

**Board of Education Regular Meeting**

**March 18, 2024 6:30 PM**

Freedom Intermediate School, 840 Glass Lane, Franklin, Tennessee 37064

- I. **MEETING CALLED TO ORDER**
- II. **PLEDGE OF ALLEGIANCE**
- III. **RECOGNITIONS/GOOD NEWS AWARDS**
  - III.1. **Board of Distinction Presentation**
  - III.2. **Good News Awards**
- IV. **PUBLIC INPUT**
- V. **REPORTS/PRESENTATIONS/DISCUSSIONS**
  - V.1. **Teaching & Learning Spotlight**
  - V.2. **Finance & Administration Bond Fund Capital Projects Status Update**
  - V.3. **COSSBA Annual Conference**
- VI. **APPROVAL OF BOARD AGENDA**
- VII. **APPROVAL OF CONSENT AGENDA**
  - VII.1. **Minutes of Board Meeting dated February 12, 2024**
  - VII.2. **Overnight Field Trip Request - MES Natchez Trace Walk**
  - VII.3. **Bids: Food and Culinary Services Department**
  - VII.4. **Surplus Property Authorization: Facilities Vehicles and Equipment**
  - VII.5. **Budget Amendments**
- VIII. **BUSINESS BEFORE THE BOARD**
  - VIII.1. **Director of Schools Total Composite Score**
  - VIII.2. **Seventeenth Amendment to Tax Anticipation and Revolving Loan Agreement**
- 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

DJ Leach, age 10 • Liberty Elementary School



Our Student Artist of the Month is DJ Leach, a 4th-grade student at Liberty Elementary School, who created this Wayne Thiebaud-inspired ice cream painting in Elizabeth Galaher's art class. DJ combined pencil drawing and tempera paint in his work of art. He exercised the Elements of Art as he explored FORM and VALUE to create a realistic painting. Mrs. Galaher noted that DJ has a talent for blending his values, adding white to his base color to create a TINT of blue and using black to mix a SHADE of blue. This piece demonstrates the whimsical nature of Wayne Thiebaud's artistic style of using thick paint to create the creamy, smooth texture of ice cream while creating the illusion of three-dimensional forms using light, medium, and dark values. Congratulations to DJ for his selection as FSSD Student Artist of the Month for March.

DJ's artwork, along with the work of several other Liberty Elementary artists, is on display at the Central Office and is featured on our employee birthday cards during March. A special thank you to Chuck Sugg and **Sonic Drive-In** for sponsoring the student artist of the month program with a generous \$15 gift card.

# Recognitions

## **Tennessee Invention Convention Winners:**

The Franklin Special School District students made an indelible impression on the judges at this year's Invention Convention, held at MTSU a few weeks ago. Four projects were selected to be presented at the National Invention Convention in June at the Henry Ford Museum in Michigan.

- **Poplar Grove Middle fifth-grader Audrey Baer** is the inventor of the **Smore's-inator**. Her project is an inexpensive, portable, wireless S'mores maker. She worked on several different ideas before perfecting her winning prototype. The creative process was captured in her engineering design notebook with and provides delicious fun for families of all income levels. She is supported by her STEM teacher Deb Shuler.

**Freedom Intermediate School** has three teams going to Nationals.

- **Recycle Cycle Team:** Made up of fifth-graders **Brandon Mercer, Mathias Paez, and Teddy Embry**, this team created a game to encourage people to recycle aluminum cans by creating a competitive game that makes recycling fun.
- **Change-A-Chair Team:** Sixth-graders **Cara Walsh, Zander Fritz, and Quincy Howard** invented a retractable screen that can be set up either on flat surfaces or affixed to a wheelchair or other medical equipment to provide privacy for individuals. This product was inspired by Cara's little sister who can't communicate, to provide her privacy when she is attended to for certain needs out in public.
- **Sustain-a-Ball Team:** Sixth-graders **Frederick Reed, Jr., Valentina Martinez, and Avery Clark** invented this eco-friendly product that provides a sustainable option for old baseballs. Taking the non-recyclable components of the ball and exchanging them for biodegradable parts, including a seed core, provides a new

life for unused old baseballs. The ball can be planted after it has been used to grow a more sustainable future.

Under the guidance of science teacher **Angie Tisdale**, Freedom Intermediate also had winners in the following school categories:

- **Consumer and Household Goods:** Crue Lollis for the Grass Cable Wrap
- **Manufacturing:** Enrique Banales, Emilio De La Cerda for the Grip Ruler
- **Sustainability:** Frederick Reed, Jr., Valentina Martinez, Avery Clark for the Sustain-a-Ball
- **Health and Medical:** Cara Walsh, Zander Fritz, Quincy Howard for the Change-A-Chair
- **Games:** Brandon Mercer, Mathias Paez, Teddy Embry for the Recycle Cycle

Additionally, Freedom Intermediate won the Traveling Trophy, a school award for the highest number of placing individual inventions. Congratulations to all of the students who presented their inventions and thank you to the teachers who support our entrepreneurs and inventors every day! Good luck to those moving on to the national competition this summer!

### **Leadership Interns – Melissa Miller and Eli Adams**

We are proud to recognize these two teacher leaders who have spent a full year in the FSSD's aspiring leaders professional learning opportunity.

Called the *Leadership Internship Program*, this year-long opportunity is for qualified individuals who wish to develop their leadership capacity and eventually pursue a career in school leadership. Dr. Miller and Mr. Adams participated in experiences designed to foster leadership for school improvement, collaboration, and community engagement, and provide a window into the world of school leadership. Many topics are explored throughout the year, such as teacher evaluation, principal/assistant principal evaluation,

PLCs, community/parent relations, special education, discipline, safety, attendance, recruiting/hiring, finance, data analysis, and personnel issues.

### **MidState Honor Orchestra**

***(invite Freedom Middle music teacher Julia Culp to the front)***

Five Freedom Middle students earned a spot in the Middle Tennessee School Band and Orchestra Association (MTSBOA) MidState Honor Orchestra. Making a MidState ensemble requires going through an extensive audition process that tests student knowledge and preparation of an etude, scales, and sightreading. During a weekend in January, these ensembles were rehearsed by guest conductors and then students performed a full concert after a short period of preparation. Thanks to Julia Culp for her work in preparing the students for the audition process and the resulting clinic and concert. Congratulations to:

- **Kate Lukasiak – 19th Chair Overall on Violin**
- **Elanor Miltner – 6th Chair Overall on Viola and a First Alternate on Violin. She was called up and performed with the orchestra as a Violin 2.**
- **Stewart Myrick – 7th Chair Overall on String Bass**
- **Matias Marcantoni Nunez – a First Alternate on Cello (13th Chair)**
- **Major Twitchel – a First Alternate on Viola (15th Chair). He was called up and performed with the orchestra as a Viola.**

***(Please ask these students and Ms. Culp to remain in front of the room)***

### **Williamson County Honor Orchestra**

The Williamson County Middle School Honor Orchestra is a string orchestra for which students from Williamson County Schools and Franklin Special Schools audition for entry. The Middle School Honor Orchestra is composed of the very best violinists, violists, cellists, and double bassists in the county in grades 7 and 8. In November, seven

Freedom Middle students qualified to participate in a clinic with a guest conductor - some on two instruments! They then performed a concert for the public after the short weekend of preparation. Special thanks to Freedom Middle orchestra teacher Julia Culp for preparing the students. We are honored to recognize:

- **Kate Lukasiak - 3rd Chair on Violin, Principal Violin 2**
- **Elanor Miltner - 3rd Chair on Viola and 33rd Chair on Violin**
- **Matias Marcantoni Nunez - 5th Chair on Cello**
- **Ava Price - 8th Chair on Cello and 41st Chair on Violin**
- **Major Twitchel - 13th Chair on Viola and 45th Chair on Violin**
- **Izzie Cokinos - 37th Chair on Violin**
- **Stewart Myrick - Alternate for Double Bass**

*(Dismiss all)*

### **MidState Honor Band**

Two Freedom Middle students earned a highly acclaimed spot in the Middle Tennessee School Band and Orchestra Association (MTSBOA) MidState Honor Band. Making a Midstate ensemble requires an extensive audition process that tests student knowledge and preparation of an etude, scales, and sightreading. During a weekend in January, these ensembles were rehearsed by guest conductors and then performed a full concert after a short period of preparation. Thanks to Freedom Middle teachers Mark Garey and Julia Culp for their work in preparing the students for the audition process and the resulting clinic and concert. Congratulations to:

- **Adolfo Acosta, who was 3rd Alternate for Bb Clarinet, 26th Chair Overall**
- **Zachary Marlo, who was First Chair Overall on French Horn**

*(Please ask these students to remain in front of the room)*

### **Williamson County Middle School Honor Band**

***(invite Poplar Grove music teacher Jacob Maurer to the front)***

Based on nominations, three Freedom Middle students and two Poplar Grove Middle students were invited to participate in the Williamson County Middle School Honor Band. This special event was held at the FSSD Performing Arts Center in February. They performed with selected middle school band students from Williamson County to make up this group. Thanks to music teachers Jacob Maurer, Mark Garey, and Julia Culp for their work in preparing the students. Congratulations to:

- **Zachary Marlo, FMS 8th grader - 1st Chair on French Horn**
- **Stewart Myrick, FMS 8th grader - 10th Chair on Trombone**
- **Adolfo Acosta, FMS 8th grader - 13th Chair on Clarinet**
- **Nora Vaughn, PGMS 8th grader - 11th Chair on Flute**
- **Benton Smith, PGMS 8th grader - 19th Chair on Clarinet**

***(Dismiss all)***

### **Middle Tennessee Vocal Association Elementary Honor Choir**

***(invite Freedom Intermediate music teacher Candace Adams to the front – she will read the names of the students and hand out the certificates)***

Congratulations to the 28 Freedom Intermediate School students who were selected to perform as part of the MTVA Elementary Honor Choir, which represents grades 4-6. For the 7th year in a row, Freedom Intermediate had more students make this special choir than any other school that submitted auditions. They performed in Murfreesboro on Feb. 22nd and did an amazing job representing FSSD. Special thanks to Freedom Intermediate music teacher Candace Adams for her work in preparing these students for this distinguished event. Congratulations to:

**Paislee Lowery, Kaylyn Jones, Maddie Sheehan, Pippa Cotton, Andrew McClure,  
Maddie Amos, Ayden Heydel, London Raymond, Rebecca Leonhardt, Eliza  
Wiemers, Aubrianna Patton, Noël Cutsinger, Maddie Chau, Lillian Dobbs,**

**Elizabeth Hackett, Andrea Marcantoni-Nuñez, Watts Barham, Madi Watson, Alyssa Mancuso, Makenna Ferraro, Harper Donnelly, Mackenzie Rader, Quincy Howard, Porter Fellows, Madeleine Mann, Julietta Mannarino, Lucy Rosencrans, and Emmy Bingham.**

*(Dismiss all)*

### **Middle Tennessee Vocal Association Middle School Honor Choir**

*(invite Freedom Middle music teacher Erica Darr and Poplar Grove Middle music teacher Chris Strelecki to the front)*

Congratulations to the five FSSD students who performed as part of the MTVA Middle School Honor Choir. The performance event was held in Murfreesboro on February 22. Special thanks to Erica Darr of Freedom Middle School and Chris Strelecki of Poplar Grove for preparing these students for this prestigious event. Congratulations to:

- **Madison Scales - Freedom Middle**
- **Lincoln Laymon - Poplar Grove Middle**
- **Fernanda Peña Fernandez - Poplar Grove Middle**
- **Seth Perry - Poplar Grove Middle**
- **Sophie Weir - Poplar Grove Middle**

*(Ask Ms. Darr and Madison to remain)*

### **Williamson County Middle School Honor Choir**

Congratulations to the following 8th-grade Freedom Middle School students who were selected to perform as part of the Williamson County Middle School Honor Choir. They performed in Thompson Station in late October after spending the day working with Mary Biddlecomb, Vanderbilt University Music Education professor and current artistic director of the Blair Children's Chorus. Special thanks to Ms. Darr for preparing these students for this event. Congratulations to:

- **Trenity Buchanan**

- **Caylyn Cutsinger**
- **Ava Elder**
- **Sami Hitchman**
- **Evelyn Meinzer-Leader**
- **Jacob Polanco**
- **Valeria Santacruz**
- **Madison Scales**
- **Conrad Wright**

***(Dismiss all)***

**Candace and Eli Adams, Erica Darr, Chris Strelecki, and Kaylon Gilley:**

The FSSD would like to thank these five music educators who ensured the 4th-Grade Choral Festival on February 24th at the Performing Arts Center was a huge success. Over 40 fourth-grade students, along with a host of intermediate and middle school students from across the district, learned and performed several pieces for a public performance at the end of the day. Candace Adams from Freedom Intermediate School, Erica Darr from Freedom Middle School, and Chris Strelecki from Poplar Grove Middle School hosted the event as a way to introduce upcoming students to the programs that are offered at the middle levels. Each performance was made even better by the accompaniment provided by Poplar Grove Elementary Music Teacher Kaylon Gilley on the Parlor Grand Piano and Moore Elementary Music Teacher Eli Adams, who played a range of percussion instruments. The first Fourth-Grade Choral Festival was an exciting day of music making, relationship building, and celebrating the incredible support of the arts that exists in the Franklin Special School District.

# Franklin Special Board of Education

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

## 1 APPEALS TO THE BOARD

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

## 7 APPEARING BEFORE THE BOARD

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

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

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

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

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

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### Legal References

1. TCA 39-17-306

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### Cross References

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

# FSSD Teaching and Learning

Excellence in Teaching and Learning for All



Date: March 1, 2024  
To: David Snowden, Director of Schools  
From: Mary Decker, Associate Director of Schools for Teaching and Learning  
Subject: Summary of Teaching and Learning Activity for the March Board Meeting



## **Spotlight:**

### **Strategic Plan 2024-29 March Focus Groups Session**

It is hard to believe, but the REACH 2024 FSSD Strategic Plan is drawing to a close. The time has arrived for us as a district to again look ahead to where we aspire to be in 2029, and to set in place transparent and aspirational, yet realistic strategies to reach these goals. The process to develop the new strategic plan – aptly named ASPIRE 2029 by stakeholders – is well underway!

Over the last year, the FSSD has received ample feedback on a variety of topics from our educators, staff, and educational partners via the ongoing brand strategy work with BrandMettle. Thus, we had a good general idea of the areas of growth as well as the strengths we would like to enhance in the upcoming months and years. However, we did not want to make any assumptions as we embarked on strategic planning, so we surveyed parents/guardians, employees, and intermediate/middle school students in late February 2024. The input from these surveys, along with the branding research feedback, set the stage for the March 4 focus groups session, at which board members, Dr. Snowden, school and district administrators, parents, teachers, staff, students from grades 5-8, and community members were participants.

Dr. Decker was happy to be joined by Matt Brown, BrandMettle co-founder, as a co-facilitator at this meeting, and members of the FSSD Teaching and Learning (T&L) team led the mixed groups of nine-ten people (82 attendees in total!), as we gathered feedback on the priorities that should be included within each of the strategic plan goal areas: Well Being/Belonging, Academics, and Community Presence/Communication.

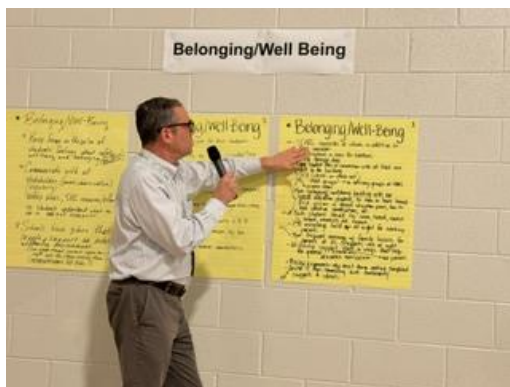
Everyone had the opportunity to be heard and to hear the thoughts, hopes, and concerns of the other members of their group, as well as those of the full group when verbal summaries were presented. At the conclusion of the session, T&L left with a clear path forward with respect to how the finalized goal

statements will read. The most pressing priorities are already rising to the top, such as easing transitions for students and parents from elementary to intermediate/middle school and augmenting our message about who we are and what we do for students to the community and all stakeholders.

Another exciting aspect of the March evening: all who were in attendance suggested titles for the new strategic plan and then voted for the final selection: ASPIRE 2029! Both items were accomplished in real time through QR codes, personal devices, and Google Forms. The new plan's name will surely add inspiration and support motivation in the endeavors to come.

T&L and Matt Brown will next develop a statement for each goal area, based on the March 4 discussions as well as data from the recent surveys and brand strategy efforts. At the April 3 strategic planning session, district and school administrators and Dr. Snowden will convene, with Matt Brown and Dr. Decker again co-facilitating, to create the strategies that will accomplish each goal within the five-year timeframe if not sooner. Ultimately, this group will finalize the draft strategic plan, which will be presented to the board for approval at the May board meeting. If approved, ASPIRE 2029 will be enacted immediately.

The memories of this event, which was charged with hopefulness, dedication, and a firm focus on what is best for our students, will not soon fade. Nor will the gratitude for those who so graciously provided their time, understanding, and insight to the making of a plan that will light the way for the FSSD's foreseeable future.



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

### **Quarter Three Discuss & Design Meetings**

- Mrs. Carlton and Dr. Decker met with committees at each campus for the quarter three discuss and design meetings. Principals selected members of their committee to represent all grade levels, core content areas, related arts, special populations, counselors, and paraprofessionals. The focus of the quarter three discuss and design is data-based professional learning needs for spring and summer 2024. The feedback provided will guide continued support for the remainder of the year at each campus and the planning of our professional learning opportunities during the summer of 2024.

### **Coaches Action Planning Meeting**

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

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

- In collaboration with Dr. Looney, Mrs. Carlton facilitated a combined math and literacy coaches' meeting. The FSSD mid-year data was reviewed, and strategies to increase fluency in math and reading were discussed. Coaches were also provided time to individually analyze their school's baseline data reports in i-Ready in order to identify needs and develop action steps. Additionally, coaches were provided time to collaborate around successes and challenges.

### **District Improvement Plan**

- Mrs. Carlton worked with a committee of district leaders to complete our district improvement plan for the 2024-25 school year. Mrs. Carlton focused on strategies and action steps focused on professional learning for several goals. Along with strategies and action steps for each goal, benchmark and performance measures were developed.

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

### **Accessibility Audit Update**

- Ms. Gentry spent extensive time conducting an accessibility audit of the FSSD website to be submitted to the Department of Justice's Office of Civil Rights. It is required by law to ensure that public websites are accessible to all citizens regardless of disability. This time-intensive effort will ensure that more people can access information in a variety of ways on the website.

### **Brand Strategy Work Update**

- Collaboration with BrandMettle, a local organization that is helping the FSSD with some rebranding and marketing efforts, continues. The next steps include the rollout of work thus far and additional digital marketing to ensure we are reaching as many families as possible when it comes to enrollment and teacher recruitment.

### **Home Connect Video Series**

- The Teaching and Learning video series for third grade families, called Home Connect, continues to release videos to bring awareness to the Tennessee retention and promotion law, and how FSSD's Summer Learning Camp provides a viable alternative for promotion for some students who do not score proficient or above on the TCAP ELA test.

## **Strategic Planning Process**

- Working with the Teaching and Learning team, Ms. Gentry helped gather and sort feedback from FSSD's strategic planning surveys to parents, employees, and students. These surveys will be used to help develop goals and action steps by the FSSD's Strategic Planning Committee. The committee met on March 4 to prioritize identified needs and began the task of developing a plan to be used to guide the district over the next five years.

## **Other Communications Items**

- Promotion of the registration process, including out-of-zone waivers and out-of-district applications (tuition), as well as the district enrollment period of March 1-31.
- Promotion of Robbin Cross, Food and Culinary Services (FCS) Supervisor, who received the Tennessee Coordinated School Health Nutrition Award for her impressive work over the past year in providing healthy choices and a positive culinary culture. Also released to the press was information about the FCS Take a Bite Out of Student Lunch Debt program. This campaign matches generous donors with students in need who have amassed a large student lunch debt.
- Partnering with Sonic, Ms. Gentry schedules monthly appreciation breakfasts for the support staff teams including transportation, facilities, food and culinary services, and MAC. The most recent employee recognition took place on March 6 at 8:45 AM at Sonic in Berry Farms.
- Creating the monthly birthday cards and FSSD student artist recognitions.
- Promoting the FSSD's newest state designation as an Exemplary District for its TCAP performance.
- Assisting the instructional technology specialists in creating the supervisor of the year and principal of the year videos that were submitted to the state.

## ***Attendance – Celby Glass***

### **Attendance Items**

- Nichole Johnson, Robb Walters, and the attendance secretaries worked diligently to prepare for the registration process that opened on March 1. They ensured the online enrollment process was up and running and all custom forms were ready.
- During recent, regularly scheduled attendance secretary meetings, Celby led the discussion around withdrawal processes, procedures for out of district and out of zone students, truancy documents, and a new homebound instruction code in Skyward. Nichole Johnson led conversations on two different topics: the required coding in Skyward for a student who is admitted to a residential mental health facility and the importance of signatures and dates being included on documents related to the truancy tiers.

## **Safety**

- In February, Ms. Glass and Michael Fletcher of Williamson County Schools presented a session at the Consortium of State School Boards Association (COSSBA) conference in Dallas, Texas. The title of the presentation was "A Triad Approach to Threat Assessment: Combining Mental Health, Criminal Justice, and School Discipline." The session was well-attended and well-received. Ms. Glass and Mr. Fletcher appreciated the tremendous support of the school board, Dr. Snowden, and Dr. Decker.

### **Other Safety Items**

- Celby met with Drew Bingham and System Integrations to continue discussions around the access control management (ACM) project.
- Celby participated in discussions related to the security laminate glass mitigation for the new central office.
- Celby worked with school administrators and SROs on daily safety issues that arose in the schools.
- Celby worked with law enforcement on several ongoing investigations.
- Celby submitted threat assessment data to the state (now a quarterly requirement).

### **Student Support Services – Lee Kirkpatrick** **Voluntary Pre-K (VPK)**

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

### **District Translator and Parent Liaisons**

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

### **School Counselors and Social Workers**

- We recognized FSSD school social workers Amanda Morrisey and Briseyda Maria Gonzalez during *National School Social Work Week March 3-9, 2024*. The theme this year was Pearls of Wisdom. "In the tapestry of education, school social workers are the threads of compassion, weaving empathy, support, and understanding into the fabric of students' lives. National School Social Work Week is a canvas to celebrate their profound impact, a masterpiece of care, advocacy, and transformative influence," said Dr. TerriylN Rivers-Cannon, Board President for the School Social Work Association of America. We invited all to send words of appreciation and follow the recognitions on social media and share throughout the week #SSWWeek2024, #PearlsOfWisdom, #ImpactInThe Making.

### **Mercy Community Healthcare and Volunteer Behavioral Health**

- The FSSD continues to grow the partnerships with Mercy Community Healthcare and Volunteer Behavioral Health to provide counseling services to identified students who have

intensive mental health needs. The goal of these partnerships is to make mental health counseling easily accessible to students, minimizing barriers that can make it difficult for students to receive needed services, and positively influence their school experience. We would like to thank School-based Therapeutic Services Supervisor Candace Longo with Mercy Community Healthcare and Program Director of School-based Behavioral Health Services Lyndi Boothe with Volunteer Behavioral Health Care System for their leadership as we partner to meet the social-emotional and mental health needs of our students.

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

### **Reading/Core Update**

- Coaches' action planning (CAP) meetings were conducted at every school. Summer Carlton and Gina Looney met with coaches and school administrators to discuss data trends and coaches' next steps. These meetings are designed to help coaches take a step back from individual student data and look for trends. Coaches consider what they might do to cause new trends in student data.
- Fluency is a focus area in many schools, in both math and reading. Dr. Looney has been highlighting this at coaches' meetings and CAP meetings. Professional learning sessions are also being provided to help teachers develop fluency activities they can use in their classrooms.
- Writing posters were printed and delivered to all the participants of the November 7 writing sessions presented by two FSSD teachers. These posters will be visuals teachers use as they implement writing plans they learned in the sessions.
- Coaches completed Individual Learning Plans-Dyslexia (ILP-Ds) in TNPULSE for students who met the criteria. This documentation will impact TISA funding next year.
- An elementary school has been using the Story Bus on Fridays as a student motivation tool.
- Several teachers from grades five-eight will attend a three-day Wilson Reading training virtually so they will be ready to implement this resource in the fall.

### **Dyslexia/RTI Update**

- Dr. Looney sent intervention observation tools to literacy and math coaches in grades 5-8 so they can gather data for a future conversation. We will meet to discuss ways to strengthen our interventions and maximize student achievement.

## ***PAC Operations Manager – Jeremy Maxwell***

### **FSSD PAC Events**

It is relatively early in the year and there are already so many fun events to celebrate!

- January 2: Two schools hosted guest speaker Jonathan Van Els.
- January 3: On this district professional learning day, Dr. Joelle Hood presented to all teachers and staff in two sessions.
- January 5-31: A middle school held *Footloose!* rehearsals.
- January 6: The *Footloose!* set build took place, with more than 50 student and parent volunteers!
- January 26: During the FSSD open houses, Mr. Maxwell and Ms. Gentry led tours of the PAC and Legacy Gallery for prospective families.
- February 1-3: *Footloose!* performances.
- February 5-March 20: A middle school held rehearsals for their new student-written production.

- February 22: The bands and orchestras from two local high schools performed for invited judges before their March concert performance assessment.
- February 23: The Monroe & Mary Booker Scholarship Assembly took place.
- February 23: An elementary school presented a program highlighting music throughout the decades.
- February 24: The fourth-grade choral festival was held.
- February 26-27: The Williamson County Honor Band performance, where top student musicians from FSSD and WCS performed together, took place. Mr. Mark Garey was honored for his 40 years of service to the community.
- February 29: A middle school family literacy night was held.

### **Community Rental Events**

- January 13: The kickoff for a local youth theater company.
- February 4-10: A local youth theater presented *You're a Good Man, Charlie Brown*.
- February 11-17: A local youth theater presented *Anastasia*.

### **Other Notes of Interest**

- After the 2024/25 school year calendar was approved in January, the PAC event calendar opened to FSSD employees. Following a six-week period, the calendar then was available to community organizations beginning on February 26. We immediately saw an explosion of rental requests for next year.
- Many thanks to Drew Bingham and the technology team for providing valuable tech support at the PAC, especially with regard to increasing Wi-Fi connectivity, installing signage hardware in the lobby, installing a new printer in the box office, and troubleshooting issues with the sound mixer and rigging, among many other items!

### ***Special Populations –Cheryl Robey***

#### **FSSD Honors Parent Meeting**

- FSSD Honors Committee Members invited parents to a virtual meeting that took place on January 30 from 6:30pm-7:15pm. The meeting began with sharing the mission and vision of the FSSD Honors Program. General courses were discussed in addition to the student qualifications for the FSSD Honors Program. Additional agenda items included: student expectations, updated policies for the 2024-25 school year, the honors qualifying process, and an honors process flow chart and timeline.

#### **ARC TN/FSSD Parent Engagement**

- On January 31, Dr. Robey met with Taylor Laymon, the Arc Tennessee Family Engagement Specialist for the Mid-Cumberland region. Franklin SSD is excited to collaborate with the Arc TN in providing resources, training, and support to teachers and families. The Franklin SSD/Arc TN collaboration can empower families and those working within special education to advocate for students by providing necessary services and supports. One such event, titled "The Basics of the IEP," took place on March 6 from 4:30pm-5:30pm at We Rock the Spectrum Kid's Gym in Franklin.

#### **FSSD Peer Model Program**

- Applications for FSSD positive preschool peer models opened on February 6. We are currently accepting applications for typically developing preschoolers to participate in the 2024-25 Positive Preschool Peer Role Model Program. Eligible students must be four years old by

August 15, be ineligible for kindergarten, and reside in or have a parent employed in the FSSD. Tuition is \$3000, with a sliding fee option for qualifying families. The inclusion model provides a wide range of learning opportunities and the least restrictive environment that is both stimulating and challenging for the children in these classes.

### **Middle Tennessee Special Education Supervisors Study Council**

- Middle Tennessee special education supervisors met on February 1. Middle Tennessee Special Education Consultants Kim Raybon and Cindy Ables discussed Local Education Agency, (LEA) Planning, which is focused on data from the APR Data Matrix 2021-22.
- Debra McAdams, MNPS Special Education Supervisor, requested that special education supervisors provide feedback on the Individualized Education Account (IEA) Program for the TAASE board. The Tennessee General Assembly added a clause to the IEA statute requiring the IEA Program to make the families of all potentially eligible students aware of the IEA program. IEA is also required to submit a report with an implementation plan for doing so. One part of that plan is to send direct emails to families of students who met basic eligibility criteria - grade level, active IEP, primary or secondary disability in one of the approved IEA categories. Many parents have contacted schools and supervisors after receiving this email.
- Special education supervisors discussed Wave 2 IEP Monitoring Results and the ACCESS for All Learning Network focused on Early Childhood.

### **Sped Preschool Collaboration**

- On February 1, special education preschool educators discussed the inclusion process for voluntary pre-k students next year and goal progress monitoring for preschool students. Special education preschool teachers also shared celebrations and concerns regarding current students in their classrooms.

### **IEP Coach Meeting**

- IEP coaches and Dr. Robey met on February 2 to discuss FY24 IEP monitoring and the February 13 IEP coaches' visits to FSSD schools. The focus of the visits was to review IEP compliance monitoring results, support special educators with IEP needs, and address special education concerns. IEP coaches also communicated findings from the IEP file review.

### **Deaf and Hard of Hearing Meeting**

- On February 5, Dr. Snowden, Dr. Decker, and Dr. Robey met with the Deaf and Hard of Hearing (DHH) teachers and educational interpreters. We discussed a possible transition of the DHH program to Poplar Grove Elementary School from its current location at Johnson Elementary School and working in Freedom Intermediate School. Challenges with filling the open educational interpreter positions have negatively impacted the required coverage needed for our DHH students. Moving the program to one school location will increase the possibility of providing the appropriate coverage for our DHH students. Subsequently, a parent meeting was held on February 27 to discuss this option with parents of DHH students.

### **FSSD Preschool Strategic Instructional Leadership Team Meeting**

- On February 14, the FSSD Instructional Preschool Inclusion Leadership Team (ILT) met. The team conducted a SWOT analysis, reviewed FSSD's progress in the strategic planning endeavor, and reviewed the strategic action planning process report to reflect and provide input before our next meeting.

- Franklin Special School District (FSSD) initially engaged with AnLar in April 2022 to support the district with Indicator 7 training and data analysis. Currently, FSSD is engaged in strategic planning, with the support of AnLar, to increase inclusive opportunities for three- and four-year-old children with disabilities in the district. In March 2023, FSSD developed an Inclusion Leadership Team (ILT) consisting of general and special education teachers, building administrators, service providers, Special Populations Supervisor, VPK Director, and other district personnel.
- Convening monthly, facilitated by AnLar, FSSD's ILT has:
  - Defined their priorities and team norms.
  - Completed a stakeholder analysis, identifying key questions for stakeholder groups and opportunities for stakeholder engagement throughout the process.
  - Created a service delivery map to better understand how their inclusion model can involve and integrate existing community services and partners.
  - Completed a program log to provide oversight on classroom capacity, teacher certifications, and ratios of children with and without disabilities.
  - Initiated a capacity assessment, analyzing the current structure and practices for communication and technology, physical space, personnel, curriculum, financial resources, policies and procedures, and data collection, analysis, and reporting throughout the district.
- As a result of this increased focus on increasing inclusive opportunities for preschool children with disabilities, FSSD has successfully opened a new preschool inclusion class and has begun providing speech services in community preschools and in their district's morning and after school care program. Using the analysis of FSSD's current landscape, AnLar plans to work with the ILT to establish a shared vision for inclusion and develop goals and action steps as part of their strategic plan.

### **Treatment and Research Institute for Autism Spectrum Disorders (TRIAD) Training**

- On February 16, FSSD paraprofessionals participated in a half-day training centered around the foundations of autism spectrum disorder (ASD). Katie Gregory and Aislynn Kiser, Educational Consultants from Vanderbilt Kennedy Center-TRIAD Treatment and Research Institute for Autism Spectrum Disorders, facilitated this professional learning, which provided tools and strategies to support students with autism in the school setting.

### **Measurable Annual Goals (MAGs) Training**

- On February 16, FSSD special educators (who all write IEP goals) participated in a virtual training on writing compliant measurable annual goals (MAGs). Anika Chambers, TDOE Academic Intervention and Enrichment Coordinator, facilitated this session.

### **Facilitated IEP Training Discussion**

- On February 20, Cassie Velasquez, co-owner of Key2Ed, the authority on facilitating family and school partnerships, and Dr. Robey discussed facilitated IEP training, which focuses on conflict prevention and resolution through IEP meeting facilitation. With the increase in the presence of advocates at IEP meetings, this professional learning will prepare teachers and staff to successfully conduct effective IEP meetings. It is designed to teach a process that enables teams to collaborate effectively while preventing and managing conflict. This valuable offering for special educators and district administrators will hopefully be scheduled to take place in July 2024.

### **Mid Cumberland LEA Planning Network**

- Middle Tennessee special education supervisors met via Google Meet on February 26 to talk through strategies that are currently implemented or for which there are plans to implement, and to make connections to the APR indicators that will be impacted. The goal for the meeting was to develop responses for APR flagged indicators.

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

- On February 27, special educators and Dr. Robey discussed the needs and overall well-being of special educators across the district. The team discussed the takeaways from the IEP coaches' visits on February 13 and the MAGs training that took place on February 16. The team discussed FSSD in-district transition procedures and extended school year (ESY) services. Site-based check-ins were completed at the end of the meeting.

### **Certified Restraint Training**

- On February 29, the FSSD district autism consultant and the behavior consultant, who are also district Certified Restraint trainers, provided Certified Restraint Training for FSSD staff and administrators. This training affords participants a better understanding of the appropriate restraint and de-escalation strategies to be used with students in emergency situations. Approximately 15 FSSD staff members - paraprofessionals, teachers, and administrators - participated in the training.

### **FSSD Special Education Newsletter**

- The March FSSD Special Education newsletter may be accessed at the following link:  
<https://www.smore.com/n/g1mqu>

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

#### **i-Ready Mid-Year Data**

- Shelly Robinson, along with other members of the Teaching & Learning team, met with several representatives from Curriculum Associates to review the winter 2024 diagnostic data. In this presentation, they viewed the progress and growth FSSD students have made over the past several years, as well as the projected growth for the remainder of this school year.
- As a follow-up for school administrators, Mrs. Robinson broke down parts of the data for each school, including how student projections changed from fall to winter, what their usage data looks like to date, and how the i-Ready data for the current fourth graders compare to their TCAP performance in third grade. She also helped administrators identify students in third and fourth grade who, with additional growth, can be projected to score at a level 3 on TCAP.
- Each week, Mrs. Robinson shares i-Ready data and student usage with school administrators to keep them informed and ensure all students are receiving appropriate access to the high-quality platform. Within her weekly breakdown reports are takeaways for school administrators to share with coaches and in PLCs.
- Finally, Mrs. Robinson, alongside Mrs. Whitley, had the opportunity to meet with the administrator cohort and principals to work with the school administrators on analyzing a variety of i-Ready data, highlighting student growth, and identifying any areas in need of improvement.

### **Strategic Plan Surveys**

- Shelly Robinson worked closely with Dr. Decker and Mrs. Gentry to build out the surveys that were sent to students, employees, and families. Mrs. Robinson's role was to ensure all Google

Form surveys were accessible, functioning, and ready to be shared with the appropriate groups.

- Upon the closing of the surveys, Mrs. Robinson used the spreadsheets to compile totals, summaries, and visuals of the results to be used for next steps, which included analyzing results with other members of the Teaching & Learning team.

### **Future of Education Technology Conference**

- Shelly Robinson, alongside Mrs. Whitley and Mr. Bingham, had the privilege of attending the 2024 Future of Education Technology Conference in Orlando, Florida. At this conference, Mrs. Robinson participated in a variety of presentations connected to her role as a district leader in instructional technology. Standout sessions Mrs. Robinson attended included:
  - *Crafting the Culture*
  - *Leading Like Ted Lasso in a Roy Kent World*
  - *Integrating Digital Literacy and Computer Science Standards into Core Instruction with Ease*
  - *Keyboarding is as Easy as 1-2-3*

In addition to the sessions attended, Mrs. Robinson met with a variety of representatives from vendors with whom the FSSD has partnerships, including Promethean, Learning.com, Kami, and more.

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

#### **District Support**

- In February, Mrs. Whitley worked alongside Carol Riordan and Susannah Gentry to revise the application process for out-of-district and out-of-zone students, as well as employee tuition waiver applications. In previous years, there was a paper form for each of these applications. Last year, the out-of-district application was converted to a digital application via Google Forms. Since this process worked well, the out-of-zone application was converted to a Google Form for the 2024-25 school year. In addition, the employee tuition waiver application was integrated into the out-of-district and out-of-zone applications to clarify the application process for employees. These applications were translated and are available in Spanish. By completing this process online, the district can quickly keep track of how many students have submitted applications, how many have been accepted, and more. In addition, families are sent an email with a copy of their application attached.
- With summer MAC just around the corner, Mrs. Whitley worked with Amanda Parks to create a digital application process for this program. It is similar to the application developed for the WeeMAC program in the summer of 2022. The application will become active for families to utilize when registration for summer MAC opens in a few months.
- With the due date for supervisor of the year and principal of the year submissions upon the horizon, Mrs. Whitley worked with Dr. Esslinger, Dr. Erickson, Shelly Robinson, Susannah Gentry, and Jeremy Maxwell to film, edit, and finalize their required videos. The final products were an impressive representation of the work these professionals accomplish in our district. A special thanks to Mr. Maxwell for allowing us to film in the Legacy Gallery.
- Mrs. Whitley and Shelly Robinson presented to the administrative cohort about reports available in i-Ready. This session covered usage and growth reports. Administrators were given time to investigate the platform and ask questions of Mrs. Whitley and Mrs. Robinson, which proved beneficial. Several great conversations about student growth and best practices occurred.

## School Support

- Mrs. Whitley worked with teachers and administrators in one middle school to brainstorm ideas about how to best teach students to manage their work in a digital format. An investigation of Google Tasks, Google Keep, and Google Calendar ensued. Teachers are continuing to investigate to determine which Google application will best work for students.
- One middle school had a new teacher start at the beginning of February, so Mrs. Whitley met with her to review digital resources offered through Clever. Mrs. Whitley continued to offer support in the weeks that followed to ensure the teacher was confident in her abilities to utilize the technology in her classroom.
- In another middle school, Mrs. Whitley spoke with an eighth-grade computer class about her job in technology. She explained her role in the district and how she has reached this place in her career. Students were engaged and had great questions at the end of class.
- Mrs. Whitley met with two school counselors to review data within the Bloomsights platform. She also arranged and attended a virtual meeting with these counselors and a representative from the company to provide feedback on what reports would be beneficial from an administrative perspective. The representative was thankful for the feedback and some of these suggestions are currently being developed.

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

### Student Performance

- **Accountability:** Over the past month, the state lifted the embargo on school and district designations from the 2022-23 school year. We had three schools that were denoted as Reward Schools: Franklin Elementary, Liberty Elementary, and Poplar Grove Elementary. In addition, the district finally received its results from the state for federal accountability, and we received the highest designation possible - *Exemplary!* As these designations were determined using the federal accountability system, the results are based on the combined weighted averages for achievement, growth, chronic absenteeism, and ELPA (growth of ELL students). We are proud of the efforts of all our students, teachers, families, and administrators who worked tirelessly to produce fantastic results with our students.
- **Testing:** In February and March, TCAP preparation is in full swing. We are organizing all the tasks and training that must be completed in advance of TCAP. Much of Dr. Wiemers' work is communicating and leading the team of building testing coordinators (BTCs), which is one of the roles of our assistant principals. Our BTCs prepare their respective schools and teachers for TCAP testing to ensure that our students have a smooth and successful testing experience. In addition to TCAP prep, we also currently are in the middle of Dynamic Learning Maps (DLM) testing in ELA and math for students who take alternate assessments and WIDA testing for ELL students. WIDA Access testing involves English learner students taking four domain tests to show their language proficiency in reading, writing, speaking, and listening. Those that reach a certain level of proficiency in their composite and literacy scores will exit EL services for next school year.
- **Honors:** In February, sixth- and seventh-grade students took the special tests for placement in Algebra I (IAAT) and world language (MLAT-E) classes in middle school. These results were added to the honors spreadsheet that also includes every rising fifth-eighth grade student's scores for TCAP subject areas and ELA and math benchmark tests. From this master spreadsheet, we can do a mail merge and place the student's name and scores on an individualized letter to families. These letters will be mailed to families in late March to indicate for which honors classes their child qualifies in the 2024-25 school year. Every letter is personally highlighted and double-checked. An additional flyer is also included in the mailing

that provides information about how to submit an honors reconsideration form or an honors opt-out form.

### **Federal Programs**

- **District Improvement/Strategic Planning:** Several members of the Teaching and Learning team worked throughout January and February to review our needs, reassess our goals and strategies, and plan for the edits that need to be made for next year's District Improvement Plan (DIP). The DIP is edited in the state's InformTN platform, and all the needs, reflection questions, goals, strategies, and action steps were updated and finalized for the overall submission by March 1. This is always a concerted effort throughout January and February to complete all the tasks, gather feedback from stakeholders, and finalize the overall plan. Concurrently, we have also been working on gathering feedback for the next five-year strategic plan, which will guide the work of our subsequent DIPs over the next five years. Dr. Wiemers has also been involved in developing the Google Form surveys that were sent to three different groups of stakeholders: parents/guardians, employees, and students. The Teaching and Learning team analyzed the survey results and developed a list of themes/highlights that emerged from each survey. In addition, we prepared for the first round of focus groups in early March and led different table groups during that phase of the project.
- **ESSER 3.0:** As this is our final year of the ESSER 3.0 grant, we have been working to ensure that we are expending the funds we have allocated in each budget account code. This process enabled us to make some final purchases within our planned categories to close out the remaining balances. In addition to closing out this grant, we are also completing a monitoring instrument for the ESSER grants, as we must provide detailed information about ESSER expenditures in the previous fiscal year. In the ePlan instrument, we must provide amounts for various categories, the purposes of these expenditures, and any pertinent documentation related to these purchases.

## Bond Fund/Capital Projects Status Update – March, 2024

### 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 at the punch list stage of interior finishes and will be coordinating final asphalt topping and Fire Marshall inspections this month. Occupancy is expected to be end of March, 2024.
- c. We will schedule a walk through for the board at the end of March.
- d. Here Is a visual update for the work at the FTC:

<https://www.youtube.com/watch?v=7gKNoyykmUI>

# NABHOLZ

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

## FEBRUARY 2024 PROGRESS

### CURRENT ACTIVITIES

PERVIOUS PAVEMENT  
SITE CURB / SIDEWALKS  
BIO PONDS  
SECURITY GATES  
PUNCH LIST

### UPCOMING ACTIVITIES

GATE ACCESS CONTROL  
ASPHALT TOP COAT  
FIRE MARSHAL FINAL  
PUNCH LIST



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. Work ongoing on the exterior skin, framing / sheathing / waterproofing and exterior masonry.
- c. Storm sewer work is complete along Reynolds Dr with curb and sidewalk work continues. Eddy lane sewer work complete.
- d. Here is a visual update for the work at the New Central Office:

<https://www.youtube.com/watch?v=WNb6wroecXI>

# NABHOLZ

## CENTRAL OFFICE - PHASE 2 FRANKLIN SPECIAL SCHOOL DISTRICT

### FEBRUARY 2024 PROGRESS

#### CURRENT ACTIVITIES

EXTERIOR/INTERIOR  
FRAMING & SHEATHING  
MASONRY  
MEP ROUGH-IN

#### UPCOMING ACTIVITIES

MASONRY  
AIR/VAPOR BARRIER  
MEP ROUGH-IN



Johnson and Franklin Roof Replacements: Johnson Roof's Guaranteed Maximum Price is \$1,401,927. Franklin Roof is \$856,017. Both Johnson and Franklin roof are substantially complete with both membrane and edge metal work. However, the membrane seams on both roofs have failed.

1. Nabholz has filed a manufacturer warranty claim regarding the membrane seams for both projects. Johnson Roof was approved first and we have received ½ of the material from Holcim Elevate. We anticipate receiving the balance of the material by end of week and will be starting on the warranty repair next week. This work is anticipated to last 3 weeks.
2. Franklin Roof warranty claim was approved by the manufacturer and we are waiting material delivery. We anticipate being able to start Franklin Roof warranty repairs as soon as Johnson repairs are complete. Our target completion date for both projects is March 15<sup>th</sup>.



# Franklin Special School District

SINCE 1906

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

**TO:** Members of the Franklin Special School District Board of Education and Local News Media  
**FROM:** David L. Snowden, Ph.D., Director of Schools  
**DATE:** March 13, 2024  
**RE:** Agenda for the Franklin Special School District Board of Education meeting to be held on Monday, March 18, 2024 at 6:30 p.m., to be held at Freedom Intermediate School, 840 Glass Lane, 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. Board of Distinction Presentation
  2. Good News Awards
- IV. PUBLIC INPUT *Please limit comments to three (3) minutes per speaker* 6:45 p.m.
- V. REPORTS/PRESENTATIONS/DISCUSSIONS 6:50 p.m.
  1. Teaching and Learning Report
  2. Finance and Administration Report
  3. COSSBA Annual Conference
- VI. APPROVAL OF BOARD AGENDA 7:00 p.m.
- VII. APPROVAL OF CONSENT AGENDA 7:05 p.m.
  1. Minutes of Board Meeting dated February 12, 2024
  2. Overnight Field Trip Request – MES Natchez Trace Walk
  3. Bids: Food and Culinary Services Department
  4. Surplus Property Authorization: Facilities Vehicles and Equipment
  5. Budget Amendments
- VIII. BUSINESS BEFORE THE BOARD 7:10 p.m.
  1. Director of Schools Total Composite Score
  2. Seventeenth Amendment to the Tax Anticipation and Revolving Loan Agreement
- IX. DIRECTOR OF SCHOOLS REPORT 7:20 p.m.
- X. UPDATES 7:25 p.m.
  1. Teaching and Learning
  2. Finance and Administration
- XI. ANNOUNCEMENTS 7:30 p.m.
- XII. ADJOURNMENT 7:35 p.m.

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

**Excellence in Teaching and Learning for All**

The Franklin Special School District is an equal opportunity employer

February 12, 2024  
Franklin, Tennessee

The Franklin Special School District Board of Education met at 6:30 p.m. on Monday, February 12, 2024, at Poplar Grove Middle School, 1030 Excellence Way, Franklin. A link to the recording may be found at <https://youtube.com/live/3lnHL40knCc?feature=share>.

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

Others present were: Dr. David Snowden, Dr. Mary Decker, Dr. David Esslinger, Carol Riordan, Susannah Gentry, Drew Bingham, Dr. Cheryl Robey, Dr. Lee Kirkpatrick, Jeremy Maxwell, Leslie Duke, Dr. Gina Looney, Amber Whitley, Shelly Robinson, Robbin Cross, Amy Fisher, Lisa Chatman, Celby Glass, principals, other district leadership team members, FSSDEA's Shannon Carlisle, media and community.

Prior to the meeting, a reception was held honoring the teachers recommended for tenure.

**I. MEETING CALLED TO ORDER**

The meeting was called to order at 6:30.

**II. PLEDGE OF ALLEGIANCE**

Poplar Grove Middle Assistant Principal Dr. Josh Bracamontes 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. **Proclamation in Honor of Pupil Transportation Day** – February 27, 2024 was recognized as Pupil Transportation Day in FSSD.
2. **MARS Petcare** – Mars Pet Nutrition External Affairs Manager Ben Anders was welcomed to publicly thank Mars for offering the district the cost savings of providing food for each of our therapy dogs that aligns with individual dog nutritional needs, as we all work together to provide crucial mental health supports in our schools. In addition, Mars has underwritten the cost of therapy dog trading cards, which were presented to our principals this evening by Mr. Anders.
3. **Student Artist of the Month** – Freedom Middle School 8th grader Franchesca Guzman Diaz was featured for the employee February birthday cards, who created a still live in Ms. Nicole Good's art class.
4. **Leadership Franklin members** – Elaine Whitney, Mary Michael Cross, Scott Quinn and Jaclyn Ledbetter were in the audience and recognized by Mr. Blair.

**IV. PUBLIC INPUT**

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

**V. REPORTS / PRESENTATIONS / DISCUSSIONS**

1. **Teaching and Learning Spotlight** – "Partnership with United4Hope" (description on file). United4Hope Director Laura Varela, United4Hope Program Manager for FSSD Marian Campos, and Operation Andrew Group President Linda Leathers were present for the Spotlight. Outlined were, in part, the U4H's endeavor to serve schools by addressing four components: student achievement, staff encouragement, family engagement and in-kind contributions. 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). There were no questions from the board on the report provided.
3. **2022-2023 Annual Report – State of the FSSD** – Dr. Snowden presented the report and highlighted some of the accomplishments noted in this detailed report. He thanked Dr. Esslinger and the F&A Department, Dr. Decker and the T&L Department, and all others for their work in compiling the very detailed report. He noted that district accountability status and reward school status were not disclosed in this report due to them being embargoed.

**VII. APPROVAL OF BOARD AGENDA**

Robin Newman made a **motion** to approve the Board Agenda as presented. Kevin Townsel **seconded** the motion, which **passed 6-0**.

**VIII. APPROVAL OF CONSENT AGENDA**

Alicia Barker made a **motion** to approve the Consent Agenda as presented. Allena Bell **seconded** the motion, which **passed 6-0**.

Approved under Consent Agenda (on file) were:

1. **Minutes of Board Retreat dated January 6, 2024**
2. **Minutes of Board Meeting dated January 8, 2024**
3. **Minutes of Board Work Session January 31, 2024**

**IX. BUSINESS BEFORE THE BOARD**

1. **Teachers Recommended for Tenure** – Copies of the recommendation letters from principals for those individuals who are being recommended for tenure status in the FSSD were submitted prior to the meeting for the Board's review and read for the meeting. Documentation of attendance, summative evaluations and other information were also available in the HR Department prior to the meeting. An additional background check was conducted within the past few months on each person eligible for tenure. This year, nineteen teachers are being recommended for tenure. Dr. Snowden congratulated these "excellent educators" and recommended the Board's granting of tenure. Attaining tenure, from the district, Amanda Morrissey; from Franklin Elementary: Ann Frances Barker, Angie Beschta and Alexa Hyssong; from Liberty Elementary: Julie Evans, Mika Haunreiter, Kristy Klein and Elizabeth Krabel; from Moore Elementary:

Morgan Kettler, Carrie Lunsford, Kaitlyn Pickett and Mandy Wiemers; from Poplar Grove Elementary: Mary Jo Dunne and Mallory Hamby; from Freedom Intermediate: Nelda McCain, Emily Mork, Matt Smith and Mary Sterns; from Poplar Grove Middle: Jennifer York.

Tim Stillings made a **motion** to approve the teachers recommended for tenure as presented. Allena Bell **seconded** the motion, which **passed 6-0**.

2. **Audit Reports FY 2022-2023** – Copies of both the Annual Financial Report for the FSSD and the individual schools' Activity Fund Report were presented in preparation for the meeting for the Board's review. Andy Matlock from Matlock Clements presented an overview of the two audits and was available to answer any questions the Board may have about the reports. Highlights of the audits were unmodified clean opinions, no material weaknesses nor significant deficiencies, neither were there material weaknesses on the internal control and compliance for major programs. The administration recommended approval of the Audit Reports as presented. Dr. Esslinger noted that Mr. Matlock is always gracious with his time, attending several bookkeeper meetings this year to answer questions and provide education. Dr. Snowden thanked Dr. Esslinger, the financial central office staff and bookkeepers for their good work preparing for the audits, and Mr. Matlock and his staff.

Kevin Townsel made a **motion** to approve the Audit Reports FY 2022-2023 as presented. Allena Bell **seconded** the motion, which **passed 6-0**.

3. **Bond Resolution** – Whit Maloney, Senior VP of Piper Sandler was on hand to help present and answer questions related to this item. The resolution to be approved authorizes the issuance of Limited Tax School Refunding and Improvement Bonds, Series 2014 of the FSSD in the aggregate principal amount of not to exceed \$22,000,000, \$20,000,000 in limited tax obligation bonds and up to \$2,000,000 in refunding bonds; making provision for the issuance, sale and payment of said bonds; establishing the terms thereof and the disposition of proceeds therefrom; and providing for the security and payment of the bonds. The bonds notes are primarily to finish off our Central Office complex and several capital projects coming up in the next 3-5 years. The schedule was outlined by Mr. Maloney for issuing the bonds if approved by the Board. Dr. Snowden reminded the Board that this was a topic at the Board Retreat in January with Mr. Maloney outlining the process in detail at that time. The administration recommended approval of the Bond Resolution as it is presented.

Alicia Barker made a **motion** to approve the Bond Resolution authorizing the issuance of Limited Tax School Refunding and Improvement Bonds, Series 2014 of the FSSD in the aggregate principal amount of not to exceed \$22,000,000 as presented.

Robin Newman **seconded** the motion. In discussion, Mrs. Newman requested a recap as she was not able to attend the retreat. Dr. Esslinger relayed that with the slow sale of our CO Annex, these funds can be brought in to finish the cost of the CO Complex and then be offset by the sale when it comes in. By roll call vote, the motion **passed 6-0**.

4. **Interlocal Agreement Between COF and FSSD** – In brief, this agreement is for the City of Franklin to contribute \$200,000 to offset some of the costs for required off-site infrastructure improvements and the dedication of the Right of Way for the Central Office and Facilities and Transportation project on Eddy Lane. Dr. Snowden noted that the administration appreciates this opportunity with the City of Franklin and recommended approval.

Robin Newman made a **motion** to approve the Interlocal Agreement Between COF and FSSD as presented. Allena Bell **seconded** the motion. Mr. Townsel publicly expressed that he did not have a conflict of interest in voting for this agreement in his role as Human Resources and Risk Management Director position with the City of Franklin. Mrs. Newman asked for a description of the off-site improvements: Dr. Esslinger explained that we have purchased approximately 5 acres, which will have an environmental impact with stormwater runoff, since we are paving about 4 acres of that. Retention ponds will collect the water and then diverted to storm sewers. In the design through the COF we are required to have the retention ponds and water control, and replace the 100 year old storm sewers on Reynolds Drive and down Eddy Lane. This is off-site work that the COF requires us to do because of our developing the property causing additional run-off. Additionally replacing the water line and providing new water taps on Reynolds and upgrade the system pieces on that right of way. If approved, the agreement will go back to the COF and go through approval with BOMA. Dr. Snowden told the Board they appreciate the willingness of the COF to meet with us and allow this concession. The motion **passed** 6-0.

5. **2024-2025 Tuition Rates** - Current rates for those students that are out of district but inside Williamson County are \$2,000 per year for the 1<sup>st</sup> child, and \$1,000 per additional siblings. Current rates for students living outside Williamson County are \$4,000 per year per student. The administration recommended keeping the tuition rates the same for the 2024-2025 school year.

Kevin Townsel made a **motion** to approve the tuition rates FY 2024-2025 as follows:

- Students residing out of district but inside Williamson County - \$2,000 per year for the 1<sup>st</sup> child, and \$1,000 per additional siblings.
- Students living outside Williamson County - \$4,000 per year per student.

Alicia Barker **seconded** the motion, which **passed** 6-0. Mrs. Newman requested that a report of tuition students be made available at the budget notebook for the Board to review.

## **X. DIRECTOR OF SCHOOLS REPORT**

- **Retiree Valentine’s Day Brunch – February 13<sup>th</sup>** – We are looking forward to welcoming our retirees at this event. The FSSDEA co-sponsors the brunch and our leadership group will help serve as hosts. The Food and Culinary Department will be preparing a wonderful brunch, the MES chorale students will perform and the FSSDEA and MES PTO will be helping with check-in and hosting. Thanks also to MES personnel

for displacement of their parking area for the morning. We hope you can join if your schedule allows.

- **President's Day - February 16th** will be an early dismissal day for our students with the afternoon spent in professional learning at the school level. The district will be closed **February 19th** in observance of President's Day.
- **African-American History Month and Multi-cultural events -**  
Our schools are recognizing the contributions of many outstanding African-American men and women throughout the month in various ways: some of the events/activities during this month include:
  - the Monroe and Mary Booker Awards for Leadership and Service, which provides scholarships and community recognition for **FMS 8<sup>th</sup>** grade recipients as well as honoring a local citizen
  - the **PGES 2<sup>nd</sup>** grade will perform a black history program, "Music Through the Decades" February 23, all are welcome as well as live streaming.
  - readings on morning announcements about influential African-Americans at **FES**
  - **FIS** has a daily slide-show features a variety of significant individuals
  - highlighted section in the library at **PGMS** related to African-American authors and history, and also posting slides and facts each day on the morning announcements.
  - **LES** is featuring important figures in black history on **WLES**, also playing a trivia game where clues will be given to identify mystery figures. Each year LES chooses a particular field of study, like science, inventors, the arts, math – this year recognizing Black Americans who contributed to the world of music.
  - **JES** is conducting a Black History Month program on February 21.In addition, Moore Elementary held a "Festival of Nations" celebration; students could visit booths representative of the many cultures that make MES so incredibly special, with demonstrations by students and their families!
- **Changes to Rebecca Lounsberry Summer Meals Programming 2024** – After a thorough evaluation of the revenues and expenditures for all sites participating in the Summer Meal Program, Mrs. Cross has recommended changes. In July 2023, the FCS Summer Meal program lost \$18,862.46. With the recommended changes in the program, the FCS should offset a large percentage of the 2023 loss and leave a negative balance of \$5,152.47 for the 2023-24 Summer Meal Program.
  - 1) No route delivery to the Cadet/ Liberty Hill and Franklin Estates areas.
    - a) Participation on the two routes decreased by 46% for Franklin Estates and 50% Cadet/Liberty Hills area from 2022 to 2023.
    - b) Participation on these routes is not expected to be enough to cover operational cost. Operating costs include staff, food, transportation and non-food supplies. The information below reflects the average daily participation in the summer of 2023:
      - i) Cadet: 37 Breakfasts served and 49 Lunches
      - ii) Franklin Estates: 75 breakfasts served and 98 lunches
    - c) Franklin Estates is no longer area-eligible by USDA standards for free meals for all children. If we operate these sites, the estimated loss for FCS is \$8,862.46. In July of last year, the FCS summer meal program lost \$18,910.19.
  - 2) Johnson Elementary School will be our Open Site for community walk-ins, for children under 18. Free meals will be served Monday - Friday at the following

times: breakfast from 8:00-8:30 a.m.; lunch 12:15-12:45 pm. JES will prepare meals for summer MAC students, WeeMAC, Franklin Boys & Girls Club, Franklin Housing, Path United Project.

- 3) Meals for YSI will be served out of Freedom Middle School, and Summer Learning Academy will be served out of PGS.

A board member asked why participation has decreased: Mrs. Cross, Supervisor of FCS answered that the demographics of the Cadet/Liberty Hill neighborhood has changed, also that half of the mobile home community land has been sold and there is not the number of homes there anymore.

- **City of Franklin's Possible Interest in Leasing the Current Central Office-** The City of Franklin is currently exploring various options to relocate city offices and service centers when they begin the building of the new City Hall in 2025. Knowing the FSSD would be vacating the current Central Office located on Hwy 96 West in early 2025, they toured the location on Friday, February 2<sup>nd</sup> to help determine if the space might meet some of their needs. After exploring all their options, if the City wanted to provide a lease proposal, the Board could review and decide if leasing the facility would be a financially prudent option for the school district. There would be many variables to consider including how such a lease would impact the funds that will be used to offset some of the cost of the new Central Office on Eddy Lane.
- **FSSD Enrollment period –**
  - **February 1-15** – The out of zone preview window for open seats in each school (that are **in addition to** currently attending students) is online.
  - **February 16 – March 16** - The (**new**) **out of zone application request** period is open. In addition, **out of district and out of county requests** are currently accepted **but** will be considered for enrollment following the registration period for in-zone students.
  - **March 1-31** - We will have enrollment for current and new in-district students, which includes **current** out of zone students.

Communications will be going out to all families regarding the registration process. Please check our website for detailed information on registering for the 2024-25 school year.

- **Voluntary Pre-K Registration Open** – This registration, as well as peer model Pre-K registration, opened as of **February 1<sup>st</sup>**. Please contact Dr. Kirkpatrick for Voluntary Pre-K questions, and Dr. Robey for peer model information.
- **Night of Celebration – April 25** – Building Teachers of the Year, District-Level Teachers of the Year, Principal of the Year, and Supervisor of the Year have been selected, and will be honored at the Night of Celebration this year along with our retirees and legacy recipients. We congratulate each of these individuals and are proud to have them as district leaders, as well as educating our students and serving as great examples of the education profession.
- **Invitation to Present at TSBA's Leadership Conference in November 2024** – Dr. Tammy Grissom, Executive Director for TSBA, contacted me last week to invite the FSSD to present a session on our Therapy Dog Program during the Leadership Conference. As you may recall, all the presentations are to all school board members and superintendents who register for the Leadership Conference which is held prior to



# 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: MES GRADE(S): 4th DATE OF REQUEST: 2/22/24

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

DATES OF FIELD TRIP: 5/9/24 to 5/10/24 R/D 5/13-5/14

DESTINATION(S): The Natchez Trace

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

(See attached)

TRIP COST PER CHILD: \$ 0 COLLECTION METHOD: Log Donations thru School

SCHOLARSHIPS NEEDED (#): \_\_\_\_\_ SCHOLARSHIPS PROVIDED (#): if needed

METHOD OF PAYMENT OF SCHOLARSHIPS: Sponsor donations

STUDENT BODY OFFERED TRIP, i.e., grade(s), group(s): 4th Grade

NUMBER PARTICIPATING: Typically 85-90% of class

CHAPERONES ATTENDING (NOTE FACULTY MEMBERS): Tiffany White, Jane Barnes  
Phillip Thomas, Eli Adams, Klaira Davis  
Additional 30-40 Parents

DATE AND TIME OF DEPARTURE: 5 / 9 / 24 at 9 : 00 (am) pm

DATE AND TIME OF RETURN: 5 / 10 / 24 at 2 : 00 am (pm)

MODE(S) OF TRANSPORTATION: FSSD BUS - \_\_\_\_\_

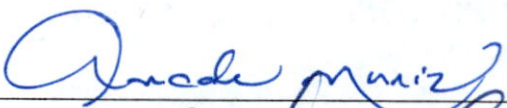
IF MORE THAN ONE, LIST SPECIFIC DETAILS (use additional sheet if necessary):  
\_\_\_\_\_

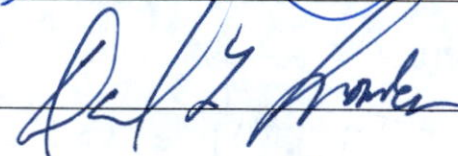
ACCOMMODATION ARRANGEMENTS: The group will spend the night at Moore Elementary

MEAL ARRANGEMENTS: Students provide 2 Sack lunches  
We provide dinner & breakfast

EMERGENCY CONTINGENCY PLAN: Support Vehicle follows us  
Sheriff escorts most road walking

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

RECOMMENDED BY PRINCIPAL:  DATE: 2/21/24

DIRECTOR OF SCHOOLS:  DATE: 2/26/24

AUTHORIZATION BY FSSD BOARD OF EDUCATION:  DATE: 3/18/24

Moore Elementary School  
4<sup>th</sup> Grade Walk/Hike to Wellness  
2024

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

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

### **Physical Education: Grades 3-5**

#### **Standard: Movement Forms/Motor Skills and Movement Patterns**

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

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

*The student will:*

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

Use responsible behavior in safety procedures for all physical activities

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

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

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

## **Standard: Physical Activity**

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

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

*The student will:*

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

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

3.1.1 Participate in appropriate physical activities outside the school setting

3.1.2 Participate in individual and small group activities in structured and non-structured physical activity settings

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

## **Standard: Fitness**

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

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

*The student will:*

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

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

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

evaluate and improve personal levels of health-related fitness

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

recognize the importance of nutrition relative to fitness

### **Student Performance Indicators:**

#### **Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

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

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

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

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

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

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

*At Level 2, the student will:*

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

4.2.2 Identify multiple physiological changes that occur during physical activity

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

4.2.5 Enjoy achievement of health enhancing levels of fitness

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

### **Standard: Personal and Social Responsibility**

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

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

*The student will:*

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

#### **Student Performance Indicators:**

**Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

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

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

### **Standard: Values Physical Activity**

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

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

*The student will:*

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

**Student Performance Indicators:**

**Level 1 - Skills are introduced at this level.**

*At Level 1, the student will:*

6.1.1 Participate willingly in a variety of physical activities

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

*At Level 2, the student will:*

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

**Level 3 - Students are proficient at this level.**

*At Level 3, the student will:*

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

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

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

## **Tennessee Health Education Standards 3-5**

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

### **Learning Expectations:**

The student will:

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

### **Performance Indicators:**

*At Level 1, the student will be able to:*

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

*At Level 2, the student will be able to:*

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

*At Level 3, the student will be able to:*

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

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

### **Learning Expectations:**

The student will:

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

### **Performance Indicators:**

*At Level 1, the student will be able to:*

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

*At Level 2, the student will be able to:*

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

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

**Learning Expectations:**

The student will:

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

**Performance Indicators:**

*At Level 1, the student will be able to:*

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

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

**Learning Expectations:**

The student will:

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

**Performance Indicators:**

*At Level 1, the student will be able to:*

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

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

**Emotional, Social, and Mental Health**

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

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

**Learning Expectations:**

The student will:

8.1 describe how feelings affect behavior.

8.2 **demonstrate respect** for the unique qualities of self and others.

8.3 describe characteristics to be a **responsible friend** and family member.

8.4 identify positive and negative stress.

**Performance Indicators:**

*At Level 1, the student will be able to:*

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

*At Level 2, the student will be able to:*

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

**Teacher Assessment Indicators (examples):**

The teacher may:

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

**Injury Prevention and Safety**

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

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

**Learning Expectations:**

The student will:

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

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

**Performance Indicators:**

*At Level 2, the student will be able to:*

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

**Tennessee English Language Arts Standards**

**Effective 2009-2010**

**Grade 4**

**Standard 2 - Communication**

**Grade Level Expectations**

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

**GLE 0401.2.2** Continue to develop listening skills necessary for communication

**Checks for Understanding (Formative/Summative Assessment)**

**Listening**

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

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

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

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

**Speaking**

**0401.2.6** Use rules for polite conversation.

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

**0401.2.8** Express reactions, personal experiences, and opinions orally.

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

## **Standard 3 – Writing**

### **Grade Level Expectations**

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

### **Checks for Understanding (Formative/Summative Assessment)**

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

**0401.3.15** Incorporate vivid language into writing.

## **Standard 7 - Media**

### **Grade Level Expectations**

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

**GLE 0401.7.2** Use media to publish and present information.

### **Checks for Understanding (Formative/Summative Assessment)**

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

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

**0401.7.3** Use media to enhance reports and oral presentations.

### **State Performance Indicators**

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

**SPI 0401.7.2** Identify the main idea in a visual image.

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

## **Standard 1 – Mathematical Processes**

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

### **Checks for Understanding (Formative/Summative Assessment):**

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

## **Social Studies - Fourth Grade**

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

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

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

### **Accomplishments**

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

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

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

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

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

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

b. Identify major industries of colonial America.

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

4.2.03 Understand fundamental economic concepts.

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

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

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

### **Geography**

#### **Content Standard: 3.0**

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

**Performance Indicators State:**

As documented through state assessment -

***At Level 1, the student is able to***

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

***At Level 2, the student is able to***

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



Facilities Department 127 Reynolds Drive Franklin, TN 37064  
Chip Sternenberg, Facilities Supervisor - Phone # 615-790-4707

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March 8, 2024

To: Franklin Special School District Board of Education, Director of Schools Dr. David Snowden

Cc: Dr. David Esslinger, Associate Director of Schools for Finance & Administration

Subject: Recommendation for Bid Approval, Replacement Walk-in Freezers & Coolers

The Facilities and Child Nutrition Departments solicited sealed bids to replace the walk-in freezers & coolers at Poplar Grove School, Freedom Middle School, and Franklin Elementary Schools, at which time on March 7<sup>th</sup>, 2024 two bids were opened. Our Architect WOLD, took each bid under review and has determined that Thrash Construction submitted the best bid meeting our specifications.

We seek approval and award to Thrash Construction, with work to commence at the end of May, 2024.

Thank you,

*Chip Sternenberg*

Chip Sternenberg  
Facilities Supervisor



March 13, 2024

**Chip Sternberg**  
**Maintenance Supervisor**  
**Franklin Special School District**  
**507 New Hwy 96 West**  
**Franklin, TN 37064**

Re: Bid Recommendation  
Cooler / Freezer Replacements  
Commission No. 237090

Chip:

We have reviewed the Bids received on March 6, 2024, for the cooler and freezer replacement at Franklin Elementary, Freedom Middle, and Poplar Grove schools. Attached is a copy of the bid tab results for your record.

While the apparent low bidder is HD Homes, LLC, their bid envelope submitted was incomplete; not listing proposed subcontractors as required by the bidding documents. With the Scope of Work what it is, the subcontractors are a vital part of the construction team and process.

With the above noted, it is our recommendation to award to Thrash Construction, who we believe to be the most responsible, lowest bidder. We have verified that license classifications for Thrash Construction and Subcontractors listed on the Bid Envelope are current and meet requirements for the project scope.

Therefore, unless your office has additional questions, we recommend award of the contract to Thrash Construction, for the total contract amount of \$684,000.00.

Submitted by,

Wold Architects and Engineers

A handwritten signature in blue ink, appearing to read "Johnnie Ray".

Johnnie Ray, RA

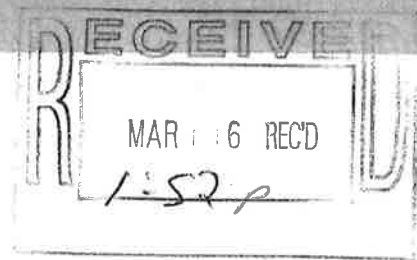
pc: David Esslinger, FSSD  
Steve Griffin, Wold AE  
Jonathan Polk, Thrash Construction

**Wold Architects and Engineers**  
214 Centerview Drive, Suite 300  
Brentwood, TN 37027  
woldae.com | 615 370 8500

**PLANNERS**  
**ARCHITECTS**  
**ENGINEERS**

**NOTE : PROJECT IS UNDER REVIEW AND HAS NOT BEEN AWARDED AT THIS TIME.**

<b>Bid Tab</b>		Page <b>1</b> of <b>1</b>	Pursuant to the Invitation to Bid extended for <b>Coolers / Freezers Replacement for FSSD (3 schools)</b> <b>Franklin, TN</b>				Signature required only by Presiding Official. Others can be printed or typed.	
Bids opened in <b>Franklin, TN</b>		How many <b>Addendum</b> issued: <b>1</b>	bids and modifications must have been received here by <b>2:00 p.m. local time, Wednesday, March 6, 2024</b>				Presiding Official	
		Contract Time <b>July 18, 2024</b> completion date	I, thus declare the bidding closed, and now will proceed to open and read bids and modifications which have been received.				Designer represented by	
		Liquidated Damages per day					Owner represented by	
Regulated Subcontractors		Bidders (name, city, license number)	Drug Affvt	Add Ack	Bid Secur		<b>Base Bid</b>	<b>Notes</b>
Plumbing	H & H Equipment Services	Name <b>Thrash Construction</b>	<b>X</b>	<b>X</b>	<b>B</b>		<b>684,000.00</b>	
HVAC	H & H Equipment Services	City Shreveport						
Electrical	Innovative Electric	License Number <b>74130</b>						
Masonry	N/A							
Geothermal	N/A							
Roofing	N/A							
Foodservice	Hotel & Restaurant Supply							
Plumbing	N/A	Name <b>HD Homes LLC</b>	<b>X</b>	<b>X</b>	<b>B</b>		<b>639,000.00</b>	
HVAC	N/A	City Cookeville						
Electrical	M & D Electric	License Number <b>77368</b>						
Masonry	N/A							
Geothermal	N/A							
Roofing	N/A							
Foodservice	N/A							
Plumbing		Name						
HVAC		City Nashville						
Electrical		License Number						
Masonry								
Geothermal								
Roofing								



# Bid Cover Sheet

To the OWNER: Franklin Special School District

For the Project: Freezer/Cooler Replacement Franklin Elementary, Freedom Middle & Poplar Grove

Project Number: 237090

Project Designer: Wold Architects and Engineers

Time: 2:00pm CST Date: March 6, 2024

**Any blank spaces may cause bid to be unacceptable and rejected.**

Provide state contractor license number, expiration date, and classifications for Bidder and listed subcontractors, as applicable.  
Provide all names as used for licensing or other legal transactions.

### Bidder Identification:

Bidder Thrash Construction Services, LLC

Address 1110 Sam R Fertitta Shreveport, LA 71101

### State Contractor License Information:

Provide complete information if licensed, or circle:

License Number 74130 (Bidder Unlicensed)

License Classification applicable to Project BC-B

License expiration date 11/30/2025 \$ 3,000,000.00 Dollar Limit

### Subcontractors to be used on this Project: (or Bidder, if Bidder is to perform the work)

- If any work, regardless of dollar value, is required for subcontractor category, list subcontractor that will perform that work. Or, if Bidder will perform work in a category with Bidder's own forces, fill in Bidder's name as subcontractor.
- If no work is required in a subcontractor category, write "N/R" (None Required) or "N/A" (Not Applicable).
- If the monetary amount of a subcontractor's work is such that no license is required, "N/A" may be written in the license number column, but still write name.

Category	Name	License Number	Expiration Date	Classification
Plumbing	<u>H &amp; H Equipment Service Inc</u>	<u>982</u>	<u>9/30/24</u>	<u>VC</u>
HVAC	<u>H &amp; H Equipment Service Inc.</u>	<u>982</u>	<u>9/30/24</u>	<u>VC</u>
Electrical	<u>Innovative Electric</u>	<u>66178</u>	<u>09/24</u>	<u>CE</u>
Masonry	<u>N/A</u>			
Roofing	<u>N/A</u>			
Foodservice	<u>Hotel and Restaurant Supply</u>	<u>44530</u>	<u>11/30/24</u>	<u>Business</u>

**SECTION 00 41 00  
BID FORM**

**THE PROJECT AND THE PARTIES**

**1.01 TO:**

- A. Franklin Special School District  
Franklin Special School District Central Office  
507 New Hwy. 96W  
Franklin, Tennessee 37064

**1.02 FOR:**

- A. Project: Cooler/Freezer Replacement - Franklin Elementary, Freedom Middle, Poplar Grove
- B. Project Number: 237090  
Franklin, Tennessee  
We have examined the Contract Documents for the proposed Cooler/Freezer Replacement - Franklin Elementary, Freedom Middle, Poplar Grove as prepared by Wold Architects and Engineers, Brentwood, TN, and the conditions affecting the work.

**1.03 DATE:** 03/06/2024 (BIDDER TO ENTER DATE)

**1.04 SUBMITTED BY: (BIDDER TO ENTER NAME AND ADDRESS)**

- A. Bidder's Full Name Thrash Construction Services, LLC
  - 1. Address 1110 Sam R Fertitta
  - 2. City, State, Zip Shreveport, LA 71101
  - 3. Telephone Number (318) 227-8526
  - 4. Fax Number (318) 227-8528
  - 5. License No. 74130
  - 6. License Expiration Date: 11/30/2025
  - 7. Classification: BC-B
  - 8. Dollar Limit: \$3,000,000.00

**1.05 ACCEPTANCE**

- A. Accompanying this proposal is a Bid Security for all work, required to be furnished by Contract Documents, the same being subject to forfeiture in the event of default by the undersigned.
  - 1. The Bidder acknowledges by its signature that it agrees to requirements contained in the Invitation to Bid and the Advertisement for Bids and, that should it fail to execute a Contract with the Owner, should the Owner award said Contract to it, that the Owner may rightfully collect the sum of the Bid Security.
  - 2. The required Bid Security is attached to this Bid.
- B. I agree to complete the Project, provided a contract is executed, by July 18, 2024.
- C. I understand the Owner reserves the right to reject any or all bids, and it is agreed that this bid may not be withdrawn for a period of 45 days from the opening thereof.
- D. The Bidder declares that this Bid is made without any expressed or implied connection (financial or otherwise) with any other person or company or parties making a bid on the above-named Project; and that this Bid is, in all respects, fair and in good faith without collusion or fraud.
- E. The Bidder acknowledges by its signature that it has visited and examined the site of the proposed construction and has received and examined the documents titled "Project Manual" for the Construction of the above-mentioned Project, Drawings and other documents and has included their provisions in its Bid.
- F. Iran Divestment Act: By submission of this bid, each bidder and each person signing on behalf of any bidder certifies, and in the case of a joint bid each party thereto certifies as to its own organization, under penalty of perjury, that to the best of its knowledge and belief that each bidder is not on the list created pursuant to §12-12-106.

**1.06 BASE BID**

- A. The Bidder agrees to perform all work including General, Mechanical and Electrical Construction for the Base Bid Sum of:

Six Hundred Eighty-Four Thousand Dollars Dollars \$ 684,000.00

**1.07 RESPONSIBLE CONTRACTOR COMPLIANCE**

A. By signing this bid form, I am an Owner or Officer of the firm name listed on the bid form.

**1.08 ADDENDA**

A. The following Addenda have been received. The modifications to the Bid Documents noted below have been considered and all costs are included in the Bid Sum.

1. Addendum(a) # 1: February 29, 2024
2. Addendum(a) # 2: N/A

**1.09 BID FORM SIGNATURE(S)**

Thaddeus Thrash - Thrash Construction Service, LLC

(Bidder - print the full name of your firm)

was hereunto affixed in the presence of:

Member Manager

(Authorized signing officer, Title)



(Signature)

**END OF DOCUMENT**

SECTION 00 45 00  
DRUG FREE AFFIDAVIT

(MUST BE ATTACHED TO BID FORM UPON SUBMISSION)  
STATE OF TENNESSEE DRUG-FREE WORKPLACE AFFIDAVIT

Parish ~~COUNTY~~ OF Caddo OF PRIME BIDDER

NOW COMES AFFIANT, WHO BEING DULY SWORN, DEPOSES AND SAYS:

HE/SHE IS THE PRINCIPAL OFFICER FOR

[INSERT NAME AND ADDRESS OF BIDDING ENTITY];

Thrash Construction Services, LLC  
1110 Sam R Fertitta  
Shreveport, LA 71101

THAT THE BIDDING ENTITY HAS SUBMITTED A BID TO

[INSERT NAME OF OWNER, CITY ]

Franklin Special School District  
507 New Hwy 96 W  
Franklin, TN 37064

FOR THE CONSTRUCTION OF

[INSERT NAME OF PROJECT AND PROJECT NUMBER]

Cooler/Freezer Replacement - Franklin Elementary, Freedom  
Middle, Poplar Grove Franklin Tennessee  
No. 237090

THAT THE BIDDING ENTITY EMPLOYS NO LESS THAN FIVE (5) EMPLOYEES;  
THAT AFFIANT CERTIFIES THAT THE BIDDING ENTITY HAS IN EFFECT, AT THE TIME OF  
SUBMISSION OF ITS BID TO PERFORM THE CONSTRUCTION REFERRED TO ABOVE, A DRUG-  
FREE WORKPLACE PROGRAM THAT COMPLIES WITH ' 50-9-113, TENNESSEE CODE ANNOTATED.  
THAT THIS AFFIDAVIT IS MADE ON PERSONAL KNOWLEDGE.  
FURTHER AFFIANT SAITH NOT.



AFFIANT

SUBSCRIBED AND SWORN TO BEFORE ME THIS 16<sup>th</sup> DAY OF March, ~~2022~~ <sup>2024</sup>

Cynthia Smith

NOTARY PUBLIC

MY COMMISSION EXPIRES: Wittle Life

END OF DRUG FREE AFFIDAVIT

END OF SECTION 00 45 00

CYNTHIA SMITH  
NOTARY PUBLIC  
CADDO PARISH, LOUISIANA  
MY COMMISSION IS FOR LIFE  
ID # 131061

# AIA® Document A310™ – 2010

## Bid Bond

**CONTRACTOR:**

*(Name, legal status and address)*

Thrash Construction Services, LLC  
1110 Sam R. Fertitta Drive  
Shreveport, LA 71101

**SURETY:**

*(Name, legal status and principal place of business)*

The Gray Casualty & Surety Company  
P.O. Box 6202  
Metairie, LA 70009-6202

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

Any singular reference to Contractor, Surety, Owner or other party shall be considered plural where applicable.

**OWNER:**

*(Name, legal status and address)*

Franklin Special School District Central Office  
507 New Hwy. 96  
Franklin, TN 37064

**BOND AMOUNT:** Five (5%) percent of total amount of this bid, including any alternates

**PROJECT:**

*(Name, location or address, and Project number, if any)*

FSSD Cooler/Freezer Replacement - Franklin Elementary, Freedom Middle, Poplar Grove  
Project Number: 237090; Franklin, Tennessee

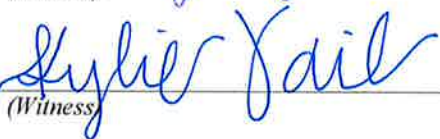
The Contractor and Surety are bound to the Owner in the amount set forth above, for the payment of which the Contractor and Surety bind themselves, their heirs, executors, administrators, successors and assigns, jointly and severally, as provided herein. The conditions of this Bond are such that if the Owner accepts the bid of the Contractor within the time specified in the bid documents, or within such time period as may be agreed to by the Owner and Contractor, and the Contractor either (1) enters into a contract with the Owner in accordance with the terms of such bid, and gives such bond or bonds as may be specified in the bidding or Contract Documents, with a surety admitted in the jurisdiction of the Project and otherwise acceptable to the Owner, for the faithful performance of such Contract and for the prompt payment of labor and material furnished in the prosecution thereof; or (2) pays to the Owner the difference, not to exceed the amount of this Bond, between the amount specified in said bid and such larger amount for which the Owner may in good faith contract with another party to perform the work covered by said bid, then this obligation shall be null and void, otherwise to remain in full force and effect. The Surety hereby waives any notice of an agreement between the Owner and Contractor to extend the time in which the Owner may accept the bid. Waiver of notice by the Surety shall not apply to any extension exceeding sixty (60) days in the aggregate beyond the time for acceptance of bids specified in the bid documents, and the Owner and Contractor shall obtain the Surety's consent for an extension beyond sixty (60) days.

If this Bond is issued in connection with a subcontractor's bid to a Contractor, the term Contractor in this Bond shall be deemed to be Subcontractor and the term Owner shall be deemed to be Contractor.

When this Bond has been furnished to comply with a statutory or other legal requirement in the location of the Project, any provision in this Bond conflicting with said statutory or legal requirement shall be deemed deleted herefrom and provisions conforming to such statutory or other legal requirement shall be deemed incorporated herein. When so furnished, the intent is that this Bond shall be construed as a statutory bond and not as a common law bond.

Signed and sealed this 6th day of March, 2024

  
*(Witness)*

  
*(Witness)*

Thrash Construction Services, LLC

*(Principal)*

*(Seal)*

*(Title)*

The Gray Casualty & Surety Company

*(Surety)*

*(Seal)*

*(Title)*

Tamara J. Updyeke Attorney-in-Fact

**CAUTION: You should sign an original AIA Contract Document, on which this text appears in RED. An original assures that changes will not be obscured.**

Init.

**THE GRAY INSURANCE COMPANY  
THE GRAY CASUALTY & SURETY COMPANY**

**GENERAL POWER OF ATTORNEY**

**Bond Number:** N/A                      **Principal:** Thrash Construction Services, LLC

**Project:** FSSD Cooler/Freezer - Franklin Elementary, Freedom Middle, Poplar Grove  
Project Number: 237090; Franklin, Tennessee

KNOW ALL BY THESE PRESENTS, THAT The Gray Insurance Company and The Gray Casualty & Surety Company, corporations duly organized and existing under the laws of Louisiana, and having their principal offices in Metairie, Louisiana, do hereby make, constitute, and appoint: **Tracy S. Steiner, George D. Nelson, Jr. Pamela G. Patton, Michael D. Belanger, Sally B. Ryland, Tamara J. Updyke and Richard G. Harris, Jr. of Shreveport, Louisiana jointly and severally** on behalf of each of the Companies named above its true and lawful Attorney(s)-in-Fact, to make, execute, seal and deliver, for and on its behalf and as its deed, bonds, or other writings obligatory in the nature of a bond, as surety, contracts of suretyship as are or may be required or permitted by law, regulation, contract or otherwise, provided that no bond or undertaking or contract of suretyship executed under this authority shall exceed the amount of \$25,000,000.00.

This Power of Attorney is granted and is signed by facsimile under and by the authority of the following Resolutions adopted by the Boards of Directors of both The Gray Insurance Company and The Gray Casualty & Surety Company at meetings duly called and held on the 26<sup>th</sup> day of June, 2003.

“RESOLVED, that the President, Executive Vice President, any Vice President, or the Secretary be and each or any of them hereby is authorized to execute a power of Attorney qualifying the attorney named in the given Power of Attorney to execute on behalf of the Company bonds, undertakings, and all contracts of surety, and that each or any of them is hereby authorized to attest to the execution of such Power of Attorney, and to attach the seal of the Company; and it is

FURTHER RESOLVED, that the signature of such officers and the seal of the Company may be affixed to any such Power of Attorney or to any certificate relating thereto by facsimile, and any such Power of Attorney or certificate bearing such facsimile signature or facsimile seal shall be binding upon the Company now and in the future when so affixed with regard to any bond, undertaking or contract of surety to which it is attached.

IN WITNESS WHEREOF, The Gray Insurance Company and The Gray Casualty & Surety Company have caused their official seals to be hereinto affixed, and these presents to be signed by their authorized officers this 4<sup>th</sup> day of November, 2022.



By:

Michael T. Gray  
President  
The Gray Insurance Company

Cullen S. Piske  
President  
The Gray Casualty & Surety Company



State of Louisiana

ss:

Parish of Jefferson

On this 4<sup>th</sup> day of November, 2022, before me, a Notary Public, personally appeared Michael T. Gray, President of The Gray Insurance Company, and Cullen S. Piske, President of The Gray Casualty & Surety Company, personally known to me, being duly sworn, acknowledged that they signed the above Power of Attorney and affixed the seals of the companies as officers of, and acknowledged said instrument to be the voluntary act and deed, of their companies.



Leigh Anne Henican  
Notary Public  
Notary ID No. 92653  
Orleans Parish, Louisiana

Leigh Anne Henican  
Notary Public, Parish of Orleans State of Louisiana  
My Commission is for Life

I, Mark S. Manguno, Secretary of The Gray Insurance Company, do hereby certify that the above and forgoing is a true and correct copy of a Power of Attorney given by the companies, which is still in full force and effect. IN WITNESS WHEREOF, I have set my hand and affixed the seals of the Company this 6<sup>th</sup> day of March, 2024.

I, Leigh Anne Henican, Secretary of The Gray Casualty & Surety Company, do hereby certify that the above and forgoing is a true and correct copy of a Power of Attorney given by the companies, which is still in full force and effect. IN WITNESS WHEREOF, I have set my hand and affixed the seals of the Company this 6<sup>th</sup> day of March, 2024.



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

ITEMS TO BE DISPOSED: (add rows if needed)

DATE: MARCH 7, 2024

Location	Quantity	Description
FTC	1	2007 CHEVROLET SILVERADO
FTC	1	2000 FORD F-250
FTC	1	JOHN DEERE 5045 TRACTOR W/553 LOADER
FTC	1	WOODS FINISH MOWER, 10'
FTC	1	GRADER BLADE, 3-POINT, 6' BLADE
CNS/JES	1	2000 Ford Van

insert pictures here if appropriate:



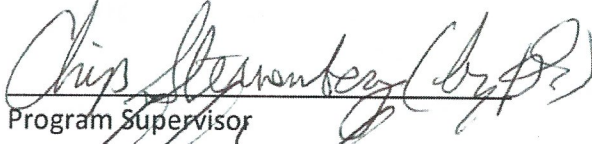
**Notes:**

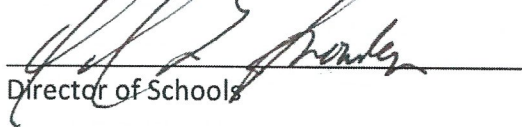
- The above items are no longer suitable to be utilized in the programs of FSSD.
- The supervisor of the program has estimated the item value to exceed \$500.
- Upon approval from the Board to surplus, the supervisor may sell the property to the highest bidder after advertising in newspaper (7days) or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

- All revenue from the sale of listed items shall be deposited in the general-purpose fund of the Board unless the item was purchased from CNP or Federal Projects.

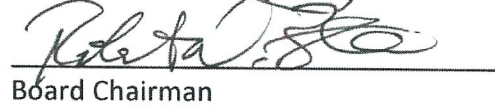
- If attempts to sell the property fail to produce monetary return, the property may be discarded.

Approval:

  
Program Supervisor

  
Director of Schools

 3/7/24  
Associate Director – Finance/Administration

  
Board Chairman

Approved original to: Program Supervisor

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

Reference: Board Policy 2.403

**Franklin Special School District  
Budget Amendments  
Fiscal Year 2023-2024**

**General Purpose Fund  
Amendment #4**

Budget Code	Budget Code Description	Increase	Decrease
<b>REVENUE</b>			
141 R 46790 000 000 00000 137	ISM Grant	\$ 1,000,000.00	
<b>EXPENDITURES</b>			
141 E 71100 116 000 00000 137	Teachers	\$ 175,000.00	
141 E 71100 201 000 00000 137	Social Security	10,850.00	
141 E 71100 204 000 00000 137	State Retirement	15,207.00	
141 E 71100 206 000 00000 137	Life Insurance	98.00	
141 E 71100 207 000 00000 137	Medical Insurance	14,663.00	
141 E 71100 208 000 00000 137	Dental Insurance	357.00	
141 E 71100 212 000 00000 137	Employer Medicare	2,538.00	
141 E 71100 299 000 00000 137	Other Fringe Benefits	641.00	
141 E 71100 429 000 00000 137	Instructional Supplies & Materials	12,000.00	
141 E 71300 399 000 00000 137	Other Contracted Services	22,000.00	
141 E 71300 471 000 00000 137	Software	6,000.00	
141 E 71300 599 000 00000 137	Other Charges	599,021.00	
141 E 71300 730 000 00000 137	Vocational Instructional Equipment	57,125.00	
141 E 72210 524 000 00000 137	In-Service/Staff Development	15,000.00	
141 E 72250 790 000 00000 137	Other Equipment	9,500.00	
141 E 72710 399 000 00000 137	Other Contracted Services	60,000.00	
		\$ 1,000,000.00	

Explanation: Increased budgeted revenue & increase budgeted expenditures for the ISM Grant.  
No local tax funds involved.

**General Purpose Fund  
Amendment #5**

Budget Code	Budget Code Description	Increase	Decrease
<b>EXPENDITURES</b>			
141 E 72210 432 000 07000 000	Library Books/Media	\$ 6,000.00	
141 E 72210 524 000 07000 000	In-Service/Staff Development	8,000.00	
	Budgetary Control		14,000.00
141 E 72310 311 000 00000 000	Legal Services		5,250.00
141 E 72210 399 000 31000 000	Other Contracted Services	5,250.00	
141 E 72130 322 000 16000 499	Other Supplies & Materials	165.00	
141 E 71100 429 000 16000 429	Instructional Supplies & Materials		45.00
141 E 71100 499 000 16000 499	Other Supplies & Materials		120.00
141 E 72310 355 000 00000 000	Travel		4,000.00
141 E 72320 355 000 00000 000	Travel	4,000.00	
		\$ 23,415.00	\$ 23,415.00

Explanation: Reclassify budgeted expenditures.

**General Purpose Fund  
Amendment #6**

Budget Code	Budget Code Description	Increase	Decrease
<b>REVENUE</b>			
141 R 47143 000 000 00000 000	ED of Handicap- IDEA Part B	\$ 113,966.63	
<b>EXPENDITURES</b>			
141 E 71200 312 000 00000 000	Contracts w/Private Agencies	\$ 113,966.63	

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

**Franklin Special School District  
Budget Amendments  
Fiscal Year 2023-2024**

**General Purpose Fund  
Amendment #7**

Budget Code	Budget Code Description	Increase	Decrease
<b>REVENUE</b>			
141 R 46980 000 000 00000 138	State Special Education Preschool Grant	\$ 85,574.20	
<b>EXPENDITURES</b>			
141 E 71200 163 000 00000 138	Teachers	\$ 70,527.60	
141 E 71200 201 000 00000 138	Social Security	4,372.71	
141 E 71200 212 000 00000 138	State Retirement	1,022.65	
141 E 71200 499 000 00000 138	Life Insurance	9,651.24	
		<b>\$ 85,574.20</b>	

Explanation: Increased budgeted revenue & increase budgeted expenditures for the State Special Education Preschool Grant.  
No local tax funds involved.

**Franklin Special School District  
Budget Amendments  
Fiscal Year 2023-2024**

**Federal Projects Fund  
Amendment #10**

Budget Code	Budget Code Description	Increase	Decrease
<b>REVENUE</b>			
142 R 47401 000 935 00000 000	ESSER 3.0	\$ 135,230.87	
<b>EXPENDITURES</b>			
142 E 71100 429 935 00000 000	Instructional Supplies & Materials	\$ 16,750.00	
142 E 72210 499 935 00000 000	Other Supplies & Materials	23,340.00	
142 E 72210 524 935 00000 000	In-Service/Staff Development	35,035.00	
142 E 72620 499 935 00000 000	Other Supplies & Materials	30,250.71	
142 E 76100 707 935 00000 000	Building Improvement	21,855.16	
142 E 99100 504 935 00000 000	Indirect Cost	8,000.00	
		<b>\$ 135,230.87</b>	
Explanation: Increase budgeted revenue & expenditures under the ESSER 3.0. No local tax funds involved.			

**Federal Projects Fund  
Amendment #11**

Budget Code	Budget Code Description	Increase	Decrease
<b>EXPENDITURES</b>			
142 E 71100 429 101 04000 000	Instructional Supplies & Materials	\$ 9,343.90	
142 E 71100 429 101 06000 000	Instructional Supplies & Materials	4,500.00	
142 E 71100 429 101 08000 000	Instructional Supplies & Materials	1,310.44	
142 E 71100 722 101 03000 000	Regular Instructional Equipment		2,845.00
142 E 71100 722 101 05000 000	Regular Instructional Equipment	6,719.35	
142 E 71100 599 101 08000 000	Other Charges	100.00	
142 E 72130 499 101 03000 000	Other Supplies & Materials	300.00	
142 E 72130 499 101 06000 000	Other Supplies & Materials		2,500.00
142 E 72210 499 101 04000 000	Other Supplies & Materials		7,343.90
142 E 72210 499 101 06000 000	Other Supplies & Materials		2,000.00
142 E 72130 790 101 03000 000	Other Equipment	2,845.00	
142 E 72210 524 101 00000 000	In-Service Staff Development	19,250.00	
142 E 72210 524 101 05000 000	In-Service Staff Development		6,719.35
142 E 72210 524 101 06000 000	In-Service Staff Development		2,000.00
142 E 72210 524 101 08000 000	In-Service Staff Development		1,707.94
142 E 72210 599 101 04000 000	Other Charges		2,000.00
142 E 72210 599 101 06000 000	Other Charges	2,000.00	
142 E 72210 599 101 08000 000	Other Charges	297.50	
142 E 72210 499 101 03000 000	Other Supplies & Materials		300.00
142 E 72210 524 101 09000 000	In-Service Staff Development		19,250.00
		<b>\$ 46,666.19</b>	<b>\$ 46,666.19</b>
Explanation: Reclassify budgeted revenue & expenditures under the Title One Part A. No local tax funds involved.			

**Federal Projects Fund  
Amendment #12**

Budget Code	Budget Code Description	Increase	Decrease
<b>EXPENDITURES</b>			
142 E 71100 399 301 00000 000	Other Contracted Services	\$ 2,500.00	
142 E 71100 429 301 00000 000	Instructional Supplies & Materials	2,500.00	
142 E 72210 524 301 00000 000	In-Service Staff Development		5,000.00
		<b>\$ 5,000.00</b>	<b>\$ 5,000.00</b>
Explanation: Reclassify budgeted revenue & expenditures under the Title Three Part A. No local tax funds involved.			

**Franklin Special School District  
Budget Amendments  
Fiscal Year 2023-2024**

**Federal Projects Fund  
Amendment #13**

Budget Code	Budget Code Description	Increase	Decrease
<b>EXPENDITURES</b>			
142 E 71200 169 901 00000 000	Part-Time Personnel		\$ 7,596.00
142 E 71200 207 901 00000 000	Medical Insurance	4,000.00	
142 E 71200 208 901 00000 000	Dental Insurance		4,000.00
142 E 71200 210 901 00000 000	Unemployment Compensation		1,004.00
142 E 71200 299 901 00000 000	Other Fringe Benefits	2,000.00	
142 E 71200 369 901 00000 053	Contracts Subs-Certified	480.00	
142 E 71200 369 901 00000 054	Contracts Subs-Certified	120.00	
142 E 71200 370 901 00000 053	Contracts Subs-Non Certified	1,600.00	
142 E 71200 370 901 00000 054	Contracts Subs-Non Certified	400.00	
142 E 71200 429 901 00000 000	Instructional Supplies & Materials	98.14	
142 E 71200 725 901 00000 000	Special Education Equipment	2,000.00	
142 E 72220 524 901 00000 000	In-Service Staff Development	2,000.00	
142 E 99100 504 901 00000 000	Indirect Cost		98.14
		\$ 12,698.14	\$ 12,698.14
Explanation: Reclassify budgeted revenue & expenditures under the IDEA Part B. No local tax funds involved.			

# DIRECTORS PERFORMANCE REVIEW

## TOTAL COMPOSITE SCORE

Presented for Board Approval March 2024

Reflecting the Performance Goals of 2022-2023

Based on the Annual Report Submitted February 2024 for 2022-2023

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

**Board Members:**

**Alicia Barker  
Allena Bell  
Robert Blair  
Robin Newman  
Tim Stillings  
Kevin Townsel**

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

- 1. 34.25**
- 2. 35.00**
- 3. 15.00**
- 4. 14.50**

Total Possible Composite Score: **100**

**Total Composite Score Awarded: 98.75**

Scores totaled by: Carol Riordan, David Esslinger Date: 03/08/2024

Date approved by FSSD Board of Education \_\_\_\_\_

**Director of Schools  
PERFORMANCE REVIEW PROCESS**

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

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

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

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

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

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

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



**Franklin Special School District  
Board of Education  
Director of Schools Annual Performance Goals**

for

**Dr. David Snowden  
Director of Schools**

**School Year  
2022-2023**

**Adopted by the FSSD Board of Education**

***Date: June 13, 2022***

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- *Affirming Self-Worth*
- *Challenging the Intellect*
- *Inspiring for the Future*

*In order to fulfill our mission and transform our vision to reality, the Board of Education of the Franklin Special School District establishes the following goals and objectives for its Director of Schools for school/fiscal year 2022-2023.*

**I. Improvement of Student Performance:**

- A. Maintain and utilize a comprehensive database of student performance information to assist in the development and implementation of an Individual Learning Plan for each student.
- B. Support and maintain innovative approaches to curriculum and instruction, especially instructional technology and instructional coaches, as tools to improve student performance and manage achievement gaps.

**II. Effective Management of District Resources:**

- A. Work with the Board and construction management firm to complete construction projects within the GMP.
- B. Proactively identify and support only state funding models that adequately fund and support the unique mission of the FSSD. The Director will proactively advocate for FSSD and public education.
- C. Work with the Board of Education to prioritize the list of capital improvements to be completed.
- D. Provide effective personnel recruitment and assimilation, as well as professional and leadership development programs that attract, retain and support the best personnel with a focus on building bench strength.
- E. Provide effective training, support, and communications for teachers and administrators to insure their continued success for in-person and remote learners.
- F. Work cooperatively with the Board of Education to ensure a safe, secure environment for teaching and learning.
- G. Provide maximum effort in recruiting and retaining students.

**III. Execute on the District and Board’s Vision of *Excellence in Teaching and Learning For All*:**

- A.** Facilitate an annual retreat with the BOE (and invited staff and administration) to review and revise, as necessary, the written, comprehensive five-year strategic plan, “Reach 2024,” and discuss other matters important to the Board’s vision.
- B.** Continue to implement school equity throughout the district.
- C.** Continue to expand and develop programs/opportunities to enhance the social, emotional and mental well-being of our students.
- D.** Continue efforts to recruit, hire and retain diverse and inclusive administrators, teachers and staff.
- E.** Continue professional development for teachers and administrators on strategies to develop culturally responsible teaching practices.

**IV. Provide the Highest Level of Internal and External Communication:**

- A.** Proactively communicate with all stakeholders the historical significance and importance of the FSSD in meeting the unique educational needs of the diverse FSSD community, district improvements and progress in meeting district goals.
- B.** Develop, implement, and continually refine innovative methods to create and enhance stronger family–school relationships for increased parent involvement and increased parent awareness of our resources and efforts.

## PERFORMANCE REVIEW SUMMARY

I.	Improvement of Student Performance	<b>35 points</b>
II.	Effective Management of District Resources	<b>35 points</b>
III.	Execute on the Board's Vision	<b>15 points</b>
IV.	Provide the Highest Level of Internal and External Communication	<b>15 points</b>

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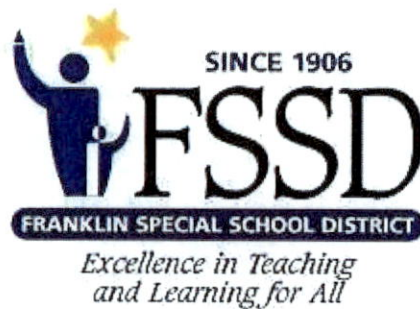
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***ANNUAL REPORT***  
***State of the FSSD***

TO THE FSSD BOARD OF EDUCATION  
(Report based upon 2022-2023 School Year)

*Submitted by: Dr. David Snowden*

January 2024



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# Student Performance and Achievement Highlights

## *Tennessee Comprehensive Assessment Program (TCAP)*

Through the cooperation of school leadership, school support staff, teachers, the Teaching and Learning team, other district-level support staff and the support of parents, the PTO, community and the FSSD School Board, FSSD students continued to improve academically.

1. For 2022-2023, Tennessee continued to implement the Accountability Plan developed under Every Student Succeeds Act (ESSA) and approved by the US Department of Education (USDOE). This plan focuses on four federal accountability areas: (1) increasing achievement levels for all students as well as for specific groups of students who are furthest behind – English learners (EL), Economically Disadvantaged (ED), Students with Disabilities (SWD), and Black, Hispanic, and Native American (BHN); (2) growth in achievement for all students as well as for the specific groups listed above; (3) reducing chronic absenteeism for all students as well as specific groups; and (4) improving English language proficiency of English learners. Districts are expected to meet an annual requirement of 95% student participation rate for state assessments and, for the 2022-2023 school year, the FSSD once again had a participation rate of over 99%. For the 2022-23 school year, the FSSD did not receive any formal accountability designation from the federal accountability results, based on the overall results from the four areas. This is due to changes at the state level regarding district and school accountability metrics and how those will be used to calculate A-F letter grades. As such, overall scores for schools and districts are still pending, as of November 2023. (1A, 1B, 3B, 4A, 4B)
2. The FSSD received TVAAS (Tennessee Value-Added Assessment System) scores for overall student growth from prior years of TCAP testing. These scores were factored into the overall district scores for student growth. For literacy, the district received a 2 for TVAAS, which is in the lower range of the 1-5 scale (with 5 being the highest growth score). By contrast, the district was a 3 in literacy in the 2021-22 school year. For numeracy, the district received a 4 for TVAAS in 2022-23, which was up from the score of 1 in 2021-22. The district's overall TVAAS score for the 2022-23 school year was a 3 for student growth, based on the combined literacy and numeracy growth index averages. This was an improvement upon the 2021-22 school year, during which time we received a 1 for our combined literacy and numeracy TVAAS result. The combined literacy and numeracy TVAAS score is the one that the state uses for district accountability. Science and social studies both also received TVAAS results for the 2022-23 school year, and they were a 5 (science) and 4 (social studies), respectively. When factoring all subjects, the district's TVAAS composite score was a 4 for the 2022-23 school year. However, neither science nor social studies was included in the calculation of the district's overall TVAAS for accountability purposes, which only factored in literacy and numeracy results. (1A, 1B, 4A, 4B)
3. The FSSD was once again ranked among the highest-achieving districts in the state based on TCAP achievement scores, including the results of math, English language arts (ELA), science, social studies (grades 6-8 only), and End-of-Course (EOC) Algebra I and geometry. Achievement is determined by the success rates for TCAP tested subjects, which is the percentage of students who met or exceeded expectations to show proficiency in that subject. Of the 146 school systems in Tennessee, the FSSD ranked in the top 10% of districts, based on overall student achievement performance. The FSSD ranked in the top 15 of districts for success rates in all of our tested subject areas, including being ranked first for Algebra I and second for Geometry scores. District-by-district TCAP results can be accessed on the Tennessee Department of Education (TDOE) State Report Card website. District rankings are based on the mean averages of district test results. (1A, 1B, 4A, 4B)
4. The FSSD continued its longstanding tradition of greatly exceeding the state's TCAP results. In fact, the FSSD's success rates (students scoring in the proficiency levels of *Met Expectations* and *Exceeded Expectations*) in ELA, math, science, and social studies were all well above the state's proficiency percentage - by double digits in every subject area. Specifically, in ELA, 55.8% of FSSD students in grades 3-8 scored proficient, which was 19.2% higher than the state average. In the past two years, the FSSD has increased its

ELA success rate by a whopping 9.6%. In math, 58.6% of FSSD students scored proficient, 19.6% higher than the state average. This was an improvement of 6% in just one year for FSSD students. In science, an incredible 63.7% of FSSD students in grades 3-8 scored proficient, 21.6% higher than the state average and an improvement of 5.9% in one year. In social studies, an extraordinary 61.9% of FSSD students scored proficient, 18% higher than the state average. Social studies was the only subject area that experienced a slight decrease in proficiency for 2023. (1A, 1B, 4A, 4B)

5. For the 2022-23 school year, the FSSD had 115 students in grades seven and eight who took Algebra I, a high school credit-bearing class, in middle school. There were also 14 eighth grade students who took geometry this past year. The TCAP End-of-Course (EOC) tests were administered to these students via the online Pearson testing platform for a second consecutive year. Although the number of students taking Algebra I in seventh grade was small (14 students), 100% scored at the proficient levels of *Met Expectations* or *Exceeded Expectations*. Of the 101 eighth grade students taking Algebra I, 82.2% scored at the proficient levels, an improvement of 4% from the spring of 2022. Geometry scores remained consistently high with 92.9% of our students demonstrating proficiency. Because our students are taking these courses in middle school in lieu of grade-level math courses, the percentages count as part of our math accountability results. (1A, 1B, 4A, 4B)
6. FSSD students with significant cognitive disabilities participated in the TCAP Alternate Assessment for science and social studies and the online MSAA for English and math in the spring of 2023. Their scores ranged from Level 1 (*Below*) to Level 4 (*Mastered*) in all subject areas. 19 students participated in these alternate assessments, and the students' results by subject area were as follows: ELA = 63.2% proficient; math = 73.7% proficient; science = 63.2%; social studies (grades 6-8 only) = 88.9% proficient. Except for science, these proficiency results demonstrated significant increases from prior years' alternate assessments. Since these tests are state-mandated alternate assessments for eligible students with a disability, the scores do count as part of the FSSD accountability data for each tested subject area. (1A, 1B, 1C, 4A, 4B)
7. Results from the 2022-23 World-Class Instructional Design and Assessment (WIDA) ACCESS English Language Proficiency Assessment (ELPA) indicated that, because of their excellent growth in speaking, listening, reading, and writing in English, 15.9% of our students exited the direct service portion of English Learner (EL) programming and became Transition 1 (T1) students. This exit percentage was up for the first time in three years. In 2020-21, only 12.8% of students exited the EL program based on their WIDA scores, and in 2021-22, only 12.6% of students exited EL services. Throughout the school year, transition (T1) students were monitored closely by our EL and general education teachers and may have received direct services as they became more academically proficient. As part of the Tennessee Every Student Succeeds Act (ESSA) Accountability Plan, another metric being monitored is the English Language Proficiency Assessment (ELPA) Growth Standard. It measured whether students made adequate annual progress on learning English, even if they are not yet ready to exit from direct EL services. In 2022-2023, the FSSD exceeded its AMO (Annual Measurable Objective) for ELPA growth because 59.1% of FSSD EL students met the criteria for demonstrating adequate annual growth on WIDA ACCESS, a whopping 10% increase in one year. For the sake of comparison, 49.1% of FSSD EL students demonstrated adequate growth in 2021-22, and 45.2% of FSSD EL students showed adequate growth in 2020-2021. (1A, 1B, 1C, 3B, 4A, 4B)
8. Forty percent of federal accountability calculations for achievement also include the performance of historically underserved subgroups in ELA and math. In FSSD, our subgroups, including BHN (a combined group of students who are Black, Hispanic, or Native American), Economically Disadvantaged (ED), English learners (EL), and Students with Disabilities (SWD), achieved at the following *success rates* for the percentage of students who scored at the proficiency levels of *Met* or *Exceeded Expectations* in tested subject areas: BHN: 32.8% in 21-22 & 34.4% in 22-23 // ED: 20.6% in 21-22 & 25.4% in 22-23 // EL: 27.5% in 21-22 & 31.6% in 22-23 // SWD: 13.2% in 21-22 & 15.6% in 22-23. While the state's official district accountability metrics for subgroups has not been released yet, the FSSD improved the success rate for each of the four subgroups that are categorized as historically underserved subgroups. Additionally, all four subgroups outperformed the state's results for 2022-23 assessments, which underscores the FSSD's commitment to excellence in teaching and learning for all. (1A, 1B, 4A, 4B)

9. As part of the Tennessee Accountability Plan under ESSA, the state also monitors a measure of the percent of students who are Chronically Out of School (COS). This is defined as students who miss at least 10% of the school year (approximately 18 absences in a school year). During the 2022-23 school year, 6.8% of FSSD students were COS, which fell below the district's AMO (Annual Measurable Objective) of 6.4% of students. By contrast, for the 2021-22 school year, the COS rate in FSSD was reduced to 6.3%, while the state COS rate was a massive 20.3%. In 2020-21, the COS rate in FSSD was also 6.8%, and the state rate was a much larger 15.5%. At this time, there has not been a release of the 2022-23 state COS data. (1B, 4A, 4B)

### ***High School Transition/Career Education***

10. FSSD eighth-grade students participated in Junior Achievement Finance Park to address goals related to career exploration and financial literacy. Thirteen lessons were taught on campus leading up to a culminating simulation that took place at JA Finance Park. Students were also guided through the YouScience Career Interest Inventory to gauge their interests and aptitude, considering a wide range of career choices. Special emphasis was placed on the critical role a strong educational foundation plays as students contemplate potential career paths. In preparation for JA Finance Park, students were given career interest inventories using the YouScience Career Assessments. School counselors reviewed career assessment results, guiding students as they chose corresponding exhibitors representing a wide range of career clusters. (1B, 3C, 4B)
11. In February 2023, all FSSD eighth-grade students visited their zoned high school to attend College, Career and Technical Education Universal Day to preview all the CTE classes and programs offered at Centennial and Franklin High Schools. (1B, 3C, 4B)
12. FSSD eighth-grade students were invited to participate in tours of their zoned high school (Centennial or Franklin) in February. In previous years, nights for rising freshmen and their parents were held to provide essential information regarding the transition to high school. WCS school counselors provided a general overview of the high school credit system leading to graduation and outlined the upcoming registration process. FSSD and WCS counselors collaborated to determine registration dates and distribute registration materials. In preparation for high school counselor visits, Poplar Grove Middle and Freedom Middle School counselors assisted parents in assigning a registration time for students to meet with the high school counselor. (1B, 4A, 4B)
13. Centennial and Franklin High School counselors typically visit Poplar Grove Middle and Freedom Middle in February to provide eighth-grade students an overview of the high school curriculum. The appointments outline the process of obtaining teacher recommendations for high school classes, including honors and advanced placement offerings. Teachers of eighth-grade students completed class recommendation forms for each student, which were given to the high school counselor prior to registration day. Registration materials were distributed to each student, completed with parents, and returned for registration day. (4B)
14. In early March, the high school counselors held virtual conferences to register all eighth-grade students. Parents/guardians were required to participate in this conference between counselor and student, teacher recommendations were reviewed, necessary registration materials were confirmed, parent questions were answered, and a four-year high school curricular plan was completed. (4B)
15. In early March 2023, FSSD eighth-grade students visited the Columbia State Community College Williamson County campus in small groups. During the tour, students heard about the classes and career paths offered at the college and explored the campus buildings and classrooms. This visit was related to the section of the district's strategic plan that includes strategies to provide middle school students with college campus, technical school or post-secondary experiences to strengthen student preparation for high school transition, community college, four-year university and/or career. Numerous FSSD school and district administrators and staff chaperoned this memorable learning event. (1B, 3C, 4B)

## ***School Improvement Plans***

16. The district improvement plan has continued to focus on improved student performance and activities to facilitate a minimum of one year's academic growth in reading/language arts for each student. The district plan also included four other goals focusing on student well-being, support for ELs and SWDs subgroups, and educator professional learning. Multiple district personnel developed the district improvement plan and are responsible for monitoring these goals. Parent input was provided on the plan through a diverse group of parents representing every FSSD school that gave feedback through a Google Form. Parents were sent a video presentation in English and Spanish that covered the plan's goals, strategies, and action steps. Schools were also required to complete a school improvement plan during the 2022-2023 school year. These plans were developed in collaboration with their school advisory councils and with support from the Teaching and Learning team. All plans were submitted to the district by the end of August of 2022. A district committee reviewed the school improvement plans and gave feedback, including items to edit or add. All school improvement plans were fully approved by the district by the end of September of 2022. The district improvement plan and all school improvement plans were submitted in InformTN, a state planning platform connected to ePlan, the TDOE website for Electronic Planning and Grants Management. (1B, 2E, 3B, 4A, 4B)

## ***Character Education***

17. Character Under Construction continued to serve as the district-wide vehicle for teaching nine core values, with one value designated for each month of the school year. The values are the pillars of Respect, Responsibility, Perseverance, Citizenship, Cooperation, Fairness, Caring, Courage, and Trustworthiness. Each school counselor, administrative team, faculty, and staff member placed concentrated attention on these monthly character traits and core values. Students were recognized each month for exemplary exhibition of these core values while they served as positive peer role models. (1B, 4B)
18. The FSSD continued to participate alongside WCS in its Be Nice initiative during the 2022-2023 school year. This initiative complemented the counseling curriculum of bullying prevention and character education. Special events were planned at each school, student ambassadors were selected to participate in the Veterans Day Parade, and the board passed a proclamation declaring November 7-11 as Be Nice Week. Schools continued to emphasize the Be Nice philosophy throughout the year with various events and special assemblies. (1B, 4A, 4B)
19. Throughout the year, FSSD middle schools provided many opportunities for students to participate in service learning, a form of project-based learning in which academic goals were accomplished through community service events. Service learning is a powerful approach to teaching that provides students with authentic learning experiences in which they learn academic content in a real-world context. This approach helps to develop citizenship, responsibility, and many other positive character virtues. (1B, 4B)
20. Many schools have added extra-curricular clubs that encourage service learning and character development. Some examples include the National Junior Beta Club (grades five-eight), Best Buddies, Green Teams, and Student Councils. (1C, 4B)

## ***Related Arts***

21. Students continued to expand and demonstrate their artistic talents in the multitude of outstanding related arts programs offered by the district. Special programs in related arts included Jump Rope for Heart/Hoops for Heart, Stimulating Maturity Through Accelerated Readiness Training (S.M.A.R.T.), Fitnessgram, Moore Elementary School's Annual Fourth Grade Walk to Wellness on the Natchez Trace, and the Orff-Schulwerk, Kodaly and Gordon music instructional approaches. (4A, 4B)
22. The FSSD was excited to continue the tradition of offering the Young Scholars Institute (YSI) during the summer of 2023. Approximately 595 students participated in YSI. The summer of 2023 was the 39th year that this enrichment and talent development program has served students in the local area. Whenever possible, this

self-supporting program gives financial awards to the schools that host YSI. A total of 35 scholarships were granted to students who would otherwise be unable to participate. (4A, 4B)

23. The FSSD was thrilled to continue to participate in a student art exhibit at the Frist Center for the Visual Arts in 2023. The Frist Art Museum continues to generously provide vouchers for each family to attend during the date of the show so they can celebrate their student and see their artwork on display. The FSSD Art Exhibit was held January 21 – February 5, 2023. (4A, 4B)
24. Prominent display of student artwork in the director’s office, on the district website, and at the central office and central office annex provided an opportunity for students, parents, and other visitors to view outstanding student work at non-school locations. (4B)
25. The FSSD School Board recognized students for various achievements at each in-person board meeting in support of the whole child teaching philosophy. In addition, each month a student artist was recognized at the board meeting for extraordinary work as selected by his/her art teacher. The work was also featured on the front of employee birthday cards. (4B)
26. FSSD middle schools offered a rich fine arts program, showcased through two theater facilities outfitted with professional quality sound and lighting. Students were provided opportunities to participate in visual and performing arts, band, strings, drama, and chorus via major drama productions, musical concerts, performance contests, and art exhibitions during the 2022-2023 school year. Students also participated in special events hosted by the city of Franklin such as the Christmas tree lighting and the Veterans Day Parade. The FMS orchestra had five students selected for the Williamson County Honor Orchestra, two FMS orchestra students were selected to participate in MidState Orchestra. (3C, 4A, 4B)
27. FSSD elementary school students were provided with a true “whole-child” education, with related arts courses including physical education, art, music, computer, and Quaver Music for students in grades K-8. (4A, 4B)
28. The artwork of four Moore Elementary students was chosen to be displayed at the Tennessee State Museum throughout the spring of 2023 as part of the Tennessee Art Education Association and Tennessee Department of Education’s annual STARS Elementary Art Exhibition. (4B)
29. In January 2023, 36 Freedom Intermediate School students were selected to perform as part of the Middle Tennessee Vocal Association (MTVA) Elementary Honor Choir, which represents grades 4-6. Approximately 600 students from all over Middle Tennessee auditioned for the honors choir with only 130 students selected to perform. For the sixth year in a row, Freedom Intermediate had more students selected for the choir than any other school in the region. (3C, 4B)
30. FSSD students performed in the Williamson County Honor Band and Honor Orchestra. These groups performed in January 2023 with other top musicians in Williamson County Schools. (4B)
31. Freedom Middle band teacher Mr. Mark Garey was presented with the Tennessee Bandmasters Sweepstakes Award at the Tennessee Music Educators Convention in April 2023. The Tennessee Bandmasters Association presents the Sweepstakes Award to TBA members whose middle school bands have received a Superior rating in concert and sight-reading at sponsored events. Additionally, 50% of the band’s enrollment must participate in the regional solo and ensemble performance assessment, with 50% of those participating receiving a superior rating. This is Mr. Garey’s 14<sup>th</sup> such award. (4B)
32. The Freedom Middle School Mixed Chorus, under the direction of Freedom Middle Music Teacher Erica Darr, performed for over 3,500 attendees at the Learning Forward Annual Conference 2022, held at the Gaylord Opryland Resort and Convention Center in Nashville in early December. The group was selected by Learning Forward following a competitive process in which numerous student performance groups from throughout the state of Tennessee participated. (3B, 3C, 4B)

### ***Universal Screening and Tests for Progress Monitoring***

33. A document titled *District Required Rt<sup>2</sup> Assessments* was distributed to all administrators and teachers as a means of providing consistency and accurate communication regarding universal screening measures and progress monitoring across the district. (1A, 1B)
34. STAR Reading Enterprise was used as a universal screening measure in grades 5-8, as well as to progress monitor students receiving Tier 2A intervention in grades 5-8. (1A, 1B)
35. aimswebPlus was used as a universal screening measure in grades K-2, as well as to progress monitor students receiving all levels of intervention in grades K-8 and Tiers 2B and 3 interventions in grades 3-8 (*as appropriate*). aimsweb was used to progress monitor math in grades 2-8. (1A, 1B)
36. i-Ready was used as a universal screening measure for math in grades 2-8. (1A, 1B)

## District-Wide Professional Learning

In partnership with each school and its data-driven school improvement plan, the Teaching and Learning team identified and provided professional learning experiences to support student learning. Professional learning during the 2021-2022 school year focused on the following areas, divided into sections for (1) Teacher and Staff and (2) Administrative.

### *Teacher and Staff Professional Learning*

1. District-wide, grade-level, and content-area Professional Learning Communities (PLCs) continued to evolve to effectively guide school teams in better meeting the needs of all learners. Teachers reviewed data, created and/or revised common assessments, and planned for instruction. In 2022-2023, these PLCs continued to focus discussions on the instructional refinements related to the Tennessee Academic Standards in math, ELA/literacy, social studies, and science. In addition, teachers discussed effective strategies that were used with students in need of intervention support. Art, music, accelerated learning, world language, EL, computer lab, library media, and physical education teachers met in content specific, district-wide collaborations to deepen content knowledge and to develop strategies in their areas. (1B, 2E)
2. Teachers of students with disabilities attended a variety of sessions focused on autism, effective behavior strategies for disruptive students, mental health issues, Certified Restraint Training, occupational and physical therapy strategies, positive behavior support, Imagine Learning, SPIRE, Lindamood-Bell, Wilson Reading, compliance monitoring, and legal issues. In addition, special education (SPED) teachers met in school as well as grade-level district teams to plan for successful student transitions to the next grades within our district. The district continued a monthly district-wide collaboration with SPED representatives from each school to share specific special education concerns and issues. (1B, 2E)
3. The FSSD Enhancing the Quality of our Introductory Professionals (EQuIP) program, which spans three years, provided ongoing support for beginning and new teachers by facilitating a smooth transition to the FSSD community. Each new teacher was assigned a mentor and attended professional learning sessions designed to fit his/her needs. Designated instructional technology sessions, training over district-adopted curriculum, and introductions to district supervisors are incorporated during EQuIP each year. (1B, 2D, 2E, 3D)
4. Teachers of ELs were members of a district EL Professional Learning Community that collaborated with school-level teams to share instructional strategies aligned to best practices focused on the growth of students' content knowledge and English proficiency. In addition, EL teachers attended professional learning at the state and regional levels, learning effective practices to use in instruction. (1B, 2E, 3E)
5. On August 1, FSSD's Opening Day, a welcome event for all FSSD educators and staff was held for the first year in the new FSSD Performing Arts Center. The keynote speaker was Mr. Ken Williams. Mr. Williams is a nationally recognized trainer, speaker, coach and consultant in leadership and school culture. A practitioner for nearly three decades, Mr. Williams led the improvement efforts at two schools by leveraging the Professional Learning Communities at Work process. Mr. Williams is the former principal of The Learning Academy at E. J. Swint in Jonesboro, Georgia, and Damascus Elementary School in Damascus, Maryland. His firsthand experience with transforming challenged schools translates into action-oriented presentations that inspire hope, create a clear vision, and offer practical strategies to those overwhelmed by challenges. He earned a Bachelor of Arts from Morehouse College, and a Master of Science from the University of Bridgeport. He is the co-author of the bestseller, *Starting A Movement: Building Culture from the Inside-Out in Professional Learning Communities, Creating Physical and Emotional Safety In Schools*, and author of his newest book *Ruthless Equity: Disrupt the Status Quo and Ensure Learning for ALL Students* which was released in May 2022. On August 1, teachers and paraprofessionals next took part in grade-level and/or content-area specific collaboration sessions district-wide and with their campus professional learning communities. (1B, 2E, 3E)

6. Once each quarter, the associate director of schools for teaching and learning and the curriculum and professional learning supervisor met with a team of teachers, paraprofessionals, and administrators at every school to discuss data and request input regarding professional learning and other issues and needs during “Lunch & Learns/Discuss & Designs.” The goal of the Lunch & Learns was to have a truly open and collaborative process to tailor professional learning to the needs of FSSD students and teachers, with optimal student learning as the result. Beginning in the 2016-2017 academic year, school administrators had the option of scheduling these meetings later in the day; thus, the alternate title of “Discuss & Designs” was added. During the 2017-2018 year, the format of the Lunch & Learns was expanded to focus on curricular supports in the second quarter. Lunch & Learns for quarters one and three continued to center on professional learning needs. Based on feedback, the 2019-2020 year brought the option for schools to schedule these meetings at various times during the school day, not just the typical lunch hour or during the late afternoon. Due to the pandemic and the resulting need to socially distance, several Lunch & Learns/Discuss & Designs in the 2020-2021 and 2021-2022 school year were held via Zoom. The 2022-2023 school year brought a return to all Lunch & Learns/Discuss & Designs being held in person, at the school sites. (2E, 3E)
7. Online courses were made available to teachers through the Association for Supervision and Curriculum Development (ASCD) and The New Science of Learning/*Fast ForWord*. Topics included working with students of poverty, autism, dyslexia, literacy, questioning and academic feedback, best practices for small group instruction, rigor, differentiation, performance-based assessment, and strategies for instructing ELs and students with special needs. These rich, multiple-hour sessions for teachers were accessible any time and allowed teachers to learn at their own pace and in their preferred location. (1B, 2D, 2E, 3C, 3E)
8. Universal screening and progress monitoring assessments were used to identify students’ learning needs. Teachers were provided support from coaches, and PL when needed, in using assessments such as aimswebPlus, STAR Reading Enterprise, i-Ready Math, and i-Ready Reading to determine student progress and effectiveness of instruction and intervention. (1B, 2E, 3E)
9. The math and ELA instructional coaches continued to meet with teachers to provide professional learning based on student data and centered on best practices in instruction. (1B, 2E, 3E)
10. Learning opportunities were provided for teachers of high-achieving students. Teachers participated in a session facilitated by Anika Chambers, TDOE Academic Intervention and Enrichment Coordinator. Teachers learned how to classify levels of support in different settings, analyze IEP sections and revise IEPs based on the updated Instructionally Appropriate Individual Education Program (IAIEP) rubric. (1B, 2E, 3E)
11. Grades K-5 teachers received professional learning to support STEM (science, technology, engineering, and math) education from their district-adopted resources STEMscopes. FSSD continued to partner with SAE International to implement *A World in Motion*, a STEM curriculum for grades 6-8; this partnership was funded/supported by Nissan. The middle school curriculum can be viewed at: <https://www.sae.org/learn/education/middle-school-curriculum>. (1B, 2E)
12. The district continued to provide ongoing support for the National Board-Certified Teacher (NBCT) candidates. No teachers began the National Board pursuit during the 2022-2023 year; however, six teachers continued working on National Board Certification. In 2021-2022, FSSD had a total of 46 employees receive a supplement based on their National Board Certification. A total of 26 teachers, two school counselors, five speech language pathologists, two school psychologists, three behavioral specialists, one interpreter, and one occupational therapist received the full, board-approved \$4,000 per year supplement. Six teachers, one school counselor, three speech language pathologists, and two school psychologists received a prorated supplement during the 2022-2023 school year based on their work calendar and/or their certification dates. These supplements were one element of the Differentiated Pay Plan. (1B, 2D, 2E, 3E)
13. Individual schools coordinated site-based professional learning initiatives. School administrators and teachers frequently led professional learning activities based on needs identified through school achievement and growth

data. This occurred during the summer, on school professional learning days, in the afternoon on the early dismissal days, and during faculty meetings. (1B, 2E, 3E)

14. Music and art teachers participated in state and national learning opportunities. Teachers attended the Tennessee Arts Academy and the Tennessee Music Educators Conference to stay informed about national trends and best practices in the arts. In addition, these teachers participated in ongoing PLCs and targeted professional learning opportunities that focused on enriching content and pedagogical knowledge. (2E)
15. Physical educators participated in state and local learning opportunities. These teachers participated in sessions provided by the Tennessee Association for Health, Physical Education, Recreation, and Dance (TAHPERD) and the American Council of Sports Medicine. Teachers also worked together in vertical teams to focus on implementation of the physical education curriculum in the district. Additionally, these teachers took part in targeted professional learning sessions on topics such as Fitnessgram and the Progressive Aerobic Cardiovascular Endurance Run (PACER). (2D, 2E)
16. All school-level administrators have been trained in the Tennessee Educator Acceleration Model (TEAM) and certified to evaluate educators. Additionally, seven district-level teaching and learning members have been trained in TEAM and certified to evaluate educators. The director of schools and the associate director of schools for teaching and learning have been trained and certified to evaluate school-level administrators. (1B, 2E, 3E)
17. The supervisor of special populations and a FSSD assistant principal attended the TAASE (Tennessee Association of Administrators of Special Education) Legal Conference from December 5-7, 2022. This annual conference focused on current legislation impacting special education. The administrator attending this conference shared the information with other administration, the site-based academic behavior support team, and special education teachers at the school. (2E)
18. The early childhood education collaborative team met monthly, allowing the special education preschool and voluntary pre-K teams to work collaboratively on the commonly used Teaching Strategies Creative Curriculum. (1C, 2E)
19. Poplar Grove Middle, Poplar Grove Elementary, and Liberty Elementary Schools maintained their selection by the TDOE and the Tennessee Behavior Supports Project (TBSP) as *Silver Level Models of Demonstration Schools for Response to Instruction and Intervention for Behavior* (RTI<sup>2</sup>-B). Freedom Intermediate School and Freedom Middle School earned *Bronze Level Models of Demonstration Schools for Response to Instruction and Intervention for Behavior* (RTI<sup>2</sup>-B). The purpose of this identification is to promote model schools to share their practices, examples, and celebrate the schools' efforts and dedication to meeting the needs of all students. Along with other forms of appreciation, Model of Demonstration Schools were featured on Vanderbilt's TBSP website and shared with the TDOE. (2E, 4B)
20. FSSD's speech/language pathologists, special education teachers, occupational therapists, and special education supervisor attended the 16<sup>th</sup> annual Tennessee Association of Assistive Technology (TAAT) Virtual Conference from December 8-9, 2022. In the school setting, assistive technology services and/or adaptive devices help students with disabilities compensate for limitations and/or develop skills that are necessary for independent functioning at home and school. Many of our students access assistive technology to increase their functional capabilities, including basic communication for our non-verbal students. Assistive technology devices can range from "low technology" items like pencil grips, markers, or paper stabilizers, to "high technology" items such as iPads with specific apps, voice synthesizers, Braille readers, voice activated computers, or GoTalk devices. (1C, 2E)
21. Through EQuIP, new teachers received training on accessing employee resources, board policies, social media guidelines, and district digital resources. Social media and electronic access, as well as federal, state, and local privacy and protection laws regarding students, were covered during EQuIP in July 2022. (2D, 2E, 2F, 3D)

22. Teachers were provided professional learning on multiple occasions to support their understanding of the Tennessee Academic Standards in math, English language arts, science, social studies, world languages, computer science, and fine arts. **(1B, 2D, 2E)**
23. FSSD professional learning opportunities included the following:
- a. Instructional technology courses:
    - Throughout the school year, instructional technology specialists supported educators and provided additional professional learning to teachers utilizing digital programs such as Imagine Learning, Achieve 3000, and i-Ready. These sessions took place in conjunction with virtual trainings provided by vendors. **(1B, 2D, 2E)**
    - Each year the instructional technology specialists (ITSs) lead training for all new teachers during EQUIP. This day-long training focuses on the many aspects of the district's technology offerings. The morning is spent covering topics from how to request support for troubleshooting to the vast resources provided by the district. This valuable time also ensures teachers are able to sign into their varying accounts. In the afternoon, the ITS team walked all teachers through the use of Google Classroom, which is the district's learning management system. This ensures that all teachers are prepared to provide assignments virtually, as we know this is imperative in today's world. In addition, the ITS team reviewed the district's use of Zoom and Screencastify, both of which have been heavily utilized by teachers over the past few years. **(1B, 2D, 2E)**
    - The building instructional technology leaders program proved to be valuable during this unique year of instruction. These educators provided immediate support for their peers throughout the year and ensured their schools fulfilled the requirements for the Common Sense Schools certifications. During a board meeting, two of these leaders shared with the FSSD Board of Education about their experiences in this leadership role. **(1B, 2D)**
    - Promethean training was provided throughout the year as new ActivPanels were installed in buildings. In addition, the FSSD hosted a Promethean Summit on July 1, 2022. **(1B, 2D)**
    - GoGuardian is a digital safety and efficiency resource that was adopted by the FSSD in the fall of 2020. Since then, continued work with teachers on integrating this platform into their daily routines has been provided by the instructional technology specialists. A more advanced training was offered on November 8 of 2022. During this session, teachers participated in a brief review of the basics and then took a closer look at the more advanced features such as the reporting options, the creation of scenes, and scheduling sessions. **(1B, 2D)**
    - With the transition from Microsoft Exchange to Gmail district-wide, the instructional technology specialists provided three professional learning sessions in June for all staff. Participants explored the updates in Google for the 2023-24 school year. This includes Gmail as the replacement for Microsoft Exchange. Time was spent exploring Gmail, Google Calendar, and Google Meet. In addition, participants set up two-step verification for their Google accounts. As a culminating activity, participants received suggestions on organizing their Google Drive, and time was allotted to put these suggestions into practice. **(1B, 2D)**
  - b. K-8 ELA teachers received continued support around the ELA district-adopted resources on district professional learning days and on various other dates throughout the school year, including during campus PLCs as needed. Teachers in grades K-4 participated in Wonders and 95 Percent Core Phonics training, fifth grade participated in Open Up training, sixth grade took part in Savvas training, and grades seven and eight participated in StudySync training. All these sessions provided support for the newly adopted ELA resources and accompanying digital platforms to prepare teachers to effectively use these new resources with their students. **(1B, 2D, 2E, 3B, 3E)**
  - c. In the 2022-23 school year, 122 FSSD teachers and administrators participated in the Read360 Early Literacy and Secondary Literacy Training through the Tennessee Department of Education. This one-week training opportunity was designed to ensure that Tennessee educators have access to the latest research, its implications for instruction of foundational literacy skills, and practical tools that will show them how to apply new learning in their own contexts. **(1B, 2D, 2E, 3B, 3E)**

- d. Various professional learning opportunities around social-emotional learning (SEL) were provided to our staff throughout the year. In November 2022, Dr. Joelle Hood provided a training for staff titled *More Good Days: Brain-Based Strategies for Trauma-Responsive Schools*. Our Mercy Therapists also led a training providing strategies for working with students with mental and behavior challenges. (1B, 2D, 3C, 3E)
24. The district continued to focus on positive behavior and provided guidance on critical features within each tier. Schools received support from the two district coaches to maintain the momentum from the previous behavior partnership with Vanderbilt University. All schools were represented at the “roundup” professional learning session in the spring as next steps in the behavior efforts were shared. (1B, 2E, 2F, 4B)
25. FSSD behavior consultants, the FSSD autism consultant and one special education teacher attended the Tennessee Association for Behavior Analysis Conference October 27-28, 2022. The conference provided information and resources to enhance the understanding of behavior analysis in academic and natural environments and advanced the awareness, development, and access to the practice of behavior analysis. (2E, 2C, 4B)
26. During the 2022-23 school year, the FSSD Special Education Department continued revisions and updates to the *FSSD Special Education Procedures Manual*, a guide that provides FSSD special educators the resources to implement required procedures and understanding of the steps needed to implement a legal and appropriate educational plan for students with disabilities. (2E, 3B, 3C, 3E, 4B)
27. In keeping with the Individuals with Disabilities Education Act (IDEA), school districts are required to provide training for anyone who must isolate or restrain a child in an emergency situation. During the 2022-23 school year, FSSD provided training through the Certified Restraint Training program to our personnel in both verbal and non-verbal de-escalation, as well as physical restraint. The district trained approximately 50 individuals in June and continued to offer additional training throughout the 2022-23 school year. The company, CRT, certified two of our district-wide consultants to continue this training throughout the year as needed. This training equips administrators, teachers (general education and special education), paraprofessionals, and other staff members to provide skills, confidence, and the effective framework needed to safely manage and prevent difficult behaviors. (2E, 3B, 3C, 3E, 4B)
28. Five of the FSSD speech-language pathologists (SLPs) participated in a two-day virtual training August 4 and 5, 2022 through the Vanderbilt Bill Wilkerson Center. This event was a statewide conference for SLPs to train and to network on current practices in the area of speech and language concerns for students with disabilities. (1B, 2D, 2E, 3E, 4B)
29. Four FSSD educational interpreters and one FSSD deaf education teacher participated in the Tennessee School for the Deaf and Partners 2023 Statewide Conference for Families, Professionals, and Community: Building Stronger Connections for Deaf, Deafblind, Hard of Hearing, and Deaf Plus Children and Families in Nashville, TN at the TN School for the Blind, April 14, 2023. This conference helped to promote the academic outcomes of deaf and hard-of-hearing students, enabling them to reach their maximum potential and become productive members of the deaf community and society. (1B, 2E, 3E)
30. In July 2022, FSSD counselors were provided with professional learning focusing on equity, diversity, and inclusion, and the intersection of school counselor lessons aligned with the American School Counselor Association (ASCA) Standards. (2D, 3C)
31. School librarians attended the Tennessee Association of School Librarians conference in Murfreesboro in the fall of 2023. This conference allowed our library media specialists to collaborate and learn with other school librarians across the state of Tennessee. (1B, 2E, 3E)

32. Through EQUiP, newly hired special education teachers received training on writing compliant/effective IEPs, information on important points to keep in mind before, during and after IEP meetings, a review of the FSSD Special Education Procedures Manual and training on EdPlan/EasyIEP. (2D, 2E)
33. Three of the FSSD accelerated learning teachers participated in the Tennessee Association for the Gifted Conference in Nashville on October 21, 2022. This conference was a statewide event for accelerated learning teachers to focus on current issues in Tennessee gifted, social/emotional needs and underrepresented populations. (1B, 2E, 3E)
34. Seven FSSD school psychologists participated in the Tennessee Association of School Psychologists virtual fall conference November 1-2, 2022, a two-day virtual conference focusing on updates for the state department of education, autism in girls, multi-session series on Tourette's Syndrome and networking opportunities. (1B, 2E)
35. FSSD special educators - speech language therapists, occupational therapists, and special education teachers, participated in the Tennessee Association for Assistive Technology Conference December 8-9, 2022, at the Marriott Cool Springs, in Franklin, Tennessee. This event focused on content, hands-on instruction with new ideas, and strategies. (1B, 2E, 3E)
36. FSSD occupational therapists and speech language therapists participated in the Practical and Effective Strategies for Integrating Sensory and Motor Learning Seminar on March 24, 2023, at the Hilton Garden Inn in Franklin, Tennessee. This conference focused on the development of a framework to improve somatosensory vestibular-motor, vision and auditory systems in childhood development. (1B, 2E, 3E)
37. The supervisor of special populations and five special education teachers attended the Council for Exceptional Children Convention and Expo February 20-March 4, 2023 in Louisville, Kentucky. This annual event focused on current legislation impacting special education, navigating barriers to general education, breaking barriers to inclusion, social, emotional skills and interventions, and many other areas impacting students with disabilities in the school setting. (2E)

### ***Administrative Professional Learning***

38. FSSD administrators continued to participate in focused professional learning activities and attended, presented sessions for, and/or won awards at numerous professional learning conferences, including but not limited to: the Tennessee i-Ready Educator Summit, the Teaching Learning Coaching Conference, the Learning Forward Annual Conference 2022 in Nashville, the Partners in Education (PIE) Conference, the Tennessee Association for Administrators in Special Education (TAASE) Conference, Results Coaching Global, the Tennessee Principal Association Conference, the Tennessee Association of School Librarians Conference, the Middle Tennessee Educational Technology (MTETA) Summer Institute, the TDOE Federal Programs Institute, the Middle Tennessee Special Education Supervisors Institute, various Solution Tree PLCs at Work Conferences, the School Counselors and Administrators Institute, the Tennessee Data and Attendance Supervisors Conference, the Arivett Law Legal Education Conference, the National School Public Relations Association Conference, and the 2022 ESSA/ESSER Conference. Professional learning sessions on the following topics were the focus for the 2022-2023 year: rigor, data analysis, personal and social competencies, ensuring a sense of belonging for *all* students and staff in the district, and deepening the work around high-quality instructional materials and their crucial link to student achievement and equity, particularly in light of the upcoming math adoption. (1B, 3E)
39. The director of schools and the associate director of schools for teaching and learning were certified as Tennessee Educator Acceleration Model (TEAM) Administrator Evaluation Observers through the Tennessee Department of Education and continued to utilize the TEAM model to evaluate principals and assistant principals. (2E)

40. Administrators continued to utilize TEAM to evaluate all licensed educators. Using this evaluation model to identify individual teacher strengths, as well as areas to strengthen, enables professional learning needs for teachers to be identified, planned, and implemented. Using the TEAM model and data from their campus, administrators can determine potential school-level professional learning needs. Additionally, principals engaged in healthy conversations about the TEAM model to refine and sharpen their practice and skills in this important area during leadership meetings, school walk-throughs, and informal discussions. (2E)
41. TNCompass, the teacher evaluation documentation system, continued to offer various reports and information to administrators, teachers, and district personnel. School and district-level administrators reviewed data throughout the 2022-2023 TEAM evaluation process to determine trends in reinforcements (strengths) and refinements (areas to strengthen). By evaluating these data, the district was able to differentiate professional learning to meet more teachers' needs. (1B, 2E)
42. District administrators received routine support, training, and updates regarding Response to Instruction and Intervention (RtI<sup>2</sup>) and dyslexia during leadership retreat, leadership meetings, and staff meetings. The district RtI<sup>2</sup> team met to evaluate RtI<sup>2</sup> components, behavior additions, expectations and progress. (1B)
43. From November 17-18, 2022, the FSSD special populations supervisor attended the State Special Education Directors Institute at Middle Tennessee State University, an institute for special education supervisors. The event was sponsored by the TDOE. (2D)
44. The supervisor of special populations is a member of the Middle Tennessee Supervisors of Special Education Study Council. This group, consisting of the Mid-Cumberland and South-Central supervisors in special education, meets monthly to network and support each other in all areas of special education. (2E)
45. Professional learning around diversity, equity, and inclusion has been a constant in the FSSD for eleven years. The recruitment of educators and staff of color is a priority, as well. In June 2023, Derek Young, motivational speaker, and culture/career strategist, facilitated his third session for the FSSD Board of Education and the Leadership Team designed to explore how we can ensure that students and staff of color feel welcome and supported in our district. In the months prior, for the second year in a row, breakout teams from the leadership group met via Zoom to discuss the following questions:
- What should we keep doing?
  - Is there anything we should stop doing?
  - What should we start doing?
- From these conversations have come several ideas/suggestions that were put into practice. The FSSD Student DEI Panel, which was first held in July 2021 to garner feedback from rising ninth-grade students (recently graduated from the FSSD) regarding the bulleted questions listed above, convened with a different group of students in July 2022. In late 2022, the leadership team evaluated the feedback from the student panel, and this led to the Teaching and Learning team developing a list of cultural holidays and special dates for the schools and departments to incorporate in their day-to-day plans and events. Further, a middle school added student club opportunities during the school day to increase student access to these types of activities and schools worked to ease accessibility to counseling services for all students. (1B, 3B, 3E)
46. The now well-established FSSD Assistant Principals' (AP) Cohort met throughout the 2022-2023 year for focused learning and collaboration. Led by Dr. Decker, school administrators new to their roles engaged in a book study and participated in focused conversations with district administrators and other staff to enhance their leadership skills and further familiarize themselves with the district's policies and procedures. Topics covered in the AP cohort meetings included safety, maintenance practices, reading and Response to Intervention, human resources items including interviewing, personnel issues, extended leave, ADA compliance, food and culinary services items including free and reduced applications, meal cost, menus, and special events, and health items such as the scope of practice of a registered nurse vs. a licensed practical nurse, staff training and certification opportunities, 911 calls, work-related injuries, the school nurse's role on IEP and 504 Plan teams, and illness management. (1B, 2D, 2E)

47. Several members of the Teaching and Learning team participated in their second year of virtual and asynchronous professional learning with Laura Lipton to complete an advanced course titled “Using Conflict Constructively.” Ms. Lipton is an international consultant whose writing, research, keynotes, and seminars focus on effective and innovative instructional practices and on building professional and organizational capacities for enhanced learning. Laura engages with school districts, public and independent schools, departments of education and international agencies designing and conducting workshops on organizational and group development, learning-focused instruction, literacy development, and growth oriented supervisory and mentoring practices. She applies her extensive experience with professional learning to workshops and seminars conducted globally on topics including learning-focused relationships, data-driven dialogue, teacher leadership, building professional community, developing high-performing teams, action research, and learning-focused mentoring. The Teaching and Learning members who participated continue to apply the skills and dispositions they acquired in professional learning sessions developed for FSSD school and district administrators and teachers, as well as for professional learning facilitated for educators outside the district. (2C, 2D, 3E)
48. Franklin Special School District Associate Director for Teaching and Learning Dr. Mary Decker served as the chairperson of the 2022 Learning Forward Annual Conference Host Committee. The sold-out conference, with more than 3,500 attendees, was held in Nashville at the Gaylord Opryland in early December 2022. Learning Forward is the only professional association devoted exclusively to those who work in educator professional learning with the goal of helping its members leverage the power of professional learning to effect positive and lasting change. (2D, 3E)
49. In July 2022, school administrators attended the annual summer safety administrator training, facilitated by Safety Supervisor Celby Glass. The agenda included topics such as the use of two-way radios, the threat assessment procedure, and documentation of safety incidents. Outside agency representatives from the Williamson County Sheriff’s Office and the Williamson County Juvenile Court also presented. (2D)
50. From October 6-7, 2022, the FSSD special populations supervisor attended the Middle Tennessee Special Education Supervisors Conference at Montgomery Bell State Park, an event for special education supervisors. (2D)

# Academic Programs and Extended Learning Opportunities

Based on the effectiveness of past programs and the implementation of best practices, the district has determined the following programs and/or initiatives to support both district and school academic potential, as well as social, emotional, behavioral, and achievement goals.

*Note: The FSSD continuously evaluates all programs by disaggregating academic and non-academic data and updates its programs and infrastructure to meet needs identified by district goals.*

1. Some schools in the district continued administration of the assessment titled “Fitnessgram” to benchmark and progress monitor K-8 students to determine students' fitness levels, based on what is optimal for good health. The assessment included a variety of health-related physical fitness tests that assessed aerobic capacity, such as muscular strength, muscular endurance, flexibility, and body composition. Scores from these assessments were compared to Healthy Fitness Zone® standards to determine students' overall physical fitness and suggest areas for improvement when appropriate. (1B, 2E)
2. The district continued tutoring for third-grade students who were non-proficient in reading as measured by aimswebPlus and i-Ready Reading. With the support of the United Way Raise Your Hand program, each elementary school provided after-school tutoring for third grade non-proficient students. (1B)
3. The district utilized universal screening and progress monitoring assessment software (aimswebPlus, STAR Reading, i-Ready Math, and i-Ready Reading (3rd-4th)) for students in grades K-8 that reflect the curricular standards and assist teachers in identifying student academic strengths and weaknesses, as well as developing appropriate interventions for the response to intervention process (RtI). (1B)
4. District social workers, school counselors, the autism consultant, and the behavior consultant provided instructional, social-emotional, and behavioral supports that removed barriers to learning. These critically important services afford students the opportunity to maximize their academic learning potential. (1B, 2E, 3C)
5. The FSSD continued to contract with textbook vendors that offer digital resources for students to access at school or at home. (1B, 2E, 3B)
6. Web-based programs such as Screencastify, Kami, aimsweb,Plus Renaissance STAR, i-Ready, Destiny, Grolier, Accelerated Reading, Teaching Books, Tennessee Electronic Library, Kuder, YouScience, Learning.com, Imagine Learning, ReadLive, Google Workspace for Education, and Discovery Education continued to support individualized instruction and assessment. Administrative programs utilized throughout the district included Frontline, Easy IEP and Easy 504, Destiny, Skyward Business and Skyward Educator (student information system). Routine updates are provided for these instructional programs. (1A, 1B, 4B)
7. The FSSD maintained a Google domain and provided continuous teacher training for integration of Google Workspace for Education in grades K-8. This domain continued to provide students with FSSD Google accounts, allowing for individualized instruction and activities to support learning and extend opportunities for digital literacy. (1B, 2D)
8. The FSSD’s highly successful 2023 Summer Learning Camp (SLC) included three summer learning programs (summer learning camp, learning loss bridge camp, and an after-school learning mini-camp that focused on Science, Technology, Reading, Engineering, Arts, and Math (STREAM)). Each component of this summer programming was required by the January 22, 2021, Tennessee Learning Loss and Remediation and Student Acceleration Act. Per this legislation, districts are required to first enroll priority students in the camps before opening enrollment to all students.

As stipulated by the Learning Loss legislation, the following students are considered priority:

- Scored below proficient in math or ELA on the most recent TCAP
- Scored below proficient in math or ELA on a winter 2022 district universal screener
- Eligible for Temporary Assistance for Needy Families (TANF) [for the purposes of the Summer Learning Camp program, students who are Economically Disadvantaged (ED)]

Camp attendance was not required but was highly encouraged. Though the FSSD has traditionally offered middle school summer school for students recommended by teachers, for now, the middle school summer school program has been incorporated into Summer Learning Camp. In 2023, rising kindergarten students were served for the first time in Summer Learning Camp.

Preparation and ongoing support for the SLC were most definitely team efforts by various FSSD district administrators and staff. Members of Teaching and Learning (T&L) secured and organized curricular resources, both digital and in hard copy form, and updated pacing guides at all grade levels in both reading and math. These materials focused the four weeks of the camp on the essential standards to be covered. Teachers implemented our district-adopted resources along with several additional supplemental pieces. The STREAM Camp resources were from Defined Learning. The instructional resources for classroom and intervention instruction are detailed below:

- Rising 1st – Rising 5th Graders:
  - ELA 95% Core Phonics (Rising 1st – 5th)
  - 95% Phonological Awareness (Rising K)
  - Wonders ELA (Rising 4th – Rising 5th)
  - Moving with Math Extensions (Rising K – Rising 5th)
  - iReady Math and Teacher Toolbox (Rising 1st – Rising 5th)
  - Imagine Learning digital resource (Rising 1st – Rising 3rd)
  - iReady Reading digital resource (Rising 4th – Rising 5th)
  - Read Aloud Library: Vocabulary & Listening Comprehension (Rising K – Rising 2nd)
  - Vocabulary Workshop (Rising 3rd – Rising 5th)
- Rising 6th – Rising 9th Graders:
  - Open Up ELA (Rising 6th)
  - Savvas myPerspectives ELA (Rising 7th)
  - StudySync ELA (Rising 8th-Rising 9th)
  - iReady Math and Teacher Toolbox (Rising 6th – Rising 9th)
  - Moving with Math Extensions (Rising 6th – Rising 9th)
  - Achieve3000 digital ELA resource (Rising 6th – Rising 9th)
  - Vocabulary Workshop ((Rising 6th – Rising 9th)
  - Rewards ELA Intervention (Rising 6th – Rising 9th)

T&L also provided tools, guidance, and knowledge related to SLC registration and student information procedures, safety (including three drills), social emotional learning, behavior supports, technology (including WiFi access and devices), state-required pre- and post-assessments administration and analysis, parent/guardian communications, social media, accommodations for students with disabilities, and more. The always-helpful Finance and Administration team contributed in multiple, indispensable ways as well, including with bus transportation, maintenance/custodial services, hiring, and payroll. Many FSSD Central Office/Central Office Annex personnel were an integral part of these efforts.

We take pride in the fact that SLC served 345 students during full days from June 5-29 with the ultimate goal of maximizing achievement in math and reading, but also that these young people attended physical education and music classes, had time for social interactions with both familiar and new friends and educators, and learned with the soulful and kind therapy dogs Starr (from Liberty Elementary), Alma (from Poplar Grove Middle), Parker (from Poplar Grove Elementary), and Josie (from Moore Elementary) by their sides. Further, two SLC administrators, 54 teachers, 16 paraprofessionals, one parent liaison, one nurse, a receptionist, and a

school counselor devoted their considerable expertise and compassion to ensuring SLC was an effective and memorable experience for everyone involved. (1B, 3B, 3C, 3E, 4B)

9. School-based programs, materials, and resources for gifted students continued to support the academic and social-emotional growth of our students with intellectual giftedness. In addition to their responsibilities for accelerated learners, accelerated learning teachers in each building supported these students. (1B)
10. FSSD continued to fuel the growth of students and teachers with instructional coaches at every school focused on English language arts and mathematics. School-level reading and math coaches, as well as the district reading and RtI<sup>2</sup> coordinator, were employed to better support academic programs and curriculum. (1B, 3B)
11. Each school utilized their Academic and Behavior Support Team (ABST) to support teachers and students. The ABSTs met on a scheduled basis to discuss students with academic or behavioral concerns. These multi-disciplinary teams assisted teachers in reviewing the success of interventions and determining how to proceed. Summaries of each meeting, including next steps, were sent to parents. (1B, 3C, 4B)
12. The FSSD Honors Program successfully served over 570 students in grades 5-8 throughout the 2022-23 school year. Rising fifth through eighth graders who met established academic guidelines set by the administrative honors committee were eligible to participate. The district team created and sent out two honors program information presentations in February 2023 - one for parents of rising fifth and sixth graders and one for parents of rising seventh and eighth graders – to provide a description of the program and details about qualifications for entry, testing requirements, timelines, the reconsideration process, and useful websites. These presentations were available as slideshow documents and recorded virtual presentations by district leaders. The district translator and the honors program coordinator also created and recorded a presentation and video for Spanish-speaking families. As in the previous year, students in rising grades 5-8 could qualify for honors classes in two ways, through TCAP scores from the previous spring or through reading and math benchmark percentiles from the current year's winter benchmark tests. In late March of 2023, families for students in the relevant grades received letters with their students' qualifying scores for the honors program, along with a link and QR code to the digital honors reconsideration form. Soon after receiving letters, the school-level honors program meetings occurred in March to May of 2023, and these were hosted in person at FIS, FMS, and PGMS. Since not all families were able to attend the in-person meetings, the presented information about the honors program was shared with all families through Blackboard Connect emails from principals. During the summer of 2023, school administrators at FIS, FMS, and PGMS contacted families about any reconsideration requests to determine the student's possible placement in honors classes. (1B, 4A, 4B)
13. The FSSD provided support to the Gentry Educational Foundation, which served students during the 2022-2023 school year by providing remediation, enrichment, recreation, and music instruction in a fun camp setting. Located at JES and FIS, the Gentry programs that benefited students most in need included:
  - a. Tutoring in reading and math (morning and afternoon) for students at FIS and JES at the time of their choosing (usually afternoons)
  - b. Beginner and Advanced Sewing Club (FIS)
  - c. PE Enrichment (JES)
  - d. School year and summer book clubs (FIS/JES)
  - e. Music lessons (JES)
  - f. Choir (JES)
  - g. Family counseling for families in FSSD
  - h. Provided FSSD families with holiday assistance (food/gifts)
  - i. Parent Workshops for the Deaf and Hard of Hearing Community (JES/FIS)
  - j. STEM Enrichment (FIS/JES)(1B, 4B)

14. Schools participated in the Williamson Recycles and Keep Williamson Beautiful Merit Program in which schools received merit points (translated into dollars for the schools) for participating in programs promoting litter prevention and clean-up, beautification, waste reduction, recycling, and environmental education. (4B)
15. The FSSD administered a kindergarten readiness screening assessment to six students whose parent(s) requested this testing based on the child's birthday falling between August 16 and September 30. Parents submitted the necessary documents to pursue this screening, which included a letter to the director of schools requesting the assessment, the child's official birth certificate, and proof of residency. Each child whose parents requested this assessment and met the criteria took an assessment prior to the start of the 2022-2023 school year. Parents were contacted after the screening with the assessment results. Four of the children did not meet the required criteria to enroll early in kindergarten, and information was shared with parents about the possibility of enrolling their child in the district pre-K programs. For the first time in several years, two students did meet the early enrollment benchmark, and both sets of parents chose to enroll their child in kindergarten. Both students concluded the 2022-23 school year in kindergarten at their respective schools, and both students were above the 75th percentile in reading on the end of year benchmark test. (1B, 4B)
16. FSSD students were provided with opportunities to participate in coding activities in computer lab classes and STEM, embedded into classroom instruction and/or during academic focus time using Dash and Dot robots, Google CS First, Scratch, Raspberry Pi, Code.org, Learning.com, and Applied Digital Skills. (1B)
17. FMS had nine students place as regional finalists in the Academic Competition Team Regional Bee with all nine winners moving forward as national qualifiers. An eighth grade FMS student won the Old Glory Chapter DAR essay contest. (3C, 4B)
18. Middle school students participated in varsity and junior varsity sports in grades 6-8. Based on the sport and size of the school, the teams participated in either the Williamson Middle Athletic Association or the Harpeth Valley Athletic Conference. In spring of 2023 the Poplar Grove Competition Cheerleading team won a regional championship. The FMS boys' tennis team was crowned the HVAC Division II Champions. (3C, 4B)
19. Liberty Elementary participated in the Destination Imagination (DI) competition for the 2022-2023 school year. Destination Imagination (DI) is a project-based program that teaches kids to be innovative problem solvers. Using STEAM, teams of students collaborate, think outside the box and create unique solutions to challenges in preparation for a fun, problem-solving competition. (1B, 4B)
20. The district continued their partnership with GoGuardian to closely monitor student online behavior. This resource notified building administrators and select district staff of inappropriate student online behaviors. Its Beacon 24/7 feature provided immediate alerts, through emails and phone calls when appropriate, if a student was exhibiting self-harm behaviors. (2E, 2F)
21. Students in the Poplar Grove Middle STEM class partnered with Vanderbilt University professors and doctoral students in a study of heredity and biological change. In addition, students learned to use robotics and created models for ecosystems- computational modeling with competitors and predators. (3C, 4B)
22. FMS continued offering high school credit for the Computer Science Foundations class. In August 2022 PGMS began offering a high school credit for the Computer Science Foundations class. (3B)
23. The district provided technology devices for students and teachers during the 2022-2023 school year. Chrome devices were provided to all K-8 students. (1B, 2D)
24. Instructional technology specialists worked with building-level instructional technology leaders and computer lab teachers/paraprofessionals to complete the requirements of the Common Sense Schools certification. The goal of this program is to teach students about digital citizenship and safe online practices. All of the district's

schools earned this certification, which qualified the district to apply for, and ultimately receive, the Common Sense District certification. (2F)

25. The FSSD continued to provide up to 75 hotspots for students on an as needed basis. (1B, 3B, 4B)
26. All FSSD students participated in annual digital safety/citizenship lessons utilizing district resources such as Learning.com and Common Sense Media. The digital safety/citizenship resources provide students with direct instructions for developing skills and habits to engage safely and appropriately in a digital environment. These lessons meet the federal requirements for accepting E-Rate funding for technological expenditures. (2F)
27. The district continued its tradition of hosting a Be Nice Week from November 7-11, 2022. This is an annual opportunity to focus everyone's attention on the SEL component of kindness. The week included a board proclamation declaring Be Nice Week, Be Nice student ambassadors selected from each school to represent character traits of kindness and compassion, a Be Nice gift to employees (a custom soap wrapped with a Be Nice message), and school-specific celebrations all week. (3C, 4A, 4B)
28. In October 2022, Freedom Middle School again offered the PSAT, a junior-level college entry practice test, to its eighth-grade students. The PSAT provides motivated students with important data as they plan and prepare for high school and college. Less than 20% of the eighth grade class opted to take the challenging test, but among those that did participate, 73% scored at the 93rd percentile or higher when compared to their peers nationally, and 33% of their tested students scored at the 99th percentile. Poplar Grove Middle School eighth graders also were able to take the PSAT during the 2022-23 school year, and 34 students (about 40% of the eighth grade class) participated. Of the students who took the test at PGMS, 91% scored at or above the goal for English, reading, and writing, and 71% met the math goal. These were both well above the state's averages. In addition, 12 of the 34 students from PGMS scored at 93rd percentile or higher. (1B, 4B)
29. For the second year, through a special partnership between the Tennessee Department of Education and the Governor's Early Literacy Foundation (GELF), the Franklin Special School District offered pre-K through third grade family members access to Ready4K, a research-based text messaging program that is designed to help parents continue children's learning at home. (1B, 3B, 3C, 4B)
  - Potential #30: The TDOE, in collaboration with the Tennessee STEM Innovation Network (TSIN), launched the "Reach Them All" initiative to provide Tennessee educators and district-level leadership professional development that integrates computer science practices into and across academic subjects and content. As part of the initiative, one of the Instructional Technology Specialists served as the FSSD Delegate for "Reach Them All." As the delegate, they served as a mentor to two ambassadors for the district (one for elementary and one for middle). The commitment was to attend three virtual meetings, a two-day in-person training in March, and to redeliver the training to teachers as they test out the resources, kits, and the standards provided. (2E)
  - The district safety supervisor provided training to all school faculty as well as other departments in the district on school safety processes and protocols. This training occurred in the fall at the start of the school year. It allows a time to review safety plans and gives staff the opportunity to ask questions and seek clarification on safety processes. (2F)
  - FMS served 180 students in FSSD and high school through its Christmas "Adopt a STAR" program. (4A, 4B)

### ***Student Support Programs***

30. Schools used Blackboard Connect to communicate student absences to parents and to request appropriate documentation for those absences to bolster attendance, which gives students the best opportunity to be successful learners. Once a student was documented as having unexcused absences for five days, a letter was sent to the parents in addition to a telephone call and email notification. Additional letters, phone calls, family meetings, and emails followed if absences continued. (4A, 4B)

31. The Coordinated School Health program (CSH) continued to address physical education/activity and wellness, nutrition, health education, health services, partnerships between students, families and community, counseling and social services, and a healthy school environment. Collaboration with leaders, teachers, support staff, various FSSD departments, and community agencies occurred throughout the year. (2A, 2E, 4B)
32. For the 2022-2023 school year, FSSD partnered with the Williamson County Health Department to offer students and staff members the flu vaccine at school. A total of 459 vaccines were administered. (4B)
33. All FSSD elementary schools, in collaboration with United Way's Raise Your Hand Williamson volunteers, provided valuable after-school tutorial services during most of the 2022-2023 academic year. This collaborative effort afforded the opportunity to work intensively after school with FSSD students needing additional time and support in reading and/or math, allowing for an extended school day up to four days a week. Providing transportation services and snacks, both funded by the United Way, maximized student attendance. (1B, 4A)
34. Tennessee Code Annotated §49-6-7004 encourages local education agencies (LEAs) to develop and implement parental involvement contracts with the parents/guardians of students, and these are required for Title I schools. FSSD school administrators at the five Title I schools (FIS, JES, LES, PGES, PGMS) updated their existing school-parent compact and parent-family engagement policy with the participation of teachers, staff, and parent representatives at the beginning of the 2022-2023 school year. Both parent engagement documents are designed to encourage and facilitate parent/guardian involvement in a student's education. The school-parent compacts and engagement policies were distributed by schools to families through print copies sent home, email, and/or Blackboard Connect messages. These items were also translated into Spanish and posted publicly on the schools' websites. (1B, 4B)
35. Working with our nonprofit partner Graceworks Ministries, FSSD helped feed hundreds of students on the free and reduced lunch program who were at risk of food insecurity on the weekends. School employees confidentially placed individual fuel bags in identified student backpacks each Friday to provide sustenance for the child and his/her family over the weekend. A total of 10,916 fuel bags were sent home with FSSD students during the 2022-23 school year. (2A, 4B)
36. In January 2017, the FSSD Child Nutrition Program joined the Tennessee Department of Human Services At Risk Supper Program. During the 2022-2023 school year, the program provided 22,098 boxed suppers to students at JES, FIS, and PGES through the MAC program, and the Boys & Girls Club. This USDA reimbursable program provided a freshly prepared box dinner to any student who stayed after school for an enrichment program. (2A, 4B)
37. Throughout the course of the 2022-23 school year, 98 FSSD students were identified as *homeless* under the McKinney-Vento Homeless Education Act. This number was very similar to the previous school year, during which 101 students qualified under McKinney-Vento. Since the pandemic though, these numbers have increased due to several factors, including higher housing costs and a lack of affordable housing in Franklin. The district's McKinney-Vento coordinator and the two social workers collaborated to properly identify eligible students, which included referrals from school personnel. Services offered to these students and their families included the following: immediate enrollment, assistance with procuring all immunization paperwork and school records, free breakfast and lunch, assistance with Morning and After Care (MAC) for students with working parents, assistance with school choice after the family procures housing, assistance with transportation costs to return to the student's school of origin, and assistance locating community services. The FSSD also received two additional grants in the 2022-23 school year to support eligible students. Both the ARP Homeless 2.0 grant under the American Rescue Plan and the Title IX/McKinney-Vento Subgrant provided additional funding that supplemented Title I funds for supporting eligible students. (4A, 4B)

38. The district continues to partner with One Generation Away to host food distribution events at FSSD schools. One Gen Away has as its mission to wipe hunger off the face of America. FSSD is proud to support this local effort to provide food and other supports to families in need. (4A, 4B)
39. Effective July 1, 2018, Tennessee Code requires all schools in Tennessee to follow a progressive truancy tiered procedure prior to filing a truancy petition with the juvenile court. The district was already doing much of what the new law was requiring. FSSD, in conjunction with the Williamson County Juvenile Court and the Williamson County School District (WCS), created the truancy tier intervention plan. This plan encompasses three tiers of intervention that must be completed prior to the filing of a truancy petition. However, if a family is not willing to participate in the truancy tiers, a truancy petition can be filed sooner. (2F, 4A, 4B)
40. Bleeding control kits were purchased with a portion of the 2020-2021 school year safety grant funding. These kits were placed by each school nurse throughout their building. Celby Glass and Susannah Gentry worked with the Franklin Fire Department and the City of Franklin to create a 10-minute training video demonstrating how to use the items in the Bleeding Control Kit. (2F)
41. Amy Fisher, FSSD Nursing Supervisor, was selected as the 2022 FSSD Supervisor of the Year. She went on to represent the FSSD as a finalist in the regional competition. (2C, 3C, 4B)
42. District social workers continued an appreciation program in which they provided donors with gratitude baskets and a personal thank-you note from Dr. Snowden. This simple gesture provides the donating agency/business with a tangible recognition of their benevolence. It also offers the school social workers an opportunity to publicly thank the donors for their generosity as they post the baskets and words of thanks on the FSSD social media accounts. (3C, 4A, 4B)

## Communication and Community Relations

1. The FSSD School Board is in the second year of its eighth TSBA “Board of Distinction” designation. This two-year distinction runs from 2021 to 2023 and rewards outstanding performance by the board in meeting the challenge of leadership and responsibility through four categories covering planning, policy, promotion, and board development. Fifteen key areas are considered for this recognition. (4A, 4B)
2. In its third year, the FSSD’s revitalized website continues to be an incredibly rich source of information with a very healthy amount of traffic. Site components that enhance the district’s communication include the master calendar, social media sharing opportunities, more video capabilities, along with a user-friendly and consistent look across all schools. (4A, 4B)
3. The Blackboard Connect program allows the district to effectively communicate with all staff and parents using email, text, and phone-based messaging. We communicate in English and Spanish. The district uses this tool to enhance communication, while school administrators use the program for attendance, updates, urgent messages, bus delays, and surveys. Schools also use the automated attendance calling feature to report student absences. (1B, 4B)
4. The FSSD and the FSSDEA hosted the annual retirees holiday brunch on Valentine’s Day at Liberty Elementary School. The brunch was decorated in hearts and “love notes” from students, who also performed for our former faculty and staff. (4A)
5. FSSD recognized the school and district teachers of the year (TOY) with a reception and public recognition at a Board of Education meeting, with certificates and monetary awards donated by a local bank. Two district winners were selected: one represented pre-K–4 and the other 5–8. The director of schools and the associate directors made a surprise visit to each of the FSSD District Teacher of the Year classrooms to personally congratulate each recipient. The name of each district TOY recipient is prominently displayed on a plaque at the central office. (4A, 4B)
6. The FSSD continued to foster a positive relationship with local, state, and national media by responding in a timely manner to requests for information. Additionally, the director of schools and/or his staff periodically participated in a local radio show upon invitation. All requests for access to public information by the media and/or community groups were met with a quick and willing response, ensuring the transparency and openness that the public deserves. Press releases regarding local educational issues and public relations opportunities were sent in a timely manner to media outlets. News releases are also posted to the website and linked to district social media accounts. (4A, 4B)
7. Each employee is provided electronic access to a confidential personnel directory and a staff handbook, accessible on Google Drive by log-in and password through [www.fssd.org](http://www.fssd.org). (2E)
8. Every employee is provided with a district email address. In addition to providing communication between employees and supervisors, this enables all employees to have web access to Employee Navigator to find important information about their benefits and how to contact various providers. Some of the items accessible via Employee Navigator include benefit plan descriptions (coverage options), employee resources (FMLA forms, unpaid leave request forms, etc.), secure email messages and online training courses (blood-borne pathogen, suicide prevention, drug free workplace, child abuse reporter, human trafficking, etc.) (2E)
9. The director of schools provided the FSSD Board of Education with timely updates regarding pertinent issues via phone or email. (4A)
10. The director of schools facilitated a combined retreat with the FSSD Board of Education and select members of the district’s leadership team in January 2023. State legislators attended to discuss education-related issues with the board and FSSD leaders. (3A, 4A)

11. The administration continued to foster a positive and open relationship with local teacher associations by providing information and inclusion in the Director of Schools Advisory Council. Additionally, a monthly board packet and annual budget notebook were provided for the education association representatives. (4A)
12. Communication from the professional and classified staff continued to be provided through the Director of Schools Advisory Council. (4A)
13. Parents were part of the shared decision-making at the schools through the various building leadership teams. (4B)
14. The district continued to provide the FSSD community with information through many social media accounts, the website, media releases, and speaking engagements. (4A, 4B)
15. Parents were informed of grade-specific and school-related events, as well as important district information, through many avenues, including Blackboard Connect phone calls, e-mails, school newsletters, social media accounts, district and school publications, Tuesday folders and conferences. Additionally, the director personally addressed parent concerns by phone, meeting, or email in a timely manner, working with all parties involved to come to a fair resolution. (4A, 4B)
16. The Community Pre-K Advisory Council (CPAC) met once during the fall and spring semesters to review the events taking place in the voluntary pre-K program. The CPAC, consisting of parents, representatives of community education agencies, school personnel and board members, is tasked with determining local VPK admission criteria that extend beyond the requirements set forth by the TDOE. (1B, 4A, 4B)
17. The FSSD used Family Access, a component of the Skyward Student Management Program, where parents can view their child's "real-time" assignments and grades, sign up for parent-teacher conferences, as well as view their child's class schedule. This helped facilitate communication between teachers, students, and parents. Skyward Student Access was also available for 5th-8th grade students, giving them an avenue to view grades in order to promote student ownership of learning. (1A, 4B)
18. The FSSD valued its partnership and supported the county mayor, sheriff, and county commission in funding school resource officers in the schools. The SROs, supervising sergeants, and Williamson County Sheriff's Department officials responsible were recognized at the March 2023 school board meeting for their work in our district. (2F, 4B)
19. The FSSD continued to provide children's books to our school media centers and the Story Bus Plus in memory of employees' immediate family members who have passed away. (2D)
20. The district recognized all FSSD employees throughout the year with birthday wishes decorated with student art. Birthdays of central office staff members were celebrated on a quarterly basis with a breakfast. (2D)
21. The FSSD continued its partnership with several community organizations to assist students in need to receive back-to-school supplies. The Greater Nashville United Way coordinates a "Stuff the Bus" Campaign. This school supply drive served over 10,000 students in six school districts, including FSSD, which hosted the Great Backpack Giveaway at Liberty Elementary. (3B, 4B)
22. In keeping with the goals of the FSSD Strategic Plan, the district maintained various social media accounts (Twitter, Facebook, Instagram, YouTube) to provide timely notification of events and happenings across the school district. (3D, 4A, 4B)
23. As a part of continued desire to ensure student privacy, the district included a publication consent form in its registration process, requiring the district to abide by parental determination of whether student photos/work

could be included in the promotion of the school or district outside of traditional uses (yearbook, honor roll, etc.). This additional layer of protection ensured student privacy, especially with the consistent use of school social media accounts such as Twitter, Facebook, and Instagram. (2F, 4B)

24. School-level social media accounts and communication platforms (such as Remind and Class DoJo) engaged parents to make announcements, reminders, and to positively promote events and successes at all FSSD schools. Each year, more accounts are added at both the school and classroom level to keep parents and stakeholders informed and engaged. (2E, 2G, 3B, 3E, 4A, 4B)
25. The FSSD uses online enrollment each year, offering parents/guardians the option to upload required registration documents (birth certificate, immunization certificate, proof of residency). In 2022-2023, enrollment began a month earlier, allowing families more time to register as well as ensuring that families of tuition students could be notified of placement before the end of the school year. This was put in place to prevent the district from losing tuition students based on late notice. Computers and language assistance were available at every school for anyone needing assistance or online access; however, online enrollment allows parents the convenience of registering students without having to come to the schools. (2G, 4A, 4B)
26. Instructional technology specialists provided teachers with quarterly digital newsletters and/or weekly communications equipping teachers with updates for instructional technology resources geared toward specific grade-level content. These communications also presented teachers with opportunities and sponsorships for attending conferences and other professional learning sessions. (2E)
27. The supervisor of special populations provided special education personnel, special education paraprofessionals, the Leadership Team and the FSSD School Board with monthly newsletters to showcase updates, training and resources for working with students with disabilities. (1C, 2E)
28. The FSSD maintained an official app to give parents, employees, and the extended FSSD community a personalized window into what is happening at the district and schools. The app, available for iOS and Android devices, enabled anyone who downloaded it to obtain the news and information that they care about and to be more plugged into happenings in the schools. (4A, 4B)
29. Students in grades 5-8 utilized Google's email feature (Gmail) as an avenue of communication with their teachers. Email settings allowed students to send and receive email to and from their teachers (only district employees in the FSSD domain), and receive email notifications from Google Classroom and Skyward. The settings prevented students from sending emails to other students and from sending or receiving emails to any accounts outside of the FSSD domain, such as Gmail, Yahoo, etc. In addition, all email communications could be flagged by GoGuardian's monitoring and were recoverable in case questions arose about the content within the email. (2E)
30. In early March 2023, FSSD eighth-grade students visited the Columbia State Community College Williamson County campus in small groups. During the tour, students heard about the classes and career paths offered at the college and explored the campus buildings and classrooms. This visit was related to the section of the district's strategic plan that includes strategies to provide middle school students with college campus, technical school or post-secondary experiences to strengthen student preparation for high school transition, community college, four-year university and/or career. Numerous FSSD school and district administrators and staff chaperoned this memorable learning event. Highlights included hearing about the numerous activities offered to enhance the "college feeling" and encourage students to remain on campus even when not attending classes and build relationships with peers and faculty and seeing the impressive in-progress expansion of the university's infrastructure at the Franklin location. (1B, 3B)
31. Freedom Intermediate School's Honors Choir participated as a featured choir in the city of Franklin's Christmas tree lighting ceremony in December 2022. The students rehearsed with country music singer Jordana

Bryant and performed along with musician Matthew West at the ceremony. Freedom Intermediate continued a long-standing tradition of entertaining thousands with Christmas melodies before the official tree lighting. (4B)

32. FSSD recognized the school and district classified employees of the year (CEOY) at a reception and public recognition at a board of education meeting with certificates and monetary awards donated by a local bank. One district winner was selected, representing all schools and departments. The director of schools and the two associate directors made a surprise visit to the FSSD district classified employee of the year to personally congratulate the recipient. The name of each district CEOY recipient is prominently displayed on a plaque at the Central Office. A partner bank provided the monetary awards. (2D, 4A, 4B)
33. FSSD continued collaboration with the Williamson County Health Department to update illness guidelines for our schools during the COVID-19 pandemic. (2E)
34. The FSSD Legacy Gallery, located inside the Performing Arts Center, is open to visitors and provides a visual and audio history of the district, celebrating its creation in 1906 through the present day. (2G, 4A, 4B)
35. Remote learning guidelines were added to the website and communicated to the schools in the event schools or grade levels needed to temporarily transition to virtual learning. (2E, 2F, 3B)
36. Parents participated in a survey that was sent to all FSSD families at the beginning of the 2022-23 school year; it solicited parents' perspectives on how the district should prioritize its remaining ESSER 3.0 federal relief funding. The results confirmed many of the district's priorities for relief spending and gave all stakeholders a voice in planning how to use these funds. Feedback on the ESSER 3.0 spending priorities was also solicited from students in grades 5-8 through a Google Form that did not require any personally identifying information from students. Like parents, the students' responses were closely aligned with the district's plans for the use of the remaining grant funds. (4A, 4B)
37. The supervisor of special populations established a Special Education Parent Advisory that met periodically during the 2022-23 school year. The purpose of the Special Education Parent Advisory was to provide parents with updates regarding special education, information about things specific to FSSD, and an opportunity to alert the special populations supervisor to any concerns regarding special education services, programs, etc. (4A, 4B)
38. The FSSD Performing Arts Center (PAC) provides students with a first-rate facility in which to perform all types of concerts and performances and provides the community with a much-needed rental space. The PAC is located at the north end of Poplar Grove Middle School and includes a 478-seat auditorium with a multipurpose stage, fly loft, and performance support spaces. Additionally, there are production areas including dressing rooms, a scene shop, and prop, scenic, and costume storage. The accompanying connector gallery provides the district with an ideal space for meetings, receptions, training sessions, etc. (3C, 4B, 2E, 4A)
39. A district-wide open house was held at each school in February to bring awareness to our schools and to allow interested families an opportunity to tour a school as they were making educational choices. Banners were placed in school yards and at the central office and social media was used, as well as mailings to local preschools and New Hope Academy families, where school ends after the sixth grade. (2G, 4A, 4B)
40. The district instituted a mass mailing to families of homeschooled children to promote the open house opportunity. The mailing included informational flyers of their zoned schools with an invitation letter from Dr. Snowden to attend the open houses. (2G, 4A, 4B)
41. Employees were provided text to post on their neighborhood message boards inviting families to FSSD open houses. This use of the employee voice is very helpful in spreading the word and provides credibility to the information presented. (2G, 4A, 4B)

### ***Student and Family Support***

42. The district continued to maintain the board's directive to "provide all students an innovative and academically exceptional education in an environment that embraces racial, cultural and socio-economic diversity and where the student population of each school proportionately reflects, as closely as reasonably possible, the diversity of the school district as a whole." The percentage of free/reduced lunch as a district in 2022-2023 was 37%. The percentages per school (*based on November 2022 data*) were:
- a. Franklin Elementary (K-4) – 26%
  - b. Johnson Elementary (K-4) – 51%
  - c. Liberty Elementary (K-4) – 36%
  - d. Moore Elementary (K-4) – 22%
  - e. Poplar Grove Elementary (K-4) – 49%
  - f. Freedom Intermediate (5-6) – 37%
  - g. Freedom Middle (7-8) – 40%
  - h. Poplar Grove Middle (5-8) – 46%

(2A, 3B, 4B)

43. Parent liaisons and translators continue to support the FSSD Spanish-speaking population. These valuable experts translated and interpreted parent conferences, written documents, PTO events, IEP meetings, honors parent meetings, and daily communications. Hispanic families were welcomed at the schools by parent liaisons who assisted in communicating with all school personnel. Additionally, parent liaisons focused their attention on community engagement, reaching out to Spanish- and English-speaking families alike. (4A, 4B)
44. In the spring of 2023, the registration section of the FSSD website was expanded with comprehensive information about the state law stipulating how school districts must consider zone exemption requests (which began with the 2022-2023 school year). Tennessee Code Annotated (T.C.A.) Section 49-2-128 requires that school districts identify available space in each school that may be used to serve additional students out of zone. Comprehensive information, forms, and answers to frequently asked questions (FAQs) were included. Also added was an expanded section on tuition, explaining the district's broader tuition policies, including the newly passed policy allowing out of county students. (2G, 3B, 4A, 4B)

### ***Community Involvement/Outreach***

45. The director of schools currently serves as past chair of the Superintendents Executive Study Council. The executive committee meets monthly with the commissioner of education and superintendents representing each region to discuss issues related to public education in Tennessee. (2A)
46. The FSSD Board of Education and the director continued to participate in learning opportunities with the Tennessee School Boards Association (TSBA), the National School Boards Association (NSBA) and the National Alliance of Black School Educators (NABSE), attending legislative updates and conference sessions as they were available. These professional learning sessions strengthen and enrich district leadership and awareness of local and national issues in education. (2A)
47. The director was a member of the Tennessee Organization of School Superintendents (TOSS) and served as a TOSS Board member. He also served on the board of the Association of Independent and Municipal Schools (AIMS) and was President of that Association. The director was a member of the Association for Supervision and Curriculum Development (ASCD) and the American Association of School Administrators (AASA). These professional memberships helped to foster his educational leadership growth. (2A, 2D, 4B)
48. The director served on a panel to discuss local educational issues with Leadership Franklin participants and made a presentation to the Williamson County Association of Realtors. Additionally, he was guest speaker for the Williamson County Chamber in the annual State of the Schools address. (4A, 4B)
49. The director was a member of Franklin Noon Rotary. (4A, 4B)

50. The director contacted local legislators to discuss educational issues that would appear in front of the state legislature. (2A, 4A, 4B)
51. With input from parents, community members, employees, administrators and the board, the district continued to implement the Five-Year Strategic Plan, Reach 2024. The plan has four main goals and objectives to help reach those goals. The plan is accessible on the district website and app. (2F, 3A, 4A, 4B)
52. The director met periodically with the WCS superintendent to discuss legislation and collaborate on issues that affected both districts. (2A, 4A)
53. The FSSD partnered with the United Way of Greater Nashville in its online fundraising campaign. The FSSD raised over \$16,000. Top Awards went to Poplar Grove Elementary and Freedom Middle, which each raised \$3,265. Many of the United Way programs supported by this campaign directly impact our families and employees. (3C, 4B)
54. Williamson Medical Center physician Dr. Andy Russell partnered with the district by providing the prescription and oversight for our AEDs (automatic external defibrillators). (2F)
55. An additional partnership with Williamson Medical Center physician Dr. Andy Russell provided the district with a written protocol and prescriptions for the stock epinephrine program, which enabled all FSSD clinics to have emergency EpiPens available. (2E, 2F)
56. During the 2022-2023 school year, the Student Health Council was held at the Franklin Elementary MAC site. The students participated in lessons and activities with a focus on healthy meal planning, preparing healthy snacks, basic first aid, and human anatomy and organ functions. Public service announcements were presented on the televised morning announcements. Newsletter entries were provided for all school newsletters. (2E, 2F)
57. During the 2022-23 school year, FSSD Coordinated School Health produced and distributed quarterly online FSSD employee newsletters. (2D,2E)
58. Employee self-care challenges, giveaways, and drawings for enrichment items for classrooms, and random incentive prize drawings were part of the activities included in a staff wellness focus. Personalized appreciation notes and treat bags were made and distributed to all FSSD custodial, transportation, maintenance, and central office employees. (2D,2E)
59. The Coordinated School Health advisory board continued to have representatives from community agencies, including Mercy Clinic and the Williamson County Health Department, to aid in guidance around community resources available to students and families. These meetings were conducted both in person and via Zoom. (4A, 4B)
60. Coordinated School Health (CSH) provided the opportunity for FSSD physical education programs to apply for a grant up to \$1,000. The MAC program applied for a CSH mini-grant and received \$1,000 toward the purchase of equipment to increase opportunities for student physical activity in the before- and after-school programs. Johnson, Moore, Poplar Grove Elementary, and Poplar Grove Middle each received \$1,000 in the form of a CSH grant to increase the amount of equipment available to enhance the PE curriculum. (2F, 4A)
61. FSSD maintained memorandums of understanding (MOUs) with Mercy Community Healthcare Center as part of the overall FSSD safety plan. This community resource is extremely valuable, and the collaboration enables district leaders to reach out in times of crisis, should the need for resources arise. (2F)
62. Several schools partnered with the Williamson County Public Library (WCPL) to increase membership and attendance by promoting the library as a valuable resource. Library card drives were held at several schools by sending applications home, and WCPL delivered the library cards to the school. The goal was to provide more

reading opportunities and resources outside of school for FSSD families. Additionally, *Battle of the Books*, a grades 5-8 team reading competition, was hosted at the Williamson County Library in spring 2023. Poplar Grove Middle Library continued its *Battle of the Books* competition by participating in the State Battle of the Books via Zoom. (1B, 4B)

63. FSSD library media specialists (LMSs) regularly promoted the free monthly events hosted by the Williamson County Public Library (WCPL) during library classes and on library bulletin board displays. Moreover, in February, FSSD LMSs partnered with WCS' LMSs and the WCPL to celebrate Williamson Loves Libraries month at the public library. FSSD LMSs continued the implementation of the American Association of School Librarians' Standards. The standards address six domains (Inquire, Include, Collaborate, Curate, Explore, and Engage) and four competencies (Think, Create, Share, and Grow). The standards allow LMSs to continue supporting core content teachers with the Tennessee Academic Standards while helping students grow in their knowledge of collecting research, creating with technology, and collaborating with others. (1B, 4B)
64. The director of schools and board of education are members of Williamson Inc. (Chamber of Commerce). The director presented a State of the Schools address at its fall 2022 meeting, held at The Factory in Franklin. Additionally, the student support services supervisor is a standing member of Williamson Inc.'s weekly planning meetings and serves as a liaison between the Chamber of Commerce and the FSSD. (4A, 4B)
65. The annual walk/run-themed fundraisers for some of our elementary schools continue to take place, involving local business and families in a fun-filled day supporting the schools. (4B)
66. All schools participated in various food and/or clothing drives for agencies such as GraceWorks, One Gen Away, and the NOOK. In the Darrell Waltrip Middle School Hunger Challenge, Freedom Middle School and Freedom Intermediate Schools were both recognized as winners for donating the most pounds of any middle school. Poplar Grove Middle received an honorable mention. (3C, 4B)
67. The FSSD and WCS continue to meet all requirements of the National Weather Service for our school districts to be certified as StormReady Supporters. This recognition indicates that district officials have done everything possible to improve each school's emergency action plan and faculty, staff, and student preparedness in the event of a natural disaster. This StormReady status is valid through April 11, 2023. (2F)
68. In March 2019, the State Board of Education passed a law requiring districts to provide parents of students with IEPs a draft document of the IEP 48 hours prior to any IEP meeting called by the district. FSSD continues to contract with the Public Consulting Group (PCG - developers of TN Pulse) to use a parent portal for this purpose. When a draft IEP is created, the parents receive a link to access their child's IEP documents as they choose. The parents or guardians may review the draft IEP 48 hours prior to the meeting to have more meaningful parental participation in all IEP meetings. (4A, 4B)
69. In 2022-2023 the Coordinated School Health office and school nurses at LES, JES, PGES, MES, FES, FMS and FIS facilitated Sudden Cardiac Arrest drills to earn the school's certification as a "Heart Safe School" through Project ADAM and Monroe Carell Jr. Children's Hospital. Vanderbilt University Medical Center staff provided the support, training, and monitoring of our "Sudden Cardiac Arrest" drills to allow all schools to meet the requirements of the designation. (2F, 4B)
70. Kroger volunteered to be a host site at three Franklin locations for the Story Bus Plus summer outreach program, enabling children to enjoy supervised reading time and a free book while their parents shopped for groceries. (3D, 4B)
71. For 14 consecutive years, the FSSD has partnered with the U.S. Department of Agriculture (USDA) to offer a Seamless Summer Food Service program (SSFS) to bridge the summer hunger gap by providing free breakfast and/or lunch to children 18 and under at community sites during the months of June and July. (3D, 4B)

72. Moore Elementary art teacher Mr. David Reynolds was selected to serve for a third year as the Franklin Special School District representative on the Franklin Public Arts Commission. The commission is composed of nine citizens who provide guidance and oversight for art projects which are for public display in the city of Franklin. The commission reviews and makes recommendations concerning all aspects of public art, including policy, projects, acquisition, siting, education and outreach to the Board of Mayor and Aldermen. (2E, 3D, 4A)
73. Coordinated School Health sponsored a February Self-Care Challenge for all FSSD staff. Weekly drawings for fitness and wellness gift bags were held throughout the month of February. Participants' names were entered into a drawing for four personal fitness devices awarded at the end of the challenge month. A mobile employee relaxation zone was created in the spring of 2022. Liberty Elementary and Franklin Elementary School each had the opportunity to have this room in their buildings for two weeks. CSH continues to add items to the relaxation room. During the 2022-23 school year JES, MES, PGES, FIS and PGES participated in the rotation. (2E)
74. The director and the board chair, comprising the FSSD Executive Committee, met regularly to discuss business at hand. (2A, 2B, 2C, 2F, 3A)
75. The director of schools continued his support of the acquisition of therapy dogs for each school by coordinating with Retrieving Independence and personally financed a trained dog for one of our schools. Each school had either a trained therapy dog or a therapy dog in training for all or a portion of the 2022-2023 school year. (2B, 2E, 2F, 3B, 3D)
76. In November 2022, the FSSD MAC supervisor partnered with Feed America First, Bethlehem United Methodist Church, and Centennial High School athletes to provide 135 large food boxes (including Thanksgiving turkeys) to families in need. (4B)
77. FSSD Health Services partnered with Columbia State Community College (CSCC) to provide an opportunity for their student nurses to complete a clinical rotation by shadowing a school nurse. CSCC also sends teams of their students to assist our school nurses in completing our mass health screenings. (2D, 4B)

## Management of Fiscal and Human Resources

The effective management of fiscal resources continues to be challenging as we strive to maintain the viable programs already in place, as well as create additional programs to benefit students and maintain competitive salaries for our employees. In December 2022, the district received the remaining issuance of \$27,995,163 of the previously authorized \$45,000,000 Limited Tax School Improvement Bonds. In the 2023 Session of the Tennessee General Assembly, the FSSD was authorized to issue an aggregate principal amount not to exceed \$20,000,000 of additional interest-bearing bonds to finance current and future construction projects. Current and future capital projects will require the sale of a portion of this authorized amount. If the sale of the Central Office Annex property meets expectations, partial sale of this authorized amount is not expected to take place until FY 2024-2025. The FSSD property tax rate remained consistent for 2 years and was \$.7051 cents per \$100 of assessed value. In the 2022-2023 budget, 0.60 cents were moved from the property tax rate for debt service to the general purpose budget to meet the slightly reduced debt service requirements due to the full repayment of Series 2012 bond issue. Debt service requirements for FY 2023-2024 increased slightly due to the issuance of the remaining of the previously authorized \$45,000,000 Limited Tax School Improvement Bonds which was \$27,995,163. The FSSD chose to include a 4% COLA beyond step increases for the 2022-2023 general purpose budget.

1. The FSSD continued to seek and employ outstanding teachers and administrators. During the 2021-2022 year, the FSSD maintained the implementation of the TEAM evaluation model. This model, which includes walk-throughs, formal observations, and feedback, allows for greater flexibility for teachers and evaluators and heightens the visibility of administrators. Collecting evidence is essential in making the best decisions for students to thrive and for our teachers to maintain a high level of excellence in teaching and learning for all. (2D, 2E)
2. The district continued to utilize the Skyward business software package. Covering all facets of the district's payroll, purchasing, foodservice, and finances, this software provides greater efficiencies for all users. Additionally, the software communicates with the district's Skyward student package, which is especially useful in the food service and transportation areas. All school nurses have been trained and have fully implemented the use of Skyward for documenting health conditions and clinic visits for students. (4B)
3. A confidentiality form was given to all employees to sign, to ensure the laws and policies regarding student privacy are known and followed. (2F, 2E)
4. During the 2013-14 school year, a committee composed of teacher representatives from each school and the FSSDEA, the two associate directors, the human resources supervisor and the director of schools worked to develop a new differentiated pay plan that went into effect for 2014-15. The plan, based upon mandated criteria from the state, had to include some type of differentiation based upon performance or additional assignments. That plan was updated in FY 2017-18 and approved by the state for FY 2022-2023. (2D)
5. During the 2022-23 school year, FSSD continued to implement Safe Havens International audit recommendations in all of our schools, building on existing knowledge. We continued to upgrade our video surveillance systems by improving camera quality/resolution and also improved our locking mechanisms on doors, making them more user-friendly. These steps are components of an ongoing plan that involves several phases of implementation. (2F, 4A)
6. We continue to evaluate, modify, and improve the FSSD School Safety Procedure Manuals and the Emergency Operations Plan annually. The online School Safety Plan (available through BOLD Planning) continued to be updated and implemented. It contains a School Safety Plan that is organized by procedures/annexes and was created by multiple government agencies as well as community first responders. This tool enables our community first responders to view our schools' emergency operations plans online and will help us to work more collaboratively should a true emergency arise. Our administrators, as well as other designated staff such

as SROs, have been working on this tool to tailor it specifically to each school. This plan is multi-layered and will involve several phases of implementation. (2F)

7. To realize a 5% savings on our worker's compensation insurance, the FSSD became a State of Tennessee Certified Drug Free Workplace effective July 1, 2009. It is a yearly designation which must be renewed each year. (2F)
8. The district continued to utilize the robust human resources platform *Employee Navigator*. *Employee Navigator* is a web-based service and communication tool that meets all the requirements for the secure distribution of information related to the Health Insurance Portability and Accountability Act (HIPAA). It is used for on-boarding and disseminating benefits information to all employees as well as being an avenue for online training. We have contracted with Frontline to utilize their Frontline Central platform. This platform has provided us the opportunity to create electronic personnel files and transition to a predominately paperless process in human resources. (2E)
9. Beginning July 1, 2019, the district partnered with StaffEZ for the staffing of our substitute positions. StaffEZ continued to manage our substitute teachers' pay, scheduling, recruiting, and hiring. Additionally, they worked to fill daily vacancies and maintain contact with our substitutes to maximize the fill rate and provide applicable training. (2D)
10. Through a partnership with the Williamson County Parks & Recreation Department, all full-time FSSD employees were provided a discounted membership for the recreation center. District retirees were also eligible for this benefit. (2D)
11. The FSSD continued the additional benefit for employees living outside the school district to enroll their children in FSSD schools at no tuition cost. In spring 2022, the board approved adding grandchildren to this benefit. Additionally, the school board waived tuition for substitutes who work a minimum of 50 days in the previous semester and certain service providers to FSSD. (2D, 2G)
12. The district's online application program, Frontline, continued to provide applicants and administrators with an easy and efficient application and interview process. The addition of Frontline Central allows for seamless creation and maintenance of personnel records. (2D)
13. The district placed a continuous focus on providing a competitive salary and benefit package. The average salary of instructional personnel in the FSSD is consistently in the top ten in the state in most salary lanes. In 2022, the FSSD was #2 in the state for average bachelor's salary and #5 in the state for average master's salary. (2D, 3E)
14. The director reviewed school enrollment data monthly to ensure low pupil-teacher ratios. (2D, 3B)
15. The district hosted a district job fair on March 25, 2023, with approximately 100 job-seekers attending both in-person and virtually. Human resources personnel attended job fairs at Middle Tennessee State University, Tennessee Tech University, University of Alabama, Union University, and University of Tennessee - Knoxville. Human resources personnel also participated in mock interviews with candidates from Vanderbilt University. Additionally, the human resources supervisor attended data meetings and other informational meetings at universities to maintain an active and engaged relationship with all local universities. (2D, 3D)
16. Monthly meetings with school principals provided a forum for discussion and collaboration on administrative issues. The meeting locations rotated amongst the eight schools and the PAC Connector Gallery. (2E)

17. The district provided and expanded the use of secure online access to many forms and documents, including the FSSD Employee Handbook and Personnel Directory, to each employee through the FSSD website, Employee Navigator, and Frontline Central reducing paper and copier costs. (2E)
18. The FSSD offered a morning and after school program (MAC) for the children of the school district. The focus of the program is to help motivate students to achieve through creative learning opportunities. This is accomplished by providing students with hands-on enrichment classes before and after school, as well as during the breaks and summer. Students participated in cooking, art, STEM, sewing, and dance classes, as well as many other enrichment opportunities. The Lottery for Educational After School Programs (LEAPs) grant provided 58 students with scholarship rates to attend MAC; these students also received homework support and small group tutoring assistance. (4B)
19. For district employees who chose to use the service, FSSD offered a WeeMAC program to provide early childhood education services for their children. The program offered care for children six weeks to five years of age. Their philosophy: children flourish in a caring, nurturing yet stimulating environment where they are encouraged to explore using developmentally appropriate toys and learning tools. The program is self-supporting through weekly payments by the parents and does not utilize school district funds. WeeMAC cared for and educated 59 students; 14 of those students graduated from the pre-K program, all kindergarten ready. (2D, 2E)
20. The FSSD Technology Department continued to run new fiber and data cable to improve our network infrastructure. (2B)
21. The FSSD Technology Department added more enterprise wireless devices and purchased new laptops for teachers in line for rotation replacements. (2B)
22. The district, having fulfilled all contractual obligations with Cenergistic, continued to embrace the energy savings program begun in November 2010 and realized significant energy savings. Over the life of the program, the district has incurred 32% savings (\$5,097,799) over expected energy costs. (2F)
23. The custodial department continued to function under dual supervision provided by building administrators and the district's custodial supervisor. The COVID-19 pandemic increased the appreciation we have for our committed custodial staff who continually provide a clean teaching and learning environment for our students and employees. (2D, 2E)
24. A.L.i.C.E. (Alert, Lockdown, Inform, Counter, Evacuate) training continued in the district. As a certified A.L.i.C.E. instructor, the safety supervisor continued to train the FSSD faculty and staff on A.L.i.C.E. lockdown procedures. Lockdown procedure trainings were completed at each school and provided preparation and a plan for individuals and organizations to more proactively handle the threat of an aggressive intruder or active shooter.. A.L.i.C.E. based lockdown tactics have become the accepted response, versus the traditional "lockdown only" approach. These lockdown guidelines were strongly encouraged by the federal government and our first responders support these tactics as well. (2F)
25. The safety supervisor and the district nurse supervisor collaborated to maintain first responder teams at each school. These teams are trained on a multitude of medical emergencies and will be called to respond to these medical emergencies should they arise in their school. (2F)
26. The safety supervisor continued to meet regularly with first responders and the WCS safety and security director as the safety manual was refined to ensure that the plans were streamlined for the county and all schools. (2E, 2F)

27. The safety supervisor continued to attend community first responder meetings and safety tabletop exercises. These meetings are held regularly and allow the supervisor to collaborate and discuss best safety practices for the schools. (2E, 2F)
28. Medicaid Reimbursements - Since 2013, FSSD has participated in the Medicaid Reimbursement program - a component of the Individuals with Disabilities Education Act (IDEA) which requires Medicaid (TennCare) to be primary to the USDOE for payment of health-related services provided under IDEA. Medically necessary services such as speech therapy, occupational therapy and physical therapy are eligible services for students with disabilities who receive TennCare. These reimbursements from Medicaid are required to be used specifically on special education needs. This adds to the amount of money schools have to spend on services for special education students. Parent permission is required before accessing a student's state Medicaid, so all eligible students are not participants in the Medicaid reimbursement program. FSSD contracts with a third party for the administration of this program. Since 2013, the district has netted over \$375,540.01 in Medicaid reimbursements. (2A)
29. Multiple two-way radios were purchased for the schools and were and will continue to be programmed by the Williamson County Schools assistant safety and security director. Radio communication is very effective for day-to-day usage as well as during an emergency. (2F)
30. School Safety Grant money was allocated to all Tennessee public school systems by Governor Lee, but to apply for the funds, the district had to meet multiple requirements. Further, assessments reviewing areas of strength and areas of opportunity had to be completed at all schools. This work began in summer 2017 and is ongoing. The Williamson County Sheriff's Office helped immensely. The safety grant funds that were allotted to the FSSD were used for initiatives that will be implemented in phases and include security laminate that is being installed on windows and doors on all buildings/schools. (2F)
31. The MAC program received an \$80,231 Lottery for Education: Afterschool Programs (LEAPs) grant for 2022-2023. The money came from an act of the General Assembly that required profits from the lottery go toward specific educational programs, such as college scholarships, early childhood programs and after school programs. The FSSD will continue to receive funds for three years, enabling at-risk children to attend MAC on a sliding scale. The LEAPs scholarships cover the cost of attending MAC before and after school (where available) as well as during school breaks and holidays. In addition to academic tutoring and homework assistance, students will also experience several new enrichment classes funded through the grant. (1B, 2A, 2F, 4B)
32. In 2022-2023, 85% of the district's faculty held a master's degree or higher, while 15% held a bachelor's degree. During the 2022-2023 school year, FSSD had 10 educators participate in the tuition reimbursement program to earn an advanced degree. Additionally, 46 educators in the district earned the annual stipend for National Board Certification. (2D, 3D)
33. During the 2022-23 school year, the FSSD had additional funds from two of the three federal ESSER (Elementary and Secondary Schools Emergency Relief) grants. The original ESSER 1.0 grant concluded in June of 2022, and the district had expended all of the funds by that deadline. The original ESSER 2.0 grant allocation from the spring of 2021 was \$1,324,348.13, and only \$66,527.44 was in the remaining fund balance for 2022-23. These remaining funds were used for purchasing additional school radios for safety purposes, materials for school libraries, school access to a streaming library, and a partial reimbursement for the cost of replacing exterior doors at Liberty Elementary. The ESSER 2.0 grant expired in June of 2023, but there were no funds remaining at the conclusion of the fiscal year. Finally, the ESSER 3.0 grant provided an even larger amount of relief funding with an allocation of \$2,974,297.76 from the summer of 2021, and there was a beginning balance of \$1,368,135.51 for the 2022-23 school year. These remaining ESSER 3.0 funds were allocated and expended for a variety of activities, including learning acceleration, addressing learning loss through tutoring and supplemental materials, audio enhancements for classrooms, communication, and technology infrastructure upgrades, and for offsetting the cost of repairing the roof at Franklin Elementary. The

ESSER 3.0 grant requires that 20% of the funding is used to address learning loss, and it also requires input from a wide variety of stakeholders in developing an effective funding plan. At the conclusion of the 2022-23 school year, there was \$135,230.87 left to expend for this grant. The remaining fund balance will be budgeted and expended until the grant expires in June of 2024. (1B, 2A, 2B, 2C, 2E, 3E, 4B)

34. The FSSD's new ballfield complex is the result of an inter-local agreement between the FSSD and the City of Franklin for school and community use, with the district receiving priority use. At its inception, the project was estimated at \$6,661,200, split 50/50 between the city and the school district and was completed in the fall of 2022. Some of the amenities in this beautiful baseball/softball complex include:
- a 355-foot (to centerfield fence) baseball field with a dirt warning track and turf on-deck circle and backstop
  - a 200-foot (to centerfield fence) softball field with a dirt warning track and turf on-deck circle and backstop
  - irrigation for the complex
  - a concession area with covered tables and seating
  - a building containing individual and family restrooms and storage areas
  - a turf bullpen for each field
  - multiple netted batting cages for each field
  - electronic scoreboards
  - padded backstop areas
  - covered seating for home and spectators
  - an equipment shed
  - a new section that connects to the school's walking track
  - lighting for both fields to allow for night practices/games
  - decorative brick enclosure walls

When the school district is not using the fields, the Franklin Parks Department will have access to the fields for spring/summer tournaments, increasing their usage. (2A)

35. Liberty Elementary School, built in 1986, received renovations that included the following:
- New state-of-the art VRF HVAC system, improving IAQ, climate and humidity control, central network control, while operating at the highest efficiency with current technology
  - New LVT flooring throughout as FSSD's current specification for durability and lifecycle
  - New paint/finishes
  - New casework for all classrooms
  - New technology network cabling, security cameras, and classroom equipment
  - Totally renovated kitchen with all new equipment
  - New fire alarm system
  - New acoustical ceilings throughout. (2A)
36. Poplar Grove School received a new gymnasium of 22,900 square foot that includes:
- New full-size basketball court with practice goals, volleyball and other game lines marked on a new TSSAA approved composite floor system
  - New automatic bleacher system
  - Home and away team locker rooms
  - Concession facility. (2A)
37. FSSD's new Performing Arts Center (PAC) was constructed on the Poplar Grove Campus, adjacent to Freedom Middle School. The 34,000 square foot space includes:
- 487 seat theater with stage
  - Pre-rehearsal room, dressing rooms

- Scene shop with stage prop storage area
  - Concessions
  - The hallmark Legacy Gallery
  - The “connector” for district-scheduled meeting space (leadership and various professional learning opportunities). (2A)
38. Both the new gymnasium and PAC incorporate “storm shelter” space which required the installation of an emergency generator. In the event we lose power in the designated areas, or the spaces are utilized for local community shelters, we can provide necessary power for lighting and HVAC for extended periods. (2A)
39. Johnson Elementary School’s kitchen was renovated to include all new finishes in the cafeteria, a dedicated HVAC unit for the dining area, and new serving line equipment. The kitchen was redesigned to relocate and replace the cooler and freezer to a new location, maximizing internal space to allow for all new food preparation equipment. A dedicated HVAC unit was installed for the kitchen area as well. (2A)
40. Franklin Elementary School was retrofitted with a new EDPM membrane system on the 2000 addition in 2022-23 fiscal year with the anticipation of it possibly continuing into the 2023-24 FY. It is scheduled to be complete at the end of 2022-23. This was a new project added to the bond fund schedule due to need and condition of the roof upon inspection and our architectural firm’s advisement. (2A)
41. Johnson Elementary School’s roof replacement will begin during the 2022-23 fiscal year and substantial completion may go into the 2023-24 fiscal year, depending on materials and labor developments. This was a new project added to the bond fund schedule due to need and condition of the roof upon inspection and our architectural firm’s advice. (2A)
42. The health services department continued providing no-cost COVID-19 testing for school staff at all schools utilizing a state grant. (2F)
43. FSSD utilized grant money to purchase two additional automated external defibrillators (AED) units that were placed in the concession areas of the athletic fields at FIS and PGS. (2F)
44. The safety supervisor and the technology supervisor continued their work on the visitor management kiosk system project. The plan is for all schools to eventually have a visitor management system. These kiosks enable schools to better screen visitors and allow visitors to sign in/out electronically and give the schools the option to print out visitor logs electronically. (2E, 2F)

## Future Challenges

1. Equity in facilities, and matching priority with funding, are ongoing challenges. As our facilities age, maintenance costs will increase for items with expected life cycles including roofs, driveways/parking areas and main plant HVAC systems. The district will need to continue upgrading its older buildings as funds permit. Furthermore, the maintenance, landscaping, and transportation departments currently utilize space on school campuses. Although all parties function adequately, efficiencies and improvements may be attained through the construction of a separate facility which is now in the planning and design phase.
  - Following the design and planning phase, the renovation of an existing structure on FSSD's newly acquired 205 Eddy Lane property will serve as the District Facilities and Transportation Center. These improvements are divided into two components; Phase IA, consisting of structure reinforcement and new exterior metal and roof for the building (FTC), and Phase IB for building out the interior to suit the needs for transportation and maintenance operations, including offices for those department staff members. Phase 1A will be nearly complete in the 2022-23 FY, with Phase 1B continuing into 2023-24 FY.
  - The Central Office design has been fully developed and civil work will begin in the 2022-23 FY, continuing into the next two fiscal years with completion forecasted for spring 2025. (2A)
2. Campus security is a challenge and a focus for the district. Currently, several of our campuses are equipped with Avigilon security cameras. By the end of FY 22-23, all campuses were updated with the latest Avigilon cameras. The district will continue to add higher-quality security cameras to provide more widespread surveillance. The safety supervisor continually evaluates communication devices, software, and protocols with the goal of having critical communication technology and clear direction on their efficient use at every campus.
3. Franklin Special School District will continue to face hiring challenges in most teaching areas. The district also maintains a focus on the challenge of recruiting teachers of color. FSSD will concentrate on recruiting from multiple sources (current employee recommendations, relationships with local universities and expanding our attendance to virtual and in-person job fairs throughout the spring), as well as continue to refine retention practices for teachers by providing support throughout a teacher's career with the FSSD. The district will also continue to provide information to potential teachers regarding licensure pathways and district support available.
4. In addition to the challenge of hiring teachers, the district will face hurdles in hiring and retaining all employees. As we consider our budget for this year, it will behoove us to continue to maximize employee pay and benefits. Concurrently, we will work closely with StaffEZ to improve our substitute coverages across the district. The district currently must pull other staff to cover substitute shortages. As we increase our fill rate, the district will minimize disruptions in the day-to-day operations of the schools.
5. Rekeying critical entrances in all schools is a project that the safety and attendance supervisor would like to explore. Teachers/staff would have key fobs that would allow them to gain access to their school campus rather than keypads and physical door keys for each building. This would make it possible to deactivate a fob if a staff person were no longer employed in the FSSD. Additionally, it would eliminate the need to collect keys and to change a keypad code.
6. The state requirements around third (and in some cases fourth) grade retention pose instructional, communications, logistical, and perceptions challenges. The Learning Loss Remediation and Student Acceleration Act states that third grade students (with certain exceptions) who score below or approaching expectations on the English language arts (ELA) portion of TCAP may be retained. These students may then be retained in grade four if they do not participate in tutoring for the entirety of their fourth-grade year enroll in Summer Learning Camp with 90% attendance and show adequate growth on fourth grade ELA TCAP. The Teaching and Learning team will continue to work with and support schools and parents/guardians in first ensuring that third grade students attain ELA proficiency as well as communicating about the law itself and the resources available (including high-quality instruction, curricula, interventions, and tutoring) to promote a high level of literacy achievement in the district.

7. From an enrollment of approximately 3,800 students in 2014 to about 3,400 pupils in 2019, to our current 3,100 students, the FSSD has seen a gradual and concerning decrease over the past decade. The underlying reasons have their own nuances and include an expansion in and publicity regarding educational options such as charter schools and private schools, as well as the lack of affordable housing for families within our zone. There is also a greater tendency toward home schooling that began during and has continued following the pandemic. The district is taking concrete steps toward further spreading of the word about the exemplary education provided in the FSSD with the goal of attracting and retaining additional students. Initiatives include continuing the reduced tuition rates for out of district students, website enhancements and digital marketing opportunities, promotional materials detailing the outstanding opportunities/characteristics specific to each building, expanded and intentional social media posts, and school open houses for new and prospective families. Closely connected to enrollment considerations are the challenges around the new state funding formula, Tennessee Investment in Student Achievement (TISA). The TISA base formula is calculated on a per-student allocation that includes multipliers based on students' identified learning needs and other characteristics. With the combination of decreased enrollment and an enrollment-based funding formula, there is a heightened need to regain lost enrollment to maintain adequate funding so that we can continue to offer exemplary, student-focused educational programming.
  
8. Mental health, student well-being, and behavior (increasingly, extreme student behaviors) have been at the forefront of the district's priorities since the development of Reach 2024, the current strategic plan; one of the four goals addresses student well-being. The impact of the pandemic and the resulting stressors on family units, schools, and society in general, as well the ramifications of some social media platforms, have been contributors to the exacerbation of challenging student behaviors. Common occurrences of heightened levels of anxiety and sadness, difficulties in appropriate self-expression and self-regulation, and a lack of tools for effectively dealing with conflict have necessitated our expanded partnership with Mercy Community Healthcare and have led to full caseloads for school counselors. The QuaverReady (<https://www.quavered.com/ready/>) digital resource provides support in personal and social competencies at the elementary level, as does the YMCA's Community Action Program (YCAP) after-school program at one middle school. During the 2022-23 school year, an intermediate school piloted the Bloomsights (<https://www.bloomsights.com>) platform to better understand which students need emotional/social support and which school-wide efforts will be most impactful for student learning. Additionally, the FSSD Volunteer Behavioral Health partnership providing school-based behavioral health liaisons at Freedom Intermediate, Freedom Middle and Poplar Grove Middle adds crucial student and family resources supporting the holistic health of our students.

## Summary

During the 2022-2023 school year, the Franklin Special School District leaned into a national desire to return to normalcy with a focus on discovering any lingering gaps students were experiencing following the stress and absenteeism that came with the pandemic years. While academic routine and support were ongoing priorities in 2022-2023, the district renewed its commitment to innovation and preparing students with a future-ready focus. During the year, the FSSD received a \$1,000,000 state grant to implement a cutting-edge middle school aviation program with guaranteed entry into the high school career track for aviation. The district also proudly opened a new era in fine arts and athletics, with the ribbon cutting of the Performing Arts Center and the ballfield complex, a valuable partnership with the city of Franklin.

The 2022-2023 school year was also a time of reflection on student achievement, with our goal to buck the trend across education of minority students not scoring at the same level as their white classmates. Taking a “control what you can control” approach, the FSSD went all in putting into practice the work of Ken Williams, author of the book *Ruthless Equity*, and our opening day speaker. Mr. Williams challenges educators to “teach to the crown,” a philosophy of empowering educators to deliver on the promise of equity, excellence, and achievement for ALL students regardless of background or color. The district championed his work, providing countless opportunities to plan their instruction and intervention around this philosophy. Committee work with teachers from across the district in every grade level determined which standards were deemed essential for all students to learn at each grade level, ensuring equity and success in education for all students. Ensuring students learn the essential standards means there are no excuses or sympathy passes, because life will not allow or provide for those either. Teachers were asked to find a way, using all of the support that the school and district could provide. As Mr. Williams will attest, equity is achieved by ensuring all students master essential standards at each grade level, no matter what. The success of this work could be seen in each school as the conversations were fine-tuned and the staff mindset shifted. This critical work will continue into the 2023-2024 school year and beyond.

A significant challenge in 2022-2023 was with the implementation of the third-grade retention legislation and its parameters. With an incredible focus on instruction and intervention for third grade students throughout the year, the FSSD achieved something that very few districts across the state were able to accomplish - every third-grade student was promoted to the fourth grade. In fact, 71% of third graders were proficient on TCAP ELA, ranking the FSSD 8th in the state for this metric. The work around this effort was exhaustive and required ESSER money for tutoring and extra support staff; however, schools and the FSSD Teaching and Learning team is intentionally replicating the instructional strategies that contributed to this success in other grade levels and content areas.

A new approach to uncovering opportunities through data has been the Teaching and Learning team’s data dive sessions. Meeting regularly, the team uses real-time data to address known opportunities or threats to success in every area of student learning. A collaborative solutions-oriented approach to these data dives has allowed the Teaching and Learning team to address areas of need with unprecedented immediacy. Participants were assigned specific tasks/actions that could immediately impact student learning, such as the creation of Professional Learning Communities (PLCs) exemplar videos, targeted support for two schools from the National Institute for Excellence in Teaching (NIET), and the streamlining of special education interventions.

Never far from the minds of anyone with a connection to the school district is the safety and security of students, employees, and visitors to our buildings. Following the Covenant School shooting, many had questions for the district about the efforts we have in place to keep students, staff, and faculty members safe. Thankfully, the FSSD is on the forefront of best practices when it comes to safety and security. For over 10 years, the district has invested in these strategies, and we have created a plan that includes state-of-the-art school hardening solutions as well as practices within the schools that provide our loved ones with the knowledge and skills they would need in any emergency situation. As the report notes, multiple initiatives have been completed and more are ongoing in school safety. Over 100 bleeding control kits have been assembled and placed in multiple areas at each campus, at the central office, and on each bus. We are installing access control features that strengthen the physical security at each campus and the central office. Additionally, the partnerships forged amongst the FSSD, Williamson County

Schools, law enforcement, mental health agencies, juvenile court, and other community first responders represent a model which other districts strive to emulate. The communication, regular meetings, and the work that all of the partners perform together in an effort to keep staff and students safe is unprecedented.

As we reflect on the many successes of the 2022-2023 school year, it is imperative to keep our eye on the challenges that we know are on the horizon. Loss of student membership due to rising home prices and other factors has required a new lens on marketing and recruitment of students as well as employees. More mental health and behavior supports are a critical need for the future. Yet, there are many opportunities for celebration ahead as well. Continued high achievement and exceptional teaching staff are among the best stories the district can share. Despite legislative obstacles and sometimes divisive politics around education, the district will continue to innovate and prioritize student learning. The direction and support of our award-winning school board is important to the district's continued success. With its strong leadership and commitment to students first, as well as its belief that every student can rise to the crown, the board leads the way. We look forward to the 2023-2024 school year and remain committed to the district's mission of excellence in teaching and learning for all.

## Glossary of Terms

**Academic and Behavior Support Team (ABST)** – Each school has an ABST that consists of some combination of administrators, coaches, school psychologist, counselor, English Learner teacher, speech language pathologist, and special education teacher. This team meets regularly to assist teachers with academic and behavioral concerns for specific students. The team offers support and suggestions for meeting the needs of students.

**ACCESS** – A summative assessment for English language proficiency administered to students who have been identified as English Learners (ELs). The results are used to determine EL status for the next school year.

**Achieve3000** - A web-based reading program implemented at the three 5-8 campuses that provides non-fiction articles and activities at varied Lexile levels based on each student's level set assessment results.

**aimsweb Plus** – A universal screening, progress monitoring and data management system that supports Response to Instruction and Intervention (RtI<sup>2</sup>) in reading and mathematics. aimsweb uses brief, valid and reliable measures of reading, math and written expression performance for grades K-8. In the FSSD, students in grades K-2 utilize the universal screening portion and the progress monitoring elements on a case-by-case basis. For grades 3-8, students in Tier 2B or Tier 3 use the progress monitoring tool.

**A.L.i.C.E.** - This acronym stands for Alert, Lockdown, Inform, Counter and Evacuate. This references the lock down tactics that have been taught to personnel in all schools.

**Accelerated Learning Teachers (AL Teachers)** - Teachers in each school who work with students and/or consult with other teachers to differentiate instruction for advanced learners.

**Avigilon** - The security camera system that is being installed district-wide.

**Blackboard Connect** – A web-based district- and school-based phone messaging software system that enhances communication between school and home.

**Bleeding Control Kits** – Life-saving kits containing items such as tourniquets, pressure dressings and gauze bandages for the purpose of helping to control bleeding and potentially save lives.

**BOLDplanning** - BOLDplanning manages the Emergency Operations Planning process through data collection and analysis, plan writing and overall EOP strategy development. Our online safety tool is titled WCSready.

**Cenergistic** – A consultation firm that guides our district energy conservation program.

**Chromebook** – A portable student computer that starts quickly and offers thousands of apps. It has built-in virus protection and backs up a user's documents in the cloud.

**Chronically Out of School (COOS)** -- a measure that is required under the Tennessee Accountability Plan. Each school and district is monitored for the percent of students who miss 10% or more school days annually. Each school and district receives a score of 1-4 based on the percent of students or based on their improvement from the previous year in addressing student attendance.

**Coding** – A system of signals representing letters or numbers used for transmitting messages which develop computational thinking skills in preparation for learning to solve other real-world problems.

**Destiny** – Software that allows our media centers to share library resources without duplicating cost.

**Discovery Education** – An online reservoir of content specific resources that enhances students’ learning with award-winning content, interactive lessons, real-time assessment, virtual experiences, classroom challenges, professional learning and more.

**District Improvement Plan** – The District Improvement Plan is written annually and posted on the Tennessee Department of Education ePlan website. The plan includes a comprehensive needs assessment as well as goals, strategies and action steps aligned with Tennessee’s educational priorities, which allows the district an opportunity to focus on continuous improvement.

**Emergency Operations Plan (EOP)** – This refers to our school safety plan.

**Employee Navigator** – Human resources digital platform used for on-boarding, training, benefits communications and digitizing records.

**End-of-Course (EOC) Tests** - annual summative assessments for high school credit-bearing classes under the TCAP umbrella of assessments.

**English Language Proficiency Assessment (ELPA) Growth Standard** - Required by the Tennessee Every Student Succeeds Act (ESSA) Accountability Plan, this metric measures whether an EL student is making adequate annual progress on learning English even if he or she is not yet ready to exit from direct EL services. Each school and district receives a score of 1-4 based on the percent of students who meet the ELPA growth standard.

**English Learners (ELs)** – Students who are learning English as a second language and who are actively enrolled in the school EL program.

**ePlan** – An online planning and budgetary tool (<https://eplan.tn.gov>) designed to streamline compliance efforts for districts and to better enable the Tennessee Department of Education (TDOE) to support instructional programming. ePlan consolidates the planning process targeting district accountability goals.

**ESSER** - Elementary and Secondary Schools Emergency Relief (ESSER) is the name for the federal relief grants that have provided funds for public school districts to address the adverse impacts of the COVID-19 pandemic on schools and students. Three ESSER grants have been approved by the U.S. Congress as of 2022: ESSER 1.0, ESSER 2.0, and ESSER 3.0.

**Fitnessgram** – Created by The Cooper Institute, Fitnessgram is the only health-related fitness assessment based on valid and reliable research to incorporate criterion-referenced standards, called Healthy Fitness Zones.

**Frontline** – This is an online management tool that encompasses four programs:

- employment application that provides applicants and administrators with an easier, more efficient application and interview process (*formerly Applitrack*).
- personnel documents and credential tracking to allow for creation of electronic personnel files and employees to complete forms electronically (Frontline Central).
- a web-based database software tool that enables the FSSD to maintain information regarding its professional learning course offerings, course locations, participants, instructors, course evaluations, transcripts and more.
- a windows-based software application, which automates our employee absence reporting, substitute placement and data analysis processes. It is designed for both certified and classified employees and provides numerous reports related to attendance (*formerly Aesop*).

**GoGuardian** – Software that helps schools easily manage devices and better understand students so as to keep them safer online.

**Google Workspace for Education** – A secure warehouse of tools (calendar, documents, sheets, slides, classroom, drive, etc.) that facilitates communication and collaboration used by teachers, administrators and students in grades preK-8.

**Honors Program** – Qualified students in grades 5-8 may participate in honors classes in English language arts, math, science, and computer science.

**Individuals with Disabilities Education Act (IDEA)** - a federal law that requires schools to serve the educational needs of eligible students with disabilities.

**i-Ready** - A web-based math program used in grades K-8. The English language arts version is used by all third and fourth grade students and is being piloted for fifth grade students at one school. Students complete a diagnostic three times a year and are provided with an individualized learning path based on the results. i-Ready provides in-depth reports for teachers detailing every student's area(s) of need.

**Instructionally Appropriate Individualized Education Program (IAIEP)** – The special education process by which an IEP is written to target the specific skill deficit area to ensure students with disabilities receive the most appropriate services for growth and progress using multiple sources of data and evidence.

**Learning.com** – A resource provided to all K-8 students to enhance their digital literacy skills, digital citizenship, digital safety, and computer coding. EasyTech is a component of Learning.com that promotes digital citizenship and is implemented in grades 5-8.

**McKinney-Vento Homeless Education Act** - A federal law requiring states and districts to address the needs of students who are identified as homeless, doubled up, or living in inadequate housing. Services offered to these students and their families include immediate enrollment, assistance with procuring all immunization paperwork and school records, free breakfast and lunch, assistance with Morning and After Care (MAC) for students with working parents, assistance with school choice after the family procures housing, assistance with transportation costs to return to the student's school of origin, and assistance locating community services.

**Memorandum of Understanding (MOU)** – Contracts into which the district enters with our community partners establishing relationship parameters and procedures for collaboration.

**Multi-State Alternate Assessment** – The Multi-State Alternate Assessment (MSAA) is an online platform for the state ELA and math summative assessment. It is designed for students who are severely cognitively disabled.

**Professional Learning Community (PLC)** – Educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improving student learning is continuous job-embedded learning for educators.

**Promethean ActivPanel** – Interactive board used to engage students and enhance instruction.

**Response to Intervention and Instruction (RtI<sup>2</sup>)** – A tiered approach to instruction in which increasing levels of intense instruction are provided to students not making progress in the first tier. All learners receive Tier 1 instruction at grade level. As formative assessment data is compiled, students move into other tiers as necessary.

**Response to Intervention and Instruction - Behavior (RtI<sup>2</sup>-B)** – A tiered approach to positive behavior support and behavior management in which increasing levels of intense interventions are provided to students as needed. All students receive positive behavior support through Tier 1. As formative behavioral data is compiled, students move into other tiers as necessary. Each school has an RtI<sup>2</sup>-B team to facilitate and implement positive behavior support.

**School Improvement Plan (SIP)** – The School Improvement Plan at each building is utilized to identify needs and target strategies for continuous school improvement.

**Scratch** – A free programming language and online community that allows users to create their own interactive stories, games and animations.

**Specialized Programs** in which a select group of teachers at each school are trained:

- **S.P.I.R.E.®**: a comprehensive and multisensory reading intervention program designed to prevent reading failure and to build reading success through an intensive, structured and spiraling curriculum. It integrates phonological awareness, phonics, handwriting, fluency, vocabulary, spelling and comprehension in a ten-step lesson plan that is specifically designed for the way struggling readers learn.
- **Imagine Learning**: A computer-based intervention program that supports student learning of language and literacy through interactive experiences.
- **Lindamood-Bell**: A multisensory reading program that assists students with disabilities who have been identified with specific reading deficits.
- **ReadLive**: A computerized reading intervention program that helps students develop skills in deficit areas such as fluency, phonics, comprehension and vocabulary.
- **SIOP (Sheltered Instruction Observation Protocol)**: A research-based set of instructional strategies used by EL and general education teachers aimed at maximizing English language acquisition.
- **Moving With Math (MWM)**: A research-based math intervention program that is used for grades K-8. Teachers may choose to cover all topics in a level for a comprehensive intervention, or focus on specific math topics for targeted intervention. Students use manipulatives in every lesson to develop conceptual understanding and improve achievement. The assessment and curriculum are linked to state standards and provide data to differentiate instruction for all students.
- **Wilson**: The Wilson Reading System® (WRS) teaches the structure of the English language directly, using an integrated and sequential system in 12 Steps (not corresponding to a student's grade level).
- **95 Percent Core Phonics**: A Tier 1 structured literacy solution that supports meaningful and effective literacy progress linked across grades, grounded in the science of reading and supporting the critical K-5 years.

**Skyward** – A suite of programs that includes student management in grades preK–8, as well as a business software package. Parents and guardians have access to student information through Skyward's Family Access communication system. This system is used for online pre-registration of current FSSD students as well as students new to the district. Covering all facets of the district's payroll, purchasing, food service and finance systems, Skyward provides greater efficiencies for all users.

**STAR Enterprise** – A computer adaptive, universal screening, progress monitoring and data management system that supports Response to Instruction and Intervention (RtI<sup>2</sup>) in reading. In the FSSD, students in grades 5–8 utilize the universal screening option. Students in grades 5–8 who are being served in Tier IIA use the progress monitoring tool. Within this tool, lessons and materials are provided to support next steps in instruction.

**Story Bus Plus** – The Story Bus Plus provides a mobile classroom environment where students can extend learning beyond the school site. The Story Bus Plus provides community outreach that fosters a love for reading in children during the summer months.

**Tennessee Accountability Plan** – Tennessee's method of ensuring that each school and the district follow best-practice methods in developing data-driven goals and implementing appropriate actions to achieve those goals. The accountability plan must meet the requirements of the Every Student Succeeds Act (ESSA) and be approved by the US Department of Education.

**Tennessee Behavior Supports Project (TBSP)** also known as the Tennessee Tiered Supports Center (TSC) – A grant through Vanderbilt University to provide continued support equipping school teams and districts to become

familiar with strategies for better serving students with and at-risk for behavior difficulties through Response to Instruction and Intervention – Behavior (RtI<sup>2</sup>-B).

**Tennessee Curriculum Assessment Program (TCAP)** – Federal and state mandated annual assessments including TCAP ACH for grades 3-8, End of Course (EOC) tests for high school credit classes and alternate assessments for students with significant cognitive abilities.

**Tennessee Educator Acceleration Model (TEAM)** – The state evaluation system used for all licensed educators - teachers and school administrators.

**Tennessee Organization for School Superintendents (TOSS)** – TOSS is composed of district leaders who are committed to lifelong learning, best practice sharing, and continuous improvement.

**Tennessee Value-Added Assessment System (TVAAS)** – A state reporting system that measures yearly academic growth of students in grades 4-8. These data also provide teachers with a way to analyze their impact on student academic growth.

**TN Pulse (Easy IEP)** - An online platform for the management of IEPs and 504 plans for students with disabilities. This platform enables the Tennessee Department of Education (TDOE) to monitor district files and processes. The parent portal allows parents to access documents created by the district for individual students.

**Truancy-** Truancy includes only unexcused absences; though not defined in law, a student is truant in Tennessee when he or she accrues five unexcused absences and may be subject to legal intervention.

**World-Class Instructional Design and Assessment (WIDA)** – Standards, instructional resources and assessment for English Learners (ELs).

**YouScience** - The YouScience platform is used by the FSSD to develop performance measures of aptitudes to uncover students' natural talents, match them to careers, and give them personalized feedback on how their abilities can be utilized in school, work, and in their daily lives.

**Young Scholars Institute (YSI)** – The YSI provides two weeks of exploratory experiences in a creative learning environment for students ages 7-10 in Junior Scholars and ages 11-14 in Senior Scholars. The program is open to FSSD students as well as students who attend a school outside of the district.

**Zoom** - Web-based video conferencing platform.

AMENDED AND RESTATED  
GENERAL PURPOSE FUND  
TAX ANTICIPATION  
REVOLVING PROMISSORY NOTE

\$6,000,000.00

Franklin, Tennessee  
March 1, 2024

On March 31, 2026 (the "Maturity Date"), the undersigned, The Franklin Special School District, a body politic and corporate created and existing under the laws of the State of Tennessee (the "Maker"), promises to pay to the order of FIRST HORIZON BANK, a Tennessee banking corporation having a place of business in Franklin, Tennessee (the "Bank"), the principal sum of SIX MILLION AND NO/100 DOLLARS (\$6,000,000.00), or such lesser amount as may be advanced from time to time, value received, together with interest from date until paid, upon disbursed and unpaid principal balances, at the rate hereinafter specified, said interest being payable on the first day of each month hereafter, with the final installment of interest being due and payable concurrently on the same date that the principal balance is due hereunder.

This Note is intended to be a revolving line of credit, and in that regard, if Maker shall not be in default of its terms or conditions, or the terms and conditions of that Tax Anticipation Revolving Loan Agreement dated September 23, 2004, as amended by seventeen (17) amendments, including the Seventeenth Amendment of even date herewith (collectively, the "Loan Agreement"), or any other instrument executed by Maker for the benefit of Bank in connection with the indebtedness represented by this Note, then any principal repaid by Borrower during the term of this Note may be from time to time re-drawn by Borrower, subject to the provisions otherwise set forth in this Note.

This Note shall bear interest at a rate equal to the Contract Rate for the Interest Rate Period in effect. Under no circumstances shall the interest be more than the maximum rate allowed by applicable law. The Index is not necessarily the lowest rate charged by Bank on its loans. Bank will tell Maker the current Index rate upon Maker's request. The interest rate change will not occur more often than each Interest Rate Change Date. Each change in the interest rate shall become effective, without notice to the Maker, on each Interest Rate Change Date following any change in the Index; provided, however, that if Index is not published on such date, the Index shall be determined by reference to the Index last published immediately preceding such date. When a range of rates has been published, the higher of the rates will be used. Maker understands that Bank may make loans based on other rates as well.

All interest hereunder shall be computed on the basis of a year of 360 days and payable for the actual number of days elapsed.

If Bank determines (which determination shall be conclusive and binding upon all parties hereto absent manifest error) that:

(i) adequate and reasonable means do not exist for ascertaining Term SOFR including, without limitation, because the Term SOFR is not available or published on a current basis and such circumstances are unlikely to be temporary; or

(ii) CME Group Benchmark Administration Ltd or any successor administrator of the Term SOFR or a Governmental Entity having or purporting to have jurisdiction over Bank or such administrator has made a public statement identifying a specific date after which the Term SOFR shall or will no longer be representative or made available, or used for determining the interest rate of loans, or shall or will otherwise cease, or Term SOFR has failed to comply with the International Organization of Securities Commissions (IOSCO) Principles for Financial Benchmarks; *provided* that, at the time of such statement, there is no successor administrator that is satisfactory to Bank, that will continue to provide such applicable Term SOFR after such specific date;

then, Bank may amend this Note solely for purpose of replacing the Term SOFR with another alternate benchmark rate, which shall be the sum of an alternate benchmark rate, and a benchmark rate spread adjustment (which may be a positive or negative value or zero), selected by Bank giving due consideration to (i) any evolving or then-existing market convention for determining a rate of interest and spread adjustment, or method for calculating such spread adjustment, for the replacement for the then-current benchmark rate for U.S. dollar-denominated syndicated or bilateral credit facilities at such time, or (ii) as may be necessary or appropriate in the opinion of Bank to achieve a final all-in interest rate substantially equivalent to that in effect prior to the cessation of Term SOFR (the "Successor Rate"). Such Successor Rate will become effective at 5:00 p.m. on the fifth (5th) Business Day after the date notice of such Successor Rate is provided to the Maker without any amendment to this Agreement or further action or consent of the Maker.

Notwithstanding anything else herein, if at any time any Successor Rate as so determined would otherwise be less than zero, the Successor Rate will be deemed to be zero for the purposes of this Note and the other Loan Documents.

In connection with the implementation of a Successor Rate, Bank will have the right to make Conforming Changes from time to time and, notwithstanding anything to the contrary herein or in any other Loan Document, any amendments implementing such Conforming Changes will become effective without any further action or consent of any other party to this Note. Whereas, "Conforming Changes" shall mean with respect to any Successor Rate, any technical, administrative or operational changes, timing and frequency of determining rates and making payments of interest, timing of borrowing requests or prepayment or other matters as may be appropriate, in the discretion of Bank, to reflect the adoption and implementation of such Successor Rate. Any Successor Rate shall be applied in a manner consistent with market practice; *provided* that to the extent such market practice is not administratively feasible for the Bank, such Successor Rate shall be applied in a manner as otherwise reasonably determined by the Bank.

Bank does not warrant, nor accept responsibility for, the continuation of, administration of, submission of, calculation of, or any other matter related to the rates in the benchmark interest rates or indexes defined herein or with respect to any rate (including, for the avoidance of doubt, the selection of such rate and any related spread or other adjustment) that is an alternative or replacement for or successor to any such rate or index or the effect of any of the foregoing, or of any Conforming Changes.

For the purposes of this Note, the following terms shall have the following meanings (such meanings to be applicable equally to both the singular and plural forms of such terms) unless the context otherwise requires:

"Business Day" means a banking business day of the Bank; provided that, when used in connection with the calculation or determination of Term SOFR, the term "Business Day" means any day except for Saturday, Sunday or a day in which the Securities Industry and Financial Market Association recommends that the fixed income departments of its members be closed for the entire day for purposes of trading in United States government securities.

"Contract Rate" shall mean the Index plus the Margin.

"Index" means the Term SOFR (or any Successor Rate).

"Interest Rate Change Date" shall be the first day of each Interest Rate Period.

"Interest Rate Period" means the period beginning on the 1<sup>st</sup> day of each calendar month and ending on the 1<sup>st</sup> day of each consecutive calendar month thereafter, provided, however, that the first Interest Rate Period shall commence on March 1, 2024 and shall end on April 1, 2024; provided, further that no Interest Rate Period shall extend beyond the Maturity Date.

"Loan Documents" means this Note and the Loan Agreement, as the same may be further amended, modified or restated.

"Margin" means one and one hundred fifteen thousandths percent (1.115%).

"Term SOFR" means for any Interest Rate Period a rate per annum equal to the Term SOFR Screen Rate that is two (2) Business Days prior to each Interest Rate Change Date.

"Term SOFR Screen Rate" means the forward looking term secured overnight financing rate for the corresponding Interest Rate Period administered by CME Group Benchmark Administration Ltd (or a successor administrator of Term SOFR) and published on the applicable Bloomberg screen page (or such other commercially available source providing such quotations as may be designated by Bank from time to time).

All installments of interest, and the principal hereof, are payable at the office of First Horizon Bank, Franklin Public Square, Franklin, Tennessee, or at such other place as the holder

may designate in writing, in lawful money of the United States of America, which shall be legal tender in payment of all debts and dues, public and private, at the time of payment.

The indebtedness evidenced by this Note may be prepaid in whole or part prior to its maturity without premium or penalty.

This Note is issued under the authority of Parts I, IV, and VIII of Title 9, Chapter 21, Tennessee Code Annotated, and resolutions duly adopted by the School District on August 9, 2004 and April 11, 2022, to provide funds in anticipation of the collection of taxes and revenues for the Fund during the Fiscal Year in an amount not exceeding sixty percent (60%) of the total Fund appropriations for the Fiscal Year. The Maturity Date specified above shall not exceed the end of the Fiscal Year.

Title 9, Chapter 21, Section 117, Tennessee Code Annotated provides that this Note and interest thereon are exempt from taxation by the State of Tennessee or by any county, municipality or taxing district of the State, except for inheritance, transfer and estate taxes and except as otherwise provided under the laws of the State of Tennessee.

If the Maker shall fail to make payment of any installment of interest, as above provided, or upon any default in the terms and provisions of the Loan Agreement, or then, in any of such events, the entire unpaid principal balance of the indebtedness evidenced hereby together with all interest then accrued, shall, at the absolute option of the Bank, at once become due and payable, without demand or notice, the same being expressly waived.

If this Note is placed in the hands of an attorney for collection, by suit or otherwise, or to protect the security for its payment, or to enforce its collection, or to represent the rights of the Bank in connection with any loan documentation executed in connection herewith, or to defend successfully against any claim, cause of action or suit brought by the Maker against the Bank, the Maker shall pay on demand all costs of collection and litigation (including court costs), together with a reasonable attorney's fee.

The Maker and any endorsers or guarantors hereof waive protest, demand, presentment, and notice of dishonor, and agree that this Note may be extended, in whole or in part, without limit as to the number of such extensions or the period or periods thereof, without notice to them and without affecting their liability hereon.

This Note shall be governed and construed according to the statutes and laws of the State of Tennessee from time to time in effect, except to the extent that Section 85 of Title 12 of the United States Code (or other applicable federal statute) may permit the charging of a higher rate of interest than applicable state law, in which event such applicable federal statute, as amended and supplemented from time to time shall govern and control the maximum rate of interest permitted to be charged hereunder; it being intended that, as to the maximum rate of interest which may be charged, received, and collected hereunder, those applicable statutes and laws, whether state or federal, from time to time in effect, which permit the charging of a higher rate of interest, shall govern and control; provided always, however, that in no event and under no circumstances

shall the Maker be liable for the payment of interest in excess of the maximum rate permitted by such applicable law, from time to time in effect.

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This Note amends, restates and supersedes the General Purpose Fund Tax Anticipation Revolving Promissory Note made by the Maker in the principal amount of \$6,000,000 dated December 1, 2019 (the "Prior Note"). However, the execution and delivery of this Note does not constitute a novation of the indebtedness evidenced by the Prior Note.

THE FRANKLIN SPECIAL SCHOOL DISTRICT

By: \_\_\_\_\_

Title: \_\_\_\_\_

STATE OF TENNESSEE            )  
COUNTY OF WILLIAMSON        )

Personally appeared before me, \_\_\_\_\_, with whom I am personally acquainted, and who acknowledged that he/she executed the within instrument for the purposes therein contained and who further acknowledged that he/she is the \_\_\_\_\_ of Franklin Special School District and is authorized by the maker to execute this instrument on behalf of the maker.

Witness my hand at office, this \_\_\_\_ day of January, 2024.

My Commission Expires:

\_\_\_\_\_

\_\_\_\_\_  
Notary Public

**SEVENTEENTH AMENDMENT TO TAX ANTICIPATION  
REVOLVING LOAN AGREEMENT**

**THIS SEVENTEENTH AMENDMENT TO TAX ANTICIPATION REVOLVING LOAN AGREEMENT** ("Seventeenth Amendment") is executed as of March 1, 2024, with an effective date of March 31, 2024, by and between **The Franklin Special School District**, a body politic and corporate entity organized and existing under the laws of the State of Tennessee whose address is 507 New Highway 96 West, Franklin, Tennessee 37064 (the "Borrower"), and **First Horizon Bank**, a Tennessee banking corporation organized and existing under the statutes of the United States of America, with offices at Franklin, Public Square, Franklin, Tennessee 37064 (the "Bank").

**WITNESSETH;**

**WHEREAS**, Borrower and Bank entered into that certain Tax Anticipation Revolving Loan Agreement dated September 23, 2004 (the "Agreement"), which, among other things, evidences the Bank's commitment to make loans and advances to Borrower from time to time on a revolving credit basis in an amount not to exceed to Five Million and No/100 Dollars (\$5,000,000.00);

**WHEREAS**, in keeping with the terms of the Agreement, Borrower executed and delivered to Bank that certain General Purpose Fund Tax Anticipation Revolving Promissory Note (the "Original Note") dated September 23, 2004 in the original principal sum of Five Million and No/100 Dollars (\$5,000,000.00), which, among other things, provided that the Note would mature on June 30, 2005 (the "Maturity Date");

**WHEREAS**, Borrower and Bank by appropriate documentation have previously amended the Agreement to reflect the extended Maturity Date of the Note from June 30, 2005 to June 30, 2006;

**WHEREAS**, Borrower and Bank by appropriate documentation have previously amended the Agreement to reflect the extended Maturity Date of the Note from June 30, 2006 to December 15, 2007;

**WHEREAS**, Borrower and Bank by appropriate documentation have previously amended the Agreement to reflect the extended Maturity Date of the Note from December 15, 2007 to December 15, 2008;

**WHEREAS**, Borrower and Bank by appropriate documentation have previously amended the Agreement to reflect the extended Maturity Date of the Note from December 15, 2008 to December 15, 2009;

**WHEREAS**, Borrower and Bank by appropriate documentation have previously amended the Agreement to reflect the extended Maturity Date of the Note from December 15, 2009 to March 31, 2011;

**WHEREAS**, Borrower and Bank by appropriate documentation have previously amended the Agreement to reflect the extended Maturity Date of the Note from March 31, 2011 to March 31, 2012;

**WHEREAS**, Borrower and Bank by appropriate documentation have previously amended the Agreement to reflect the extended Maturity Date of the Note from March 31, 2012 to March 31, 2013 and to revise certain financial reporting obligations of Borrower;

**WHEREAS**, Borrower and Bank by appropriate documentation have previously amended the Agreement to reflect the extended Maturity Date of the Note from March 31, 2013 to March 31, 2014 and to insert additional language addressing the waiver of a right to trial by jury, the USA Patriot Act and Bank imposed late fees;

**WHEREAS**, Borrower and Bank by appropriate documentation have previously amended the Agreement to reflect the extended Maturity Date of the Note from March 31, 2014 to March 31, 2015;

**WHEREAS**, Borrower and Bank by appropriate documentation have previously amended the Agreement to reflect the extended Maturity Date of the Note from March 31, 2015 to March 31, 2016;

**WHEREAS**, Borrower and Bank by appropriate documentation have previously amended the Agreement to reflect the extended Maturity Date of the Note from March 31, 2016 to March 31, 2017;

**WHEREAS**, Borrower and Bank by appropriate documentation have previously amended the Agreement to reflect the extended Maturity Date of the Note from March 31, 2017 to March 31, 2018;

**WHEREAS**, Borrower and Bank by appropriate documentation have previously amended the Agreement to reflect the extended Maturity Date of the Note from March 31, 2018 to March 31, 2021; provided that Borrower agrees to maintain a certain credit rating on its debt obligations; and

**WHEREAS**, Borrower and Bank by appropriate documentation have previously amended the Agreement to increase the amount of the Commitment under the Agreement from \$5,000,000 to \$6,000,000 and to reflect the extended Maturity Date of the Note from March 31, 2021 to March 31, 2022;

**WHEREAS**, Borrower and Bank by appropriate documentation have previously amended the Agreement to reflect the extended Maturity Date of the Note from March 31, 2022 to March 31, 2024;

**WHEREAS**, Borrower has requested that Bank further extend the Maturity Date to March 31, 2026, and the Bank has agreed to do so.

**NOW, THEREFORE**, in consideration of the recitals hereinabove set forth, which are incorporated herein by reference, and other good and valuable consideration, the receipt and adequacy of which are hereby acknowledged, Borrower and Bank agree that the Agreement is amended, and otherwise state, as follows:

- 1) The Agreement is further modified to reflect that the "Maturity Date" is March 31, 2026.
- 2) No default exists under the Note and that the Note is a valid and binding obligation upon Borrower.
- 3) All remaining terms and conditions of the Agreement, as originally set forth, except as previously amended and as amended by this Seventeenth Amendment, are hereby ratified and affirmed.

[Remainder of page intentionally left blank]

**IN WITNESS WHEREOF** the parties have executed this Seventeenth Amendment effective the day and date above written.

ATTEST:

**BORROWER:**

THE FRANKLIN SPECIAL SCHOOL DISTRICT

\_\_\_\_\_

By: \_\_\_\_\_

Its: \_\_\_\_\_

STATE OF TENNESSEE

COUNTY OF WILLIAMSON

Personally appeared before me, \_\_\_\_\_, Notary Public, \_\_\_\_\_, with whom I am personally acquainted, and who acknowledged that he executed the within instrument for the purposes therein contained, and who further acknowledged that he is the Chairman of the Franklin Special School District and is authorized by the maker to execute this instrument on behalf of the maker.

Witness my hand, at office, this \_\_\_\_\_ day of January, 2024.

\_\_\_\_\_  
Notary Public

My commission expires: \_\_\_\_\_

**BANK:**

FIRST HORIZON BANK

By: \_\_\_\_\_

Its: \_\_\_\_\_

STATE OF TENNESSEE

COUNTY OF WILLIAMSON

Personally appeared before me, \_\_\_\_\_, Notary Public, \_\_\_\_\_, with whom I am personally acquainted, and who acknowledged that he executed the within instrument for the purposes therein contained, and who further acknowledged that he is the \_\_\_\_\_ of First Horizon Bank and is authorized by the maker to execute this instrument on behalf of the maker.

Witness my hand, at office, this \_\_\_\_\_ day of January, 2024.

\_\_\_\_\_  
Notary Public

My commission expires: \_\_\_\_\_

	FES					JES					LES					MES					PGES			
	Female	Male	Teachers	Avg		Female	Male	Teachers	Avg		Female	Male	Teachers	Avg		Female	Male	Teachers	Avg		Female	Male	Teachers	Avg
Pre-Kindergarten (P3)	1	0	2	0.5		3	4	2	3.5		0	1	1	1.0		0	2	1	2.0		2	4	1	0
Pre-Kindergarten (P4)	12	18	1	30.0		10	15	1	25.0		13	9	1	22.0		13	10	0	#DIV/0!		10	12	1	22
Kindergarten	27	22	3	16.3		24	30	3	18.0		41	45	5	17.2		40	44	5	16.8		30	34	4	16
Pre-First			0	0.0				0	0.0				0	0.0				0	0.0				0	0
Grade 1	43	32	4	18.8		26	32	3	19.3		44	34	5	15.6		53	52	6	17.5		29	31	4	15
Grade 2	21	41	4	15.5		28	20	3	16.0		39	38	5	15.4		43	41	4	21.0		32	33	3	21.6666
Grade 3	28	24	3	17.3		28	30	3	19.3		51	40	5	18.2		45	50	5	19.0		32	30	4	15.5
Grade 4	34	30	4	16.0		16	23	2	19.5		32	39	4	17.8		38	51	5	17.8		25	37	3	20.6666
Total Students	166	167		333		135	154		289		220	206		426		232	250		482		160	181		341
American Indian	0		0%			1		0%			3		1%			1		0%			1		0%	
Asian	9		3%			32		12%			25		6%			46		10%			7		2%	
Black or African American	33		11%			59		23%			28		7%			44		10%			31		10%	
Hispanic or Latino	41		14%			78		30%			112		28%			95		21%			128		41%	
Native Hawaiian-Pacific Islander	0		0%			1		0%			0		0%			1		0%			0		0%	
White	219		73%			86		33%			235		58%			270		59%			146		47%	
TOTAL WITHOUT PRE-K	302					257					403					457					313			
	FIS					FMS										PGMS								
	Female	Male	Teachers	Avg		Female	Male	Teachers	Avg							Female	Male	Teachers	Avg					
Grade 5	110	127	12	19.8												34	47	4	20.25					
Grade 6	137	127	12	22.0												41	35	4	19					
Grade 7						122	140	12	21.8							34	39	4	18.25					
Grade 8						115	131	12	20.5							36	41	4	19.25					
Total Students	247	254		501		237	271		508							145	162		307					
American Indian	2		0%			4		1%			FSSD Demographics - 03/07/2024					5		2%						
Asian	30		6%			25		5%										10		3%				
Black or African American	78		16%			76		15%										14		5%				
Hispanic or Latino	125		25%			134		26%										135		44%				
Native Hawaiian-Pacific Islander	4		1%			0		0%										0		0%				
White	262		52%			269		53%										143		47%				
TOTAL WITHOUT PRE-K	501					508										307								
TOTAL WITHOUT PRE-K	3048	TOTAL WITH PRE-K				3187	TOTAL PRE-K			139														

FRANKLIN SPECIAL SCHOOL DISTRICT  
Investment Report  
January 31, 2024

Local Government Investment Pool
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Interest Rate for January 5.35%

General Investment Account	
Beginning Balance	\$ 36,641.82
Interest	3,098.00
Withdrawals	
Deposits	10,000,000.00
Total Invested	\$ 10,039,739.82

Debt Service Investment Account	
Beginning Balance	\$ 178,024.62
Interest	808.91
Withdrawals	
Deposits	
Total Invested	\$ 178,833.53

Capital Projects Investment Account	
Beginning Balance	\$ 2.85
Interest	0.01
Withdrawals	-
Deposits	-
Total Invested	\$ 2.86

Construction Investment Account	
Beginning Balance	\$ 11,287,368.73
Interest	49,994.01
Withdrawals	(1,284,941.63)
Deposits	
Total Invested	\$ 10,052,421.11

FRANKLIN SPECIAL SCHOOL DISTRICT  
Investment Report  
January 31, 2024

First Tennessee Bank
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<b>General Purpose Checking</b>	
Beginning Balance	\$ 4,195,495.70
Receipts	14,569,922.00
Receipts - Loan from First Horizon (Tax Anticipation)	
Payment of Loan fr Debt Svc.	
Interest	17,649.20
Transfer from LGIP	
Transfer to LGIP	(10,000,000.00)
Pmt of Tax Anticipation Loan to First Horizon	
RePmt Loan to Debt Svc.	
RePmt of Loan to Capt Svc.	
Disbursements	(5,128,823.17)
Ending Balance	\$ 3,654,243.73
<b>Debt Service Checking</b>	
Beginning Balance	\$ 679,354.36
Receipts	1,860,264.03
Receipts - Loan Payment fr GP	
From Const Bond payment	
Interest	3,668.28
Transfer from Investments	
Transfer to Investments	
Loan to Capital	
Disbursements	(450.00)
Ending Balance	\$ 2,542,836.67
<b>Capital Projects Checking</b>	
Beginning Balance	\$ 19,269.15
Receipts	52,985.29
Interest	188.64
Loan from Debt Svc	
Transfer to GP Loan	
Reimb to GP-Exp (Corlew/Perry)	(1,819.44)
Disbursements	(27,663.36)
Ending Balance	\$ 42,960.28
<b>Construction Checking</b>	
Beginning Balance	\$ 213,854.46
Receipts	
Interest	1,352.15
Transfer fr LGIP	1,284,941.63
Transfer fr LGIP in Transit	
Transfer to LGIP	
Transf to Bond for pmt	
Disbursements	(1,252,761.09)
Ending Balance	\$ 247,387.15

Fnd T Acct	Obj Prj Loc Prq Acct	2023-24	2023-24	2023-24	February 2023-24	2023-24	Uncollected
		Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
141	General Purpose						
141 R 40110	--- --- --- --- Current Year Property Tax	12,349,672.00	0.00	12,349,672.00	1,130,393.47	8,039,114.36	4,310,557.64
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	2,366.49	70,141.36	-141.36
141 R 40130	--- --- --- --- Circuit Clerk/C&m-Prior Year	35,000.00	0.00	35,000.00	1,717.34	13,594.76	21,405.24
141 R 40140	--- --- --- --- Interest & Penalty	20,000.00	0.00	20,000.00	423.94	7,513.87	12,486.13
141 R 40161	--- --- --- --- Payments In Lieu Of Taxes-Tva	0.00	0.00	0.00	0.00	0.00	0.00
141 R 40163	--- --- --- --- Payments In Lieu Of Taxes-Othe	65,000.00	0.00	65,000.00	0.00	317.21	64,682.79
141 R 40210	--- --- --- --- Local Option Sales Tax	7,300,000.00	0.00	7,300,000.00	692,106.41	4,628,440.27	2,671,559.73
141 R 40275	--- --- --- --- Mixed Drink Tax (ST)	140,000.00	0.00	140,000.00	5,272.42	96,511.35	43,488.65
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	1,672,271.57	9,453,675.09	10,843,973.91
141 R 40620	--- --- --- --- Prior Year Property Tax	110,000.00	0.00	110,000.00	3,144.18	91,833.51	18,166.49
141 R 40630	--- --- --- --- Interest & Penalty	30,000.00	0.00	30,000.00	561.98	10,026.17	19,973.83
141 R 40640	--- --- --- --- Pick-Up Taxes	75,000.00	0.00	75,000.00	8,627.64	21,126.99	53,873.01
141 R 41110	--- --- --- --- Licenses & Permits	500.00	0.00	500.00	47.33	421.50	78.50
141 R 43511	--- --- --- --- Tuition-Regular Day Students	50,000.00	0.00	50,000.00	1,000.00	108,949.00	-58,949.00
141 R 43513	--- --- --- --- Tuition-YSI	169,812.00	0.00	169,812.00	860.00	1,105.00	168,707.00
141 R 43517	--- --- --- --- Tuition-Other	40,000.00	0.00	40,000.00	0.00	70,174.00	-30,174.00
141 R 43570	--- --- --- --- Receipts From Individual Schoo	25,000.00	0.00	25,000.00	254.89	6,451.70	18,548.30
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	7,282.94	256,140.47	-106,140.47
141 R 44120	--- --- --- --- Lease/Rentals	20,000.00	0.00	20,000.00	4,877.50	26,960.00	-6,960.00
141 R 44121	--- --- --- --- Event Lease Revenue	75,000.00	0.00	75,000.00	7,000.00	72,087.50	2,912.50
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	200.00	1,800.00	1,200.00
141 R 44124	--- --- --- --- Equipment Rental	0.00	0.00	0.00	0.00	0.00	0.00
141 R 44125	--- --- --- --- Service (Ticket) Fee Revenue	0.00	0.00	0.00	0.00	12,168.00	-12,168.00
141 R 44126	--- --- --- --- Service (Facilities) Fee Reven	0.00	0.00	0.00	14.00	2,036.00	-2,036.00
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	529.26	2,238.67	7,761.33
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	23,840.00	-8,840.00
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	5,571.88	6,318.19	-6,318.19
141 R 44570	--- --- --- --- Contributions & Gifts	0.00	0.00	0.00	0.00	15,193.65	-15,193.65

Fnd T Acct	Obj Prj Loc	Prq Acct	2023-24	2023-24	2023-24	February 2023-24	2023-24	Uncollected
			Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
141	General Purpose							
141 R 44990	---	---	500.00	0.00	500.00	21.59	213.53	286.47
141 R 46510	---	---	14,729,100.00	0.00	14,729,100.00	1,489,287.00	10,726,849.00	4,002,251.00
141 R 46511	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46515	---	---	305,000.00	2,653.77	307,653.77	23,814.85	131,942.78	175,710.99
141 R 46590	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46591	---	---	80,000.00	0.00	80,000.00	0.00	0.00	80,000.00
141 R 46592	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46610	---	---	40,000.00	0.00	40,000.00	0.00	22,617.27	17,382.73
141 R 46612	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46790	---	---	0.00	0.00	0.00	0.00	63,130.29	-63,130.29
141 R 46850	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46980	---	---	0.00	211,863.37	211,863.37	0.00	3,548.00	208,315.37
141 R 46981	---	---	53,870.00	0.00	53,870.00	0.00	0.00	53,870.00
141 R 46990	---	---	0.00	0.00	0.00	32,379.15	32,379.15	-32,379.15
141 R 47143	---	---	0.00	113,966.63	113,966.63	113,966.63	113,966.63	0.00
141 R 47145	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 47304	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 47590	---	---	0.00	0.00	0.00	3,293.47	35,448.76	-35,448.76
141 R 48130	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 48990	---	---	20,000.00	0.00	20,000.00	0.00	60,535.00	-40,535.00
141 R 49700	---	---	0.00	0.00	0.00	0.00	7,866.02	-7,866.02
141 R 49800	---	---	40,000.00	0.00	40,000.00	0.00	382.65	39,617.35
141 -	---	---	56,344,103.00	328,483.77	56,672,586.77	5,207,285.93	34,237,057.70	22,435,529.07

Fnd T Acct	Obj Prj Loc	Prq Acct	2023-24	2023-24	February 2023-24	2023-24	Encumbered	Unencumbered
			Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
141	General Purpose							
141 E 11130	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 E 71100	---	---	28,667,844.00	28,899,885.00	2,225,828.56	15,315,892.77	39,880.47	13,544,111.76
141 E 71150	---	---	109,000.00	109,000.00	0.00	117,791.40	0.00	-8,791.40
141 E 71200	---	---	6,733,898.00	6,933,438.83	650,832.91	3,844,957.38	124,251.46	2,964,229.99
141 E 71300	---	---	0.00	684,146.00	0.00	59,059.50	0.00	625,086.50
141 E 72110	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 E 72120	---	---	881,887.00	881,887.00	72,752.31	462,216.32	4,201.76	415,468.92
141 E 72130	---	---	1,275,888.00	1,275,723.00	115,565.22	755,464.61	7,184.51	513,073.88
141 E 72210	---	---	3,150,206.00	3,183,843.00	264,282.24	1,886,500.66	15,276.59	1,282,065.75
141 E 72220	---	---	1,777,394.00	1,777,394.00	130,918.54	914,070.23	50,394.85	812,928.92
141 E 72250	---	---	1,532,531.00	1,542,031.00	86,630.97	1,030,332.28	11,612.99	500,085.73
141 E 72310	---	---	1,559,195.00	1,549,945.00	118,412.04	935,560.65	172,979.25	441,405.10
141 E 72320	---	---	550,046.00	554,046.00	43,169.11	315,070.40	15,048.85	223,926.75
141 E 72410	---	---	3,970,763.00	3,970,854.00	330,706.27	2,424,322.93	25,271.46	1,521,259.61
141 E 72510	---	---	818,357.00	818,357.00	67,954.45	512,865.48	2,508.46	302,983.06
141 E 72520	---	---	425,953.00	425,953.00	25,790.54	221,839.87	14,083.53	190,029.60
141 E 72610	---	---	4,113,362.00	4,113,362.00	365,161.84	2,673,107.07	114,209.94	1,326,044.99
141 E 72620	---	---	847,915.00	974,204.17	69,382.71	592,438.17	92,430.79	289,335.21
141 E 72710	---	---	2,785,446.00	2,845,446.00	212,937.97	1,451,990.26	78,253.55	1,315,202.19
141 E 72810	---	---	403,312.00	403,312.00	37,257.11	200,682.20	40,774.30	161,855.50
141 E 73100	---	---	0.00	0.00	0.00	1,434.76	0.00	-1,434.76
141 E 73300	---	---	169,813.00	169,813.00	4,249.72	7,842.17	12,000.00	149,970.83
141 E 73400	---	---	625,141.00	662,403.77	51,554.93	335,093.42	286.57	327,023.78
141 E 81300	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 E 82130	---	---	223,241.00	223,241.00	18,595.00	148,760.00	74,481.00	0.00
141 E 82230	---	---	29,483.00	29,483.00	132.00	1,056.00	427.00	28,000.00
141 E 82330	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 -	---	---	60,650,675.00	62,027,767.77	4,892,114.44	34,208,348.53	895,557.33	26,923,861.91

Fnd T Acct	Obj	Prj	Loc	Prq	Acct	2023-24	2023-24	2023-24	February 2023-24	2023-24	Uncollected
						Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
142					Federal Programs						
142 R 47141	---	---	-----	---	Title I Part A	396,378.00	72,809.13	469,187.13	30,371.29	219,533.36	249,653.77
142 R 47143	---	---	-----	---	Ed Of Handicap_IDEA	844,621.00	144,113.19	988,734.19	68,173.00	434,020.54	554,713.65
142 R 47145	---	---	-----	---	IDEA Preschool	25,457.00	22,775.30	48,232.30	1,069.00	11,138.07	37,094.23
142 R 47146	---	---	-----	---	Title III Part A	42,623.00	6,391.06	49,014.06	3,725.00	34,048.87	14,965.19
142 R 47147	---	---	-----	---	Title IV	25,779.00	-25,779.00	0.00	2,049.60	14,347.20	-14,347.20
142 R 47149	---	---	-----	---	Title IX McKinney-Vento	0.00	15,214.92	15,214.92	413.50	613.50	14,601.42
142 R 47189	---	---	-----	---	Title II Part A	91,107.00	28,896.94	120,003.94	26,976.06	60,284.39	59,719.55
142 R 47301	---	---	-----	---	ESSER Grant	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47303	---	---	-----	---	LEA Reopening Grant	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47306	---	---	-----	---	Emergency Loss of Income Grant	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47307	---	---	-----	---	ESSER 2.0	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47309	---	---	-----	---	Literacy Training Teacher Stip	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47311	---	---	-----	---	First To The Top	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47401	---	---	-----	---	ESSER 3.0	0.00	135,230.87	135,230.87	14,388.29	41,295.03	93,935.84
142 R 47402	---	---	-----	---	ARP IDEA Part B	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47403	---	---	-----	---	ARP IDEA Preschool	0.00	7,798.55	7,798.55	0.00	7,798.55	0.00
142 R 47404	---	---	-----	---	ARP Homeless 2.0	0.00	14,491.72	14,491.72	0.00	9,608.99	4,882.73
142 R 47590	---	---	-----	---	Other Federal Through State	0.00	28,500.00	28,500.00	0.00	0.00	28,500.00
142 R 47990	---	---	-----	---	Other Direct Federal Revenue	0.00	0.00	0.00	0.00	0.00	0.00
142 R 49800	---	---	-----	---	Transfers In	0.00	0.00	0.00	0.00	0.00	0.00
142 -	-----	-----	-----	-----	Federal Programs	1,425,965.00	450,442.68	1,876,407.68	147,165.74	832,688.50	1,043,719.18

Fnd T Acct	Obj	Prj	Loc	Prq	Acct	2023-24	2023-24	February 2023-24	2023-24	Encumbered	Unencumbered
						Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
142						Federal Programs					
142 E 71100	---	---	---	---	Regular Education Program	234,472.00	283,795.40	20,865.81	180,567.24	17,805.51	85,422.65
142 E 71200	---	---	---	---	Special Education Program	807,320.00	966,508.64	69,483.61	510,823.80	41,634.12	414,050.72
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	16,396.80	8,198.40	0.07
142 E 72130	---	---	---	---	Other Student Support	119,564.00	113,390.35	14,139.23	52,663.66	300.00	60,426.69
142 E 72210	---	---	---	---	Regular Instruction Program	159,592.00	311,573.58	7,930.13	168,163.36	58,869.28	84,540.94
142 E 72220	---	---	---	---	Special Education Instruction	4,667.00	11,643.42	382.34	3,393.50	0.00	8,249.92
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	12,453.50	17,079.21	12,999.35	172.15
142 E 72710	---	---	---	---	Transportation	15,992.00	33,589.01	1,541.59	12,724.75	1,603.66	19,260.60
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	21,855.16	21,855.16	0.00	0.00
142 E 99100	---	---	---	---	Operating Transfer	60,358.00	80,471.22	0.00	382.65	0.00	80,088.57
142 -	---	---	---	---	Federal Programs	1,425,965.00	1,877,672.76	150,700.97	984,050.13	141,410.32	752,212.31

Fnd	T	Acct	Obj	Prj	Loc	Prq	Acct	2023-24	2023-24	2023-24	February 2023-24	2023-24	Uncollected
								Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
143								Food Service					
143	R	43521	---	---	---	---	Lunch Payments-Children	618,439.00	0.00	618,439.00	68,865.95	405,897.30	212,541.70
143	R	43522	---	---	---	---	Lunch Payments-Adults	46,796.00	0.00	46,796.00	6,430.50	35,471.75	11,324.25
143	R	43523	---	---	---	---	Income From Breakfast	127,422.00	0.00	127,422.00	12,694.20	78,422.35	48,999.65
143	R	43525	---	---	---	---	Ala Carte Sales	160,000.00	0.00	160,000.00	20,510.75	117,344.25	42,655.75
143	R	43546	---	---	---	---	Contract for Food Services w/	0.00	0.00	0.00	3,644.55	22,209.80	-22,209.80
143	R	43990	---	---	---	---	Other Charges For Services	90,000.00	0.00	90,000.00	6,137.72	38,350.87	51,649.13
143	R	44530	---	---	---	---	Sale of Equipment	300.00	0.00	300.00	5.00	102.00	198.00
143	R	44560	---	---	---	---	Damage Recovered from Individu	0.00	0.00	0.00	0.00	0.00	0.00
143	R	44570	---	---	---	---	Contributions & Gifts	0.00	0.00	0.00	0.00	0.00	0.00
143	R	44990	---	---	---	---	Other Local Revenue	10,000.00	0.00	10,000.00	3,999.00	11,317.37	-1,317.37
143	R	46520	---	---	---	---	School Food Service	19,000.00	0.00	19,000.00	0.00	0.00	19,000.00
143	R	46980	---	---	---	---	Other State Grants	0.00	0.00	0.00	0.00	0.00	0.00
143	R	47111	---	---	---	---	USDA School Lunch Program	925,000.00	0.00	925,000.00	93,987.92	534,089.65	390,910.35
143	R	47112	---	---	---	---	USDA Commodities	179,652.00	0.00	179,652.00	0.00	0.00	179,652.00
143	R	47113	---	---	---	---	Breakfast	295,000.00	0.00	295,000.00	31,613.94	182,465.84	112,534.16
143	R	47114	---	---	---	---	USDA Other	182,000.00	0.00	182,000.00	92,756.19	166,262.01	15,737.99
143	R	47115	---	---	---	---	USDA Food Service Equipment Gr	23,000.00	0.00	23,000.00	0.00	22,903.50	96.50
143	R	47590	---	---	---	---	Other Federal Through State	99,861.00	0.00	99,861.00	7,768.75	53,933.75	45,927.25
143	-	-----	---	---	---	---	Food Service	2,776,470.00	0.00	2,776,470.00	348,414.47	1,668,770.44	1,107,699.56

Fnd	T	Acct	Obj	Prj	Loc	Prg	Acct	2023-24	2023-24	February 2023-24	2023-24	Encumbered	Unencumbered
								Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
143								Food Service					
143	E	73100	---	---	-----	---	Food Supplies	2,623,509.00	2,623,509.00	249,667.11	1,780,336.86	519,164.10	324,008.04
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	249,667.11	1,780,336.86	519,164.10	324,008.04

Fnd	T	Acct	Obj	Prj	Loc	Prq	Acct	2023-24	2023-24	2023-24	February 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	97,216.50	718,920.35	877,312.65
146	R	43584	---	---	---	---	Registration Fees-School Year	28,430.00	0.00	28,430.00	695.00	18,835.00	9,595.00
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	125.00	539.30	-539.30
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	1,949.17	34,692.93	45,307.07
146	R	47590	---	---	---	---	Other Federal Through State	0.00	0.00	0.00	36,400.28	357,317.48	-357,317.48
146	-	-----	---	---	---	---	Community Service (MAC)	1,670,663.00	80,000.00	1,750,663.00	136,385.95	1,130,305.06	620,357.94

<u>Fnd</u>	<u>T</u>	<u>Acct</u>	<u>Obj</u>	<u>Prj</u>	<u>Loc</u>	<u>Prg</u>	<u>Acct</u>	<u>2023-24</u>	<u>2023-24</u>	<u>February 2023-24</u>	<u>2023-24</u>	<u>Encumbered</u>	<u>Unencumbered</u>
								<u>Original Budget</u>	<u>Revised Budget</u>	<u>Monthly Activity</u>	<u>FYTD Activity</u>	<u>Amount</u>	<u>Balance</u>
146							Community Service (MAC)						
146	E	73300	---	---	---	---	Community Service	1,668,652.00	1,748,652.00	187,883.02	1,141,068.85	19,278.08	588,305.07
146	E	99100	---	---	---	---	Operating Transfer	0.00	0.00	0.00	0.00	0.00	0.00
146	-	---	---	---	---	---	Community Service (MAC)	1,668,652.00	1,748,652.00	187,883.02	1,141,068.85	19,278.08	588,305.07

Fnd	T	Acct	Obj	Prj	Loc	Prq	Acct	2023-24	2023-24	2023-24	February	2023-24	Uncollected
								Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
156								Debt Service					
156	R	40610	---	---	---	---	Current Year Property Tax	6,348,920.00	0.00	6,348,920.00	522,933.70	2,956,884.58	3,392,035.42
156	R	40620	---	---	---	---	Prior Year Property Tax	45,000.00	0.00	45,000.00	983.46	28,724.64	16,275.36
156	R	40630	---	---	---	---	Interest & Penalty	10,500.00	0.00	10,500.00	175.77	3,135.84	7,364.16
156	R	40640	---	---	---	---	Pick-Up Taxes	25,000.00	0.00	25,000.00	2,698.64	6,608.31	18,391.69
156	R	44110	---	---	---	---	Interest Earned	40,000.00	0.00	40,000.00	1,182.90	42,330.04	-2,330.04
156	R	44990	---	---	---	---	Other Local Revenue	0.00	0.00	0.00	0.00	0.00	0.00
156	R	49800	---	---	---	---	Transfers In	0.00	0.00	0.00	0.00	0.00	0.00
156	-		---	---	---	---	Debt Service	6,469,420.00	0.00	6,469,420.00	527,974.47	3,037,683.41	3,431,736.59

Fnd	T	Acct	Obj	Prj	Loc	Prg	Acct	2023-24	2023-24	February 2023-24	2023-24	Encumbered	Unencumbered
								Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
156							Debt Service						
156	E	72310	---	---	-----	---	Board Of Education Services	128,233.00	128,233.00	10,569.29	60,011.66	0.00	68,221.34
156	E	82130	---	---	-----	---	Principal	3,370,000.00	3,370,000.00	0.00	0.00	0.00	3,370,000.00
156	E	82230	---	---	-----	---	Interest	3,769,992.00	3,769,992.00	0.00	1,884,995.75	0.00	1,884,996.25
156	E	82330	---	---	-----	---	Other Debt Service	1,500.00	1,500.00	0.00	1,350.00	0.00	150.00
156	-	-----	---	---	-----	---	Debt Service	7,269,725.00	7,269,725.00	10,569.29	1,946,357.41	0.00	5,323,367.59

Fnd T Acct	Obj	Prj	Loc	Prg	Acct	2023-24	2023-24	2023-24	February 2023-24	2023-24	Uncollected
						Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
177					Capital Projects						
177 R 40210	---	---	-----	---	Local Option Sales Tax	0.00	0.00	0.00	0.00	0.00	0.00
177 R 40390	---	---	-----	---	Other Statutory Local Tax	600,000.00	0.00	600,000.00	28,571.14	307,276.01	292,723.99
177 R 44110	---	---	-----	---	Interest Earned	250,500.00	0.00	250,500.00	1,603.15	515,498.34	-264,998.34
177 R 44530	---	---	-----	---	Sale of Equipment	0.00	0.00	0.00	0.00	0.00	0.00
177 R 44540	---	---	-----	---	Sale of Property	8,000,000.00	0.00	8,000,000.00	0.00	0.00	8,000,000.00
177 R 44570	---	---	-----	---	Contributions & Gifts	0.00	0.00	0.00	0.00	0.00	0.00
177 R 44990	---	---	-----	---	Other Local Revenue	0.00	0.00	0.00	0.00	0.00	0.00
177 R 46530	---	---	-----	---	Energy Efficient Schools Grant	0.00	0.00	0.00	0.00	0.00	0.00
177 R 48130	---	---	-----	---	CONTRIBUTIONS	0.00	0.00	0.00	0.00	0.00	0.00
177 R 49100	---	---	-----	---	Bonds Issued	0.00	0.00	0.00	0.00	0.00	0.00
177 -	-----	---	-----	---	Capital Projects	8,850,500.00	0.00	8,850,500.00	30,174.29	822,774.35	8,027,725.65

Fnd T Acct	Obj Prj Loc	Prg	Acct	2023-24	2023-24	February 2023-24	2023-24	Encumbered	Unencumbered		
				Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance		
177	Capital Projects										
177 E 81300	---	---	-----	---	Education Debt Service	0.00	0.00	0.00	0.00	0.00	
177 E 82130	---	---	-----	---	Principal	0.00	0.00	0.00	0.00	0.00	
177 E 82230	---	---	-----	---	Interest	0.00	0.00	0.00	0.00	0.00	
177 E 82330	---	---	-----	---	Other Debt Service	26,000.00	26,000.00	0.00	26,055.21	0.00	-55.21
177 E 91300	---	---	-----	---	Education Capital Projects	25,470,720.00	25,470,720.00	379,157.33	13,825,667.97	15,921,155.63	-4,276,103.60
177 E 99100	---	---	-----	---	Operating Transfer	0.00	0.00	0.00	0.00	0.00	0.00
177 -	-----	---	-----	---	Capital Projects	25,496,720.00	25,496,720.00	379,157.33	13,851,723.18	15,921,155.63	-4,276,158.81

<u>End T Acct</u>	<u>Obj</u>	<u>Prj</u>	<u>Loc</u>	<u>Prg</u>	<u>Acct</u>	<u>2023-24</u> <u>Original Budget</u>	<u>2023-24</u> <u>Budget Revisions</u>	<u>2023-24</u> <u>Revised Budget</u>	<u>February</u> <u>2023-24</u> <u>Monthly Activity</u>	<u>2023-24</u> <u>FYTD Activity</u>	<u>Uncollected</u> <u>Balance</u>
Grand Revenue Totals						77,537,121.00	858,926.45	78,396,047.45	6,397,400.85	41,729,279.46	36,666,767.99

Number of Accounts: 372

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

<u>End T Acct</u>	<u>Obj</u>	<u>Prj</u>	<u>Loc</u>	<u>Prg</u>	<u>Acct</u>	<u>2023-24</u> <u>Original Budget</u>	<u>2023-24</u> <u>Revised Budget</u>	<u>February 2023-24</u> <u>Monthly Activity</u>	<u>2023-24</u> <u>FYTD Activity</u>	<u>Encumbered</u> <u>Amount</u>	<u>Unencumbered</u> <u>Balance</u>
Grand Expense Totals						99,135,246.00	101,044,046.53	5,870,092.16	53,911,884.96	17,496,565.46	29,635,596.11

Number of Accounts: 4828

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

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

Received During	For the Month of	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	Month-to- Month	Month-to- Month	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	645,418	\$ 47,873	\$ 241,848	17.0%	-6.2%	8.0%	8.0%
Jan	Oct	555,813	634,248	584,861	654,065	\$ 69,204	\$ 311,052	14.1%	-7.8%	11.8%	8.6%
Feb	Nov	562,186	674,124	616,549	692,106	\$ 75,557	\$ 386,609	19.9%	-8.5%	12.3%	9.1%
Mar	Dec	816,850	829,679	753,642	852,757	\$ 99,115	\$ 485,724	1.6%	-9.2%	13.2%	9.7%
Apr	Jan	555,149	581,999	583,357							
<b>ADA Adjustment</b>		<b>(306,074)</b>	<b>(763,167)</b>	<b>287,134</b>							
May	Feb	462,905	580,125	536,943							
June	March	561,919	598,238	649,595							
July	April	593,537	603,419	632,614							
<b>Total YTD</b>		<b>\$ 6,422,720</b>	<b>\$ 6,819,057</b>	<b>\$ 7,685,116</b>	<b>\$ 5,481,197</b>	<b>\$ 485,724</b>					
<b>FY 2023-2024 Budgeted Total</b>					<b>\$ 7,300,000</b>						
<b>Actual Over (Under) Budget</b>					<b>\$ (1,818,803)</b>						
<b>% of Budget Received YTD</b>					<b>75.1%</b>						
<b>ADA Adjustment (Sales Tax)</b>											
19-20	-67,495										
20-21	-306,074										
21-22	-763,167										
22-23	287,134										