Each session began with a recording from the Franklin Tomorrow's Breakfast with the Mayor, introductions and welcome with several speakers, culminating with Mr. Ken Williams as our keynote speaker. The board was thanked for their attendance and support of our employees at our Opening this year – all board members were able to attend at least one of the sessions. They always have what is best for our students in mind, and provide their support of our faculty and staff and it is very appreciated.

District-wide (grade or subject specific) and school-based professional learning, with an administrative day finished the week, with students for a partial Friday. In addition, Meet-and-Greet was held on Wednesday, August 3rd from 3:30 – 6:30 with teachers and school administration ready to welcome students and families! Dr. Decker has received positive feedback from all schools on the Opening Day and professional learning sessions and will use comments for future learning opportunities. Mrs. Newman notes that it was great to have our personnel in our PAC for the opening session. Dr. Snowden said that future keynote speakers will be in the district all day as the leadership portion mid-day was well received.

- **First Student Day** – Students back ½ day on this Friday, August 5, with return to full days on Monday. Kindergartners will come one day the week of August 8th and begin full time on the following Monday, August 15.
- **Labor Day Holiday** – Following an early dismissal day on September 2nd, the district and offices will be closed September 5th.
- **Conferences and meetings update:** Carol has provided the Board upcoming opportunities for Board development.

X. UPDATES

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

- Demographics Report for August 2022

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

- Personnel Change Report July/August 2022
- Investment Report
- Revenue and Expenditure Reports
- Sales Tax Revenue Comparison Report for August

XI. ANNOUNCEMENTS

- The tax collections are up 5.6% compared to last year.
- Mr. Stillings congratulated his fellow board members for their re-election. Mr. Stillings, Mrs. Bell and Mrs. Newman were all re-elected with the August 4th election. Justice Bivins will preside to give their Oath of Office at the September meeting.
- Mrs. Laura Stendel was recognized and thanked for running as a candidate for FSSD board

member in the August election.

XII. ADJOURNMENT

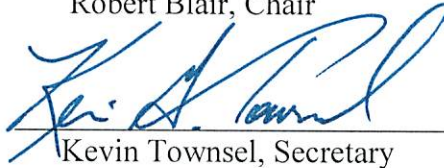
Chair Blair adjourned the meeting at 7:19 p.m.



Robert Blair, Chair

9/12/22
Date

ATTEST:



Kevin Townsel, Secretary

9/12/22
Date

August 23, 2022
Franklin, Tennessee

The Franklin Special School District Board of Education met for a Work Session on Tuesday, August 23, 2022 beginning at 7:00 a.m. at the FSSD Central Office, 507 New Highway 96 West, Franklin, with the following members present:

Robert Blair, Chair
Alicia Barker
Allena Bell
Robin Newman
Kevin Townsel
Not present was: Tim Stillings


Others present were: Dr. David Snowden, Dr. David Esslinger, Dr. Mary Decker, Chip Sternenberg, Mark Anderson, Susannah Gentry and Carol Riordan, and from Wold/HFR Design Steve Griffith, Josh Murray and Anderson Hirt.

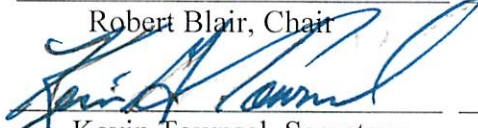
I. MEETING CALLED TO ORDER

Chair Blair called the meeting to order at 7:03. The purpose of the Work Session was to review proposed updates to the Phase 2 of the Central Office Complex to be built at 205 Eddy Lane, Franklin. The update would change the structure from three to two floors and build out shell space within the floors. The update refaces the building with brick on the second floor, keeping lighter color cast stone for the lower floor and adding a design band with wording around the upper part of the second floor. It would eliminate the need for green roof on the second story and update the elevator needs from three to two levels. With these and additional updates, the building would still have unused office space for future growth. Material cost at this time has an inflation rate of 1% per month. Cost savings with the redesign would bring the project at least a \$2.7 million savings. With general consensus from the Board, HFR will have the design plans for the October meeting, with construction forecasted to begin February 2023 and projected completion date at fifteen months.

II. ADJOURNMENT

Chair Blair adjourned the meeting at 7:35 a.m. with **no action taken by the Board.**

ATTEST: 
Robert Blair, Chair 9/12/22
Date


Kevin Townsel, Secretary 9/12/22
Date



Franklin Special School District

SINCE 1906

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

To: David Snowden, Director of Schools
From: Mary Decker, Associate Director of Schools for Teaching & Learning
Date: September 12, 2022
Re: Extended Contract Summary 22-23

During the 2022-2023 school year, the FSSD will continue using competitive contract stipends to provide extended contracts to our teachers. Using the FSSD District Improvement Plan and individual School Improvement Plans, administrators determined which contracts would best fit their school's needs for the 22-23 school year. Below is a summary of how these contracts will be disbursed.

Contract	Number of Contracts	Extended Rate
Focused Tutorial	9	\$13,080.00
Enrichment	44	\$35,462.50
After/Before School Det.	3	\$4,375.00
Student Assessment (K Screening)	12	\$7,000.00
Data Mining	2	\$1,750.00
Grand Total		\$61,667.50*

Please note: All pay is subject to fixed benefits amounting to 16.34%, as well as federal withholding unique to each individual.

In order to remain competitive, the extended contract rate has increased this year to \$30 an hour for focused tutorial (ELA and math) and \$25 an hour for all other contracts.

All contracts, except for data mining, involve direct work with students. Some of the enrichment contracts include opportunities for students to be exposed to additional time in areas which may be of particular interest to them, such as art clubs, music clubs, green teams, drama clubs, yearbook composition, running and walking clubs, just to name a few.

The FSSD appreciates the Board of Education approving this amount in the 22-23 budget, which provides these extended opportunities for our students and teachers.

CONTRACT TO AUDIT ACCOUNTS
OF
Franklin Special School District
FROM July 01, 2022 TO June 30, 2023

This agreement made this 16th day of August 2022, by and between Matlock Clements, PC, 270 Glenis Drive, Suite A, Murfreesboro, TN 37129, hereinafter referred to as the "auditor" and Franklin Special School District, of 507 New Hwy 96, West, Franklin, TN 37064, hereinafter referred to as the "organization", as follows:

1. In accordance with the requirements of the laws and/or regulations of the State of Tennessee, the auditor shall perform a financial and compliance audit of the organization for the period beginning July 01, 2022, and ending June 30, 2023 with the exceptions listed below:

2. The auditor shall conduct the audit in accordance with *Government Auditing Standards* issued by the Comptroller General of the United States and requirements prescribed by the Comptroller of the Treasury, State of Tennessee, as detailed in the *Audit Manual*. Additional information and procedures necessary to comply with requirements of governments other than the State of Tennessee are permissible provided they do not conflict with or undermine the requirements previously referenced. If applicable, the audit is to be conducted in accordance with the provisions of the Single Audit Act and Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*. The audit is also to be conducted in accordance with any other applicable federal agency requirements. It is agreed that this audit will conform to standards, procedures, and reporting requirements established by the Comptroller of the Treasury. It is further agreed that any deviation from these standards and procedures will be approved in writing by the Comptroller of the Treasury prior to the execution of the contract. The interpretation of this contract shall be governed by the above-mentioned publications and the laws of the State of Tennessee.

3. The auditor shall, as part of the written audit report, submit to the organization's management and those charged with governance:
 - a) a report containing an expression of an unmodified or modified opinion on the financial statements, as prescribed by the *Audit Manual*. This report shall state the audit was performed in accordance with *Government Auditing Standards*, except when a disclaimer of opinion is issued. If the organization is a component unit or fund of another entity, it is agreed that: (a) the financial statements may be included in the financial statements of the other entity; (b) the principal auditor for the other entity may rely upon the contracted auditor's report; and (c) any additional information required by the principal auditor of the other entity will be provided in a timely manner.
 - b) a report on the internal control and on compliance with applicable laws and regulations and other matters. This report shall be issued regardless of whether the organization received any federal funding. Audit reports of entities which are subject to the provisions of the Single Audit Act and OMB's Uniform Guidance shall include the additional reports required by that guidance. The reports will set forth findings, recommendations for improvement, concurrence or nonconcurrence of appropriate officials with the audit findings, comments on management's responses as appropriate, and comments on the disposition of prior year findings.

4. If a management letter or any other reports or correspondence relating to other matters involving internal controls or noncompliance are issued in connection with this audit, a copy shall be filed with the Comptroller of the Treasury by the auditor. Such management letters, reports, or correspondence shall be consistent with the findings published in the audit report (i.e., they shall disclose no reportable matters or significant deficiencies not also disclosed in the findings found in the published audit report). The report should also include a corrective action plan for findings developed under OMB's Uniform Guidance and for other findings in accordance with Section 9-3-407, *Tennessee Code Annotated* and the *Audit Manual*. The corrective action plan is only applicable to findings published in the audit report.

5. The auditor shall file one (1) electronic copy of said report with the Comptroller of the Treasury, State of Tennessee. The auditor shall furnish printed copies and/or an electronic copy of the report to the organization's management and those charged with governance. It is anticipated that the auditor's report shall be filed prior to November 15, 2023, but in no case, shall be filed later than six (6) months following the period to be audited, without explanation to the Comptroller of the Treasury, State of Tennessee and the organization. (Audit documentation for additional procedures for centralized cafeteria systems contracted with audits of internal school funds must be completed and available for review by September 30.) Requirements for additional copies, including those to be filed with the appropriate officials of granting agencies, are listed below:

6. The auditor agrees to retain working papers for no less than five (5) years from the date the report is received by the Comptroller of the Treasury, State of Tennessee. In addition, the auditor agrees that all audit working papers shall, upon request, be made available in the manner requested by the Comptroller for review by the Comptroller of the Treasury or the Comptroller's representatives, agents, and legal counsel, while the audit is in progress and/or subsequent to the completion of the report. Furthermore, at the Comptroller's discretion, it is agreed that the working papers will be reviewed at the

office of the auditor, the entity, or the Comptroller and that copies of the working papers can be made by the Comptroller's representatives or may be requested to be made by the firm and may be retained by the Comptroller's representatives.

7. Any reasonable suspicion of fraud, (regardless of materiality) or other unlawful acts including, but not limited to, theft, forgery, credit/debit card fraud, or any other act of unlawful taking, waste, or abuse of, or official misconduct, as defined in *Tennessee Code Annotated*, § 39-16-402, involving public money, property, or services shall, upon discovery, be promptly reported in writing by the auditor to the Comptroller of the Treasury, State of Tennessee, who shall under all circumstances have the authority, at the discretion of the Comptroller, to directly investigate such matters. Notwithstanding anything herein to the contrary, the Comptroller of the Treasury, State of Tennessee, acknowledges that the auditor's responsibility hereunder is to design its audit to obtain reasonable, but not absolute, assurance of detecting fraud that would have a material effect on the financial statements, as well as other illegal acts or violations of provisions of contracts or grant agreements having a direct and material effect on financial statement amounts. If the circumstances disclosed by the audit call for a more detailed investigation by the auditor than necessary under ordinary circumstances, the auditor shall inform the organization's management and those in charge of governance in writing of the need for such additional investigation and the additional compensation required therefor. Upon approval by the Comptroller of the Treasury, an amendment to this contract may be made by the organization's management, those charged with governance, and the auditor for such additional investigation.

8. **Group Audits.** The provisions of Section 8, relate exclusively to contracts to audit components of a group under AU-C 600. (See definitions in AU-C 600, Paragraph 11.) Section 8 is only applicable to an auditor that audits a component (e.g. a fund, component unit, or other component) of a county government that is audited by the Division of Local Government Audit (LGA). Section 8 is intended to satisfy the communication requirements for the group auditor (LGA) to the component auditor under AU-C 600.

- a) The Division of Local Government Audit (LGA) shall be considered the "group auditor" for any contract to audit a component of an applicable county government. LGA shall present the county's financial statements in compliance with U.S. Generally Accepted Accounting Principles (GAAP) as promulgated by the Governmental Accounting Standards Board (GASB). LGA shall conduct the audit in accordance with auditing standards generally accepted in the United States of America and the auditing standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States.
- b) The contracting auditor shall be considered the "component auditor" for purposes of this section.
- c) The financial statements audited by the component auditor should be presented in accordance with GAAP as promulgated by GASB. If the financial reporting framework for any component does not conform to this basis, the financial reporting framework should be disclosed in Section 9 (Special Provisions). (Component financial statements that are not presented using the same financial reporting framework as the county's financial statements may cause this contract to be rejected.)
- d) The component auditor shall conduct the component audit in accordance with auditing standards generally accepted in the United States of America and the auditing standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States.
- e) The component auditor shall cooperate with LGA to accomplish the group audit. It is anticipated that LGA will make reference to the component auditor's report in the group audit report. Should LGA find it necessary to assume responsibility for the component auditor's work, the terms, if any, shall be negotiated under a separate addendum to this contract.
- f) The component auditor shall follow the ethical requirements of *Government Auditing Standards* and affirms that the component auditor is independent to perform the audit and will remain independent throughout the course of the component audit engagement.
- g) The component auditor affirms that the component auditor is professionally competent to perform the audit. LGA may confirm certain aspects of the component auditor's competence through the Tennessee State Board of Accountancy.
- h) The component auditor will be contacted via email by the LGA's Audit Review Manager with the estimated date of the conclusion of LGA's audit of the county government. The component auditor agrees to update subsequent events between the date of the component auditor's report and the date of the conclusion of LGA's audit of the county government. Additional subsequent events should be communicated via email to LGA's Audit Review Manager.
- i) The component auditor shall read LGA's audited financial statements for the county government for the previous fiscal year noting in particular related parties in the notes to the financial statements, and material misstatement findings in the Findings and Questioned Costs Section. The previous year audited financial statements can be obtained from the Comptroller's website at www.comptroller.tn.gov. As required by generally accepted auditing standards, we have identified Management Override of Controls and Improper Revenue Recognition as presumptive fraud risks. The component auditor shall communicate to LGA (i.e. group management) on a timely basis related parties not previously identified by the group management in LGA's prior year audited financial statements. Related parties should be communicated via email to LGA's Audit Review Manager.
- j) The component auditor's report should not be restricted as to use in accordance with AU-C 905.
- k) Sections 1-7 and Sections 9-13 of this contract are also applicable to the component auditor during the performance of the component audit.

9. (Special Provisions)

10. In consideration of the satisfactory performance of the provisions of this contract, the organization shall pay to the auditor a fee of (Fees may be fixed amounts or estimated.) (Fixed Amount: \$8,670.00) or (Estimated gross fee:)

(If not a fixed amount, an estimated gross fee should be furnished to the governing unit for budgetary purposes. A schedule of fees and/or rates should be set forth below. Interim billings may be arranged with consent of both parties to this contract.) Provision for the payment of fees under this agreement has been

or will be made by appropriation of management and those charged with governance.

SCHEDULE OF FEES AND/OR RATES:

11. As the authorized representative of the firm, I do hereby affirm that:
- our firm and all individuals participating in the audit are in compliance with all requirements of the Tennessee State Board of Accountancy and;
 - our firm has participated in an external quality control review at least once every three (3) years, conducted by an organization not affiliated with our firm, and that a copy of our most recent external quality control review report has been provided to the organization and the office of the Tennessee Comptroller of the Treasury approving this contract;
 - all members of the staff assigned to this audit have obtained the necessary hours of continuing professional education required by *Government Auditing Standards*;
 - all auditors participating in the engagement are independent under the requirements of the American Institute of Certified Public Accountants and *Government Auditing Standards*.

12. This writing, including any amendments or special provisions, contains all terms of this contract. There are no other agreements between the parties hereto and no other agreements relative hereto shall be enforceable, unless entered into in accordance with the procedures set out herein and approved by the Comptroller of the Treasury, State of Tennessee. In the event of a conflict or inconsistency between this contract and the special provisions contained in paragraph 9 of this contract, the special provision(s) are deemed to be void. Any changes to this contract must be agreed to in writing by the parties hereto and must be approved by the Comptroller of the Treasury, State of Tennessee. All parties agree that the digital signatures, that is, the electronic signatures applied by submitting the contract, are acceptable as provided for in the Uniform Electronic Transaction Act. Any paper documents submitted related to this contract will be converted to an electronic format and such electronic document(s) will be treated as the official document(s).

13. If any term of this contract is declared by a court having jurisdiction to be illegal or unenforceable, the validity of the remaining terms will not be affected, and, if possible, the rights and obligations of the parties are to be construed and enforced as if the contract did not contain that term.

Matlock Clements, PC

Audit firm

Governmental Unit or Organization



Andy Matlock, CPA

By _____

By _____
Signature

Signature

Title/Position: **Audit Manager**

Title/Position:

E-mail address **eric@matlockclements.com**

E-mail address

Date: **August 16, 2022**

Date:

Approved by the Comptroller of the Treasury, State of Tennessee

For the Comptroller:

By

Date:

CONTRACT TO AUDIT ACCOUNTS
OF
Franklin Special School District - Internal School Funds

FROM July 01, 2022 TO June 30, 2023

This agreement made this 16th day of August 2022, by and between Matlock Clements, PC, 270 Glenis Drive, Suite A, Murfreesboro, TN 37129, hereinafter referred to as the "auditor" and Franklin Special School District - Internal School Funds, of 506 New Hwy 96 West, Franklin, TN 37064, hereinafter referred to as the "organization", as follows:

1. In accordance with the requirements of the laws and/or regulations of the State of Tennessee, the auditor shall perform a financial and compliance audit of the organization for the period beginning July 01, 2022, and ending June 30, 2023 with the exceptions listed below:

2. The auditor shall conduct the audit in accordance with *Government Auditing Standards* issued by the Comptroller General of the United States and requirements prescribed by the Comptroller of the Treasury, State of Tennessee, as detailed in the *Audit Manual*. Additional information and procedures necessary to comply with requirements of governments other than the State of Tennessee are permissible provided they do not conflict with or undermine the requirements previously referenced. If applicable, the audit is to be conducted in accordance with the provisions of the Single Audit Act and Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*. The audit is also to be conducted in accordance with any other applicable federal agency requirements. It is agreed that this audit will conform to standards, procedures, and reporting requirements established by the Comptroller of the Treasury. It is further agreed that any deviation from these standards and procedures will be approved in writing by the Comptroller of the Treasury prior to the execution of the contract. The interpretation of this contract shall be governed by the above-mentioned publications and the laws of the State of Tennessee.

3. The auditor shall, as part of the written audit report, submit to the organization's management and those charged with governance:
 - a) a report containing an expression of an unmodified or modified opinion on the financial statements, as prescribed by the *Audit Manual*. This report shall state the audit was performed in accordance with *Government Auditing Standards*, except when a disclaimer of opinion is issued. If the organization is a component unit or fund of another entity, it is agreed that: (a) the financial statements may be included in the financial statements of the other entity; (b) the principal auditor for the other entity may rely upon the contracted auditor's report; and (c) any additional information required by the principal auditor of the other entity will be provided in a timely manner.
 - b) a report on the internal control and on compliance with applicable laws and regulations and other matters. This report shall be issued regardless of whether the organization received any federal funding. Audit reports of entities which are subject to the provisions of the Single Audit Act and OMB's Uniform Guidance shall include the additional reports required by that guidance. The reports will set forth findings, recommendations for improvement, concurrence or nonconcurrence of appropriate officials with the audit findings, comments on management's responses as appropriate, and comments on the disposition of prior year findings.

4. If a management letter or any other reports or correspondence relating to other matters involving internal controls or noncompliance are issued in connection with this audit, a copy shall be filed with the Comptroller of the Treasury by the auditor. Such management letters, reports, or correspondence shall be consistent with the findings published in the audit report (i.e., they shall disclose no reportable matters or significant deficiencies not also disclosed in the findings found in the published audit report). The report should also include a corrective action plan for findings developed under OMB's Uniform Guidance and for other findings in accordance with Section 9-3-407, *Tennessee Code Annotated* and the *Audit Manual*. The corrective action plan is only applicable to findings published in the audit report.

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7. Any reasonable suspicion of fraud, (regardless of materiality) or other unlawful acts including, but not limited to, theft, forgery, credit/debit card fraud, or any other act of unlawful taking, waste, or abuse of, or official misconduct, as defined in *Tennessee Code Annotated*, § 39-16-402, involving public money, property, or services shall, upon discovery, be promptly reported in writing by the auditor to the Comptroller of the Treasury, State of Tennessee, who shall under all circumstances have the authority, at the discretion of the Comptroller, to directly investigate such matters. Notwithstanding anything herein to the contrary, the Comptroller of the Treasury, State of Tennessee, acknowledges that the auditor's responsibility hereunder is to design its audit to obtain reasonable, but not absolute, assurance of detecting fraud that would have a material effect on the financial statements, as well as other illegal acts or violations of provisions of contracts or grant agreements having a direct and material effect on financial statement amounts. If the circumstances disclosed by the audit call for a more detailed investigation by the auditor than necessary under ordinary circumstances, the auditor shall inform the organization's management and those in charge of governance in writing of the need for such additional investigation and the additional compensation required therefor. Upon approval by the Comptroller of the Treasury, an amendment to this contract may be made by the organization's management, those charged with governance, and the auditor for such additional investigation.

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- b) The contracting auditor shall be considered the "component auditor" for purposes of this section.
- c) The financial statements audited by the component auditor should be presented in accordance with GAAP as promulgated by GASB. If the financial reporting framework for any component does not conform to this basis, the financial reporting framework should be disclosed in Section 9 (Special Provisions). (Component financial statements that are not presented using the same financial reporting framework as the county's financial statements may cause this contract to be rejected.)
- d) The component auditor shall conduct the component audit in accordance with auditing standards generally accepted in the United States of America and the auditing standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States.
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- g) The component auditor affirms that the component auditor is professionally competent to perform the audit. LGA may confirm certain aspects of the component auditor's competence through the Tennessee State Board of Accountancy.
- h) The component auditor will be contacted via email by the LGA's Audit Review Manager with the estimated date of the conclusion of LGA's audit of the county government. The component auditor agrees to update subsequent events between the date of the component auditor's report and the date of the conclusion of LGA's audit of the county government. Additional subsequent events should be communicated via email to LGA's Audit Review Manager.
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- j) The component auditor's report should not be restricted as to use in accordance with AU-C 905.
- k) Sections 1-7 and Sections 9-13 of this contract are also applicable to the component auditor during the performance of the component audit.

9. (Special Provisions)

10. In consideration of the satisfactory performance of the provisions of this contract, the organization shall pay to the auditor a fee of (Fees may be fixed amounts or estimated.) (Fixed Amount: \$20,400.00) or (Estimated gross fee:)

(If not a fixed amount, an estimated gross fee should be furnished to the governing unit for budgetary purposes. A schedule of fees and/or rates should be set forth below. Interim billings may be arranged with consent of both parties to this contract.) Provision for the payment of fees under this agreement has been

or will be made by appropriation of management and those charged with governance.

SCHEDULE OF FEES AND/OR RATES:

11. As the authorized representative of the firm, I do hereby affirm that:

- our firm and all individuals participating in the audit are in compliance with all requirements of the Tennessee State Board of Accountancy and;
- our firm has participated in an external quality control review at least once every three (3) years, conducted by an organization not affiliated with our firm, and that a copy of our most recent external quality control review report has been provided to the organization and the office of the Tennessee Comptroller of the Treasury approving this contract;
- all members of the staff assigned to this audit have obtained the necessary hours of continuing professional education required by *Government Auditing Standards*;
- all auditors participating in the engagement are independent under the requirements of the American Institute of Certified Public Accountants and *Government Auditing Standards*.

12. This writing, including any amendments or special provisions, contains all terms of this contract. There are no other agreements between the parties hereto and no other agreements relative hereto shall be enforceable, unless entered into in accordance with the procedures set out herein and approved by the Comptroller of the Treasury, State of Tennessee. In the event of a conflict or inconsistency between this contract and the special provisions contained in paragraph 9 of this contract, the special provision(s) are deemed to be void. Any changes to this contract must be agreed to in writing by the parties hereto and must be approved by the Comptroller of the Treasury, State of Tennessee. All parties agree that the digital signatures, that is, the electronic signatures applied by submitting the contract, are acceptable as provided for in the Uniform Electronic Transaction Act. Any paper documents submitted related to this contract will be converted to an electronic format and such electronic document(s) will be treated as the official document(s).

13. If any term of this contract is declared by a court having jurisdiction to be illegal or unenforceable, the validity of the remaining terms will not be affected, and, if possible, the rights and obligations of the parties are to be construed and enforced as if the contract did not contain that term.

Matlock Clements, PC

Audit firm

Governmental Unit or Organization



Andy Matlock, CPA

By _____

By _____
Signature

Signature

Title/Position: **Audit Manager**

Title/Position:

E-mail address: **eric@matlockclements.com**

E-mail address

Date: **August 16, 2022**

Date:

Approved by the Comptroller of the Treasury, State of Tennessee

For the Comptroller:

By

Date:

4.212 VIRTUAL EDUCATION PROGRAM – *New Policy 2nd Reading*

Public Chapter 897 allows districts to utilize virtual instruction for up to two days each semester. This option can only be used in certain scenarios (i.e., severe weather, serious outbreak of illness). TSBA has provided their model policy for our modifications.

Although PC 897 only allows our district up to two days each semester for virtual instruction if needed, the district continues to earn stockpiled days to use for inclement weather.

Minor updates have been made upon final review by the administration for 2nd Reading such as removing Line 11 #2 “Continuity of educational service for students who are quarantining”, as there is no State Board remote learning policy for 22-23, as well as “administration of end of course examinations...” as exams would not be administered virtually.

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

Franklin Special Board of Education			
Monitoring: Review: Annually, in November	Descriptor Term: Virtual Education Program	Descriptor Code: 4.212	Issued Date: Proposed
		Rescinds:	Issued:

1 *General*

2 The Franklin Special School District virtual education program is a course or series of courses offered
3 by a school district to provide students a broader range of educational opportunities through the use of
4 technology. Utilizing this program is temporary and shall not replace a student’s regular instructional
5 program.¹

6 Class size ratios for the virtual education program shall comply with the requirements as outlined in
7 state law.²

8 Virtual education programs³ shall be made available to students for the following purposes:

- 9 1. Continuity of educational service for students who are homebound;⁴
- 10 2. ~~Continuity of educational service for students who are quarantining;~~⁵
- 11 3. Continuity of educational service when the district utilizes remote instruction due to dangerous
12 or extreme weather conditions, **or** a serious outbreak of illness affecting or endangering
13 students or staff. ~~or during the administration of end of course examinations or other~~
14 ~~examinations as allowed per state law.~~⁷

17 **ELIGIBILITY AND PARTICIPATION REQUIREMENTS**

18 Students shall be eligible to utilize a virtual education program if participating in one of the above
19 educational opportunities. The following factors shall also be taken into consideration when
20 determining eligibility:

- 21 1. Attendance;
- 22 2. Grades; and
- 23 3. Technology survey.

26 **ATTENDANCE**

28 Student attendance in the virtual education program shall adhere to the general requirements of board
29 policy 6.200 and any relevant administrative procedures.

30 Methods of confirming student attendance shall include ~~two or more~~ **at least one** of the following:

1. Students participating in a phone call with a teacher, with parent/guardian support as appropriate for the age of the student;
2. Students participating in synchronous virtual instruction;
3. Students completing work in a learning management system;
4. Students submitting work via hard-copy or virtual formats; or
5. Students submitting work via hard-copy or virtual formats upon their return to in-person learning.

REMOVAL FROM VIRTUAL EDUCATION PROGRAM

A student may be removed from the virtual education program or denied future enrollment in a virtual education program based on disciplinary issues, attendance issues, or poor academic performance.

Before a student is removed based on poor academic performance, the following interventions shall occur:

1. Notification of parent/guardian; and
2. One-on-one assessment conducted by the principal/designee regarding any learning needs and academic performance.

ENROLLMENT AGREEMENT

The Director of Schools shall work with the Board's attorney to draft an enrollment agreement for students from other school districts that want access to virtual education program courses.

Legal References

1. TRR/MS 0520-01-03-.05(2)
2. TCA 49-1-104(h); State Board of Education Policy 3.206
3. TCA 49-16-101; TRR/MS 0520-01-03-.05(2)(a)
4. TRR/MS 0520-01-02-.10; TRR/MS 0520-01-09-.07
- ~~5. TRR/MS 0520-01-13-.01(1)(d)(1)~~
- ~~6. TRR/MS 0520-01-02-.09; Public Acts of 2022, Chapter No. 960~~
- ~~7. Public Acts of 2022, Chapter No. 897~~

Cross References

Emergency Closings 1.8011
 Homebound Instruction 4.2061
 Alternative Education 6.319



State of Tennessee

PUBLIC CHAPTER NO. 897

SENATE BILL NO. 1887

By Southerland

Substituted for: House Bill No. 1912

By Faison

AN ACT to amend Tennessee Code Annotated, Title 49, Chapter 1; Title 49, Chapter 2 and Title 49, Chapter 6, relative to classroom instruction.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Section 49-6-3004, is amended by adding the following as a new subsection:

(i)(1) An LEA may provide up to two (2) days each semester of the required one hundred eighty (180) days of classroom instruction pursuant to subdivision (a)(1) via remote instruction in accordance with this subsection (i).

(2) An LEA may require a class, school, or all schools of the LEA to utilize remote instruction in the event of dangerous or extreme weather conditions or of serious outbreaks of illness affecting or endangering students or staff.

(3) An LEA may require a class, school, or all schools of the LEA to utilize remote instruction on days that the school administers end-of-course assessments or the assessment required pursuant to § 49-6-6001(b)(1); provided, that the students who are administered the end-of-course assessments or the assessment required pursuant to § 49-6-6001(b)(1) take the assessments in person.

(4) An LEA that provides remote instruction pursuant to this subsection (i) shall provide:

(A) Students enrolled in kindergarten access to at least four (4) hours of instruction each day; and

(B) Students enrolled in grades one through twelve (1-12) access to at least six and one-half (6 1/2) hours of instruction each day.

(5) In tracking daily student attendance and compliance with state school attendance and truancy intervention laws, an LEA shall implement policies and procedures for the LEA to request and receive daily visual, verbal, or written confirmation of student participation in instructional time; determine excused versus unexcused student absences; and implement interventions to address student absences during remote instruction.

(6) An LEA that provides remote instruction pursuant to this subsection (i) shall comply with all state and federal laws, rules, and policies.

(7) An LEA shall:

(A) Make school meals available to students in accordance with the school nutrition program requirements on days that remote instruction is provided pursuant to this subsection (i); and

(B) Make services required by a student's individualized education program (IEP) available to the student on days that remote instruction is provided pursuant to this subsection (i).

(8) As used in this subsection, "remote instruction" means instruction that takes place when a teacher does not provide in-person instruction to students within the traditional school setting.

SECTION 2. This act takes effect upon becoming a law, the public welfare requiring it.

SENATE BILL NO. 1887

PASSED: April 7, 2022



RANDY McNALLY
SPEAKER OF THE SENATE



CAMERON SEXTON, SPEAKER
HOUSE OF REPRESENTATIVES

APPROVED this 19th day of April 2022



BILL LEE, GOVERNOR

6.200 ATTENDANCE – 2nd Reading

Tennessee Code Annotated 49-6-3007 changes the tiers of the progressive truancy plan. Under this new law, Tier I applies to all students to provide school-wide prevention-oriented supports. TSBA has provided updates to this policy to align with these changes.

Along with these revisions, per Public Chapter 878, state law no longer permits the denial of a driver's license due to poor student academic performance. Accordingly, TSBA has updated their model policy to reflect this change.

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

Franklin Special Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: <h1 style="text-align: center;">Attendance</h1>	Descriptor Code: 6.200	Issued Date: Proposed
		Rescinds: 6.200	Issued: 07/15/19

1 **General**

2 Attendance is a key factor in student achievement; **and** therefore, students are expected to be present
3 each day school is in session. ~~The director of schools/designee shall develop appropriate administrative~~
4 ~~procedures to implement this policy.~~

5 The Director of Schools/designee shall ensure that this policy is posted in each school building and
6 disseminated to all students, parent(s)/guardian(s), teachers, and administrative staff.

7 The Attendance Supervisor shall oversee the entire attendance program which shall include:¹

- 8
- 9 1. All accounting and reporting procedures and their dissemination;
- 10
- 11 2. Alternative program options for students who severely fail to meet minimum attendance
- 12 requirements; and
- 13
- 14 3. Ensuring that all school age children attend school;
- 15
- 16 4. Providing documentation of enrollment status upon request for students applying for new or
- 17 reinstatement of driver's permit or license; and
- 18
- 19 5. Notifying the Department of Safety whenever a student with a driver's permit or license
- 20 withdraws from school or fails to maintain satisfactory academic progress.²

21 Student attendance records shall be given the same level of confidentiality as other student records. Only
22 authorized school officials with legitimate educational purposes may have access to student information
23 without the consent of the student or parent(s)/guardian(s).³

24 Absences shall be classified as either excused or unexcused as determined by the principal/designee.
25 Excused absences shall include, but not be limited to, the following:⁴

- 26
- 27 1. Personal illness/injury ~~or illness of immediate family member~~;
- 28 2. ~~Personal injury~~ Illness of immediate family member;
- 29 3. Homebound;
- 30 4. Hospitalization;
- 31 5. Death in the family;
- 32 6. Extreme weather conditions;
- 33 7. Religious observances;⁵

- 1 8. Military service of parent or guardian;
- 2 9. School endorsed activities;⁶
- 3 10. **Pregnancy**;
- 4 11. Summons, subpoena, or court order; or
- 5 12. **Extenuating** Circumstances which in the judgment of the principal create emergencies over
- 6 which the student has no control, determined on a case-by-case basis.

7 The principal shall be responsible for ensuring that:⁶

- 8 1. Attendance is checked and reported daily for each class;
- 9 2. Daily absentee sheets contain sign in/sign out sheets and indicate students present or absent for
- 10 the majority of the day;
- 11 3. All student absences are verified;
- 12 4. Written excuses are submitted for absences and tardiness; and if necessary, verification may be
- 13 required from an official or other source to justify absences; and
- 14 5. System-wide procedures for accounting and reporting are followed.

15 **TRUANCY**

16 *General*

17 Annually, the Director of Schools/designee will provide written notice to parent(s)/guardian(s) that
 18 attendance at school is required. Students shall be present at least fifty percent (50%) of the scheduled
 19 school day in order to be counted present. Students may attend part-time days, alternating days, or for a
 20 specific amount of time as indicated in their Individualized Education Plan (IEP) or 504 Plan and shall
 21 be considered present for school attendance purposes.⁸ If a student is required to participate in a remedial
 22 instruction program outside of the regular school day where there is no cost to the parent(s)/guardian(s)
 23 and the school system provides transportation, unexcused absences from these programs shall be
 24 reported in the same manner.⁷

25 **Students** A student who **are is** absent five (5) days without adequate excuse shall be reported to the
 26 Director of Schools/designee who will, in turn, provide written notice to the parent(s)/guardian(s) of the
 27 student's absences. The Director of Schools/designee shall comply with state law regarding the reporting
 28 of truant students to the proper authorities. The principal/designee shall initiate meaningful
 29 communications with the student and parent(s)/guardian(s) in order to determine the underlying cause(s)
 30 for the unexcused absences. The principal/designee shall then develop an attendance plan and coordinate
 31 additional services designed to improve the student's attendance.¹³ If a parent/**guardian** does not provide
 32 documentation within adequate time excusing those absences or request an attendance hearing, then the
 33 Director of Schools/designee shall implement **tier two of** the progressive truancy intervention plan
 34 described below prior to referral to juvenile court.

35 *Progressive Truancy Intervention Plan*⁸

36 ~~Prior to referral to juvenile court, the following progressive truancy intervention plan will be~~
 37 ~~implemented.~~ (in line 22 above)

38 **Tier I**

39 ~~Tier I of the progressive truancy intervention plan shall include the following:~~ (moves to Tier II)

- ~~1. A conference with the student and the student's parent(s)/guardian(s);~~
- ~~2. An attendance contract, based on the conference, signed by the student, the parent(s)/guardian(s), and an attendance supervisor or designee. The contract shall include:

 - ~~a. A specific description of the school's attendance expectations for the student;~~
 - ~~b. The period for which the contract is effective; and~~
 - ~~c. Penalties for additional absences and alleged school offenses, including additional disciplinary action and potential referral to juvenile court; and~~~~
- ~~3. Regularly scheduled follow-up meetings to discuss the student's progress.~~

Tier I of the progressive truancy plan shall apply to all students within the district and include schoolwide prevention-oriented supports to assist with satisfactory attendance. These supports shall include, but are not limited to, parent engagement by teachers and administrators, school counselor support, and information provided in the school handbook.

Tier II

~~If a student accumulates additional unexcused absences in violation of the attendance contract in Tier I, the student will be subject to Tier II.~~

~~Students who are absent eight (8) days without adequate excuse will be reported to the principal/designee who will provide written notice to the parent(s)/guardian(s) of the student's absences. Meaningful communication shall be initiated again with the student and parent(s)/guardian(s) to attempt to determine the reason for continued absences. If deemed necessary, the need for services will be assessed again and will be allocated if the services could potentially contribute to improved attendance.~~

Tier II of the progressive truancy plan shall be implemented after the student accumulates five (5) unexcused absences, but before referral to juvenile court, and includes the following:

1. A conference with the student and the student's parent(s)/guardian(s);
2. An attendance contract, based on the conference, signed by the student, the parent(s)/guardian(s), and the Attendance Supervisor/designee. The contract shall include:
 - a. A specific description of the school's attendance expectations for the student;
 - b. The period for which the contract is effective; and
 - c. Penalties for additional absences and alleged school offenses, including additional disciplinary action and potential referral to juvenile court.
3. Regularly scheduled follow-up meetings to discuss the student's progress; and
4. ~~Under this tier,~~ A school employee shall conduct an individualized assessment detailing the reasons a student has been absent from school. The employee may refer the student to counseling, community-based services, or other services to address the student's attendance problems.

Tier III

~~Upon notification that a student has been absent ten (10) days without adequate excuse, the principal/designee shall attempt to meet in person with the student and parent(s)/guardian(s) and/or initiate meaningful communication to determine the appropriate services needed to improve the student's attendance. The principal/attendance supervisor shall document all communication attempts and refine the attendance plan as needed.⁴³~~

1 Tier III shall be implemented if the truancy interventions under Tier II are unsuccessful. Tier III
2 may consist of the following interventions: sessions with the school counselor; school-based
3 mental health referral; community resource agency referrals, if needed, to address barriers to
4 regular attendance; before- or after-school extracurricular opportunities; Positive Behavior
5 Interventions and Supports (PBIS); check-in check-out with a school mentor; restorative justice
6 program; and/or after-school courses designed to improve attendance and behavior.

7 These interventions shall be determined by the Attendance Supervisor in conjunction with the
8 appropriate school personnel. The interventions shall address student needs in an age-appropriate
9 manner. Finalized plans shall be approved by the director of schools/designee.

10 NON-SCHOOL SPONSORED EXTRACURRICULAR ACTIVITY

11 A principal/designee may excuse a student to participate in non-school sponsored extracurricular
12 activities. The principal shall document the approval in writing and shall excuse no more than ten (10)
13 absences each school year. No later than seven (7) business days prior to the student's absence, the
14 student shall provide documentation to the school as proof of the student's participation along with a
15 written request for the excused absence from the student's parent/guardian. The request shall include
16 the following:

- 17 1. Student's name and personal identification number;
- 18 2. Student's grade;
- 19 3. The dates of the student's absence;
- 20 4. The reason for the student's absence; and
- 21 5. The signatures of the student and parent/guardian.

22 MAKE-UP WORK/MISSED INSTRUCTIONAL DAYS

23 The board shall determine annually and include in the school calendar a plan for using three (3)
24 abbreviated school days and the procedures for making up missed instructional days. In addition, the
25 board shall determine annually whether to use flexible scheduling for kindergarten students.

26 All missed class work or tests with the exception of End of Course (EOC) exams (whether from excused
27 or unexcused absence) may be made up provided the student makes the request immediately upon
28 returning to school and provided class time is not taken from other students.

29 STATE-MANDATED ASSESSMENT

30 Students who are absent the day of the scheduled end-of-course (EOC) exams ~~must~~ shall present a signed
31 doctor's excuse or ~~must~~ shall have been given an excused release by the principal prior to testing to
32 receive an excused absence. Students who have excused absences will be allowed to take a make-up
33 exam ~~developed by the teacher that will count as 15% of their grade [or]~~ Excused students will receive
34 an incomplete in the course until they have taken the EOC exam.

35 Students who have an unexcused absence shall receive a failing grade on the EOC exam which shall be
36 averaged into their final grade ~~at 15%~~.

37 CREDIT/PROMOTION DENIAL

- 1 Credit/promotion denial determinations may include student attendance ~~for those students with excessive~~
 2 ~~(more than 5) unexcused absences~~; however, student attendance may not be the sole criterion.⁹ ~~However,~~
 3 ~~If~~ attendance is a factor, prior to credit/promotion denial, the following shall occur:
 4 1. The student and the parent(s)/guardian(s) shall be advised if the student is in danger of
 5 credit/promotion denial due to excessive absenteeism; and
 6 2. Procedures in due process are available to the student when credit or promotion is denied.

7 DRIVER'S LICENSE REVOCATION²

8 A student who has more than ten (10) consecutive or fifteen (15) unexcused absences during any
 9 semester shall be ineligible to retain a driver's permit or license.

10 ATTENDANCE HEARING¹⁰

11 Students with excessive (more than 5) unexcused absences or those in danger of credit/promotion denial
 12 shall have the opportunity to appeal to an attendance hearing committee appointed by the principal. If
 13 the student chooses to appeal, the student or ~~their~~ his/her parent(s)/guardian(s) shall be provided written
 14 or actual notice of the appeal hearing and shall be given the opportunity to address the committee. The
 15 committee will conduct a hearing to determine if any extenuating circumstances exist or to verify that
 16 the student has met attendance requirements that will allow him/her to pass the course or be promoted.
 17 Upon notification of the attendance committee decision, the principal shall send written notification to
 18 the Director of Schools/designee and the parent(s)/guardian(s) of the student of any action taken
 19 regarding the excessive unexcused absences. The notification shall advise parent(s)/guardian(s) of their
 20 right to appeal such action within two (2) school days to the Director of Schools/designee.

21 The appeal shall be heard no later than ten (10) school days after the request for appeal is received.

22 Within five (5) school days of the Director of Schools/designee rendering a decision, the student's
 23 parent(s)/guardian(s) may request a hearing by the Board, and the Board shall review the record.
 24 Following the review, the Board may affirm or overturn the decision of the Director of Schools/designee.
 25 The action of the Board shall be final.

Legal References

1. TCA 49-6-3006
2. TCA 49-6-3017(c); Public Acts of 2022, Chapter No. 878
3. 20 USCA § 1232g
4. TRR/MS 0520-01-02-.17(5); State Board of Education Policy 4.100
5. TCA 49-6-2904(b)(5)
6. TCA 49-6-3007
7. TCA 49-6-3021
8. TCA 49-6-3007; TCA 49-6-3009

Cross References

School Calendar 1.800
 Extracurricular Activities 4.300
 Interscholastic Athletics 4.301
 Field Trips/Excursions/Competitions 4.302
 Reporting Student Progress 4.601
 Promotion and Retention 4.603
 Recognition of Religious Beliefs, Customs, & Holidays 4.803
 Voluntary Pre-K Attendance 6.2011
 Homeless Students 6.503
 Students in Foster Care 6.505

9. TCA 49-2-203(b)(7); TCA 49-6-3002(b)
TRR/MS 0520-01-02-.17(7)

Students from Military Families 6.506
Student Records 6.600

Attendance Procedure All Schools 6.200.1
Every Minutes Counts 6.200.2
Principal Attendance Letter 6.200.3
Attendance Contract Meeting and Plan 6.200.4
Tier 2 Attendance Intervention 6.200.5
District Attendance Letter 6.200.6

Franklin Special Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: <h1 style="text-align: center;">Attendance</h1>	Descriptor Code: 6.200	Issued Date: 07/15/19
		Rescinds: 6.200	Issued: 10/08/18

1 Attendance is a key factor in student achievement, and therefore, students are expected to be present
2 each day school is in session. The director of schools/designee shall develop appropriate administrative
3 procedures to implement this policy.

4 The attendance supervisor shall oversee the entire attendance program which shall include:¹
5 1. All accounting and reporting procedures and their dissemination;
6 2. Alternative program options for students who severely fail to meet minimum attendance
7 requirements; and
8 3. Ensuring that all school age children attend school.

9 Student attendance records shall be given the same level of confidentiality as other student records. Only
10 authorized school officials with legitimate educational purposes may have access to student information
11 without the consent of the student or parent(s)/guardian(s).³

12 Absences shall be classified as either excused or unexcused as determined by the principal/designee.
13 Excused absences shall include, but not be limited to, the following:⁴

- 14 1. Personal illness or illness of immediate family member;
- 15 2. Personal injury;
- 16 3. Homebound;
- 17 4. Hospitalization;
- 18 5. Death in the family;
- 19 6. Extreme weather conditions;
- 20 7. Religious observances;⁵
- 21 8. Military service of parent or guardian;
- 22 9. School endorsed activities;⁶
- 23 10. Summons, subpoena, or court order; or
- 24 11. Extenuating circumstances which in the judgment of the principal create emergencies over
25 which the student has no control, determined on a case-by-case basis.

26 The principal shall be responsible for ensuring that:⁶

- 27 1. Attendance is checked and reported daily for each class;
- 28 2. Daily absentee sheets contain sign in/sign out sheets and indicate students present or absent for
29 the majority of the day;
- 30 3. All student absences are verified;
- 31 4. Written excuses are submitted for absences and tardiness; and if necessary, verification may be
32 required from an official or other source to justify absences; and
- 33 5. System-wide procedures for accounting and reporting are followed.

34

1 TRUANCY

2 *General*

3 Annually, the director of schools/designee will provide written notice to parent(s)/guardian(s) that
4 attendance at school is required. Students shall be present at least fifty percent (50%) of the scheduled
5 school day in order to be counted present. Students may attend part-time days, alternating days, or for a
6 specific amount of time as indicated in their Individualized Education Plan (IEP) or 504 Plan and shall
7 be considered present for school attendance purposes.⁸ If a student is required to participate in a remedial
8 instruction program outside of the regular school day where there is no cost to the parent(s)/guardian(s)
9 and the school system provides transportation, unexcused absences from these programs shall be
10 reported in the same manner.⁷

11 Students who are absent five (5) days without adequate excuse shall be reported to the director of
12 schools/designee who will, in turn, provide written notice to the parent(s)/guardian(s) of the student's
13 absences. The director of schools/designee shall comply with state law regarding the reporting of truant
14 students to the proper authorities. The principal/designee shall initiate meaningful communications with
15 the student and parent(s)/guardian(s) in order to determine the underlying cause(s) for the unexcused
16 absences. The principal/designee shall then develop an attendance plan and coordinate additional
17 services designed to improve the student's attendance.¹³ If a parent does not provide documentation
18 within adequate time excusing those absences, or request an attendance hearing, then the director of
19 schools/designee shall implement the progressive truancy intervention plan described below prior to
20 referral to juvenile court.

21 *Progressive Truancy Intervention Plan*⁸

22 Prior to referral to juvenile court, the following progressive truancy intervention plan will be
23 implemented.

24 **Tier I**

25 Tier I of the progressive truancy intervention plan shall include the following:

- 26 1. A conference with the student and the student's parent(s)/guardian(s);
- 27 2. An attendance contract, based on the conference, signed by the student, the
28 parent(s)/guardian(s), and an attendance supervisor or designee. The contract shall include:
 - 29 a. A specific description of the school's attendance expectations for the student;
 - 30 b. The period for which the contract is effective; and
 - 31 c. Penalties for additional absences and alleged school offenses, including additional
32 disciplinary action and potential referral to juvenile court; and
- 33 3. Regularly scheduled follow-up meetings to discuss the student's progress.

34 **Tier II**

35 If a student accumulates additional unexcused absences in violation of the attendance contract in
36 Tier I, the student will be subject to Tier II.

37 Students who are absent eight (8) days without adequate excuse will be reported to the principal/
38 designee who will provide written notice to the parent(s)/guardian(s) of the student's absences.

1 Meaningful communication shall be initiated again with the student and parent(s)/guardian(s) to
2 attempt to determine the reason for continued absences. If deemed necessary, the need for
3 services will be assessed again and will be allocated if the services could potentially contribute
4 to improved attendance.

5 Under this tier, a school employee shall conduct an individualized assessment detailing the
6 reasons a student has been absent from school. The employee may refer the student to counseling,
7 community-based services, or other services to address the student's attendance problems.

8 **Tier III**

9 This tier shall be implemented if the truancy interventions under Tier II are unsuccessful.

10 Upon notification that a student has been absent ten (10) days without adequate excuse, the
11 principal/designee shall attempt to meet in person with the student and parent(s)/guardian(s)
12 and/or initiate meaningful communication to determine the appropriate services needed to
13 improve the student's attendance. The principal/attendance supervisor shall document all
14 communication attempts and refine the attendance plan as needed.¹³

15 These interventions shall be determined by the Attendance Supervisor in conjunction with the
16 appropriate school personnel. The interventions shall address student needs in an age-appropriate
17 manner. Finalized plans shall be approved by the director of schools/designee.

18 The board shall determine annually and include in the school calendar a plan for using three (3)
19 abbreviated school days and the procedures for making up missed instructional days. In addition, the
20 board shall determine annually whether to use flexible scheduling for kindergarten students.

21 **NON-SCHOOL SPONSORED EXTRACURRICULAR ACTIVITY⁹**

22 A principal/designee may excuse a student to participate in non-school sponsored extracurricular
23 activities. The principal shall document the approval in writing and shall excuse no more than ten (10)
24 absences each school year. No later than seven (7) business days prior to the student's absence, the
25 student shall provide documentation to the school as proof of the student's participation along with a
26 written request for the excused absence from the student's parent/guardian. The request shall include
27 the following:

- 28 1. Student's name and personal identification number;
- 29 2. Student's grade;
- 30 3. The dates of the student's absence;
- 31 4. The reason for the student's absence; and
- 32 5. The signatures of the student and parent/guardian.

33 **MAKE-UP WORK**

34 All missed class work or tests with the exception of End of Course (EOC) exams (whether from excused
35 or unexcused absence) may be made up provided the student makes the request immediately upon
36 returning to school and provided class time is not taken from other students.

37 **STATE-MANDATED ASSESSMENT**

1 Students who are absent the day of the scheduled EOC exams must present a signed doctor's excuse or
2 must have been given an excused release by the principal prior to testing to receive an excused absence.
3 Students who have excused absences will be allowed to take a make-up exam developed by the teacher
4 that will count as 15% of their grade [or] excused students will receive an incomplete in the course until
5 they have taken the EOC exam.

6 Students who have an unexcused absence shall receive a failing grade on the EOC exam which shall be
7 averaged into their final grade at 15%.

8 **CREDIT/PROMOTION DENIAL**

9 Credit/promotion denial determinations may include student attendance for those students with excessive
10 (more than 5) unexcused absences; however, student attendance may not be the sole criterion.¹¹
11 However, if attendance is a factor, prior to credit/promotion denial, the following shall occur:

12 1. The student and the parent(s)/guardian(s) shall be advised if the student is in danger of
13 credit/promotion denial due to excessive absenteeism; and

14 2. Procedures in due process are available to the student when credit or promotion is denied.

15 **ATTENDANCE HEARING¹²**

16 Students with excessive (more than 5) unexcused absences or those in danger of credit/promotion denial
17 shall have the opportunity to appeal to an attendance hearing committee appointed by the principal. If
18 the student chooses to appeal, the student or their parent(s)/guardian(s) shall be provided written or actual
19 notice of the appeal hearing and shall be given the opportunity to address the committee. The committee
20 will conduct a hearing to determine if any extenuating circumstances exist or to verify that the student
21 has met attendance requirements that will allow him/her to pass the course or be promoted.¹¹ Upon
22 notification of the attendance committee decision, the principal shall send written notification to the
23 director of schools/designee and the parent(s)/guardian(s) of the student of any action taken regarding
24 the excessive unexcused absences. The notification shall advise parents/guardian(s) of their right to
25 appeal such action within two (2) school days to the director of schools/designee.

26 The appeal shall be heard no later than ten (10) school days after the request for appeal is received.

27 Within five (5) school days of the director of schools/designee rendering a decision, the student's
28 parent(s)/guardian(s) may request a hearing by the board, and the board shall review the record.
29 Following the review, the board may affirm or overturn the decision of the director of schools/designee.
30 The action of the board shall be final.

31 The director of schools/designee shall ensure that this policy is posted in each school building and
32 disseminated to all students, parents, teachers, and administrative staff.

Legal References

1. TRR/MS 0520-01-03-.08(1)(a); TCA 49-6-3006
2. TCA 49-6-3017(c)
3. 20 USCA § 1232g
4. TRR/MS 0520-01-02-.17(1)(c)
5. TCA 49-6-2904(b)(5)
6. TCA 49-6-3007
7. TCA 49-6-3021
8. TCA 49-6-3007; TCA 49-6-3009
9. TCA 49-6-3022
10. TCA 49-2-130; Public Acts of 2019, Chapter No. 272
11. TCA 49-2-203(b)(7); TCA 49-6-3002(b)
12. TRR/MS 0520-01-02-.17

Cross References

School Calendar 1.800
Extracurricular Activities 4.300
Interscholastic Athletics 4.301
Field Trips/Excursions/Competitions 4.302
Reporting Student Progress 4.601
Promotion and Retention 4.603
Recognition of Religious Beliefs, Customs, & Holidays 4.803
Voluntary Pre-K Attendance 6.201.1
Students in Foster Care 6.505
Students from Military Families 6.506
Student Records 6.600

Attendance Procedure All Schools 6.200.1
Every Minutes Counts 6.200.2
Principal Attendance Letter 6.200.3
Attendance Contract Meeting and Plan 6.200.4
Tier 2 Attendance Intervention 6.200.5
District Attendance Letter 6.200.6

4.600 GRADING SYSTEM – *1st Reading*

Revisions update introductory wording by outlining administrative procedure and responsibility in the evaluation and recording of student progress.

In addition, the policy is updated based on the new grading scale for high school courses the WCS Board has adopted in their Board Policy 4.600. This applies to our high school courses taken at the middle school level: algebra, geometry, languages, etc. In these courses, students may receive high schools honors credit by passing (grade 70 or above) both semesters of the course. These courses will count towards the WCS Honors Diploma.

Franklin Special Board of Education			
Monitoring: Review: Annually, in April	Descriptor Term: Grading System	Descriptor Code: 4.600	Issued Date: Proposed
		Rescinds: 4.600	Issued: 10/23/17

1 The Director of Schools shall develop an administrative procedure to establish a system of grading and
 2 assessment for evaluating and recording student progress and to measure student performance in
 3 conjunction with board-adopted content standards for grades K-8. The grading/assessment system shall
 4 follow all applicable statutes and rules and regulations of the State Board of Education.¹

5 In grades K-4, a standards based report card will be used, with academic progress toward the Tennessee
 6 State Curriculum Standards in Reading/Language Arts, Math, Science and Social Studies communicated
 7 to parents through a Standards Rating Key.¹

8 Academic Progress of K-2 grade students will be rated as follows:

- 9 **3** – Demonstrates proficiency of the grade level standard. Producing the required grade level
- 10 work with teacher direction.
- 11 **2** – Demonstrates partial mastery of the standard. Extra support is needed.
- 12 **1** – Not meeting the standard. Additional time and support is required.
- 13 **M** – Standards have been modified to support student needs.

14 Academic Progress of 3rd - 4th grade students will be rated as follows:

- 15 **4** – Exceeds the grade level standard. The student consistently and independently produces
- 16 above grade level quality work.
- 17 **3** – Demonstrates proficiency of the grade level standard. Producing the required grade level
- 18 work with teacher direction.
- 19 **2** – Demonstrates partial mastery of the standard. Extra support is needed.
- 20 **1** – Not meeting the standard. Additional time and support is required.
- 21 **M** – Standards have been modified to support student needs.

22 Behavior and Responsibility will be reported in a section separate from the Academic Standards and
 23 will not be used as part of the Academic ratings.

24 Student progress toward state curriculum goals will be measured using daily work, written assignments
 25 and other assessments.

26 ~~Attendance records will not be used in determining the awarding of grades or the passing of a course or~~
 27 ~~promotion or retention.³~~

28 Grades are not to be changed once recorded on a report card. If an erroneous grade has been recorded,
 29 correction must be made on a new card.

1 The director of schools shall have the authority to establish and operate ungraded and/or unstructured
2 classes in grades K-3 according to state rules and regulations.¹

3 For grades 5-8, subject-area grades shall be expressed by the letters "A", "B", "C", "D", and "F", with
4 corresponding numerical values.¹

5	A	93 – 100
6	B	86 – 92
7	C	76 – 85
8	D	70 – 75
9	F	0 – 69

10 HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL

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

14	A	91—100	90 - 100
15	B	81—90	80 - 89
16	C	72—80	70 - 79
17	D	0—71	60 - 69
18	F	Below 70	0 - 59
19	I	Incomplete (must be removed during the next grading period)	

20 Any student taking high school courses - algebra, geometry, languages, etc. at the middle school level
21 will receive high school honors credit by passing (grade 70 or above) both semesters of the course.
22 ~~Grades will be recorded as Credit or No Credit with no grade point (GPA) value.~~ After completing all
23 requirements of an honors level course, these courses will count towards the Williamson County
24 Honors Diploma.

25 ASSESSMENTS

26 All students enrolled in high school courses will be required to take State End-of-Course Assessments
27 (EOC's) and/or district-developed Common Comprehensive Examinations (CCE's). Students enrolled
28 in Algebra I or geometry in the FSSD will take the State EOC; students enrolled in languages (Spanish
29 I, French I, etc.) will take the District-developed CCE. The State provides the grading scale for State
30 EOC's and mandates that these assessments count 15% of the second semester grade. Grading
31 practices for District-developed CCE's will reflect the State's grading practices.⁴

Legal References

1. TRR/MS 0520-01-03-.02, State Board of Education Policy 3.301; Public Acts of 2022, Chapter No. 1080
2. TCA 49-2-203(b)(7); TCA 49-2-301(b)(1)(H)

Cross References

- Reporting Student Progress 4.601
- Promotion and Retention 4.603
- Transcript Alterations 4.608

Franklin Special Board of Education			
Monitoring: Review: Annually, in April	Descriptor Term: Grading System	Descriptor Code: 4.600	Issued Date: 10/23/17
		Rescinds: 4.600	Issued: 11/09/15

1 In grades K-4, a standards based report card will be used, with academic progress toward the Tennessee
 2 State Curriculum Standards in Reading/Language Arts, Math, Science and Social Studies communicated
 3 to parents through a Standards Rating Key.¹

4 Academic Progress of K-2 grade students will be rated as follows:

- 5 **3** – Demonstrates proficiency of the grade level standard. Producing the required grade level
- 6 work with teacher direction.
- 7 **2** – Demonstrates partial mastery of the standard. Extra support is needed.
- 8 **1** – Not meeting the standard. Additional time and support is required.
- 9 **M** – Standards have been modified to support student needs.

10 Academic Progress of 3rd - 4th grade students will be rated as follows:

- 11 **4** – Exceeds the grade level standard. The student consistently and independently produces
- 12 above-grade level quality work.
- 13 **3** – Demonstrates proficiency of the grade level standard. Producing the required grade level
- 14 work with teacher direction.
- 15 **2** – Demonstrates partial mastery of the standard. Extra support is needed.
- 16 **1** – Not meeting the standard. Additional time and support is required.
- 17 **M** – Standards have been modified to support student needs.

18 Behavior and Responsibility will be reported in a section separate from the Academic Standards and
 19 will not be used as part of the Academic ratings.

20 Student progress toward state curriculum goals will be measured using daily work, written assignments
 21 and other assessments.

22 Attendance records will not be used in determining the awarding of grades or the passing of a course or
 23 promotion or retention.³

24 Grades are not to be changed once recorded on a report card. If an erroneous grade has been recorded,
 25 correction must be made on a new card.

26 The director of schools shall have the authority to establish and operate ungraded and/or unstructured
 27 classes in grades K-3.²

1 For grades 5-8, subject-area grades shall be expressed by the letters "A", "B", "C", "D", and "F", with
2 corresponding numerical values.¹

3	A	93 – 100
4	B	86 – 92
5	C	76 – 85
6	D	70 – 75
7	F	0 – 69

8 HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL

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

12	A	91 – 100
13	B	81 – 90
14	C	72 – 80
15	D	70 – 71
16	F	Below 70

17 Any student taking high school courses - algebra, geometry, languages, etc. at the middle school level
18 will receive high school honors credit by passing (grade 70 or above) both semesters of the course.
19 Grades will be recorded as Credit or No Credit with no grade point (GPA) value. After completing all
20 requirements of an honors level course, these courses will count towards the Williamson County
21 Honors Diploma.

22 ASSESSMENTS

23 All students enrolled in high school courses will be required to take State End-of-Course Assessments
24 (EOC's) and/or district-developed Common Comprehensive Examinations (CCE's). Students enrolled
25 in Algebra I or geometry in the FSSD will take the State EOC; students enrolled in languages (Spanish
26 I, French I, etc.) will take the District-developed CCE. The State provides the grading scale for State
27 EOC's and mandates that these assessments count 15% of the second semester grade. Grading
28 practices for District-developed CCE's will reflect the State's grading practices.⁴

Legal References

1. TRR/MS 0520-01-03-.05(3), SBOE Policy 3.301
2. TCA 49-1-302(g)
3. TCA 49-2-203(b)(7)

6.205 STUDENT ASSIGNMENTS – *1st Reading*

Revisions are to bring the policy to current practice.

Franklin Special Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: <h3 style="text-align: center;">Student Assignments</h3>	Descriptor Code: 6.205	Issued Date: Proposed
		Rescinds: 6.205	Issued: 09/21/15

1 TO SCHOOLS

2 Students shall attend the school to which they are zoned, ~~or in the case of a dual assignment zone,~~ **or**
 3 **otherwise** to the school where the student is assigned.¹

4 Exception to this policy must be based upon program availability and/or specific student's needs that
 5 cannot be met within assigned zone. These exceptions must be approved in writing by the director of
 6 schools. The decision may be appealed to the Board of Education within ten (10) days after the
 7 assignment, through an application to the Board for a hearing requesting a transfer to another school.²

8 TO CLASSES

9 The principal shall be responsible for assigning all students to classes.

10 Students who enter the system from another school system are to be placed by the principal in the grade
 11 and/or level as indicated by records from the former school. If the student's placement is inappropriate
 12 in the grade or level assigned, he/she may be reassigned by the principal to another grade level.
 13 Parent(s)/guardian(s) shall be kept advised.

14 The principal shall separate an alleged victim of child sexual abuse from an alleged perpetrator if the
 15 abuse allegedly occurred while the child was under the supervision or care of the school. If available and
 16 appropriate, a child shall be reassigned if a request is made by the child's parent/guardian and the
 17 perpetrator has been: (1) substantiated by the Department of Children's Services; (2) adjudicated by a
 18 juvenile court to have committed the child sexual abuse; or (3) criminally charged.³

Legal References

1. TCA 49-6-3102, 3103
2. TCA 49-6-3201
3. TCA 49-6-3102(h)

Cross References

- Promotion and Retention 4.603
 Transfers Within the System 6.206
 Homeless Students 6.503
 Students in Foster Care 6.505

Franklin Special Board of Education			
Monitoring: Review: Annually, in April	Descriptor Term: Student Assignments	Descriptor Code: 6.205	Issued Date: 09/21/15
		Rescinds: 6.205	Issued: 10/14/13

1 TO SCHOOLS

2 Students shall attend the school to which they are zoned, or in the case of a dual assignment zone, to the
3 school where the student is assigned.¹

4 Exception to this policy must be based upon program availability and/or specific student’s needs that
5 cannot be met within assigned zone. These exceptions must be approved in writing by the director of
6 schools. The decision may be appealed to the Board of Education within ten (10) days after the
7 assignment, through an application to the Board for a hearing requesting a transfer to another school.²

8 TO CLASSES

9 The principal shall be responsible for assigning all students to classes.

10 Students who enter the system from another school system are to be placed by the principal in the grade
11 and/or level as indicated by records from the former school. If the student's placement is inappropriate
12 in the grade or level assigned, he/she may be reassigned by the principal to another grade level.
13 Parent(s)/guardian(s) shall be kept advised.

14 The principal shall separate an alleged victim of child sexual abuse from an alleged perpetrator if the
15 abuse allegedly occurred while the child was under the supervision or care of the school. If available and
16 appropriate, a child shall be reassigned if a request is made by the child’s parent/guardian and the
17 perpetrator has been: (1) substantiated by the Department of Children’s Services; (2) adjudicated by a
18 juvenile court to have committed the child sexual abuse; or (3) criminally charged.³

Legal References

1. TCA 49-6-3102, 3103
2. TCA 49-6-3201
3. TCA 49-6-3102(h)

Cross References

- Promotion and Retention 4.603
 Transfers Within the System 6.206
 Homeless Students 6.503
 Students in Foster Care 6.505

**6.312 USE OF PERSONAL COMMUNICATION DEVICES AND
ELECTRONIC DEVICES – *1st Reading***

Revisions are to bring the policy to current practice.

Franklin Special Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Use of Personal Communication Devices and Electronic Devices	Descriptor Code: 6.312	Issued Date: Proposed
		Rescinds: 6.312	Issued: 05/08/17

Students may possess personal communication devices and personal electronic devices as long as such devices are turned off and stored out of view such as in a backpacks, or purses, personal carry-all or pocket. Such devices include but are not limited to wearable technology such as eye glasses, rings or watches that have the capability to record, live stream or interact with wireless technology; cell phones; laptops; and tablets; mp3 players, cameras. Such devices include but are not limited to technology that has the capability to record, live stream, or interact with wireless technology such as watches, cell phones, laptops, and tablets. However, a teacher may grant permission for the use of these devices to assist with instruction in his/her classroom, and teachers are encouraged to integrate the devices into their coursework.* The principal or his/her designee may also grant a student permission to use such a device at his/her discretion. When If permission is granted for student use of personal electronic devices, all Internet access must be through the FSSD Guest Network. Cellular network adapters are not permitted to be used by students to access the Internet at any time.

Students and parents/guardians participating in Bring Your Own Technology (BYOT) must adhere to all Board policies and the FSSD Network and Internet Use Agreement and FSSD Guidelines for Technology Use.

- ~~1. Students take full responsibility for personal digital devices at all times. The school is not responsible for the security of the device. Responsibility to keep privately owned devices secure rests with the individual owner. FSSD, its employees and agents, are not liable for any device stolen or damaged on campus. If a device is stolen or damaged, it will be handled through the school administrative office in the same manner as other personal items in similar situations.~~
- ~~2. The device must be turned off while on school campuses unless otherwise directed by the teacher.~~
- ~~3. The device may not be used to record, transmit or post photographic images or audio/video of a person, or persons on campus during school hours including on district provided transportation unless assigned by the teacher, as allowed by the FSSD Publication Consent for Student Images or Work form.~~
- ~~4. The device may only be used to access files or Internet sites which are relevant to the classroom curriculum. Non-instructional games are not permitted.~~
- ~~5. Students must comply with a teacher's request to turn off or remove the device.~~

~~Unauthorized use or improper storage of a device will result in confiscation until such time as it may be released to the student's parents or guardian. A student in violation of this policy is subject to disciplinary action.~~

- 1 ~~*As we transition to 1:1 in grades 5-8, the use of personal devices may decrease.~~

Cross References

Student Discrimination, Harassment, Bullying,
Cyberbullying and Intimidation 6.304
Code of Conduct 6.300

Student Network and Use Agreement 6.304.2
Guidelines for Technology Use 6.304.3

Franklin Special Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Use of Personal Communication Devices and Electronic Devices	Descriptor Code: 6.312	Issued Date: 05/08/17
		Rescinds: 6.312	Issued: 02/09/15

1 Students may possess personal communication devices and personal electronic devices, including but
 2 not limited to cell phones, laptops, tablets, mp3 players, cameras and wearable technology such as eye
 3 glasses, rings or watches that have the capability to record, live stream or interact with wireless
 4 technology, on school property. These must be turned off and stored out of view such as in a backpack,
 5 purse, personal carry-all or pocket. A teacher may grant permission for the use of these devices to assist
 6 with instruction in his/her classroom, and teachers are encouraged to integrate the devices into their
 7 coursework.* The principal or his/her designee may also grant a student permission to use such a device
 8 at his/her discretion. When permission is granted for student use of personal electronic devices, all
 9 Internet access must be through the FSSD Guest Network. Cellular network adapters are not permitted
 10 to be used by students to access the Internet at any time.

11
 12 Students and parents/guardians participating in Bring Your Own Technology (BYOT) must adhere to
 13 all Board policies and the FSSD Network and Internet Use Agreement and FSSD Guidelines for
 14 Technology Use:

- 15
 16 1. Students take full responsibility for personal digital devices at all times. The school is not
 17 responsible for the security of the device. Responsibility to keep privately owned devices secure
 18 rests with the individual owner. FSSD, its employees and agents, are not liable for any device
 19 stolen or damaged on campus. If a device is stolen or damaged, it will be handled through the
 20 school administrative office in the same manner as other personal items in similar situations.
- 21
 22 2. The device must be turned off while on school campuses unless otherwise directed by the teacher.
- 23
 24 3. The device may not be used to record, transmit or post photographic images or audio/video of a
 25 person, or persons on campus during school hours including on district-provided transportation
 26 unless assigned by the teacher, as allowed by the FSSD Publication Consent for Student Images
 27 or Work form.
- 28
 29 4. The device may only be used to access files or Internet sites which are relevant to the classroom
 30 curriculum. Non-instructional games are not permitted.
- 31
 32 5. Students must comply with a teacher's request to turn off or remove the device.

33 Unauthorized use or improper storage of a device will result in confiscation until such time as it may
 34 be released to the student's parents or guardian. A student in violation of this policy is subject to
 35 disciplinary action.

36 *As we transition to 1:1 in grades 5-8, the use of personal devices may decrease.

Cross References

Discipline Procedures 6.313

FRANKLIN SPECIAL SCHOOL DISTRICT
Investment Report
July 31, 2022

Local Government Investment Pool

Interest Rate for July 1.38%

General Investment Account

Beginning Balance	\$ 11,179,199.28
Interest	12,316.22
Withdrawals	(1,600,000.00)
Deposits	
Total Invested	\$ 9,591,515.50

Debt Service Investment Account

Beginning Balance	\$ 1,204,348.68
Interest	1,411.56
Withdrawals	
Deposits	
Total Invested	\$ 1,205,760.24

Capital Projects Investment Account

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

Construction Investment Account

Beginning Balance	\$ 5,585,167.18
Interest	6,298.43
Withdrawals	(467,940.00)
Deposits	
Total Invested	\$ 5,123,525.61

FRANKLIN SPECIAL SCHOOL DISTRICT
Investment Report
July 31, 2022

First Tennessee Bank

General Purpose Checking	
Beginning Balance	\$ 3,472,842.76
Receipts	1,416,594.00
Receipts - Loan from First Horizon (Tax Anticipation)	
Payment of Loan fr Debt Svc.	
Sale of Property	
Loan fr Capital	
Interest	3,425.52
Transfer from Investments	1,600,000.00
Transfer to Investments	
Pmt of Tax Anticipation Loan to First Horizon	
RePmt Loan to Debt Svc.	
RePmt of Loan to Capt Svc.	
Williamson Co Trustee's pmt.	
Disbursements	(5,328,077.34)
Ending Balance	\$ 1,164,784.94

Debt Service Checking	
Beginning Balance	\$ 235,785.69
Receipts	43,956.23
Receipts - Loan Payment fr GP	
Loan fr GP	
Interest	401.67
Transfer from Investments	
Transfer to Investments	
Loan to GP	
Disbursements	
Ending Balance	\$ 280,143.59

Capital Projects Checking	
Beginning Balance	\$ 419,445.24
Receipts	38,658.60
Interest	687.13
Payment fr GP of Loan	
Transfer to GP Loan	
Reimb fr GP-Exp	
Disbursements	(35,800.07)
Ending Balance	\$ 422,990.90

Construction Checking	
Beginning Balance	\$ 141,759.18
Receipts	
Interest	1.92
Transfer fr LGIP	467,940.00
Transfer to LGIP	
Transf fr GP Reimb Exp	
Disbursements	(468,507.73)
Ending Balance	\$ 141,193.37

Fnd T Acct	Obj	Prj	Loc	Prq	Acct	2022-23	2022-23	2022-23	August 2022-23	2022-23	Uncollected
						Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
141					General Purpose						
141 R 46980	---	---	---	---	Other State Grants	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46981	---	---	---	---	Safe Schools	60,000.00	0.00	60,000.00	0.00	0.00	60,000.00
141 R 47143	---	---	---	---	Ed Of Handicap_IDEA	0.00	0.00	0.00	0.00	0.00	0.00
141 R 47145	---	---	---	---	IDEA Preschool	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
141 R 47590	---	---	---	---	Other Federal Through State	0.00	0.00	0.00	259.04	414.84	-414.84
141 R 48130	---	---	---	---	CONTRIBUTIONS	0.00	0.00	0.00	0.00	0.00	0.00
141 R 48990	---	---	---	---	Other-Citizens Group	10,000.00	0.00	10,000.00	0.00	0.00	10,000.00
141 R 49700	---	---	---	---	Insurance Recovery	0.00	0.00	0.00	0.00	0.00	0.00
141 R 49800	---	---	---	---	Transfers In	55,000.00	0.00	55,000.00	0.00	0.00	55,000.00
141 -	-----	-----	-----	-----	General Purpose	55,820,782.00	0.00	55,820,782.00	2,206,455.70	2,249,472.88	53,571,309.12

Fnd T Acct	Obj Prj Loc	Prg Acct	2022-23	2022-23	August 2022-23	2022-23	Encumbered	Unencumbered
			Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
141		General Purpose						
141 E 11130	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 E 71100	---	---	27,574,075.00	27,574,075.00	1,270,095.70	1,624,869.37	112,313.40	25,836,892.23
141 E 71150	---	---	89,000.00	89,000.00	0.00	0.00	0.00	89,000.00
141 E 71200	---	---	6,099,860.00	6,099,860.00	171,261.93	233,163.52	123,599.60	5,743,096.88
141 E 72110	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 E 72120	---	---	813,647.00	813,647.00	40,747.75	48,952.89	5,035.00	759,659.11
141 E 72130	---	---	1,076,750.00	1,076,750.00	57,482.61	118,129.84	15,552.25	943,067.91
141 E 72210	---	---	3,002,681.00	3,002,681.00	159,475.52	305,206.46	23,377.85	2,674,096.69
141 E 72220	---	---	1,490,733.00	1,490,733.00	66,463.58	103,408.88	50,217.91	1,337,106.21
141 E 72250	---	---	1,344,683.00	1,344,683.00	227,813.70	408,917.72	11,721.21	924,044.07
141 E 72310	---	---	1,528,522.00	1,528,522.00	48,038.92	324,504.42	284,028.23	919,989.35
141 E 72320	---	---	514,230.00	514,230.00	39,611.16	61,310.55	15,472.27	437,447.18
141 E 72410	---	---	3,796,801.00	3,796,801.00	274,336.59	436,379.14	53,657.26	3,306,764.60
141 E 72510	---	---	770,909.00	770,909.00	66,731.62	100,292.87	752.64	669,863.49
141 E 72520	---	---	409,181.00	409,181.00	29,567.35	44,428.35	7,975.68	356,776.97
141 E 72610	---	---	3,693,431.00	3,693,431.00	326,834.01	643,510.65	192,566.67	2,857,353.68
141 E 72620	---	---	856,944.00	856,944.00	69,516.56	107,490.86	84,402.24	665,050.90
141 E 72710	---	---	2,294,126.00	2,294,126.00	99,984.18	191,333.33	141,859.10	1,960,933.57
141 E 72810	---	---	264,847.00	264,847.00	22,467.69	34,671.20	13,309.92	216,865.88
141 E 73100	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 E 73300	---	---	358,335.00	358,335.00	1,540.00	1,540.00	0.00	356,795.00
141 E 73400	---	---	576,185.00	576,185.00	18,344.11	22,612.97	1,440.81	552,131.22
141 E 81300	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 E 82130	---	---	221,105.00	221,105.00	18,410.00	36,820.00	184,285.00	0.00
141 E 82230	---	---	31,619.00	31,619.00	317.00	634.00	5,183.00	25,802.00
141 E 82330	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 -	---	---	56,807,664.00	56,807,664.00	3,009,039.98	4,848,177.02	1,326,750.04	50,632,736.94

Fnd T Acct	Obj	Pri	Loc	Prq	Acct	2022-23	2022-23	2022-23	August 2022-23	2022-23	Uncollected
						Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
142					Federal Programs						
142 R 47141	---	---	-----	---	Title I Part A	435,175.00	0.00	435,175.00	0.00	0.00	435,175.00
142 R 47143	---	---	-----	---	Ed Of Handicap_IDEA	848,169.00	0.00	848,169.00	0.00	0.00	848,169.00
142 R 47145	---	---	-----	---	IDEA Preschool	24,655.00	0.00	24,655.00	0.00	0.00	24,655.00
142 R 47146	---	---	-----	---	Title III Part A	39,424.00	0.00	39,424.00	0.00	0.00	39,424.00
142 R 47147	---	---	-----	---	Title IV Safe & Drug-Free Scho	29,606.00	0.00	29,606.00	0.00	0.00	29,606.00
142 R 47149	---	---	-----	---	Title X McKinney-Vento	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47189	---	---	-----	---	Title II Part A	96,742.00	0.00	96,742.00	0.00	0.00	96,742.00
142 R 47301	---	---	-----	---	ESSER Grant	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47303	---	---	-----	---	LEA Reopening Grant	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47306	---	---	-----	---	Emergency Loss of Income Grant	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47307	---	---	-----	---	ESSER 2.0	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47309	---	---	-----	---	Literacy Training Teacher Stip	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47311	---	---	-----	---	First To The Top	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47401	---	---	-----	---	ESSER 3.0	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47402	---	---	-----	---	ARP IDEA Part B	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47403	---	---	-----	---	ARP IDEA Preschool	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47404	---	---	-----	---	ARP Homeless 2.0	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47590	---	---	-----	---	Other Federal Through State	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47990	---	---	-----	---	Other Direct Federal Revenue	0.00	0.00	0.00	0.00	0.00	0.00
142 R 49800	---	---	-----	---	Transfers In	0.00	0.00	0.00	0.00	0.00	0.00
142 -	-----	-----	-----	-----	Federal Programs	1,473,771.00	0.00	1,473,771.00	0.00	0.00	1,473,771.00

Fnd T Acct	Obj	Pri	Loc	Prq	Acct	2022-23	2022-23	August 2022-23	2022-23	Encumbered	Unencumbered
						Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
142					Federal Programs						
142 E 71100	---	---	---	---	Regular Education Program	256,218.00	256,218.00	32,899.54	42,035.75	16,491.25	197,691.00
142 E 71200	---	---	---	---	Special Education Program	810,055.00	810,055.00	21,999.51	36,818.89	16,114.43	757,121.68
142 E 72110	---	---	---	---	Attendance	0.00	0.00	0.00	0.00	0.00	0.00
142 E 72120	---	---	---	---	Health Services	20,000.00	20,000.00	-3,764.42	-2,176.49	16,670.00	5,506.49
142 E 72130	---	---	---	---	Other Student Support	100,399.00	100,399.00	15,054.67	5,232.66	3,025.86	92,140.48
142 E 72210	---	---	---	---	Regular Instruction Program	200,629.00	200,629.00	29,976.26	53,147.08	30,544.85	116,937.07
142 E 72220	---	---	---	---	Special Education Instruction	4,667.00	4,667.00	-308.83	562.45	0.00	4,104.55
142 E 72250	---	---	---	---	TECHNOLOGY	0.00	0.00	13,448.41	13,448.41	137,420.64	-150,869.05
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	24,467.00	0.00	-24,467.00
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	0.00	0.00	0.00	45,540.82	-45,540.82
142 E 72620	---	---	---	---	Maintenance Of Plant	0.00	0.00	0.00	0.00	0.00	0.00
142 E 72710	---	---	---	---	Transportation	17,077.00	17,077.00	10.43	10.43	489.57	16,577.00
142 E 73100	---	---	---	---	Food Supplies	0.00	0.00	0.00	0.00	0.00	0.00
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	0.00	0.00	0.00	0.00	0.00
142 E 99100	---	---	---	---	Operating Transfer	64,726.00	64,726.00	0.00	0.00	0.00	64,726.00
142 -	---	---	---	---	Federal Programs	1,473,771.00	1,473,771.00	109,315.57	173,546.18	266,297.42	1,033,927.40

Fnd T Acct	Obj Pri Loc	Prq Acct	2022-23	2022-23	2022-23	August 2022-23	2022-23	Uncollected
			Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
143		Food Service						
143 R 43521	---	---	330,000.00	0.00	330,000.00	0.00	0.00	330,000.00
143 R 43522	---	---	40,000.00	0.00	40,000.00	0.00	0.00	40,000.00
143 R 43523	---	---	87,000.00	0.00	87,000.00	0.00	0.00	87,000.00
143 R 43525	---	---	115,000.00	0.00	115,000.00	0.00	0.00	115,000.00
143 R 43990	---	---	135,000.00	0.00	135,000.00	7,789.75	9,903.50	125,096.50
143 R 44530	---	---	1,000.00	0.00	1,000.00	230.00	230.00	770.00
143 R 44560	---	---	0.00	0.00	0.00	0.00	0.00	0.00
143 R 44570	---	---	0.00	0.00	0.00	0.00	0.00	0.00
143 R 44990	---	---	35,000.00	0.00	35,000.00	166.00	166.00	34,834.00
143 R 46520	---	---	17,000.00	0.00	17,000.00	0.00	0.00	17,000.00
143 R 46980	---	---	0.00	0.00	0.00	0.00	0.00	0.00
143 R 47111	---	---	1,343,750.00	0.00	1,343,750.00	0.00	0.00	1,343,750.00
143 R 47112	---	---	157,760.00	0.00	157,760.00	0.00	0.00	157,760.00
143 R 47113	---	---	115,950.00	0.00	115,950.00	0.00	0.00	115,950.00
143 R 47114	---	---	16,000.00	0.00	16,000.00	3,135.00	3,156.25	12,843.75
143 R 47115	---	---	0.00	0.00	0.00	0.00	0.00	0.00
143 R 47590	---	---	140,000.00	0.00	140,000.00	0.00	0.00	140,000.00
143 -	---	---	2,533,460.00	0.00	2,533,460.00	11,320.75	13,455.75	2,520,004.25

Fnd T Acct	Obj	Prj	Loc	Prg	Acct	2022-23	2022-23	August 2022-23	2022-23	Encumbered	Unencumbered
						Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
143					Food Service						
143 E	73100	---	---	---	Food Supplies	2,539,784.00	2,539,784.00	239,147.22	287,809.08	952,579.21	1,299,395.71
143 E	73300	---	---	---	Community Service	0.00	0.00	0.00	0.00	0.00	0.00
143 -	-----	---	---	---	Food Service	2,539,784.00	2,539,784.00	239,147.22	287,809.08	952,579.21	1,299,395.71

Fnd T Acct	Obj Prj Loc	Prq	Acct	2022-23	2022-23	2022-23	August 2022-23	2022-23	Uncollected	
				Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance	
146	Community Service (MAC)									
146 R 43581	---	---	---	Community Services Fees	1,497,358.00	0.00	1,497,358.00	81,395.66	136,790.05	1,360,567.95
146 R 43584	---	---	---	Registration Fees-School Year	25,550.00	0.00	25,550.00	9,490.00	14,295.00	11,255.00
146 R 43585	---	---	---	Registration Fees-Summer	7,500.00	0.00	7,500.00	0.00	0.00	7,500.00
146 R 43990	---	---	---	Other Charges For Services	0.00	0.00	0.00	0.00	0.00	0.00
146 R 44120	---	---	---	Lease/Rentals	0.00	0.00	0.00	0.00	0.00	0.00
146 R 44170	---	---	---	Miscellaneous Refunds	36,000.00	0.00	36,000.00	0.00	0.00	36,000.00
146 R 44570	---	---	---	Contributions & Gifts	4,500.00	0.00	4,500.00	0.00	0.00	4,500.00
146 R 44990	---	---	---	Other Local Revenue	0.00	0.00	0.00	0.00	0.00	0.00
146 R 46590	---	---	---	Other State Education Funds	80,231.00	0.00	80,231.00	0.00	0.00	80,231.00
146 R 47590	---	---	---	Other Federal Through State	0.00	0.00	0.00	0.00	404,936.99	-404,936.99
146 -	---	---	---	Community Service (MAC)	1,651,139.00	0.00	1,651,139.00	90,885.66	556,022.04	1,095,116.96

Fnd T Acct	Obj	Prj	Loc	Prq	Acct	2022-23	2022-23	August 2022-23	2022-23	Encumbered	Unencumbered
						Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
146					Community Service (MAC)						
146 E 73300	---	---	---	---	Community Service	1,647,595.00	1,647,595.00	130,292.86	238,234.14	32,399.11	1,376,961.75
146 E 99100	---	---	---	---	Operating Transfer	0.00	0.00	0.00	0.00	0.00	0.00
146 -	---	---	---	---	Community Service (MAC)	1,647,595.00	1,647,595.00	130,292.86	238,234.14	32,399.11	1,376,961.75

Fnd T Acct	Obj	Prj	Loc	Prg	Acct	2022-23	2022-23	2022-23	August 2022-23	2022-23	Uncollected
						Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
156					Debt Service						
156 R 40610	---	---	---	---	Current Year Property Tax	6,369,823.00	0.00	6,369,823.00	0.00	0.00	6,369,823.00
156 R 40620	---	---	---	---	Prior Year Property Tax	50,000.00	0.00	50,000.00	4,937.25	4,937.25	45,062.75
156 R 40630	---	---	---	---	Interest & Penalty	10,500.00	0.00	10,500.00	345.79	345.79	10,154.21
156 R 40640	---	---	---	---	Pick-Up Taxes	20,000.00	0.00	20,000.00	1,788.55	1,788.55	18,211.45
156 R 44110	---	---	---	---	Interest Earned	2,000.00	0.00	2,000.00	566.82	2,380.05	-380.05
156 R 44990	---	---	---	---	Other Local Revenue	0.00	0.00	0.00	0.00	0.00	0.00
156 R 49800	---	---	---	---	Transfers In	0.00	0.00	0.00	0.00	0.00	0.00
156 -	---	---	---	---	Debt Service	6,452,323.00	0.00	6,452,323.00	7,638.41	9,451.64	6,442,871.36

Fnd T Acct	Obj	Prj	Loc	Prg	Acct	2022-23	2022-23	August 2022-23	2022-23	Encumbered	Unencumbered
						Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
156					Debt Service						
156 E 72310	---	---	-----	---	Board Of Education Services	128,701.00	128,701.00	139.06	139.06	0.00	128,561.94
156 E 82130	---	---	-----	---	Principal	3,140,000.00	3,140,000.00	0.00	0.00	0.00	3,140,000.00
156 E 82230	---	---	-----	---	Interest	3,141,567.00	3,141,567.00	0.00	0.00	0.00	3,141,567.00
156 E 82330	---	---	-----	---	Other Debt Service	1,500.00	1,500.00	0.00	0.00	0.00	1,500.00
156 -	-----	---	-----	---	Debt Service	6,411,768.00	6,411,768.00	139.06	139.06	0.00	6,411,628.94

Fnd T Acct	Obj Prj Loc	Prq Acct	2022-23	2022-23	2022-23	August 2022-23	2022-23	Uncollected	
			Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance	
177			Capital Projects						
177 R 40210	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
177 R 40390	---	---	825,000.00	0.00	825,000.00	0.00	0.00	825,000.00	
177 R 44110	---	---	10,400.00	0.00	10,400.00	821.99	7,809.47	2,590.53	
177 R 44530	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
177 R 44570	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
177 R 44990	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
177 R 46530	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
177 R 48130	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
177 R 49100	---	---	26,494,987.00	0.00	26,494,987.00	0.00	0.00	26,494,987.00	
177 -	---	---	27,330,387.00	0.00	27,330,387.00	821.99	7,809.47	27,322,577.53	

Fnd T Acct	Obj Prj Loc	Prg	Acct	2022-23	2022-23	August 2022-23	2022-23	Encumbered	Unencumbered
				Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
177			Capital Projects						
177 E 81300	---	---	---	Education Debt Service	0.00	0.00	0.00	0.00	0.00
177 E 82130	---	---	---	Principal	0.00	0.00	0.00	0.00	0.00
177 E 82230	---	---	---	Interest	0.00	0.00	0.00	0.00	0.00
177 E 82330	---	---	---	Other Debt Service	220,890.00	220,890.00	0.00	5,123.47	215,766.53
177 E 91300	---	---	---	Education Capital Projects	20,732,963.00	20,732,963.00	1,106,024.12	1,579,723.69	12,623,165.43
177 E 99100	---	---	---	Operating Transfer	0.00	0.00	0.00	0.00	0.00
177 -	---	---	---	Capital Projects	20,953,853.00	20,953,853.00	1,106,024.12	1,584,847.16	12,838,931.96

Fnd T Acct	Obj Pri Loc	Prg Acct	2022-23	2022-23	2022-23	August 2022-23	2022-23	Uncollected
			Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
Grand Revenue Totals			95,261,862.00	0.00	95,261,862.00	2,317,122.51	2,836,211.78	92,425,650.22

Number of Accounts: 347

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

End T Acct	Obj	Pri	Loc	Prg	Acct	2022-23	2022-23	August 2022-23	2022-23	Encumbered	Unencumbered
						Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
Grand Expense Totals						89,834,435.00	89,834,435.00	4,593,958.81	7,132,752.64	9,108,099.66	73,593,582.70

Number of Accounts: 4779

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

FRANKLIN SPECIAL SCHOOL DISTRICT
Comparison of Sales Tax Revenue
FY 2021-2022 to FY 2022-2023

Received	For the	Actual Sales Tax Revenue				Increase (Decrease) FY22-23 from FY21-22		% Chg FY20-21 compared to FY19-20	% Chg FY21-22 compared to FY20-21	% Chg FY22-23 compared to FY21-22	% Chg FY22-23 compared to FY21-22
		During	Month of	FY19-20	FY20-21	FY21-22	FY22-23	Month-to- Month	Year-to- Date	Month-to- Month	Month-to- Month
Aug	May	\$ 493,498	\$ 486,669	\$ 596,966	\$ 630,152	\$ 33,186	\$ 33,186	-1.4%	22.7%	5.6%	5.6%
Sep	June	507,478	533,432	620,365	620,525	\$ 160	\$ 33,346	5.1%	16.3%	0.0%	2.7%
Oct	July	493,500	523,021	619,147							
Nov	Aug	505,911	532,701	606,729							
Dec	Sept	492,597	544,613	637,185							
Jan	Oct	514,543	555,813	634,248							
Feb	Nov	542,968	562,186	674,124							
Mar	Dec	744,403	816,850	829,679							
Apr	Jan	479,353	555,149	581,999							
ADA Adjustment		(67,495)	(306,074)	(763,167)							
May	Feb	439,802	462,905	580,125							
June	March	479,700	561,919	598,238							
July	April	426,422	593,537	603,419							
Total YTD		\$ 6,052,681	\$ 6,422,720	\$ 6,819,057	\$ 1,250,677	\$ 33,346					
FY 2022-2023 Budgeted Total					\$ 7,100,000						
Actual Over (Under) Budget					\$ (5,849,323)						
% of Budget Received YTD					17.6%						
ADA Adjustment (Sales Tax)											
19-20	-67,495										
20-21	-306,074										
21-22	-763,167										