

Board of Education Regular Meeting

November 13, 2023 6:30 PM

Liberty Elementary School, 600 Liberty Pike, Franklin, Tennessee 37064

- I. **MEETING CALLED TO ORDER**
- II. **PLEDGE OF ALLEGIANCE**
- III. **RECOGNITIONS/GOOD NEWS AWARDS**
- IV. **PUBLIC INPUT**
- V. **REPORTS/PRESENTATIONS/DISCUSSIONS**
 - V.1. **Teaching & Learning Spotlight**
 - V.2. **Finance & Administration Report**
- VI. **APPROVAL OF BOARD AGENDA**
- VII. **APPROVAL OF CONSENT AGENDA**
 - VII.1. **Minutes of Board Meeting dated October 16, 2023**
 - VII.2. **2023 LEA Compliance Report**
 - VII.3. **Overnight Field Trip Request: FIS 6th graders to Nature's Classroom**
 - VII.4. **Overnight Field Trip Request: FIS 6th graders to Marine Lab**
- VIII. **BUSINESS BEFORE THE BOARD**
 - VIII.1. **2023 TISA Accountability Report**
 - VIII.2. **Policy Revision: School Board Legislative Involvement (1.105) - *1st Reading***
 - VIII.3. **Policy Revision: School District Planning (1.701) - *1st Reading***
 - VIII.4. **Policy Revision: Comparability of Services (2.300) - *1st Reading***
 - VIII.5. **Policy Revision: Fundraising Activities (2.601) - *1st Reading***
 - VIII.6. **Policy Revision: Student Suicide Prevention (6.415) - *1st Reading***
 - VIII.7. **Policy Revision: Credit Cards and Credit Lines (2.8051) - *1st Reading***
- IX. **DIRECTOR OF SCHOOLS REPORT**
- X. **UPDATES**
 - X.1. **Teaching and Learning**

X.2. Finance and Administration

XI. **ANNOUNCEMENTS**

XII. **ADJOURNMENT**

FSSD Student Artist of the Month

Mae Mae Heydel, age 10 • Moore Elementary School



November's Student Artist of the Month is Mae Mae Heydel. A fourth-grade student, Mae Mae created this pumpkin perfection in Mr. Reynolds' art class at Moore Elementary. Students studied a new technique for printmaking called gel plate printmaking. After sourcing some fall leaves from the playground, Mae Mae and her classmates used the shape and texture of the leaves to create their backgrounds for this printmaking technique. Then students learned about light and shading to draw a pumpkin perfect for the fall season. Congratulations to Mae Mae on being the FSSD Student Artist of the Month for November.

Mae Mae's artwork is on display at the Central Office and is featured on our employee birthday cards for the month of November. 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.

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: November 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 November Board Meeting



Spotlight:

Teaching & Learning Team Data Dives

Beginning in August of the 2022-23 school year, several members of the FSSD Teaching and Learning (T&L) team embarked on a series of regularly-scheduled “data dives” – collaborative, solutions-oriented conversations that are extremely actions- and results-based. We are particularly pleased that Dr. Snowden has participated in nearly all the data dive discussions! These meetings allow T&L to address areas of need with unprecedented immediacy. Each person is assigned specific tasks/actions by Dr. Decker that directly impact student learning, such as the creation of Professional Learning Communities (PLCs) exemplar videos featuring our grade-level and/or content area teams of teachers, targeted support for two schools from the National Institute for Excellence in Teaching (NIET), and the streamlining of special education interventions. The scheduling of the two upcoming full-day Solution Tree PLCs at Work sessions for principals, assistant principals, and T&L came to be in part because of the data dives. To date, ten two-hour data dives have taken place and there is no end in sight.

T&L exists solely to offer support to our schools: to teachers, staff, administrators, students, and parents. We constantly search for ways to augment this support, and an honest analysis of data followed closely by taking on projects or steps to meet the needs of each building is a tangible means of doing so. A running Google Document records all points of dialogue as well as the related follow-up pieces and questions to be answered, and we color code differently items to be done and those that have been completed. Agenda items have often included universal screener and TCAP data of course, but we also consider data from our other resources that are utilized with specific groups and/or grade bands of students such as literacy digital platforms Newsela and Imagine Learning and Bloomsights, which furnishes monthly check-ins to determine how safe, supported, and connected intermediate and middle students feel at school and “can identify specific areas of concern, whether social, emotional, or academic, that may not be immediately apparent from traditional assessment methods.”

It is a priority to incorporate within data dives the communications with educators that occur during the discuss and designs that drive professional learning offerings, school and classroom walk throughs, faculty meetings, and the professional learning sessions themselves. It is frequently during these opportunities to connect that we garner crucial additional contextual information about data, and we can then tailor our next steps accordingly. Further, it is imperative to T&L to be “on the ground” – visible and helpful in schools so teachers and administrators know we endeavor to be immersed in the work and that we walk alongside them in every effort to increase student learning.

Via the collaboration that takes place in the data dives, we are better equipped to remove obstacles, facilitate changes, or secure resources so that educators can maintain their focus on teaching and learning. For example, professional learning (PL) may need to be scheduled on a very specific day or time, or funding may be needed to make it happen. Sometimes T&L members can present the PL, or we can coordinate with someone else to do so. The emphasis on effective anchor charts is another component that has emerged from data dives. Anchor charts are poster-like displays hung in classrooms that, ideally, are co-created by the teacher and students and create a journey of learning on the walls. These charts highlight key standards and concepts and are convenient visual references for pupils as their understanding and synthesis abilities progress. Moreover, excellent anchor charts are closely aligned with the TEAM Educator Rubric’s indicators Presenting Instructional Content and Activities and Materials. Several T&L members partnered with a principal to present a quick mini PL session on anchor charts at a recent leadership team meeting.

T&L will continue to refine our data dive practices with student learning at the forefront.



Curriculum & Professional Learning – Summer Carlton Quarter 1 Discuss & Design Meetings

- Mrs. Carlton and Dr. Decker met with committees at each campus for the Quarter 1 Lunch & Learn/Discuss & Design meetings. Principals selected members of their committee to represent all grade levels, core content areas, related arts, special populations, counselors, and paraprofessionals. Dr. Decker and Mrs. Carlton received valuable feedback from each

committee that guided supporting campus needs and the planning of professional learning throughout the fall semester and our district professional learning day on November 7.

November 7th District Professional Learning Day

- Teachers, paraprofessionals, and other staff engaged in a day of professional learning that included across-district grade level/content area collaboration time and the choice of two professional learning opportunities to support them in teaching and learning for both in-person and virtual instruction. The below sessions represent some of the learning opportunities provided to staff on this day.
- **Navigating Extreme Behaviors and Supporting Bystanders – Dr. Korie Leigh:** In this 2 ½ hour professional development workshop, participants will
 - understand the impact that trauma has on the brain and behaviors of children.
 - explore recent science and literature surrounding best practices for classroom techniques addressing trauma.
 - utilize new strategies for emotion regulation and coping techniques when stressful circumstances occur in the school setting.
 - develop a personalized coping plan for stressful situations.
- **Behavior Collaboration Q & A – Elizabeth Henry, FSSD Autism Specialist; Lynda Judd & Meridith Pettigrew, FSSD Behavior Specialists:** Come join us for this action-oriented behavior Q & A session to address your questions and concerns around student behavior. During this session we will discuss scenarios and collaboratively come up with strategies and ideas to address student behavior concerns.
- **Contained and Categorize: Virtual Organization – Shelly Robinson, FSSD Instructional Technology Specialist:** Filing cabinets are still around, but your virtual folders are likely to be carrying the bulk of your work (and even personal) documents. In a world of Google Drive, Gmail, and Google Classroom, it's time to think about your virtual organization. This workshop is geared towards helping you take control of your digital workspace and creating a system that's easy to maintain and will spare you the stress of taking too much time looking for "that document".
- **STEAM Challenges for Inquiring Minds – TCM Consultant:** Leverage the 5E inquiry instructional model to extend hands-on learning in science and foster students' success in STEAM fields by designing thinking practices that actively engage students in meaningful science instruction. In this session, learners will:
 - identify instructional strategies and methods for each part of the 5E science inquiry model to promote 21st century skills development of collaboration, critical thinking, creativity, and communication.
 - explore how to implement methods and lessons around: science inquiry, problem-based/project-based learning, use of reading and writing strategies in science, and academic vocabulary.
- **I-Ready: Developing Mathematical Thinkers – Curriculum Associates Consultant:** Educators will examine how to use the i-Ready Classroom Mathematics Try-Discuss-Connect routine to support productive student discourse. Within each step of the routine, educators reflect on students' opportunities to engage with mathematical practices, including making sense of and solving a task, discussing various strategies, and connecting between representations. Educators plan for the routine within the context of a day of instruction, focusing on effective ways to facilitate student-led discourse that leads to a shared understanding of mathematical concepts.

- **TN Reveal Mathematics – 5th and 6th Grade Math Training:** This training will provide a follow-up in-depth training on the new math curriculum, TN Reveal, including assessment features and reports. A time for questions and answers will also be provided.
- **Big Ideas Math Training – 7th, 8th, and EOC Math Training:** This training will provide a follow-up in-depth training on the new math curriculum, Big Ideas Math. A time for question and answers will also be provided.
- **I-Ready Reading: Using Data to Support Core Instruction – Curriculum Associates Consultant:** Educators will analyze their diagnostic data to create small groups based on instructional priorities. Using corresponding i-Ready resources, they will create actionable plans to maximize access to grade-level instruction. Educators will also dig into i-Ready personalized instruction for reading and review best practices.
- **Writing – By Popular Demand (Grades 2-3) – Mandy Wiemers and Charlene Maeder, FSSD:** MES 4th Grade Teacher, Charlene Maeder, and MES Literacy Coach, Mandy Wiemers, present scaffolded writing for success. Using district adopted materials, the presenters will walk you through the exact lessons you could turn around with students. Finally, presenters will share writing exemplars for students of all subgroups.
- **Writing – You Asked for It – You Got It! (Grade 4) – Mandy Wiemers and Charlene Maeder, FSSD:** MES 4th Grade Teacher, Charlene Maeder, and MES Literacy Coach, Mandy Wiemers, present scaffolded writing for success. Using district adopted materials, the presenters will walk you through the exact lessons you could turn around with students. Finally, presenters will share writing exemplars for students of all subgroups.
- **Writing to Learn (ELA Grades 5 - 8) – Marti Jeffords, FSSD:** This session will introduce close reading strategies to help break down informational texts as well as teach strategies to help students develop a claim/thesis, support the claim with evidence from the text and develop effective commentary to further solidify the claim. This session will complement the formulaic Schaffer and Van Cleave paragraphs as well as challenge your gifted and honor students.
- **Writing in the Content Areas for Science & Social Studies (Grades 5-8) - Marti Jeffords, FSSD:** This session will teach students to engage in writing that connects content learning to their reading of informational texts or current event topics. This quick, low risk writing helps students apply their knowledge, practice their argument literacy skills, and create energy around content in the real world. Additionally, your students will be able to incorporate textual evidence and expand on it to answer writing prompts.
- **Newsela: Supporting English Learners – Newsela Consultant:** Uncover how to use Newsela content and features to engage multilingual learners in language practice and application while supporting access to complex texts and concepts.
- **Newsela: Analyzing Student Activity – Newsela Consultant:** Learn about the Newsela binder and how to leverage it to examine student performance, identify trends, and provide effective feedback.
- **All Things IEP – FSSD IEP coaches:** During this session, the FSSD IEP coaches will review recent IEP Compliance Monitoring findings, address TN Pulse issues/concerns, review Goal Progress Monitoring expectations and assist with specific IEP Writing for Adverse Impact Statements, MAGs and other pertinent areas of the IEP.
- **Teaching Gifted Kids in Today’s Classroom – TCM Consultant:** Meet the learning needs of gifted students in a mixed abilities classroom—seamlessly and effectively with minimal preparation time. In this session, learners will:
 - learn how to compact and differentiate skill work and new content.
 - support self-directed independent study.

- support curriculum standards and increase curriculum rigor.
- use assessments to help students demonstrate what they already know.
- learn how to use technology for accelerated learning and to benefit twice exceptional (2e) students.
- **Deaf Culture and Beyond: Considerations When Working with Deaf and Hard of Hearing Students – Laura Moritz, FSSD:** During this session you will:
 - be educated and empowered as you work and interact with Deaf students and families.
 - gain a basic understanding of the differences between Hearing and Deaf cultures.
 - be given a brief overview of Deaf history and how that impacts the Deaf community today.
 - understand what is meant by “Deaf people are part of a linguistic and cultural minority”.
 - gain a general understanding of Language Deprivation and Fund of Information/Experience Deprivation
 - learn tips for culturally sensitive interactions - Discover how technology can be used to provide equal access.
- **Putting Fun in Fluency Make and Take – Pam Fahey and Travis King, FSSD:** Are your students accurate but not automatic still? In this session, teachers of grades K-2 will dig into fluency in both reading and math. After a little time dedicated to the research, teachers will see options for K-2 reading and math fluency practice stations. Materials will be provided and time devoted to creating usable materials for learning stations in the classroom, so teachers will leave with ready-made items to begin using immediately!!

Communications – Susannah Gentry

Brand Strategy Work

- Ms. Gentry has been working alongside BrandMettle to create awareness about the FSSD and its exceptional programs, related arts, athletic teams, honors classes, high school credit courses, and extra-curricular opportunities that we offer in a public-school setting. A brand advocacy workshop took place on October 6, where residents, employees, realtors, and board members all provided input on what the school district’s brand promise will be going forward.

Fall Open Houses

- There were comprehensive preparations for the FSSD Fall Open Houses at each of our schools. Capitalizing on FSSD’s reputation for excellence in academics, the arts, and a focus on the whole child, as well as the low-cost tuition options offered both in-county and out-of-county, we were proud to showcase our schools to more and more families.

Continuing Communications Efforts

- Press releases (Dr. Snowden Superintendent of the Year Award, MAC LEAPS grant, Wishes for Wheels bike giveaway at Poplar Grove Elementary, and the FCS Healthy Meals Grant).
- Updates to the website (new section on construction progress with time-lapse video and aerial footage).
- Preparing fun activities for Founders Day (October 27) with schools and district staff.
- Preparing for a joint presentation for the Tennessee Organization of School Superintendents (TOSS) on the collaboration between human resources and communications along with FSSD HR Supervisor Leslie Duke.
- Working with the FSSD Technology Department to ensure schools have access to communications software that will allow more accessibility and translation for their newsletters.

- As the FSSD campaign manager, preparing for the United Way campaign that kicked off in late October.
- Coordinating with Sonic’s Chuck Sugg for a monthly appreciation event on-site to celebrate members of the transportation, food and culinary services, and custodial staff. The first event was on October 4.
- Updating school brag sheets in advance of the open houses.
- Proactively communicating with parents about the opportunity for free flu shots within our schools, the remote learning drill, and information about the third-grade retention law.

Attendance – Celby Glass

New Attendance Coordinator

- Celby is working with Nichole Johnson to ensure she is fully versed in her role as attendance coordinator. Some of the many items that they have reviewed are:
 - Board policies
 - School processes and procedures
 - Truancy law
 - The Truancy tier intervention process
 - The Family Educational Rights and Privacy Act (FERPA)
 - Department of Children’s Services (DCS) reporting procedures and legislation
 - Skyward reports
- Ms. Johnson attended a national attendance conference in Texas where she learned how districts across the country are tackling chronic absenteeism and truancy. She returned with numerous ideas and as she grows in her role, she hopes to be able to implement several of them. Celby has arranged for Nichole to spend time with three attendance secretaries on separate dates so Nichole can learn more about their role and responsibilities and support them in their work as well.

Attendance Secretaries

- A Vital Records Company representative attended the most recent attendance secretary meeting and demonstrated the method for requesting scanned inactive cumulative records.

Student Support Services – Lee Kirkpatrick

English Learners

- Work continues on the new state platform TN Pulse. English Learner (EL) Individual Learning Plans (ILPs) will be completed on TN Pulse once it is fully operational. Currently our English learner teacher team continues to use the Ellevation platform to update ILPs. We anticipate this will be a work in progress throughout the 2023-24 school year.
- Below is the EL count for the district on October 1, 2023. Dr. Kirkpatrick is gathering the count from each school related to the number of newcomers enrolled since August 1. Schools report this number is larger than experienced in the previous three years. This number will be reported in the December Board Report.

English Learner (EL) Oct. 1, 2023 Count: Preliminary Count

L	W	1	2	LW12
365	2	47	29	443

Source: Data downloaded from EIS Discoverer by Data Reporting, Office of the Commissioner, Tennessee Department of Education (TDOE), Oct. 16, 2023.

Description: Unduplicated count by LEA of students with English language backgrounds L, W, 1, and 2 who are enrolled in grades K-12 and are 3-21 years old on Oct. 1, 2023 (as of the pull date).

English Language Background Definitions:

L: English Learner (EL) - first language is not English and qualifies for direct ESL services
W: Waived ESL Services - An EL who declined direct ESL services in order to receive ESL services in a regular classroom

1: Transition Year 1 - first transition year from ESL.

2: Transition Year 2 - second transition year from ESL.

School Counselors, Social Workers and Parent Liaisons

- These teams spent dedicated time preparing for the November 7 district professional learning day. These events are always high-quality learning opportunities, when collaboration reveals best practices taking place across the district.

Voluntary Pre-K (VPK)

- The VPK team continues to collaborate on the Student Growth Portfolio. A portfolio workday was approved by Dr. Decker and took place on November 2. The Student Growth Portfolio represents 35% of the VPK teachers' TEAM Evaluation overall Level of Effectiveness (LOE) score.

Reading & Rtl Coordinator – Gina Looney

Reading/Writing Update

- Dr. Looney recently shared literacy information with the FSSD leadership interns. The conversation included updates on the science of reading and how they might lead that effort as a school leader.
- With the report card adjustments in K-4, members of Teaching and Learning have been working to clarify any questions teachers may have. Several schools have invited Dr. Looney and Summer Carlton to share report card and essential standards information with the teachers.
- Remaining ESSER funds are available that have been allocated to purchase more intervention materials for our schools.
- On November 7, we offered many exciting sessions to support reading and writing in the FSSD. Here are the titles of a few of those sessions:
 - **Writing – By Popular Demand (Grade 2-3)**
 - **Writing in the Content Areas for Science & Social Studies - Grades 5-8 (ELA welcome).**
 - **Writing – You Asked for It – You Got It! (4th Grade)**
 - **Putting Fun in Fluency Make and Take**
 - **Writing to Learn - ELA Grades 5-8**

Professional Learning

- Dr. Looney and Summer Carlton presented information on essential standards and stretch growth with i-Ready at an elementary school.
- Dr. Looney and Summer Carlton assisted Robbin Cross and several cafeteria managers as the cafeteria managers created lesson plans for a February project.

- To provide continuous support of the implementation of our most intensive interventions, Dr. Looney arranged a SPIRE professional learning session for a small group of K-4 intervention teachers.
- Dr. Looney met with the newly created FSSD District Behavior Team to discuss the current status of our behavior efforts and to brainstorm ideas for next steps.

PAC Operations Manager – Jeremy Maxwell

FSSD PAC Events

- So much happened at the PAC in October! Here are some of the noteworthy events held in the last month:
 - October 3: a middle school fall choir concert - this is a new event added to provide more performance opportunities for students.
 - October 18: connector gallery – FSSD transportation department annual training
 - October 19: connector gallery - NOOK board meeting
 - October 22-29: a drama company rental - three performances
 - October 25: open house for prospective FSSD families
 - October 26: an elementary school musical - two performances
 - October 27: Founders Day
 - October 31: connector gallery – principals’ meeting

Facility Work

- Five new risers have arrived and are in the process of being assembled. This originated from a request from FSSD music teachers and will allow for choirs of up to around 200 members to perform at the same time.
- A new large format printer/plotter has been assembled and now lives at the PAC.
- A/V punch list is all but complete- only one item remains.
- Mr. Maxwell is working with Agile Ticketing on a new service to provide digital signage in the lobby that will run in conjunction with upcoming events and concessions pricing.
- Street signage has arrived, and installation has begun!
- Electrical work backstage is taking place, to repair a ground fault interrupter (GFI) outlet powering the water fountain.

Rentals

- The PAC box office is currently facilitating the ticket sales of three rentals.
- Revenues (actual and projected) from rental events under contract have exceeded the \$75,000 projected goal for the 23/24 fiscal year!

Special Populations –Cheryl Robey

APR Indicator 7 Training

- According to this APR Determination Matrix, the FSSD did not meet target and/or compliance for APR Indicator 7: Early Childhood Outcomes. Based on this determination, FSSD is required to complete training related to early childhood outcomes by providing attestation and documentation that all early childhood staff members viewed the ECO training modules designed to correct noncompliance and improve results for preschool children with disabilities. On October 6, special education preschool teachers, the special education preschool coordinator, and the preschool speech language pathologist completed the required training.

The modules provided valuable information to utilize when completing entry and exit outcome data for special education preschool students.

Special Education Directors Call

- On October 3, special education directors/supervisors joined together via Zoom with Jennifer Jordan, Assistant Commissioner for Special Education and Intervention Programs and others for TDOE updates. During our meeting, Susan Usery, Senior Director, Special Education Strategy, welcomed new personnel and provided TDOE personnel updates.
- Katie Ward, Director of Special Education Academic Support, shared information around CORE support available from regional consultants that provide coaching and support to district leaders. Regional consultants provide support around high quality Instructionally Appropriate IEPs (IAIEPs), Annual Performance Report (APR) data and Local Education Association (LEA) Planning, and access points for student with disabilities to high quality instructional materials.
- Jamie Seek, Coordinator Speech Language and Related Services, provided tips and considerations when working with contracted staff. She discussed the importance of building a strong relationship with contracted employees by establishing clear expectations and regular communication. We discussed the difference between the medical model versus the educational model when contracting for services and what to consider when encouraging the consistent presence of contracted employees. Ms. Seek also spoke to the speech/language personnel survey.
- Janet Mansfield, IDEA Coordinator, shared information on high-cost reimbursement.
- Shelby Ritter discussed the new State Special Education Preschool Grant.
- Alison Gauld, Coordinator Low Incidence and Autism, provided an update on the new alternate assessment.
- Dates for October Communities of Practice on IAIEP: Present Levels of Academic Achievement and Functional Performance (PLAAFPs) and Measurable Annual Goals (MAGs), Manifestation Determination Review and Assistive Technology for Students with Disabilities were communicated to the group.

Middle Tennessee Special Education Supervisors Study Council

- Middle Tennessee special education supervisors met with TDOE consultants on October 5. Beth Warren, Little Tennessee Valley Educational Cooperative, shared information on assistive technology and resources that are available to districts.
- Shelby Ritter, Director of Early Childhood Special Education, shared information on maintenance of effort and how funds should be allocated each year.
- Janet Mansfield, IDEA Coordinator, discussed the special education expenditure Report (SEER).
- Supervisors provided updates for the upcoming Special Education Supervisors Conference in November at Paris Landing State Park. TN Pulse updates and issues were also discussed by the group.

SOS Planning Meeting

- On October 24, special education (sped) supervisors finalized the plans for the Middle Tennessee Sped Supervisors Conference that took place November 1-3 at Paris Landing State Park. During this meeting, the supervisors confirmed the attendance of specific vendors and presenters attending the conference.

District-wide Sped/Admin Collaboration

- Collaborative meetings between FSSD School Administrators and the Special Populations Supervisor continue to be held across the district. Collaborative meetings with a middle school took place during the month of October. The focus of these meetings is to discuss special education staffing, caseloads, site-based concerns and needs, and site-based trainings needs/supports.

District-wide Special Education Team Meeting

- On October 24, special educators and Dr. Robey discussed the needs and overall well-being of special educators across the district. The team discussed the professional learning for special educators that was offered on the November 7th District Professional Learning Day. A behavior consultant reviewed the new behavior referral process and provided updated documents.

FSSD Preschool Strategic Instructional Leadership Team Meeting

- On October 25, the FSSD Instructional Preschool Inclusion Leadership Team (ILT) met. The team reviewed the stakeholder questions generated from the ILT, completed the service delivery map and introduced the program log. For the upcoming meeting, the team will complete the FSSD Early Childhood Program Log describing the preschool classrooms within the district. This is a valuable process in determining next steps for special education preschool students and the preschool program.

FSSD 2023-24 IEP Compliance Monitoring

- The division of federal programs and oversight (FPO) completed a review of IEPs in the FSSD in the 2022-23 school year. Based on the number of findings of non-compliance FSSD received compared to the number of items reviewed, as well as how closely the FSSD/LEA-level review aligned with the department-level review, a percentage of non-compliance was determined. Based on this calculation, the FSSD was determined to be at elevated risk for non-compliance during IEP monitoring in FY24. This obligates the department to review ten FSSD IEP files. File review began on October 17, 2023, and was due for completion on October 31. The FSSD IEP coaches, along with a school psychologist reviewed files and scheduled a time to meet with case managers after the review. The IEP Compliance Monitoring Review allows special directors and educators to view areas of the IEP process that need to change and/or improve.

IEP Coach Meeting

- The IEP coaches and Dr. Robey met on October 26 to discuss and plan for the November 7 professional learning, during which the IEP Coaches communicated findings of the IEP Compliance Review, walked through the new goal progress monitoring procedure in TN Pulse, and addressed TN Pulse issues and concerns.

Instructionally Embedded Dynamic Learning Maps (DLM)

- The TDOE recently announced that the TN Alt Assessment is moving grades 3-8 and grade 11 ELA and math from MSAA (the Multi-State Alternate Assessment) to the Instructionally Embedded Dynamic Learning Maps (DLM). DLM testlets allow much more flexibility and decision making at the teacher and student level and are designed to maximize accessibility for students with significant cognitive disabilities. To support this change, special education

supervisors and district testing coordinators were required to attend related training webinars. Dr. Pax Wiemers and Dr. Robey participated in the required training on October 27.

FSSD Special Education Newsletter

- The November FSSD Special Education newsletter may be accessed at the following link: <https://www.smore.com/j4azb>

Instructional Technology – Shelly Robinson **Quarterly Instructional Technology Newsletter**

- Shelly Robinson worked closely with Amber Whitley to create the second quarterly instructional technology newsletter. Mrs. Robinson then modified the newsletter they built together to be specifically geared towards the elementary grade levels. The newsletter can be found [here](#) and includes information about the district-wide professional learning day, Google sign-on changes, i-Ready resources, and more. The newsletter was shared the first week of November with all elementary school staff and administrators, as well as the Teaching & Learning team.

Building Level Instructional Technology Leader Training

- Mrs. Robinson worked alongside Mrs. Whitley to develop the fall building level instructional technology leader training day. The training took place on October 4 and allotted the instructional technology leaders time to build out plans in fulfilling their roles throughout the year. Other highlights from the training included reviewing our district-supported digital resources, exploring features in the Google suite, and questions/topics brought forward by the building technology leaders themselves.

District-wide Supports

- Mrs. Robinson worked closely with two district social workers to identify practical and equitable digital workflows to their existing processes. Examples of the work include using Kami to complete forms digitally, as opposed to by hand, and exploring ways Google Forms could be utilized over paper-based formats. This will be a continuous effort to ensure practices can maximize time, while also meeting family needs in the best way possible.
- In a continuous effort to support the pre-k teachers as they move through the portfolio process throughout the year, Mrs. Robinson attended the second virtual meeting/office hours hosted by TDOE. In this meeting, Mrs. Robinson was able to access the Portfolium platform and communicate next steps to the pre-k teachers as they continue with this work.

Open House

- Mrs. Robinson was excited to represent the Teaching & Learning team at one of the elementary schools during the open house on October 25. During this time, she had the opportunity to greet new and prospective families, guide tours of the school, and answer questions as both a district leader and a parent of the FSSD.

Instructional Technology – Amber Whitley **Teacher Support:**

- As teachers continue to become familiar with their new math textbooks, Mrs. Whitley has supported them with the digital components of the adoptions. As questions have arisen over the past three months, Mrs. Whitley has contacted and worked with the vendor representatives to find resolutions. This is not an uncommon process with any adoption, which is why teacher

support from the district through one-on-one meetings and professional learning sessions are critical to the success of the implementation.

- Some eighth-grade students completed the PSAT at the end of October, and Mrs. Whitley worked with one middle school to ensure the testing administrator was prepared to guide students through the initial sign-in process. This process was similar to the process for TCAP last year. The PSAT assessment for FSSD students went smoothly.
- The instructional technology specialists held their first training day with the building level instructional technology leaders just before fall break. This day was full of collaboration between veteran members of this skilled team of educators. They shared openly about what these roles look like in their buildings and offered support and advice on many important topics. In addition, the team had time to investigate some new features within Google that are available now with our Education Plus plan. A second, day-long training will occur later in the year.

District Support

- As teachers are becoming more comfortable with the new email platform, Mrs. Whitley is continuing to field questions about how to best manage and utilize the features within Gmail. She has worked with many FSSD staff over the last month to help them more efficiently navigate this platform.
- The district rolled out Newsela for 5th – 8th grade teachers and students this year. Mrs. Whitley has worked with teachers and coaches to learn how to best understand and manage this resource. Overall, teachers are pleased with the content included in the articles on Newsela. Mrs. Whitley worked to schedule an administrator-focused training for the end of October so each building's leadership could learn how to pull reports that show student usage for a period of time.
- Google Workspace rolled out a new setting, effective October 23, that prevents students under the age of 18 from signing into websites with their Google credentials unless the website has been approved by the district. In preparation for this change, Mrs. Whitley worked with Mr. Bingham and Mrs. Robinson to ensure any resource approved by the district was set up properly to ensure no interruption in access was experienced after October 23.

Student Performance & Federal Programs –Pax Wiemers

Student Performance

- **Accountability:** In August, the state began releasing preliminary accountability information for districts and schools, and in early October, we received overall scores and school results on the four metrics of accountability data, including achievement, growth, chronic absenteeism, and WIDA growth (ELPA). This release of federal accountability data precipitated an appeal phase for districts, during which time we could submit an appeal for any information for which we had evidence that showed the data were incorrect. After reviewing the school data though, everything was calculated properly, and no appeals were submitted on behalf of any schools. At this time, we have not received notice of reward schools, nor have we received the district's overall score and designation. These data will be included with state accountability, which is undergoing revisions by TDOE and a working group of stakeholders. In early November, we anticipate an announcement about the state's changes to the A-F school letter grade system, and afterwards, the state will notify us about any reward schools in our district, as well as a district-level designation.
- **Testing Updates:** One change for this year is that the alternate assessments in ELA and math for students with significant cognitive disabilities will be through a new platform, Dynamic

Learning Maps, and will include embedded assessments in both the fall and spring. November 13 is the opening day for the fall testing window, and training was provided for the special education teachers who will administer the DLM tests. For TCAP testing, once again grades 6-8 and EOC (end of course) students will take TCAP assessments online through the Pearson and TestNav platforms. Last year we had no issues with either the platform or our own network during online testing, and the actual administration of online testing was very smooth. Grades 3-5 students will continue to take paper-pencil TCAP tests that are distributed to schools, kept securely, and returned to the district. WIDA Access testing for ELL students will remain the same as previous years.

Federal Programs

- **Comparability/ePlan Audit:** During the month of October, two different reports were completed in the state's ePlan system. One such report was the annual Title I Comparability report that ensures the comparability of our staff to student ratios between our Title I schools and non-Title schools. We were in compliance and showed comparable staffing between schools within similar grade bands. In addition, Dr. Wiemers completed our ePlan User Audit to remove any unnecessary roles for users in ePlan and to tighten up the list of personnel who have access to various applications and instruments within this platform. These reports are approved internally and then must be approved by our state compliance reviewers as well.
- **Title I:** The beginning of the school year has been a busy time for Title I undertakings at our six Title I schools (FIS, FMS, JES, LES, PGES, PGMS). Some of the activities include hosting annual Title I meetings, updating school-parent compacts, and updating the school's Parent-Family Engagement Policy. These efforts are designed to encourage parent involvement in school activities and operations and provide transparency for families about school goals and funds. With these activities, school administrators are expected to collect necessary documentation, including agendas, presentations, sign-in sheets, and more. For our Title I schools, we have a shared Google Drive in which they collect their documentation. During the month of October, Dr. Wiemers has visited with each administrative team and reviewed their documentation, while also discussing how these activities went and what they might do differently next year.
- **ESSER:** We have entered our last year of the ESSER grants with this being the final year of ESSER 3.0. Of the 2.97 million dollars we were awarded for this grant, we only have \$135,230.87 remaining to expend. Part of this annual process is soliciting feedback from stakeholders, updating the ESSER planning documents for TDOE and school board approval, and completing the funding application in ePlan. The ESSER planning addenda documents have been approved by the state and the school board and posted on our website. The funding application has been approved by our TDOE reviewers, and we have started the process of submitting purchase orders and expending these remaining funds. While the grant ends in June 2024, we do have some flexibility to close out the grant until the fall of 2024, but we anticipate that all our funds will be obligated and processed by June of 2024.

Bond Fund/Capital Projects Status Update – November, 2023

Central Office Complex:

1. Phase 1: Facilities & Transportation Center:

- a. Phase IA: Exterior & Structural Repairs– GMP is \$1,866,681 – this phase is complete.
- b. Phase IB: Interior Buildout: GMP is \$3,609,228
 - i. We are complete with the site curb and anticipate placing asphalt base and binder in the coming weeks. We are still without permanent power but believe MTE will be connecting us soon.
 - ii. The water restriction from the City of Franklin has put much of the work moving forward on hold due to the inability to complete the installation of the main water line down Reynolds Drive.
- c. You can see a video of our latest progress of the FTC Here: [FSSD FTC Aerial Oct 2023](#)

NABHOLZ

FACILITY & TRANSPORTATION CENTER - PHASE 1B
FRANKLIN SPECIAL SCHOOL DISTRICT

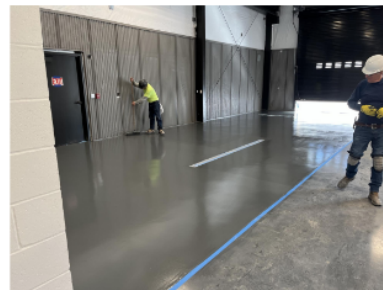
October 2023 PROGRESS

CURRENT ACTIVITIES

DUMPSTER RETAINING WALL
SITE CURBS
CANOPIES
EPOXY FLOORS
INTERIOR SPECIALTIES

UPCOMING ACTIVITIES

DUMPSTER ENCLOSURE
ASPHALT BASE AND BINDER
PERVIOUS CONCRETE



2. Phase 2: Central Office Building & Sitework:

- a. The GMP for phase 2 inclusive of all sitework and alternates is \$29,063,922. The total GMP for all phases of the Central Office Complex is \$34,539,831.
- b. Site grading & building pad work retention systems, stormwater structures, underground utilities, new water service, and fire hydrants have all been completed.
- c. The concrete slab has been poured and steel expected to begin on November 9th.

NABHOLZ

**CENTRAL OFFICE - PHASE 2
FRANKLIN SPECIAL SCHOOL DISTRICT**

OCTOBER 2023 PROGRESS

CURRENT ACTIVITIES

BUILDING FOOTINGS
PLUMBING UNDERGROUND
ELECTRICAL UNDERGROUND
SLAB ON GRADE PREP

UPCOMING ACTIVITIES

SLAB ON GRADE
STRUCTURAL STEEL



- a. A steel beam will soon be placed in front of our current central office in preparation of the forthcoming “Topping Out Ceremony” for the new central office building. Date and time TBD.
- b. Also, you can check out time-lapse and video updates on the work done for Phase 2 here:
 - i. [Central Office Timelapse - October 2023](#)
 - ii. [Central Office Aerial - October 2023](#)

Johnson Roof Replacement: Guaranteed Maximum Price currently is set at \$1,401,927.

1. Roof membrane work is about 95% complete. The edge metal work has begun.
2. The anticipated completion is by the end of November, 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: November 9, 2023
RE: Agenda for the Franklin Special School District Board of Education meeting to be held on Monday, November 13, 2023 at 6:30 p.m., to be held at Liberty Elementary School, 600 Liberty Pike, Franklin.

- I. **MEETING CALLED TO ORDER** 6:30 p.m.
- II. **PLEDGE OF ALLEGIANCE** 6:32 p.m.
- III. **RECOGNITIONS/GOOD NEWS** 6:35 p.m.
 1. Good News
- IV. **PUBLIC INPUT** *Please limit comments to three (3) minutes per speaker* 6:45 p.m.
- V. **REPORTS/PRESENTATIONS/DISCUSSIONS** 6:55 p.m.
 1. Teaching and Learning Report
 2. Finance and Administration Report
- VI. **APPROVAL OF BOARD AGENDA** 7:00 p.m.
- VII. **APPROVAL OF CONSENT AGENDA** 7:05 p.m.
 1. Minutes of Board Meeting dated October 16, 2023
 2. 2023 LEA Compliance Report
 3. Overnight Field Trip Request – FIS 6th Graders to Nature’s Classroom
 4. Overnight Field Trip Request – FIS 6th Graders to Marine Lab
- VIII. **BUSINESS BEFORE THE BOARD** 7:10 p.m.
 1. TISA Accountability Report
 2. Policy Revision: School Board Legislative Involvement (1.105) – *1st Reading*
 3. Policy Revision: School District Planning (1.701) - *1st Reading*
 4. Policy Revision: Comparability of Services (2.300) – *1st Reading*
 5. Policy Revision: Fundraising Activities (2.601) – *1st Reading*
 6. Policy Revision: Student Suicide Prevention (6.415) – *1st Reading*
 7. New Policy: Credit Cards and Credit Lines (2.8051) – *1st Reading*
- IX. **DIRECTOR OF SCHOOLS REPORT** 7:25 p.m.
- X. **UPDATES** 7:30 p.m.
 1. Teaching and Learning
 2. Finance and Administration
- XI. **ANNOUNCEMENTS** 7:35 p.m.
- XII. **ADJOURNMENT** 7:40 p.m.

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

Excellence in Teaching and Learning for All

The Franklin Special School District is an equal opportunity employer

October 16, 2023
Franklin, Tennessee

The Franklin Special School District Board of Education met at 6:30 p.m. on Monday, October 16, 2023, at Moore Elementary School, 1061 Lewisburg Pike, Franklin. A link to the recording may be found at <https://www.youtube.com/watch?v=X350pQM7tus>.

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

Others present were: Dr. David Snowden, Dr. Mary Decker, Dr. David Esslinger, Carol Riordan, Susannah Gentry, Drew Bingham, Dr. Cheryl Robey, Amy Fisher, principals, other district leadership team members, media and community.

I. MEETING CALLED TO ORDER

The meeting was called to order at 6:30.

II. PLEDGE OF ALLEGIANCE

Moore Elementary Principal Dr. Amanda Muniz 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 – (all on file)

1. Good News Awards:

- **Student Artist of the Month** – PGMS 8th grader Lanora Holz is featured for the employee October birthday cards, created during a lesson in Mrs. Lowery’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).
- **Patrick Bourn**, Franklin Elementary School music educator, was recognized for being selected as a Country Music Association Foundation Music Teacher of Excellence, one of 30 music teachers across the nation to receive this honor.
- Teri Remke of the Lion Leadership Group with our local **McDonald’s** franchises, was present to present a check in the amount of \$1,654 from their **Fries for School Supplies** drive.

2. Proclamation for Be Nice Week – The FSSD will recognize “Be Nice Week” November 13-17 this year.

3. Proclamation for Founders Day – The FSSD Board of Education recognizes October 27th as “Founders Day”.

V. PUBLIC INPUT

No one from the public addressed the Board during this time allotted.

VI. REPORTS / PRESENTATIONS / DISCUSSIONS

1. **Teaching and Learning Spotlight** – "The Textbook Adoption Process" (on file). Dr. Decker outlined the timeline for this process as well as the caravan for textbook review. This subject as well as other updates can be found in the departmental report presented by Dr. Mary Decker.
2. **Finance and Administration Report** – Bond Fund Capital Projects Status Update - presented in advance by Dr. Esslinger (on file). This report included the Facilities and Transportation Center, the CO complex and the roofs at JES and FES.
3. **FSSD Energy Management Update** - Dr. Esslinger and Chip Sternenberg, Facilities Supervisor, were on hand to answer questions for the board. The report was presented to the Board in preparation for the meeting.

VII. APPROVAL OF BOARD AGENDA

Allena Bell made a **motion** to approve the Board Agenda as presented. Alicia Barker **seconded** the motion, which **passed 5-0**.

VIII. APPROVAL OF CONSENT AGENDA

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

Approved under Consent Agenda (on file) were:

1. **Minutes of Board Meeting dated September 18, 2023**
2. **Budget Amendments**

IX. BUSINESS BEFORE THE BOARD

1. **Policy Revision: Use of Email (1.805) – 2nd Reading** - Revisions follow a general review with our required policies and bring this policy up to date with language, as well as updating the title of the policy and references. The administration recommended approval of the 2nd Reading as presented.

Allena Bell made a **motion** to approve the 2nd Reading of revisions to Use of Email (1.805) as presented. Kevin Townsel **seconded** the motion, which **passed 5-0**.

X. DIRECTOR OF SCHOOLS REPORT

- **Fall Break** - The FSSD's student Fall Break will occur **October 9 - 13**. District offices will be closed as well during this time.
- **BrandMETTLE Workshop** – We currently have 30 board members, personnel, administrators, parents and realtors scheduled to participate in our workshop Friday. We are looking forward to the discussion among participants, and guidance from BrandMETTLE.

- **Sonic Monthly Employee Recognition** – Beginning with this past Wednesday, Sonic will be recognizing five of our support personnel each month, alternating between Transportation, Custodians and Food & Culinary Services, with an informal ceremony, certificate, breakfast and gift card! Sonic and Chuck Sugg are amazing supporters of the FSSD and we are thankful for the partnership we have with them with this generous opportunity to recognize our support personnel.
- **National School Bus Safety Week – October 16-20** – FSSD will be recognizing our Transportation Department during this week, as part of the larger educational goal to help students review bus safety information, proper bus behavior and bus rider expectations through such instructional materials as coloring books, stickers and handouts. Please also help acknowledge our great drivers and aides, especially during this week, for the service they do each day.
- **Remote Learning Drill – October 24** – Our families have been notified by Blackboard Connect that we will be conducting a remote learning drill on Tuesday, October 24th to ensure that schools, students, and parents/guardians can easily transition from in-person to remote learning in the event of an emergency. As part of the drill, all K-8 students will take home their assigned tablet/laptop and will be asked to complete a simple digital assignment on the device. Teachers will practice this task at school with students ahead of the drill so they understand the expectations. This Remote Learning Drill is a state requirement.
- **New Family Open House – October 25** - All FSSD schools will host an Open House on Wednesday, October 25th for new families interested in learning more about our schools. Prospective parents can see our exceptional schools in operation, take advantage of the great opportunity to meet principals, visit classrooms, tour the building, and learn about the academic, related arts, fine arts, enrichment, and extracurricular offerings in each school. In addition to a school tour, visitors may drop by the Performing Arts Center between 8:00 and 2:00 to get a tour and visit our Legacy Gallery.
- **Director of Schools Advisory Council** - The members of the Director of Schools Advisory Council have been selected from each site. Our first meeting is scheduled for October 19th. The Advisory Council is composed of an employee and alternate from each school, representatives from the central office, FSSDEA, maintenance/landscaping and transportation. The meetings offer opportunities to celebrate successes at each site/department, as well as to bring concerns and questions to the Director of Schools.

XI. UPDATES

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

- Demographics Report for October 2023

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

Administration, provided the following (on file):

- Personnel Change Report September/October 2023
- Investment Report
- Revenue and Expenditure Reports
- Sales Tax Revenue Comparison Report for October

XII. ANNOUNCEMENTS

- Sales tax receipt increased 7.4% from this time last year.
- Battle Street lots and Cannon Street property update – BOMA has approved 2nd Reading of rezoning of 4 of the 5 lots on Battle Street. Upon final reading approval the property will go on the market.
- Mr. Richard Wright, part of the Leadership Franklin class, was present for our meeting.

XIII. ADJOURNMENT

Chair Blair adjourned the meeting at 6:59 p.m.



Robert Blair, Chair

11/13/23

Date

ATTEST:



Kevin Townsel, Secretary

11/13/23

Date



2023 Local Education Agency Compliance Report

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

Each LEA must submit this report and, if applicable, the corresponding corrective action plan, to the department by **November 30, 2023**. During completion, an LEA should carefully check the status of its compliance with all federal and state education laws and SBE rules. The department monitors and verifies LEA compliance via multiple data sources (e.g., Education Information System, internal program managers) and will consider those sources in making a final determination of an LEA's compliance. Please be advised annual compliance report data may inform an LEA's approval classification.

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

LEA Name: FRANKLIN SPECIAL SCHOOL DISTRICT

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

Director of Schools/Superintendent Signature:

School Board Chair Name: Robert Blair

School Board Chair Signature:

Date of School Board Approval: *November 13, 2023*

UPLOAD COMPLETED REPORT TO ePlan BY NOVEMBER 30, 2023

(including the corresponding corrective action plan if applicable).

Upload instructions are accessible [here](#).



2023 Local Education Compliance (LEA) Report
 Appendix A
 Noncompliance Corrective Action Plan

LEA: Franklin Special School District				
Area of Noncompliance	Scope and Reason(s) for Noncompliance	Corrective Action Step(s)	Person(s) Responsible	Anticipated Completion Date(s)
Licensing	Waiver: Christina Farella (MS ELA)	Employee is in process of testing to add endorsement	Leslie Duke, HR Supervisor	May 2024
Licensing	Waiver: Brandon Garrett (4 th grade teacher)	Employee is enrolling in an EPP to add elementary	Leslie Duke, HR Supervisor	May 2024
Licensing	Permit: Mark Graham (MS Math)	Employee is enrolling in an EPP to earn license	Leslie Duke, HR Supervisor	May 2024
Licensing	Permit: Alan Nix (MS Math)	Employee is in process of testing to complete his out-of-state application	Leslie Duke, HR Supervisor	May 2024
Licensing	Permit: Sarah Chau (MS Math)	Employee is enrolling in an EPP to earn license	Leslie Duke, HR Supervisor	May 2024
Licensing	Permit: Travis Smotherman (MS Science)	Employee is enrolling in an EPP to earn license	Leslie Duke, HR Supervisor	May 2024

APPLICATION FOR OVERNIGHT FIELD TRIP

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 of Education.

SCHOOL: Freedom Intermediate School **GRADE:** 6TH
DATE OF REQUEST: 10/16/23

TEACHER REQUESTING: B. Martin (Valor), A. Smith (Fusion), C. Kim (Velocity)

DATES OF FIELD TRIP: Feb. 28, 2024 – March 1, 2024

DESTINATION: Nature's Classroom- Mentone, Alabama

INSTRUCTIONAL PURPOSES:

The mission of this academic center is "to promote responsible stewardship of our natural and cultural resources." Cooperative groups, life skills, environmental education, natural sciences, and outdoor recreation are incorporated to promote exploration and discovery of our environment.

National and State Standards incorporated are as follows:

Science-

6.PS3: Energy

1) Analyze the properties and compare sources of kinetic, elastic potential, gravitational potential, electric potential, chemical, and thermal energy.

2) Construct a scientific explanation of the transformations between potential and kinetic energy.

6.LS2: Ecosystems: Interactions, Energy, and Dynamics

1) Evaluate and communicate the impact of environmental variables on population size.

- 2) Determine the impact of competitive, symbiotic, and predatory interactions in an ecosystem.
- 3) Draw conclusions about the transfer of energy through a food web and energy pyramid in an ecosystem.
- 4) Using evidence from climate data, draw conclusions about the patterns of abiotic and biotic factors in different biomes, specifically the tundra, taiga, deciduous forest, desert, grasslands, rainforest, marine, and freshwater ecosystems.
- 5) Analyze existing evidence about the effect of a specific invasive species on native populations in Tennessee and design a solution to mitigate its impact.
- 6) Research the ways in which an ecosystem has changed over time in response to changes in physical conditions, population balances, human interactions, and natural catastrophes.
- 7) Compare and contrast auditory and visual methods of communication among organisms in relation to survival strategies of a population.

6.ESS3: Earth and Human Activity .

- 3) Assess the impacts of human activities on the biosphere including conservation, habitat management, species endangerment, and extinction.

TRIP COST PER CHILD: \$275.00

COLLECTION METHOD: Teacher log

SCHOLARSHIPS NEEDED (#): 20 **SCHOLARSHIPS PROVIDED (#):** 20

METHOD OF PAYMENT OF SCHOLARSHIPS: Those students who cannot afford to pay for his/her tuition have been offered a scholarship through outside resources and PTO.

STUDENT BODY OFFERED TRIP: 6TH grade

NUMBER PARTICIPATING: Approximately 150 students

CHAPERONES ATTENDING: A. Smith, C. Kim, L. Jordan, R. Komar, E. Wynne, K. Letsinger, A. Lancaster, and parents from all teams

DATE AND TIME OF DEPARTURE: Dates are listed on first page. Groups will depart at approximately 6:30 am

DATE AND TIME OF RETURN: Groups will return at approximately 4:00 pm

MODE OF TRANSPORTATION: Groups will travel on 55 passenger Grayline Charter Buses.

IF MORE THAN ONE, LIST SPECIFIC DETAILS: One adult will drive their personal vehicle to utilize in the event of an emergency while at the facility.

ACCOMMODATION ARRANGEMENTS: Students and adults will share cabins while at the environmental center. Females will occupy cabins separate from the males. Students will sleep and shower in separate areas from the adults.

MEAL ARRANGEMENTS: Students will receive nutritious meals prepared by the Nature's Classroom staff. Breakfast, lunch, dinner, and snacks are served family style. Students will have a choice of water, milk, juice, or powerade to drink with all meals.

EMERGENCY CONTINGENCY PLAN: The health and safety of our students is our number one priority. The environmental center maintains a well-equipped first aid cabin and will provide a nurse. The camp is an ACA (American Camping Association) accredited camp and therefore must have personnel that are certified in CPR and Community First Aid. During all of the outings, an adult will carry a first aid kit and radio.

An employee of the Franklin Special School District will administer all medication. One adult will drive a personal vehicle to have on site and available for use should any member of the group need medical care not requiring an ambulance.

Nature's Classroom requires a completed medical form for all participants. Students cannot participate in programs or be housed on site without a signed form from a parent/guardian. The forms will be turned in upon arrival and kept on file during our stay and return upon our departure.

Parents will be provided with emergency phone and fax numbers to the Nature's Classroom facility. Teachers will contact the school to

communicate any issues that might occur while traveling and contact the specific parent should an issue arise.

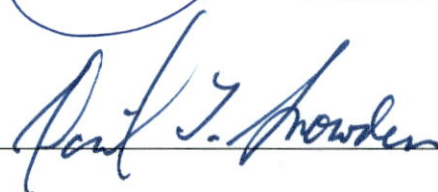
RECOMMENDED BY

PRINCIPAL: _____



DATE: 10.16.23

DIRECTOR OF SCHOOLS: _____



DATE: 10-24-23

AUTHORIZATION BY

FSSD BOARD OF EDUCATION: _____



DATE: 11/13/23

APPLICATION FOR OVERNIGHT FIELD TRIP

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 of Education.

SCHOOL: Freedom Intermediate School **GRADE:** 6TH

DATE OF REQUEST: 10/23/2023

TEACHER REQUESTING: A. Tisdale (STEAM)

DATES OF FIELD TRIP: June 3-7, 2024

DESTINATION: Marine Lab, Key Largo, Florida

INSTRUCTIONAL PURPOSES:

Marine Lab's STEM core curriculum consists of seagrass, mangrove, and coral reef ecology. Evening discussions on coral reef ecology & fish identification, along with labs on invertebrate diversity and zooplankton identification are also part of the core curriculum. The discussions are the same regardless of the grade level, but the content detail and delivery are adjusted to the audience.

A discussion of Seagrass focuses on the importance of a healthy seagrass community, threats facing seagrasses, and familiarization with about 50 of the organisms associated with this area. Proper snorkeling techniques are also shown. Students are then taken to a seagrass flat to snorkel in this commercially crucial habitat where spiny lobsters, stone crabs, and baitfish are numerous. Usually this is the first field trip in the program, so students' first snorkeling experience is in the calmer waters of the seagrass areas. The seagrass and mangrove field trips are combined.

The Coral Reef Ecology discussion precedes the first trip to the coral reef. It includes information on the biology of reef-building corals, the abiotic parameters necessary for reef formation, types of corals, reef preservation, and snorkeling etiquette. Students are then taken about four to five miles offshore to snorkel on a variety of coral reefs, such as Key Largo Dry Rocks, Grecian Rocks, and Molasses Reef.

In addition to the sea grass, mangrove, and coral reef discussions, labs led by Marine Biologists are conducted both on the boat and in the evenings. After a week of snorkeling and learning, students travel to Marathon Key to the Sea Turtle Rescue Hospital where they learn about the different types of sea turtles and visit sea turtles who have been rescued and are being rehabilitated for potential return to the ocean.

TRIP COST PER CHILD: \$1600-1800 (dependent upon flight prices that are not available until November) **COLLECTION METHOD:** Teacher log

SCHOLARSHIPS NEEDED (#): 2 SCHOLARSHIPS PROVIDED (#): 2

METHOD OF PAYMENT OF SCHOLARSHIPS: Those students who cannot afford to pay for his/her tuition have been offered a scholarship through outside resources and Recycling funds.

STUDENT BODY OFFERED TRIP: 6TH grade

NUMBER PARTICIPATING: Approximately 35 students and 5 to 6 adults

CHAPERONES ATTENDING: K. Hickman, P. Weimers, Chloe Kim, and two additional teachers/parents

DATE AND TIME OF DEPARTURE: Groups will depart at approximately 6:30 am from Nashville International Airport on June 3, 2024.

DATE AND TIME OF RETURN: Groups will return at approximately 8:00 pm on June 7, 2024.

MODE OF TRANSPORTATION: Groups will travel via Southwest Airlines to Ft. Lauderdale, Florida where they will then board a 55 passenger Charter Bus to Marine Lab in Key Largo, Florida.

IF MORE THAN ONE, LIST SPECIFIC DETAILS: A rental vehicle will be secured in Key Largo, Florida to utilize in the event of an emergency while at the facility.

ACCOMMODATION ARRANGEMENTS: Students will have dorm-like accommodations while at Marine Lab. Females will occupy one or two rooms depending on our ration of boys and girls and will be separate from the males. Students will sleep and shower in separate areas from the adults.

MEAL ARRANGEMENTS: Students will receive nutritious meals prepared by the Nature's Classroom staff. Breakfast, lunch, dinner, and snacks are served family style. Students will have a choice of water, milk, juice, or PowerAde to drink with all meals. Lunch on the way to Marine Lab will be at a Fast Food restaurant and dinner on Friday, June 14, 2019 will be at the airport and will not be covered in the cost of the trip.

EMERGENCY CONTINGENCY PLAN: The health and safety of our students is our number one priority. Marine Lab maintains a well-equipped first aid area. The Marine Lab staff is certified in CPR and Community First Aid as well as all staff are certified Lifeguards. Marine Lab uses USCG Certified Captains on our Inspected Passenger Vessels. Copies of these certifications are available from Marine Lab if necessary.

During all of the outings, an adult will carry a first aid kit and radio. An employee of the Franklin Special School District will administer all medication. A rental vehicle will be on site and available for use should any member of the group need medical care not requiring an ambulance.

Marine Lab requires a completed medical form for all participants. Students cannot participate in programs or be housed on site without a signed form from a parent/guardian. The forms will be turned in upon arrival and kept on file during our stay and return upon our departure.

Parents will be provided with emergency phone and fax numbers to the Marine Lab facility. Teachers will contact the school to communicate any issues that might occur while traveling and contact the specific parent should an issue arise.

RECOMMENDED BY

PRINCIPAL: _____



DATE: 11.1.23

DIRECTOR OF SCHOOLS: _____



DATE: 11/2/23

AUTHORIZATION BY

FSSD BOARD OF EDUCATION: _____



DATE: 11/13/23

The Tennessee Investment in Student Achievement (TISA) public school funding formula marks a significant change in how Tennessee invests in public education. Pursuant to T.C.A. § 49-3-112, each LEA must submit an accountability report to the Tennessee Department of Education by November 1, 2023, and each November 1 thereafter. In accordance with T.C.A. § 49-2-203, a local board of education has the duty to "manage and control all public schools established or that may be established under its jurisdiction." This includes making overall policy decisions such as approving budgets and the adoption of policies and procedures that implement them. Because the accountability report must establish goals for student achievement and how such goals can be met within the LEA's budget, the department's expectation is that each report is approved by the LEA's local board of education. To document approval, the LEA may include minutes from the board meeting where the board took action to approve the report.

The goals for the accountability report were developed by district staff and administrators with consideration of prior conversations and collaboration around district data with teachers, assistant principals, and principals. To meet the requirement for local public comment on the TISA Accountability Report, between October 18-25, 2023, the Franklin Special School District requested feedback from parents/guardians and staff on the TISA Accountability Report goals we will set as part of the state funding formula requirements. A Google Form survey was sent to "All Users" and parents/guardians through Blackboard Connect. Additionally, an announcement post and a popup notice on the district website directed community members to the form. There were 420 (300 parents/guardians and 149 employees) respondents to the Google Form survey. 95% agreed with Goal Statement 1, 85% agreed with Goal Statement 2, 93% agreed with Goal Statement 3, and 92% agreed with Goal Statement 4. Based on the public feedback that Goal Statement 2 was too great of a reach, the goal for students to score met/exceeded by 2028 was amended to 70% from the original 75%.

The district plans to meet the four goals through the following actions:

- Ongoing, personalized professional learning for school and district administrators and teachers with a focus on high-quality instructional materials, which includes analysis of and discussion around current research.
- Implementing effective standards-aligned Tier I instruction, which is provided to all students and includes research-based, on-grade-level instructional materials and strategies.
- Continuing to increase and enhance Science, Technology, Engineering, and Math (STEM) opportunities for students (for example, a new Introduction to Aerospace course for eighth-grade students in 2024-2025 and the high-quality STEM classes offered at the intermediate/middle school levels).
- Focusing district-wide work and professional learning around the enhancement of Professional Learning Communities (PLCs), a collaborative approach designed to achieve the best academic results for every student.
- Supporting school literacy teams.
- Supporting, planning and instruction for students with characteristics of dyslexia.

The TISA Accountability Report (submitted to the TDOE on October 26, 2023) is included for your reference.



Tennessee Investment in Student Achievement

Accountability Report Template

The Tennessee Investment in Student Achievement (TISA) public school funding formula marks a significant change in how Tennessee invests in public education. The TISA funding formula updates the way Tennessee funds public education for the first time in over 30 years to empower each student to read proficiently by third grade, prepare each high school graduate for postsecondary success, and provide resources needed for all students to ensure they succeed.

As part of TISA, T.C.A. § 49-3-112 requires each school district, starting in the 2023-24 school year, to submit an annual accountability report to the Tennessee Department of Education (department). This report must include:

- Goals for student achievement
 - One of the goals must include the district's plan to pursue the goal of seventy percent (70%) or more of the district's third grade students to score "met expectations" or "exceeded expectations" on the English Language Arts (ELA) portion of the TCAP tests. This goal must also detail the district's goal to increase 3rd grade ELA proficiency rates by 15% of the gap over the next three years (starting with the 2022-23 TCAP results) to achieve the district's stated goal of at least 70% of 3rd grade students proficient in ELA.¹
- Explanation how the district's stated goals can be met within the district's budget.
- For reports submitted **starting in the 2024-25** school year, a description of how the district's budget and expenditures from the prior school year enabled the district to make progress toward the stated student achievement goals.

Each district's TISA accountability report is required to be presented to the public for review and comment before the report is submitted to the department. The report must be submitted annually to the department by November 1st.

Furthermore, each district's TISA accountability report is required to be reviewed annually by the TISA Progress Review Board pursuant to T.C.A. § 49-3-114 to determine whether the school district is taking the proper steps to achieve their stated goal.

This template is intended to assist districts in submitting their accountability reports to the department.

For questions, please contact tnedu.funding@tn.gov

Completed reports should be submitted in ePlan by **November 1, 2023**.

A handwritten signature in blue ink, appearing to read 'Rebecca J. ...', is written over the text.

Board Approval November 13, 2023

¹ T.C.A. § 49-3-114 requires the TISA Progress Review Board to review district TISA accountability reports and set a district's minimum goal to increase the district's 3rd grade proficiency by 15% of the gap to 70% in 3 years, starting with the 2022-23 TCAP results. This does not apply to districts who have 70% or more of 3rd grade students proficient in ELA.

DISTRICT INFORMATION		
District Name	Franklin Special School District	
Director of Schools Name	Dr. David Snowden	
District Point of Contact for TISA Accountability Report	Name	Dr. Mary Decker
	Phone Number	615-794-6624
	Email Address	deckermar@fssd.org
Percent of 3 rd grade students who scored proficient ("met expectations" or "exceeded expectations") on the English Language Arts (ELA) portion of the spring TCAP	71%	

DISTRICT GOAL STATEMENT(S)	
Goal Statement 1: 3 rd Grade ELA Proficiency ²	80% of students will score met or exceeded expectations on the 3 rd grade ELA TCAP by 2025. (From 71% in 2023.)
Goal Statement 2:	55% of grades 6-8 students will score met or exceeded expectations on Math TCAP by 2025. (From 46.2% in 2023)
Goal Statement 3:	70% of grades 3-8 students will score met or exceeded expectations on TCAP Science by 2025. (From 63.7% in 2023.)
Goal Statement 4:	70% of grades 6-8 students will score met or exceeded expectations on TCAP Social Studies by 2025. (From 61.9% in 2023.)

² **Note:** This is a required goal pursuant to T.C.A. § 49-3-112 and must include 70% or more of 3rd grade students proficient on the ELA TCAP. If your district already has 70% or more of 3rd grade students proficient in ELA, please state a goal that either maintains or increases that proficiency rate.

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
Goal Statement 1: 3 rd grade ELA proficiency ³		80% of students will score proficient on the 3rd grade ELA TCAP by 2025.		
Year 1: 2023-24 school year	75% of students will score met or exceeded expectations on the 3rd grade ELA TCAP by 2024.	2024 District Assessment File TN Ready 3rd Grade ELA All Students	<ol style="list-style-type: none"> 1. Implement effective standards-aligned Tier I instruction. 2. Assist school literacy teams. 3. Support planning and instruction for students with characteristics of dyslexia. 	The district intends to use our budget to execute the action steps and achieve the stated goal by continuing to purchase/adopt only high-quality instructional materials, by investing in ongoing, personalized, results-based professional learning for educators and staff, and prioritizing competitive salaries and benefits packages to attract the most highly-qualified educators in order to provide the most exemplary instruction to each student.
Year 2: 2024-25 school year	80% of students will score met or exceeded expectations on the 3rd grade ELA TCAP by 2025.	2025 District Assessment File TN Ready 3rd Grade ELA All Students	<ol style="list-style-type: none"> 1. Implement effective standards-aligned Tier I instruction. 2. Assist school literacy teams. 3. Support planning and instruction for students with characteristics of dyslexia. 	The district intends to use our budget to execute the action steps and achieve the stated goal by continuing to purchase/adopt only high-quality instructional materials, by investing in ongoing, personalized, results-based professional learning for educators and staff, and prioritizing competitive salaries and benefits packages to attract the most highly-qualified educators in order to provide the

³ The annual outcome for 3rd grade ELA proficiency must include, but is not limited to, the district's goal to increase 3rd grade ELA proficiency rates by 15% of the gap over the next 3 years, starting with the 2022-23 TCAP results, to achieve the district's stated goal of at least 70% of 3rd grade students proficient in ELA. If the district already has 70% or more of 3rd grade students proficient in ELA, it is not required to state in your annual outcomes the 15% gap closure, but must still detail annual outcomes and metrics to either maintain or increase your district's 3rd grade ELA proficiency rates and other stated district goals.

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
				most exemplary instruction to each student.
Year 3: 2025-26 school year	80% or more students will score met or exceeded expectations on the 3rd grade ELA TCAP by 2026.	2026 District Assessment File TN Ready 3rd Grade ELA All Students	<ol style="list-style-type: none"> 1. Implement effective standards-aligned Tier I instruction. 2. Assist school literacy teams. 3. Support planning and instruction for students with characteristics of dyslexia. 	The district intends to use our budget to execute the action steps and achieve the stated goal by continuing to purchase/adopt only high-quality instructional materials, by investing in ongoing, personalized, results-based professional learning for educators and staff, and prioritizing competitive salaries and benefits packages to attract the most highly-qualified educators in order to provide the most exemplary instruction to each student.
Year 4: 2026-27 school year	80% or more students will score met or exceeded expectations on the 3rd grade ELA TCAP by 2027.	2027 District Assessment File TN Ready 3rd Grade ELA All Students	<ol style="list-style-type: none"> 1. Implement effective standards-aligned Tier I instruction. 2. Assist school literacy teams. 3. Support planning and instruction for students with characteristics of dyslexia. 	The district intends to use our budget to execute the action steps and achieve the stated goal by continuing to purchase/adopt only high-quality instructional materials, by investing in ongoing, personalized, results-based professional learning for educators and staff, and prioritizing competitive salaries and benefits packages to attract the most highly-qualified educators in order to provide the most exemplary instruction to each student.

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
Year 5: 2027-28 school year	80% or more students will score met or exceeded expectations on the 3rd grade ELA TCAP by 2028.	2028 District Assessment File TN Ready 3rd Grade ELA All Students	<ol style="list-style-type: none"> 1. Implement effective standards-aligned Tier 1 instruction. 2. Assist school literacy teams. 3. Support planning and instruction for students with characteristics of dyslexia. 	The district intends to use our budget to execute the action steps and achieve the stated goal by continuing to purchase/adopt only high-quality instructional materials, by investing in ongoing, personalized, results-based professional learning for educators and staff, and prioritizing competitive salaries and benefits packages to attract the most highly-qualified educators in order to provide the most exemplary instruction to each student.
Goal Statement 2:	55% of grades 6-8 students will score met or exceeded expectations on Math TCAP by 2025.			
Year 1: 2023-24 school year	50% of grades 6-8 students will score met or exceeded expectations on Math TCAP by 2024.	2024 District Assessment File TNReady Math 6-8 Met/Exceeded	<ol style="list-style-type: none"> 1. Ongoing, personalized professional learning for teachers on the math curricula implemented during the 2023-24 school year. 2. District wide work and professional learning around the enhancement of Professional Learning Communities. 	The district intends to use our budget to execute the action steps and achieve the stated goal by continuing to purchase/adopt only high-quality instructional math materials, by investing in ongoing, personalized, results-based professional learning for educators and staff, and prioritizing competitive salaries and benefits packages to attract the most highly-qualified educators in order to provide the most exemplary instruction to each student.

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
Year 2: 2024-25 school year	55% of grades 6-8 students will score met or exceeded expectations on Math TCAP by 2025.	2025 District Assessment File TN Ready Grades 6-8 Math Met/Exceeded	<ol style="list-style-type: none"> 1. Ongoing, personalized professional learning for teachers on the math curricula implemented during the 2023-24 school year. 2. District wide work and professional learning around the enhancement of Professional Learning Communities. 	The district intends to use our budget to execute the action steps and achieve the stated goal by continuing to purchase/adopt only high-quality instructional math materials, by investing in ongoing, personalized, results-based professional learning for educators and staff, and prioritizing competitive salaries and benefits packages to attract the most highly-qualified educators in order to provide the most exemplary instruction to each student.
Year 3: 2025-26 school year	60% of grades 6-8 students will score met or exceeded expectations on Math TCAP by 2026.	2026 District Assessment File TNReady Math 6-8 Met/Exceeded	<ol style="list-style-type: none"> 1. Ongoing, personalized professional learning for teachers on the math curricula implemented during the 2023-24 school year. 2. District wide work and professional learning around the enhancement of Professional Learning Communities. 	The district intends to use our budget to execute the action steps and achieve the stated goal by continuing to purchase/adopt only high-quality instructional math materials, by investing in ongoing, personalized, results-based professional learning for educators and staff, and prioritizing competitive salaries and benefits packages to attract the most highly-qualified educators in order to provide the most exemplary instruction to each student.
Year 4: 2026-27 school year	65% of grades 6-8 students will score met or exceeded	2027 District Assessment File TNReady Math 6-8	1. Ongoing, personalized professional learning for teachers on the math curricula	The district intends to use our budget to execute the action steps and achieve the stated goal by continuing

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
	expectations on Math TCAP by 2027.	Met/Exceeded	implemented during the 2023-24 school year. 2. District wide work and professional learning around the enhancement of Professional Learning Communities.	to purchase/adopt only high-quality instructional math materials, by investing in ongoing, personalized, results-based professional learning for educators and staff, and prioritizing competitive salaries and benefits packages to attract the most highly-qualified educators in order to provide the most exemplary instruction to each student.
Year 5: 2027-28 school year	70% of grades 6-8 students will score met or exceeded expectations on Math TCAP by 2028.	2028 District Assessment File TNReady Math 6-8 Met/Exceeded	1. Ongoing, personalized professional learning for teachers on the math curricula implemented during the 2023-24 school year. 2. District wide work and professional learning around the enhancement of Professional Learning Communities.	The district intends to use our budget to execute the action steps and achieve the stated goal by continuing to purchase/adopt only high-quality instructional math materials, by investing in ongoing, personalized, results-based professional learning for educators and staff, and prioritizing competitive salaries and benefits packages to attract the most highly-qualified educators in order to provide the most exemplary instruction to each student.
Goal Statement 3:	70% of grades 3-8 students will score met or exceeded expectations on TCAP Science by 2025.			
Year 1: 2023-24 school year	65% of students will score met or exceeded	2024 District Assessment File TNReady Science	1. The district and school administrators and teachers will participate in professional	The district intends to use our budget to execute the action steps and achieve the stated goal by continuing

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
	expectations on TCAP Science by 2024.	3-8 Students Met/Exceeded	<p>learning with a focus on high-quality materials, which includes analysis of and discussion around current research. Follow-up presentations using key research will be shared with school administrators and teachers.</p> <p>2. The district will continue to increase and enhance STEM opportunities for students via the new Introduction to Aerospace course for eighth grade students and the high-quality STEM classes offered at the middle school level, to name two examples.</p>	to purchase/adopt only high-quality instructional science materials, by investing in ongoing, personalized, results-based professional learning for educators and staff, and prioritizing competitive salaries and benefits packages to attract the most highly-qualified educators in order to provide the most exemplary instruction to each student.
Year 2: 2024-25 school year	70% of students will score met or exceeded expectations on TCAP Science by 2025.	2025 District Assessment File TNReady Science 3-8 Students Met/Exceeded	<p>1. The district and school administrators and teachers will participate in professional learning with a focus on high-quality materials, which includes analysis of and discussion around current research. Follow-up presentations using key research will be shared with school administrators and teachers.</p> <p>2. The district will continue to increase and enhance STEM</p>	The district intends to use our budget to execute the action steps and achieve the stated goal by continuing to purchase/adopt only high-quality instructional science materials, by investing in ongoing, personalized, results-based professional learning for educators and staff, and prioritizing competitive salaries and benefits packages to attract the most highly-qualified educators in order to provide the most exemplary instruction to each student.

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
			opportunities for students via the new Introduction to Aerospace course for eighth grade students and the high-quality STEM classes offered at the middle school level, to name two examples.	
Year 3: 2025-26 school year	73% of students will score met or exceeded expectations on TCAP Science by 2026.	2026 District Assessment File TNReady Science 3-8 Students Met/Exceeded	<ol style="list-style-type: none"> 1. The district and school administrators and teachers will participate in professional learning with a focus on high-quality materials, which includes analysis of and discussion around current research. Follow-up presentations using key research will be shared with school administrators and teachers. 2. The district will continue to increase and enhance STEM opportunities for students via the new Introduction to Aerospace course for eighth grade students and the high-quality STEM classes offered at the middle school level, to name two examples. 	The district intends to use our budget to execute the action steps and achieve the stated goal by continuing to purchase/adopt only high-quality instructional science materials, by investing in ongoing, personalized, results-based professional learning for educators and staff, and prioritizing competitive salaries and benefits packages to attract the most highly-qualified educators in order to provide the most exemplary instruction to each student.
Year 4: 2026-27 school year	75% of students will score met or exceeded	2027 District Assessment File TNReady Science	1. The district and school administrators and teachers will participate in professional	The district intends to use our budget to execute the action steps and achieve the stated goal by continuing

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
	expectations on TCAP Science by 2027.	3-8 Students Met/Exceeded	<p>learning with a focus on high-quality materials, which includes analysis of and discussion around current research. Follow-up presentations using key research will be shared with school administrators and teachers.</p> <p>2. The district will continue to increase and enhance STEM opportunities for students via the new Introduction to Aerospace course for eighth grade students and the high-quality STEM classes offered at the middle school level, to name two examples.</p>	to purchase/adopt only high-quality instructional science materials, by investing in ongoing, personalized, results-based professional learning for educators and staff, and prioritizing competitive salaries and benefits packages to attract the most highly-qualified educators in order to provide the most exemplary instruction to each student.
Year 5: 2027-28 school year	77% of students will score met or exceeded expectations on TCAP Science by 2028.	2028 District Assessment File TNReady Science 3-8 Students Met/Exceeded	<p>1. The district and school administrators and teachers will participate in professional learning with a focus on high-quality materials, which includes analysis of and discussion around current research. Follow-up presentations using key research will be shared with school administrators and teachers.</p> <p>2. The district will continue to increase and enhance STEM</p>	The district intends to use our budget to execute the action steps and achieve the stated goal by continuing to purchase/adopt only high-quality instructional science materials, by investing in ongoing, personalized, results-based professional learning for educators and staff, and prioritizing competitive salaries and benefits packages to attract the most highly-qualified educators in order to provide the most exemplary instruction to each student.

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
			opportunities for students via the new Introduction to Aerospace course for eighth grade students and the high-quality STEM classes offered at the middle school level, to name two examples.	
Goal Statement 4:	70% of grades 6-8 students will score met or exceeded expectations on TCAP Social Studies by 2025.			
Year 1: 2023-24 school year	65% of students will score met or exceeded expectations on TCAP Social Studies by 2024.	2024 District Assessment File TNReady Social Studies Grades 6-8	<ol style="list-style-type: none"> 1. The district and school administrators and teachers will participate in professional learning with a focus on high-quality materials, particularly Newsela, which includes analysis of and discussion around current research. Newsela furnishes highly-vetted, relevant articles on social studies-related topics. Follow-up presentations using key research will be shared with school administrators and teachers. 2. Implement effective standards-aligned Tier I instruction. 	The district intends to use our budget to execute the action steps and achieve the stated goal by continuing to purchase/adopt only high-quality instructional social studies materials, by investing in ongoing, personalized, results-based ;professional learning for educators and staff, and prioritizing competitive salaries and benefits packages to attract the most highly-qualified educators in order to provide the most exemplary instruction to each student.
Year 2: 2024-25 school year	70% of students will score met or exceeded expectations on	2025 District Assessment File TN Ready	1. The district and school administrators and teachers will participate in professional learning with a focus on	The district intends to use our budget to execute the action steps and achieve the stated goal by continuing to purchase/adopt only high-quality

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
	TCAP Social Studies by 2025.	Social Students Grades 6-8	high-quality materials, particularly Newsela, which includes analysis of and discussion around current research. Newsela furnishes highly-vetted, relevant articles on social studies-related topics. Follow-up presentations using key research will be shared with school administrators and teachers. 2. Implement effective standards-aligned Tier I instruction.	instructional social studies materials, by investing in ongoing, personalized, results-based professional learning for educators and staff, and prioritizing competitive salaries and benefits packages to attract the most highly-qualified educators in order to provide the most exemplary instruction to each student.
Year 3: 2025-26 school year	72% of students will score met or exceeded expectations on TCAP Social Studies by 2026.	2026 District Assessment File TN Ready Social Students Grades 6-8	1. The district and school administrators and teachers will participate in professional learning with a focus on high-quality materials, particularly Newsela, which includes analysis of and discussion around current research. Newsela furnishes highly-vetted, relevant articles on social studies-related topics. Follow-up presentations using key research will be shared with school administrators and teachers. 2. Implement effective standards-aligned Tier I instruction.	The district intends to use our budget to execute the action steps and achieve the stated goal by continuing to purchase/adopt only high-quality instructional social studies materials, by investing in ongoing, personalized, results-based professional learning for educators and staff, and prioritizing competitive salaries and benefits packages to attract the most highly-qualified educators in order to provide the most exemplary instruction to each student.

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
Year 4: 2026-27 school year	75% of students will score met or exceeded expectations on TCAP Social Studies by 2027.	2027 District Assessment File TN Ready Social Students Grades 6-8	<ol style="list-style-type: none"> 1. The district and school administrators and teachers will participate in professional learning with a focus on high-quality materials, particularly Newsela, which includes analysis of and discussion around current research. Newsela furnishes highly-vetted, relevant articles on social studies-related topics. Follow-up presentations using key research will be shared with school administrators and teachers. 2. Implement effective standards-aligned Tier I instruction. 	The district intends to use our budget to execute the action steps and achieve the stated goal by continuing to purchase/adopt only high-quality instructional social studies materials, by investing in ongoing, personalized, results-based professional learning for educators and staff, and prioritizing competitive salaries and benefits packages to attract the most highly-qualified educators in order to provide the most exemplary instruction to each student.
Year 5: 2027-28 school year	More than 75% of students will score met or exceeded expectations on TCAP Social Studies by 2028.	2028 District Assessment File TN Ready Social Students Grades 6-8	<ol style="list-style-type: none"> 1. The district and school administrators and teachers will participate in professional learning with a focus on high-quality materials, particularly Newsela, which includes analysis of and discussion around current research. Newsela furnishes highly-vetted, relevant articles on social studies-related topics. Follow-up presentations using key research will be shared with 	The district intends to use our budget to execute the action steps and achieve the stated goal by continuing to purchase/adopt only high-quality instructional social studies materials, by investing in ongoing, personalized, results-based professional learning for educators and staff, and prioritizing competitive salaries and benefits packages to attract the most highly-qualified educators in order to provide the most exemplary instruction to each student.

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
			school administrators and teachers. 2. Implement effective standards-aligned Tier I instruction.	

Public Comment	
The TISA accountability report must be presented for public comment to parents, educators, and local community members prior to its submission to the department by November 1 each year.	
Date(s) of opportunity for local public comment.	Oct. 18-25, 2023
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	A Google Form survey was sent to "All Users" and parents/guardians through Blackboard Connect. An announcement post and a popup notice on the district website directed community members to the form.
Summary of public comment received, if any.	There were 420 (300 parents/guardians and 149 employees) respondents to the Google Form survey. 95% agreed with Goal Statement 1, 85% agreed with Goal Statement 2, 93% agreed with Goal Statement 3, and 92% agreed with Goal Statement 4. Based on the feedback that Goal Statement 2 was too great of a reach, the goal for students to score met/exceeded by 2028 was amended to 70% from the original 75%.
Description of how your district did or did not incorporate public comment received into the final accountability report submission.	Public comment was reviewed and a report on agreement/disagreement, as well as any public comment, is summarized in this template. The TISA Accountability Report has been placed on the November 13, 2023 board of education meeting agenda for approval.

1.105 SCHOOL BOARD LEGISLATIVE INVOLVEMENT – *1st Reading*

Revisions reflect a change in the title of the individual charged with keeping the Board informed of legislative changes. The title was previously "legislative representative". For clarity, TSBA suggests changing this to "legislative liaison".

Franklin Special Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: School Board Legislative Involvement	Descriptor Code: 1.105	Issued Date: Proposed
		Rescinds: 1.105	Issued: 07/25/22

1 The Board shall work for the passage of new laws designed to ~~advance the cause of improving~~ improve
2 public education in Tennessee. Likewise, the Board shall work for the repeal or modification of existing
3 laws and for the defeat of proposed laws that impede this cause.

4 To accomplish this:

- 5 1. The Board shall stay informed of pending legislation and actively communicate its concerns and
6 make its position known to their elected representatives at both the state and national level;
- 7 2. The Board shall work with other school boards in the state, other local officials, and community
8 groups in creating public awareness and support for legislative priorities;
- 9 3. The Board shall annually select one (1) of its members to serve as its legislative ~~representative~~
10 **liaison**;
- 11 4. The Board shall work with its legislative ~~representative liaison~~, TSBA, and other concerned
12 groups in developing an annual legislative program; and
- 13 5. The Board shall include in its budget appropriate resources to cover costs, including travel
14 expense, necessary to ensure active participation in the legislative process.

Cross References

Board Member Development Opportunities 1.204

Franklin Special Board of Education			
Monitoring: Review: Annually, in September	Descriptor Term: School Board Legislative Involvement	Descriptor Code: 1.105	Issued Date: 07/25/22
		Rescinds: 1.105	Issued: 11/12/18

1 The Board shall work for the passage of new laws designed to advance the cause of improving public
2 education in Tennessee. Likewise, the Board shall work for the repeal or modification of existing laws
3 and for the defeat of proposed laws that impede this cause.

4 To accomplish this:

- 5 1. The Board shall stay informed of pending legislation and actively communicate its concerns and
6 make its position known to their elected representatives at both the state and national level;
- 7 2. The Board shall work with other school boards in the state, other local officials, and community
8 groups in creating public awareness and support for legislative priorities;
- 9 3. The Board shall annually select one (1) of its members to serve as its legislative representative;
- 10 4. The Board shall work with its legislative representative, TSBA, and other concerned groups in
11 developing an annual legislative program; and
- 12 5. The Board shall include in its budget appropriate resources to cover costs, including travel
13 expense, necessary to ensure active participation in the legislative process.

Cross References

Board Member Development Opportunities 1.204

1.701 SCHOOL DISTRICT PLANNING – *1st Reading*

As part of the legislation enacting the state's new funding formula, districts are required to submit TISA accountability reports. TSBA recommends placing language about this requirement in policy to clarify that the Board approves these reports. Revisions update this policy to reflect that these reports should align with the Board's district improvement plan and follow language in the TSBA model policy.

Franklin Special Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: School District Planning	Descriptor Code: 1.701	Issued Date: Proposed
		Rescinds: 1.701	Issued: 09/17/18

1 *General*

2 The Board shall develop and implement a written five (5) year strategic plan that addresses identified
3 priority needs and provides for continuous student growth and improvement. The plan shall be updated
4 every two (2) years and shall align with requirements of the State Board of Education.¹ The Director of
5 Schools shall develop necessary procedures, forms, or other measures to implement this policy.

6 **BOARD IMPROVEMENT PLAN FOR THE DISTRICT¹**

7 The Board shall develop annual plans with specific goals for improving student performance and that
8 operationalize the district's five (5) year strategic plan. This will be incorporated into the TISA
9 accountability report that must be approved by the Board and filed with the Department of Education
10 each November 1st.²

11 The Board shall plan an annual retreat with the Director of Schools and appropriate staff. The purpose
12 of the retreat shall be to:

- 13 1. Review progress on the implementation of priorities, initiatives, and long-range plans;
- 14 2. Determine which goals have been achieved and whether any new efforts are needed;
- 15 3. Review major issues that may affect the school system in the future; and
- 16 4. Create an annual plan for district improvement.

20 **SCHOOL IMPROVEMENT PLAN¹**

21 The principal of each school shall work with the Director of Schools to develop and implement a
22 school improvement plan that is student focused and in support of the board improvement plan. The
23 plan shall be updated annually and address the long-range strategic plan of the school district.¹

Legal References

1. TCA 49-1-613; TRR/MS 0520-01-02-.31(8); State Board of Education Policy 2.101
2. TCA 49-3-112

Cross References

Role of the Board of Education 1.101
In-Service and Professional Learning Opportunities 5.113
Qualifications and Duties of the Director of Schools 5.802

Franklin Special Board of Education			
Monitoring: Review: Annually, in September	Descriptor Term: School District Planning	Descriptor Code: 1.701	Issued Date: 09/17/18
		Rescinds: 1.701	Issued: 09/14/98

1 *General*

2 The board shall develop and implement a written five (5) year strategic plan that addresses identified
3 priority needs and provides for continuous student growth and improvement. The plan shall be updated
4 every two (2) years and shall align with requirements of the State Board of Education.¹

5 The director of schools shall develop necessary procedures, forms, or other measures to implement this
6 policy.

7 **BOARD IMPROVEMENT PLAN FOR THE DISTRICT¹**

8 The board shall develop annual plans with specific goals for improving student performance and that
9 operationalize the district’s five (5) year strategic plan.

10 The board shall plan an annual retreat with the director of schools and appropriate staff. The purpose of
11 the retreat shall be to:

- 12 1. Review progress on the implementation of priorities, initiatives, and long-range plans;
- 13 2. Determine which goals have been achieved and whether any new efforts are needed;
- 14 3. Review major issues that may affect the school system in the future; and
- 15 4. Create an annual plan for district improvement.

16
17
18
19 **SCHOOL IMPROVEMENT PLAN¹**

20 The principal of each school shall work with the director of schools to develop and implement a school
21 improvement plan that is student focused and in support of the board improvement plan. The plan shall
22 be updated annually and address the long-range strategic plan of the school district.¹

Legal References

- 1. TRR/MS 0520-01-03-.03(14); State Board of Education Policy 2.101; TCA 49-1-613

Cross References

- Role of the Board of Education 1.101
- Qualifications and Duties of the Director of Schools 5.802

2.300 COMPARABILITY OF SERVICES – *1st Reading*

The name of this policy changes from “State and Federal Aid Eligibility Determination” to better capture the meaning of the policy.

Revisions follow a general review with our required policies and bring this policy up to date with federal legislation.

Franklin Special Board of Education			
Monitoring: Review: Annually, in September	Descriptor Term: Comparability of Services	Descriptor Code: 2.300	Issued Date: <i>Proposed</i>
		Rescinds: 2.300	Issued: 09/14/98

- 1 In order to ensure comparability of services¹ from local and state funds in all of its schools, the Board
2 shall ensure that:
- 3 1. A system wide salary schedule is adopted annually;
 - 4 2. Teachers, principals, and support personnel are assigned to schools on an equivalent basis
5 according to grade levels and need; and
 - 6 3. Curriculum materials and instructional supplies are provided to schools on an equivalent basis
7 according to grade levels and need.
- 8 **The Director of Schools shall develop procedures to ensure compliance with this policy and state and
9 federal requirements regarding the comparability of services.**

Legal References

1. **20 USCA § 6321**

Franklin Special Board of Education			
Monitoring: Review: Annually, in January	Descriptor Term: State and Federal Aid Eligibility Determination	Descriptor Code: 2.300	Issued Date: 09/14/98
		Rescinds: DD	Issued: 03/27/89

1 In order to ensure comparability of services¹ from local and state funds in all of its schools, the Board
2 shall ensure that:

- 3 1. A system-wide salary schedule is adopted annually;
4
5 2. Teachers, principals, and support personnel are assigned to schools on an equivalent basis
6 according to grade levels and need; and
7
8 3. Curriculum materials and instructional supplies are provided to schools on an equivalent basis
9 according to grade levels and need.

Legal Reference:

1. TCA 49-3-353

2.601 FUNDRAISING ACTIVITIES – *1st Reading*

Revisions follow a general review with our required policies and bring this policy up to date with Tennessee Code 49-2-134: if an employee is authorized to raise funds for non-educational purposes, the Board shall adopt a policy that speaks to the use of the funds as well as the receipt, disbursement, and accounting for the funds raised. The policy shall also include sources from which an employee may derive the funds for non-educational purposes and guidelines as to how these funds shall be used. In addition, TSBA has provided language giving additional information on recordkeeping and tracking fundraisers based on updated guidance from the Comptroller's office.

Franklin Special Board of Education			
Monitoring: Review: Annually, in April	Descriptor Term: Fundraising Activities	Descriptor Code: 2.601	Issued Date: Proposed
		Rescinds: 6.701	Issued: 07/17/17

1 *General*2 The following general guidelines shall be followed:¹

- 3 1. Fundraising activities shall be authorized by the Board and shall be for the purpose of
4 supplementing funds for established school programs and not for ~~supplementing~~ replacing funds
5 which are the responsibility of the ~~public~~ Board.
- 6 2. Fundraising companies and other salespersons shall obtain permission in writing from the
7 Director of Schools' office in order to visit the schools.
- 8 3. Any commission payable by companies shall be paid in the form of reduced prices to the students
9 or paid into the activity fund of the school for use by the school. No school employee shall
10 personally benefit from any fundraising activity.
- 11 4. The principal ~~must~~ shall obtain written approval from the Director of Schools/designee for all
12 fundraising activities, including online fundraising activities, that involve the participation of the
13 general student population in the marketing process of the fundraising effort. All other
14 fundraising activities, including online fundraising activities, must have written approval from
15 the principal and comply with all administrative procedures issued by the Director of Schools.
16 The authorization request shall contain the following information:²
 - 17 a. A list of the proposed fundraising activities;
 - 18 b. Purpose of the fundraising activity;
 - 19 c. Proposed uses of funds raised;
 - 20 d. Expected student involvement in fundraising activity (school-wide, ~~or~~ individual class or
21 club);
 - 22 e. Anticipated beginning and ending dates; and
 - 23 f. Margin of profit and how it is to be paid to the school.
- 24 5. The Director of Schools shall determine whether or not the activity will benefit the school,
25 contribute to the welfare of the student body, and supplement, not replace, funds necessary to
26 fulfill the board's required contributions.

6. Students shall not be excused from a regular class to participate in a fundraising activity. No grade in a subject or course shall be affected by a student's participation in a fundraising activity.

7. No quotas shall be imposed on students involved, and their efforts shall be voluntary. Students who do not participate in fundraising activities shall not be punished or discriminated against in any way.

This policy shall not be construed as preventing a teacher from using instructional or informational materials even though the materials might include reference to a brand, a product, or a service.

LOTTERIES

No fundraising activity shall be conducted which distributes prizes or makes awards to winners from among purchasers of chances by means of tickets through a random selection process.²⁻³

ONLINE FUNDRAISING

The school district is authorized to utilize online fundraising (e.g., crowdfunding). The Director of Schools/designee shall ensure that adequate internal controls are established and will determine, on a case-by-case basis, when using online fundraising is appropriate.

An employee shall not engage in online fundraising for educational purposes in his/her official capacity as a district employee nor make any reference to non-school sponsored fundraisers, online or otherwise, that would lead another to believe such activity is an approved school fundraiser. Online fundraising shall not be used on behalf and for the benefit of an outside party.

Individual Schools

Individual schools may establish school-wide online fundraising accounts. The accounts ~~must~~ shall meet all fundraising requirements established by the Board and the *Tennessee Internal School Uniform Accounting Policy Manual*. The principal/designee of each school shall have access to the established fundraising account to ensure all funds are properly accounted for, and the information is recorded in the school's accounting records by the designated personnel.

FUNDRAISING FOR NONEDUCATIONAL PURPOSES⁴

On approval of the principal, an employee may be authorized to raise and use funds for the following non-educational purposes:

1. Bereavement support;

2. Award recognition;

3. Employee morale;

4. Banquets; or

5. Other situations at the principal's discretion.

- 1 These funds shall be derived from vending machine revenue or donations.
- 2 The Director of Schools shall develop administrative procedures regarding the receipt, disbursement,
- 3 accounting, and auditing of these non-educational funds. The Director of Schools shall ensure that the
- 4 procedures are consistent with Board policy and state law and disseminate them to all employees.

Legal References

1. *Tennessee Internal School Uniform Accounting Policy Manual*, Section 4-30, 4-31
2. *Tennessee Internal School Uniform Accounting Policy Manual*, Section 4-32
3. Tenn. Att'y Gen. Op. No. 03-049 (Apr. 22, 2003)
4. TCA 49-2-134

Cross References

Revenues 2.400
School Support Organizations 2.404
Audits 2.703
Vendor Relations 2.809
Student Activity Funds Management 2.900
Staff Gifts and Solicitations 5.605
Gifts 6.710

Franklin Special Board of Education			
Monitoring: Review: Annually, in April	Descriptor Term: Fundraising Activities	Descriptor Code: 2.601	Issued Date: 07/17/17
		Rescinds: 6.701	Issued: 09/11/00

1 *General*

2 The following general guidelines shall be followed:

- 3 1. Fundraising activities shall be authorized by the board and shall be for the purpose of
4 supplementing funds for established school programs and not for supplementing funds which are
5 the responsibility of the public.
- 6 2. Fundraising companies and other salespersons shall obtain permission in writing from the
7 director of schools' office in order to visit the schools.
- 8 3. Any commission payable by companies shall be paid in the form of reduced prices to the students
9 or paid into the activity fund of the school for use by the school. No school employee shall
10 personally benefit from any fundraising activity.
- 11 4. The principal must obtain written approval from the director of schools or designee for all
12 fundraising activities, including online fundraising activities, that involve the participation of the
13 general student population in the marketing process of the fundraising effort. All other
14 fundraising activities, including online fundraising activities, must have written approval from
15 the principal and comply with all administrative procedures issued by the director of schools.
16 The authorization request shall contain the following information:¹
- 17 a. A list of the proposed fundraising activities;
 - 18 b. Purpose of the fundraising activity;
 - 19 c. Proposed uses of funds raised;
 - 20 d. Expected student involvement in fundraising activity (school-wide or individual class or
21 club);
 - 22 e. Anticipated beginning and ending dates; and
 - 23 f. Margin of profit and how it is to be paid to the school.
- 24 5. The director of schools shall determine whether or not the activity will benefit the school,
25 contribute to the welfare of the student body, and supplement, not replace, funds necessary to
26 fulfill the board's required contributions.

1 6. Students shall not be excused from a regular class to participate in a fundraising activity. No
2 grade in a subject or course shall be affected by a student's participation in a fundraising activity.

3 7. No quotas shall be imposed on students involved, and their efforts shall be voluntary. Students
4 who do not participate in fundraising activities shall not be punished or discriminated against in
5 any way.

6 This policy shall not be construed as preventing a teacher from using instructional or informational
7 materials even though the materials might include reference to a brand, a product, or a service.

8 **LOTTERIES**

9 No fundraising activity shall be conducted which distributes prizes or makes awards to winners from
10 among purchasers of chances by means of tickets through a random selection process.²

11 **ONLINE FUNDRAISING**

12 Individual schools may establish school-wide online fundraising accounts. The accounts must meet all
13 fundraising requirements established by the board and the *Internal School Uniform Accounting Policy*
14 *Manual*. The principal/designee of each school shall have access to the established fundraising account
15 to ensure all funds are properly accounted for and the information is recorded in the school's accounting
16 records by the designated personnel. Online fundraising shall not be used on behalf and for the benefit
17 of an outside party.

18 Employees shall not engage in online fundraising in their official capacity as district employees nor make
19 any reference to non-school sponsored fundraisers, online or otherwise, that would lead another to
20 believe such activity is an approved school fundraiser.

Legal References

1. *Tennessee Internal School Uniform Accounting Policy Manual*, Section 4-32
2. Tenn. Op. Att'y Gen. No. 03-049 (Apr. 22, 2003)

Cross References

Student Activity Funds Management 2.900
Staff Gifts and Solicitations 5.605

6.415 STUDENT SUICIDE PREVENTION – *1st Reading*

Revisions follow review from the policies that are required by federal or state laws and regulations, identified by TSBA. The policy uses the model TSBA policy language to update language and references to assure compliance.

Franklin Special Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Student Suicide Prevention	Descriptor Code: 6.415	Issued Date: Proposed
		Rescinds: 6.415	Issued: 12/09/20

1 The Board is committed to protecting the health and well-being of all students and understands that
2 physical, behavioral, and emotional health are integral components of student achievement. Students are
3 strongly encouraged to report if they, or a friend, are feeling suicidal or in need of help. Students will be
4 provided information regarding The National Suicide Prevention Lifeline – 1-800-273-8255 (TALK).

5 **PREVENTION¹**

6 All district employees shall attend either the annual in-service training in suicide prevention or
7 participate in other equivalent training approved by the director of schools. The training shall include,
8 but not be limited to, identification of risk factors, warning signs, intervention and response procedures,
9 referrals, and postvention.

10 The Director of Schools shall identify a district suicide prevention coordinator responsible for planning
11 and coordinating the implementation of this policy. Each principal shall designate a school suicide
12 prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention
13 and policy implementation.

14 **INTERVENTION¹**

15 Any employee who has reason to believe that a student is at imminent risk of suicide shall report such
16 belief to the principal/designee. Belief that a student is at imminent risk of suicide shall include, but not
17 be limited to, the student verbalizing the desire to commit suicide, evidence of self-harm, or a student
18 self-refers.

19 Upon notification, the principal/designee shall ensure the student is placed under adult supervision.
20 Emergency medical services shall be contacted immediately if an in-school suicide attempt occurs. The
21 principal/designee shall contact the Director of Schools/designee as soon as practicable.

22 Prior to contacting the student's parent/guardian, the Director of Schools/designee shall determine if
23 there could be further risk of harm resulting from parent/guardian notification. If parent/guardian
24 notification could result in further risk of harm or endanger the health or well-being of the student, then
25 local law enforcement and the Department of Children's Services shall be contacted.²

26 If appropriate, the Director of Schools/designee shall contact the student's parent/guardian and provide
27 the following information:

- 28 1. Inform the parent/guardian that there is reason to believe the student is at imminent risk of
29 suicide;

- 1 2. Assure the parent/guardian that the student is currently safe or inform the parent/guardian that
- 2 emergency medical services were contacted;
- 3 3. Ask the parent/guardian whether he/she is aware of the student's mental state;
- 4 4. Ask the parent/guardian whether he/she wishes to obtain or has obtained mental health
- 5 counseling for the student;
- 6 5. Provide the names of community mental health counseling resources if appropriate.

7 The Director of Schools/designee will seek parental permission to communicate with outside mental
8 health care providers regarding a student. If the student is under the age of eighteen (18) and the
9 parent/guardian refuses to seek appropriate assistance, the Director of Schools/designee shall contact the
10 Department of Children's Services.²

11 The Director of Schools/designee shall document the contact with the parent/guardian by recording:

- 12 1. Time and date of the contact;
- 13 2. Individual contacted;
- 14 3. Parent/guardian's response; and
- 15 4. Anticipated follow-up.

16 The Director of Schools/designee shall ensure the student is under adult supervision until a
17 parent/guardian or other authorized individual accepts responsibility for the student's safety.

18 Prior to a student returning to school, the Director of Schools/designee and/or principal shall meet with
19 the student's parent/guardian and student, if appropriate. The parent/guardian shall provide
20 documentation from a mental health care provider stating that the student has received care ~~and is no~~
21 ~~longer a danger to themselves or others~~. The principal shall identify an employee to periodically check
22 in with the student to ensure the student's safety and address any problems with re-entry.

23 **POSTVENTION¹**

24 Immediately following a student suicide death, the Crisis Team shall meet and implement the crisis
25 management plan. At a minimum, the crisis management plan shall address the following:

- 26 1. Verification of death;
- 27 2. Preparation of postvention response to include support services;
- 28 3. Informing faculty and staff of a student death;
- 29 4. Informing students that a death has occurred; and
- 30 5. Providing information on the resources available to students.

31 The Crisis Team shall work with teachers to identify the students most likely to be impacted by the death
32 in order to provide additional assistance and counseling if needed. Additionally, staff and faculty will
33 immediately review suicide warning signs and reporting requirements. The Director of Schools/designee
34 shall be responsible for all media inquiries.

Legal References

1. TCA 49-6-1901 *et seq.*
2. TCA 37-1-403

Cross References

Board-Media Relations 1.502

~~News Releases, News Conferences and Interview 1.503~~

Crisis Management 3.203

In-Service and Professional Learning Opportunities 5.113

Student Discrimination, Harassment, Bullying,

Cyber-bullying and Intimidation 6.304

Promoting Student Welfare 6.400

Student Wellness 6.411

Franklin Special Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Student Suicide Prevention	Descriptor Code: 6.415	Issued Date: 12/09/20
		Rescinds: 6.415	Issued: 06/13/16

1 The Board is committed to protecting the health and well-being of all students and understands that
2 physical, behavioral, and emotional health are integral components of student achievement. Students are
3 strongly encouraged to report if they, or a friend, are feeling suicidal or in need of help. Students will be
4 provided information regarding The National Suicide Prevention Lifeline – 1-800-273-8255 (TALK).

5 **PREVENTION¹**

6 All district employees shall attend either the annual in-service training in suicide prevention or
7 participate in other equivalent training approved by the director of schools. The training shall include,
8 but not be limited to, identification of risk factors, warning signs, intervention and response procedures,
9 referrals, and postvention.

10 The director of schools shall identify a district suicide prevention coordinator responsible for planning
11 and coordinating the implementation of this policy. Each principal shall designate a school suicide
12 prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention
13 and policy implementation.

14 **INTERVENTION¹**

15 Any employee who has reason to believe that a student is at imminent risk of suicide shall report such
16 belief to the principal/designee. Belief that a student is at imminent risk of suicide shall include, but not
17 be limited to, the student verbalizing the desire to commit suicide, evidence of self-harm, or a student
18 self-refers.

19 Upon notification, the principal/designee shall ensure the student is placed under adult supervision.
20 Emergency medical services shall be contacted immediately if an in-school suicide attempt occurs. The
21 principal/designee shall contact the director of schools/designee as soon as practicable.

22 Prior to contacting the student's parent/guardian, the director of schools/designee shall determine if there
23 could be further risk of harm resulting from parent/guardian notification. If parent/guardian notification
24 could result in further risk of harm or endanger the health or well-being of the student, then local law
25 enforcement and the Department of Children's Services shall be contacted.²

26 If appropriate, the director of schools/designee shall contact the student's parent/guardian and provide
27 the following information:

- 28 1. Inform the parent/guardian that there is reason to believe the student is at imminent risk of
29 suicide;

- 1 2. Assure the parent/guardian that the student is currently safe or inform the parent/guardian that
- 2 emergency medical services were contacted;
- 3 3. Ask the parent/guardian whether he/she is aware of the student's mental state;
- 4 4. Ask the parent/guardian whether he/she wishes to obtain or has obtained mental health
- 5 counseling for the student;
- 6 5. Provide the names of community mental health counseling resources if appropriate.

7 The director of schools/designee will seek parental permission to communicate with outside mental
8 health care providers regarding a student. If the student is under the age of eighteen (18) and the
9 parent/guardian refuses to seek appropriate assistance, the director of schools/designee shall contact the
10 Department of Children's Services.²

11 The director of schools/designee shall document the contact with the parent/guardian by recording:

- 12 1. The time and date of the contact;
- 13 2. The individual contacted;
- 14 3. The parent/guardian's response; and
- 15 4. Anticipated follow-up.

16 The director of schools/designee shall ensure the student is under adult supervision until a
17 parent/guardian or other authorized individual accepts responsibility for the student's safety.

18 Prior to a student returning to school, the director of schools/designee and/or principal shall meet with
19 the student's parent/guardian and student if appropriate. The parent/guardian shall provide
20 documentation from a mental health care provider stating that the student has received care and is no
21 longer a danger to themselves or others. The principal shall identify an employee to periodically check
22 in with the student to ensure the student's safety and address any problems with re-entry.

23 **POSTVENTION¹**

24 Immediately following a student suicide death, the Crisis Team shall meet and implement the Crisis
25 Management plan. At a minimum, the Crisis Management plan shall address the following:

- 26 1. Verification of death;
- 27 2. Preparation of postvention response to include support services;
- 28 3. Informing faculty and staff of a student death;
- 29 4. Informing students that a death has occurred; and
- 30 5. Providing information on the resources available to students.

31 The Crisis Team shall work with teachers to identify the students most likely to be impacted by the death
32 in order to provide additional assistance and counseling if needed. Additionally, staff and faculty will
33 immediately review suicide warning signs and reporting requirements. The director of schools/designee
34 shall be responsible for all media inquiries.

Legal References

1. TCA 49-6-1901 *et seq.*
2. TCA 37-1-403

Cross References

News Releases, News Conferences and Interview 1.503
Crisis Management 3.203
Student Discrimination, Harassment, Bullying, Cyberbullying and Intimidation 6.304
Promoting Student Welfare 6.400
Student Wellness 6.411

2.8051 CREDIT CARDS AND CREDIT LINES – *1st Reading* – *New Policy*

TSBA has provided language for this policy with provisions on the authorized use of credit cards and lines. This aligns with best practices outlined in guidance from the Comptroller's office.

Franklin Special Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: <h2 style="text-align: center;">Credit Cards and Credit Lines</h2>	Descriptor Code: 2.8051	Issued Date: <i>Proposed</i>
		Rescinds:	Issued:

1 *General*

2 District credit cards shall be maintained by the Director of Schools/designee through procedures
 3 developed and maintained in the district office for the purchase of appropriate goods and services for
 4 district or school related purposes only.¹ The credit cards will be kept in a secure location, and account
 5 numbers will remain confidential. Principals shall be the only employees authorized to apply for a credit
 6 card on a school’s behalf.

7 The Director of Schools/designee shall review and approve card transactions. Purchases which are not
 8 approved by the Director of Schools or the Director of Finance will be reimbursed to the district within
 9 ten (10) days of notification.

10 **AUTHORIZED USE**

11 Credit cards may be used for transactions in which the use of a standard purchase order is either
 12 impossible or would result in a delay of the delivery of goods or services during an emergency. Credit
 13 cards may also be used to facilitate out-of-town travel for official school business.

14 Card users shall be held accountable for appropriate use of credit cards. Unauthorized use of a credit
 15 card or credit line shall be grounds for disciplinary action, including termination of employment. Cash
 16 advances using district credit cards are prohibited.

17 Any school employee that purchases items with the credit card, or any approved credit line, shall follow
 18 the guidelines outlined below:

- 19 1. Original receipts for each purchase shall be turned into the bookkeeper within three (3) working
 20 days of purchase;
- 21 2. If the credit card is used to pay for a conference or training, a copy of the registration form shall
 22 be turned in;
- 23 3. The bookkeeper or a separate employee shall check off on purchases and the physical inventory
 24 that is purchased;
- 25 4. All purchases shall be district or school related purchases;
- 26
- 27
- 28
- 29

- 1 5. If there is any incurred finance or late charges, the responsibility will belong to the person or
- 2 program associated with said charges; and
- 3
- 4 6. Under no circumstances will the credit card or credit line be used to make personal purchases.

Legal References

1. *Tennessee Internal School Uniform Accounting Procedure Manual*, Section 4-8; Section 4-11 through 4-13

Cross References

Executive Committee 1.301
Purchasing 2.805
Purchase Orders and Contracts 2.808

	FES			JES			LES			MES			PGES		
	Female	Male	Avg	Female	Male	Avg	Female	Male	Avg	Female	Male	Avg	Female	Male	Avg
Pre-Kindergarten (P3)	0	1	0.5	3	1	4.0	0	1	1.0	0	2	2.0	2	3	0
Pre-Kindergarten (P4)	12	20	32.0	11	10	21.0	12	9	21.0	13	8	21.0	12	11	23
Kindergarten	27	21	16.0	26	31	19.0	42	44	17.2	40	42	16.4	30	34	16
Pre-First			0.0			0.0			0.0			0.0			0
Grade 1	41	33	18.5	24	30	18.0	46	34	16.0	55	50	17.5	29	31	12
Grade 2	21	41	20.7	28	21	16.3	39	37	15.2	43	39	20.5	32	31	21
Grade 3	28	25	13.3	25	31	18.7	49	40	14.8	42	48	22.5	31	28	4
Grade 4	34	30	16.0	18	23	20.5	31	39	17.5	37	49	17.2	26	36	3
Total Students	163	171	334	135	147	282	219	204	423	230	238	468	162	174	336
American Indian	0	0	0%	0	0	0%	3	3	1%	1	1	0%	1	1	0%
Asian	9	9	3%	37	14	14%	23	23	6%	41	41	9%	6	6	2%
Black or African American	33	33	11%	59	23	23%	27	27	7%	44	44	10%	31	31	10%
Hispanic or Latino	38	38	13%	75	29	29%	112	112	28%	90	90	20%	126	126	41%
Native Hawaiian-Pacific Islander	0	0	0%	1	1	0%	0	0	0%	1	1	0%	0	0	0%
White	221	221	73%	85	85	33%	236	236	59%	268	268	60%	144	144	47%
TOTAL WITHOUT PRE-K	301	301		257	257		401	401		445	445		308	308	
	FIS			FMS			PGMS			PGMS			PGMS		
	Female	Male	Avg	Female	Male	Avg	Female	Male	Avg	Female	Male	Avg	Female	Male	Avg
Grade 5	106	118	18.7										37	48	28.3333
Grade 6	132	125	21.4										41	38	4
Grade 7				120	138	21.5							36	35	4
Grade 8				113	129	22.0							39	40	4
Total Students	238	243	481	233	267	500							153	161	314
American Indian	1	1	0%	4	4	1%							5	5	2%
Asian	28	28	6%	22	22	4%							10	10	3%
Black or African American	74	74	15%	73	73	15%							15	15	5%
Hispanic or Latino	116	116	24%	128	128	26%							138	138	44%
Native Hawaiian-Pacific Islander	4	4	1%	0	0	0%							0	0	0%
White	258	258	54%	273	273	55%							146	146	46%
TOTAL WITHOUT PRE-K	481	481		500	500								314	314	
TOTAL WITHOUT PRE-K	3007	3007		3138	3138		131	131							

Grade	Average Size
K-3	17.2
4-6	20.0
7-8	20.3

FSSD Demographics - 11/2/2023

FRANKLIN SPECIAL SCHOOL DISTRICT
Investment Report
September 30, 2023

Local Government Investment Pool

Interest Rate for September 5.33%

General Investment Account	
Beginning Balance	\$ 8,907,207.41
Interest	36,472.68
Withdrawals	
Deposits	<u>(1,550,000.00)</u>
Total Invested	<u>\$ 7,393,680.09</u>

Debt Service Investment Account	
Beginning Balance	\$ 669,390.51
Interest	2,932.48
Withdrawals	
Deposits	
Total Invested	<u>\$ 672,322.99</u>

Capital Projects Investment Account	
Beginning Balance	\$ 2.81
Interest	0.01
Withdrawals	-
Deposits	-
Total Invested	<u>\$ 2.82</u>

Construction Investment Account	
Beginning Balance	\$ 19,466,483.34
Interest	79,821.36
Withdrawals	(2,040,392.24)
Deposits	
Total Invested	<u>\$ 17,505,912.46</u>

FRANKLIN SPECIAL SCHOOL DISTRICT
Investment Report
September 30, 2023

First Tennessee Bank

General Purpose Checking	
Beginning Balance	\$ 2,616,745.01
Receipts	1,775,655.70
Receipts - Loan from First Horizon (Tax Anticipation)	
Payment of Loan fr Debt Svc.	
Interest	4,600.52
Transfer from LGIP	1,550,000.00
Transfer to LGIP	
Pmt of Tax Anticipation Loan to First Horizon	
RePmt Loan to Debt Svc.	
RePmt of Loan to Capt Svc.	
Disbursements	<u>(5,198,535.21)</u>
Ending Balance	<u>\$ 748,466.02</u>
Debt Service Checking	
Beginning Balance	\$ 1,528,440.64
Receipts	
Receipts - Loan Payment fr GP	
From Const Bond payment	
Interest	4,487.03
Transfer from Investments	
Transfer to Investments	
Loan to Capital	(25,000.00)
Disbursements	
Ending Balance	<u>\$ 1,507,927.67</u>
Capital Projects Checking	
Beginning Balance	\$ 16,465.68
Receipts	51,686.10
Interest	188.69
Loan from Debt Svc	25,000.00
Transfer to GP Loan	
Reimb fr GP-Exp	
Disbursements	<u>(77,953.94)</u>
Ending Balance	<u>\$ 15,386.53</u>
Construction Checking	
Beginning Balance	\$ 112,887.61
Receipts	22,115.35
Interest	640.31
Transfer fr LGIP	1,860,123.24
Transfer fr LGIP in Transit	
Transfer to LGIP	
Transf to Bond for pmt	
Disbursements	<u>(1,860,123.24)</u>
Ending Balance	<u>\$ 135,643.27</u>

Fnd T Acct	Obj	Pri	Loc	Prj	Acct	General Purpose	2023-24		2023-24		2023-24		Uncollected
							Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance	
141	R	40110				Current Year Property Tax	12,349,672.00	0.00	12,349,672.00	43,815.89	43,815.89	12,305,856.11	
141	R	40115				Discount on Property Taxes	0.00	0.00	0.00	0.00	0.00	0.00	
141	R	40120				Trustee's Collections Prior Ye	70,000.00	0.00	70,000.00	8,806.41	53,447.88	16,552.12	
141	R	40130				Circuit Clerk/Cem-Prior Year	35,000.00	0.00	35,000.00	1,696.63	8,801.98	26,198.02	
141	R	40140				Interest & Penalty	20,000.00	0.00	20,000.00	898.23	4,767.40	15,232.60	
141	R	40161				Payments In Lieu Of Taxes-Iva	0.00	0.00	0.00	0.00	0.00	0.00	
141	R	40163				Payments In Lieu Of Taxes-Othe	65,000.00	0.00	65,000.00	0.00	0.00	65,000.00	
141	R	40210				Local Option Sales Tax	7,300,000.00	0.00	7,300,000.00	652,325.09	1,998,482.96	5,301,517.04	
141	R	40275				Mixed Drink Tax (ST)	140,000.00	0.00	140,000.00	14,520.48	42,633.56	97,366.44	
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	20,297,649.00	0.00	20,297,649.00	30,277.82	30,277.82	20,267,371.18	
141	R	40620				Prior Year Property Tax	110,000.00	0.00	110,000.00	18,119.33	81,846.16	28,153.84	
141	R	40630				Interest & Penalty	30,000.00	0.00	30,000.00	1,773.62	6,857.21	23,142.79	
141	R	40640				Pick-Up Taxes	75,000.00	0.00	75,000.00	1,045.88	5,430.04	69,569.96	
141	R	41110				Licenses & Permits	500.00	0.00	500.00	67.80	122.54	377.46	
141	R	43511				Tuition-Regular Day Students	50,000.00	0.00	50,000.00	-2,128.00	65,936.00	-15,926.00	
141	R	43513				Tuition-Y8I	169,812.00	0.00	169,812.00	0.00	245.00	169,567.00	
141	R	43517				Tuition-Other	40,000.00	0.00	40,000.00	0.00	40,480.00	-480.00	
141	R	43570				Receipts From Individual Schoo	25,000.00	0.00	25,000.00	0.00	1,081.62	23,918.38	
141	R	43990				Other Charges For Services	0.00	0.00	0.00	0.00	0.00	0.00	
141	R	44110				Interest Earned	150,000.00	0.00	150,000.00	31,950.92	193,609.36	-43,609.36	
141	R	44120				Lease/Rentals	20,000.00	0.00	20,000.00	930.00	8,620.00	11,380.00	
141	R	44121				Event Lease Revenue	75,000.00	0.00	75,000.00	21,325.00	41,350.00	33,650.00	
141	R	44122				Membership Sales Revenue	0.00	0.00	0.00	0.00	0.00	0.00	
141	R	44123				Facilities Fee Revenue	3,000.00	0.00	3,000.00	400.00	400.00	2,600.00	
141	R	44124				Equipment Rental	0.00	0.00	0.00	0.00	0.00	0.00	
141	R	44125				Service Fee Revenue	0.00	0.00	0.00	0.00	0.00	0.00	
141	R	44131				Concessions Food	0.00	0.00	0.00	0.00	0.00	0.00	
141	R	44132				Concessions School Merch/T-Sh	0.00	0.00	0.00	0.00	0.00	0.00	
141	R	44133				Concessions	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	1,709.41	8,290.59	
141	R	44520				Insurance Recovery	0.00	0.00	0.00	0.00	0.00	0.00	
141	R	44530				Sale of Equipment	15,000.00	0.00	15,000.00	0.00	1,175.00	13,825.00	
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	80.00	249.30	-249.30	
141	R	44570				Contributions & Gifts	0.00	0.00	0.00	0.00	13,539.53	-13,539.53	
141	R	44990				Other Local Revenue	500.00	0.00	500.00	2.18	157.79	342.21	

Fnd T	Acct	Obj	Prj	Loc	Prj	Acct	2023-24		2023-24		2023-24		Uncollected
							Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance	
141						General Purpose							
141	R	46510				TISA	14,729,100.00	0.00	14,729,100.00	2,978,574.00	4,467,861.00	10,261,239.00	
141	R	46511				Basic Education Program	0.00	0.00	0.00	-1,489,287.00	0.00	0.00	
141	R	46515				Early Childhood Education	305,000.00	2,653.77	307,653.77	35,665.57	35,665.57	271,988.20	
141	R	46590				Other State Education Funds	0.00	0.00	0.00	0.00	0.00	0.00	
141	R	46591				Coordinated School Health	80,000.00	0.00	80,000.00	0.00	0.00	80,000.00	
141	R	46592				Internet Connectivity	0.00	0.00	0.00	0.00	0.00	0.00	
141	R	46610				Career Ladder	40,000.00	0.00	40,000.00	22,617.27	22,617.27	17,382.73	
141	R	46612				Extended Contracts	0.00	0.00	0.00	0.00	0.00	0.00	
141	R	46790				Other Vocational	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	126,289.17	126,289.17	0.00	0.00	126,289.17	
141	R	46981				Safe Schools	53,870.00	0.00	53,870.00	0.00	0.00	53,870.00	
141	R	47143				Ed Of Handicap_IDEA	0.00	0.00	0.00	0.00	0.00	0.00	
141	R	47145				IDEA Preschool	0.00	0.00	0.00	0.00	0.00	0.00	
141	R	47304				Remote Technology Grant	0.00	0.00	0.00	0.00	0.00	0.00	
141	R	47590				Other Federal Through State	0.00	0.00	0.00	316.61	1,096.52	-1,096.52	
141	R	48130				CONTRIBUTIONS	0.00	0.00	0.00	0.00	0.00	0.00	
141	R	48990				Other-Citizens Group	20,000.00	0.00	20,000.00	0.00	0.00	20,000.00	
141	R	49700				Insurance Recovery	0.00	0.00	0.00	0.00	7,866.02	-7,866.02	
141	R	49800				Transfers In	40,000.00	0.00	40,000.00	0.00	340.04	39,659.96	
141	-					General Purpose	56,344,103.00	128,942.94	56,473,045.94	2,373,793.73	7,180,472.87	49,292,573.07	

Fnd T Acct	Obj	Pri	Loc	Prg	Acct	2023-24			FYTD Activity	Encumbered Amount	Unencumbered Balance
						Original Budget	Revised Budget	October Monthly Activity			
141					General Purpose						
141 E	11130				Cash	0.00	0.00	0.00	0.00	0.00	0.00
141 E	71100				Regular Education Program	28,667,844.00	28,899,107.00	2,249,622.14	6,226,162.56	202,627.79	22,470,316.65
141 E	71150				Alternative Schools	109,000.00	109,000.00	1,960.00	56,047.20	0.00	52,952.80
141 E	71200				Special Education Program	6,733,898.00	6,733,898.00	579,698.54	1,444,699.72	155,837.42	5,133,360.86
141 E	71300				Vocational Education Program	0.00	684,146.00	0.00	0.00	0.00	684,146.00
141 E	72110				Attendance	0.00	0.00	0.00	0.00	0.00	0.00
141 E	72120				Health Services	881,887.00	881,887.00	70,287.71	183,592.14	2,320.63	695,974.23
141 E	72130				Other Student Support	1,275,888.00	1,275,888.00	115,253.17	299,115.32	17,267.03	959,505.65
141 E	72210				Regular Instruction Program	3,150,206.00	3,155,206.00	263,414.91	781,031.69	70,426.30	2,313,748.01
141 E	72220				Special Education Instruction	1,777,394.00	1,777,394.00	140,360.49	381,949.32	91,565.57	1,303,879.11
141 E	72250				TECHNOLOGY	1,532,531.00	1,542,031.00	106,845.30	629,072.82	5,071.77	907,886.41
141 E	72310				Board Of Education Services	1,559,195.00	1,559,195.00	43,653.20	417,713.23	281,883.91	859,597.86
141 E	72320				Director of Schools	550,046.00	550,046.00	40,160.48	149,233.27	17,982.74	382,829.99
141 E	72410				Office Of The Principal	3,970,763.00	3,970,854.00	331,038.55	1,112,117.43	52,202.23	2,806,534.34
141 E	72510				Fiscal Services	818,357.00	818,357.00	67,964.26	240,562.32	1,603.65	576,191.03
141 E	72520				Human Resources	425,953.00	425,953.00	27,877.74	113,981.45	7,365.73	304,605.82
141 E	72610				Operation Of Plant	4,113,362.00	4,113,362.00	330,965.44	1,397,960.51	170,170.42	2,545,231.07
141 E	72620				Maintenance Of Plant	847,915.00	974,204.17	81,786.87	283,793.98	131,332.64	559,077.55
141 E	72710				Transportation	2,785,446.00	2,845,446.00	212,051.30	600,734.80	109,993.63	2,134,717.57
141 E	72810				Central And Other	403,312.00	403,312.00	33,322.24	83,243.97	42,218.67	277,849.36
141 E	73100				Food Supplies	0.00	0.00	0.00	1,400.01	0.00	-1,400.01
141 E	73300				Community Service	169,813.00	169,813.00	-965.00	-914.18	4,000.00	166,727.18
141 E	73400				Early Childhood Education	625,141.00	662,403.77	52,801.73	126,983.97	1,037.49	534,382.31
141 E	81300				Education Debt Service	0.00	0.00	0.00	0.00	0.00	0.00
141 E	82130				Principal	223,241.00	223,241.00	18,595.00	74,380.00	148,861.00	0.00
141 E	82230				Interest	29,483.00	29,483.00	132.00	528.00	955.00	28,000.00
141 E	82330				Other Debt Service	0.00	0.00	0.00	0.00	0.00	0.00
141 -					General Purpose	60,850,675.00	61,814,226.94	4,766,826.07	14,603,389.53	1,514,723.62	45,696,113.79

Fnd T Acct	Obj	Prj	Loc	Prj	Acct	2023-24		October 2023-24		FYTD Activity	Encumbered Amount	Unencumbered Balance
						Original Budget	Revised Budget	Monthly Activity				
142					Federal Programs							
142 E 71100					Regular Education Program	234,472.00	257,916.71	18,542.41	103,775.20	18,559.97	135,581.54	
142 E 71200					Special Education Program	807,320.00	968,410.50	83,258.78	200,874.11	26,848.22	740,688.17	
142 E 72110					Attendance	0.00	0.00	0.00	0.00	0.00	0.00	
142 E 72120					Health Services	24,000.00	24,595.27	2,049.60	8,198.40	16,396.80	0.07	
142 E 72130					Other Student Support	119,564.00	112,745.35	4,624.90	14,768.03	365.00	97,612.32	
142 E 72210					Regular Instruction Program	159,592.00	338,097.27	22,309.34	61,940.08	100,892.02	175,265.17	
142 E 72220					Special Education Instruction	4,667.00	9,643.42	886.48	1,851.86	0.00	7,791.56	
142 E 72250					TECHNOLOGY	0.00	0.00	0.00	0.00	0.00	0.00	
142 E 72320					Director of Schools	0.00	0.00	0.00	0.00	0.00	0.00	
142 E 72410					Office Of The Principal	0.00	0.00	0.00	0.00	0.00	0.00	
142 E 72510					Fiscal Services	0.00	0.00	0.00	0.00	0.00	0.00	
142 E 72520					Human Resources	0.00	0.00	0.00	0.00	0.00	0.00	
142 E 72610					Operation Of Plant	0.00	0.00	0.00	0.00	0.00	0.00	
142 E 72620					Maintenance Of Plant	0.00	30,250.71	0.00	4,625.71	0.00	25,625.00	
142 E 72710					Transportation	15,992.00	33,589.01	2,426.64	4,893.99	4,008.66	24,686.36	
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	21,855.16	0.00	0.00	0.00	21,855.16	
142 E 99100					Operating Transfer	60,358.00	80,569.36	0.00	340.04	0.00	80,229.32	
142 -					Federal Programs	1,425,965.00	1,877,672.76	134,098.15	401,267.42	167,070.67	1,309,334.67	

End T Acct	Obj	Prj	Loc	Prg	Acct	2023-24 Original Budget	2023-24 Revised Budget	October 2023-24 Monthly Activity	2023-24 FYTD Activity	Encumbered Amount	Unencumbered Balance
143					Food Service						
143 E	73100	---	---	---	Food Supplies	2,623,509.00	2,623,509.00	249,144.81	852,367.65	847,271.00	923,870.35
143 E	73300	---	---	---	Community Service	0.00	0.00	0.00	0.00	0.00	0.00
143 -	-----	---	---	---	Food Service	2,623,509.00	2,623,509.00	249,144.81	852,367.65	847,271.00	923,870.35

Fund	T Acct	Obj	Prj	Loc	Prj	Acct	2023-24		2023-24		2023-24		Uncollected
							Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance	
146						Community Service (MAC)							
146	R	43581				Community Services Fees	1,596,233.00	0.00	1,596,233.00	172,259.70	362,176.52	1,234,056.48	
146	R	43584				Registration Fees-School Year	28,430.00	0.00	28,430.00	1,780.00	17,145.00	11,285.00	
146	R	43585				Registration Fees-Summer	7,000.00	0.00	7,000.00	0.00	0.00	7,000.00	
146	R	43990				Other Charges For Services	0.00	0.00	0.00	279.85	279.85	-279.85	
146	R	44120				Lease/Rentals	0.00	0.00	0.00	0.00	0.00	0.00	
146	R	44170				Miscellaneous Refunds	39,000.00	0.00	39,000.00	0.00	0.00	39,000.00	
146	R	44530				Sale of Equipment	0.00	0.00	0.00	0.00	0.00	0.00	
146	R	44570				Contributions & Gifts	0.00	0.00	0.00	0.00	0.00	0.00	
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	0.00	80,000.00	80,000.00	2,560.42	2,560.42	77,439.58	
146	R	47590				Other Federal Through State	0.00	0.00	0.00	0.00	121,720.05	-121,720.05	
146	-					Community Service (MAC)	1,670,663.00	80,000.00	1,750,663.00	176,879.97	503,881.84	1,246,781.16	

Fund	T Acct	Obj	Pri	Loc	Proj	Acct	2023-24		2023-24		2023-24		Uncollected	
							Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance		
177														
							Capital Projects							
177	R	40210					0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
177	R	40390					600,000.00	0.00	600,000.00	121,831.69	173,517.79	426,482.21		
177	R	44110					250,500.00	0.00	250,500.00	75,756.59	342,381.28	-91,881.28		
177	R	44530					0.00	0.00	0.00	0.00	0.00	0.00		
177	R	44540					8,000,000.00	0.00	8,000,000.00	0.00	0.00	8,000,000.00		
177	R	44570					0.00	0.00	0.00	0.00	0.00	0.00		
177	R	44990					0.00	0.00	0.00	0.00	0.00	0.00		
177	R	46530					0.00	0.00	0.00	0.00	0.00	0.00		
177	R	48130					0.00	0.00	0.00	0.00	0.00	0.00		
177	R	49100					0.00	0.00	0.00	0.00	0.00	0.00		
177	-						8,850,500.00	0.00	8,850,500.00	197,588.28	515,899.07	8,334,600.93		

Fund	T Acct	Obj	Prj	Loc	Prg	Acct	2023-24 Original Budget	2023-24 Budget Revisions	2023-24 Revised Budget	October 2023-24 Monthly Activity	FYTD Activity	Uncollected Balance	
							77,537,121.00	659,385.62	78,196,506.62	3,261,128.29	9,305,420.64	68,891,085.98	
Grand Revenue Totals													

Number of Accounts: 367

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

11/07/23

Franklin Special, TN
Expenditures (Date: 10/2023)

3firbud12.p 76-4
05.23.10.00.00

Fund	T Acct	Obj	Pri	Loc	Prg	Acct	2023-24 Original Budget	2023-24 Revised Budget	October 2023-24 Monthly Activity	2023-24 FYTD Activity	Encumbered Amount	Unencumbered Balance
							99,135,246.00	100,830,505.70	6,586,096.86	23,331,083.77	24,145,673.38	53,353,748.55
Grand Expense Totals												

Number of Accounts: 4817

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

FRANKLIN SPECIAL SCHOOL DISTRICT
Comparison of Sales Tax Revenue
FY 2022-2023 to FY 2023-2024

Received	For the	Actual Sales Tax Revenue				Increase (Decrease) FY23-24 from FY22-23		% Chg FY21-22 compared to FY20-21	% Chg FY22-23 compared to FY21-22	% Chg FY23-24 compared to FY22-23	% Chg FY23-24 compared to FY22-23
		FY20-21	FY21-22	FY22-23	FY23-24	Month-to-Month	Year-to-Date				
Aug	May	\$ 486,669	\$ 596,966	\$ 630,152	\$ 673,793	\$ 43,641	\$ 43,641	22.7%	5.6%	6.9%	6.9%
Sep	June	533,432	620,365	620,525	672,365	\$ 51,840	\$ 95,481	16.3%	0.0%	8.4%	7.6%
Oct	July	523,021	619,147	605,780	652,325	\$ 46,545	\$ 142,026	18.4%	-2.2%	7.7%	7.7%
Nov	Aug	532,701	606,729	586,419	638,368	\$ 51,949	\$ 193,975	13.9%	-3.3%	8.9%	7.9%
Dec	Sept	544,613	637,185	597,545							
Jan	Oct	555,813	634,248	584,861							
Feb	Nov	562,186	674,124	616,549							
Mar	Dec	816,850	829,679	753,642							
Apr	Jan	555,149	581,999	583,357							
ADA Adjustment		(306,074)	(763,167)	287,134							
May	Feb	462,905	580,125	536,943							
June	March	561,919	598,238	649,595							
July	April	593,537	603,419	632,614							
Total YTD		\$ 6,422,720	\$ 6,819,057	\$ 7,685,116	\$ 2,636,851	\$ 193,975					
FY 2023-2024 Budgeted Total					\$ 7,300,000						
Actual Over (Under) Budget					\$ (4,663,149)						
% of Budget Received YTD					36.1%						
ADA Adjustment (Sales Tax)											
19-20		-67,495									
20-21		-306,074									
21-22		-763,167									
22-23		287,134									