

Board of Education Regular Meeting

March 20, 2023 6:30 PM

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

- I. **MEETING CALLED TO ORDER**
- II. **PLEDGE OF ALLEGIANCE**
- III. **RECOGNITIONS/GOOD NEWS AWARDS**
 - III.1. **Teachers, Supervisor and Principal of the Year**
 - III.2. **Good News Awards**
- IV. **PUBLIC INPUT**
- V. **REPORTS/PRESENTATIONS/DISCUSSIONS**
 - V.1. **Teaching & Learning Spotlight**
 - V.2. **Construction Report**
- VI. **APPROVAL OF BOARD AGENDA**
- VII. **APPROVAL OF CONSENT AGENDA**
 - VII.1. **Minutes of Board Meeting dated February 13, 2023**
 - VII.2. **Overnight Field Trip: MES 4th Grade Natchez Trace Walk**
 - VII.3. **ESSER 3.0 Public Plan for Remaining Funds and Safe Return to In-person Instruction and Continuity of Services Plan update**
 - VII.4. **Surplus Property Authorization: 2008 Thomas Type D Diesel School Bus**
 - VII.5. **Budget Amendments**
 - VII.6. **Textbook Certification of Adoption**
- VIII. **BUSINESS BEFORE THE BOARD**
 - VIII.1. **Director of Schools Total Composite Score**
 - VIII.2. **Policy Revision: Community Use of School Facilities (3.206) - *2nd Reading***
 - VIII.3. **Policy Revision: Code of Ethics (1.106) – *1st Reading***
 - VIII.4. **Policy Revision: Board Member Conflict of Interest (1.107) – *1st Reading***

VIII.5. **Policy Revision: Testing Programs (4.700) – 1st Reading**

VIII.6. **Policy Revision: Student Assignments (6.205) – 1st Reading**

IX. **DIRECTOR OF SCHOOLS REPORT**

X. **UPDATES**

X.1. **Teaching and Learning**

X.2. **Finance and Administration**

XI. **ANNOUNCEMENTS**

XII. **ADJOURNMENT**

FSSD Teachers of the Year

Every spring we are honored to be able to recognize our Teachers of the Year. The work they do in and out of the classroom is amazing, and none of it is ever done with the desire to be recognized. These teachers were selected by their peers for their unwavering support of students. Please help us recognize the FSSD Teachers of the Year:

Elementary Teacher of the Year

Sondra Martin is an 11-year teaching veteran who has worked at Franklin Elementary for the past three years. To ensure her fourth-grade students are successful, she begins the year by setting high expectations, fostering a safe and loving classroom environment, conferencing with students, monitoring student assessments, setting the stage to engage, and reflecting upon her classroom instruction.

Using soft start inquiry based activities and the routine of morning meeting, Ms. Martin's class begins each day with a feeling of openness and trust that encourages relationship building throughout the rest of the year. It is truly a thriving classroom with an environment of encouragement that promotes the attitude that all students can succeed.

Middle Grades Teacher of the Year

Christina Swart is a fifth-grade math teacher at Freedom Intermediate School. She has 13 years of teaching experience in Tennessee, with the past two spent at Freedom Intermediate. Ms. Martin uses various strategies to gauge student success, including clear success criteria, daily tickets out the door, use of Classflow, and formative assessments.

With math content, it is important for her to know how her students are doing at all times, even during the lesson. The use of Classflow allows all students to be engaged, regardless of whether or not they raise their hand. Data is collected in real time, enabling Ms. Swart to make adjustments on the fly to ensure student understanding. She uses data to create daily small groups based on understanding that allow a natural flow into and out classroom intervention and enrichment for each lesson.

These strategies have worked well, as she is a Level 5 teacher based on her students' growth scores. Even more importantly, her students enjoy her class and are focused on each day's goal.

FSSD Building-Level Teachers of the Year

The FSSD Teachers of the Year were selected from a talented and well-respected group of educators who were selected as their school representatives. In addition to Ms. Swart and Ms. Martin, they are:

- Johnson Elementary – Alice Irvin, second grade teacher
- Liberty Elementary – Laura Watts, library/media center teacher
- Moore Elementary – Kayla Eaton, first grade teacher
- Poplar Grove Elementary – Leigh Ann White, special education teacher
- Poplar Grove Middle – Lauren Lowery, art teacher
- Freedom Middle – Catherine Curtis, Spanish teacher

Cornerstone Financial Credit Union: For the past 12 years, Cornerstone Financial Credit Union has demonstrated its support of our district by providing the full cash award of \$500 to the FSSD Teacher of the Year and \$100 each to the building-level Teachers of the Year. The credit union's generosity and support of our extraordinary teachers is appreciated.

Supervisor of the Year

Congratulations to Mark Anderson, FSSD Technology Supervisor, who was selected as the 2022 FSSD Supervisor of the Year.

Mr. Anderson's service in the FSSD began in 2004 as a Network Technician. In 2006, he was promoted to Network Manager and in 2013, he assumed the duties of Technology Coordinator, a position he holds to this day. Mr. Anderson's responsibilities and expertise are both broad and highly specific, and his role is closely intertwined with that of every person on the FSSD Teaching and Learning team, as well as with school and other district administrators, teachers, and staff. It is this combination of skill, knowledge, and synergy that he maximizes for optimal benefit to students.

His 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 vast and ongoing component of his duties involves the purchase, distribution, and upgrades to district and school software and hardware, including digital academic resources as well as the platforms that facilitate access to learning, collaboration, and partnerships with parents/guardians. Mr. Anderson manages the safe student use of several types of devices and, under his leadership, we have become a 1:1 district. His oversight of school and building phone and email systems ensures swift and consistent communication across the district.

We are happy to have Mr. Anderson to represent the FSSD as 2023 Supervisor of the Year.

Principal of the Year

Congratulations to Dr. Charles Farmer, who was selected as the 2023 FSSD Principal of the Year. Dr. Farmer is in his fifth year as Principal at Freedom Middle School. Just one year into his leadership at Freedom Middle, he was called on to shepherd his school through the global pandemic with both virtual and in-person learning. Without missing a beat, Dr. Farmer focused his mission on providing students with an exceptional middle school experience and worked intensely to ensure his students received the high quality instruction and intervention they needed to overcome any gaps that arose as a result of the pandemic.

As a school leader, he requires his faculty and staff to ensure that each student has the opportunity to achieve in academics, the arts, and athletics, with a full offering of extracurricular programming to round out their educational experience. Dr. Farmer fervently believes that Freedom's many successes are due to the dedication of a outstanding faculty and staff, as well as a supportive PTO and parent volunteer corps.

He understands that the challenges his students and families went through over the past few years, as well as those of his faculty and staff, only served to strengthen their resolve. He believes challenges provide opportunities to elevate resiliency, flexibility, grit, compassion and determination. He considers his role to as one that encourages others to be their very best. He strives to live up to the motto that he tagged upon his arrival at Freedom Middle: Excellence is an Attitude; and to challenge all those whom he leads to give generously, extend grace, make no excuses and BE the example.

We are proud to have Charles Farmer represent the FSSD in the regional Principal of the Year program.

FSSD Student Artist of the Month

Nishika Vaithianathan, age 8

Liberty Elementary School



Liberty Elementary School second-grader **Nishika Vaithianathan** is the FSSD Student Artist of the Month for March. Nishika created this beautiful mixed media crescent moon during a studio freestyle project offered by art teacher Elizabeth Galaher. This work comes from a unit on One-Point Perspective, in which students learn how to use the horizon line and a point to create space in their work. Each 2nd grade class at Liberty represented a different National Park. Nishika's work features a beautiful sunset over Dry Tortugas National Park in Florida. Ms. Galaher said she was especially impressed with her attention to detail and ability to capture a relaxing sunset.

Nishika's artwork is featured on our employee birthdays for the month of March. 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

School Resource Officers: We would like to recognize, with our appreciation, the dedicated service of the School Resources Officers serving the Franklin Special School District:

- **Deputy Jaclyn Spann of Franklin Elementary School**
- **Deputy Charles Edwards of Johnson Elementary School**
- **Deputy Kasondra Osborne of Moore Elementary School**
- **Deputy Joseph Degati of Liberty Elementary School**
- **Deputy Josh Byram of Poplar Grove Elementary & Poplar Grove Middle School**
- **Deputy Marty French of Freedom Intermediate School**
- **Deputy Richard Cole of Freedom Middle School**

And their supervisors in the Williamson County Sheriff's Office:

- **Sheriff Dusty Rhoades**
- **Captain Leonardo Zollicoffer**
- **Lieutenant Sammie Baker**
- **Sergeant Brant Pewitt**

These outstanding men and women serve as liaisons between the Williamson County Sheriff's Office and the schools to provide security and foster a safe learning environment for all. They work in partnership with FSSD Safety Supervisor Celby Glass and the school principals to ensure the wellbeing of students, staff and visitors. The impact SROs have on the students they serve is possible because of the relationships they intentionally build within the schools. We are extremely grateful to the Williamson County Commissioners who continue to fund these positions and to the Sheriff's Office for providing us with highly trained deputies who serve in this capacity.

Lori Domer: We want to issue a special welcome to Lori Domer, Executive Director with the Lantern at Morning Pointe, who is here to present a check for \$700 to the FSSD Food and Culinary Services Department. The check will go to pay delinquent school lunch balances for students at Freedom Intermediate School, which has an ongoing relationship with the center. They have invited the seniors to their school musical, sent Valentine cards for the past three years, and have made special trips to Morning Pointe with Tobin, the FIS therapy dog. The funds being donated by the center were generated through a Pie Auction held in January. A special thanks goes to Morning Pointe's culinary team for making the pies to benefit the many children and families who most need the assistance.

Williamson County Honor Orchestra: The Williamson County Middle School Honor Orchestra is a string orchestra for which students from Williamson County Schools and Franklin Special Schools audition for entry. The Middle School Honor Orchestra is comprised of the very best violinists, violists, cellists, and double bassists in the county in grades 7 and 8. In November, six FSSD students qualified to participate in a clinic with a guest conductor. They then performed a concert for the public at Centennial High School after the short weekend of preparation. Special thanks go to orchestra teachers Mickey Rybiski of Poplar Grove and Julia Culp of Freedom Middle for preparing the students. We are honored to recognize the following FSSD students who successfully auditioned and represented the FSSD in the orchestra:

- **Poplar Grove Middle School students:**
 - Emma Zhang, 8th grader - 17th Chair on Violin
 - Yiming Huang, 8th grader – 33rd Chair on Violin
- **Freedom Middle School students:**
 - Gracen Comer, 8th grader - 6th Chair on Cello
 - Evey Monge, 8th grader - 38th Chair on Violin
 - Matias Marcantoni Nunez, 7th grader - 13th Chair on Cello

- Elanor Miltner, 7th grader - 3rd Chair on Viola
- Elanor Miltner, 7th grader - 35th Chair on Violin

Williamson County Middle School Honor Band: These eight Freedom Middle School students were nominated to participate in the Williamson County Middle School Honor Band. This special event was held at the Brentwood Baptist Church at the end of January. They performed with other selected middle school band students to make up this group. Thanks to Mark Garey and Julia Culp for their work in preparing the students for this concert. Congratulations to:

- Zachary Marlo, 7th grader - 2nd Chair on French Horn
- Jaiden Grimes, 8th grader - 3rd Chair on Euphonium
- Austin Petruscu, 7th grader - 7th Chair on Tuba
- Kat Stokes, 8th grader - 8th Chair on Trombone
- Ethan Vincent, 7th grader - 9th Chair on French Horn
- Eve Davis, 8th grader - 10th Chair on Trombone
- Gianna Carnevale, 8th grader - 18th Chair on Clarinet
- Sophia Mendoza, 8th grader - 20th Chair on Clarinet

Midstate Honor Ensembles - Orchestra and Band: We had three FSSD students that earned a spot in a Middle Tennessee School Band and Orchestra Association (MTSBOA) Midstate Honor Ensemble. Making a Midstate ensemble requires going through an extensive audition process that tests your knowledge and preparation of an etude, scales, and sightreading. During a weekend in January, these ensembles are rehearsed by guest conductors and then perform a full concert after just the short period of preparation.

- Congratulations to **Gracen Comer of Freedom Middle** and Yiming Huang of Poplar Grove Middle for making the **Midstate Orchestra**. In all of Middle Tennessee, Gracen placed 10th on Cello and Yiming placed 27th on violin.
- Congratulations to **Zachary Marlo** for making the **Midstate Band**. In all of Middle Tennessee, Zachary placed 12th on French Horn and performed as 2nd Chair in the Silver Band.

Middle Tennessee Vocal Association Elementary Honor Choir: Congratulations to the 37 Freedom Intermediate School students who were selected to perform as part of the MTVA Elementary Honor Choir, which represents grades 4-6. For the 6th year in a row, Freedom Intermediate had more students make this special choir than any other school that submitted auditions. They performed at Hermitage Hills Baptist Church on January 17th and did an amazing job representing FSSD. Special thanks to Candace Adams of Freedom Intermediate for her work in preparing these students for this prestigious event. Congratulations to:

Paislee Lowery, Katelyn Ferguson, Presley Hooper, Kaylyn Jones, Savannah Stephens, Jillian Grimes, Maddie Sheehan, Ellie Lomelino, Jemma Ives, Kaylee Daman, Ella Willsey, Paola Rodriguez, Cecile Peltier, Katie McGarrah, Pippa Cotton, Andrew McClure, Josie Fitzgerald, Maddie Amos, Malaila Reed, Everly Bonilla, Bailey Minor, Audrey Henrick, Ayden Heydel, Judah Cox, London Raymond, Rebecca Leonhardt, Eliza Wiemers, Cece Prewitt, Aubrianna Patton, Alex Peltier, Avery Clark, Gracyn Eganey, Isabel Cleveland, Emily Williams, Maggie Smith, Etta Muterspaugh, and Noël Cutsinger.

Candace and Eli Adams, Erica Darr, Chris Strelecki, and Kaylon Gilley: The FSSD would like to personally thank these five music educators who ensured the 4th-Grade Choral Festival on March 4th at the Performing Arts Center was a huge success. Over 40 fourth-grade students, along with dozens of intermediate and middle school students from

across the district, learned and performed several pieces for a public performance at the end of the day. Candace Adams from Freedom Intermediate School, Erica Darr from Freedom Middle School, and Christopher Strelecki from Poplar Grove Middle School hosted the event as a way to introduce upcoming students to the programs that are offered at the middle levels. Each performance was made even better by the accompaniment provided by Poplar Grove Elementary Music Teacher Kaylon Gilley on the Parlor Grand Piano and Moore Elementary Music Teacher Eli Adams, who played a range of percussion instruments. The first Fourth-Grade Choral Festival was an exciting day of music making, relationship building, and celebrating the incredible support of the arts that exists in the Franklin Special School District.

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: March 1, 2023
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 March Board Meeting



Spotlight:

Get to Know the Teaching and Learning Team Series: Student Performance & Federal Programs Supervisor Dr. Pax Wiemers

The responsibilities of Dr. Wiemers are quite complex and ever-evolving. You may have noted that his official title is rather lengthy, which is fitting. However, the overarching duties it covers might belie the vast number of intricate details involved. Let's first take a look at his role with regard to student performance, measured by various modes of assessment. To begin, Dr. Wiemers, in consultation with district and school administrators, sets the district testing schedule. He coordinates and oversees all FSSD testing, including:

- Tennessee Comprehensive Assessment Program (TCAP)
- TCAP End-Of-Course (EOC) Assessments [for high school credit courses]
- Multi-State Alternate Assessment (MSAA) [the state's English language arts and math assessment for students in grades 3-8 with the most significant cognitive disabilities]
- TCAP-Alternate, also known as TCAP-Alt (state assessments in science and social studies for students in grades 3-8 with the most significant cognitive disabilities)
- ACCESS 2.0 (Per federal law, English learners (ELs) must be assessed each year to measure their English proficiency levels. Tennessee partners with WIDA to accomplish this assessment.)
- Iowa Algebra Aptitude Test (IAAT) [this assessment determines students' readiness for algebra 1]
- Modern Language Aptitude Test – English (MLAT-E) (measures students' aptitude for foreign language)
- Summer Learning Camp pre- and post-assessments



Dr. Wiemers works closely with the building testing coordinators (the assistant principals who manage the plethora of preparations, details, and closing pieces around TCAP testing at the school level), as well as with several members of the Teaching and Learning team, the FSSD Honors Committee, and the Summer Learning Camp administrators to ensure each of these tests is completed with the utmost integrity and that the resulting data are accurate and actionable. His thoughtful communication with the Tennessee Department of Education with regard to testing, as well as his meticulous tracking of the constantly-shifting regulations and parameters for required assessments, are second-to-none.

Moreover, Dr. Wiemers continuously monitors and disaggregates benchmark assessment data; these crucial and illuminating measures of learning are administered three times a year. He provides expert assistance to Dr. Snowden and Dr. Decker with respect to data for district teaching and learning planning processes, state accountability targets, and ePlan (Tennessee's online platform that affords schools and districts to access district and school improvement plans, funding applications, and data, information, and monitoring tools). Speaking of district and school improvement plans, Dr. Wiemers leads these processes and monitors the implementation of both. He works in partnership with school administrators on their plans, using data to formulate and enact next steps and to establish which strategies should be continued or replicated and which should be adjusted.

As the coordinator of the FSSD Honors Program, Dr. Wiemers leads the district's efforts in maximizing the potential of students who demonstrate outstanding intellectual achievement, performance, and ability by emphasizing in-depth analytical thinking and creative problem-solving. Through honors classes, students are empowered to acquire the academic skills necessary for success in advanced placement courses. Efficacious oversight of the honors program involves ongoing, productive collaboration with school administrators and teachers to ensure that there is equitable and fairly-determined student access to honors classes, appropriate assessments and interpretation of data to guide entrance to these courses, and excellent communication to parents.

Another vital area Dr. Wiemers oversees is McKinney-Vento. The McKinney-Vento Homeless Education Assistance Act (Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015 [ESSA]), defines homeless children and youth as "children and youth who lack a fixed, regular and adequate nighttime residence." Dr. Wiemers works with the school administrators and social workers to furnish education assistance services to students experiencing homelessness that might include assistance with enrollment and transfer of records, automatic participation in our federal nutrition program, school supplies, referrals to other agencies that provide services to students, and various necessities of daily living.

In the scope of his federal programs duties, Dr. Wiemers directs Title funds, which are federal monies intended to supplement but not to replace state education funding. Title funding was established by the Elementary and Secondary Education Act (ESEA) of 1965 and amended in ESSA (2015). These funds are released yearly from the federal government; Local Educational Agencies (LEAs) then allocate a percentage to individual schools. To name only a few related endeavors, Dr. Wiemers monitors parent contract implementation, a requirement for Title I schools, monitors allowable expenses for professional learning and instructional materials, and programs/resources that directly benefit English learners. Dr. Wiemers oversees federal Individuals with Disabilities Education (IDEA) funds, which are intended to provide students with disabilities the same opportunity for a free and appropriate education as students who do not have disabilities.

Please welcome Dr. Wiemers this evening as he shares one of the many impactful aspects of his position.

Instructional Technology – Josh Bracamontes

CogAT

- The Cognitive Abilities Test (CogAT) was administered during the February 21 through March 9 screening window as part of the process used to identify students who would benefit from accelerated learning programs. This assessment measured students' reasoning and problem-solving abilities through a battery of verbal, quantitative, and nonverbal test items. All students were assessed using Chromebooks in an appropriate academic setting within each school to ensure test security and reliability of results. Reports from those proctoring the sessions stated that the testing event went smoothly and in an efficient manner.

Early Learning Model (ELM)

- Dr. Bracamontes, Dr. Decker, and Dr. Kirkpatrick held a session with the district's pre-K teachers involved with the Early Learning Model student portfolio process – Tennessee's required measure of student academic growth for pre-K teachers. During the meeting, an overview of the platform teachers will use to submit evidence of student growth, called Portfolium, was provided. Further opportunity to become familiar with the platform and to engage in dialogue about the process was also arranged.

Professional Learning

- BLITL Training Day
 - On March 8, the building-level instructional technology leaders (BLITLs) joined the district's instructional technology specialists in a day of learning and collaboration. With the stated purpose *to promote the success of all students by providing high-quality support to their teachers*, this event placed focus on professional learning with technology resources. Each BLITL prepared a 15–20 minute professional learning session that they have used or would like to use with teachers in their school, presented it to the group, and received feedback on the presentation. The presentations were then made available to the BLITLs at all schools so they may turn them around for their teachers where necessary. Time was saved for a discussion about best practices at each school, as well as updates on each school's journey to the annual Common Sense School certification. Earning the Common Sense School distinction is a symbol of each school's dedication to helping students think critically and use technology responsibly to learn, create, and participate.
- CoSN
 - Dr. Bracamontes and select members of the district's teaching and learning team will be attending the Consortium for School Networking (CoSN) conference March 20-22 in Austin, Texas. At this conference, the district's instructional technology specialists will conduct a presentation on the FSSD's building-level instructional technology leader program with the aim of strengthening it through reflection and feedback, and to help other districts along their journey to successful implementation. CoSN provides thought-provoking leadership resources, community, best practices and advocacy tools to help leaders succeed in the digital transformation. CoSN represents over 13 million students in school district nationwide and continues to grow as a powerful and influential voice in K-12 education.

Imagine Learning

- Over the last few years, Imagine Learning has provided the district's K-2 students, as well as select students in English learner and special education programs in grades 3-8, with individual learning pathways that addressed their specific needs in foundational literacy skills. Students have tremendously benefitted from this program as teachers have relied on it as a high-quality instructional tool. As part of our continuous improvement efforts, resources are routinely evaluated through many avenues including feedback from teachers and administrators. Based on feedback and other evaluations, the decision was made to replace Imagine Learning in grades K-2 with i-Ready Reading. Making this transition will provide consistency with grades 3-4, which are already using i-Ready Reading, and will allow teachers and administrators access to the strong, reliable, and actionable reporting that is present in the i-Ready line of products. i-Ready Math will continue to be utilized as the mechanism for providing students individualized learning paths for mathematical concepts. Imagine Learning will still be available for students in English learner and special education programs where it is determined they will benefit from its unique supports.

Curriculum & Professional Learning – Summer Carlton Math Textbook Adoption Selection

- The FSSD math textbook adoption committee met on March 1 to select the math textbook adoptions for grades kindergarten through eighth grade as well as algebra I and geometry. The committee was comprised of representatives from all eight campuses including math teachers, ELL teachers, special education teachers, campus administrators, and parents. Committee members spent a great deal of time attending virtual presentations for each math adoption vendor and meeting to dig deep into the math adoption samples. The math adoption selection(s) chosen by the committee will go before the FSSD Board of Education for approval this evening. The approved adoptions will go into effect beginning in the fall of 2023 and will be used for the next six years.

Quarter Three Discuss and Design Meetings

- Mrs. Carlton and Dr. Decker met with committees at each campus for the quarter three discuss and design meetings. Principals selected members of their committee to represent all grade levels, core content areas, related arts, special populations, counselors, and paraprofessionals. The focus of third round of discuss and designs was data-based professional learning needs for spring and summer 2023. The feedback provided will guide continued support for the remainder of the year at each campus and the planning of our professional learning opportunities during the summer of 2023.

Coaches Action Planning Meeting

- In collaboration with Dr. Looney, Mrs. Carlton met with each campus's instructional coaching team to review mid-year data and develop a coaches' action plan of support for the remainder of the year. These action plans focus on strategies for grade-level support, mastery of essential standards support, planning for coaching cycles, and accelerating learning for students.

Math and Literacy Coaches Meeting

- In collaboration with Dr. Looney, Mrs. Carlton facilitated a combined math and literacy coaches meeting. The FSSD mid-year data were reviewed and an i-Ready stretch growth research study was discussed. Coaches were provided time to individually analyze their school's data

around typical growth, stretch growth, and projected proficiency to identify needs and develop action steps. Coaches were also provided time to collaborate around successes and challenges.

Communications – Susannah Gentry

FSSD Events Promotions

- The development of a timetable for, and opening of, online registration.
- The fourth-grade choral festival (March 4), where students from across the district came together to meet and perform with upper-level music teachers and current intermediate and middle school choral students at the FSSD Performing Arts Center.
- The out-of-zone waiver request process for FSSD residents as well as employees. Efforts to communicate information about tuition opportunities have also been ongoing.
- Planning for and promoting kindergarten kickoff (April 14), with school-based websites up-to-date with the current information.
- In collaboration with the district technology supervisor, a video highlighting Mark Anderson was made to submit to the Tennessee Department of Education for the statewide supervisor of the year competition.
- Creating a parent letter for third-grade families regarding the third-grade retention law (a component of the Tennessee Learning Loss Remediation and Student Acceleration Act) and related important dates to remember, such as TCAP testing, the TCAP ELA retake opportunity, and summer learning camp registration.
- The roll-out of a student safety reporting tool for students to access from their Clever dashboard.

Communications Items

- Voluntary pre-K enrollment information distribution and website update
- Columbia State Community College visits for our eighth-grade students
- Press release about Teachers of the Year
- Coordination of a district-wide Down Syndrome Day (March 21) with the special populations department
- Summer Learning Camp communications and enrollment procedure
- Young Scholars Institute website updates
- FSSD Recruitment Fair (March 25)

Attendance – Celby Glass

Registration

- New Student Online Enrollment (NSOE) and re-registration is under way. Celby has been supporting the attendance secretaries and fielding questions as she does each year at this time. She works closely with Database Manager Robb Walters to ensure that schools have what they need in order for this process to run smoothly.

Truancy

- The months of February, March and April typically comprise a time during which Celby works closely with the juvenile court on truancy cases, which are often quite complicated. Together, they identify barriers to regular school attendance and provide support and resources to

families. Celby spends many hours meeting with youth services officers and Department of Children's Services case workers regarding these families.

Attendance Secretaries Support

- Celby meets regularly with the attendance secretaries. Several items from the most recent meeting agenda are detailed below:
 - Truancy court: frequency of dockets and introduction of a new magistrate
 - Feedback regarding the ten+ days unexcused absences letter and potential changes to this communication
 - End-of-year checklist
 - Documentation for progressive truancy Tiers 2 and 3
 - Procedures for legal documents
 - Out- of-zone students procedures

Safety Items

- Projects on which Celby continues to work are:
 - Bleeding control kits distribution
 - Collaborating with Human Resources Supervisor Leslie Duke on adding the bleeding control kit training video to the Employee Navigator platform, where it will be available for viewing by FSSD employees. The video was created by Celby, Communications Specialist Susannah Gentry, and the Franklin Fire Department. It was filmed and produced by the city of Franklin.
 - Ongoing efforts with regard to threat assessments
 - Working with Franklin Fire Department on updated keys for all schools' emergency key "Knox" boxes
 - Working with Franklin Police Department to secure interior keys for school classrooms
 - A bus radios upgrade project
 - Security laminate project and the planning of its upcoming phases
 - Celby is attending meetings and staying abreast of possible changes to school safety oversight and requirements for schools based on new legislation.

Student Support Services – Lee Kirkpatrick

Voluntary Pre-K (VPK)

- Online applications are now being accepted and parent application appointments have been set for the first week of April. Parents will submit all required application paperwork to determine eligibility to the Office of Student Support Services located at Franklin Elementary. FSSD VPK consists of approximately 90 students in five pre-K classes, one in each elementary school. Eligibility criteria are as follows: (Tier 1) First priority goes to families meeting state of Tennessee established income guidelines. (Tier 2) Students may qualify when an IEP team determines a pre-K class is the least restrictive educational environment for a student with an identified disability, a student who is an English learner, a student in state custody or determined to be a victim of abuse or neglect. (Tier 3) If space remains in the program, the LEA may enroll any child that meets the age requirement and the requirements set forth by the Community Pre-K Advisory Council (CPAC). Income-qualifying families with three-year-old children may also be served by VPK. These students are considered unserved or underserved and may be enrolled by the process established by the advisory council.
- The Community Pre-K Advisory Council met on February 8 to discuss early childhood education opportunities in Franklin and Williamson County. The Voluntary Pre-K Grant

Application was submitted to the TDOE in early February and the district should receive a grant award letter in April. Dr. Kirkpatrick would like to extend a word of thanks to the VPK teaching team for their active participation and expertise provided during the grant-writing process. Appreciation is also extended to Board Member Mr. Kevin Townsel for his support and participation on the Community Pre-K Advisory Council.

District Translator and Parent Liaisons

- Parent liaisons enter a busy season in the spring as they assist families with online registration via Skyward beginning April 1, translate Blackboard Connect messages and documents, provide interpretation for parent meetings and ensure schools are able to communicate clearly and effectively with Spanish speaking families. The parent liaisons play an integral role in breaking down language barriers to ensure school personnel are able to fully include all students and families whose primary language is one other than English.

School Counselors and Social Workers

- We recognized FSSD School Social Worker Ms. Amanda Fisher during *National School Social Work Week from March 5-11*. The theme this year was “We Rise.” We concur with the School Social Work Association of America on their statement that “school social workers rise for their students, families, and school communities. They rise to share hope. They rise to listen and understand. They rise to challenge inequities. They rise to support all students.”
- The FSSD continues to grow its partnership with Mercy Community Healthcare to provide year-round counseling services to identified students who have intensive mental health needs. The goal of the partnership is to make mental health counseling easily accessible to students, minimize barriers that can make it difficult for students to receive needed services, and positively influence their school experience. For those who do not have health insurance or TN Care, Mercy provides a sliding scale that creates affordable services for families who require this level of care.

Reading & Rtl Coordinator – Gina Looney

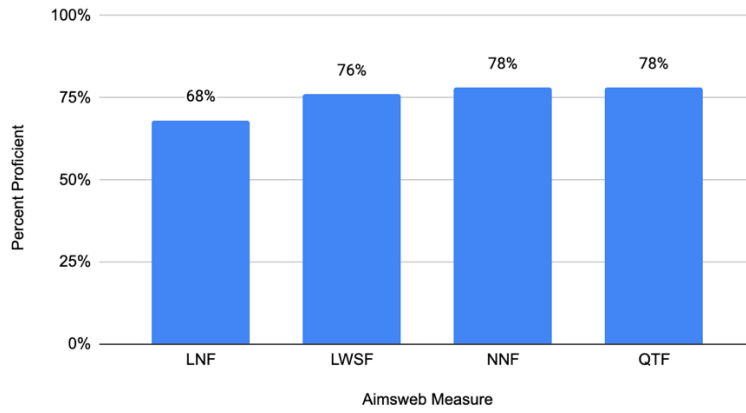
Instructional Coaching Update

- Recently, Summer Carlton and Gina Looney visited each campus to study the winter data and discuss next steps. The instructional coaches presented data reflecting student progress and achievement. They also shared action taken from the first coaches’ action planning (CAP) meetings in the fall. School administrators were welcome to attend these meetings as well.
- During the CAP meetings, we were able to examine specifically the implementations of i-Ready Reading and Math and 95% Core Phonics (K-2).
- During the coaches’ meeting, Mrs. Carlton and Dr. Looney shared district-wide winter data and took a look at i-Ready. All schools utilize i-Ready Math, so we dug deeper to see how schools are doing with the implementation. We shared recent research about the importance of a student (particularly a student below grade level) reaching stretch growth. A large study shows us that students reaching stretch growth two years in a row have a great chance to be working on grade level at the end of the second year. Coaches were very excited about this research and are already beginning to share the information with teachers.

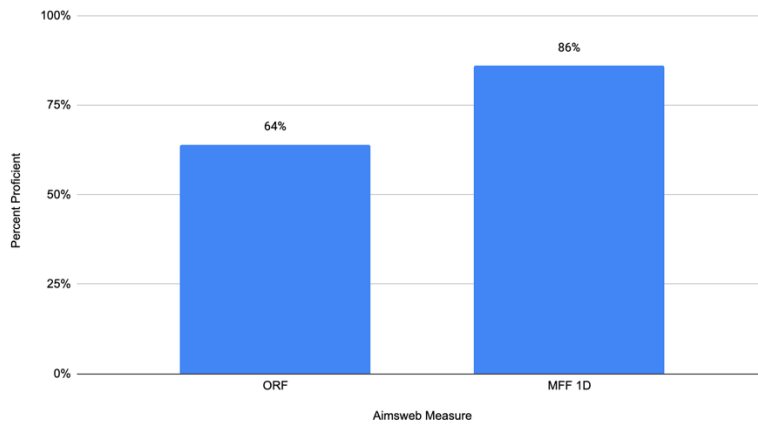
RTI and Data Update

- The remaining winter screenings have been completed and the results of those Aimsweb assessments for K-2 are represented in these charts:

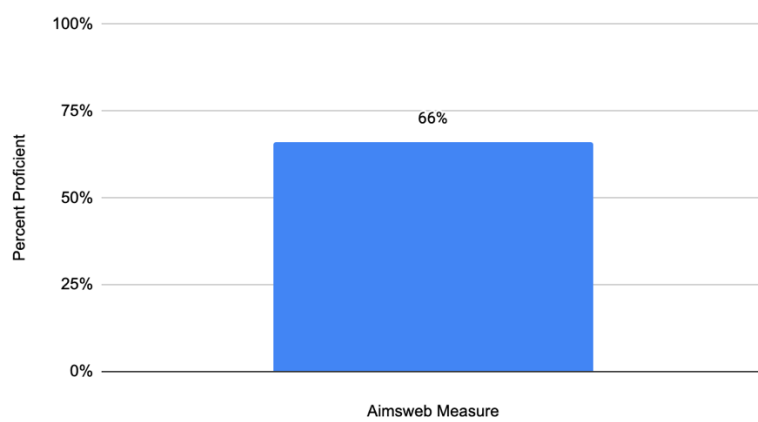
Winter Kindergarten Screening 2022-2023



Winter First Grade Screening 2022-2023



Winter Second Grade ORF 2022-2023



PAC Operations Manager – Jeremy Maxwell

Events

- Between the connector gallery and the auditorium, a total of 38 events were held at the PAC in the month of February.
- On February 14, the Nashville Opera performed on the PAC stage for students in all grades from an elementary school.
- There were several events held in the connector gallery for the math textbook adoption process.
- On February 21, the Centennial High School guitar class performed for a middle school's orchestra students.
- On February 23, orchestras from two middle schools and Centennial High School performed for an audience and guest judges for their pre-concert performance assessment.
- On February 24, the Monroe and Mary Booker Scholarship Presentation was held in the auditorium followed by a reception in the connector gallery. The Booker family thoroughly enjoyed spending time in the legacy gallery.
- Also on February 24, students from an elementary school performed *Music Through the Decades*, highlighting African American music in history.
- Rehearsals for a middle school drama club's *Seussical, Jr.!* continued throughout February.

Commissioner Schwinn's Visit

- On February 10, Tennessee Department of Education Commissioner Schwinn toured the PAC. The visit inspired the possibility that town hall-style meetings for the TDOE may be held at the PAC in the future.

Piano

- An elementary music teacher donated a classroom piano to the PAC, where it now resides in the green room.

Special Populations – Cheryl Robey

Middle Tennessee Special Education Supervisors Meetings

- Middle Tennessee special education supervisors met on February 2. The TDOE shared information on a variety of topics.
 - Dr. April Ebbinger shared information regarding the third-grade retention law and its possible impact on school psychologists regarding referrals for special education. Dr. Ebbinger also facilitated discussion around functional behavior assessment/behavior intervention plan (FBA/BIP) special factors, and concerns with how to address the students who do not qualify for special education services and also score below basic on the TCAP assessment.
 - Brett Printz shared information regarding the consolidated funding application (CFA) FY24 upcoming trainings and what to expect, deadlines for American Rescue Plan (ARP) funding, and dates for new director meetings.
 - TDOE Interventionists Cindy Ables and Kim Raybon provided reminders to check the special education planner for monthly updates and shared information regarding upcoming special education professional learning.

FSSD SPED/Admin Collaboration Meetings

- Collaborative meetings between FSSD school administrators and Dr. Robey are taking place across the district. The focus of these meetings is to discuss special education staffing,

caseloads, concerns and needs, site-based IEP and 504 compliance status and site-based trainings needs/supports.

Special Education Preschool Planning Meeting

- On February 2, special education preschool teachers, Dr. Lee Kirkpatrick, Ms. Hanni Watson and Dr. Robey met to discuss numbers for the special education preschool settings for the 2023-24 school year. The focus of the meeting was to ensure appropriate placements for students with disabilities ages 3-5.

Special Education Directors Call

- During the February special education directors call, information was shared about new TDOE employees, updates around alternate assessment participation, new resources to address service delivery and special education staffing shortages, upcoming trainings, supports for administrators around autism and communication, a community of practice (CoP) for assessment specialists, the connection between communication and behavior, and the Reading 360 Summit.
- Mr. Blake Shearer, TDOE Transition Director, shared a presentation on TN Project Search, a program for transitioning students with intellectual and developmental disabilities from high school into employment through internships at community businesses.

District-wide Consultant Meeting

- On February 15, the FSSD behavior consultants, the autism consultant, and Dr. Robey met to discuss current behavioral needs across the district and ways to address them. We also continued the discussion around functional behavior assessments (FBAs) and behavior intervention plans (BIPs) to ensure the district process are aligned with state and federal guidelines.

Early Childhood Planning Meeting

- Dolly Gerregano, TDOE Middle Tennessee IDEA APR Support Consultant, and Dr. Robey recently met for continued discussion on the following the following indicators:
 - Indicator 6 - Least Restrictive Environment
 - Indicator 7- Early Childhood Outcomes
 - Indicator 12 – Early Childhood Transition.

During the meeting, we discussed LEA planning requirements, reviewed indicator requirements, examined indicator data, discussed previous root cause and district strategies, considered a focus area for this year, and a plan for next steps. In addition to the ongoing discussion around these indicators in connection with the FSSD District Improvement Plan, we discussed the level two results-based monitoring review results and the areas of non-compliance that were identified. Preschool special education teachers joined the discussion on February 23 around the district special education preschool settings and the requirements for providing the least restrictive environment for students with disabilities ages 3-5.

AnLar Strategic Planning Meeting

- FSSD is partnering with AnLar to improve access to inclusive preschool opportunities for three- and four-year-olds with disabilities. During this process, stakeholders will co-develop a strategic plan and work toward a shared vision for FSSD. The team will be composed of administrators, program personnel, family members, and community partners who implement

action plans that guide, support, and ensure the availability of high-quality inclusive settings and the implementation of evidence-based inclusion practices at the district level.

School Psychologist Intern Interviews

- Interviews are taking place for a school psychologist intern for the 2023-24 school year. School psychologist interns assist the school psychologists with completing assessments, observations, meetings, etc., while obtaining experience in the school setting.

Accelerated Learning Meeting

- Accelerated learning teachers and Dr. Robey met to discuss several topics. During our time together, we reviewed current resources and materials and discussed ways to address the needs of the high-achieving students they serve.

Franklin SSD Level 2 Results-Based Monitoring Review Results

- On February 10, Dr. Wiemers, Dr. Kirkpatrick and Dr. Robey met with TDOE representatives to discuss the district's level two results-based monitoring review results. Several areas of compliance and non-compliance were identified. Areas to address include written procedures, special education preschool, and special education transportation. Meetings and trainings will be scheduled with special education preschool teachers. Bo Alexander, FSSD Transportation Supervisor, and Dr. Robey immediately met to resolve the non-compliance around transportation of students with disabilities.

Council of Exceptional Children Convention

- Dr. Robey, along with FIS Assistant Principal Amanda Potts, and a group of FIS special educators attended the Council of Exceptional Children Convention and Expo in Louisville, Kentucky from March 1-4. This event provided professional learning for special education professionals, educators, administrators, teachers, and supervisors working with or supporting students with disabilities. Hundreds of sessions were offered during the convention. A few of the most interesting ones were:
 - Developing Legally Defensible IEPs
 - Addressing Students' Social, Emotional & Behavioral Needs
 - All Means All: Navigating Barriers to General Education
 - Breaking Down Barriers to Inclusion
 - Social Emotional Skills, Interventions and Progress Monitoring for Adolescents
 - Culturally Responsive Preventive Strategies for Supporting Students with DisabilitiesThe presenters of each session shared research, strategies and resources that could immediately be applied and/or implemented in a district, school or classroom setting.

FSSD Special Education Newsletter

- The March FSSD Special Education newsletter may be accessed at the following link:
<https://www.smores.com/w6kxr>

Instructional Technology – Shelly Robinson School Team Meetings

- Throughout the course of the school year, Shelly has been meeting monthly with middle school subject-area teachers to check in, discuss instructional technology and district-adopted resources, and to answer questions. Through these meetings, she has brainstormed with teachers and ensured the digital components of our district-adopted and supported resources

are being used with fidelity. A highlight of these monthly team meetings has been the opportunity to discuss and answer questions with regard to the math textbook adoption choices, particularly surrounding the digital components each option has to offer.

i-Ready Mid-Year Data Review

- Shelly Robinson, along with other members of the Teaching and Learning and leadership teams, met with several representatives from Curriculum Associates to review our winter 2023 i-Ready Math and ELA data. In this presentation, participants saw the progress and growth FSSD students have made over the past several years, as well as the projected growth for the remainder of the school year. From there, Shelly Robinson delved into the data and share celebrations and analyses with teachers and instructional coaches.

Professional Learning Webinar

- Shelly Robinson, alongside Dr. Decker, Mrs. Whitley, and Dr. Bracamontes, attended a webinar discussing the book titled *Singletons in a PLC at Work®: Navigating On-Ramps to Meaningful Collaboration* by Brig Leane and Jon Yost. The webinar focused on how to support teachers who do not have colleagues in their buildings who teach the same subject and/or grade level. The webinar offered great suggestions on focus questions, resources, and where to rely on support so such teachers can build a community for learning and growing as an educator within the district and beyond.

Instructional Technology – Amber Whitley

Student Safety Report

- The FSSD is committed to providing a safe learning environment for all students. Over the past few months, Amber has been working alongside Celby Glass and Susannah Gentry to develop an anonymous digital safety report for students. This report, which will be launched after spring break, will be housed on student Clever dashboards and will provide pupils with the opportunity to report anything that makes them feel unsafe at school. When submitted, the report will automatically be sent to Ms. Glass to review and she will determine if there is enough actionable information to begin an investigation. If this is the case, Celby will work with principals to do so. Mrs. Gentry and Ms. Glass assisted Ms. Whitley in the creation of a short video which will be shown to students before this report is launched. It explains when a report might need to be completed and how to do so.

Transition from Zoom to Google Meet

- At the beginning of budget season, Mrs. Whitley worked with members of the Teaching and Learning team to investigate the possibility of expanding our use of some resources while potentially discontinuing others. One example of this is the district's current Google Workspace Fundamentals plan which has been used for almost 10 years. Drew Bingham and Mrs. Whitley have investigated moving to the [Education Plus](#) plan which provides more options for the district. One benefit for moving to this plan is that by doing so, we would be able to move away from using Zoom (which is only used for district meetings occasionally) to Google Meet. Google Meet was originally investigated in March of 2020, but ultimately the district chose to use Zoom due to its enhanced security features. Over the past three years, Google has added more security features to their platform, and we are confident it would meet the district's needs for the limited number of virtual meetings, including parent conferences, occurring at this time.

Cataloging of Classroom Libraries

- Scanning of teacher classroom libraries is complete. This was an enormous undertaking and our administrators did a fabulous job of rolling it out in their buildings. The libraries can be viewed on each school's website and also through the [district site](#). Each school has a plan for keeping the collections up-to-date; many will utilize their building level instructional technology leader for this process.

Student Performance & Federal Programs –Pax Wiemers

TCAP Preparation

- With only a month or so to go, we are deep into our preparations and organization for TCAP testing in April. Our district testing calendar has us starting on Tuesday, April 18, and we'll finish testing the following week. This year, grades 6-8 will test completely online for all subjects (ELA, math, science, social studies, and algebra I/geometry). This testing will occur through Pearson with students using the TestNav application on their Chromebooks. Teachers will monitor students using an online dashboard in the Pearson Access Next website. Last year, we tested our algebra I and geometry students in this platform, and it went very smoothly. As such, we anticipate that it will be just as seamless this year. In the meantime, teachers are learning the platform, and we'll be conducting an online practice test in which students and teachers can practice in a test-like atmosphere. Grades 3-5 will test on paper as usual, and social studies tests are still paused in these grades. The alternate assessments for students with significant cognitive delays will open after spring break and will be given individually to students by their special education teacher.

WIDA ACCESS

- WIDA ACCESS testing for ELL (English Language Learner) students began in mid-February. Each year, our active ELL students complete WIDA testing to determine their progress and proficiency toward English language acquisition. WIDA testing is comprised of four domains: listening, speaking, writing, and reading. The ELL teachers at each school conduct this testing. In grades K-3, most of the testing is completed on paper, but in grades 4-8, it is exclusively in the online platform. The results of WIDA ACCESS tests will be given to us in May and will show us which students have proven their English proficiency and exited ELL services. In addition, students' growth on these tests are included in our accountability scores for the district and schools. This growth is known as ELPA (English Language Proficiency Assessment), and it counts as 10% of our accountability results.

Honors

- Qualifying letters for honors classes in the 2023-24 school year will be mailed to families after spring break. Our middle schools will then host parent information sessions this spring for families in rising fifth through eighth grades to hear more information about the FSSD Honors Program and ask questions. Once families receive their qualifying letters, they will also receive access to the online reconsideration form if they'd like their student to be considered for other honors classes for which their child did not qualify.

District Improvement Plan (DIP)

- Our DIP was completed by our team and submitted in the InformTN platform on March 1. There were no significant changes to this year's plan, as we entered the last year of our district's five-year strategic plan. While some strategies and action steps were updated and revised, our five main goals remained the same. These goals are as follows:

1. Increasing academic achievement in ELA/reading
2. Supporting student well-being
3. Supporting the English learner (EL) subgroup
4. Educator professional development
5. Supporting students with disabilities

We anticipate that the TDOE reviewers will have revisions for us to make to the nuances of the plan, as they typically do. We'll make those changes and resubmit the plan according to their timeline.

Monitoring

- For this year, our monitoring requirement for federal programs, IDEA, and fiscal oversight was to submit documentation of our compliance with federal and state regulations in a level two monitoring instrument within ePlan. At our final monitoring meeting on February 10, we received several areas of feedback and items for us to complete over the next few months. This added documentation will demonstrate further compliance with guidelines. The items for us to add for our monitoring were in the areas of Title III, IDEA, and RTI (response to intervention). Once these are completed and uploaded, our monitoring will close.

Consolidated Funding Application (CFA)

- The CFA for next year (FY24) opened on March 1, for us to plan out our budgets for Title I, Title II, Title III, Title IV, and IDEA, and IDEA preschool. This planning process lasts two months, and the application will be submitted in ePlan by May 1.

ESSER

- The ESSER 2.0 grant ends in June of this year, and the FSSD has spent all of our funds apart from the indirect costs associated with the grant. As such, we'll be closing out that grant in the coming months. Our ESSER 3.0 grant has another year and won't conclude until June 2024. In the past thirty days, we have updated our required ESSER 3.0 stakeholder documents and have been managing the regular budgeting and expenditures for this grant.



Bond Fund/Capital Projects Status Update – March, 2023

Central Office Complex:

1. Phase 1: Facilities & Transportation Center:
 - a. Phase IA: Exterior & Structural Repairs– GMP is \$1,866,681
 - i. Exterior siding panels are installed
 - ii. All structural steel complete
 - iii. Roofing and insulation underway
 - iv. Building envelope is 90% complete
 - v. Slab cutting for utilities and walls currently taking place.
 - b. Phase IB: Interior Buildout: GMP is \$3,609,228
 - i. Underground plumbing currently underway.
 - ii. Projected Occupancy of the FTC is the end of August or beginning of September 2023.
2. Phase 2: Central Office Building & Sitework:
 - a. Nabholz is currently pricing the project.
 - b. Planning Commission and City of Franklin review of design is currently underway
 - c. Budgeted estimate for central office building and all sitework is currently \$24,612,300 with value engineering on going. GMP is expected from Nabholz on March 24th and may be presented to the Board at a special called meeting the following week.

Johnson Kitchen Renovation/Expansion and Roof Replacement:

1. JES Kitchen:
 - a. Substantial completion punch took place on 2/27/23. Nabholz is currently working through the punch list items.
 - b. Occupancy still expected at the end of March.
2. JES Roof: Guaranteed Maximum Price currently is set at \$1,401,927 and work is planned to begin May 2023.
 - a. Due to the discovery of electrical circuitry above the roof deck in many classrooms, Nabholz will need to rewire several lighting circuits prior to the start of the roof project.

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.

1. Work began 2/6/23.
2. Projected completion by the end of April 2023.



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: March 9, 2023
RE: Agenda for the Franklin Special School District Board of Education meeting to be held on Monday, March 20, 2023 at 6:30 p.m., to be held at Poplar Grove Middle School, 2959 Del Rio Pike, Franklin.

Please note there will be a reception to honor Teachers, Supervisor and Principal of the Year beginning at 6:00.

- I. MEETING CALLED TO ORDER 6:30 p.m.
- II. PLEDGE OF ALLEGIANCE 6:32 p.m.
- III. RECOGNITIONS/GOOD NEWS 6:35 p.m.
 1. Teachers, Supervisor and Principal of the Year
 2. Good News Awards
- IV. PUBLIC INPUT Please limit comments to three (3) minutes per speaker 6:55 p.m.
- V. REPORTS/PRESENTATIONS/DISCUSSIONS 7:00 p.m.
 1. Teaching and Learning Report
 2. Construction Report
- VI. APPROVAL OF BOARD AGENDA 7:05 p.m.
- VII. APPROVAL OF CONSENT AGENDA 7:10 p.m.
 1. Minutes of Board Retreat dated February 13, 2023
 2. Overnight Field Trip: MES 4th Grade Natchez Trace Walk
 3. ESSER 3.0 Public Plan for Remaining Funds and Safe Return to In-person Instruction and Continuity of Services Plan update
 4. Surplus Property Authorization: 2008 Thomas Type D Diesel School Bus
 5. Budget Amendments
 6. Textbook Certification of Adoption
- VIII. BUSINESS BEFORE THE BOARD 7:15 p.m.
 1. Director of Schools Total Composite Score
 2. Policy Revision: Community Use of School Facilities (3.206) – 2nd Reading
 3. Policy Revision: Code of Ethics (1.106) – 1st Reading
 4. Policy Revision: Board Member Conflict of Interest (1.107) – 1st Reading
 5. Policy Revision: Testing Programs (4.700) – 1st Reading
 6. Policy Revision: Student Assignments (6.205) – 1st Reading
- IX. DIRECTOR OF SCHOOLS REPORT 7:35 p.m.
- X. UPDATES 7:40 p.m.
 1. Teaching and Learning
 2. Finance and Administration
- XI. ANNOUNCEMENTS 7:45 p.m.
- XII. ADJOURNMENT 7:50 p.m.

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

Excellence in Teaching and Learning for All

The Franklin Special School District is an equal opportunity employer

February 13, 2023
Franklin, Tennessee

The Franklin Special School District Board of Education met at 6:30 p.m. on Monday, February 13, 2023, at Moore Elementary School, 1061 Lewisburg Pike, Franklin. A link to the recording may be found at https://youtube.com/live/LOrCO-XYi_E?feature=share.

The following members were present: Chair Robert Blair, Alicia Barker, Allena Bell, Robin Newman and Tim Stillings. Not present was Kevin Townsel.

Others present were: Dr. David Esslinger, Dr. Mary Decker, Carol Riordan, Susannah Gentry, Robbin Cross, Chip Sternenber, Drew Bingham, Josh Bracamontes, Amber Whitley, Dr. Cheryl Robey, Mark Anderson, Celby Glass, Dr. Pax Wiemers, Amy Fisher, Jeremy Maxwell, Summer Carlton, principals, other district leadership team members, FSSDEA and community. Not present was Dr. David Snowden due to extenuating circumstances.

I. MEETING CALLED TO ORDER

A reception was held beginning at 6:00 for teachers recommended for tenure and new National Board Certified Teachers. The meeting was called to order at 6:30.

II. PLEDGE OF ALLEGIANCE

Moore Elementary Assistant Principal Dr. Aimee Butler welcomed those in attendance and led the Pledge of Allegiance. Chair Robert Blair called for a moment of silence before being seated.

III. RECOGNITIONS/GOOD NEWS

- 1. Proclamation and Pinning National Board Certified Teachers** – Mr. Blair read the Proclamations and Dr. Decker recognized the following: **Lindsee Bernet**, PGMS English language learner teacher, who is National Board Certified in English as a New Language, Early and Middle Childhood, pinned by Karen Hunter-Mennenga, PGES English language learner teacher, who is National Board-Certified in English as a New Language, Early and Middle Childhood; **Kim Daugherty**, JES literacy coach, who is National Board Certified in Literacy: Reading/Language Arts/Early and Middle Childhood, pinned by Drew Wilkerson, JES first grade teacher who is National Board-Certified in Literacy: Reading-Language Arts/Early and Middle Childhood; **Kaylon Gilley**, PGES music teacher, who is National Board Certified in Music: Early to Middle Childhood, by Kiera Crite, JES music teacher who is National Board Certified in Music: Early to Middle Childhood.
- 2. Proclamation in Honor of Pupil Transportation Appreciation Day** – Mrs. Newman read this proclamation to honor our bus drivers on February 27th.
- 3. Good News Awards** - February Student Artist of the Month FMS 7th grader **Vivian Harrison** was featured having created a mixed media piece titled “Beauty of the Night Sky” during a freestyle project offered in Nicole Goode’s art class. Thanks to Sonic Drive-in and Chuck Sugg for sponsoring the student artist of the month with a \$15 gift card (on file). MES artists recognized at the State of TN Art Review and Showcase

(STARS) Elementary Art Exhibition, recognized at an official reception at the State Museum on January 21, and featured at the museum and on the museum's website through May 22: **Elijah Lamer** – 2nd place, Kindergarten; **Anthony Urbanek**, 1st place, 1st grade; **Harrison Jones**, 2nd place, 2nd grade; **Asher Furmanek**, Best in Show for the State of Tennessee; teacher **David Reynolds**. Also recognized as the Freedom Middle School Mixed Chorus, who performed at the national Learning Forward Conference at the Opryland Hotel for over 3,000 attendees. Music teacher **Erica Darr** conducted the performance. Students performing were 7th graders Anoushka Behera, Faith Benedict, Trenity Buchanan, Harshitha Chundu, Caylyn Cutsinger, Ava Elder, Olivia Gabbard, Liza Gallegos Calderon, Addison Harris, Hadley Hatcher, Samantha Hitchman, Linda Kim, Evelyn Meinzer-Leader, Emma Mitchell, Kaylee Morgan, Akshaya Palli, Jacob Polanco, Kinsley Rendleman, Josh Russell, Valeria Santacruz, Madison Scales, Conrad Wright, and 8th graders Kate Ayers, Moriah Boliek, Aiden Carter, Shamarion Cooksey, Noelia Gonzalez, Jack Ives, Juliana James, Violet Lenda, Darcy Meadows, Katie Ross, Lilliana Sawyer, Kat Stokes, Anna Kate Williams and McKenzie Williams.

IV. PUBLIC INPUT

Public input was requested but there was none for this meeting.

V. REPORTS / PRESENTATIONS / DISCUSSIONS

1. **Teaching and Learning Spotlight** – “After-School Professional Learning Series on Equity” – presented by Dr. Decker. For additional information as well as updates from the T&L Department, the T&L Summary was provided for the Board (on file).
2. **Construction Report** – Presented by Dr. Esslinger (on file).
3. **Williamson Forward visit to Scottsdale, AZ** – Mr. Blair provided takeaways from the visit. The Williamson Forward trip is a Chamber program that visits sister cities every two years. WCS’ Jason Golden and Jeremy Qualls also attended. One of the stops they visited was the Eastern Valley Technical Center which provides career and technical training at this campus as well as satellite campuses, similar to the WCS Innovation Center that WCS has on a small scale. The Chamber partnered with BNA; they also had a tour of their airport as part of the trip.

VI. APPROVAL OF BOARD AGENDA

Item VIII.2. Director of Schools – Total Composite Score was removed for the Agenda to be presented at the March meeting.

Allena Bell made a **motion** to approve the Board Agenda with Item VIII.2. removed from the agenda. Robin Newman **seconded** the motion, which **passed 5-0**.

VII. APPROVAL OF CONSENT AGENDA

Alicia Barker made a **motion** to approve the Consent Agenda as presented. Robin Newman **seconded** the motion, which **passed 5-0**.

Approved under Consent Agenda (on file) were:

1. **Minutes of Board Retreat dated January 7, 2023**
2. **Minutes of Board Meeting dated January 9, 2023**
3. **Textbook Committee Members ED-2150**

VIII. BUSINESS BEFORE THE BOARD

1. **Teachers Recommended for Tenure** – Dr. Decker gave the description for this item and introduction for the principals to read the recommendation letters for the candidates. Copies of the recommendation letters from principals for those individuals who are being recommended for tenure status in the FSSD were submitted for the Board’s review prior to the meeting. Our Human Resources Department has documentation of attendance, summative evaluations, recent background check and other information necessary for tenure of these teachers. This year, twenty two teachers were being recommended for tenure. The administration congratulates these individuals. Recommended for tenure were: **Johnson Elementary:** Rebecca Granstaff; **Liberty Elementary:** Christopher Orton; **Moore Elementary:** Amber Anderson, Ericka Brown, Stacy Roberts, Emily Rollins; **Poplar Grove Elementary:** Jessamyn Gray; **Freedom Intermediate:** Candace Adams, Ryan Frank, Laura Liebmann, Brittany Martin, Adam Prouty; **Freedom Middle:** Jessica Chervenak, Stephanie Crosby, Erica Darr, Gretchen Koerpel, Scott Wilson; **Poplar Grove Middle:** Lindsee Bernet, Kimberly Collado, Kirstin Krengel Oakes, Lauren Lowry, Mala Womack.

Alicia Barker made a **motion** to approve tenure status for the teachers having earned and being presented. Allena Bell **seconded** the motion, which **passed 5-0**.

2. **Director of Schools – Total Composite Score** - This item was removed from the February agenda and will be on the March 20th agenda.
3. **Substitute Pay Increase Proposal** – Presented by Dr. Esslinger, this proposal was also presented in-depth at the Board Retreat, and offers a competitive pay increase in all four categories of subs, in addition to keeping the current Very Important Teacher and permanent sub bonuses. The administration recommended the proposal for Board approval.

Allena Bell made a **motion** to approve the proposal for the Substitute Pay Increase document as presented. Robin Newman **seconded** the motion, which **passed 5-0** by roll call vote.

This pay increase is effective immediately. It was clarified by HR Supervisor Leslie Duke that the requirement of a TN teaching license would qualify the substitute for certified pay.

4. **Policy Revision: Community Use of School Facilities (3.206) – 1st Reading** – Presented by Dr. Esslinger: our legal counsel has reviewed this policy and has made revisions to bring it up to date as we begin to consider future requests for the rental of

**APPLICATION FOR OVERNIGHT FIELD TRIP
FRANKLIN SPECIAL SCHOOL DISTRICT**

Pursuant to the Franklin Special School District Board of Education Policy 4.302 "Field Trips and Excursions", preparation of all overnight field trips must include application of the field trip with this form and appropriate approval thereto. Please submit this form in ample time for approval of the Board Education.

SCHOOL: Minnetonka Elem GRADE(S): 4th DATE OF REQUEST: 2/13/23

TEACHER(S) REQUESTING: Tiffany White, Jane Barnes, Phillip Thomas

DATES OF FIELD TRIP: 5/11/23 TO 5/12/23
to 5/15/23 5/16/23

DESTINATION: Natchez Trace

INSTRUCTIONAL PURPOSE of this field trip, including value of the activity/relationship of trip to classroom instruction, suitability of activity and distance traveled in terms of age level (use additional sheet if necessary):

(See Attached)

TRIP COST PER CHILD: \$ (0) COLLECTION METHOD: Log Donations, then School

SCHOLARSHIPS NEEDED (#): Available if needed SCHOLARSHIPS PROVIDED (#): IF NEEDED

METHOD OF PAYMENT OF SCHOLARSHIPS: Sponsors Donations

STUDENT BODY OFFERED TRIP, i.e., grades(s), groups(s): 4th Grade

NUMBER PARTICIPATING: Typically 85-90% of class

CHAPERONES ATTENDING (NOTE FACULTY MEMBERS): * Tiffany White

* Jane Barnes, * Phillip Thomas, * Elijah Adams,

* Klairr Davis Additional 30-40 parents

* Faculty members

DATE AND TIME OF DEPARTURE: 5 / 11 / 23 AT 9 : 00 am pm

DATE AND TIME OF RETURN: 5 / 12 / 23 AT 2 : 00 am pm

MODE OF TRANSPORTATION: FSSD Bus

IF MORE THAN ONE, LIST SPECIFIC DETAILS (use additional sheet if necessary):

ACCOMMODATION ARRANGEMENTS: The Group will spend the night at Moore Elementary

MEAL ARRANGEMENTS: Students provide 2 Sack Lunches we provide dinner & breakfast.

EMERGENCY CONTINGENCY PLAN: Support vehicle follows us and sheriff escorts most of road walking.

Please give the office a list of students participating in field trip and emergency numbers. If appropriate, give the office a list of students not participating and make arrangements for those students in your absence. Also, notify special class teachers, cafeteria and any other teachers necessary if students will miss these classes.

RECOMMENDED BY
PRINCIPAL: Jarvis Capwell

DATE: 2 / 10 / 23

DIRECTOR OF SCHOOLS: DKS Prude

DATE: 2 / 24 / 23

AUTHORIZATION BY
FSSD BOARD OF EDUCATION: T. White, etc

DATE: 3 / 20 / 23

Moore Elementary School
4th Grade Walk/Hike to Wellness
2023

The following document will demonstrate how the Moore Elementary School's 4th Grade Walk/Hike to Wellness meets the standards set by NASPE (National Association of Sports and Physical Education) in physical education. It will also show how it meets the 4th grade standards set by the State of Tennessee Department of Education in health education, language arts, math, and social studies.

During our 8 weeks of training, we emphasis the proper mechanics of walking. We encourage students to maintain a specific speed or pace that will ensure they keep up with their group and not cause a prolonged space or gap between their group and the group behind them. We are constantly emphasizing that safety comes first while both training and participating in the actual walk. We discourage horseplay or any other actions that might cause harm to one of the participants.

Physical Education: Grades 3-5

Standard: Movement Forms/Motor Skills and Movement Patterns

Grade Level Expectation: A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Checks for Understanding: To achieve the following Checks for Understanding refer to the Student Performance Indicators.

The student will:

Demonstrate mature form in all loco-motor patterns and selected manipulative and non-loco-motor skills.

Use responsible behavior in safety procedures for all physical activities

Level 2 - Skills are developing; mastery and assessment occur at this level.

1.2.9 I can identify and apply safety principles in all activity situations.

During our training we emphasize the importance of daily physical activity in maintaining a healthy lifestyle. We encourage our students to get their entire family out for a walk in the neighborhood or at the park. This activity is totally voluntary for our 4th grade students, but we stress that each one of them can accomplish the goal by putting in the daily practice, committing to follow the rules and being part of the team. We encourage our students to also participate in our running program. The students are divided up into walking groups at the beginning consisting of 8-10 students. Within these groups they will make decisions on a walking order, which student is responsible for roll taking and other group dynamics. They will be called on to settle disagreements within their groups and settle on a consensus when decisions need to be made.

Standard: Physical Activity

Grade Level Expectation: A physically educated person participates regularly in physical activity.

Checks for Understanding: To achieve the following Checks for Understanding refer to the Student Performance Indicators Levels 1-3.

The student will:

Participate voluntarily in physical activity outside the physical education class
Identify and make use of opportunities at school and in the community for regular participation in physical activity
uses physical education skills and knowledge for increased physical activity at recess and in the community

Student Performance Indicators:

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

- 3.1.1 Participate in appropriate physical activities outside the school setting
- 3.1.2 Participate in individual and small group activities in structured and non-structured physical activity settings

During our training we encourage our students to maintain a specific pace that produces an increased heart rate for an extended period of time. We will discuss how walking can be one of the best forms of cardiovascular exercises you can perform. It is low impact, low cost and watching the world go by at 3.5 miles an hour can be very educational. We discuss that not only will their cardiorespiratory system improve but overall muscle tone and strength will be increased. We will be allowing students to recognize how their bodies are responding to the training by asking questions about how they feel after training every couple of weeks. We have always seen an increase in our fitness levels within our 4th grade students who participate in the walk. Conducting our Fitness-gram testing in the spring allows us to see improvements in their cardio-respiratory fitness based on mile run times. We encourage the students to bring a nutritious snack to be eaten prior to training. This is to provide the proper fuel for the body as we train. Our goal is to produce a student who realizes the importance of daily physical activity and will have the knowledge and experience to develop a personal plan for fitness. We want our students to develop a love for walking and hiking and possibly involve their family members in future endeavors related to fitness. The joy and excitement that our students experience when they have reached their goal of completing the 8 weeks of training and the 28-mile two-day walk/hike is hard to put into words. They have a sense of accomplishment and pride they will carry with them into adulthood.

Standard: Fitness

Grade Level Expectation: A physically educated person achieves and maintains a health-enhancing level of physical fitness.

Checks for Understanding: To achieve the following Checks for Understanding refer to the Student Performance Indicators Levels 1-3.

The student will:

engage in sustained physical activity that causes an increased heart rate for longer periods of time

recognize and monitor the physiological indicators that accompany moderate to vigorous physical activity

Identify activities associated with each component of health-related physical fitness

evaluate and improve personal levels of health-related fitness

recognize that time and effort are necessary for improving and maintaining fitness

recognize the importance of nutrition relative to fitness

Student Performance Indicators:

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

4.1.1 Sustain moderate to vigorous physical activity for longer periods of time

4.1.2 Monitor the change in heart rate that occurs during physical activity

4.1.3 Identify at least two activities associated with health-related fitness and the benefits of these activities

4.1.4 Recognize that physical activity contributes to improved fitness and personal well being

4.1.5 Understand that there is a connection between nutrition and a healthy lifestyle

Level 2 - Skills are developing; mastery and assessment occur at this level.

At Level 2, the student will:

4.2.1 Plan, monitor and set goals in daily physical activities for the purpose of developing and maintaining personal fitness

4.2.2 Identify multiple physiological changes that occur during physical activity

4.2.3 Identify and use each component of health-related fitness that contributes to the development of personal fitness

4.2.5 Enjoy achievement of health enhancing levels of fitness

We stress that this program not only enhances personal fitness levels but also helps the students learn about personal responsibility and making right choices. They must adhere to a strict code of conduct that is written into the agreement they sign at the beginning. They must agree to follow all safety rules and safe practices. They must be able to cooperate with each of their peers not only in their group but also within the total team. They agree to respect each of their peers and the adults during both training and the actual walk. They are responsible for their own behavior and must stay on task.

Standard: Personal and Social Responsibility

Grade Level Expectation: A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Checks for Understanding: To achieve the following Checks for Understanding refer to the Student Performance Indicators Levels 1-3.

The student will:

- apply rules, procedures, and safe practices
- cooperate with others regardless of personal differences in skill, gender, disability, socioeconomic level and ethnicity
- recognize and value attributes of individuals
- treat others with respect during physical activity
- resolve conflicts in socially acceptable ways
- work independently and on-task

Student Performance Indicators:

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

- 5.1.1 Identify appropriate rules, procedures, and safe practices for selected activities
- 5.1.2 Work cooperatively with a partner or small group

We discuss that this program is a voluntary program and may not be for everyone. We want each student to enjoy his or her participation in the training and the two-day walk. We feel that the growth that happens during the 8 weeks of training and the two days we spend out on the Natchez Trace goes along way in developing self-expression and social interaction. We encourage the students to keep a personal log of how they feel throughout the training and the walk. This can be a reflection tool when they reach their goal and want to relive certain aspects of the experience. The feelings of joy and accomplishment that are exhibited when we arrive back at the school where the entire student body, teachers and parents line the drive welcoming us back allows the 4th grade students who participated a chance to celebrate their success. It is our hope that the students will use this experience as a catalyst to push themselves into other challenging fitness endeavors.

Standard: Values Physical Activity

Grade Level Expectation: A physically educated person values physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Checks for Understanding: To achieve the following Checks for Understanding refer to the Student Performance Indicators Levels 1-3.

The student will:

- experience enjoyment while participating in physical activity
- seek personally challenging experiences in physical activity
- use physical activity as a means of self-expression
- recognize physical activity as a positive opportunity for social interaction
- celebrate personal successes and achievements

Student Performance Indicators:

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

- 6.1.1 Participate willingly in a variety of physical activities

Level 2 - Skills are developing; mastery and assessment occur at this level.

At Level 2, the student will:

- 6.2.1 Describe feelings following participation in physical activity
- 6.2.2 Value the challenges and achievements associated with fitness and skill development
- 6.2.3 Select physical activities for the purpose of self-expression
- 6.2.4 Challenge self to higher level of performance
- 6.2.5 Enjoy participation in group activities
- 6.2.6 Select a new physical activity for participation

Level 3 - Students are proficient at this level.

At Level 3, the student will:

- 6.3.1 Seek personally challenging experiences in physical activity both in and out of school.

We stress with the participants in our program that it is not only about fitness but also about decision-making and responsibility. They are called upon to make various group decisions that affect their experience within the program. Their goals are discussed at the beginning of training and how they are responsible for the achievement of their daily goals that will lead to success. We discuss personal hygiene pertaining to exercise, perspiration and the use of deodorant. We have discussions about getting the proper amount of sleep during the training phase as well as on the actual walk. We also discuss that proper hydration is essential to good performance. They will be called on to address conflicts within their groups and seek resolutions to those conflicts. We discuss the importance of being smart about activities during recess that could cause injury and affect their performance at practice. Students will recognize that certain students with disabilities may have a modified training schedule. All participants will be required to treat both peers and adults with respect and have proper manners throughout training and the walk. A very important discussion involves the possibility that horseplay or any other activity done outside of the rules agreed to could lead to serious injury of even

death. We are walking on public roads and trails and therefore need to practice all the safety rules we can to prevent any injury to the students.

Tennessee Health Education Standards 3-5

Standard 1: The student will demonstrate the ability to implement decision making skills and goal setting skills to promote his/her personal health and wellness, thereby enhancing quality of life for himself/herself and those around him/her.

Learning Expectations:

The student will:

- 1.1 Identify effective decision-making techniques.
- 1.2 Identify the benefits of forming personal goals, values and standards.
- 1.3 Identify the influences that help an individuals form personal goals, values and standards.
- 1.4 Apply the decision-making process in developing personal goals and standards that affect family life.

Performance Indicators:

At Level 1, the student will be able to:

- describe the steps of the decision-making process.
- explain the difference between short- and long-term personal goals.

At Level 2, the student will be able to:

- demonstrate the decision-making process.
- analyze how influences affect personal decision-making processes.
- describe the connection between choices, actions, and consequences.
- identify how goals and standards relate to self worth.

At Level 3, the student will be able to:

- evaluate how various people provide influences in personal choices.
- demonstrate making personal choices based on reasoned arguments.

Standard 2: The student will understand the importance of personal hygiene practices as related to healthy living.

Learning Expectations:

The student will:

- 2.1 demonstrate the importance of personal hygiene practices.
- 2.2 describe physical/emotional/social health implications of personal hygiene.
- 2.3 identify ways to take responsibility for our personal health.

Performance Indicators:

At Level 1, the student will be able to:

- describe basic personal hygiene methods including hand washing, dental/oral care, **bathing/shampooing**, and dressing.
- explain how personal hygiene practices can affect personal health and social relationships.

At Level 2, the student will be able to:

- apply basic hygiene methods including hand washing, dental/oral care, **bathing/shampooing, use of deodorant, and appropriate dress.**
- describe how good personal hygiene relates to a positive outlook and self concept.

Standard 4: The student will understand the relationship of physical activity and rest to healthy living.

Learning Expectations:

The student will:

- 4.1 explain the importance of participation in the recommended one hour of daily physical activity.
- 4.2 identify personal physical activity goals needed to achieve overall wellness.
- 4.3 explain the role of adequate sleep-in health and performance of daily activities.

Performance Indicators:

At Level 1, the student will be able to:

- explain the benefits of daily physical activity, rest, and sleep on personal health.

Standard 5: The student will understand the relationship of nutrition to healthy living.

Learning Expectations:

The student will:

- 5.2 explain how personal health and body composition is influenced by **balancing diet and physical exercise.**

Performance Indicators:

At Level 1, the student will be able to:

Describe that **adequate water intake** and a nutritious breakfast are essential components of healthy living.

Explain the role of dietary supplements and nutrients including minerals, vitamins, and **water**

Emotional, Social, and Mental Health

Domain Description: Emotional, social, and mental health is dependent upon a healthy self-concept and communicating needs, wants, and feelings in a healthy manner. Learning to manage conflict, anger and stress promotes healthy living.

Standard 8: The student will understand the importance of positive self-concept and interpersonal relationships for healthy living.

Learning Expectations:

The student will:

- 8.1 describe how feelings affect behavior.
- 8.2 **demonstrate respect** for the unique qualities of self and others.
- 8.3 describe characteristics to be a **responsible friend** and family member.
- 8.4 identify positive and negative stress.

Performance Indicators:

At Level 1, the student will be able to:

- discuss the connection between feelings and behavior.
 - explain that emotions may be expressed in different ways.
 - identify and demonstrate appropriate manners.
 - identify appropriate ways to express feelings.
 - demonstrate the ability to respect property, rights, and personal space of others
 - identify the characteristics of a bully.
 - describe ways to use non-violent behaviors to resolve conflict and compromise in a manner that is fair to all persons involved.
- explain the importance of having personal values (e.g., honesty, truthfulness, trustworthy, patience, loyalty, responsibility, self control, etc).

At Level 2, the student will be able to:

- analyze how respectful and tolerant behaviors can reduce prejudice, discrimination and bullying (e.g., race, culture, disabilities, and gender);
- express the importance of not feeling sad or depressed for long periods of time.
- describe how to identify their own feelings and the feelings of others.
- identify how someone might feel in different situations.
- demonstrate appropriate ways to include individuals with disabilities.

Teacher Assessment Indicators (examples):

The teacher may:

- have students compare the behaviors needed for building positive relationships with friends and family to the behaviors needed for working together as a team

Injury Prevention and Safety

Domain Description: According to the Tennessee Department of Health-Office of Health Statistics, the leading cause of death for individuals between the ages of 1 and 44 is unintentional injury, and accounts for more deaths than heart disease and cancer combined.

Standard 10: The student will understand attitudes and behaviors for preventing injuries and deaths from injury.

Learning Expectations:

The student will:

10.2 explain the **importance of safety rules** and laws.

10.3 demonstrate and explain appropriate choices related to reducing **unintentional** injuries.

Performance Indicators:

At Level 2, the student will be able to:

- describe how personal choices and peer pressure relate to the common risks of childhood injury and death.
- explain safety precautions that would help prevent injuries

Tennessee English Language Arts Standards

Effective 2009-2010

Grade 4

Standard 2 - Communication

Grade Level Expectations

GLE 0401.2.1 Continue to develop oral language skills necessary for communication.

GLE 0401.2.2 Continue to develop listening skills necessary for communication

Checks for Understanding (Formative/Summative Assessment)

Listening

0401.2.1 Listen attentively by facing the speaker, asking questions, and summarizing what is said.

0401.2.2 Use established rules for attentive listening (e.g., do not interrupt, ask questions, provide appropriate feedback).

0401.2.3 Understand and follow multi-step directions (e.g., follow directions for a game).

0401.2.4 Formulate and respond to questions from teachers and group members.

Speaking

0401.2.6 Use rules for polite conversation.

0401.2.7 Participate in creative responses to text (e.g., choral reading, discussion, dramatization, oral presentations).

0401.2.8 Express reactions, personal experiences, and opinions orally.

0401.2.9 Create and deliver an oral presentation on an assigned topic (e.g., book reports, demonstrations, science/social studies projects).

Standard 3 – Writing

Grade Level Expectations

GLE 0401.3.2 Write in a variety of modes and genres (e.g., narration, description, personal expression, imaginative writing, response to literature, response to subject matter content).

Checks for Understanding (Formative/Summative Assessment)

0401.3.3 Practice writing to a prompt within a specified time limit.

0401.3.15 Incorporate vivid language into writing.

Standard 7 - Media

Grade Level Expectations

GLE 0401.7.1 Recognize that media can be a source of information and entertainment.

GLE 0401.7.2 Use media to publish and present information.

Checks for Understanding (Formative/Summative Assessment)

0401.7.1 Use media (e.g., photographs, PowerPoint, dioramas, videos, the arts, online catalogs, nonfiction books, encyclopedias, Internet) to view, read, and represent information and to conduct research.

0401.7.2 Use print and non-print materials along with prior knowledge to provide background for writing and /or presenting.

0401.7.3 Use media to enhance reports and oral presentations.

State Performance Indicators

SPI 0401.7.1 Select the most appropriate and reliable media for accessing information, writing a report or making a presentation.

SPI 0401.7.2 Identify the main idea in a visual image.

SPI 0401.7.3 Choose the most effective medium to enhance a short oral presentation (e.g., still pictures, model, diorama, PowerPoint, recording).

Standard 1 – Mathematical Processes

GLE 0406.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.

Checks for Understanding (Formative/Summative Assessment):

0406.1.2 Identify the range of appropriate estimates, including over-estimate and under-estimate.

Social Studies - Fourth Grade

4.1.03 Recognize the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to the development of civilizations.

4.1.04 Understand the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to Tennessee.

c. Summarize the contributions of people of various racial, ethnic, and religious groups in the development of early Tennessee.

Accomplishments

4.2.01 Describe the potential costs and benefits of personal economic choices in a market economy.

a. Identify the economic motivations for European exploration and colonization.

b. Describe how Native Americans in Tennessee and the Western Hemisphere met their basic economic needs.

c. Analyze how people in different parts of the United States earned a living in the past and do so in the present.

4.2.02 Give examples of the interaction of groups, businesses, and governments in a market economy.

a. Explain the economic patterns of various early Native American groups in Tennessee and the Western Hemisphere.

b. Identify major industries of colonial America.

c. Explain the economic patterns of early European colonial governments and their relationships with foreign governments.

4.2.03 Understand fundamental economic concepts.

a. Explain and demonstrate the role of money in daily life.

b. Describe the relationship of price to supply and demand and how it affected early American history.

c. Use economic concepts such as supply, demand, and price to help explain events.

Geography

Content Standard: 3.0

Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.

Performance Indicators State:

As documented through state assessment -

At Level 1, the student is able to

- 4.3.spi.1. identify the routes the explorers of the Americas on a map (i.e., Columbus, Balboa, Pizarro, DeSoto).
- 4.3.spi.2. identify and use key geographical features on maps (i.e., mountains, rivers, plains, valleys, forests).

At Level 2, the student is able to

- 4.3.spi.3. recognize the reasons settlements are founded on major river systems. (i.e., transportation, manmade boundaries, food, and water sources).
- 4.3.spi.4. recognize river systems that impacted early American history (i.e., Mississippi, Mystic, Charles, Hudson).

ESSER 3.0 Public Plan for Remaining Funds

Addendum Guidance

February 2023

Local educational agencies (LEAs) are required to update the ESSER 3.0 Public Plan every six months through Sept. 30, 2023. Each time, LEAs must seek public input on the plan and any revisions and must take such input into account.

Each LEA must complete the addendum and upload it to ePlan in the LEA Document Library (March 1 and Sept. 15). The LEA must also post the addendum to the LEA's website. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website. The plan intends to provide transparency to stakeholders.

Please consider the following when completing the addendum:

- On the summary page, the amounts should total the carryover amount for FY23 for each relief fund: ESSER 2.0, and ESSER 3.0.
- The LEA must respond to all questions in the document.
- The stakeholder engagement responses should closely align with the stakeholder engagement in the Health and Safety Plan.
- The LEA should ensure it uses multiple models of engagement offered to stakeholders. Examples may include surveys, in-person or virtual committee meetings, town hall meetings, or other inclusive engagement opportunities.
- LEAs should engage all applicable groups noted in meaningful consultation during the crafting of the plan and when making any significant revisions or updates to the plan.
- The number of stakeholders engaged should represent the composition of students. For example, if students with disabilities make up 15 percent of students, then 10-20 percent of respondents should represent this subgroup.
- Ensure the stakeholder engagement happened prior to the development/revision of the plan.
- Plans require local board approval and public posting.
- LEAs must update the ESSER Public Plan at least every six months through Sept. 30, 2023, seek public input on the plan and any revisions, and take such input into account.
- The American Rescue Plan (ARP) Act requires LEAs to post plans online in a language that parents/caregivers can understand, or it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.

ESSER 3.0 Public Plan for Remaining Funds

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. Funding provided to states and local educational agencies (LEAs) helps safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students.

In the fall of 2021, LEAs developed and made publicly available a *Public Plan - Federal Relief Spending*. All plans were developed with meaningful public consultation with stakeholder groups. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website.

The following information is intended to update stakeholders and address the requirement.

General Information

LEA Name: **Franklin SSD**

Director of Schools (Name): **David L. Snowden, Ph.D.**

ESSER Director (Name): **Pax Wiemers, Ed.D.**

Address: **507 New Highway 96 West, Franklin, TN, 37064**

Phone #: **615-794-6624**

District Website: <https://www.fssd.org/departments/finance-administration/esser>

Addendum Date: **February 15, 2023**

Total Student Enrollment:	3,077
Grades Served:	Pre-K - 8th grades
Number of Schools:	8 schools

Funding

ESSER 2.0 Remaining Funds:	\$66,527.44
ESSER 3.0 Remaining Funds:	\$1,368,135.51
Total Remaining Funds:	\$1,434,662.95

Budget Summary: No revisions to the ESSER 3.0 budget from the previous update (Sept. 2022).

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring	\$0	\$23,051.75
	Summer Programming	\$0	\$0
	Early Reading	\$0	\$50,000.00
	Interventionists	\$0	\$0
	Other	\$10,548.84	\$78,156.00
	Sub-Total	\$10,548.84	\$151,207.75
Student Readiness	AP and Dual Credit/ Enrollment Courses	\$0	\$0
	High School Innovation	\$0	\$0
	Academic Advising	\$0	\$0
	Special Populations	\$0	\$72,750.36
	Mental Health	\$0	\$0
	Other	\$0	\$71,071.70
	Sub-Total	\$0	\$143,822.06
Educators	Strategic Teacher Retention	\$0	\$0
	Grow Your Own	\$0	\$0
	Class Size Reduction	\$0	\$0
	Other	\$0	\$0
	Sub-Total	\$0	\$0
Foundations	Technology	\$0	\$0
	High-Speed Internet	\$0	\$0
	Academic Space (facilities)	\$28,211.60	\$1,045,599.05
	Auditing and Reporting	\$0	\$27,506.65
	Other	\$27,767.00	\$0
	Sub-Total	\$55,978.60	\$1,073,105.70
Total		\$66,527.44	\$1,368,135.51

Academics

1. Describe strategic allocations to accelerate **Academic Achievement**, including how allocations support the investments identified in the district's needs assessment.

We allocated the following in this category:

- \$23,051.75 for after-school tutoring (corresponds to District Improvement Planning goals 1 & 2)
- \$50,000.00 for teachers' licenses to access the Wonders ELA online curriculum in grades K-4 and for supplemental materials for supporting Tier 1 instruction and for intervention materials in ELA and Math classes (corresponds to Strategic Goal 1 for improving literacy)

2. Describe initiatives included in the "other" category.

We allocated the following in this category:

- \$34,000.00 for teachers' licenses to access the Wonders ELA online curriculum in grades 5-8 and for supplemental materials for supporting Tier 1 instruction and for intervention materials in ELA and Math classes (corresponds to Strategic Goal 1 for improving literacy)
- \$44,156.00 for a 2-year implementation of Schoolzilla, a data management platform (corresponds to Strategic Goal 1 for improving literacy)

Student Readiness

1. Describe strategic allocations to support **Student Readiness** and the School-Related Supports necessary to access high-quality instruction, including how allocations support the investments identified in the district's needs assessment.

We allocated the following in this category:

- \$72,750.36 for audio enhancement equipment for serving the needs of students with an IEP or 504 plan so that they can access the general education curriculum (corresponds to District Improvement Plan goal 5)

2. Describe initiatives included in the "other" category.

We allocated the following in this category:

- \$70,449.99 for the salary and benefits for an Accelerated Learning Specialist in K-2 at Poplar Grove Elementary as part of our pilot to increase learning acceleration in lower grades (corresponds to District Improvement Plan goal 1)
- \$621.71 for remaining funds from FY22 for musical instruments/equipment at Liberty Elementary School (from parent feedback for well-rounded educational activities)

Educators

1. Describe strategic allocations to **Recruit, Retain and Support Educators and School Personnel**, including how allocations support the investments identified in the district's needs assessment.

We did not allocate any funds in this subcategory.

2. Describe initiatives included in the “other” category.

We did not allocate any funds in this subcategory.

Foundations

1. Describe strategic allocations to **Strengthen Structural Expectations**, including how allocations support the investments identified in the district’s needs assessment.

We allocated the following in this category:

- \$109,790.43 for completing the camera system implementation at Johnson Elementary School (corresponds to Strategic Plan for Equity in Facilities) (ESSER Pre-Approval updated and approved)
- \$131,652.15 for technology and communication infrastructure upgrades across all facilities (corresponds to Strategic Plan for Equity in Facilities) (ESSER Pre-Approval updated and approved)
- \$799,530.76 for a partial reimbursement for replacing the roof at Franklin Elementary School (corresponds to Strategic Plan for Equity in Facilities) (ESSER Pre-Approval updated and approved)
- \$4,625.71 for controlled-access exterior doors at Johnson Elementary School for security (corresponds to Strategic Plan for Equity in Facilities) (ESSER Pre-Approval updated and approved)
- \$27,506.65 for Indirect Costs associated with this grant

2. Describe initiatives included in the “other” category.

We did not allocate any funds in this subcategory.

Monitoring, Auditing, and Reporting

1. Outline how the LEA is continuing to actively monitor allocations; conducting interim audits to ensure an appropriate application of funds; collecting and managing data elements required to be reported; and reporting this information to the community.

The following activities are all components of our district’s plan for consistent reporting, monitoring, and auditing procedures:

- Monthly requesting of funds through ePlan
- Compare the budget in financials to budget in ePlan for agreement
- Comply with all federal and state regulations for reporting
- Attend required trainings for ESSER 3.0 and other grant awards
- Review the Administrator's Handbook on EDGAR
- Creating inventory controls
- Inventory sheets for equipment and technology
- Labeling items purchased with federal funds
- Provide documentation to anyone who comes for monitoring
- Developing written procedures for reporting and self-monitoring

- Semi-annual certifications for positions funded through ESSER
- Prepare required FERs
- Ensure that items have been delivered before invoice is paid
- Provide documentation of expenditures for auditors
- All requisitions must be approved by multiple approvers in Skyward prior to being paid
- Ensure accuracy of invoices and expenditure reports
- Comply with all policies and procedures in the FSSD UGG (Uniform Grant Guidance)

2. Describe how the LEA is meeting the requirements to spend 20 percent of **the total ESSER 3.0 allocation** on direct services to students to address learning loss, or indicate participation in TN ALL Corps.

20% of our overall ESSER 3.0 allocation would be approximately \$600,000.00. In FY22, we expended \$358,368.16 from the ESSER 3.0 grant to address learning loss. Thus, for FY23, we needed to allocate a minimum of \$241,631.84 to meet the 20% goal. In addition, we have opted into participating with TN ALL Corps through United Way for the 2022-23 school year.

For FY23, we ensured that we met the 20% requirement for learning loss through the following expenditures that total \$294,408.10:

- \$70,449.99 for an Accelerated Learning Specialist in grades K-2 at Poplar Grove Elementary
- \$23,051.75 for stipends, benefits, and transportation costs for tutorials
- \$32,000.00 for supplemental materials for ELA and Math for all 8 schools
- \$52,000.00 for additional teachers' licenses to the online materials for Wonders, our ELA textbook in grades K-4 & 7-8
- \$44,156.00 for purchasing a 2-year, district-wide subscription to Schoolzilla, a data management platform to help track student learning and growth across our various programs
- \$72,750.36 for audio enhancements equipment needed for students who have an IEP or 504 for auditory needs

Family and Community Engagement

1. Describe how the LEA has continued to engage in meaningful consultation with stakeholders in the development of the revised plan.

No revisions needed for the February 2023 update.

We did the following to engage our district's stakeholders:

Since there have been no changes to the plan since the fall of 2022 when our FY23 ESSER 2.0 and ESSER 3.0 applications were submitted and approved by our School Board, there has not been any specific family and community engagement related to these grants since that time. Previously though, in August and September of 2022, principals met with their school's advisory councils. These councils include students, parents, school administrators, and teachers and other staff. At these meetings, their advisory councils discussed priorities for the school based on their needs, and they created a list of potential expenditures for each school. These were then sent to the district ESSER 3.0 planning team and reviewed.

Additionally, all parents and families were sent a communication in early September that included a Google Form for gathering feedback (in both English and Spanish) concerning spending priorities and further ideas for the use of ESSER 3.0 funds. We had a survey response rate of nearly 30% of our families in the FSSD, and these responses encompassed families from every major stakeholder group, including families of children with disabilities, English learners, children experiencing homelessness, foster care students, and other underserved student classifications. The FSSD has no tribal groups within our boundaries, and civil rights and disability rights groups had the opportunity to provide feedback as stakeholders at our public School Board Meetings.

Once the ESSER 3.0 plan is approved by TDOE, the Public Plan document will be shared through a district-wide communication and will be posted on the district website in both English and Spanish. Further updates will be provided to each school's advisory council and through School Board meetings. If further opportunities arise that necessitate a shift in spending priorities, more feedback will be solicited through the same means.

2. Describe how the LEA engaged at minimum 10 percent of the total stakeholders engaged vs. responses received in the development of the revised plan.

For FY23, we did the following to engage at least 10% of our stakeholders:

- Met with parents and students as a part of school advisory councils
- Open discussion about spending plans and ideas during School Board meetings and Budget Work Sessions
- Parent survey that garnered responses through a district-wide communication and a Google Form that garnered 474 responses, or approximately 30% of families (20% of respondents indicated they had a child with an IEP or 504), including a survey that was also sent in Spanish. Parents indicated that resources to support students' unique learning needs and supplemental academic materials were the highest priorities.
- Feedback gathered from grades 5-8 students through a Google Form that garnered 751 responses (about 25% of our student enrollment) with Building Repairs being the most-chosen expenditure that was selected or provided
- Reached out to local organizations that serve our community

3. Describe how the LEA engaged a representation of a diverse population of stakeholders.

No revisions needed for the February 2023 update.

We sent communications and parent surveys in both English and Spanish. We sent the parent survey to all families and enabled parents to select any indicators that fit one of their students, including special education, English Language Learner, etc. We had a large number of parents who responded to the survey that indicated they had a child with an IEP/504, English Learner, and other subgroups. We engaged a civil rights organization, as well as one representing disability rights.

4. Describe how the LEA used multiple modes of engagement (such as surveys, scheduled in-person or virtual meetings, and town halls) to gain input from stakeholders in the development of the revised plan.

No revisions needed for the February 2023 update.

Revisions to our ESSER 3.0 plan have involved multiple modes of engagement, including additional parent surveys, student feedback from a Google Form, discussions with students and parents through email communications and school advisory councils, and actively seeking input from other stakeholders and parents of students with special needs. These items have occurred throughout the 2021-22 school year and at the beginning of the 2022-23 school year, for the reallocation of our remaining funds for ESSER 3.0.

Safe Return to In-person Instruction and Continuity of Services Plan Addendum Guidance February 2023

LEAs are required to update the Safe Return to In-Person Instruction and Continuity of Services Plan every six months through **Sept. 30, 2023**. Each time, local education agencies (LEAs) must seek public input on the plan and any revisions and must take such input into account. The purpose of the plan is to keep stakeholders informed.

Every LEA should complete the addendum and upload it to ePlan in the LEA document library and post it to the LEA's website (Feb. 15 and Sept. 15). Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website.

Please consider the following when completing the addendum:

- Ensure the LEA used multiple models of engagement offered to stakeholders. Examples may include surveys, in-person or virtual committee meetings, town hall meetings, or other inclusive engagement opportunities.
- LEAs should engage all applicable groups noted in meaningful consultation during the crafting of the plan and when making any significant revisions or updates to the plan.
- The number of stakeholders engaged should represent the composition of students. For example, if students with disabilities make up 15 percent of students, then 10-20 percent of respondents should represent this subgroup.
- Ensure the stakeholder engagement happened prior to the development/revision of the plan.
- The LEA must engage the health department in the development and revision of the plan. This is different from providing the health department with COVID-19 numbers.
- Plans must explicitly address every bullet point in Question 3 regarding district policies and strategies.
- Plans require local board approval and public posting.
- LEAs must update the *Safe Return to In-Person Instruction and Continuity of Services Plan* at least every six months through Sept. 30, 2023, seek public input on the plan and any revisions, and take such input into account. All revisions must include an explanation and rationale of why the revisions were made.
- All revisions must include an explanation and rationale, with meaningful public consultation and in an understandable format. The American Rescue Plan (ARP) Act requires LEAs to post their Health and Safety Plans online in a language that parents/caregivers can understand, or, if it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.

Safe Return to In-Person Instruction and Continuity of Services Plan Addendum

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. Funding provided to states and local educational agencies (LEAs) helps safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students.

In the fall of 2021, LEAs developed and made publicly available a Safe Return to In-Person Instruction and Continuity of Services Plan. All plans were developed with meaningful public consultation with stakeholder groups. LEAs are required to update the plan every six months through Sept. 30, 2023, and must seek public input on the plan and any revisions and must take such input into account. LEAs also must review and update their plans and ensure they align with any significant changes to CDC recommendations for K-12 schools. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website.

The following information is intended to update stakeholders and address the requirement.

LEA Name: **Franklin SSD**

Date: **2/15/23**

1. Describe how the LEA has continued to engage in meaningful consultation with stakeholders in the development of the revised plan.

The information that we have gathered was collected in a multitude of ways, including the following:

- Input from staff, families, & other stakeholders
- Public input during school board meetings
- Public input via social media platforms (Facebook, Twitter, Instagram)
- Phone and conference calls with community agencies
- Regular meetings with community members/agencies/health department
- Meetings of the school nurses, district leadership, principals, etc.

2. Describe how the LEA engaged the health department in the development of the revised plan.

The district communicates regularly with the Williamson County Health Department to gather community information and to discuss our school procedures and policies. They continue to provide guidance to our district team and school board, based on ongoing updates to state and federal guidelines and best practices.

3. Provide the extent to which the LEA has updated adopted policies and a description of any such policies on each of the following health and safety strategies.

<p><i>Appropriate accommodations for children with disabilities with respect to health and safety policies</i></p> <p><u>No revisions needed for the February 2023 update.</u> Support with hand washing/hand sanitizing for children with disabilities is provided as needed by school staff. Every school is staffed with a nurse; nurses consult with parents of children with disabilities and with school administrators and teachers regarding questions related to disabilities and health and safety strategies according to specific IEPs and as needed.</p>
<p><i>Physical distancing (e.g., use of cohorts/podding)</i></p> <p><u>No revisions needed for the February 2023 update.</u> This is no longer occurring.</p>
<p><i>Hand washing and respiratory etiquette</i></p> <p><u>No revisions needed for the February 2023 update.</u> Adequate time is provided for regular hand washing in all schools frequently throughout the school day. Respiratory etiquette is strongly encouraged as well.</p>
<p><i>Cleaning and maintaining healthy facilities including improving ventilation</i></p> <p><u>No revisions needed for the February 2023 update.</u> During the 2021-22 school year, large area disinfectant sprayers were purchased and used for areas like gyms, cafeterias, buses, etc. to provide more coverage in a more time-efficient manner, and these are still in use for the 2022-23 school year.</p>
<p><i>Contact tracing in combination with isolation and quarantine</i></p> <p><u>No revisions needed for the February 2023 update.</u> All reports of positive cases received from students and staff are referred to the school nurse and individuals are advised on isolation dates and excluded from school based on current CDC guidance. All reports received regarding close contact to a positive case are provided current CDC guidance for precautions following exposure. Nurses are recording active cases that have been reported.</p>
<p><i>Diagnostic and screening testing</i></p> <p><u>No revisions needed for the February 2023 update.</u> COVID testing is available daily at all schools for staff members who are experiencing symptoms, or who are testing post-exposure. Families and staff are asked to report any illness symptoms and are advised by the school nurse on the need for exclusion or testing. All school staff are educated to monitor students for visible signs of illness and refer students to the school nurse for assessment.</p>
<p><i>Efforts to provide vaccinations to educators, other staff, and students, if eligible</i></p> <p><u>No revisions needed for the February 2023 update.</u> During the 2021-22 school year, a communication that listed multiple locations at which vaccinations are offered was created and shared with all staff and all students' families. This list included pharmacies, retail locations, and doctors' offices, as well as the Williamson County Health Department. All personnel were provided vaccination information sheets (VIS) by email. A vaccine information link is posted on the</p>

FSSD website. The school nurse provides assistance to families and staff members when requested to locate available vaccine administration sites.

Universal and correct wearing of masks

No revisions needed for the February 2023 update.

The district has communicated with parents by email, text and voice messaging, as well as placement on the website, the state mask requirements for school districts. The district website links to the CDC's mask recommendations. Masks are not required for students or teachers but may be worn if desired.

4. Provide a current description as to how the LEA is ensuring continuity of services including but not limited to services that address students' academic needs and students' and staff's social, emotional, mental health, and other needs, which may include student health and food services.

The district will ensure continuity of services by offering multiple supports, services, and resources as needed for all students. The services our district offers apply to all students receiving in-person instruction, and they also apply to any students that may be quarantined at home due to being exposed to COVID-19.

The services that the FSSD continues to provide are as follows:

- All students have devices for use at school and home. These devices enable students to work from home during any periods of illness or quarantine. All materials and technology are provided for students and families.
- Families may check out a wireless hotspot for Internet access at home.
- School counselors, social workers, parent liaisons, and others reach out to students and families to assist in assessing their needs.
- Mercy Community Health Care mental health therapists are stationed in our schools, as well as school psychologists, who provide on-site and after-school support as needed.
- The EAP Program is available to all employees, which provides mental health, addiction, and other support services.
- Food boxes are delivered to those that need this resource. The district also offers a summer feeding program where families can pick up meals for students.
- Devices are sent home with students when needed to provide the continuity of learning/services.
- Hot spots are provided to those students who are learning from home due to quarantine as needed.
- School advisory councils meet to address any needs that students may have.
- The McKinney-Vento coordinator and the district's social workers ensure that students who are classified as homeless are receiving a consistent and stable education and work with community agencies to assist with other physical and social-emotional needs.
- Therapy dogs are available to students and staff in all schools and the central office, as needed, to help reduce anxiety and stress. The district has seven full-time therapy dogs.
- Professional learning in personal and social competencies is ongoing for district and school administrators, teachers and staff.
- Students are provided opportunities to share personal experiences and stressors through advisory meetings, morning meetings, and counselor appointments during the school day.

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

ITEMS TO BE DISPOSED: (add rows if needed)

DATE: 2/14/2023

Location	Quantity	Description
Transportation	(1)	2008 Thomas Built Type D School Bus
		VIN/ 1T88T3E2181291165

insert pictures here if appropriate:

Notes:

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

Internet auction sale on govdeals.com

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

Approval:

 2/14/2023
Program Supervisor

 2-14-23
Associate Director – Finance/Administration


Director of Schools


Board Chairman

Approved original to: Program Supervisor

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

Reference: Board Policy 2.403

**Franklin Special School District
Budget Amendments
Fiscal Year 2022-2023**

**General Purpose Fund
Amendment #2**

Budget Code	Budget Code Description	Increase	Decrease
REVENUE			
141 R 46981 000 000 00000 000	Safe Schools		\$ 3,470.67
EXPENDITURES			
141 E 72210 790 000 00000 275	Other Equipment	\$ 56,529.33	
141 E 72620 701 000 00000 275	Administrative Equipment		60,000.00
			\$ (3,470.67)
Explanation: Decrease budgeted revenue and budgeted expenditures for the Safe School/School Safety Grant. No local tax funds involved.			

**General Purpose Fund
Amendment #3**

Budget Code	Budget Code Description	Increase	Decrease
EXPENDITURES			
141 E 71100 369 000 00000 053	Contracts for Substitute Teachers-Certified		\$ 8,380.00
141 E 71100 369 000 00000 054	Contracts for Substitute Teachers-Certified		1,900.00
141 E 72130 399 000 00000 053	Other Contracted Services	180.00	
141 E 72130 399 000 00000 054	Other Contracted Services	50.00	
141 E 72210 369 000 00000 053	Contracts for Substitute Teachers-Certified	2,000.00	
141 E 72210 369 000 00000 054	Contracts for Substitute Teachers-Certified	400.00	
141 E 72210 370 000 00000 053	Contracts for Substitute Teachers-Non-Certified	6,000.00	
141 E 72210 370 000 00000 054	Contracts for Substitute Teachers-Non-Certified	1,400.00	
141 E 72320 399 000 00000 053	Other Contracted Services	200.00	
141 E 72320 399 000 00000 054	Other Contracted Services	50.00	
141 E 71200 725 000 00000 000	Special Education Equipment		5,000.00
141 E 72410 701 000 00000 000	Administrative Equipment	5,000.00	
141 E 72210 524 000 15000 000	In-Service/Staff Development		5,000.00
141 E 72410 524 000 15000 000	In-Service/Staff Development	5,000.00	
141 E 71100 429 000 20000 000	Instructional Supplies & Materials		600.00
141 E 72130 599 000 20000 000	Other Charges	600.00	
		\$ 20,880.00	\$ 20,880.00
Explanation: Reclassify budgeted expenditures.			

**General Purpose Fund
Amendment #4**

Budget Code	Budget Code Description	Increase	Decrease
EXPENDITURES			
141 E 73400 369 000 53000 029	Contracts for Substitute Teachers-Certified		\$ 2,800.00
141 E 73400 369 000 54000 029	Contracts for Substitute Teachers-Certified		656.21
141 E 73400 370 000 53000 029	Contracts for Substitute Teachers-Non-Certified		3,456.21
141 E 73400 370 000 54000 029	Contracts for Substitute Teachers-Non-Certified		1,800.00
141 E 73400 429 000 00000 029	Instructional Supplies & Materials		1,500.00
141 E 73400 499 000 00000 029	Other Supplies	1,500.00	
141 E 73400 524 000 00000 029	In-Service/Staff Development		1,500.00
141 E 73400 599 000 00000 029	Other Charges	1,500.00	
		\$ 3,000.00	\$ 11,712.42
Explanation: Decrease budgeted expenditures for the State Pre-K Grant Match. No local tax funds involved.			

**Franklin Special School District
Budget Amendments
Fiscal Year 2022-2023**

**General Purpose Fund
Amendment #5**

Budget Code	Budget Code Description	Increase	Decrease
REVENUE			
141 R 46590 000 000 00000 000	Other State Education Funds		\$ 80,000.00
141 R 46591 000 000 00000 000	Coordinated School Health	\$ 80,000.00	
EXPENDITURES			
141 E 72120 105 000 36000 000	Supervisor		\$ 3,752.00
141 E 72120 189 000 36000 000	Other Salaries & Wages		1,687.00
141 E 72120 201 000 36000 000	Employer Medicare		496.00
141 E 72120 204 000 36000 000	State Retirement		752.00
141 E 72120 207 000 36000 000	Medical Insurance		651.00
141 E 72120 208 000 36000 000	Dental Insurance	61.00	
141 E 72120 209 000 36000 000	Disability Insurance		117.00
141 E 72120 212 000 36000 000	Employer Medicare		116.00
141 E 72120 299 000 36000 000	Other Fringe Benefits	116.00	
141 E 72120 499 000 36000 000	Other Supplies & Materials	167.00	
141 E 72120 524 000 36000 000	In-Service/Staff Development		774.00
		\$ 344.00	\$ 8,345.00
			\$ (8,001.00)

Explanation: Reclassify budgeted revenue & decrease budgeted expenditures for Coordinated School Health.
No local tax funds involved.

**General Purpose Fund
Amendment #6**

Budget Code	Budget Code Description	Increase	Decrease
REVENUE			
141 R 47143 000 000 00000 000	ED of Handicap- IDEA Part B	\$ 91,600.86	
EXPENDITURES			
141 E 71200 312 000 00000 000	Contracts w/Private Agencies	\$ 46,000.00	
141 E 71200 429 000 00000 000	Instructional Supplies & Materials	5,600.86	
141 E 72220 312 000 00000 000	PT Contracted Services	30,000.00	
141 E 72220 499 000 00000 000	Other Supplies & Materials	3,000.00	
141 E 72220 524 000 00000 000	In-Service/Staff Development	6,000.00	
141 E 72220 599 000 00000 000	Other Charges	1,000.00	
		\$ 91,600.86	

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

**Franklin Special School District
Budget Amendments
Fiscal Year 2022-2023**

**Federal Projects Fund
Amendment #16**

Budget Code	Budget Code Description	Increase	Decrease
REVENUE			
142 R 47141 000 101 00000 000	Title I Part A		\$ 20,409.61
EXPENDITURES			
142 E 71100 370 101 00000 000	Contracts for Substitute Teachers-Non certified		\$ 1,000.00
142 E 71100 429 101 06000 000	Instructional Supplies & Materials		2,210.05
142 E 71100 429 101 08000 000	Instructional Supplies & Materials		5,641.00
142 E 71100 429 101 09000 000	Instructional Supplies & Materials	3,000.00	
142 E 71100 599 101 00000 000	Other Charges		200.00
142 E 71100 722 101 05000 000	Regular Instructional Equipment		4,358.10
142 E 71100 722 101 08000 000	Regular Instructional Equipment	7,551.00	
142 E 72130 499 101 00000 000	Other Supplies & Materials	161.69	
142 E 72130 599 101 00000 000	Other Charges		995.49
142 E 72210 399 101 00000 000	Other Contracted Services		4,000.40
142 E 72210 499 101 06000 000	Other Supplies & Materials		817.71
142 E 72210 499 101 08000 000	Other Supplies & Materials		1,000.00
142 E 72210 524 101 00000 000	In-Service/Staff Development		440.49
142 E 72210 524 101 08000 000	In-Service/Staff Development	138.31	
142 E 72210 524 101 09000 000	In-Service/Staff Development		3,000.00
142 E 72710 311 101 00000 000	Contracts W/Other School Systems		186.44
142 E 72710 313 101 00000 000	Contracts with Parents		1,100.93
142 E 72710 314 101 00000 000	Contracts with Public Carriers		100.00
142 E 99100 504 101 00000 000	Indirect Cost		1,210.00
			5,000.00
		\$ 10,851.00	\$ 31,260.61
			\$ (20,409.61)

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

**Federal Projects Fund
Amendment #17**

Budget Code	Budget Code Description	Increase	Decrease
REVENUE			
142 R 47590 000 401 00000 000	Title IV Part A		\$ 6,710.05
EXPENDITURES			
142 E 71100 429 401 00000 000	Instructional Supplies & Materials		\$ 819.81
142 E 72210 524 401 00000 000	In-Service/Staff Development		5,710.05
142 E 99100 504 401 00000 000	Indirect Charges		180.19
			\$ 6,710.05

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

**Federal Projects Fund
Amendment #18**

Budget Code	Budget Code Description	Increase	Decrease
REVENUE			
142 R 47145 000 911 00000 000	IDEA Preschool	\$ 802.00	
EXPENDITURES			
142 E 71200 725 911 00000 000	Special Education Equipment	\$ 802.00	

Explanation: Increase budgeted revenue & expenditures under the IDEA Preschool Funds.
No local tax funds involved.

**Franklin Special School District
Budget Amendments
Fiscal Year 2022-2023**

**Federal Projects Fund
Amendment #19**

Budget Code	Budget Code Description	Increase	Decrease
REVENUE			
142 R 47143 000 901 00000 000	IDEA Part B	\$ 40,753.00	
EXPENDITURES			
142 E 71200 163 901 00000 000	Educational Assistants		\$ 30,000.00
142 E 71200 169 901 00000 000	Part Time Personnel	10,000.00	
142 E 71200 207 901 00000 000	Medical Insurance	152,836.08	
142 E 71200 312 901 00000 000	Contracts with Private Agencies	2,153.00	
142 E 71200 429 901 00000 000	Instructional Supplies & Materials		30,000.00
142 E 72220 312 901 00000 000	Contracts with Private Agencies		40,000.00
142 E 72220 524 901 00000 000	In-service/Staff Development		24,236.08
		164,989.08	124,236.08
		\$ 40,753.00	
Explanation: Increased budgeted revenue & expenditures under the IDEA Part B. No local tax funds involved.			

**General Purpose Fund
Amendment #20**

Budget Code	Budget Code Description	Increase	Decrease
EXPENDITURES			
142 E 72120 131 941 00000 000	Medical Personnel		\$ 11,629.20
142 E 72120 201 941 00000 000	Social Security		720.82
142 E 72120 207 941 00000 000	Medical Insurance		202.04
142 E 72120 212 941 00000 000	Employer Medicare	33.46	
142 E 72120 413 941 00000 000	Drugs & Medical Supplies	1,049.28	
142 E 72120 735 941 00000 000	Health Equipment	11,469.32	
		\$ 12,552.06	\$ 12,552.06
Explanation: Reclassify budgeted expenditures under the ELC Grant.			



Return by June 15 to:
Director of Content
Andrew Johnson Tower, 11th floor
710 James Robertson Parkway Nashville, TN 37243-0379

**Certification of Adoption by
Local Board of Education**

The Franklin Special School District Board of Education approved the City, County,
or Special School District adoption of the textbooks as indicated on the attached Local Adoption Report Abstract
during the meeting of the board on _____

Month, Day, Year

If the LEA has chosen to adopt any materials not on contract, then we do hereby certify the following:

- The LEA's unique needs require adopting materials not on the state's official list.
- The materials adopted by this LEA were screened by a review committee, appointed in accordance with T.C.A. § 49-6-2207 and were determined to be aligned to the standards by evaluating the materials using the screening instrument approved by the Textbook and Instructional Materials Quality Commission.
- The adoption abstract, this certification of adoption, and the local panels' reviews will be posted to the LEA's website within 30 days of local board approval.
- All materials adopted by this LEA that are not on contract have been approved by waiver (if any waivers were granted, you must attach them to this form).
- The LEA agrees to furnish any materials requested by TDOE for review.

3/20/23

Date



Chairman, Board of Education

3/10/23

Date



Director of Schools

ED-5099: District Selection of Materials Approved on Waiver

Form ED-5099 creates a record of district adopted materials. In submitting this form, the district is ensuring that the materials selected adhere to the following state statutes governing the selection and adoption of instructional materials in the state of Tennessee: T.C.A. § 49-6-2206 (Prohibition of Common Core) and T.C.A. § 49-6-1019 (Prohibited Content).

Directions: To complete this form, fill in your name on row 4 and then use the drop down menus to complete the remaining elements in the form except publisher and book title. Those must be hand entered into the form.

ALL NON-WAIVER MATERIALS SHOULD BE ENTERED ON TAB 1. The adoption list can be found here: XXXXXXXXXXXXXXXXXXXX.

This form is to be submitted alongside form ED-2153 by June 30, 2023 to Tennessee.Textbooks@tn.gov.

System Name:	Franklin Special School District
State System Number:	272
Intent to Purchase:	Yes
Submitted By:	Summer Carlton, Curriculum and Professional Learning Supervisor

Publisher	Book Title	Grade(s)/Course(s)
Curriculum Associates	i-Ready Classroom Mathematics	K
Curriculum Associates	i-Ready Classroom Mathematics	1
Curriculum Associates	i-Ready Classroom Mathematics	2
Curriculum Associates	i-Ready Classroom Mathematics	3
Curriculum Associates	i-Ready Classroom Mathematics	4
McGraw-Hill Education	Tennessee Reveal Math	5
McGraw-Hill Education	Tennessee Reveal Math	6
Big Ideas Learning , Inc.	Tennessee Math	7
Big Ideas Learning , Inc.	Tennessee Math	8
Big Ideas Learning , Inc.	Tennessee Math	Alg. 1
Big Ideas Learning , Inc.	Tennessee Math	Geom.

Report of Local Adoption of Textbooks*

This form remains in the office of the Local Director of Schools for the 6 year Adoption Period

Franklin Special School District

For the School Year 2022-2023

Report for schools of _____ County, City, or Special District.

Subject: Mathematics

Recommendation of Local Textbook Selecting Committee

We, the duly appointed members of the Local Textbook Selecting Committee for the Subject of Mathematics, **Franklin Special School District**, recommend that the _____ (County or

City) Board of Education adopt, from the State Approved List, the following textbooks to be used in the public schools of Franklin Special School District (County or

City), as approved by the law and contract:

State Approved	Waiver Approved	Technology Dependent	Grade	Author	Title	Company
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	K-4	M. Ellis, G. Kersaint, G. Kelemanik, A. Lucenta	i-Ready Classroom Mathematics	Curriculum Associates
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5-6	R. Conolly, A. Fetter, L. Gojack, S. Katt, R. H. Miles, N. Nevels	Tennessee Reveal Math	McGraw-Hill Education
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7-8	Ron Larson and Laurie Boswell	Tennessee Math	Big Ideas Learning, Inc
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Alg I	Ron Larson and Laurie Boswell	Tennessee Math	Big Ideas Learning, Inc
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Geom	Ron Larson and Laurie Boswell	Tennessee Math	Big Ideas Learning, Inc
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

DIRECTORS PERFORMANCE REVIEW

TOTAL COMPOSITE SCORE
March 2023

1. Improvement of Student Performance	35 points
2. Effective Management of District Resources	30 points
3. Execute on the Board's Vision	20 points
4. Provide the Highest Level of Internal and External Communication	15 points

Board Members: Alicia Barker
Allena Bell
Robert Blair
Robin Newman
Tim Stillings
Kevin Townsel

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

1. 34
2. 30
3. 19.5
4. 14.75

Total Possible Composite Score: 100

Total Composite Score Awarded: 98.25

Scores totaled by: Carol Riordan, David Esslinger Date: 2/9/2023

Date approved by FSSD Board of Education March 20, 2023

**Director of Schools
PERFORMANCE REVIEW PROCESS**

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

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

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

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

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

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

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

3.206 COMMUNITY USE OF SCHOOL FACILITIES – 2nd Reading

Our legal counsel has reviewed this policy and has made revisions to bring it up to date as we begin to consider future requests for the rental of the Performing Arts Center.

Franklin Special Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: Community Use of School Facilities	Descriptor Code: 3.206	Issued Date: Proposed
		Rescinds: 3.206	Issued: 09/10/01

When not in use for school purposes, school buildings and grounds or portions thereof may be used for auxiliary, education, recreational, cultural, and such other purposes that promote the welfare of the community, as approved by the director of schools under the following guiding principles.^{1,2}

1. Any request for use of school property must be approved by the principal of the specified facility and shall not interfere with any school activity.
2. The requesting organization shall provide a certificate of insurance and fully pay all designated fees for utilities, personnel, and custodial expenses. The requesting organization shall also be responsible for expenses incurred by abuse, damage or destruction of school property and equipment.
3. Groups receiving permission for building use are restricted to the dates and hours approved and to the building area and facilities specified, unless requested changes are approved in advance of the date of use by the principal
4. Groups receiving permission for building use are responsible at all times for the observance of all health, fire and safety regulations ~~at all times~~.
5. The use of alcoholic beverages, drugs or tobacco (in any form), vaping products, profane language, or gambling or games of chance in any form is not permitted in school buildings or upon any school property. ~~Smoking within the building or on any school property is not permitted.~~
6. The Board will approve and periodically review a fee schedule for the use of school facilities by corporate, community ~~or~~ and civic organizations and other non-profit, recreational, religious, political, or philosophical groups.

Pursuant to these requirements, the Board shall use the following guidelines for permitting use of school property. Permission shall be ~~approved~~ considered for the following:

1. A civic group, charitable organization, or similar non-profit organization for the purposes of meetings, banquets, civic events, or related gatherings; ~~Ticket sales are permitted only to cover the cost of food, entertainment, and use of facility.~~
2. A collective community organization of representing commerce, agriculture, industry, or professional service, for banquets, awards ceremonies, election or installation of officers, hosting regional meetings, or promoting community activities;

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- 3. A local organization sponsoring organized athletics for children;
- 4. A local school of instruction for performing arts (i.e., dance, piano, voice, gymnastics, baton, painting, crafts) if said use involves the display or exhibition of the talents of the students; ~~The school shall not charge admission and shall not solicit enrollment or sale of related merchandise on school premises.~~
- 5. A local, ~~non-profit~~ performing arts group. ~~Admission charges may be made to cover the cost of expenses for the event.~~

Legal References:
1. TCA 49-50-201
2. TCA 49-2-203(b)(4)

Cross References:
Tobacco-Free Schools 1.803
Care of School Property 6.311

Franklin Special Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: Community Use of School Facilities	Descriptor Code: 3.206	Issued Date: 09/10/01
		Rescinds: 3.206	Issued: 09/11/00

When not in use for school purposes, school buildings and grounds or portions thereof may be used for auxiliary, education, recreational, cultural, and such other purposes that promote the welfare of the community, as approved by the director of schools under the following guiding principles.^{1,2}

1. Any request for use of school property must be approved by the principal of the specified facility and shall not interfere with any school activity.
2. The requesting organization shall provide a certificate of insurance and pay designated fees for utilities, personnel, and custodial expenses. The requesting organization shall also be responsible for expenses incurred by abuse, damage or destruction of school property.
3. Groups receiving permission for building use are restricted to the dates and hours approved and to the building area and facilities specified, unless requested changes are approved by the principal.
4. Groups receiving permission for building use are responsible for the observance of all fire and safety regulations at all times.
5. The use of alcoholic beverages, drugs or tobacco, profane language, or gambling in any form is not permitted in school buildings. Smoking within the building or on any school property is not permitted.
6. The Board will approve and periodically review a fee schedule for the use of school facilities by community or civic organizations and other non-profit, recreational, religious, political, or philosophical groups.

Pursuant to these requirements, the Board shall use the following guidelines for permitting use of school property. Permission shall be approved for the following:

1. A civic group, charitable organization, or similar non-profit organization for the purposes of meetings, banquets, civic events, or related gatherings. Ticket sales are permitted only to cover the cost of food, entertainment, and use of facility.
2. A collective community organization of commerce, agriculture, industry, or professional service, for banquets, awards ceremonies, election or installation of officers, hosting regional meetings, or promoting community activities.
3. A local organization sponsoring organized athletics for children;

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- 4. A local school of instruction for performing arts (i.e., dance, piano, voice, gymnastics, baton, painting, crafts) if said use the display or exhibition of the talents of the students. The school shall not charge admission and shall not solicit enrollment or sale of related merchandise on school premises.
- 5. A local, non-profit performing arts group. Admission charges may be made to cover the cost of expenses for the event.

Legal References:

- 1. TCA 49-50-201
- 2. TCA 49-2-203(b)(4)

Cross References:

- Tobacco-Free Schools 1.803
- Care of School Property 6.311

1.106 CODE OF ETHICS – *1st Reading*

As part of our policy subscription, the TSBA Policy Department reviews existing policies to ensure clarity and alignment with state law. Due to increased questions around state ethics laws, TSBA has revised their model policy 1.106 on ethics to focus solely on the requirements of TCA 8-17-103 and placed information on conflicts of interest in model policy 1.107. By separating these topics and updating the language, requirements are clarified.

Note that per state law, Boards are required to submit any policies that differ from TSBA's model code of ethics policy to the State Ethics Commission. Accordingly, if our Board makes substantive revisions, TSBA recommends filing the revised policy with the Commission separately.

This policy has been revised to focus solely on prohibitions against accepting items intended to influence a board member's vote and how to handle ethics complaints.

Franklin Special Board of Education			
Monitoring: Review: Annually, in July	Descriptor Term: Code of Ethics	Descriptor Code: 1.106	Issued Date: Proposed
		Rescinds: 1.106	Issued: 10/13/08

1 *General*¹

2 Board members and school district employees may not accept, directly or indirectly, any gift, money,
3 gratuity, consideration, or favor that a reasonable person would understand was intended to influence
4 the vote, official action, or judgment of the board member or employee in executing decisions
5 affecting the school district. It is also prohibited for a board member's or an employee's spouse or
6 child living in the same household to accept such items.

7 It shall not be considered a violation of this policy for a board member or employee to receive
8 entertainment, food, refreshments, meals, health screenings, amenities, food, or beverages that are
9 provided in connection with a conference sponsored by an established or recognized statewide
10 association of school board officials or by an umbrella or affiliate organization of such statewide
11 association of school board officials.

12 **ETHICS COMPLAINTS**

13 The Board may create a School District Ethics Committee (Ethics Committee), consisting of three (3)
14 members who will be appointed to one-year terms by the Board Chair with confirmation by the Board.
15 At least two (2) members of the committee shall be members of the Board. The Ethics Committee shall
16 convene as soon as practicable after its appointment and elect a Chair and a Secretary. The records of
17 the Ethics Committee shall be maintained by the Secretary and shall be filed in the Director of
18 Schools' office, where they shall be open to public inspection.

19 Questions and complaints regarding violations of this Code of Ethics shall be directed to the Chair of
20 the Ethics Committee. Complaints shall be in writing, signed by the person making the complaint, and
21 include details as to the facts surrounding the complaint.

22 The Ethics Committee may investigate an ethical complaint received against a board member or
23 employee and make recommendations to cease any activity that, in the Ethics Committee's judgment,
24 constitutes a violation of this Code of Ethics. If a member of the Ethics Committee is the subject of a
25 complaint, the member shall recuse himself/herself from all proceedings involving the complaint.

26 The Ethics Committee may:

- 27 1. Refer the matter to the board attorney;
- 28
- 29 2. In the case of a board member, refer the matter to the Board of Education for possible public
30 censure, if warranted;
- 31

- 1 3. In the case of an employee, refer the matter to the Director of Schools/designee for possible
- 2 disciplinary action, if warranted; or
- 3
- 4 4. In a case involving possible violation of state statutes, refer the matter to the district attorney
- 5 for possible ouster or criminal prosecution.

Legal References

1. TCA 8-17-103

Cross References

- Board Member Conflict of Interest 1.107
Duties of Board Members 1.202

Franklin Special Board of Education			
Monitoring: Review: Annually, in September	Descriptor Term: Code of Ethics	Descriptor Code: 1.106	Issued Date: 10/13/08
		Rescinds:	Issued:

CODE OF ETHICS¹

FRANKLIN SPECIAL SCHOOL DISTRICT

Section 1. Definitions.

- (1) “School district” means Franklin Special School District, which was duly created by a public or private act of the General Assembly and which includes all boards, committees, commissions, authorities, corporations, or other instrumentalities appointed or created by the school district or an official of the school district.
- (2) “Official and employee” means and includes any official, whether elected or appointed, officer, employee or servant, or any member of any board, agency, commission, authority, or corporation (whether compensated or not), or any officer, employee, or servant thereof, of the school district.
- (3) “Personal interest” means, for the purpose of disclosure of personal interests in accordance with this Code of Ethics, a financial interest of the official or employee, or a financial interest of the official’s or employee’s spouse or child living in the same household, in the matter to be voted upon, regulated, supervised, or otherwise acted upon in an official capacity.

Section 2. Disclosure of personal interest in voting matters. An official or employee with the responsibility to vote on a measure shall disclose during the meeting at which the vote takes place, before the vote and to be included in the minutes, any personal interest that affects or that would lead a reasonable person to infer that it affects the official’s or employee’s vote on the measure. In addition, the official or employee may, to the extent allowed by law, recuse himself or herself from voting on the measure.

Section 3. Disclosure of personal interest in non-voting matters. An official or employee who must exercise discretion relative to any matter other than casting a vote and who has a personal interest in the matter that affects or that would lead a reasonable person to infer that it affects the exercise of the discretion shall disclose, before the exercise of the discretion when possible, the interest on the disclosure form and file the disclosure form with the school district’s central office. In addition, the official or employee may, to the extent allowed by law, recuse himself or herself from the exercise of discretion in the matter.

Section 4. Acceptance of gifts and other things of value. An official or employee, or an official’s or employee’s spouse or child living in the same household, may not accept, directly or indirectly, any gift, money, gratuity, or other consideration or favor of any kind from anyone other than the school district

1 that a reasonable person would understand was intended to influence the vote, official action, or
2 judgment of the official or employee in executing decision-making authority affecting the school district.

3 It shall not be considered a violation of this policy for an official or employee to receive entertainment,
4 food, refreshments, meals, health screenings, amenities, foodstuffs, or beverages that are provided in
5 connection with a conference sponsored by an established or recognized statewide association of school
6 board officials or by an umbrella or affiliate organization of such statewide association of school board
7 officials.

8 **Section 5. Ethics Complaints.** Questions and complaints regarding violations of this Code of Ethics or
9 of any violation of state law governing ethical conduct should be directed to the board chair and the
10 director of schools. Complaints shall be in writing and signed by the person making the complaint, and
11 shall set forth in reasonable detail the facts upon which the complaint is based.

Legal References

1. TCA 8-17-103

Cross References

- Duties of Board Members 1.202

FRANKLIN SPECIAL SCHOOL DISTRICT CODE OF ETHICS CONFLICT OF INTEREST DISCLOSURE STATEMENT

Instructions: This form is for reporting personal interests required to be disclosed under Section 3 of the Code of Ethics of this school district. Officials and employees are required to disclose personal interests in matters that affect or would lead a reasonable person to infer that it would affect the exercise of discretion of an official or employee.

1. Date of disclosure: _____
2. Name of official or employee: _____
3. Office and position: _____
4. Description of personal interest (describe below in detail):

Signature of official or employee

Witness Signature

1.107 BOARD MEMBER CONFLICTS OF INTEREST – *1st Reading*

As in 1.106, the TSBA Policy Department has reviewed this and the Code of Ethics policy to ensure clarity and alignment with state law, and has revised the two policies to focus solely on the requirements of TCA 8-17-103 and TCA 12-4-101. The two topics are separated, language in the two policies are updated, and requirements are clarified.

This policy aligns with TCA 12-4-101 which defines conflicts of interest for school board members.

Franklin Special Board of Education

Monitoring: Review: Annually, in July	Descriptor Term: Board Member Conflict of Interest	Descriptor Code: 1.107	Issued Date: Proposed
		Rescinds: 1.107	Issued: 08/19/99

1 *General*

2 State law provides specific instances when direct or indirect conflicts of interest may affect a board
3 member's ability to vote on certain matters.

4 Direct conflicts of interest may arise if the school district contracts with a board member or with a
5 business in which the board member is a sole proprietor, partner, or person having a controlling
6 interest.¹

7 Indirect conflicts of interest may arise if a board member votes on a matter involving a situation that a
8 reasonable person would infer affects his/her personal finances indirectly. If a board member has a
9 direct interest but is the sole supplier of goods or services in the city or county, he/she would be
10 considered indirectly interested in such a matter.²

11 **DIRECT CONFLICT OF INTEREST¹**

12 A board member shall not be directly interested in any contract in which the Board may be interested.

13 If there is a pre-existing contract that predates the board member's election to the Board, the board
14 member shall refrain from voting or discussing any matter related to that contract since he/she has a
15 direct interest. Upon expiration, the contract shall not be renewed by the Board.³

16 This shall not prohibit any board member from voting on the school budget or any budget amendments
17 unless the vote is on a specific budget amendment in which the board member is directly interested.⁴

18 **INDIRECT CONFLICT OF INTEREST²**

19 A board member shall not be indirectly interested in any contract where the Board may be interested
20 unless the board member publicly acknowledges such interest. The disclosure of this interest shall be
21 made at the board meeting in which the Board is taking action on the contract. A board member with
22 an indirect interest is not required to refrain from voting on the contract.

23 **PENALTY FOR UNLAWFUL INTEREST⁵**

24 If a board member is found to have an indirect interest and fails to disclose such interest, or becomes
25 directly interested in any contract, he/she shall forfeit all compensation. He/she shall also be dismissed
26 from the Board and be ineligible to serve in the same or similar position for ten (10) years.

Legal References

1. TCA 12-4-101(a); Op. Tenn. Att’y Gen. No. 10-46
2. TCA 12-4-101(b)
3. Op. Tenn. Att’y Gen. No. 99-209
4. TCA 12-4-101(a)(1)
5. TCA 12-4-102

Cross References

- Code of Ethics 1.106
Duties of Board Members 1.202

CONFLICT OF INTEREST DISCLOSURE STATEMENT

Instructions: Board members are required to disclose conflicts of interest in matters that affect, or would lead a reasonable person to infer that it would affect, the exercise of discretion of a board member.

1. Date of disclosure: _____

2. Name: _____

3. Description of conflict of interest (describe below in detail):

Signature of Board Member

Signature of Witness

Franklin Special Board of Education			
Monitoring: Review: Annually, in September	Descriptor Term: Board Member Conflict of Interest	Descriptor Code: 1.107	Issued Date: 08/19/99
		Rescinds: 1.107	Issued: 09/14/98

1 A board member shall not be directly interested in any contract in which the board may be interested.
 2 "Directly interested" means any contract with the board member or with any business in which the board
 3 member is sole proprietor, a partner, or the person having controlling interest. "Controlling interest" shall
 4 include the individual with the ownership or control of the largest number of outstanding shares owned
 5 by any single individual or corporation.

6 This policy shall not prohibit any board member from voting on the school budget or any budget
 7 amendments, unless the vote is on a specific budget amendment in which such board member is directly
 8 interested.

9 A board member shall not be indirectly interested in any contract in which the board may be interested
 10 unless the board member publicly acknowledges such interest. "Indirectly interested" means any contract
 11 in which the board member is interested but not directly so, as defined above, including contracts in
 12 which the board member may have a direct interest but is the sole supplier of goods or services in the
 13 special school district.

14 Any board member who is an employee of the special school district and whose employment predates
 15 his/her initial election/appointment to the Board may vote on matters in which he/she has a conflict of
 16 interest if the member informs the Board immediately prior to the vote as follows: "Because I am an
 17 employee of (name of governmental unit), I have a conflict of interest in the proposal about to be voted.
 18 However, I declare that my argument and my vote answer only to my conscience and to my obligation
 19 to my constituents and the citizens the board represents." The vote of any board member having a
 20 conflict of interest who does not inform the Board of such conflict shall be void if challenged during the
 21 same board meeting at which the vote was cast and prior to the transaction of any further business by the
 22 board.

23 Any board member who is also an employee of the special school district and whose employment began
 24 on or after the date on which he/she was initially elected/appointed to serve on the board shall not vote
 25 on matters in which he has a conflict of interest.

26 If a board member has a conflict of interest in a matter to be voted on by the Board, he/she may abstain
 27 for cause by announcing such to the chairman. Any board member who abstains from voting for cause
 28 on any issue coming to a vote before the Board shall not be counted for the purpose of determining a
 29 majority vote.¹

1 **PENALTY FOR UNLAWFUL INTEREST**

2 If a board member becomes directly or indirectly interested in any such contract, he/she shall forfeit all
3 pay and compensation and shall be dismissed from the Board and be ineligible to serve in the same or
4 similar position for ten (10) years.¹

Legal References

1. TCA 12-4-101; TCA 12-4-102

Cross References

Code of Ethics 1.106
Effective Boardsmanship Standards 1.1061

4.700 TESTING PROGRAMS – *1st Reading*

The State Board of Education has made changes to their regulation on non-public schools. This updated regulation now mandates that Boards include policy language if they require students transferring from these schools to take an exam for credit or grade placement. While FSSD does not require a written exam when entering our district, our district administrators generally place students according to age; standardized testing may also be a deciding factor in placement. Language is taken from the TSBA model policy.

Franklin Special Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Testing Programs	Descriptor Code: 4.700	Issued Date: Proposed
		Rescinds: 4.700	Issued: 08/09/21

1 *General*

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

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

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

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

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

3 **WEIGHTING TCAP SCORES**

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

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

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

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

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

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

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

15 **INTEREST INVENTORIES AND CAREER ASSESSMENTS⁶**

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

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

21 **TESTING INFORMATION AND PARENTAL CONSENT**

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

25 Results of all group tests shall be recorded on the students' permanent records and shall be made
26 available to appropriate personnel in accordance with established procedures.⁷

27 No later than July 31st of each year, the board shall publish on its website information related to state
28 and board mandated tests that will be administered during the school year. The information shall
29 include:⁸

30 1. The name of the test;

31

32 2. The purpose and use of the test;

33

- 1 3. The grade or class in which the test will be administered;
- 2
- 3 4. The tentative date or dates that the test will be administered;
- 4
- 5 5. The time and manner in which parents and students will be notified of the results of the test;
- 6 and
- 7
- 8 6. How parents/guardians can access the questions and answers on their student's state-required
- 9 tests.
- 10
- 11 7. If a board mandated test, how the test complements and enhances student instruction and
- 12 learning and how it serves a purpose distinct from state-required tests.

13 Testing information shall also be placed in student handbooks or other school publications that are
14 provided to parents/guardians on an annual basis.

15 **TESTING FOR GRADE PLACEMENT⁹**

16 Students transferring from a Category IV church-related school, Category V private school, or home
17 school shall be placed according to their age in most circumstances.

Legal References

1. TCA 49-10-108
2. 20 USCA § 1232(g)
3. TRR/MS 0520-01-03-.03(11)
4. TCA 49-1-617; State Board of Education Policy 2.102
5. TRR/MS 0520-01-03-.03(11)(e); State Board of Education Policy 2.103; TCA 49-1-617
6. TCA 49-6-412
7. TCA 10-7-504(a)(4)(A)
8. TCA 49-6-6007; State Board of Education Policy 2.102; State Board of Education Policy 2.103
9. TRR/MS 0520-07-01-.03(3)

Cross References

Student Assignments 6.205
Student Surveys, Analyses, and Evaluations 6.4001
Student Records 6.600

Franklin Special Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: <h2 style="text-align: center;">Testing Programs</h2>	Descriptor Code: 4.700	Issued Date: 08/09/21
		Rescinds: 4.700	Issued: 09/17/18

1 *General*

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

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

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

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

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

3 **WEIGHTING TCAP SCORES**

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

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

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

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

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

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

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

15 **INTEREST INVENTORIES AND CAREER ASSESSMENTS⁶**

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

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

21 **TESTING INFORMATION AND PARENTAL CONSENT**

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

25 Results of all group tests shall be recorded on the students' permanent records and shall be made
26 available to appropriate personnel in accordance with established procedures.⁷

27 No later than July 31st of each year, the board shall publish on its website information related to state
28 and board mandated tests that will be administered during the school year. The information shall
29 include:⁸

30 1. The name of the test;

31

32 2. The purpose and use of the test;

33

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

Legal References

1. TCA 49-10-108
2. 20 USCA § 1232(g)
3. TRR/MS 0520-01-03-.03(11)
4. TCA 49-1-617; State Board of Education Policy 2.102
5. TRR/MS 0520-01-03-.03(11)(e); State Board of Education Policy 2.103; TCA 49-1-617
6. TCA 49-6-412; Public Acts of 2021, Chapter No. 271
7. TCA 10-7-504(a)(4)(A)
8. TCA 49-6-6007; State Board of Education Policy 2.102; State Board of Education Policy 2.103

Cross References

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

6.205 STUDENT ASSIGNMENTS – *1st Reading*

Revisions are to add language for grade placement for students transferring from Category IV church-related schools, Category V private schools, and home school, based on the State Board of Education's changes to their regulation on non-public schools. Policy 4.700 is added to the reference section for further policy on placement.

Franklin Special Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Student Assignments	Descriptor Code: 6.205	Issued Date: Proposed
		Rescinds: 6.205	Issued: 10/17/22

1 TO SCHOOLS

2 Students shall attend the school to which they are zoned, or otherwise to the school where the student is
3 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 Students transferring from a Category IV church-related school, Category V private school, or home
15 school shall be placed according to their age in most circumstances.

16 The principal shall separate an alleged victim of child sexual abuse from an alleged perpetrator if the
17 abuse allegedly occurred while the child was under the supervision or care of the school. If available and
18 appropriate, a child shall be reassigned if a request is made by the child's parent(s)/guardian(s) and the
19 perpetrator has been: (1) substantiated by the Department of Children's Services; (2) adjudicated by a
20 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
Testing Programs 4.700
 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: 10/17/22
		Rescinds: 6.205	Issued: 09/21/15

1 TO SCHOOLS

2 Students shall attend the school to which they are zoned, or otherwise to the school where the student is
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Cross References

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- Transfers Within the System 6.206
- Homeless Students 6.503
- Students in Foster Care 6.505

	FES					JES					LES					MES					PGES			
	Female	Male	Teachers	Avg		Female	Male	Teachers	Avg		Female	Male	Teachers	Avg		Female	Male	Teachers	Avg		Female	Male	Teachers	Avg
Pre-Kindergarten (P3)	2	5	2	3.5		5	5	1	10.0		0	3	1	3.0		1	1	1	2.0		3	5	1	0
Pre-Kindergarten (P4)	13	12	1	25.0		11	3	1	14.0		8	12	1	20.0		10	10	1	20.0		6	10	1	16
Kindergarten	38	33	4	17.8		25	20	3	15.0		49	38	4	21.8		51	48	5	19.8		24	31	3	18.3333
Pre-First			0	0.0				0	0.0				0	0.0				0	0.0				0	0
Grade 1	24	39	3	21.0		23	25	3	16.0		43	44	5	17.4		37	46	5	16.6		26	27	4	13.25
Grade 2	30	27	4	14.3		22	32	3	18.0		57	44	5	20.2		46	46	5	18.4		31	29	5	12
Grade 3	41	30	4	17.8		15	20	3	11.7		36	39	4	18.8		37	52	5	17.8		23	33	3	18.6666
Grade 4	23	21	3	14.7		24	21	3	15.0		25	47	4	18.0		43	43	5	17.2		30	45	4	18.75
Total Students	171	167		338		125	126		251		218	227		445		225	246		471		143	180		323
American Indian	1		0%			0		0%			1		0%			1		0%			1		0%	
Asian	7		2%			26		11%			24		6%			38		8%			9		3%	
Black or African American	32		10%			65		29%			29		7%			45		10%			26		9%	
Hispanic or Latino	41		13%			62		27%			114		27%			78		17%			122		41%	
Native Hawaiian-Pacific Islander	1		0%			0		0%			3		1%			2		0%			0		0%	
White	224		73%			74		33%			251		59%			285		63%			141		47%	
TOTAL WITHOUT PRE-K	306					227					422					449					299			
	FIS					FMS					PGMS													
	Female	Male	Teachers	Avg		Female	Male	Teachers	Avg		Female	Male	Teachers	Avg										
Grade 5	139	125	12	22.0							40	35	4	18.75										
Grade 6	119	137	12	21.3							34	41	4	18.75										
Grade 7						117	139	12	21.3		38	39	4	19.25										
Grade 8						125	140	12	22.1		33	53	4	21.5										
Total Students	258	262		520		242	279		521		145	168		313										
American Indian	5		1%			3		1%			3		1%											
Asian	26		5%			29		6%			10		3%											
Black or African American	82		16%			87		17%			16		5%											
Hispanic or Latino	128		25%			127		24%			127		41%											
Native Hawaiian-Pacific Islander	2		0%			1		0%			1		0%											
White	277		53%			274		53%			156		50%											
TOTAL WITHOUT PRE-K	520					521					313													
TOTAL WITHOUT PRE-K	3057		TOTAL WITH PRE-K	3182		TOTAL PRE-K	125																	

Grade	Average Size
K-3	17.2
4-6	18.3
7-8	21.0

FSSD Demographics - 03/06/2023

FRANKLIN SPECIAL SCHOOL DISTRICT
Investment Report
January 31, 2023

Local Government Investment Pool

Interest Rate for January 4.25%

General Investment Account	
Beginning Balance	\$ 25,147.25
Interest	8,357.89
Withdrawals	(1,000,000.00)
Deposits	9,000,000.00
Total Invested	\$ 8,033,505.14
Debt Service Investment Account	
Beginning Balance	\$ 165,708.22
Interest	2,391.29
Withdrawals	
Deposits	2,200,000.00
Total Invested	\$ 2,368,099.51
Capital Projects Investment Account	
Beginning Balance	\$ 2.73
Interest	0.01
Withdrawals	-
Deposits	-
Total Invested	\$ 2.74
Construction Investment Account	
Beginning Balance	\$ 27,395,405.33
Interest	97,123.41
Withdrawals	(1,798,517.53)
Deposits	
Total Invested	\$ 25,694,011.21

FRANKLIN SPECIAL SCHOOL DISTRICT
Investment Report
January 31, 2023

First Tennessee Bank

General Purpose Checking	
Beginning Balance	\$ 3,568,968.29
Receipts	13,935,198.41
Receipts - Loan from First Horizon (Tax Anticipation)	0.72
Payment of Loan fr Debt Svc.	
Loan fr Capital	
Interest	13,816.68
Transfer from Investments	1,000,000.00
Transfer to Investments	(9,000,000.00)
Pmt of Tax Anticipation Loan to First Horizon	
RePmt Loan to Debt Svc.	
RePmt of Loan to Capt Svc.	(28,211.60)
Disbursements	(6,637,379.10)
Ending Balance	\$ 2,852,393.40
Debt Service Checking	
Beginning Balance	\$ 493,707.28
Receipts	1,802,400.72
Receipts - Loan Payment fr GP	
Loan fr GP	
Interest	2,435.13
Transfer from Investments	
Transfer to Investments	(2,200,000.00)
Loan to GP	
Disbursements	
Ending Balance	\$ 98,543.13
Capital Projects Checking	
Beginning Balance	\$ 265,597.76
Receipts	105,319.66
Interest	637.68
Payment fr GP of Loan	
Transfer to GP Loan	
Reimb fr GP-Exp	
Disbursements	(36,077.79)
Ending Balance	\$ 335,477.31
Construction Checking	
Beginning Balance	\$ 36,398.62
Receipts (Bond Issuance)	
Interest	378.82
Transfer fr LGIP	1,798,517.53
Transfer to LGIP	
Transf fr GP Reimb Exp	28,211.60
Disbursements	(1,797,762.03)
Ending Balance	\$ 65,744.54

End T Acct	Obj	Pri	Loc	Prg	Acct	General Purpose	2022-23 Original Budget	2022-23 Budget Revisions	2023-23 Revised Budget	February 2022-23 Monthly Activity	2022-23 FYTD Activity	Uncollected Balance
141 R	40110					Current Year Property Tax	12,146,151.00	0.00	12,146,151.00	971,436.44	7,429,220.84	4,716,930.16
141 R	40115					Discount on Property Taxes	0.00	0.00	0.00	0.00	16,192.96	-16,192.96
141 R	40120					Trustee's Collections Prior Ye	70,000.00	0.00	70,000.00	4,275.69	40,970.48	29,029.52
141 R	40130					Circuit Clerk/Cem-Prior Year	32,000.00	0.00	32,000.00	749.48	16,789.39	15,210.61
141 R	40140					Interest & Penalty	20,000.00	0.00	20,000.00	715.18	13,171.48	6,828.52
141 R	40161					Payments In Lieu Of Taxes-Tva	0.00	0.00	0.00	0.00	0.00	0.00
141 R	40163					Payments In Lieu Of Taxes-Othe	70,000.00	0.00	70,000.00	308.01	308.01	69,691.99
141 R	40210					Local Option Sales Tax	7,100,000.00	0.00	7,100,000.00	616,549.01	4,241,830.14	2,858,169.86
141 R	40275					Mixed Drink Tax (ST)	130,000.00	0.00	130,000.00	8,262.74	81,262.15	48,737.85
141 R	40350					Interstate Telecomm Tax	0.00	0.00	0.00	0.00	0.00	0.00
141 R	40610					Current Year Property Tax	20,364,475.00	0.00	20,364,475.00	1,790,515.45	9,162,665.85	11,201,809.15
141 R	40620					Prior Year Property Tax	110,000.00	0.00	110,000.00	8,241.79	51,587.88	58,412.12
141 R	40630					Interest & Penalty	25,000.00	0.00	25,000.00	1,245.91	8,105.43	16,894.57
141 R	40640					Pick-Up Taxes	50,000.00	0.00	50,000.00	2,745.23	68,370.55	-18,370.55
141 R	41110					Licenses & Permits	500.00	0.00	500.00	53.24	370.92	129.08
141 R	43511					Tuition-Regular Day Students	30,000.00	0.00	30,000.00	2,000.00	61,623.80	-31,623.80
141 R	43513					Tuition-YSI	200,000.00	0.00	200,000.00	0.00	-200.00	200,200.00
141 R	43517					Tuition-Other	50,000.00	0.00	50,000.00	0.00	39,070.00	10,930.00
141 R	43570					Receipts From Individual Schoo	30,000.00	0.00	30,000.00	1,631.74	12,006.40	17,993.60
141 R	43990					Other Charges For Services	0.00	0.00	0.00	0.00	0.00	0.00
141 R	44110					Interest Earned	40,000.00	0.00	40,000.00	31,208.95	120,917.76	-80,917.76
141 R	44120					Lease/Rentals	20,000.00	0.00	20,000.00	2,534.50	10,403.50	9,596.50
141 R	44121					Event Sales Revenue	0.00	0.00	0.00	-5,699.00	541.00	-541.00
141 R	44122					Membership Sales Revenue	0.00	0.00	0.00	0.00	0.00	0.00
141 R	44123					Facilities Fee Revenue	0.00	0.00	0.00	0.00	32.36	-32.36
141 R	44124					Equipment Rental	0.00	0.00	0.00	0.00	0.00	0.00
141 R	44125					Fee Revenue(Other)	0.00	0.00	0.00	151.50	1,087.50	-1,087.50
141 R	44131					Concessions Food	0.00	0.00	0.00	-301.56	239.44	-239.44
141 R	44132					Concessions T-Shirts	0.00	0.00	0.00	0.00	0.00	0.00
141 R	44146					E-Rate Funding	25,000.00	0.00	25,000.00	0.00	0.00	25,000.00
141 R	44170					Miscellaneous Refunds	10,000.00	0.00	10,000.00	0.00	8,329.49	1,670.51
141 R	44520					Insurance Recovery	0.00	0.00	0.00	0.00	0.00	0.00
141 R	44530					Sale of Equipment	10,000.00	0.00	10,000.00	0.00	6,457.00	3,543.00
141 R	44540					Sale of Property	0.00	0.00	0.00	0.00	0.00	0.00
141 R	44560					Damage Recovered from Individu	0.00	0.00	0.00	356.00	910.00	-910.00
141 R	44570					Contributions & Gifts	0.00	0.00	0.00	0.00	14,861.14	-14,861.14
141 R	44990					Other Local Revenue	500.00	0.00	500.00	12.60	436.80	63.20
141 R	46511					Basic Education Program	14,729,000.00	0.00	14,729,000.00	1,475,900.00	10,331,300.00	4,397,700.00

Fnd	T Acct	Obj	Prj	Loc	Prg	Acct	2022-23		2022-23		2022-23		2022-23		Uncollected	
							Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance				
141						General Purpose										
141	R	46515				Early Childhood Education	303,156.00	3,153.79	306,309.79	50,125.07	138,861.06	167,446.73				
141	R	46590				Other State Education Funds	80,000.00	0.00	80,000.00	0.00	20,787.19	59,212.81				
141	R	46591				Coordinated School Health	0.00	0.00	0.00	6,063.31	24,417.93	-24,417.93				
141	R	46592				Internet Connectivity	0.00	0.00	0.00	0.00	0.00	0.00				
141	R	46610				Career Ladder	50,000.00	0.00	50,000.00	0.00	28,798.83	21,201.17				
141	R	46612				Extended Contracts	0.00	0.00	0.00	0.00	0.00	0.00				
141	R	46850				Mixed Drink Tax	0.00	0.00	0.00	0.00	0.00	0.00				
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	-3,470.67	56,529.33	17,369.32	56,529.33	0.00				
141	R	47143				Ed Of Handicap_IDEA	0.00	0.00	0.00	0.00	91,600.86	-91,600.86				
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	3,502.30	27,529.21	-27,529.21				
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	20,426.25	-10,426.25				
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	-316.88	55,820,465.12	4,989,645.89	32,147,612.93	23,672,852.19				

141	Obj	Pri	Loc	Pkg	Acct	General Purpose	2022-23		February 2023		2022-23		Encumbered		Unencumbered	
							Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance	Amount	Balance		
141 E 11130						Cash	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
141 E 71100						Regular Education Program	27,574,075.00	27,554,195.00	2,185,324.82	14,664,912.47	34,557.06	12,854,725.47	34,557.06	12,854,725.47		
141 E 71150						Alternative Schools	89,000.00	89,000.00	0.00	89,276.90	0.00	-276.90	0.00	-276.90		
141 E 71200						Special Education Program	6,099,860.00	6,094,860.00	481,368.03	3,112,403.04	77,547.57	2,904,909.39	77,547.57	2,904,909.39		
141 E 72110						Attendance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
141 E 72120						Health Services	813,647.00	813,647.00	64,395.24	453,172.89	2,728.14	357,745.97	2,728.14	357,745.97		
141 E 72130						Other Student Support	1,076,750.00	1,077,580.00	85,454.78	600,726.55	9,061.09	467,792.36	9,061.09	467,792.36		
141 E 72210						Regular Instruction Program	3,002,681.00	3,064,010.33	237,798.87	1,773,488.02	12,571.74	1,277,950.57	12,571.74	1,277,950.57		
141 E 72220						Special Education Instruction	1,490,733.00	1,490,733.00	128,459.82	865,193.79	24,516.68	601,022.53	24,516.68	601,022.53		
141 E 72250						TECHNOLOGY	1,344,683.00	1,344,683.00	84,522.83	936,595.65	35,706.70	372,380.65	35,706.70	372,380.65		
141 E 72310						Board Of Education Services	1,528,522.00	1,528,522.00	88,789.71	935,310.47	132,001.75	461,209.78	132,001.75	461,209.78		
141 E 72320						Director of Schools	514,230.00	514,480.00	40,047.62	297,006.24	8,747.45	208,726.31	8,747.45	208,726.31		
141 E 72410						Office Of The Principal	3,796,801.00	3,806,801.00	309,497.45	2,295,947.94	26,645.55	1,484,207.51	26,645.55	1,484,207.51		
141 E 72510						Fiscal Services	770,909.00	770,909.00	63,946.74	483,390.28	151.99	287,366.73	151.99	287,366.73		
141 E 72520						Human Resources	409,181.00	409,181.00	27,655.60	215,731.09	11,159.45	182,290.46	11,159.45	182,290.46		
141 E 72610						Operation Of Plant	3,693,431.00	3,693,431.00	318,518.65	2,529,194.17	118,532.73	1,045,704.10	118,532.73	1,045,704.10		
141 E 72620						Maintenance Of Plant	856,944.00	796,944.00	69,947.70	467,841.33	65,279.10	263,823.57	65,279.10	263,823.57		
141 E 72710						Transportation	2,294,126.00	2,294,126.00	171,674.75	1,211,287.30	102,673.33	980,165.37	102,673.33	980,165.37		
141 E 72810						Central And Other	264,847.00	273,847.00	17,197.50	184,851.32	16,585.41	72,410.27	16,585.41	72,410.27		
141 E 73100						Food Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
141 E 73300						Community Service	358,335.00	358,335.00	0.00	2,009.43	2,450.00	353,875.57	2,450.00	353,875.57		
141 E 73400						Early Childhood Education	576,185.00	584,265.00	47,616.01	302,714.25	793.57	280,757.18	793.57	280,757.18		
141 E 81300						Education Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
141 E 82130						Principal	221,105.00	221,105.00	18,410.00	147,280.00	73,825.00	0.00	73,825.00	0.00	0.00	
141 E 82230						Interest	31,619.00	31,619.00	317.00	14,558.60	1,083.00	15,977.40	1,083.00	15,977.40		
141 E 82330						Other Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
141 -						General Purpose	56,807,684.00	56,812,273.33	4,440,943.12	31,582,891.73	756,617.31	24,472,764.29	756,617.31	24,472,764.29		

Fnd T	Acct	Obj	Pri	Loc	Proj	Acct	2022-23		February 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	563,969.93	31,721.25	295,013.76	52,701.08	216,255.09			
142	E	71300				Special Education Program	810,055.00	1,167,432.54	150,595.11	574,986.08	12,022.02	580,424.44			
142	E	72110				Attendance	0.00	0.00	0.00	0.00	0.00	0.00			
142	E	72120				Health Services	20,000.00	38,973.63	11,468.46	26,686.35	10,195.00	2,092.28			
142	E	72130				Other Student Support	100,399.00	199,902.88	17,119.75	96,978.23	750.00	102,174.65			
142	E	72210				Regular Instruction Program	200,629.00	311,173.86	15,318.05	166,534.58	9,646.07	134,993.21			
142	E	72220				Special Education Instruction	4,667.00	79,303.48	13,895.34	34,406.94	35,319.40	9,577.14			
142	E	72250				TECHNOLOGY	0.00	131,652.15	0.00	144,817.05	0.00	-13,164.90			
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	24,467.00	0.00	22,747.00	0.00	1,720.00			
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	109,790.43	2,398.11	53,990.93	0.00	55,799.50			
142	E	72620				Maintenance Of Plant	0.00	4,625.71	0.00	0.00	4,625.71	0.00			
142	E	72710				Transportation	17,077.00	28,383.63	49.95	272.31	1,427.69	26,683.63			
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	827,742.36	0.00	28,211.60	0.00	799,530.76			
142	E	99100				Operating Transfer	64,726.00	110,772.31	0.00	0.00	0.00	110,772.31			
142	-	-	-	-	-	Federal Programs	1,473,771.00	3,598,189.91	242,566.02	1,444,644.83	126,686.97	2,026,858.11			

Fnd T Acct	Obj	Pri	Loc	Prj	Acct	2022-23		2022-23		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	75,822.78	734,483.65	762,874.35			
146 R	43584				Registration Fees-School Year	25,550.00	0.00	25,550.00	240.00	18,305.00	7,245.00			
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	325.00	658.00	-658.00			
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	71.39	35,928.61			
146 R	44530				Sale of Equipment	0.00	0.00	0.00	0.00	250.00	-250.00			
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	2,159.04	31,231.73	49,999.27			
146 R	47590				Other Federal Through State	0.00	404,936.99	404,936.99	0.00	678,309.16	-273,372.17			
146 -					Community Service (MAC)	1,651,139.00	404,936.99	2,056,075.99	78,546.82	1,463,308.93	592,767.06			

2022-23 2022-23 February 2022-23 2022-23 Encumbered Unencumbered
 Original Budget Revised Budget Monthly Activity FYTD Activity Amount Balance

End T Acct	Obj	Prj	Loc	Prg	Acct	Community Service (MAC)	2022-23 Original Budget	2022-23 Revised Budget	February 2022-23 Monthly Activity	2022-23 FYTD Activity	Encumbered Amount	Unencumbered Balance
146						Community Service (MAC)						
146 E	73300					Community Service	1,647,595.00	2,052,531.99	158,173.27	1,087,385.45	15,546.67	949,599.87
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	2,052,531.99	158,173.27	1,087,385.45	15,546.67	949,599.87

2022-23	2022-23	February 2022-23	2022-23	Encumbered	Unencumbered
Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
156					
156 E 72310	128,701.00	11,330.50	58,095.22	0.00	70,605.78
156 E 82130	3,140,000.00	0.00	0.00	0.00	3,140,000.00
156 E 82230	3,141,567.00	0.00	1,330,832.75	0.00	1,810,734.25
156 E 82330	1,500.00	0.00	900.00	0.00	600.00
156 -	6,411,768.00	11,330.50	1,389,827.97	0.00	5,021,940.03

156 Debt Service

156 E 72310 --- Board Of Education Services

156 E 82130 --- Principal

156 E 82230 --- Interest

156 E 82330 --- Other Debt Service

156 - --- Debt Service

177	End T Acct	Obj	Pri	Loc	Prj	Acct	2022-23		2022-23		2022-23		2022-23		Uncollected
							Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance			
						Capital Projects									
177 R	40210					Local Option Sales Tax	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
177 R	40390					Other Statutory Local Tax	825,000.00	0.00	825,000.00	38,575.56	282,962.18	542,037.82	542,037.82		
177 R	44110					Interest Earned	10,400.00	0.00	10,400.00	89,156.37	273,627.48	-263,227.48			
177 R	44530					Sale of Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
177 R	44570					Contributions & Gifts	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
177 R	44990					Other Local Revenue	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
177 R	46530					Energy Efficient Schools Grant	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
177 R	48130					CONTRIBUTIONS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
177 R	49100					Bonds Issued	26,494,987.00	0.00	26,494,987.00	0.00	27,995,163.05	-1,500,176.05	-1,500,176.05		
177						Capital Projects	27,330,387.00	0.00	27,330,387.00	127,731.93	28,551,752.71	-1,221,365.71	-1,221,365.71		

Fnd T	Acct	Obj	Pri	Loc	Proj	Acct	2022-23		February 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	0.00	0.00	0.00	0.00	0.00	0.00
177	E	82130				Principal	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
177	E	82230				Interest	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
177	E	82330				Other Debt Service	220,890.00	220,890.00	0.00	38,123.47	0.00	0.00	0.00	0.00	182,766.53	0.00	0.00
177	E	91300				Education Capital Projects	20,732,963.00	20,732,963.00	439,790.08	8,782,902.97	9,873,248.79	2,076,811.24	0.00	0.00	0.00	0.00	0.00
177	E	99100				Operating Transfer	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
177	-					Capital Projects	20,953,853.00	20,953,853.00	439,790.08	8,821,026.44	9,873,248.79	2,259,577.77	0.00	0.00	0.00	0.00	0.00

End T Acct	Obj	Prj	Loc	PIG	Acct	2022-23 Original Budget	2022-23 Revised Budget	February 2022-23 Monthly Activity	2022-23 FYTD Activity	Encumbered Amount	Unencumbered Balance
						89,834,435.00	92,368,400.23	5,542,287.41	46,017,413.46	11,250,948.80	35,100,037.97
Grand Expense Totals											

Number of Accounts: 4742

***** 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
		FY19-20	FY20-21	FY21-22	FY22-23	Month-to-Month	Year-to-Date				
During	Month of										
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	605,780	\$ (13,367)	\$ 19,979	6.0%	18.4%	-2.2%	1.1%
Nov	Aug	505,911	532,701	606,729	586,419	\$ (20,310)	\$ (331)	5.3%	13.9%	-3.3%	0.0%
Dec	Sept	492,597	544,613	637,185	597,545	\$ (39,640)	\$ (39,971)	10.6%	17.0%	-6.2%	-1.3%
Jan	Oct	514,543	555,813	634,248	584,861	\$ (49,387)	\$ (89,358)	8.0%	14.1%	-7.8%	-2.4%
Feb	Nov	542,968	562,186	674,124	616,549	\$ (57,575)	\$ (146,933)	3.5%	19.9%	-8.5%	-3.3%
Mar	Dec	744,403	816,850	829,679	753,642	\$ (76,037)	\$ (222,970)	9.7%	1.6%	-9.2%	-4.3%
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	\$ 4,995,473	\$ (222,970)					
FY 2022-2023 Budgeted Total					\$ 7,100,000						
Actual Over (Under) Budget					\$ (2,104,527)						
% of Budget Received YTD					70.4%						
ADA Adjustment (Sales Tax)											
19-20	-67,495										
20-21	-306,074										
21-22	-763,167										