

Board of Education Regular Meeting

August 12, 2024 6:30 PM

Johnson Elementary School, 815 Glass Lane, Franklin, Tennessee 37064

- I. **MEETING CALLED TO ORDER**
- II. **PLEDGE OF ALLEGIANCE**
- III. **RECOGNITIONS/GOOD NEWS AWARDS**
- IV. **PUBLIC INPUT**
- V. **REPORTS/PRESENTATIONS/DISCUSSIONS**
 - V.1. Teaching & Learning Spotlight
 - V.2. Construction Report
- VI. **APPROVAL OF BOARD AGENDA**
- VII. **APPROVAL OF CONSENT AGENDA**
 - VII.1. Minutes of Board Meeting dated July 22, 2024
- VIII. **BUSINESS BEFORE THE BOARD**
 - VIII.1. Policy Revision: Student Transportation Management (3.400) - *2nd Reading*
 - VIII.2. Policy Revision: Library Materials (4.403) - *2nd Reading*
 - VIII.3. Policy Revision: Grading System (4.600) - *2nd Reading*
 - VIII.4. Policy Revision: Promotion and Retention (4.603) - *2nd Reading*
 - VIII.5. Policy Revision: Code of Conduct (6.300) - *2nd Reading*
 - VIII.6. New Policy: Family Life Education (4.213) - *2nd Reading*
 - VIII.7. New Policy: Use of Artificial Intelligence Programs (4.214) - *2nd Reading*
 - VIII.8. New Policy: Opioid Antagonist (6.4052) - *2nd Reading*
- IX. **DIRECTOR OF SCHOOLS REPORT**
- X. **UPDATES**
 - X.1. Teaching and Learning
 - X.2. Finance and Administration
- XI. **ANNOUNCEMENTS**

XII. ADJOURNMENT

FSD Student Artist of the Month

Case Robinson, age 10 • Freedom Intermediate School



This month's Franklin Special District Artist of the Month is fifth-grader Case Robinson. Case's work was submitted for consideration by his Moore Elementary School art teacher, David Reynolds, before the summer break. His winning selection was created in a lesson that encouraged Case and the fourth-grade artists to explore the art-making technique of oil pastel. Various color palettes and line styles were used to create these artworks with a focus on texture and line, which are two of the elements of art. Paying special attention to each artist's technique helped create these beautiful and special works of art.

Case's artwork, along with the work of several other Franklin Elementary artists, is on display at the Central Office. We extend a heartfelt thank you to Chuck Sugg and Sonic Drive-In for their invaluable support in sponsoring the Student Artist of the Month program again this year. Their contribution has made it possible for us to recognize and celebrate the artistic talents of our students with a generous gift card.

Recognitions

Lorie Morgan: We are excited to announce that the School Nutrition Association has named Lorie Morgan, Food and Culinary Services Manager for Poplar Grove School, the *Manager of the Year for Tennessee*. The award recognizes the dedication, ingenuity, and compassion shown by cafeteria managers who have excelled in providing high-quality, nutritious meals to students throughout the school year. Ms. Morgan promotes teamwork, friendliness, and creativity in her kitchen and regularly provides creative offerings and promotions to students and staff. She has overseen the summer meals program for the past five years. She often represents the school cafeteria at parent nights and open houses to share what is new in the cafeteria, attends school nutrition professional learning, and holds her staff to very high standards of cleanliness, organization, and food safety. We now welcome Food and Culinary Services Supervisor Robin Cross and representatives of the School Nutrition Association to come forward and present Ms. Morgan with her award.

Dr. Alisha Erickson: We are thrilled to announce that Poplar Grove Elementary School principal Dr. Alisha Erickson has been named one of nine finalists for the 2024-25 Tennessee Principal of the Year award. The finalists represent each of the state's Center of Regional Excellence (CORE) regions, with three finalists in each Grand Division: West, Middle, and East. As a finalist, the committee has found that Dr. Erickson has displayed outstanding service in education and exceptional leadership that drives overall improvements in his or her school. In addition, she has demonstrated a proven track record of exceptional gains in student learning. Winners for each Grand Division and the Tennessee Principal of the Year will be announced this fall.

Kiera Crite, Jeremy Maxwell, Michael Stanley, Shelly Robinson, and Amber Whitley:
Thanks to these five talented employees, the Franklin Special District kicked off yet

another fantastic opening day with a video production that included two songs, choreography, student representation, at least nine different shoot locations, and many, many hours of video editing. With the NBC hit television show *The Voice* as its inspiration, the opening day video was a 4-chair turn, and Ben Rector's "Brand New" as the title track was the perfect choice! Mrs. Crite, Mr. Maxwell, Mr. Stanley, Mrs. Robinson, and Mrs. Whitley were consummate professionals, and the FSD video production team truly captures our new slogan of "Special things happen in special places!"

Franklin Special Board of Education

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

1 APPEALS TO THE BOARD

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

7 APPEARING BEFORE THE BOARD

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

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

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

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

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

Legal References

1. TCA 39-17-306

Cross References

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

fsd★ Teaching and Learning

Students First ★ Excellence Always ★ No Exceptions

Date: August 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 August Board Meeting



Spotlight: **2024 Opening Day**

A treasured Franklin Special tradition, opening day – particularly the opening general session – is truly a celebration of all that makes our district so special as well as the symbol of a promise. It is an annual acknowledgement of our promise to provide the very best educational experience for our students, and a promise of our dedication to ensure every student and employee feels a sense of belonging. It is an opportunity for all to begin the year on the same, highly motivated page.

For the last several years, the general session was held in the marvelous FSD Performing Arts Center. As much as we enjoy having any chance to utilize that space, district staff received feedback that employees missed having everyone together for that event, which used to be held in the original Poplar Grove Gym. For this reason, and because this opening day was a bit different in that it would be the official kick-off of our new branding and strategic plan (aspire 2029), the general session took place in the Rolling Hills Community Church Auditorium. It was exhilarating to gather as a district, once again, to commemorate the start of a new and exciting school year, full of so many possibilities.

The audience received a stirring welcome and an explanation behind the rebrand from Dr. Snowden, warmly applauded new employees who were introduced by Dr. Esslinger, and were thanked by Dr. Decker for their input that played such a huge part in the development of aspire 2029. Liberty Elementary School music teacher Brooke Lunsford sang an inspiring rendition of the National Anthem, and the Cub Scouts, who presented the colors and led the Pledge of Allegiance, fulfilled their duties in an excellent manner. Summer Carlton (who oversees all district professional learning days) introduced keynote speaker Tyler Waye <https://www.tylerwaye.com/>. Mr. Waye spoke movingly to the power of teamwork, the “maximization of potential, improving lives, and producing meaningful outcomes.”

The opening day performance by the FSD Leadership Team has come to be a fun expectation, and for most recent few years it has been presented in video form. With nods to a certain extremely popular music competition television show and Ben Rector's song "Brand New," students and administrators from all eight schools sang and danced their hearts out, and leadership team members underscored their efforts to support the district and each other by lip-synching (and dancing a bit!) to Bruno Mars' "Count On Me." A second video that highlighted both the distinguished past and the luminous future of the FSD and introduced the new branding, including a refreshed logo and acronym, marked this fresh beginning in our quest for excellence. To quote the FSD brand promise: Students First. Excellence Always. No Exceptions.

After the general session, attendees had the opportunity to have their photograph taken (or take a selfie) in front of screens emblazoned with the newly introduced district colors, logo, and the tagline: "Special things happen in special places." They then headed back to district buildings to participate in various professional learning sessions targeted to specific grade levels, content areas, and high-quality instructional materials. By grade level, educators and staff also collaborated around best instructional practices in district-wide meetings. This approach is frequently requested and greatly valued for its substantial impact on student learning.

The 2024 opening day was memorable and filled with meaning for numerous reasons, and all that occurred was in service of another new tagline: "Excellence has its own district."



Curriculum & Professional Learning – Summer Carlton

August 1 Opening Day

- Our opening day kicked off the school year with a ceremony including a welcome and opening remarks from Dr. Snowden, a welcome from Teaching and Learning via Dr. Decker, and an introduction of new employees by Dr. Esslinger. Dr. Snowden also revealed the new district brand and the ceremony concluded with a presentation from our keynote speaker, Tyler Waye. Mr. Tyler Waye is a work and leadership strategist, investigating the patterns of success that shape our lives and organizations. He recently completed a research journey around the world, living in 15 countries to explore influences into the future of work. He strives to create positive change across numerous projects by bringing world leading lessons to life, drawing from practice, research, and everyday people. His attention is on helping all people develop applicable skill sets, mindsets, and competencies to navigate the changing nature of work.
- The focus for the remaining of the day of professional learning centered around new curricular resources and district collaborative planning time. Teachers, paraprofessionals, and other staff engaged in the below professional learning opportunities to equip them for the upcoming school year.
 - **iReady Classroom Mathematics:** Kindergarten through fourth grade teachers attended a session over their math adoption curricular resource, iReady Classroom Math.
 - **iReady Reading Training:** Fifth through eighth grade ELA teachers attended a session to learn how to navigate the iReady Reading diagnostic and student pathway platform. This training covered best practices for administering the diagnostic, monitoring the student pathway and utilizing diagnostic and growth reports to inform teaching practice to best meet the students' academic needs.
 - **TN Reveal Math Training:** Math teachers in fifth and sixth grade attended professional learning sessions for their adopted math curriculum.
 - **Actively Learn:** Actively Learn is a new digital supplemental resource that provides relevant, standards-aligned content with powerful customization and collaboration tools. This resource will be used by our fifth through eighth grade science and social studies teachers.
 - **Site-based IEP Coach Session:** During this time, special education personnel completed updates to the FSD Special Education Procedures Manual, discussed and reviewed the role of the IEP coach, processed for IEP compliance checks, and reviewed accessibility and the process for IEP file review.
 - **District-Wide Collaborative Planning Time:** Staff across the district had the opportunity to meet and collaborate with their peers from other campuses that teach the same content/grade level. This was structured time facilitated by a coach or lead teacher, with a provided agenda and questions.

Communications – Susannah Gentry

Rebrand Work

- Ms. Gentry ensured all pieces were in place for a successful rebrand reveal on opening day, working with BrandMettle to ensure employees, students, families, and the community are kept abreast of the rebrand. Following the debut, work continues to ensure former logos are replaced with the new logo. Additionally, the digital campaign work begins with the new marketing and recruiting assets. The FSD truly embodies the phrase, "Special things happen in special places!"

Meet and Greet

- Social media and promotional work was done to communicate the meet and greet on August 5 and the first day of school on August 7.

ParentSquare

- Over the summer, the district has been working on launching a new mass notification and communication hub platform called ParentSquare. Several training sessions have occurred, including ones for administrators, teachers, and attendance secretaries. ParentSquare will replace and upgrade the services and features of Blackboard Connect, offering parents a dedicated platform to receive information from their school, the district, and, in the future, from their children's teachers. Parents have been notified and asked to activate their accounts, although they will receive emails regardless. Activation simply allows them to take advantage of additional features, such as how and when they receive messages from school, as well as to change their contact information.

Professional Learning

- Ms. Gentry attended the National School Public Relations Association conference in Seattle, July 15-17. Consequential sessions included Making Metrics Matter, Privacy Rights vs. Parent Rights: When Ethics and Legal Guidance Don't Align, Why We Picked a Podcast, Preparing for Reunification After a Crisis. Additionally, Susannah heard from keynote speaker Raven Solomon on the importance of multigenerational leadership and from Ben Nemtin, the author and star of MTV's The Buried Life. This conference is the gold standard for best practices in school communications.

Communications Items

- Creating the monthly birthday cards and FSD student artist recognitions.
- Press releases on Freedom Middle's national designation as a Model PLC at Work School and Moore Elementary's and Franklin Elementary's designations as Super Stretch Schools by iReady/Curriculum Associates.
- Sonic Employee Recognitions for custodians on July 25.
- Communication to families regarding bus routes and bus safety reporting.

Attendance – Celby Glass

Emergency Cards

- Celby worked with Robb Walters and Nichole Johnson to ensure that schools had student emergency cards in hand prior to the start of school. Emergency cards document important demographic and custodial information and are referenced regularly in schools' front offices.

ParentSquare

- Celby oversaw a virtual ParentSquare training for all attendance secretaries on July 26. ParentSquare requires attendance secretaries to send daily absence communications in a different way from our previous platform, Blackboard Connect.

Skyward Update

- Nichole Johnson worked with Robb Walters and our Skyward representatives to develop a process for Skyward to autogenerate certain attendance letters. This new feature will be extremely beneficial during the upcoming school year.

Safety Items

- During the annual faculty safety training that will take place at all campuses this fall, Celby will review best safety practices. Agenda items will include updated laws regarding school safety and a tabletop exercise.
- Celby, the Williamson County Schools (WCS) Safety and Security Team, and EMA Director Horton have been collaborating to create a plan that will align with the new fire alarm evacuation law. The new legislation requires that schools delay egress and investigate why the fire alarm is sounding, as opposed to immediate evacuation. A meeting with fire chiefs has been scheduled to garner their feedback. Once the plan is finalized, Celby will provide training on the new procedures to the FSD school administrators.
- The Williamson County Sheriff's Office requested that Celby and the WCS Safety and Security Team provide a presentation for the SRO division (70+ WCSO deputies, sergeants, captains, and lieutenants) on August 1. On the agenda were various topics related to school safety, including, but not limited to, Perry Weather, school property, reports, bullying, and threat assessment. Presenters from the district attorney's office, juvenile court, and Davis House contributed information as well.

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

- The district actively solicits applications to ensure income-qualifying families who have three- and four-year-old children and live in the FSD take advantage of this invaluable learning experience in preparation for kindergarten. As of July 24, 2024, we filled 68 spots for qualifying families with nine additional applications under review. Recruitment will continue until all student seats are occupied in the five district VPK classrooms. The number at the same time last July was 66 qualifying families.

School Counselors and Social Workers

- Professional learning on July 9 included sessions on classroom counseling, trauma informed practices, a presentation by Mercy Community Healthcare, school safety with Celby Glass, and Hailey Dutter with the Renfrew Center who serves those with eating disorders. Additionally, counselor planning for the 2024-25 academic year took place.
- Collaborations with our non-profit partners continue to be enhanced, serving FSD students and families. Just to name a few partners we worked with this summer: The NOOK (beginning year seven serving the FSD and WCS), Franklin Housing Authority, United4Hope, and Path United.

English Language (EL) Learners

- On July 18, five EL teachers and Dr. Kirkpatrick attended a TDOE training at MTSU focusing on TN PULSE, the platform where Individual Learning Plans for English Learners are created and updated. The EL teaching team continues to participate in professional learning around TN PULSE and the new ELPA21 Screener and Assessment to be implemented for the first time during the 2024-25 school year, replacing the WIDA screener and English language proficiency assessment.

Reading & Rtl Coordinator – Gina Looney

- Dr. Looney has been working with an elementary team of teachers to create district common quarterly assessments that teachers can use to check mastery of essential standards and progress toward those each quarter.
- Storytime at FES, the substitute for Story Bus this year, wrapped up in July. We were pleased with the number of visitors. One key takeaway is that all visitors to the FES Storytime were our students, while the Story Bus visitors are often not Franklin Special students.
- Dr. Looney and Summer Carlton met with the 12 model classroom teachers to orient them. We are excited to build this expert team so their knowledge can be shared throughout the district.
- Dr. Looney arranged for two math coaches to present professional learning for seventh and eighth grade teachers on the August 1 district professional learning day.
- Elementary coaches worked on district writing plans on August 1.
- Dr. Looney met with Dr. Kirkpatrick and two EL teachers to review a possible replacement for STAR Spanish, since we will no longer use that tool in the 2024-25 school year.

PAC Operations Manager – Jeremy Maxwell

FSD PAC Events

- In July the PAC saw a great deal of regular yearly maintenance, while parts of the space were used for prepping for the new school year. Additionally, the following events took place in the connector gallery:
 - July 10: FSD Student Panel on Belonging Discussion
 - July 24: NOOK Meeting
 - July 25: Parent Square Training

Community Rental Events

- July 8-13: A local community theatre group held a production of *The Drowsy Chaperone*.
- July 26: A local youth theatre group held a production of *Freaky Friday*.

Other Notes of Interest

- Mr. Maxwell has begun the process of hiring a new assistant!
- New and exciting events will be happening at the PAC this year as we work through the process of firming up rentals and FSD events.

Special Populations –Cheryl Robey

Franklin Special APR Meeting with CORE

- Kim Raybon, TDOE Special Education Interventionist, and Dr. Robey met on June 27 to review the FSD Annual Performance Report (APR) data and talk through next steps. Also discussed were priorities for the upcoming school year as well as reflections on the goals from the previous school year.

Middle Tennessee Special Education Supervisors Study Council

- Middle Tennessee special education supervisors met on July 11. Kim Raybon and Cindy Ables, TDOE Special Education Consultants, provided updates. The supervisors discussed the Federal Programs Institute and selected a date for the Supervisors of Special Education (SOS) Conference to take place during the month of October.

FSD Special Education Procedures Manual Updates

- On July 16, Dr. Robey met with two district special educators to work on needed updates to the FSD Special Education Procedures Manual. The transition to TN PULSE and the numerous updates from the TDOE regarding special education requirements and timelines have required many updates to be made to this manual.

Facilitated IEP Training-Conflict Prevention and Resolution through IEP Meetings

- FSD administrators and special educators participated in Facilitated IEP Training-Conflict Prevention and Resolution through IEP Meetings from July 17-18. This training is designed to present techniques and strategies to promote effective meeting facilitation. Participants learned to utilize facilitation skills to make meetings run smoothly, efficiently, and collaboratively. Participants also learned multiple preventions, interventions, and solutions for conflict. The skills acquired during the training will result in reduced stress and shortened meetings, all while building trust and a collaborative partnership amongst IEP team members.

Franklin Special-APR/IAIEP Support Meeting

- Kim Raybon and Dr. Robey met on July 24 to discuss the plan to address the required actions around the Annual Performance Report (APR) data for the 2024-25 school year. Also discussed was the professional learning session for the IEP coaches and new special educators that took place on July 31.

FSD Preschool Strategic Instructional Leadership Team Meeting (ILT)

- On July 25, the FSD Instructional Preschool Inclusion Leadership Team (ILT) met. Elizabeth Colin and Rachel Page, AnLar Technical Assistance Specialists, facilitated the discussion around the Preschool Strategic Action Plan and next steps for implementation. We also revisited our schedule and meeting structure for the next school year.

FSD Special Education Newsletter

- The August FSD Special Education newsletter may be accessed at the following link:
<https://secure.smores.com/n/th0wp>

Instructional Technology – Shelly Robinson **Summer Training**

- **ParentSquare:** Mrs. Robinson, alongside Mrs. Whitley, offered three optional sessions for teachers and other school staff members to learn about ParentSquare and how it can be used in the classroom. Attendees walked away with the skills and knowledge to apply the parent communication platform in ways that fit their specific roles. One of the highlights involved attendees learning how to create a post and include a variety of add-ons (including requests for items or volunteers, communicating information, newsletters, photos, and more). In addition, they learned about the option to direct message families, add events to a calendar, and the overall benefits of the streamlined platform.
- **EQiP:** Mrs. Robinson, along with Mrs. Whitley, with the support of Mr. Bingham and Mr. Walters, co-presented at this year's EQiP (introduction to the FSD for new teachers) training. New teachers learned about all the digital platforms and resources available at FSD. The training not only afforded Mrs. Robinson and Mrs. Whitley with an opportunity to meet the new teachers on a more personal level, but also helped ensure the teachers have the resources, skills, and knowledge needed to start the school year.

- **Promethean Summit:** As they have done in past years, Mrs. Robinson and Mrs. Whitley worked together to organize a Promethean Summit, hosted by representatives from Promethean. The event was hosted at Freedom Middle School, where Mrs. Robinson worked with educators and representatives from the company to learn how to use the interactive panels to their full potential.

Tennessee Educational Technology Association (TETA) Summer Institute Conference 2024

- This year, the Tennessee Educational Technology Association (TETA) held its annual Summer Institute conference at Fulton High School in Knoxville, TN. The Summer Institute Conference is geared toward district-level technology and instructional technology leaders, with a Teacher Day held on the last day. Shelly Robinson had the privilege of not only attending the conference with Mrs. Whitley and Mr. Bingham, but together they also co-presented a session. The session, titled “Connecting the Pieces of Instruction and Technology: Two Departments with One Goal” highlighted how the FSD works to foster collaboration between instruction and technology, and how it has a positive impact on the teaching and learning of the district. In addition to co-leading that presentation, Mrs. Robinson also led her session on digital organization, titled “Contained & Categorized: Digital Organization.” That session was offered twice on Teacher Day.
- In addition to presenting, Mrs. Robinson attended a variety of sessions to broaden her knowledge and network in instructional technology. Sessions included topics such as artificial intelligence (AI) in schools, Redbird Flight Simulators, ParentSquare, and more!

Instructional Technology Newsletter

- Mrs. Robinson worked closely with Amber Whitley to create the first instructional technology newsletter of the school year. The newsletter can be found [here](#) and includes information about ParentSquare, district curriculum resources, i-Ready games, and more. Mrs. Robinson shared the newsletter at the end of July with all elementary school staff and administrators.

Instructional Technology – Amber Whitley **Teacher Support**

- Each year the instructional technology specialists lead training for all new teachers during EQulP (formerly BANTIP). The ITS team met with these teachers on July 30. This professional learning focused on the many aspects of the district’s technology offerings. The morning was spent covering all aspects of Google, which includes Gmail, Calendar, Meet, and Classroom. After lunch, the ITSs discussed a variety of topics, from how to request support for troubleshooting to the vast resources provided by the district. This valuable time also ensured teachers were able to sign into their varying accounts. Drew Bingham and Robb Walters attended and provided technology support as well.
- Mrs. Whitley and Mrs. Robinson created and sent their quarterly [newsletter](#) a bit early this year. Because ParentSquare, the district’s new mass communication platform, was rolled out over the summer, it was important that information and support documents be provided in advance of teachers returning on August 1. In addition, information about district resources, software updates, and Frontline was provided.

Professional Learning

- During the month of July, Mrs. Robinson and Mrs. Whitley provided three teacher-focused professional learning sessions on ParentSquare. Over 75 teachers attended, and they learned how to use this new platform to communicate with parents. ParentSquare offers teachers the

opportunity to post announcements, send direct messages, share photos and videos of students, and more! The goal is to streamline all communication through ParentSquare, so families are not juggling multiple platforms over the course of the year.

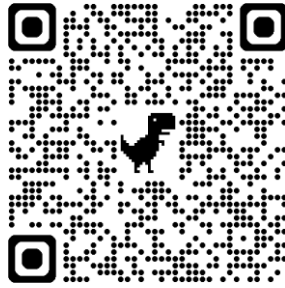
- The Instructional Technology department, along with two building instructional technology leaders, hosted the first FSD Tech Day on July 19. Approximately 15 teachers attended this full day of learning. They learned about ParentSquare, suggestions on iReady implementation based on reports, Canva, Google Rubrics, and more!
- Mrs. Whitley led a session on July 22 on GoGuardian for teachers who were interested in learning more about this district resource. GoGuardian is a platform that gives teachers insight into what students are doing during class on their Chromebooks. This session walked teachers through starting a session, managing student devices, running reports on sessions, creating “scenes” to limit what students access, and more. Teachers were engaged and had excellent questions based on situations from their classroom. Together the group brainstormed best ways to manage those situations with GoGuardian.
- In addition, Mrs. Whitley, Mrs. Robinson, and Mr. Bingham attended and presented at TETA’s Summer Institute in Knoxville, Tennessee. Their session, called “Connecting the Pieces of Instructional and Technology: Two Departments with One Goal” was positively received by educators and district leaders from across the state. Participants left with tangible next steps to implement in their districts for the coming school year. In addition, TETA has selected Poplar Grove Middle as the host of next year’s Summer Institute. The district is excited to show all it has to offer educators from across the state next July!

Student Performance & Federal Programs – Pax Wiemers

Student Performance

- **TCAP:** In June we received the comprehensive data file for TCAP that included every student’s scale score and performance level (i.e., Exceeded Expectations, Met Expectations, Approaching Expectations, and Below Expectations). This file and other reports in the Pearson site also enabled us to calculate the district’s success rates (i.e., proficiency percentages) for every grade level and subject area. From the district file, school spreadsheets were created and shared with school administrators to provide them with their students’ results and determine school-level success rates. *Some highlights from the district TCAP data include the following:*
 - **Fourth grade ELA** rose from a 61.7% success rate in 2023 to an incredible 75.7% in 2024, a significant increase that built upon the success of our third-grade students in 2023.
 - Third grade science had a whopping 72.2% success rate in 2023, and these students maintained that high performance in 2024 on **fourth grade science** by going even higher to a 73.3% success rate.
 - The district’s 2023 cohort of fourth grade students had a 63.9% success rate in math, and this same group grew to a 73.0% success rate in 2024 in **fifth grade math**, which is a staggering level for grade five.
 - **Eighth grade ELA** saw a big improvement from a 38.8% success rate in 2023 to a 45.1% success rate in 2024, which placed us eighth in the state among districts’ success rates for this assessment.

District-level performance information from WIDA and TCAP testing was shared with the Leadership team at the July Leadership meeting. To view this presentation, you may go to the following link (or scan the QR code): [2023-24 FSD TCAP-WIDA Results](#)



- **Kindergarten:** FSD parents can request in writing a kindergarten readiness assessment if their child misses the August 15th cutoff date for turning five years old. State law allows the district to provide a means by which students born between August 16 to September 30 may be assessed for their readiness to begin kindergarten early. These assessments are administered by Dr. Wiemers at the central office. Each assessment takes 30-40 minutes and covers a variety of skills, including letter recognition, phonemic awareness, visual discriminator, number recognition, counting, and more. Children must score at or above the 80th percentile to be approved for early entrance to kindergarten.
- **Honors:** Over the summer, the building administrators at FIS, FMS, and PGMS have been communicating with families about the honors reconsideration requests, and Dr. Wiemers provides support to the schools as needed. In July, he facilitated two professional learning opportunities for supporting honors teachers. One session was specifically for honors ELA teachers to work on planning activities according to their pacing guides that would provide rigor within the curriculum for honors classes. Another session was designed for our middle school accelerated learning teachers in which we created a Google Classroom resource page for providing higher-level resources and instructional strategies teachers can utilize to enhance rigor in their instruction. Further, Dr. Wiemers created a screencast video with resources and reminders that was shared with our honors teachers.

Federal Programs

- **SIPs:** The school improvement plan (SIP) process opened in InformTN on May 1, and Dr. Wiemers sent school administrators an email with all the resources they'd need for conducting their summer planning, including a training video he created to walk them through the platform and processes, a step-by-step planning sheet with guidance and links to resources, and a shared folder of other planning resources. During the summer, he was available to support schools with questions and technical support during the creation of their school plans. These plans are due to be submitted by September 1 for district review and approval.
- **Title I:** The beginning of the school year is a busy time for Title I activities at our six Title I schools (FIS, FMS, JES, LES, PGES, PGMS). They are hosting their required annual Title I parent meeting, as well as updating their school engagement policy and school-parent compact. As such, Dr. Wiemers has created a Title I checklist for each of our schools to keep them organized, provide resources, and remind them of the various requirements for documentation and communication.

Bond Fund/Capital Projects Status Update – August, 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. Attention to exterior punch list items is on going

2. Phase 2: Central Office Building & Sitework: Phase 2 Central Office and Site work GMP is \$29,063,922
 - a. We have continued with paint on the first floor, started drywall and ACT ceiling framing, and hard tile placement in the first-floor bathrooms. We are continuing with drywall installation and finishing on the second floor.
 - b. We have fully switched over to permanent power and turned the air handlers on to begin preparations for flooring to be installed.
 - c. This upcoming month will see our high lobby work progress, continuation of drywall and paint activities, the completion of exterior window placement
 - d. We will start our final site grading activities in preparation for concrete and pervious pavers in the parking lot.
 - e. Click the link to see the latest flyover video of the progress: [Central Office Aerial July 2024](#)

FMS, PGS, and FES freezers and coolers replacement: The contract has been awarded to Thrash Construction Services for the amount of \$684,000. This project has been completed.



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: August 8, 2024
RE: Agenda for the Franklin Special School District Board of Education meeting to be held on Monday, August 12, 2024 at 6:30 p.m., to be held at Johnson Elementary School, 815 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.
- IV. PUBLIC INPUT *Please limit comments to three (3) minutes per speaker* 6:40 p.m.
- V. REPORTS/PRESENTATIONS/DISCUSSIONS 6:45 p.m.
 1. Teaching and Learning Report
 2. Finance and Administration Report
- VI. APPROVAL OF BOARD AGENDA 6:50 p.m.
- VII. APPROVAL OF CONSENT AGENDA 6:52 p.m.
 1. Minutes of Board Meeting dated July 22, 2024
- VIII. BUSINESS BEFORE THE BOARD 6:55 p.m.
 1. Policy Revision: Student Transportation Management (3.400) – *2nd Reading*
 2. Policy Revision: Library Materials (4.403) – *2nd Reading*
 3. Policy Revision: Grading System (4.600) – *2nd Reading*
 4. Policy Revision: Promotion and Retention (4.603) – *2nd Reading*
 5. Policy Revision: Code of Conduct (6.300) – *2nd Reading*
 6. New Policy: Family Life Education (4.213) – *2nd Reading*
 7. New Policy: Use of Artificial Intelligence Programs (4.214) – *2nd Reading*
 8. New Policy: Opioid Antagonist (6.4052) – *2nd Reading*
- IX. DIRECTOR OF SCHOOLS REPORT 7:20 p.m.
- X. UPDATES 7:30 p.m.
 1. Teaching and Learning
 2. Finance and Administration
- XI. ANNOUNCEMENTS 7:35 p.m.
- XII. ADJOURNMENT 7:40 p.m.

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

Excellence in Teaching and Learning for All

The Franklin Special School District is an equal opportunity employer

July 22, 2024
Franklin, Tennessee

The Franklin Special School District Board of Education met at 6:30 p.m. on Monday, July 22, 2024, at Poplar Grove Elementary School, 1030 Excellence Way, Franklin. A link to the recording may be found at https://youtube.com/live/gxfVvS6_A0E?feature=share .

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

Others present were: Dr. David Snowden, Dr. Mary Decker, Dr. David Esslinger, Carol Riordan, Susannah Gentry, Drew Bingham, Dr. Pax Wiemers, Dr. Cheryl Robey, Teresa Dickson, Amy Fisher, Bo Alexander, Chip Sternenber, Jeremy Maxwell, Robbin Cross, Lee Kirkpatrick, Dr. Gina Looney, Summer Carlton, Amber Whitley, media and community.

I. MEETING CALLED TO ORDER

The meeting was called to order at 6:30.

II. PLEDGE OF ALLEGIANCE

Poplar Grove Elementary Principal Dr. Alisha Erickson welcomed those in attendance and led the Pledge of Allegiance. Chair Robert Blair called for a moment of silence before being seated.

III. RECOGNITIONS/GOOD NEWS

There were no recognitions at this meeting.

IV. PUBLIC INPUT

There was no one that participated in public input at this meeting.

IV. REPORTS / PRESENTATIONS / DISCUSSIONS

1. **Teaching and Learning Spotlight** – "Leadership Retreat 2024" " (on file).
2. **Finance and Administration Report** – Bond Fund Capital Projects Status Update - presented in advance by Dr. Esslinger (on file).

VII. APPROVAL OF BOARD AGENDA

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

VIII. APPROVAL OF CONSENT AGENDA

Tim Stillings made a **motion** to approve the Consent Agenda as presented. Robin Newman

seconded the motion, which **passed 6-0**.

Approved under Consent Agenda (on file) were:

1. **Minutes of Board Meeting dated June 10, 2024**
2. **Minutes of Budget Work Session dated June 17, 2024**
3. **2024-2025 Board Annual Agenda**
4. **Budget Amendments**

IX. BUSINESS BEFORE THE BOARD

1. **Employment Action Related to Jessica Chervenak** – At its meeting held on June 10, 2024, the Franklin Special School District Board of Education heard charges for dismissal that were recommended for Jessica Chervenak, a tenured teacher in the district. After consideration of the charges, Board voted that, if any of the charges was true, then dismissal as a tenured teacher was warranted. Pursuant to Tennessee law, Ms. Chervenak was notified of the charges, was provided with a copy of her rights, and was informed that should she desire a hearing on the recommendation for dismissal, then she should request a hearing within thirty (30) days. This notice was sent by email to her last known personal email address, and by both regular first-class mail and first-class certified mail, return receipt requested. Leading up to the presentation of charges for dismissal, staff of the school district attempted to contact Ms. Chervenak on several occasions without success. As of the date of the July 22 meeting, no return contact has been received from Ms. Chervenak and no request for a hearing has been filed. It is therefore the recommendation of the Director of Schools, in consultation with the attorney for the board, that Ms. Chervenak be formally dismissed from service as a tenured teacher.

Tim Stillings made a **motion** to uphold the recommendation of the Director of Schools for formally dismissing from service Jessica Chervenak, a tenured teacher. Allena Bell **seconded** the motion. By roll call vote, the motion **passed 6-0**. The motion, having received the necessary statutory vote, is passed. Ms. Chervenak is formally dismissed from service effective immediately.

2. **FSSD Budget FY 2024-2025** – The final general purpose and debt service budget documents including a summary and complete revenues and expenditures have been provided to the Board for prior review. During the work sessions, much was accomplished through great questions and discussions by the Board members. Appreciation for the Board's diligence during the 2024-2025 budgetary process was given; in addition, Dr. Snowden recognized the work done by Dr. Esslinger, the finance personnel, and the school and district administrators and supervisors during this process.

The administration always appreciates the Board's continued focus on providing FSSD employees with an extremely competitive and quality compensation package to recognize their dedication to the students and families of the FSSD. The proposed 2024-2025 budget provides a 4% COLA (Cost of Living Increase) for all FSSD employees. The proposed budget represents an approximate 6.3% increase from the 23-24 budget. As was discussed in the budget work sessions, most of the increase in expenditures are related to the 4% COLA plus the step increase for all employees inclusive of those at the

top of the salary scale, the increased cost of health/dental insurance premiums, five additional personnel positions to meet the overall needs of students, and the overall impact of economic inflation. Unfortunately, the proposed budget would necessitate an 11-cent increase in the property tax for owners within the FSSD boundaries. We understand the importance of fiscal responsibility by you as the Board and for all of us as we continue to focus on maintaining the highest quality educational opportunities for all FSSD students. We believe this proposed budget is what is needed to maintain the quality we all expect.

In addition, through the budgetary process, we presented and discussed budgets for federal, capital projects, Food & Culinary Services and MAC.

The administration recommended approval of all the budgets presented during the budgetary process.

Allena Bell made a **motion** to approve all the 2024-2025 budgets presented during the budgetary process. Robin Newman **seconded** the motion. Mrs. Newman thanked Dr. Esslinger for his explanations during the budget process. Pursuant to Policy 1.107, Mr. Townsel disclosed that his spouse is an employee with FSSD; however, that he did not have a conflict of interest in this vote. Mr. Stillings noted that his spouse is now retired and therefore no conflict of interest. By roll call vote, the motion **passed 6-0**.

- 3. FSSD Tax Rate FY 2024-2025** – With the approval of the 2024-2025 budgets, a tax rate needs to be set for both the General Purpose and Debt Service budgets. The tax rate to fund the proposed budgets is \$0.6111 cents for the General Purpose and \$0.2040 cents for the Debt Service, for a total of \$0.8151. This rate is an \$.11 increase over the previous budget. The administration recommended approval of the 2024-2025 FSSD Tax Rate as presented.

Allena Bell made a **motion** approval of the 2024-2025 FSSD Tax Rate as presented. Tim Stillings **seconded** the motion. By roll call vote, the motion **passed 6-0**.

- 4. 2024-2025 Director of Schools Annual Performance Goals** - Mr. Townsel led this item of the agenda. He noted that the revised performance goals were worked on during a prior work session, as well as Dr. Decker updating wording based on our new strategic plan “aspire 2029”. Mr. Stillings asked Dr. Snowden if he has reviewed the document and found the goals to be acceptable, and Dr. Snowden agreed they were.

Kevin Townsel made a **motion** to approve the **2024-2025 Director of Schools Annual Performance Goals** as presented. Robin Newman **seconded** the motion, which **passed 6-0**.

- 5. Policy Revision: Visitors to the Schools/District Properties – Security management (1.501) – 1st Reading** - Public Chapter 810 requires Boards to adopt a code of conduct for each school in the district. This code must be placed where visitors can see it and must also contain the name and the board of professional responsibility number of the attorney who reviewed it. TSBA has updated their model policy to reflect the new requirements. Additionally, TSBA recommends that Boards work closely with their

attorney to develop a code of conduct for each school to meet the requirements of the new law. The administration recommended approval of the first reading as presented.

Robin Newman made a **motion to approve the first reading and waive the second reading** of revisions to **Visitors to the Schools/District Properties – Security management (1.501)** – as presented. Allena Bell **seconded** the motion. During discussion, it was noted that a copy of “Franklin Special Code of Conduct for Families, Volunteers, and Visitors” will be sent home with each student at the beginning of the school year. The motion **passed 6-0**.

- 6. Policy Revision: School Calendar (1.800) – 1st Reading** – A recent change to state law may require some districts to close on the day of the presidential election primary. TSBA has added language to their model policy 1.800 to highlight this consideration in the school calendar adoption process. As you recall, we now have no FSSD schools that are utilized as polling locations. Ours is updated to reflect the recommended changes. The administration recommended approval of the first reading as presented.

Tim Stillings made a **motion to approve the first reading and waive the second reading** of revisions to **School Calendar (1.800)** as presented. Alicia Barker **seconded** the motion. Dr. Snowden reiterated due to a question from the board, that we currently have no polling places in our schools, but this revision is to comply with state law. The motion **passed 6-0**.

- 7. Policy Revision: Surplus Property Sales (2.403) – 1st Reading** - Previously, legal notices were required to be placed in newspapers. Under a new change to state law, these notices are also required to be placed online on a "news and information website." TSBA has added language to policy 2.403 to align with this new requirement. TSBA’s Jennifer White has responded due to several district’s questions that a newspaper with online presence would meet the requirements of a “news and information website”. The administration recommended approval of the first reading as presented.

Tim Stillings made a **motion to approve the first reading and waive the second reading** of revisions to **Surplus Property Sales (2.403)** as presented. Alicia Barker **seconded** the motion, which **passed 6-0**.

- 8. Policy Revision: Bids and Quotations (2.806) – 1st Reading** - Several changes to state law impact policies on bids and quotations. In addition to the legal requirement to post the information online, as described above, the bidding threshold has been changed, and there is a new exemption from competitive bidding. Public Chapter 793 states that, beginning July 1st, legal notices that are required to be published in a newspaper of general circulation should now also be published on a news and information website that has a URL, and outlines the standards pertaining to that website. Public Chapter 513 removes the \$10,000 threshold and standardizes bidding thresholds at \$25,000 or \$50,000 for Boards that do not follow the procedures of their local funding body. Please note, the \$50,000 is available to Boards with a centralized purchasing authority and the \$25,000 applies if there is no centralized purchasing. We are already utilizing the

\$50,000 threshold. Additionally, Public Chapter 661 exempts bulk fuel purchases that exceed bidding limits from bidding requirements. The administration recommended approval of the first reading as presented.

Allena Bell made a **motion to approve the first reading and waive the second reading** of revisions to **Bids and Quotations (2.806) – 1st Reading** as presented. Kevin Townsel **seconded** the motion, which **passed 6-0**.

- 9. Policy Revision: Emergency Preparedness Plan (3.202) – 1st Reading** - Public Chapter 563 requires districts to develop procedures on how staff will determine the cause of fire alarm activation including the potential for an active shooter event. TSBA has included a provision on this requirement in their model policy and will include a model template in their upcoming administrative procedure update. As the contents of the procedure will differ across districts, TSBA recommends working with local law enforcement and the local fire department to develop the specifics of individual procedures. We are currently working with our local city and county agencies to develop the specific procedures and protocols. This new law will also require updates to the district's safety plan. The administration recommended approval of the first reading as presented.

Tim Stillings made a **motion to approve the first reading and waive the second reading** of revisions to **Emergency Preparedness Plan (3.202)** as presented. Alicia Barker **seconded** the motion, which **passed 6-0**.

- 10. Policy Revision: Security (3.205) – 1st Reading** - A new state law, Public Chapter 882, requires that principals immediately report certain types of assaults and certain acts of vandalism to local law enforcement and the Director of Schools. TSBA has updated their model policy to include this requirement, which has been incorporated. The administration recommended approval of the first reading as presented.

Kevin Townsel made a **motion to approve the first reading and waive the second reading** of revisions to **Security (3.205)** as presented. Allena Bell **seconded** the motion, which **passed 6-0**.

- 11. Policy Revision: Student Transportation Management (3.400) – 1st Reading** - TSBA has provided language in their model policy regarding a recent change in legislation found in Public Chapter 122, which goes into effect July 1, 2024. This new state law requires Boards to issue certificates to bus drivers. These certificates may be revoked if the bus driver is no longer fit to operate a school bus. In addition, Public Chapter 548 requires notices to be posted on buses stating that only authorized individuals may enter. Other revisions remove duplicate language (e.g., p.2, paragraph beginning with line 34 is captured in p.1 first paragraph) and bring the policy up to current practice. The administration recommended approval of the first reading as presented.

Kevin Townsel made a **motion to approve the first reading of revisions to Student Transportation Management (3.400)** as presented. Allena Bell **seconded** the motion.

During discussion, Dr. Snowden noted that the administration is still waiting on guidance. While our Transportation Department issues annual fitness for duty certificates for bus operation, it is not clear on determining mental or moral capacity. The motion approving the first reading **passed 6-0**.

- 12. Policy Revision: Interscholastic Athletics (4.301) – 1st Reading** - Per a new state law, Public Chapter 639, home school students will be able to participate in interscholastic athletics in schools that are not members of TSSAA or TMSAA. Essentially, this will allow home school student participation in all sports. The administration recommended approval of the first reading as presented.

Alicia Barker made a **motion to approve the first reading and waive the second reading** of revisions to **Interscholastic Athletics (4.301)** as presented. Allena Bell **seconded** the motion, which **passed 6-0**.

- 13. Policy Revision: Library Materials (4.403) – 1st Reading** - Public Chapter 782 revises the "Age Appropriate Materials Act of 2022". These changes to state law establish standards for immediate removal of material if it contains content defined in TCA 39-17-901. Additionally, if the Board does not take action on feedback within sixty days, the student, parent/guardian, or employee who submitted the feedback may appeal to the State Textbook and Instructional Materials Quality Commission to evaluate the material. The administration recommended approval of the first reading as presented.

Allena Bell made a **motion** to approve the first reading of revisions to **Library Materials (4.403)** as presented. Alicia Barker **seconded** the motion. Dr. Snowden noted that our media specialists do a good job vetting during the selection process. The first reading **passed 6-0**.

- 14. Policy Revision: Class Size Ratios (4.410) – 1st Reading** – The name of the policy has been updated from “Class Size” to better describe the contents. Effective July 1, 2024, Public Chapter 712 modifies class size requirements to allow greater flexibility in Career and Technical Education class sizes for grades 6-8. TSBA has provided language in their model policy to reflect this change, which has been added with this revision. The administration recommended approval of the first reading as presented.

Kevin Townsel made a **motion** to approve the first reading and waive the second reading of revisions to **Class Size Ratios (4.410)** as presented. Allena Bell **seconded** the motion. The Board asked if we comply with the ratios and that was affirmed. Adding a CTE class we will also comply with the ratios. The motion **passed 6-0**.

- 15. Policy Revision: Grading System (4.600) – 1st Reading** - TSBA has updated their model policy to reflect changes due to recent legislation such as implementing a Lottery Scholarship Day for our 8th graders. The Lottery Scholarship Day, as we understand the new law, requires our schools with 8th graders to share information about the TN Lottery Scholarships to all those parents as their children transition to high schools. We have

also brought updates to our policy in standard language and practice with this revision request. The administration recommended approval of the first reading as presented.

Robin Newman made a **motion** to approve the first reading of revisions to **Grading System (4.600)** as presented. Allena Bell **seconded** the motion, which **passed 6-0**.

16. Policy Revision: Promotion and Retention (4.603) – 1st Reading - TSBA has provided recommendations for updates on this policy for changes during the past legislative session. Two new state laws make further changes to promotion and retention. Public Chapter 829 allows parents/guardians to voluntarily retain their students in grades K-2 if the student has a documented academic or behavior delay and the parent/guardian believes retention may benefit the student. Additionally, Public Chapter 989 creates a new promotion pathway to the 5th grade for students facing possible retention in the 4th grade. Under the new law, when certain students do not meet adequate growth on the ELA portion of the 4th grade TCAP test, a committee including the student's parent/guardian, ELA teacher, and principal will convene to determine whether the student will be promoted or retained. Each category of participants in the committee may make a recommendation to promote or retain the student. For example, if two parents attend the committee meeting, they still only get to contribute 1 of the 3 total recommendations. If at least 2 of the 3 committee members agree that the student is ready for the 5th grade, then that student may be promoted, provided they participate in mandatory tutoring for the entirety of their 5th grade year. The administration recommended approval of the first reading as presented.

Allena Bell made a **motion** to approve the first reading of revisions to **Promotion and Retention (4.603)** as presented. Alicia Barker **seconded** the motion, which **passed 6-0**.

17. Policy Revision: Physical Assault Leave (5.307) – 1st Reading - Previously, per state law, physical assault leave was only available to teachers. Public Chapter 839 expands this type of leave to include any employee who is absent from assigned duties as a result of physical assault or other violent criminal acts committed in the course of their employment duties. There is also a notice requirement per Public Chapter 915, of the employee's right to report a physical assault to the appropriate law enforcement agency. TSBA has updated their model policy to reflect these changes, and they are reflected in this policy revision. The administration recommended approval of the first reading as presented.

Tim Stillings made a **motion** to approve the first reading of revisions to **Physical Assault Leave (5.307)** as presented. Kevin Townsel **seconded** the motion. During discussion, it was noted that we cannot "require" that the employee report to local law enforcement, but they have the "right" to report. Charges would come from a district perspective, and the employee would also have a right to report separately. After discussion, the motion was withdrawn and a new motion was made. Tim Stillings made a **motion to approve the first reading and waive the second reading** of revisions to **Physical Assault Leave (5.307)** as presented. Robin Newman **seconded** the motion which **passed 6-0**.

18. Policy Revision: Drug & Alcohol Testing for Employees (5.403) – 1st Reading - Key Risk Insurers has provided updated guidance from the TN Attorney General regarding drug testing indicating that, as a public entity, pre-employment and random drug testing has been deemed a possible violation of the Fourth Amendment rights of candidates for employment. Given this guidance, we are recommending these changes that limit pre-employment and random testing to required Department of Transportation positions only. These changes are reflected in the updates provided to you. Additionally, it has been confirmed that these changes will allow us to continue to qualify as a “Drug-free Workplace” and maintain our eligibility for the 5% discount on our Workers’ Compensation premium. The administration requested that the Board consider waiving a second reading and passing these changes on first reading to allow our practices to adhere to this guidance immediately.

Alicia Barker made a **motion to approve the first reading and waive the second reading** of revisions to **Drug & Alcohol Testing for Employees (5.403)** as presented. Kevin Townsel **seconded** the motion. During discussion it was noted that FSSD does testing in the following circumstances: post accident, random in safety sensitive positions, and for cause; additionally, the Leadership group has mandatory annual drug and alcohol training. The motion **passed 6-0**.

19. Policy Revision: Substitute Personnel (5.701) – 1st Reading - Public Chapter 735 requires that substitute teachers receive annual school safety training. We have a plan for all substitutes to receive training. We have offered training to all subs in previous years, this year requiring it. Also, Staff EZ is developing a video for new hires that will be mandatory before they sub. We have updated our model policy to include a provision on this requirement. The administration recommended approval of the first reading as presented.

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

20. Policy Revision: Qualifications and Duties of the Director of Schools (5.802) – 1st Reading - State law now requires the Director of Schools to report additional educator information to the State Board of Education. Public Chapter 577 requires that a report be made if an educator has pleaded guilty, nolo contendere to, or has been convicted or otherwise found guilty of certain offenses in another jurisdiction. The administration recommended approval of the first reading as presented.

Allena Bell made a **motion to approve the first reading and waive the second reading** of revisions to **Qualifications and Duties of the Director of Schools (5.802)** as presented. Robin Newman **seconded** the motion, which **passed 6-0**.

21. Policy Revision: School Admissions (6.203) – 1st Reading - While state law already requires parents/guardians to provide information to the school district if their student

has been adjudicated delinquent for certain offenses, Public Chapter 721 clarifies that principals may specifically request this information from parents/guardians. TSBA has provided language to update policies 6.203 and 6.318 to include this option. The administration recommended approval of the first reading as presented.

Kevin Townsel made a **motion to approve the first reading and waive the second reading** of revisions to **School Admissions (6.203)** as presented. Alicia Barker **seconded** the motion, which **passed 6-0**.

- 22. Policy Revision: Code of Conduct (6.300) – 1st Reading** - Public Chapter 882 requires that assaults on school property be immediately reported to local law enforcement and the Director of Schools. TSBA has incorporated the modified language in Tier IV to reflect this requirement. Additionally, Public Chapter 915 creates a separate category of assault for school discipline purposes (i.e., it is distinct from aggravated assault or assault that results in bodily injury). Based on this change to state law, the list of offenses to clarify this distinct offense has also been incorporated into this policy revision. The administration recommended approval of the first reading as presented.

Tim Stillings made a **motion** to approve the first reading of revisions to **Code of Conduct (6.300)** as presented. Kevin Townsel **seconded** the motion, which **passed 6-0**.

- 23. Policy Revision: Zero Tolerance Offenses (6.309) – 1st Reading** - Public Chapter 882 modifies the current list of zero tolerance offenses in state law. Now, a threat assessment team will determine whether a threat of mass violence is valid before the offense can be classified as zero tolerance. TSBA has provided updated language in their model policy to align with this change, which has been incorporated with this revision. The administration recommended approval of the first reading as presented.

Robin Newman made a **motion** to approve the first reading and waive the second reading of revisions to **Zero Tolerance Offenses (6.309)** as presented. Allena Bell **seconded** the motion, which **passed 6-0**.

- 24. Policy Revision: Suspension/Expulsion/Remand (6.316) – 1st Reading** - TSBA has also modified policy 6.316 to specify that invalid threats of mass violence (i.e., those determined by the threat assessment team to not be valid) can result in suspension. Additionally, Public Chapter 915 states if a student assaults an employee, the student can be suspended from attendance at school-sponsored activities for one year. As this new law does not define the term "school-sponsored event", TSBA has included a suggested definition for the Board's consideration. The administration recommended approval of the first reading as presented.

Allena Bell made a **motion to approve the first reading and waive the second reading** of revisions to **Suspension/Expulsion/Remand (6.316)** as presented. Kevin Townsel **seconded** the motion. It was noted during discussion that the threat assessment team has reviewed all the policies that have to do with safety. The motion **passed 6-0**.

25. Policy Revision: Admission of Suspended or Expelled Students (6.318) – 1st Reading
- While state law already requires parents/guardians to provide information to the school district if their student has been adjudicated delinquent for certain offenses. Public Chapter 721 clarifies that principals may specifically request this information from parents/guardians. TSBA has provided language to update policies 6.203 and 6.318 to include this option. The administration recommended approval of the first reading as presented.

Robin Newman made a **motion to approve the first reading and waive the second reading** of revisions to **Admission of Suspended or Expelled Students (6.318)** as presented. Allena Bell **seconded** the motion, which **passed 6-0**.

26. Policy Revision: Reporting Child Abuse (6.409) – 1st Reading - Per Public Chapter 571, districts are required to report the names of the Child Abuse Coordinator and the Alternate Child Abuse Coordinator to the Department of Children's Services. TSBA has updated their corresponding model policy to align with this language. The administration recommended approval of the first reading as presented.

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

27. New Policy: Family Life Education (4.213) – 1st Reading - Several changes to state law impact instruction on family life curriculum. Public Chapter 571 requires that information on internet crimes against children be incorporated in this instruction and that the name of the instructor be reported to the Department of Children's Services. Separately, Public Chapter 795 requires that family life curriculum that covers human growth, human development, or human sexuality, include a video of fetal development. Finally, Public Chapter 970 prohibits instruction on topics related to sexual activity for students in grades K-5. The administration recommended approval of the first reading as presented.

Allena Bell made a **motion** to approve the first reading of the new policy **Family Life Education (4.213)** as presented. Tim Stillings **seconded** the motion, which **passed 6-0**.

28. New Policy: Use of Artificial Intelligence Programs (4.214) – 1st Reading - Public Chapter 550 requires all Boards to adopt a policy on the use of artificial intelligence for instructional and assignment purposes. TSBA has created a new model policy that covers this topic. As this is an emerging area of technology, TSBA recommends working closely with district staff to ensure implementation aligns with board policy. More updates to this policy may be forthcoming as this area of law and technology develops. The administration recommended approval of the first reading as presented.

Alicia Barker made a **motion** to approve the first reading of the new policy **Use of Artificial Intelligence Programs (4.214)** as presented. Allena Bell **seconded** the motion, which **passed 6-0**.

29. New Policy: Opioid Antagonist (6.4052) –1st Reading - Public Chapter 629 requires that opioid antagonists be stored in accordance with the manufacturer's instructions and states that school district staff may not prohibit individuals from possessing an opioid antagonist on school property or at off-campus school events. TSBA has updated their model policy 6.4052 to reflect these changes and we have added this policy based on legislation. The administration recommended approval of the first reading as presented.

Tim Stillings made a **motion** to approve the first reading of the new policy **Opioid Antagonist (6.4052)** as presented. Kevin Townsel **seconded** the motion, which **passed 6-0**.

X. DIRECTOR OF SCHOOLS REPORT

- **Williamson County Chamber State of the County Address** - July 22 – Franklin Marriott Cool Springs, doors open at 11:00, program begins 11:50.
- **Opening Day Celebration and Professional Development** – August 1 - After our Opening Day sessions last year, we heard from many teachers and other employees about missing everyone being together for our first day back together. With that feedback along with the reveal of the new marketing plan which includes the new logo and naming reference, we are going to have ONE session on August 1, 2024 at 8:00 a.m. at Rolling Hills Community Church Auditorium, 1810 Columbia Avenue. We hope that you will all be able to attend.
- **Other dates of note:**
 - EQUIP Training for new teachers - July 29-31 – to be held at JES
 - TSBA Mid-Cumberland Fall District Meeting - September 12 - Rutherford County, Rockvale High School, 6545 Highway 99, Rockvale, TN
 - COSSBA Federal Advocacy Conference - September 8-10
 - NSBA CUBE Conference – October 28-30 Las Vegas
 - TSBA Annual Convention - November 7-10 Gaylord Opryland Hotel - FSD will be presenting at the Leadership Conference on Friday
 - NABSE Conference - November 20-24 Atlanta
 - COSSBA Annual Conference – March 21-23 Atlanta

XI. UPDATES

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

- Demographics Report for June 2024

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

- Personnel Change Report June/July 2024
- Investment Report dated May 31, 2024

3.400 STUDENT TRANSPORTATION MANAGEMENT – 2nd Reading

TSBA has provided language in their model policy regarding a recent change in legislation found in Public Chapter 122, which goes into effect July 1, 2024. This new state law requires Boards to issue certificates to bus drivers. These certificates may be revoked if the bus driver is no longer fit to operate a school bus.

In addition, Public Chapter 548 requires notices to be posted on buses stating that only authorized individuals may enter.

Other revisions remove duplicate language (e.g., p.2, paragraph beginning with line 34 is captured in p.1 first paragraph) and bring the policy up to current practice.

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

Franklin Special Board of Education			
Monitoring: Review: Annually, in October	Descriptor Term: Student Transportation Management	Descriptor Code: 3.400	Issued Date: <i>Proposed</i>
		Rescinds: 3.400	Issued: 10/23/17

1 *General*

2 School buses shall be maintained and operated in accordance with state law and ~~State Board Rules and~~
3 ~~Regulations.~~¹ in accordance with the specifications developed by the Department of Education and
4 approved by the Department of Safety.¹

5 Each bus shall be equipped with the phone number for reporting safety complaints. This number shall
6 appear on the rear bumper.² Buses shall also include notice in a conspicuous place that only authorized
7 persons shall enter the bus. This notice shall include appropriate contact information in case of an issue
8 on the bus.³

9 To avoid the financial burden of replacing an aging bus fleet at any one time, the Board shall attempt
10 to replace a certain number of buses each year on a rotating basis.

11 ~~The school transportation program shall be monitored daily by the principals and the supervisor of~~
12 ~~transportation and subjected to periodic evaluations by them as necessary. An overall evaluation shall~~
13 ~~be conducted by the supervisor of transportation on or before November 1 and June 15 of each school~~
14 ~~year, and a summary report of same submitted to the director of schools.~~

15 All accidents, regardless of the damage involved, must be reported to the transportation supervisor,
16 including incidents in which any part of the bus contacts any other object or vehicle.

17 The Director of Schools shall develop procedures to ensure compliance with the statutory and
18 regulatory requirements for the transportation program.

19 **SCHOOL BUS DRIVERS**

20 Each school bus driver shall receive a certificate from the Board prior to operating a school bus for the
21 school district. The issuance of a certificate to a school bus driver shall be based on the qualifications
22 of school bus drivers as determined by the Director of Schools.⁴

23 Annually, the Board shall require each school bus driver to have a physical and mental examination.
24 The Board shall revoke the certificate of any school bus driver found to be physically, mentally, or
25 morally unfit to operate a school bus. Additionally, a certificate shall be revoked if the school bus
26 driver is convicted of driving under the influence, vehicular assault, vehicular homicide, aggravated
27 vehicular homicide, or the manufacture, delivery, sale, or possession of a controlled substance or
28 analogue.⁵

29 **TRANSPORTATION SUPERVISOR** ³⁻⁶

1 The Director of Schools shall appoint a Transportation Supervisor for the **system district**. He/she shall
2 be responsible for the monitoring and oversight of transportation services for the district.

3 The Transportation Supervisor shall complete a student transportation management training program
4 upon appointment. **Every year**, The Transportation Supervisor shall complete a minimum of four (4)
5 hours of training annually.

6 The Director of Schools/designee shall ensure that training is completed and provide the **state**
7 Department of Education with appropriate documentation.

8 **COMPLAINT PROCESS** ⁴⁻⁷

9 The following procedure will govern how students, teachers, staff, and community members shall
10 submit bus safety complaints:

- 11 1. All complaints shall be submitted to the Transportation Supervisor; and
- 12
- 13 2. Forms may be submitted in person, via phone, mail, or email. Written complaints shall be
14 submitted on forms located on the district's website. In the case of a complaint received via
15 phone, the person receiving the phone call shall be responsible for filling out the form and
16 submitting it to the Transportation Supervisor.

17 The Transportation Supervisor shall begin an investigation of all bus safety complaints within twenty-
18 four (24) hours of receipt.

19 Within forty-eight (48) hours of receipt of the initial complaint, the Transportation Supervisor shall
20 submit a preliminary report to the Director of Schools. This report shall include:

- 21 1. The time and date the complaint was received;
- 22
- 23 2. The name of the bus driver;
- 24
- 25 3. A copy or summary of the complaint; and
- 26
- 27 4. Any prior complaints or disciplinary actions taken against the driver.

28 Within sixty (60) school days of receiving the initial complaint, the Transportation Supervisor shall
29 submit a final written report to the Director of Schools that details the investigation's findings as well
30 as the action taken in response to the complaint.

31 An annual notice of this complaint process shall be provided to parent(s)/guardian(s) and students.
32 This information shall be made available on the district website.

33 **RECORDKEEPING** ⁵⁻⁸

34 ~~All buses and other vehicles owned and operated by the Board shall be given safety inspections by the~~
35 ~~assigned driver and the transportation supervisor on a regular basis. The transportation supervisor~~
36 ~~shall develop and maintain a safety inspection record which shall be filled out and signed by the~~

1 ~~individual who conducts the inspection. In addition, all buses shall be available for regular state~~
2 ~~inspections. Any defects noted by either the regular local or state inspection shall be remedied~~
3 ~~immediately.~~

4 The Transportation Supervisor shall be responsible for the collection and maintenance of the following
5 records:

- 6 1. Bus maintenance and inspections forms;
- 7
- 8 2. Bus driver credentials, including required background checks, health records, and performance
9 reviews;
- 10
- 11 3. Driver training records; and
- 12
- 13 4. Complaints received and any records related to the investigation and complaints.

Legal References

- 1. [TCA 49-6-2109; TRR/MS 0520-01-05; Public Acts of 2023, Chapter No. 122](#)
- 2. [TCA 49-6-2116\(d\)\(3\)](#)
- 3. [Public Acts of 2024, Chapter No. 548](#)
- 4. [TCA 49-6-2107](#)
- 5. [TCA 49-6-2107\(e\)\(1\); Public Acts of 2023, Chapter No. 122](#)
- 6. [TCA 49-6-2116\(a\)-\(c\)](#)
- 7. [TCA 49-6-2116\(d\)\(1\)-\(2\)](#)
- 8. [TCA 49-6-2116\(d\)\(5\)](#)

Cross References

- Bus Safety and Conduct 6.308
- Homeless Students 6.503

Franklin Special Board of Education			
Monitoring: Review: Annually, in October	Descriptor Term: Student Transportation Management	Descriptor Code: 3.400	Issued Date: 10/23/17
		Rescinds: 3.400	Issued: 08/19/99

1 *General*

2 School buses shall be maintained and operated in accordance with state law and State Board Rules and
3 Regulations.¹

4 Each bus shall be equipped with the phone number for reporting safety complaints. This number shall
5 appear on the rear bumper.²

6 To avoid the financial burden of replacing an aging bus fleet at any one time, the board shall attempt to
7 replace a certain number of buses each year on a rotating basis.

8 The school transportation program shall be monitored daily by the principals and the supervisor of
9 transportation and subjected to periodic evaluations by them as necessary. An overall evaluation shall
10 be conducted by the supervisor of transportation on or before November 1 and June 15 of each school
11 year, and a summary report of same submitted to the director of schools.

12 All accidents, regardless of the damage involved, must be reported to the transportation supervisor,
13 including incidents in which any part of the bus contacts any other object or vehicle.

14 The director of schools shall develop procedures to ensure compliance with the statutory and
15 regulatory requirements for the transportation program.

16 **TRANSPORTATION SUPERVISOR³**

17 The director of schools shall appoint a transportation supervisor for the system. He/she shall be
18 responsible for the monitoring and oversight of transportation services for the district.

19 The transportation supervisor shall complete a student transportation management training program
20 upon appointment. Every year the transportation supervisor shall complete a minimum of four (4)
21 hours of training annually.

22 The director of schools or his designee shall ensure that training is completed and provide the state
23 department of education with appropriate documentation.

24 **COMPLAINT PROCESS⁴**

25 The following procedure will govern how students, teachers, staff, and community members shall
26 submit bus safety complaints:

1 1. All complaints shall be submitted to the transportation supervisor; and

2
3 2. Forms may be submitted in person, via phone, mail, or email.

4 a. Written complaints shall be submitted on forms located on the district's website. In the
5 case of a complaint received via phone, the person receiving the phone call shall be
6 responsible for filling out the form and submitting it to the transportation supervisor.

7 The transportation supervisor shall begin an investigation of all bus safety complaints within twenty-
8 four (24) hours of receipt.

9 Within forty-eight (48) hours of receipt of the initial complaint, the transportation supervisor shall
10 submit a preliminary report to the director of schools. This report shall include:

11 1. The time and date the complaint was received;

12 2. The name of the bus driver;

13 3. A copy or summary of the complaint; and

14 4. Any prior complaints or disciplinary actions taken against the driver.
15
16
17

18 Within sixty (60) school days of receiving the initial complaint, the transportation supervisor shall
19 submit a final written report to the director of schools that details the investigation's findings as well as
20 the action taken in response to the complaint.

21 An annual notice of this complaint process shall be provided to parents and students. This information
22 shall be made available on the district website.

23 **RECORDKEEPING⁵**

24 All buses and other vehicles owned and operated by the Board shall be given safety inspections by the
25 assigned driver and the transportation supervisor on a regular basis. The transportation supervisor
26 shall develop and maintain a safety inspection record which shall be filled out and signed by the
27 individual who conducts the inspection. In addition, all buses shall be available for regular state
28 inspections. Any defects noted by either the regular local or state inspection shall be remedied
29 immediately.

30 The transportation supervisor shall be responsible for the collection and maintenance of the following
31 records:

32 1. Bus maintenance and inspections forms;

33 2. Bus driver credentials, including required background checks, health records, and performance
34 reviews;

35 3. Driver training records; and
36
37

38 4. Complaints received and any records related to the investigation and complaints.
39

Legal References

1. TCA 49-6-2109; TRR/MS 0520-01-05
2. Public Acts of 2017, Chapter No. 289(1)(d)(3)
3. Public Acts of 2017, Chapter No. 289(1)(a)-(c)
4. Public Acts of 2017, Chapter No. 289(1)(d)(2)
5. Public Acts of 2017, Chapter No. 289(1)(d)(5)



**CERTIFICATE OF SCHOOL BUS DRIVER
FITNESS AND ELIGIBILITY**

Prior to initial employment, and annually thereafter, this certificate shall be completed to indicate that the school bus driver named has met all requirements and criteria, and is therefore authorized by the Franklin Special School District to operate a school bus.

Driver Name _____

Driver Date of Birth _____

Driver's License Number _____

TYPE OF REPORT:

Initial Employment

Annual

Date of Certificate _____

FMCSA Medical Examiner's Certificate On File

Motor Vehicle Record/Driving History On File

Valid Commercial Driver License with "P" and "S" Endorsements On File

Criminal Background Check On File, and Driver is Enrolled in 5-year Follow Up Program

Pre-employment Drug Screen Has Been Completed, and Driver is Enrolled in FMCSA Random Testing Program

Employee

Transportation Supervisor

Associate Director of Schools



Tennessee Department of Safety & Homeland Security

Certificate of Eligibility – School Bus (S) Endorsement (Form 2C)

This document is to be used to satisfy the requirements of Tenn. Code Annotated (T.C.A.) §§ 55-50-302(d) and 55-50-302(e) regarding certification and recommendation by appropriate officials of an individual applying for a school bus (S) endorsement. The individual certifying eligibility is to provide the name of the individual and complete and sign either the Public School section or Private School section as applicable.

Please Print or Type

Name _____ Driver License Number _____
As Appears on Driver License
Address _____
Street/PO Box City County State Zip Code

PUBLIC SCHOOL

School System/Board of Education _____ School Year _____
Address _____ Zip Code _____ Phone _____
Street and City

By signing, I certify that the above applicant is considered eligible for employment as a school bus driver and meets all requirements of T.C.A. § 55-50-302. Employment is contingent upon compliance with all applicable State Board of Education Rules and Regulations, Department of Safety and Homeland Security licensing requirements, availability of funding, position vacancies, Superintendent’s recommendation, and Board approval.

By signing, I certify under penalty of perjury that the above-named applicant is employed or will be employed by the above public school system and that all information on this form is true and correct. I understand any misstatement of fact may result in criminal charges under T.C.A. §§ 39-16-702 and 55-50-602 and other applicable laws.

Transportation Director _____
Print Name, Contact Number and Email

Signature _____ Date _____
School System/Board of Education Transportation Director

PRIVATE SCHOOL

Private School _____ School Year _____
Address _____ Zip Code _____ Phone _____
Street and City

By signing, I certify the above applicant is considered eligible for employment as a school bus driver and meets all requirements of T.C.A. § 55-50-302. Employment is contingent upon compliance with all applicable State Board of Education Rules and Regulations, Department of Safety and Homeland Security licensing requirements, availability of funding, position vacancies, Superintendent’s recommendation, and Board approval.

By signing, I certify under penalty of perjury that the above-named applicant is employed or will be employed by the above private school system and that all information on this form is true and correct. I understand any misstatement of fact may result in criminal charges under T.C.A. §§ 39-16-702 and 55-50-602 and other applicable laws.

Signature _____ Date _____
Director of Schools/Principal

Public Burden Statement

A Federal agency may not conduct or sponsor, and a person is not required to respond to, nor shall a person be subject to a penalty for failure to comply with a collection of information subject to the requirements of the Paperwork Reduction Act unless that collection of information displays a current valid OMB Control Number. The OMB Control Number for this information collection is 2126-0006. Public reporting for this collection of information is estimated to be approximately one minute per response, including the time for reviewing instructions, gathering the data needed, and completing and reviewing the collection of information. All responses to this collection of information are mandatory. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to: Information Collection Clearance Officer, Federal Motor Carrier Safety Administration, MC-RRA, 1200 New Jersey Avenue, SE, Washington, D.C. 20590.



U.S. Department of Transportation
Federal Motor Carrier
Safety Administration

Medical Examiner's Certificate
(for Commercial Driver Medical Certification)

I certify that I have examined **Last Name:** _____ **First Name:** _____ in accordance with *(please check only one)*:
the Federal Motor Carrier Safety Regulations ([49 CFR 391.41-391.49](#)) and, with knowledge of the driving duties, I find this person is qualified, and, if applicable, only when *(check all that apply)* **OR**
the Federal Motor Carrier Safety Regulations ([49 CFR 391.41-391.49](#)) with any applicable State variances (which will only be valid for intrastate operations), and, with knowledge of the driving duties, I find this person is qualified, and, if applicable, only when *(check all that apply)*:

- Wearing corrective lenses Accompanied by a _____ waiver/exemption Driving within an exempt intracity zone ([49 CFR 391.62](#)) *(Federal)*
- Wearing hearing aid Accompanied by a Skill Performance Evaluation (SPE) Certificate Qualified by operation of [49 CFR 391.64](#) *(Federal)*
- Grandfathered from State requirements *(State)*

Medical Examiner's Certificate Expiration Date

The information I have provided regarding this physical examination is true and complete. A complete Medical Examination Report Form, MCSA-5875, with any attachments, embodies my findings completely and correctly, and is on file in my office.

Medical Examiner's Signature

Medical Examiner's Telephone Number

Date Certificate Signed

Medical Examiner's Name *(please print or type)*

- MD Physician Assistant Advanced Practice Nurse
- DO Chiropractor Other Practitioner *(specify)* _____

Medical Examiner's State License, Certificate, or Registration Number

Issuing State

National Registry Number

Driver's Signature

Driver's License Number

Issuing State/Province

Driver's Address

CLP/CDL Applicant/Holder

Street Address: _____ City: _____ State/Province: _____ Zip Code: _____ Yes No

****This document contains sensitive information and is for official use only. Improper handling of this information could negatively affect individuals. Handle and secure this information appropriately to prevent inadvertent disclosure by keeping the documents under the control of authorized persons. Properly dispose of this document when no longer required to be maintained by regulatory requirements.****

4.403 LIBRARY MATERIALS – 2nd Reading

Public Chapter 782 revises the "Age Appropriate Materials Act of 2022". These changes to state law establish standards for immediate removal of material if it contains content defined in TCA 39-17-901 (i.e., nudity, sexual excitement, sexual conduct, excess violence, sadomasochistic abuse, material that is patently offensive or appeals to the prurient interest). Additionally, if the Board does not take action on feedback within sixty days, the student, parent/guardian, or employee who submitted the feedback may appeal to the State Textbook and Instructional Materials Quality Commission to evaluate the material.

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

Franklin Special Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Library Materials	Descriptor Code: 4.403	Issued Date: <i>Proposed</i>
		Rescinds: 4.403	Issued: 08/14/23

1 *General*

2 The library media specialist, with oversight from the principal and the district curriculum and
3 professional learning supervisor, shall be responsible for library collection development. The school
4 shall post the list of library materials online. Library materials shall be reviewed to ensure the content
5 aligns with state law.⁴ Prior to the purchase of new materials, librarians shall review the age and maturity
6 level along with the reading level of the selected items for suitability.¹ A list of new materials shall be
7 reviewed by the principal.

8 The library media specialist shall be responsible for periodically reviewing the district's library
9 collection in line with these established standards below. Any materials found to be out of alignment
10 with the standards shall be removed, and this action shall be documented in writing and presented to the
11 Director of Schools and the Board.

12 **STANDARDS²**

13 The library collection shall adhere to the following criteria:

- 14 1. Materials shall be suitable for and consistent with the educational mission of the school;
- 15
- 16 2. Materials shall be appropriate for the age and maturity levels of the students who may access
17 them. The determining factor will be based on an assessment of any mature themes or content
18 (i.e., violence, sexual content, vulgar language, substance abuse);
- 19
- 20 3. Materials shall contain literary, historical, **scientific**, and/or artistic value and merit; and
- 21
- 22 4. The collection as a whole shall offer a variety of viewpoints.

23 Any materials that meet the following criteria shall be removed and excluded from the district's library
24 collection:

- 25 1. Contains nudity, descriptions or depictions of sexual excitement, sexual conduct, excess
26 violence, or sadomasochistic abuse as defined in state law³;
- 27
- 28 2. Are patently offensive as defined in state law; or
- 29
- 30 3. Appeal to the prurient interest as defined in state law.

The Board shall be notified when any library materials are challenged or removed pursuant to this policy.

COMPLAINTS ²⁻⁴

~~Tier I~~

If a complaint is made by an employee, student, or parent/guardian, the person receiving the complaint shall:

1. Inform the complainant of the selection procedures and make no commitments.
2. Request the complainant to submit a Request for Reconsideration of Library Materials form.
3. Inform the principal (and other appropriate personnel).
4. Keep challenged materials available for use during the reconsideration process.

Upon receipt of the completed form, the principal may notify the Director of Schools. The principal may request review of the challenged materials by an ad hoc materials review committee within ~~fifteen (15)~~ thirty (30) days. ~~The review committee is appointed by the principal and~~ If the principal appoints a review committee, it should include certified library media personnel, representatives from classroom teachers and one or more parents, ~~and may include one or more students~~. The principal will inform the Director of Schools of the review committee's progress.

After receiving the challenged materials, the following steps should occur:

1. Read, view, or listen to the contested material in its entirety;
2. Check general acceptance of the material by reading recognized and evaluative reviews;
3. Determine the extent to which the material is appropriate for the age and maturity levels of the students who have access to the materials and whether the material is suitable for, and consistent with, the educational mission of the school; and
4. Complete the appropriate Checklist for Reconsideration of Library Materials, judging the material for its strength and value.

~~Tier Two~~

~~The complainant may appeal the principal's decision. The appeal shall be to the Director of Schools. He/she shall review the recommendation presented by the review committee along with the principal's recommendation and make the determination whether the material is appropriate for the age and maturity levels of the students who have access to the materials and whether the material is suitable for, and consistent with, the educational mission of the school.~~

~~Tier Three~~

~~The complainant may appeal the decision of the Director of Schools. The Board shall evaluate the material to determine whether the material is appropriate for the age and maturity levels of the~~

1 ~~students who have access to the materials and whether the material is suitable for, and consistent~~
2 ~~with, the educational mission of the school.~~

3 The principal shall present a recommendation to the Director of Schools. The Director of Schools shall
4 assess the findings along with the recommendation of the principal and present a recommendation to
5 the Board.

6 The Board shall evaluate the recommendations of the principal and the Director of Schools along with
7 the material to determine whether it is appropriate for the age and maturity levels of the students who
8 have access to the materials and whether the material is suitable for, and consistent with, the
9 educational mission of the school. The Board shall review the findings and affirm, overturn, or modify
10 the decision within sixty (60) days from which the feedback was received.

11 **REMOVAL OF LIBRARY MATERIALS**

12 If, ~~at any tier~~, it is determined that the material is not appropriate for the age and maturity levels of the
13 students who have access to them or is not suitable for, and consistent with, the educational mission of
14 the school, the material shall be removed from the library collection.

Legal References

1. *Board of Education, Island Trees Union Free School District No. 26 v. Pico*, 457 U.S. 853, 102 S. Ct. 2799 (1982); TCA 49-6-3803
2. Public Acts of 2024, Chapter No. 782
3. TCA 39-17-901
4. TCA 49-6-3803

Cross References

Textbooks and Instructional Materials 4.400
School and System Websites 4.407
Controversial Materials 4.801

Franklin Special Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Library Materials	Descriptor Code: 4.403	Issued Date: 08/14/23
		Rescinds: 4.403	Issued: 08/08/22

1 *General*

2 The library media specialist, with oversight from the principal and the district curriculum and
3 professional learning supervisor, shall be responsible for library collection development. Library
4 materials shall be reviewed to ensure the content aligns with state law.¹ The library collection shall adhere
5 to the following criteria:

- 6 1. Materials shall be suitable for and consistent with the educational mission of the school;
7
- 8 2. Materials shall be appropriate for the age and maturity levels of the students who may access
9 them. The determining factor will be based on an assessment of any mature themes or content
10 (i.e., violence, sexual content, vulgar language, substance abuse);
11
- 12 3. Materials shall contain literary, historical, and/or artistic value and merit; and
13
- 14 4. The collection as a whole shall offer a variety of viewpoints.

15 The library media specialist shall be responsible for periodically reviewing the district's library
16 collection in line with these established standards. The school shall post the list of library materials
17 online.

18 **COMPLAINTS**²

19 **Tier I**

20 If a complaint is made by an employee, student, or parent/guardian, the person receiving the complaint
21 shall:

- 22 1. Inform the complainant of the selection procedures and make no commitments.
23
- 24 2. Request the complainant to submit a Request for Reconsideration of Library Materials form.
25
- 26 3. Inform the principal (and other appropriate personnel).
27
- 28 4. Keep challenged materials available for use during the reconsideration process.
29

30 Upon receipt of the completed form, the principal may notify the Director of Schools. The principal may
31 request review of the challenged materials by an ad hoc materials review committee within fifteen (15)

1 days. The review committee is appointed by the principal and should include certified library media
2 personnel, representatives from classroom teachers, one or more parents, and may include one or more
3 students. The principal will inform the Director of Schools of the review committee's progress.
4

5 After receiving the challenged materials, the following steps should occur:
6

- 7 1. Read, view, or listen to the contested material in its entirety;
- 8
- 9 2. Check general acceptance of the material by reading recognized and evaluative reviews;
10
- 11 3. Determine the extent to which the material is appropriate for the age and maturity levels
12 of the students who have access to the materials and whether the material is suitable for,
13 and consistent with, the educational mission of the school; and
14
- 15 4. Complete the appropriate Checklist for Reconsideration of Library Materials, judging
16 the material for its strength and value.
17

18 **Tier Two**

19
20 The complainant may appeal the principal's decision. The appeal shall be to the Director of
21 Schools. He/she shall review the recommendation presented by the review committee along with
22 the principal's recommendation and make the determination whether the material is appropriate for
23 the age and maturity levels of the students who have access to the materials and whether the
24 material is suitable for, and consistent with, the educational mission of the school.
25

26 **Tier Three**

27
28 The complainant may appeal the decision of the Director of Schools. The Board shall evaluate the
29 material to determine whether the material is appropriate for the age and maturity levels of the
30 students who have access to the materials and whether the material is suitable for, and consistent
31 with, the educational mission of the school.

32 If, at any tier, it is determined that the material is not appropriate for the age and maturity levels of
33 the students who have access to them or is not suitable for, and consistent with, the educational
34 mission of the school, the material shall be removed from the library collection.

Legal References

1. *Board of Education, Island Trees Union Free School District No. 26 v. Pico*, 457 U.S. 853, 102 S. Ct. 2799 (1982); Public Acts of 2022, Chapter No. 744

Cross References

Textbooks and Instructional Materials 4.400
School and System Websites 4.407
Controversial Materials 4.801

4.600 GRADING SYSTEM – 2nd Reading

TSBA has updated their model policy to reflect changes due to recent legislation such as implementing a Lottery Scholarship Day for our 8th graders. We have also brought updates to our policy in standard language and practice with this revision request.

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

Franklin Special Board of Education			
Monitoring: Review: Annually, in April	Descriptor Term: Grading System	Descriptor Code: 4.600	Issued Date: <i>Proposed</i>
		Rescinds: 4.600	Issued: 10/17/22

1 The Director of Schools shall develop an administrative procedure to establish a system of grading and
 2 assessment for evaluating and recording student progress and to measure student performance in
 3 conjunction with board-adopted content standards for grades K-8. The grading/assessment system shall
 4 follow all applicable statutes and rules and regulations of the State Board of Education. **The**
 5 **grading/assessment system shall be uniform, district-wide, at comparable grade levels, except that the**
 6 Director of Schools shall have the authority to establish and operate ungraded and/or unstructured classes
 7 in grades K-3 according to state rules and regulations.¹

8 **The Director of Schools shall submit a copy of the grading and assessment systems to the Board before**
 9 **the system is implemented. These guidelines shall be communicated annually to students and**
 10 **parent(s)/guardian(s).**

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

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

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

17 **GRADING SYSTEM: GRADES KINDERGARTEN – FOURTH (K-4):**

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

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

- 22 **3** – Demonstrates proficiency of the grade level standard. Producing the required grade level
 23 work with teacher direction.
- 24 **2** – Demonstrates partial mastery of the standard. Extra support is needed.
- 25 **1** – Not meeting the standard. Additional time and support is required.
- 26 **M** – Standards have been modified to support student needs.

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

- 28 ~~**4** – Exceeds the grade level standard. The student consistently and independently produces~~
 29 ~~above grade level quality work.~~
- 30 **3** – Demonstrates proficiency of the grade level standard. Producing the required grade level

- 1 work with teacher direction.
2 **2** – Demonstrates partial mastery of the standard. Extra support is needed.
3 **1** – Not meeting the standard. Additional time and support is required.
4 **M** – Standards have been modified to support student needs.

5 **GRADING SYSTEM: GRADES FIVE - EIGHT (5-8):**

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

- 8 • A (93–100)
- 9 • B (86–92)
- 10 • C (76–85)
- 11 • D (70–75)
- 12 • F (0–69)

13 **HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL²**

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

- 17 • A (90-100)
- 18 • B (80-89)
- 19 • C (70-79)
- 20 • D (60-69)
- 21 • F (0-59)
- 22 • I Incomplete (must be removed during the next grading period)

23 Any student taking high school courses - algebra, geometry, languages, etc. at the middle school level
24 will receive high school honors credit by passing (grade 60 or above) both semesters of the course. For
25 Honors courses that are taught at high school level, teachers will add three (3) percentage points to
26 each grading period and each midterm and final exam. After completing all requirements of an honors
27 level course, these courses will count towards the Williamson County Honors Diploma.

28 **ASSESSMENTS**

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

35

36

1 LOTTERY SCHOLARSHIP DAY

2 Each school year, prior to scheduling courses for the following school year, schools teaching students in
3 grades 8-11 shall conduct a lottery scholarship day for students and their parents.³
4

5

Legal References

1. [TCA 49-2-203\(b\)\(16\); TCA 49-2-301\(b\)\(1\)\(H\)](#)
2. [TRR/MS 0520-01-03-.02; State Board of Education Policy 3.301; TCA 49-6-407](#)
3. [TCA 49-4-904, 905, 907](#)
[TCA 49-4-932\(f\)](#)

Cross References

Reporting Student Progress 4.601
Promotion and Retention 4.603
Transcript Alterations 4.608

Franklin Special Board of Education			
Monitoring: Review: Annually, in April	Descriptor Term: Grading System	Descriptor Code: 4.600	Issued Date: 10/17/22
		Rescinds: 4.600	Issued: 10/23/17

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

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

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

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

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

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

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

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

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

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

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

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

8 HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL

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

12	A	90 – 100
13	B	80 – 89
14	C	70 – 79
15	D	60 – 69
16	F	0 – 59
17	I	Incomplete (must be removed during the next grading period)

18 Any student taking high school courses - algebra, geometry, languages, etc. at the middle school level
 19 will receive high school honors credit by passing (grade 60 or above) both semesters of the course. For
 20 Honors courses that are taught at high school level, teachers will add three (3) percentage points to
 21 each grading period and each midterm and final exam. After completing all requirements of an honors
 22 level course, these courses will count towards the Williamson County Honors Diploma.

23 ASSESSMENTS

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

30

Legal References

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

Cross References

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

4.603 PROMOTION AND RETENTION – 2nd Reading

TSBA has provided recommendations for updates on this policy for changes during the past legislative session.

Two new state laws make further changes to promotion and retention. Public Chapter 829 allows parents/guardians to voluntarily retain their students in grades K-2 if the student has a documented academic or behavior delay and the parent/guardian believes retention may benefit the student.

Additionally, Public Chapter 989 creates a new promotion pathway to the 5th grade for students facing possible retention in the 4th grade. Under the new law, when certain students do not meet adequate growth on the ELA portion of the 4th grade TCAP test, a committee including the student's parent/guardian, ELA teacher, and principal will convene to determine whether the student will be promoted or retained. Each category of participants in the committee may make a recommendation to promote or retain the student. For example, if two parents attend the committee meeting, they still only get to contribute 1 of the 3 total recommendations. If at least 2 of the 3 committee members agree that the student is ready for the 5th grade, then that student may be promoted, provided they participate in mandatory tutoring for the entirety of their 5th grade year.

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

Franklin Special Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Promotion and Retention	Descriptor Code: 4.603	Issued Date: Proposed
		Rescinds: 4.603	Issued: 10/17/22

1 *General*

2 All promotion and retention decisions shall be made on a case-by-case basis and comply with state and
3 federal law. All decisions shall be made in consultation with a student's IEP and/or 504 team, if
4 applicable.¹

5 Students who have difficulty in achieving the requirements for promotion may be considered for
6 retention. Schools shall identify these students by February 1st. Factors used to identify students for
7 retention **may shall** include:²

- 8 1. Ability to perform at the current grade level;
- 9
- 10 2. Results of local assessments, screening, or monitoring tools;
- 11
- 12 3. State assessments, as applicable;
- 13
- 14 4. Home Literacy Reports;³
- 15
- 16 5. Overall academic achievement of the student;
- 17
- 18 6. Likelihood of success with more difficult material if promoted to the next grade;
- 19
- 20 7. Attendance record; and
- 21
- 22 8. The student's maturity.

23 Students may be identified for retention after the February 1st deadline if the delay in identifying a student
24 is due to:⁴

- 25 1. Date of enrollment;
- 26
- 27 2. Additional information acquired after results of local assessment, screening, or monitoring are
28 released; or
- 29
- 30 3. Additional limited situations.

31 **VOLUNTARY RETENTION**

1 A parent/guardian of a student enrolled in kindergarten through second grade may choose to retain
2 his/her student in the current grade level if:

3 1. The student has a documented academic or behavioral delay; and

4
5 2. The parent/guardian believes that retention may benefit the student.⁵

6 **PROMOTION PLANS⁶**

7 When a student is identified for retention, the student's parent(s)/guardian(s) shall be notified within
8 fifteen (15) calendar days, and an individualized promotion plan shall be developed to help the student
9 avoid retention. The plan shall be developed in coordination with the student's teachers, IEP or 504 team,
10 if applicable, and may also include input from the student's parent(s)/guardian(s), school counselor, or
11 other appropriate school personnel.

12 Promotion plans shall incorporate evidence-based strategies, including expectations and measurements
13 that will verify whether a student has made sufficient progress to be promoted to the next grade level,
14 and be tailored to the student's learning needs. Promotion plans for students in third and fourth grade
15 will include additional requirements for promoting students in these grades. A copy of the plan will be
16 provided to the student's parent(s)/guardian(s), and the school shall offer the opportunity for a parent-
17 teacher conference to discuss the plan. If a student is not making progress on the promotion plan, then
18 the strategies shall be modified. Parent(s)/guardian(s) shall be provided with any changes to the
19 promotion plan.

20 A student who demonstrates sufficient academic progress according to his/her promotion plan shall be
21 promoted to the next grade level unless retention is required per additional requirements for students in
22 third and fourth grade.^{6 7}

23 If a student has not demonstrated sufficient academic progress according to his/her promotion plan by
24 the end of the school year, the student shall be eligible to enroll in a summer reading or learning program,
25 if available. Parent(s)/guardian(s) shall be notified of a decision for retention at least ten (10) calendar
26 days prior to the start of the next school year if the student was enrolled in a summer program. However,
27 if the student wasn't enrolled in a summer program, the parent(s)/guardian(s) shall be notified of a
28 decision for retention at least thirty (30) calendar days prior to the start of the next school year.⁷⁻⁸

29 **RETENTION^{6 7}**

30 A student may be retained when such retention is ~~determined to be~~ in the best interests of the student or
31 when retention is required per additional requirements for students in third and fourth grade.

32 *Decision of Retention – General^{8 9}*

33 If a student is retained, the Director of Schools/designee shall develop an individualized academic
34 remediation plan within thirty (30) calendar days after the beginning of the next school year. A copy of
35 the plan shall be provided to the student's parent(s)/guardian(s) within ten (10) calendar days of its
36 development. This plan shall include at least one of the following strategies:

37 1. Adjustment to the current instructional strategies or materials;

- 1
- 2 2. Additional instructional time;
- 3
- 4 3. Individual tutoring;
- 5
- 6 4. Modification to the student's classroom assignment to ensure the student receives instruction
- 7 from a teacher with a level of overall effectiveness of above expectations (level 4) or
- 8 significantly above expectations (level 5); or
- 9
- 10 5. Attendance or truancy interventions.

11 A student shall not be retained more than once in any grade. The progress of students who are retained
12 shall be closely monitored and reported to parent(s)/guardian(s) at least three (3) times during the school
13 year in which the student is retained. The Director of Schools shall develop procedures to ensure
14 appropriate recordkeeping of students who are retained.

15 *Decision of Retention – Third Grade*⁹⁻¹⁰

16 Third grade students shall not be promoted to the next grade unless they are determined to be proficient
17 (i.e., receive a performance level rating of “on track” or “mastered”) in English language arts (ELA)
18 based on the student's most recent TCAP test.

19 Students who are not proficient in ELA may still be promoted if the following conditions are met:

- 20 1. A student in third grade receiving a performance level rating of “approaching” on the ELA
21 portion of the student's most recent TCAP test may be promoted if:
 - 22
 - 23 a. The student is an English language learner and has received less than two (2) full years
24 of ELA instruction;
 - 25 b. The student was previously retained in grades K-3;
 - 26 c. The student is retested before the next school year and scores proficient in ELA;
 - 27 d. The student attends a learning loss bridge camp before the next school year, maintains a
28 ninety percent (90%) attendance rate, and demonstrates adequate growth on the post-test
29 at the end of the camp; ~~or~~
 - 30 e. The student receives tutoring for the entirety of the next school year in accordance with
31 state law; **or**
 - 32 f. Beginning with the 2023-2024 school year, the student demonstrates proficiency in
33 ELA standards by scoring within the fiftieth percentile on the most recently
34 administered state-provided benchmark assessment and the district provides tutoring
35 services to the student during the entire fourth grade school year and notifies the
36 student's parent/guardian, in writing, of the benefits of enrolling the student in summer
37 programming.
- 38
- 39 2. A student in third grade receiving a performance level rating of “below” on the ELA portion of
40 the student's most recent TCAP test may be promoted if:
41

- a. The student is an English language learner and has received less than two (2) full years of ELA instruction;
- b. The student was previously retained in grades K-3;
- c. The student is retested before the next school year and scores proficient in ELA; or
- d. The student attends a learning loss bridge camp before the next school year, maintains a ninety percent (90%) attendance rate, and receives tutoring for the entirety of the next school year in accordance with state law.

*Decision of Retention – Fourth Grade*⁹ ¹⁰

Students in the following categories ~~shall show adequate growth in the following ways before being promoted to the fifth grade:~~ may be promoted to fifth grade if they demonstrate adequate growth on the fourth-grade ELA portion of the TCAP test:

1. A student who ~~is~~ was promoted to the fourth grade due to receiving tutoring for the entirety of the fourth-grade school year; and
2. ~~next school year in accordance with state law or because of~~ A student who was promoted to fourth grade due to attending a learning loss bridge camp ~~must maintain~~ while maintaining a ninety percent (90%) attendance rate; and receiving tutoring for the entirety of the ~~next~~ fourth grade school year ~~in accordance with state law shall be required to show adequate growth on the fourth grade ELA portion of TCAP before the student may be promoted to fifth grade.~~

If a student that was promoted to fourth grade under one of the provisions above does not demonstrate adequate growth on the fourth-grade ELA portion of the TCAP test, then the following shall occur:

1. The student’s principal shall convene a conference consisting of the following parties: the student’s parent(s)/legal guardian, the student’s ELA teacher, and the student’s principal.
2. The conference shall review the student’s fourth grade ELA performance to determine if the student should be promoted to fifth grade.
3. At the conclusion of the conference, a majority of the parties shall agree to one of the following:
 - a. The student will be promoted to fifth grade and be assigned a tutor for the entirety of the student’s fifth-grade year; or
 - b. The student will be retained in fourth grade. A student shall not be retained more than once in fourth grade.

*Decision of Retention – Students with Disabilities*¹⁰ ¹¹

Retention and promotion decisions shall be made on a case-by-case basis and in consultation with the student’s IEP and/or 504 team to determine whether the student’s performance on the ELA portion of TCAP was due to the student’s disability. The school district shall not retain a student with a disability or a suspected disability that impacts their ability to read.

APPEALS^{7,11} ^{8,12}

1 When a student is identified for retention, the parent(s)/guardian(s) shall be notified about the decision
 2 to retain the student and provided with information on the right to appeal the decision. Appeals shall be
 3 made to a committee appointed by the principal **within five (5) days**. The student and his/her
 4 parent(s)/guardian(s) shall be provided written or actual notice of the appeal hearing and shall be given
 5 the opportunity to address the committee. The committee shall conduct a hearing **within ten (10) days**
 6 to determine if the student will be promoted and issue such decision **within five (5) days**. Upon
 7 notification of the committee decision, the principal shall send written notification to the Director of
 8 Schools/designee and the parent(s)/guardian(s). The notification shall advise parent(s)/guardian(s) of
 9 their right to appeal such action **within five (5) days** to the Director of Schools/designee.

10 **The appeal shall be heard no later than ten (10) business days after the request for appeal is received. A**
 11 **decision shall be issued within five (5) days.**

12 **Within five (5) business days of the Director of Schools/designee rendering a decision, the student's**
 13 **parent(s)/guardian(s) may request a hearing by the Board, and the Board shall review the record.**
 14 **Following the review, the Board may affirm or overturn the decision of the Director of Schools/designee.**
 15 **The action of the Board shall be final.**

16 For students where retention is required per the additional requirements for students in third and fourth
 17 grade, parent(s)/guardian(s) may appeal this decision **directly to the Department of Education in**
 18 **accordance with state law.¹² in accordance with state law.¹³**

 Legal References

1. [20 USCA § 1400 et seq.; 29 U.S.C. § 794 \(Section 504\); TRR/MS 0520-01-03-.16; TCA 49-6-3115](#)
2. [TRR/MS 0520-01-03-.16\(5\)](#)
3. [TCA 49-1-905\(e\)](#)
4. [TRR/MS 0520-01-03-.16\(4\)](#)
5. [Public Acts of 2024, Chapter No. 829](#)
6. [TRR/MS 0520-01-03-.16\(6\)](#)
7. [TRR/MS 0520-01-03-.16\(6\)\(f\)](#)
8. [TRR/MS 0520-01-03-.16\(6\)\(e\)](#)
9. [TRR/MS 0520-01-03-.16\(6\)\(g\)](#)
10. [TRR/MS 0520-01-03-.16\(7\)](#)
11. [29 U.S.C. § 794 \(Section 504\); 20 USCA § 1400 et seq.; TRR/MS 0520-01-03-.16\(7\)\(e\); Public Acts of 2024, Chapter No. 989](#)
12. [TRR/MS 0520-01-03-.16\(3\); TRR/MS 0520-01-02-.17\(7\); TCA 49-6-3102\(e\)\(1\)](#)
13. [TRR/MS 0520-01-03-.16\(7\)\(f\)](#)

 Cross References

Grading System 4.600
 Reporting Student Progress 4.601
 Attendance 6.200
 Student Assignments 6.205
 Homeless Students 6.503
 Student Records 6.600

Franklin Special Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: <h2 style="margin: 0;">Promotion and Retention</h2>	Descriptor Code: 4.603	Issued Date: 10/17/22
		Rescinds: 4.603	Issued: 10/14/19

1 *General*

2 All promotion and retention decisions shall be made on a case-by-case basis and comply with state and
 3 federal law. All decisions shall be made in consultation with a student’s IEP and/or 504 team, if
 4 applicable.¹

5 Students who have difficulty in achieving the requirements for promotion may be considered for
 6 retention. Schools shall identify these students by February 1st. Factors used to identify students for
 7 retention may include:²

- 8 1. Ability to perform at the current grade level;
- 9
- 10 2. Results of local assessments, screening, or monitoring tools;
- 11
- 12 3. State assessments, as applicable;
- 13
- 14 4. Home Literacy Reports;³
- 15
- 16 5. Overall academic achievement of the student;
- 17
- 18 6. Likelihood of success with more difficult material if promoted to the next grade;
- 19
- 20 7. Attendance record; and
- 21
- 22 8. The student’s maturity.

23 Students may be identified for retention after the February 1st deadline if the delay in identifying a student
 24 is due to:⁴

- 25 1. Date of enrollment;
- 26
- 27 2. Additional information acquired after results of local assessment, screening, or monitoring are
 28 released; or
- 29
- 30 3. Additional limited situations.

31 When a student **is** identified for retention, the student’s parent(s)/guardian(s) shall be notified within
 32 fifteen (15) calendar days, and an individualized promotion plan shall be developed to help the student

1 avoid retention. The plan shall be developed in coordination with the student's teachers, IEP or 504 team,
2 if applicable, and may also include input from the student's parent(s)/guardian(s), school counselor, or
3 other appropriate school personnel.

4 Promotion plans shall incorporate evidence-based strategies, including expectations and measurements
5 that will verify whether a student has made sufficient progress to be promoted to the next grade level,
6 and be tailored to the student's learning needs. Promotion plans for students in third and fourth grade
7 will include additional requirements for promoting students in these grades. A copy of the plan will be
8 provided to the student's parent(s)/guardian(s), and the school shall offer the opportunity for a parent-
9 teacher conference to discuss the plan. If a student is not making progress on the promotion plan, then
10 the strategies shall be modified. Parent(s)/guardian(s) shall be provided with any changes to the
11 promotion plan.

12 A student who demonstrates sufficient academic progress according to his/her promotion plan shall be
13 promoted to the next grade level unless retention is required per additional requirements for students in
14 third and fourth grade.⁶

15 If a student has not demonstrated sufficient academic progress according to his/her promotion plan by
16 the end of the school year, the student shall be eligible to enroll in a summer reading or learning program,
17 if available. Parent(s)/guardian(s) shall be notified of a decision for retention at least ten (10) calendar
18 days prior to the start of the next school year if the student was enrolled in a summer program. However,
19 if the student wasn't enrolled in a summer program, the parent(s)/guardian(s) shall be notified of a
20 decision for retention at least thirty (30) calendar days prior to the start of the next school year.⁷

21 **RETENTION⁶**

22 A student may be retained when such retention is determined to be in the best interest of the student or
23 when retention is required per additional requirements for students in third and fourth grade.

24 *Decision of Retention – General⁸*

25 If a student is retained, the Director of Schools/designee shall develop an individualized academic
26 remediation plan within thirty (30) calendar days after the beginning of the next school year. A copy of
27 the plan shall be provided to the student's parent(s)/guardian(s) within ten (10) calendar days of its
28 development. This plan shall include at least one of the following strategies:

- 29 1. Adjustment to the current instructional strategies or materials;
- 30
- 31 2. Additional instructional time;
- 32
- 33 3. Individual tutoring;
- 34
- 35 4. Modification to the student's classroom assignment to ensure the student receives instruction
- 36 from a teacher with a level of overall effectiveness of above expectations (level 4) or
- 37 significantly above expectations (level 5); or
- 38
- 39 5. Attendance or truancy interventions.

1 A student shall not be retained more than once in any grade. The progress of retained students shall be
2 closely monitored and reported to parent(s)/guardian(s) at least three (3) times during the school year in
3 which the student is retained. The Director of Schools shall develop procedures to ensure appropriate
4 recordkeeping of students who are retained.

5 *Decision of Retention – Third Grade⁹*

6 Third grade students shall not be promoted to the next grade unless they are determined to be proficient
7 (i.e., receive a performance level rating of “on track” or “mastered”) in English language arts (ELA)
8 based on the student’s most recent TCAP test.

9 Students who are not proficient in ELA may still be promoted if the following conditions are met:

- 10 1. A student in third grade receiving a performance level rating of “approaching” on the ELA
11 portion of the student’s most recent TCAP test may be promoted if:
12 a. The student is an English language learner and has received less than two (2) full years
13 of ELA instruction;
14 b. The student was previously retained in grades K-3;
15 c. The student is retested before the next school year and scores proficient in ELA;
16 d. The student attends a learning loss bridge camp before the next school year, maintains a
17 ninety percent (90%) attendance rate, and demonstrates adequate growth on the post-test
18 at the end of the camp; or
19 e. The student receives tutoring for the entirety of the next school year in accordance with
20 state law.
21
- 22 2. A student in third grade receiving a performance level rating of “below” on the ELA portion of
23 the student’s most recent TCAP test may be promoted if:
24 a. The student is an English language learner and has received less than two (2) full years
25 of ELA instruction;
26 b. The student was previously retained in grades K-3;
27 c. The student is retested before the next school year and scores proficient in ELA; or
28 d. The student attends a learning loss bridge camp before the next school year, maintains a
29 ninety percent (90%) attendance rate, and receives tutoring for the entirety of the next
30 school year in accordance with state law.

31 *Decision of Retention – Fourth Grade⁹*

32 Students in the following categories shall show adequate growth in the following ways before being
33 promoted to the fifth grade:

- 34 1. A student who is promoted to the fourth grade due to receiving tutoring for the entirety of the
35 next school year in accordance with state law or because of attending a learning loss bridge camp
36 must maintain a ninety percent (90%) attendance rate; and
37
- 38 2. A student receiving tutoring for the entirety of the next school year in accordance with state law
39 shall be required to show adequate growth on the fourth grade ELA portion of TCAP before the
40 student may be promoted to fifth grade.

1 A student shall not be retained more than once in fourth grade.

2 *Decision of Retention – Students with Disabilities*¹⁰

3 Retention and promotion decisions shall be made on a case-by-case basis and in consultation with the
4 student's IEP and/or 504 team to determine whether the student's performance on the ELA portion of
5 TCAP was due to the student's disability. The school district shall not retain a student with a disability
6 or a suspected disability that impacts their ability to read.

7 **APPEALS**^{7,11}

8 When a student is identified for retention, the parent(s)/guardian(s) shall be notified about the decision
9 to retain the student and provided with information on the right to appeal the decision. Appeals shall be
10 made to a committee appointed by the principal. The student and his/her parent(s)/guardian(s) shall be
11 provided written or actual notice of the appeal hearing and shall be given the opportunity to address the
12 committee. The committee shall conduct a hearing to determine if the student will be promoted and issue
13 such decision. Upon notification of the committee decision, the principal shall send written notification
14 to the Director of Schools/designee and the parent(s)/guardian(s). The notification shall advise
15 parent(s)/guardian(s) of their right to appeal such action to the Director of Schools/designee.

16 For students where retention is required per the additional requirements for students in third and fourth
17 grade, parent(s)/guardian(s) may appeal this decision directly to the Department of Education in
18 accordance with state law.¹²

Legal References

1. 20 USCA § 1400 *et seq.*; 29 U.S.C. § 794 (Section 504); TRR/MS 0520-01-03-.16; TCA 49-6-3115
2. TRR/MS 0520-01-03-.16(5)
3. TCA 49-1-905(e)
4. TRR/MS 0520-01-03-.16(4)
5. TRR/MS 0520-01-03-.16(6)
6. TRR/MS 0520-01-03-.16(6)(f)
7. TRR/MS 0520-01-03-.16(6)(e)
8. TRR/MS 0520-01-03-.16(6)(g)
9. TRR/MS 0520-01-03-.16(7)
10. 29 U.S.C. § 794 (Section 504); 20 USCA § 1400 *et seq.*; TRR/MS 0520-01-03-.16(7)(e)
11. TRR/MS 0520-01-03-.16(3); TRR/MS 0520-01-02-.17(7); TCA 49-6-3102(e)(1)
12. TRR/MS 0520-01-03-.16(7)(f)

Cross References

Grading System 4.600
Reporting Student Progress 4.601
Attendance 6.200
Student Assignments 6.205
Homeless Students 6.503
Student Records 6.600

6.300 CODE OF CONDUCT – 2nd Reading

Public Chapter 882 requires that assaults on school property be immediately reported to local law enforcement and the Director of Schools. TSBA has incorporated the modified language in Tier IV to reflect this requirement.

Additionally, Public Chapter 915 creates a separate category of assault for school discipline purposes (i.e., it is distinct from aggravated assault or assault that results in bodily injury). Based on this change to state law, the list of offenses to clarify this distinct offense have also been incorporated into this policy revision.

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

Franklin Special Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Code of Conduct	Descriptor Code: 6.300	Issued Date: <i>Proposed</i>
		Rescinds: 6.300	Issued: 06/12/23

1 The board delegates to the Director of Schools the responsibility of developing specific codes of conduct
 2 which are appropriate for each level of school. ¹ Codes of conduct for students in pre-kindergarten or
 3 kindergarten shall utilize alternative disciplinary practices such as Regional Intervention Program (RIP)
 4 or appropriate others. Exclusionary discipline shall only be used as a measure of last resort.² The
 5 development of each code shall involve principals and faculty members of each level and shall be based
 6 on evidence-based behaviors supports and interventions.³

7 The following levels of misbehavior and disciplinary procedures and options are standards designed to
 8 protect all members of the educational community in the exercise of their rights and duties and to
 9 maintain a safe learning environment where orderly learning is possible and encouraged.⁴ These
 10 misbehaviors apply to student conduct on school buses, on school property, and while students are on
 11 school sponsored outings. Staff members have the authority to enforce the code of conduct³ and shall
 12 ensure that disciplinary measures are implemented in a manner that:⁵

- 13 1. Balances accountability with an understanding of traumatic behavior;
- 14 2. Teaches school and classroom rules while reinforcing that violent or abusive behavior is not
15 allowed at school;
- 16 3. Minimizes disruptions to education with an emphasis on positive behavioral supports and
17 behavioral intervention plans;
- 18 4. Creates consistent rules and consequences; and
- 19 5. Models respectful, non-violent interactions.

20 In order to ensure that these goals are accomplished, the school district shall utilize the following trauma-
 21 informed discipline practices: restorative practices, RTI²B, multi-tiered system of supports, and behavior
 22 intervention plans. Principals shall use appropriate discipline management techniques when enforcing
 23 the code of conduct.

24 **MISBEHAVIORS: LEVEL I**

25 This level includes minor misbehavior on the part of the student which impedes orderly classroom,
 26 school, playground, or hall procedures or interferes with the orderly operation of the school, but which
 27 can usually be handled by an individual staff member (teacher, para-professional, substitute teacher,
 28 student teacher).

29 *Examples* (not an exclusive listing):

- 30 • School or class tardiness (unexcused/habitual)
- 31 • Unacceptable language

- 1 • Classroom disturbances
- 2 • Lack of classroom materials
- 3 • Cheating and/or lying
- 4 • Non-defiant failure to do assignments or carry out directions
- 5 • Wearing while on the grounds of a public school during the regular school day, clothing
- 6 that exposes underwear or body parts in an indecent manner that disrupts the learning
- 7 environment ⁴
- 8 • Victimization of any student (harassment (sexual, racial, ethnic, religious), bullying,
- 9 cyber-bullying, and/or hazing)

10 *Disciplinary Procedures:*

- 11 • Staff member intervenes immediately.
- 12 • Staff member determines what offense was committed and its severity.
- 13 • Staff member determines who committed the offense and if he/she understands the nature
- 14 of the offense.
- 15 • Staff member employs appropriate disciplinary options.
- 16 • The record of the offense and disciplinary action shall be maintained by staff member.

17 *Disciplinary Options (not an exclusive listing):*

- 18 • Verbal reprimand
- 19 • Parent/guardian conference
- 20 • Detention
- 21 • Special Assignment
- 22 • Restricting activities
- 23 • Assigning work details
- 24 • In-school counseling
- 25 • Withdrawal of privileges
- 26 • Issuance of demerits
- 27 • Strict supervised study
- 28 • In-school suspension
- 29 • Social Story
- 30 • Community referrals
- 31 • Check-in, check-out

32 **MISBEHAVIORS: LEVEL II**

33 This level includes misbehavior whose frequency or seriousness tends to disrupt the learning climate of
 34 the school. These misbehaviors do not represent a direct threat to the health and safety of others but have
 35 educational consequences serious enough to require corrective action on the part of administrator/
 36 designee.

37 *Examples (not an exclusive listing):*

- 38 • Continuation of unmodified Level I behaviors

- 1 • School or class truancy
- 2 • Leaving school without permission
- 3 • Using forged notes, excuses, admit slips, and corridor passes
- 4 • Disruptive classroom behavior
- 5 • Disrespect or insubordination
- 6 • Use of profanity
- 7 • Obscenity
- 8 • Sexual misconduct
- 9 • Intimidation
- 10 • Committing any act of civil wrong or crime
- 11 • Victimization of any student (Harassment (Sexual, Racial, Ethnic, Religious), Bullying,
- 12 Cyber-bullying, and/or Hazing)
- 13 • Use, possession, sale, and/or distribution of tobacco products in any form,
- 14 electronic/battery operated devices, vapor products, and all other associated paraphernalia
- 15 during the regular school day while on school campus or on school-provided
- 16 transportation (includes all student participants in all educational and/or extra-curricular
- 17 functions)

18 *Disciplinary Procedures:*

- 19 • The student is referred to administrator/designee for appropriate disciplinary action.
- 20 • The administrator/designee communicates with the student and teacher.
- 21 • The administrator/designee hears the accusation made by the teacher and allows the
- 22 student the opportunity to explain his/her conduct.
- 23 • The administrator/designee takes appropriate disciplinary action and notifies the teacher
- 24 of the action.
- 25 • The record of offense and disciplinary action shall be maintained by school administrator.

26 *Disciplinary Options (not an exclusive listing):*

- 27 • Parent/guardian conference/notification
- 28 • In-school suspension
- 29 • Notify law enforcement agency and/or file legal charges
- 30 • Modified probation
- 31 • Behavior modification
- 32 • Social probation
- 33 • Peer counseling (restorative practices)
- 34 • Referral to outside agency
- 35 • Detention
- 36 • Suspension from school-sponsored activities or from riding school bus
- 37 • Restricting school related honors
- 38 • Out-of-school suspension (not to exceed ten (10) days)
- 39 • In-School counseling
- 40 • District social worker referral
- 41 • Functional Behavior Assessment (FBA)

- 1 • Behavior Intervention Plan (BIP)

2 **MISBEHAVIORS: LEVEL III**

3 This level acts directly against persons or property but whose consequences do not seriously endanger
4 the health or safety of others in the school.

5 *Examples* (not an exclusive listing):

- 6 • Continuation of unmodified Level I and II behaviors
7 • Fighting (simple)
8 • Vandalism (minor)
9 • Use, possession, sale, distribution, and/or being under the influence of tobacco or
10 alcohol
11 • Use, possession, sale, or distribution of drug paraphernalia
12 • Use, sale, distribution, and/or being under the influence of drugs
13 • Stealing
14 • Threats to others
15 • Victimization of any student (Harassment (Sexual, Racial, Ethnic, Religious), Bullying,
16 Cyber-bullying, and/or Hazing)
17 • Breaking and entering
18 • Committing any act involving a serious civil wrong or crime

19 *Disciplinary Procedures:*

- 20 • The student is referred to the administrator/designee for appropriate disciplinary action.
21 • The administrator/designee communicates with the student and teacher.
22 • The administrator/designee hears the accusation and allows the student the opportunity
23 to explain his/her conduct.
24 • The administrator/designee takes appropriate disciplinary action.
25 • The administrator/designee may refer the incident to the director of schools and make
26 recommendations for consequences.
27 • If the student's program is to be changed, adequate notice shall be given to the student
28 and his/her parent(s)/guardian(s) of the charges against him, his/her right to appear at a
29 hearing, and his/her right to be represented by a person of his/her choosing.
30 • Any change in school assignment is appealable to the board.
31 • The record of offense and disciplinary action shall be maintained by school administrator.

32 *Disciplinary Options* (not an exclusive listing):

- 33 • Parent/guardian conference/notification
34 • Notify law enforcement agency and/or file legal charges
35 • In-school suspension
36 • Out-of-school suspension not to exceed ten (10) days
37 • Detention
38 • Restitution from loss, damage or stolen property

- 1 • In-school counseling
- 2 • Expulsion
- 3 • Functional Behavior Assessment (FBA)
- 4 • Behavior Intervention Plan (BIP)
- 5 • District social worker referral
- 6 • Referral to outside agency

7 **MISBEHAVIORS: LEVEL IV**

8 This level of misbehavior includes acts which result in violence to another's person or property or which
 9 pose a threat to the safety of others in the school. These acts are so serious that they usually require
 10 administrative actions which result in the immediate removal of the student from the school, the
 11 intervention of law enforcement authorities, and/or action by the Board.

12 If a student's action poses a threat to the safety of others in the school, a teacher, principal, school
 13 employee, or school bus driver may use reasonable force when necessary to prevent bodily harm or death
 14 to another person.⁷

15 *Examples (not an exclusive listing):*

- 16 • Unmodified Level I, II and III behaviors
- 17 • Possessing or using a controlled substance or drug paraphernalia on school property or at
 18 any school-related function, unless the substance was obtained as the result of a valid
 19 prescription or doctor's order and being used as prescribed by the individual for whom
 20 prescribed*
- 21 • Use, possession, sale, and/or distribution of drugs and/or alcohol, includes being under
 22 the influence of alcohol or drugs (i.e. any controlled substance, controlled substance
 23 analogue, or legend drug)*
- 24 • Death threat
- 25 • Threat of mass violence on school property or at a school-related activity*
- 26 • Extortion
- 27 • Bomb threat* or false fire alarm
- 28 • Possession/use/transfer of dangerous weapons *
- 29 • **Assault**
- 30 • Assault that results in bodily injury upon any teacher, principal, administrator, any other
 31 employee of the school, or a school resource officer* or anyone who is lawfully on school
 32 property
- 33 • Aggravated assault*
- 34 • Vandalism
- 35 • Theft/possession/sale of stolen property
- 36 • Arson
- 37 • Possession of unauthorized substances (e.g., any controlled substance, controlled
 38 substance analogue, or legend drug)*
- 39 • Use/transfer of unauthorized substances
- 40 • Victimization of any student (harassment (sexual, racial, ethnic, religious), bullying,
 41 cyber-bullying, and/or hazing)

- Electronic threat to cause bodily injury or death to another student or school employee*

* Designates zero tolerance offenses.

Disciplinary Procedures:

- Law enforcement officials and the Director of Schools are immediately contacted, if applicable.⁹
- The administrator/designee confers with appropriate staff members and with the student.
- The administrator/designee hears the accusations and allows the student the opportunity to explain his/her conduct.
- The parent(s)/guardian(s) are notified.
- ~~The incident is reported, and~~ Recommendations are made to the Director of Schools.
- ~~Complete and accurate reports are submitted to the director of schools.~~
- The principal notifies the staff members of the resolution.
- If the student's placement is to be changed, adequate notice of the charges shall be given to the student and his/her parent(s)/guardian(s) and his/her right to appear at a hearing.

Disciplinary Options (not an exclusive listing):

- Expulsion*
- Alternative schools
- Other hearing authority or Board action which results in appropriate placement

* Expulsion/Remand for a period of not less than one (1) calendar year subject to modification by the director of schools on a case-by-case basis.

ADDITIONAL GUIDELINES:

- A student shall not be suspended solely because charges are pending against him/her in juvenile or other court.
- An administrator/designee shall not impose successive short term suspensions that cumulatively exceed ten (10) days for the same offense.⁴
- A teacher or other school official shall not reduce or authorize the reduction of a student's grade because of discipline problems except in deportment or citizenship.
- A student shall not be denied the passing of a course or grade promotion solely on the basis of absences except as provided by board policy.
- A student shall not be denied the passing of a course or grade promotion solely on the basis of failure to:
 - pay any activity fee;
 - pay a library or other school fine; or
 - make restitution for lost or damaged school property.

Legal References

1. [TCA 49-6-4005](#)
2. [TCA 49-6-3024](#)
3. [TCA 49-6-2801](#)
4. [TCA 49-6-4002](#)
5. [TCA 49-6-4109](#)
6. [TCA 49-6-4009](#)
7. [TCA 49-6-2802](#)
8. [TCA 39-16-517; TCA 49-6-3401\(g\); Public Acts of 2024, Chapter No. 882; Public Acts of 2024, Chapter No. 915;](#)
9. [Public Acts of 2024, Chapter No. 882](#)

Cross References

Security 3.205
Traffic and Parking Controls 3.403
Procedural Due Process 6.302
Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation 6.304
Title IX & Sexual Harassment 6.3041
Interference/Disruption of School Activities 6.306
Bus Safety and Conduct 6.308
Zero Tolerance Offenses 6.309
Dress Code 6.310
Corporal Punishment 6.314
Detention 6.315
Suspension 6.316
Safe Relocation of Students 6.4081

Franklin Special Board of Education			
Monitoring: Review: Annually, in April	Descriptor Term: Code of Conduct	Descriptor Code: 6.300	Issued Date: 06/12/23
		Rescinds: 6.300	Issued: 11/18/19

1 The board delegates to the Director of Schools the responsibility of developing specific codes of conduct
 2 which are appropriate for each level of school. ¹ Codes of conduct for students in pre-kindergarten or
 3 kindergarten shall utilize alternative disciplinary practices such as Regional Intervention Program (RIP)
 4 or appropriate others. Exclusionary discipline shall only be used as a measure of last resort.² The
 5 development of each code shall involve principals and faculty members of each level and shall be based
 6 on evidence-based behaviors supports and interventions.³

7 The following levels of misbehavior and disciplinary procedures and options are standards designed to
 8 protect all members of the educational community in the exercise of their rights and duties and to
 9 maintain a safe learning environment where orderly learning is possible and encouraged.⁴ These
 10 misbehaviors apply to student conduct on school buses, on school property, and while students are on
 11 school sponsored outings. Staff members have the authority to enforce the code of conduct³ and shall
 12 ensure that disciplinary measures are implemented in a manner that:⁵

- 13 1. Balances accountability with an understanding of traumatic behavior;
- 14 2. Teaches school and classroom rules while reinforcing that violent or abusive behavior is not
15 allowed at school;
- 16 3. Minimizes disruptions to education with an emphasis on positive behavioral supports and
17 behavioral intervention plans;
- 18 4. Creates consistent rules and consequences; and
- 19 5. Models respectful, non-violent interactions.

20 In order to ensure that these goals are accomplished, the school district shall utilize the following trauma-
 21 informed discipline practices: restorative practices, RTI²B, multi-tiered system of supports, and behavior
 22 intervention plans. Principals shall use appropriate discipline management techniques when enforcing
 23 the code of conduct.

24 **MISBEHAVIORS: LEVEL I**

25 This level includes minor misbehavior on the part of the student which impedes orderly classroom,
 26 school, playground, or hall procedures or interferes with the orderly operation of the school, but which
 27 can usually be handled by an individual staff member (teacher, para-professional, substitute teacher,
 28 student teacher).

29 *Examples* (not an exclusive listing):

- 30 • School or class tardiness (unexcused/habitual)
- 31 • Unacceptable language

- 1 • Classroom disturbances
- 2 • Lack of classroom materials
- 3 • Cheating and/or lying
- 4 • Non-defiant failure to do assignments or carry out directions
- 5 • Wearing while on the grounds of a public school during the regular school day, clothing
- 6 that exposes underwear or body parts in an indecent manner that disrupts the learning
- 7 environment ⁴
- 8 • Victimization of any student (harassment (sexual, racial, ethnic, religious), bullying,
- 9 cyber-bullying, and/or hazing)

10 *Disciplinary Procedures:*

- 11 • Staff member intervenes immediately.
- 12 • Staff member determines what offense was committed and its severity.
- 13 • Staff member determines who committed the offense and if he/she understands the nature
- 14 of the offense.
- 15 • Staff member employs appropriate disciplinary options.
- 16 • The record of the offense and disciplinary action shall be maintained by staff member.

17 *Disciplinary Options (not an exclusive listing):*

- 18 • Verbal reprimand
- 19 • Parent/guardian conference
- 20 • Detention
- 21 • Special Assignment
- 22 • Restricting activities
- 23 • Assigning work details
- 24 • In-school counseling
- 25 • Withdrawal of privileges
- 26 • Issuance of demerits
- 27 • Strict supervised study
- 28 • In-school suspension
- 29 • Social Story
- 30 • Community referrals
- 31 • Check-in, check-out

32 **MISBEHAVIORS: LEVEL II**

33 This level includes misbehavior whose frequency or seriousness tends to disrupt the learning climate of
 34 the school. These misbehaviors do not represent a direct threat to the health and safety of others but have
 35 educational consequences serious enough to require corrective action on the part of administrator/
 36 designee.

37 *Examples (not an exclusive listing):*

- 38 • Continuation of unmodified Level I behaviors

- 1 • School or class truancy
- 2 • Leaving school without permission
- 3 • Using forged notes, excuses, admit slips, and corridor passes
- 4 • Disruptive classroom behavior
- 5 • Disrespect or insubordination
- 6 • Use of profanity
- 7 • Obscenity
- 8 • Sexual misconduct
- 9 • Intimidation
- 10 • Committing any act of civil wrong or crime
- 11 • Victimization of any student (Harassment (Sexual, Racial, Ethnic, Religious), Bullying,
- 12 Cyber-bullying, and/or Hazing)
- 13 • Use, possession, sale, and/or distribution of tobacco products in any form,
- 14 electronic/battery operated devices, vapor products, and all other associated paraphernalia
- 15 during the regular school day while on school campus or on school-provided
- 16 transportation (includes all student participants in all educational and/or extra-curricular
- 17 functions)

18 *Disciplinary Procedures:*

- 19 • The student is referred to administrator/designee for appropriate disciplinary action.
- 20 • The administrator/designee communicates with the student and teacher.
- 21 • The administrator/designee hears the accusation made by the teacher and allows the
- 22 student the opportunity to explain his/her conduct.
- 23 • The administrator/designee takes appropriate disciplinary action and notifies the teacher
- 24 of the action.
- 25 • The record of offense and disciplinary action shall be maintained by school administrator.

26 *Disciplinary Options (not an exclusive listing):*

- 27 • Parent/guardian conference/notification
- 28 • In-school suspension
- 29 • Notify law enforcement agency and/or file legal charges
- 30 • Modified probation
- 31 • Behavior modification
- 32 • Social probation
- 33 • Peer counseling (restorative practices)
- 34 • Referral to outside agency
- 35 • Detention
- 36 • Suspension from school-sponsored activities or from riding school bus
- 37 • Restricting school related honors
- 38 • Out-of-school suspension (not to exceed ten (10) days)
- 39 • In-School counseling
- 40 • District social worker referral
- 41 • Functional Behavior Assessment (FBA)

- 1 • Behavior Intervention Plan (BIP)

2 **MISBEHAVIORS: LEVEL III**

3 This level acts directly against persons or property but whose consequences do not seriously endanger
4 the health or safety of others in the school.

5 *Examples* (not an exclusive listing):

- 6 • Continuation of unmodified Level I and II behaviors
7 • Fighting (simple)
8 • Vandalism (minor)
9 • Use, possession, sale, distribution, and/or being under the influence of tobacco or
10 alcohol
11 • Use, possession, sale, or distribution of drug paraphernalia
12 • Use, sale, distribution, and/or being under the influence of drugs
13 • Stealing
14 • Threats to others
15 • Victimization of any student (Harassment (Sexual, Racial, Ethnic, Religious), Bullying,
16 Cyber-bullying, and/or Hazing)
17 • Breaking and entering
18 • Committing any act involving a serious civil wrong or crime

19 *Disciplinary Procedures:*

- 20 • The student is referred to the administrator/designee for appropriate disciplinary action.
21 • The administrator/designee communicates with the student and teacher.
22 • The administrator/designee hears the accusation and allows the student the opportunity
23 to explain his/her conduct.
24 • The administrator/designee takes appropriate disciplinary action.
25 • The administrator/designee may refer the incident to the director of schools and make
26 recommendations for consequences.
27 • If the student's program is to be changed, adequate notice shall be given to the student
28 and his/her parent(s)/guardian(s) of the charges against him, his/her right to appear at a
29 hearing, and his/her right to be represented by a person of his/her choosing.
30 • Any change in school assignment is appealable to the board.
31 • The record of offense and disciplinary action shall be maintained by school administrator.

32 *Disciplinary Options* (not an exclusive listing):

- 33 • Parent/guardian conference/notification
34 • Notify law enforcement agency and/or file legal charges
35 • In-school suspension
36 • Out-of-school suspension not to exceed ten (10) days
37 • Detention
38 • Restitution from loss, damage or stolen property

- 1 • In-school counseling
- 2 • Expulsion
- 3 • Functional Behavior Assessment (FBA)
- 4 • Behavior Intervention Plan (BIP)
- 5 • District social worker referral
- 6 • Referral to outside agency

7 **MISBEHAVIORS: LEVEL IV**

8 This level of misbehavior includes acts which result in violence to another's person or property or which
 9 pose a threat to the safety of others in the school. These acts are so serious that they usually require
 10 administrative actions which result in the immediate removal of the student from the school, the
 11 intervention of law enforcement authorities, and/or action by the Board.

12 If a student's action poses a threat to the safety of others in the school, a teacher, principal, school
 13 employee, or school bus driver may use reasonable force when necessary to prevent bodily harm or death
 14 to another person.⁷

15 *Examples* (not an exclusive listing):

- 16 • Unmodified Level I, II and III behaviors
- 17 • Possessing or using a controlled substance or drug paraphernalia on school property or at
 18 any school-related function, unless the substance was obtained as the result of a valid
 19 prescription or doctor's order and being used as prescribed by the individual for whom
 20 prescribed*
- 21 • Use, possession, sale, and/or distribution of drugs and/or alcohol, includes being under
 22 the influence of alcohol or drugs (i.e. any controlled substance, controlled substance
 23 analogue, or legend drug)*
- 24 • Death threat
- 25 • Threat of mass violence on school property or at a school-related activity*
- 26 • Extortion
- 27 • Bomb threat* or false fire alarm
- 28 • Possession/use/transfer of dangerous weapons *
- 29 • Assault that results in bodily injury upon any teacher, principal, administrator, any other
 30 employee of the school, or a school resource officer* or anyone who is lawfully on school
 31 property
- 32 • Aggravated assault*
- 33 • Vandalism
- 34 • Theft/possession/sale of stolen property
- 35 • Arson/possession of unauthorized substances *
- 36 • Use/transfer of unauthorized substances
- 37 • Victimization of any student (harassment (sexual, racial, ethnic, religious), bullying,
 38 cyber-bullying, and/or hazing)
- 39 • Electronic threat to cause bodily injury or death to another student or school employee*

40 * Designates zero tolerance offenses.

1 *Disciplinary Procedures:*

- 2 • The administrator/designee confers with appropriate staff members and with the student.
- 3 • The administrator/designee hears the accusations and allows the student the opportunity
- 4 to explain his/her conduct.
- 5 • The parent(s)/guardian(s) are notified.
- 6 • Law enforcement officials are contacted.
- 7 • The incident is reported, and recommendations made to the director of schools.
- 8 • Complete and accurate reports are submitted to the director of schools.
- 9 • The principal notifies the staff members of the resolution.
- 10 • If the student's placement is to be changed, adequate notice of the charges shall be
- 11 given to the student and his/her parent(s)/guardian(s) and his/her right to appear at a
- 12 hearing.

13 *Disciplinary Options (not an exclusive listing):*

- 14 • Expulsion*
- 15 • Alternative schools
- 16 • Other hearing authority or Board action which results in appropriate placement

17 * Expulsion/Remand for a period of not less than one (1) calendar year subject to modification by the

18 director of schools on a case-by-case basis.

19 **ADDITIONAL GUIDELINES:**

- 20 • A student shall not be suspended solely because charges are pending against him/her in
- 21 juvenile or other court.
- 22 • An administrator/designee shall not impose successive short term suspensions that
- 23 cumulatively exceed ten (10) days for the same offense.⁴
- 24 • A teacher or other school official shall not reduce or authorize the reduction of a student's
- 25 grade because of discipline problems except in department or citizenship.
- 26 • A student shall not be denied the passing of a course or grade promotion solely on the basis
- 27 of absences except as provided by board policy.
- 28 • A student shall not be denied the passing of a course or grade promotion solely on the basis
- 29 of failure to:
- 30 o pay any activity fee;
- 31 o pay a library or other school fine; or
- 32 o make restitution for lost or damaged school property.

 Legal References

1. TCA 49-6-4005
2. TCA 49-6-3024
3. TCA 49-6-2801
4. TCA 49-6-4002

 Cross References

Traffic and Parking Controls 3.403
 Procedural Due Process 6.302
 Student Discrimination, Harassment, Bullying,
 Cyber-bullying, and Intimidation 6.304
 Title IX & Sexual Harassment 6.3041

- | | |
|---|--|
| 5. TCA 49-6-4109 | Interference/Disruption of School Activities 6.306 |
| 6. TCA 49-6-4009 | Bus Safety and Conduct 6.308 |
| 7. TCA 49-6-2802 | Zero Tolerance Offenses 6.309 |
| 8. TCA 39-16-517; TCA 49-6-3401(g); Public
Acts of 2023, Chapter No. 299 | Dress Code 6.310
Corporal Punishment 6.314
Detention 6.315
Suspension 6.316
Safe Relocation of Students 6.4081 |

4.213 FAMILY LIFE EDUCATION – *New Policy 2nd Reading*

Several changes to state law impact instruction on family life curriculum. Public Chapter 571 requires that information on internet crimes against children be incorporated in this instruction and that the name of the instructor be reported to the Department of Children's Services. Separately, Public Chapter 795 requires that family life curriculum that covers human growth, human development, or human sexuality, include a video of fetal development. Finally, Public Chapter 970 prohibits instruction on topics related to sexual activity for students in grades K-5.

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

Franklin Special Board of Education			
Monitoring: Review: Annually, in November	Descriptor Term: Family Life Education	Descriptor Code: 4.213	Issued Date: Proposed
		Rescinds:	Issued:

1 *General*

2 A family life education program shall be implemented within the school district in compliance with state
3 law.¹

4 A parent/guardian who chooses not to have a student participate in the family life education program
5 shall submit such request in writing to the principal. A student who is excused from the program shall
6 be assigned alternative health activities and shall not be penalized academically.

7 **FAMILY LIFE INSTRUCTION**

8 The curriculum for the family life education program shall, in a manner that is age-appropriate and
9 factually and medically accurate, include the following:²

- 10 1. Teach the skills needed to make healthy decisions in all aspects of marriage and family life, only
11 in grades 6-8;
- 12
- 13 2. Encourage sexual health by helping students understand how the whole person is affected by
14 sexual activity as well as other risk behaviors, only in grades 6-8;
- 15
- 16 3. Provide information about human reproduction, including conception, birth, and prenatal care,
17 as well as the process of adoption and its benefits;
- 18
- 19 4. Provide information on the family unit and the responsibilities and consequences related to sexual
20 activity, including the challenges of single teen parenting, only in grades 6-8;
- 21
- 22 5. Promote only sexual risk avoidance through abstinence and the positive results of avoiding
23 sexual activity, only in grades 6-8;
- 24
- 25 6. Provide instruction on the detection, intervention, prevention, and treatment of child sexual
26 abuse, including such abuse that may occur in the home, human trafficking in which a victim is
27 the child, and internet crimes against children;
- 28
- 29 7. Provide instruction on the prevention of dating violence;
- 30
- 31 8. Encourage communication between parent(s)/guardian(s) and students;

- 1 9. Only in grades 6-8, address the legal aspects of sexual activity with emphasis on the rights of
2 the student; and
3
- 4 10. Include the presentation of a high-quality, computer-generated animation or high-definition
5 ultrasound of a least three (3) minutes in duration that shows the development of the brain, heart,
6 and other vital organs in early fetal development per state academic standards.³

7 Instruction in topics related to sexual activity are not age-appropriate for students in grades kindergarten
8 through five (K-5) and shall not be taught as part of the family life curriculum. This does not prohibit
9 instruction on detection, intervention, prevention, and treatment of child sexual abuse and human
10 trafficking of children.⁴

11 The family life education program shall be reviewed annually to ensure that the prohibited items of
12 instruction, as provided for in state law,⁵ are not included in the curriculum.

13 **TRAINING ON INSTRUCTION**

14 Personnel providing family life instruction shall receive training prior to presenting such instruction.
15 Personnel shall conduct such instruction with maturity and discretion.

16 **REPORTING²**

17 At the beginning of each school year, the Director of Schools shall provide the contact information to
18 the Department of Children’s Services of each employee or trained professional providing instruction
19 on family life curriculum related to child sex abuse, human trafficking, and internet crimes. The Director
20 shall also report on the curriculum selected by the Board of Education.

Legal References

1. [TCA 49-6-1302](#)
2. [TCA 49-6-1304; Public Acts of 2024, Chapter No. 571](#)
3. [Public Acts of 2024, Chapter No. 795](#)
4. [Public Acts of 2024, Chapter No. 970](#)
5. [TCA 49-6-1304\(b\)](#)

4.214 USE OF ARTIFICIAL INTELLIGENCE PROGRAMS –
New Policy 2nd Reading

Public Chapter 550 requires all Boards to adopt a policy on the use of artificial intelligence for instructional and assignment purposes. TSBA has created a new model policy that covers this topic. As this is an emerging area of technology, TSBA recommends working closely with district staff to ensure implementation aligns with board policy. More updates to this policy may be forthcoming as this area of law and technology develops.

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

Franklin Special Board of Education			
Monitoring: Review: Annually, in November	Descriptor Term: Use of Artificial Intelligence Programs	Descriptor Code: 4.214	Issued Date: Proposed
		Rescinds:	Issued:

1 *General*

2 Artificial Intelligence (AI) programs as defined by state law may be used by staff and students in the
3 district.¹

4 Only approved AI programs may be utilized in student instruction or in completing student work. Staff
5 will submit additional programs for approval via the curricular resource request process.

6 District technology and instructional staff are tasked with overseeing the implementation of AI programs.
7 These staff members will review artificial intelligence programs to ensure compliance with district
8 policies as well as state and federal student data privacy laws and present recommendations to the
9 Director of Schools for approval. Any approved programs shall be accessible to all students with
10 consideration of age-appropriateness.

11 Employees shall not place personally identifiable information, financial information, intellectual
12 property, or other confidential information into an AI system even after the resource is approved.

13 The Director of Schools shall incorporate training programs on AI into professional learning for district
14 staff. This training shall focus on responsible use of AI and best practices for use in school settings and
15 include instruction regarding personally identifiable information and the need to comply with state and
16 federal data privacy laws. Emphasis shall be placed on the importance of securing and properly storing
17 any data that is collected by the district in compliance with state and federal law.

18 **STAFF USE**

19 Staff may use AI in the completion of their own work. This may include, but not be limited to, drafting
20 communications, notes, images, and the development of content for instructional or administrative
21 purposes, as well as analyzing data and information. The following requirements shall be adhered to
22 when using AI in the completion of work:

- 23 1. Employees shall disclose their use of a generative AI tool if failure to do so would:
24 a. Violate the terms of the use of the AI tool;
25 b. Would mislead a supervisor or others as to the nature of the work; or
26 c. Would be inconsistent with the teacher code of ethic;²

- 27
28 2. Employees shall take all reasonable precautions to ensure the security of private student data
29 when utilizing AI programs;
30

- 1 3. Outputs from AI programs shall be verified by reliable sources and reviewed prior to use in
2 order to reduce the risk of errors and inaccuracies; and
3
- 4 4. Outputs shall not be incorporated into proprietary content or works.

5 **STUDENT USE**

6 Students will not use AI programs for instructional purposes at this time due to Federal Privacy
7 restrictions.

8 **ACADEMIC INTEGRITY**

9 Students shall be instructed on responsible use standards including but not limited to the following:

- 10 1. Effective use of generative AI;
11
- 12 2. When it is appropriate to use AI in assignments;
13
- 14 3. How to determine whether AI responses are accurate;
15
- 16 4. Users assume responsibility for incorporating AI content responsibly; and
17
- 18 5. The difference between cheating and seeking support.

19 **NOTICE TO PARENTS**

20 The Director of Schools shall provide notice to parent(s)/guardian(s) about the use of AI programs in the
21 district. An approved list of AI programs can be found on the district website or at this link:
22 [https://docs.google.com/spreadsheets/d/1VbUhfZaIjdJZBWaPiZaQbB8sxNbfZ90b_VgO4F9144/edit](https://docs.google.com/spreadsheets/d/1VbUhfZaIjdJZBWaPiZaQbB8sxNbfZ90b_VgO4F9144/edit?gid=0#gid=0)
23 [?gid=0#gid=0](https://docs.google.com/spreadsheets/d/1VbUhfZaIjdJZBWaPiZaQbB8sxNbfZ90b_VgO4F9144/edit?gid=0#gid=0) .

24 **REPORTING**

25 The Director of Schools shall submit a report to the Board of Education each June on how this policy
26 will be enforced in the upcoming school year. The Board shall approve the report and the Director shall
27 submit it to the Department of Education by July 1st.

Legal References

1. [Public Acts of 2024, Chapter No. 550](#)
2. [TCA 49-5-1001](#)

Cross References

Use of the Internet 4.406

6.4052 OPIOID ANTAGONIST – *New Policy 2nd Reading*

Public Chapter 629 requires that opioid antagonists be stored in accordance with the manufacturer's instructions and states that school district staff may not prohibit individuals from possessing an opioid antagonist on school property or at off-campus school events. TSBA has updated their model policy 6.4052 to reflect these changes.

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

Franklin Special Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Opioid Antagonist	Descriptor Code: 6.4052	Issued Date: Proposed
		Rescinds:	Issued:

1 *General*

2 The school district shall maintain an opioid antagonist at each school in at least two (2) unlocked,
3 secure locations to be administered to any student believed to be having a drug overdose.¹ The opioid
4 antagonist shall be stored in accordance with the manufacturer’s instructions.² School nurses and other
5 school personnel expected to provide emergency care to students shall be trained according to the
6 Tennessee Department of Health guidelines. The school nurse or other trained school personnel may
7 utilize the school’s supply of opioid antagonists to respond to a drug overdose under a standing
8 protocol from a physician.

9 School district staff shall not prohibit a student, employee, or visitor from possessing an opioid
10 antagonist while the person is on school property or attending a school-sponsored activity held at a
11 location that is not school property.²

12 **PARENTAL NOTIFICATION**

13 The school district shall notify the parent(s)/guardian(s) of any student to whom an opioid antagonist
14 has been administered.

15 **PROCEDURES**

16 The Director of Schools shall develop procedures for the maintenance and usage of opioid antagonists
17 as well as procedures regarding record keeping and reporting after any incident.

Legal References

1. [State Board of Education Policy 4.205; TCA 49-50-1604](#)
2. [Public Acts of 2024, Chapter No. 629](#)

FRANKLIN SPECIAL SCHOOL DISTRICT
Investment Report
June 30, 2024

Local Government Investment Pool

Interest Rate for June 5.33%

General Investment Account

Beginning Balance	\$ 17,527,025.45
Interest	72,693.95
Withdrawals	(2,150,000.00)
Deposits	
Total Invested	\$ 15,449,719.40

Debt Service Investment Account

Beginning Balance	\$ 995,599.32
Interest	4,361.54
Withdrawals	
Deposits	
Total Invested	\$ 999,960.86

Capital Projects Investment Account

Beginning Balance	\$ 2.90
Interest	0.01
Withdrawals	-
Deposits	-
Total Invested	\$ 2.91

Construction Investment Account

Beginning Balance	\$ 23,464,999.85
Interest	99,307.75
Withdrawals	(2,197,000.00)
Deposits	
Total Invested	\$ 21,367,307.60

FRANKLIN SPECIAL SCHOOL DISTRICT
Investment Report
June 30, 2024

First Tennessee Bank

General Purpose Checking	
Beginning Balance	\$ 2,760,701.24
Receipts	1,785,194.57
Receipts - Loan from First Horizon (Tax Anticipation)	
Payment of Loan fr Debt Svc.	
Interest	5,327.52
Transfer from LGIP	2,150,000.00
Transfer to LGIP	
Pmt of Tax Anticipation Loan to First Horizon	
RePmt Loan to Debt Svc.	
RePmt of Loan to Capt Svc.	
Disbursements	(5,682,529.00)
Ending Balance	<u>\$ 1,018,694.33</u>
Debt Service Checking	
Beginning Balance	\$ 362,532.89
Receipts	
Receipts - Loan Payment fr Capital	25,000.00
From Capital Reimb	
Interest	1,069.61
Transfer from Investments	
Transfer to Investments	
Loan to Capital	
Disbursements	(900.00)
Ending Balance	<u>\$ 387,702.50</u>
Capital Projects Checking	
Beginning Balance	\$ 190,410.14
Receipts	63,373.70
Interest	594.55
Transf Exp from Capital Svc	
Transfer to Deb Loan payment	(25,000.00)
Reimb to GP-Exp	
Disbursements	(7,450.77)
Ending Balance	<u>\$ 221,927.62</u>
Construction Checking	
Beginning Balance	\$ 496,389.93
Interest	2,671.20
Transfer fr LGIP	2,197,000.00
Transfer to LGIP	
Transf fr GP (Public School Security)	
Transf to Capital for Exp	
Disbursements	(2,301,966.03)
Ending Balance	<u>\$ 394,095.10</u>

Fnd T Acct	Obj	Prj	Loc	Prq	Acct	2024-25	2024-25	2024-25	July 2024-25	2024-25	Uncollected
						Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
141					General Purpose						
141 R 44990	---	---	---	---	Other Local Revenue	500.00	0.00	500.00	0.00	0.00	500.00
141 R 46510	---	---	---	---	TISA	14,374,324.00	0.00	14,374,324.00	0.00	0.00	14,374,324.00
141 R 46511	---	---	---	---	Basic Education Program	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46515	---	---	---	---	Early Childhood Education	307,654.00	0.00	307,654.00	0.00	0.00	307,654.00
141 R 46590	---	---	---	---	Other State Education Funds	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46591	---	---	---	---	Coordinated School Health	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46592	---	---	---	---	Internet Connectivity	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46610	---	---	---	---	Career Ladder	40,000.00	0.00	40,000.00	0.00	0.00	40,000.00
141 R 46612	---	---	---	---	Extended Contracts	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46790	---	---	---	---	Other Vocational	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46850	---	---	---	---	Mixed Drink Tax	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46980	---	---	---	---	Other State Grants	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46981	---	---	---	---	Safe Schools	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46990	---	---	---	---	Other State Revenue	0.00	0.00	0.00	0.00	0.00	0.00
141 R 47143	---	---	---	---	Ed Of Handicap IDEA	0.00	0.00	0.00	0.00	0.00	0.00
141 R 47145	---	---	---	---	IDEA Preschool	0.00	0.00	0.00	0.00	0.00	0.00
141 R 47304	---	---	---	---	Remote Technology Grant	0.00	0.00	0.00	0.00	0.00	0.00
141 R 47590	---	---	---	---	Other Federal Through State	0.00	0.00	0.00	0.00	0.00	0.00
141 R 48130	---	---	---	---	CONTRIBUTIONS	0.00	0.00	0.00	0.00	0.00	0.00
141 R 48990	---	---	---	---	Other-Citizens Group	65,000.00	0.00	65,000.00	0.00	0.00	65,000.00
141 R 49700	---	---	---	---	Insurance Recovery	0.00	0.00	0.00	0.00	0.00	0.00
141 R 49800	---	---	---	---	Transfers In	40,000.00	0.00	40,000.00	0.00	0.00	40,000.00
141 -	---	---	---	---	General Purpose	61,070,462.00	0.00	61,070,462.00	55,012.69	55,012.69	61,015,449.31

Fnd T Acct	Obj	Prj	Loc	Prq	Acct	2024-25	2024-25	July 2024-25	2024-25	Encumbered	Unencumbered
						Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
141					General Purpose						
141 E 11130	---	---	---	---	Cash	0.00	0.00	0.00	0.00	0.00	0.00
141 E 71100	---	---	---	---	Regular Education Program	29,320,136.00	29,320,136.00	645,509.70	645,509.70	375,682.97	28,298,943.33
141 E 71150	---	---	---	---	Alternative Schools	117,000.00	117,000.00	0.00	0.00	0.00	117,000.00
141 E 71200	---	---	---	---	Special Education Program	8,136,791.00	8,136,791.00	56,351.51	56,351.51	341,574.45	7,738,865.04
141 E 71300	---	---	---	---	Vocational Education Program	0.00	0.00	3,439.91	3,439.91	9,205.00	-12,644.91
141 E 72110	---	---	---	---	Attendance	15,700.00	15,700.00	500.00	500.00	0.00	15,200.00
141 E 72120	---	---	---	---	Health Services	855,477.00	855,477.00	6,689.80	6,689.80	4,180.00	844,607.20
141 E 72130	---	---	---	---	Other Student Support	1,524,967.00	1,524,967.00	44,913.84	44,913.84	18,574.87	1,461,478.29
141 E 72210	---	---	---	---	Regular Instruction Program	3,672,432.00	3,672,432.00	86,841.21	86,841.21	6,890.74	3,578,700.05
141 E 72220	---	---	---	---	Special Education Instruction	2,103,890.00	2,103,890.00	41,711.86	41,711.86	77,777.81	1,984,400.33
141 E 72250	---	---	---	---	TECHNOLOGY	1,608,276.00	1,608,276.00	215,608.98	215,608.98	22,750.00	1,369,917.02
141 E 72310	---	---	---	---	Board Of Education Services	1,563,424.00	1,563,424.00	294,096.68	294,096.68	34,595.29	1,234,732.03
141 E 72320	---	---	---	---	Director of Schools	586,833.00	586,833.00	29,050.05	29,050.05	18,552.24	539,230.71
141 E 72410	---	---	---	---	Office Of The Principal	4,153,841.00	4,153,841.00	164,630.66	164,630.66	62,987.04	3,926,223.30
141 E 72510	---	---	---	---	Fiscal Services	901,838.00	901,838.00	37,336.59	37,336.59	500.00	864,001.41
141 E 72520	---	---	---	---	Human Resources	438,303.00	438,303.00	15,706.71	15,706.71	11,807.54	410,788.75
141 E 72610	---	---	---	---	Operation Of Plant	4,400,859.00	4,400,859.00	520,021.32	520,021.32	201,644.24	3,679,193.44
141 E 72620	---	---	---	---	Maintenance Of Plant	917,300.00	917,300.00	53,084.66	53,084.66	61,140.54	803,074.80
141 E 72710	---	---	---	---	Transportation	2,936,372.00	2,936,372.00	147,680.53	147,680.53	90,685.02	2,698,006.45
141 E 72810	---	---	---	---	Central And Other	367,802.00	367,802.00	13,654.73	13,654.73	14,866.09	339,281.18
141 E 73100	---	---	---	---	Food Supplies	0.00	0.00	0.00	0.00	0.00	0.00
141 E 73300	---	---	---	---	Community Service	187,682.00	187,682.00	3,165.63	3,165.63	3,044.48	181,471.89
141 E 73400	---	---	---	---	Early Childhood Education	671,558.00	671,558.00	6,156.77	6,156.77	0.00	665,401.23
141 E 81300	---	---	---	---	Education Debt Service	0.00	0.00	0.00	0.00	0.00	0.00
141 E 82130	---	---	---	---	Principal	18,688.00	18,688.00	18,688.00	18,688.00	0.00	0.00
141 E 82230	---	---	---	---	Interest	8,014.00	8,014.00	14.00	14.00	0.00	8,000.00
141 E 82330	---	---	---	---	Other Debt Service	0.00	0.00	0.00	0.00	0.00	0.00
141 -	---	---	---	---	General Purpose	64,507,183.00	64,507,183.00	2,404,853.14	2,404,853.14	1,356,458.32	60,745,871.54

Fnd T Acct	Obj	Pri	Loc	Prq	Acct	2024-25	2024-25	2024-25	July 2024-25	2024-25	Uncollected
						Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
142					Federal Programs						
142 R 47141	---	---	---	---	Title I Part A	334,249.00	0.00	334,249.00	0.00	0.00	334,249.00
142 R 47143	---	---	---	---	Ed Of Handicap IDEA	897,771.00	0.00	897,771.00	0.00	0.00	897,771.00
142 R 47145	---	---	---	---	IDEA Preschool	26,958.00	0.00	26,958.00	0.00	0.00	26,958.00
142 R 47146	---	---	---	---	Title III Part A	46,462.00	0.00	46,462.00	0.00	0.00	46,462.00
142 R 47147	---	---	---	---	Title IV	26,879.00	0.00	26,879.00	0.00	0.00	26,879.00
142 R 47149	---	---	---	---	Title IX McKinney-Vento	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47189	---	---	---	---	Title II Part A	82,409.00	0.00	82,409.00	0.00	0.00	82,409.00
142 R 47301	---	---	---	---	ESSER Grant	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47303	---	---	---	---	LEA Reopening Grant	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47306	---	---	---	---	Emergency Loss of Income Grant	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47307	---	---	---	---	ESSER 2.0	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47309	---	---	---	---	Literacy Training Teacher Stip	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47311	---	---	---	---	First To The Top	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47401	---	---	---	---	ESSER 3.0	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47402	---	---	---	---	ARP IDEA Part B	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47403	---	---	---	---	ARP IDEA Preschool	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47404	---	---	---	---	ARP Homeless 2.0	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47590	---	---	---	---	Other Federal Through State	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47990	---	---	---	---	Other Direct Federal Revenue	0.00	0.00	0.00	0.00	0.00	0.00
142 R 49800	---	---	---	---	Transfers In	0.00	0.00	0.00	0.00	0.00	0.00
142 -	---	---	---	---	Federal Programs	1,414,728.00	0.00	1,414,728.00	0.00	0.00	1,414,728.00

Fnd T Acct	Obj Prj Loc	Prq Acct	2024-25	2024-25	July 2024-25	2024-25	Encumbered	Unencumbered	
			Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance	
142			Federal Programs						
142 E 71100	---	---	223,144.00	223,144.00	-1,706.06	-1,706.06	29,591.88	195,258.18	
142 E 71200	---	---	859,294.00	859,294.00	21,088.29	21,088.29	0.00	838,205.71	
142 E 72110	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
142 E 72120	---	---	25,000.00	25,000.00	2,049.60	2,049.60	22,950.36	0.04	
142 E 72130	---	---	7,867.00	7,867.00	748.80	748.80	588.44	6,529.76	
142 E 72210	---	---	225,964.00	225,964.00	4,913.86	4,913.86	52,625.65	168,424.49	
142 E 72220	---	---	0.00	0.00	-2.04	-2.04	0.00	2.04	
142 E 72250	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
142 E 72320	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
142 E 72410	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
142 E 72510	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
142 E 72520	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
142 E 72610	---	---	608.00	608.00	0.00	0.00	0.00	608.00	
142 E 72620	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
142 E 72710	---	---	17,415.00	17,415.00	0.00	0.00	0.00	17,415.00	
142 E 73100	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
142 E 73300	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
142 E 73400	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
142 E 76100	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
142 E 99100	---	---	55,436.00	55,436.00	0.00	0.00	0.00	55,436.00	
142 -	---	---	1,414,728.00	1,414,728.00	27,092.45	27,092.45	105,756.33	1,281,879.22	

Fnd T Acct	Obj Prj Loc	Prq Acct	2024-25	2024-25	2024-25	July 2024-25	2024-25	Uncollected
			Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
143		Food Service						
143 R 43521	---	---	653,625.00	0.00	653,625.00	0.00	0.00	653,625.00
143 R 43522	---	---	60,000.00	0.00	60,000.00	4.25	4.25	59,995.75
143 R 43523	---	---	121,500.00	0.00	121,500.00	2.50	2.50	121,497.50
143 R 43525	---	---	185,000.00	0.00	185,000.00	0.00	0.00	185,000.00
143 R 43546	---	---	40,000.00	0.00	40,000.00	0.00	0.00	40,000.00
143 R 43990	---	---	75,000.00	0.00	75,000.00	102.84	102.84	74,897.16
143 R 44530	---	---	300.00	0.00	300.00	0.00	0.00	300.00
143 R 44560	---	---	0.00	0.00	0.00	0.00	0.00	0.00
143 R 44570	---	---	0.00	0.00	0.00	0.00	0.00	0.00
143 R 44990	---	---	0.00	0.00	0.00	0.00	0.00	0.00
143 R 46520	---	---	16,473.00	0.00	16,473.00	0.00	0.00	16,473.00
143 R 46980	---	---	0.00	0.00	0.00	0.00	0.00	0.00
143 R 47111	---	---	986,125.00	0.00	986,125.00	6,703.16	6,703.16	979,421.84
143 R 47112	---	---	164,868.00	0.00	164,868.00	0.00	0.00	164,868.00
143 R 47113	---	---	306,349.00	0.00	306,349.00	2,902.48	2,902.48	303,446.52
143 R 47114	---	---	140,000.00	0.00	140,000.00	0.00	0.00	140,000.00
143 R 47115	---	---	0.00	0.00	0.00	0.00	0.00	0.00
143 R 47590	---	---	0.00	0.00	0.00	0.00	0.00	0.00
143 -	---	---	2,749,240.00	0.00	2,749,240.00	9,715.23	9,715.23	2,739,524.77

Fnd T Acct	Obj	Prj	Loc	Prq	Acct	2024-25	2024-25	July 2024-25	2024-25	Encumbered	Unencumbered
						Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
143					Food Service						
143 E 73100	---	---	-----	---	Food Supplies	2,791,184.00	2,791,184.00	42,394.34	42,394.34	1,051,777.37	1,697,012.29
143 E 73300	---	---	-----	---	Community Service	0.00	0.00	0.00	0.00	0.00	0.00
143 -	-----	---	-----	---	Food Service	2,791,184.00	2,791,184.00	42,394.34	42,394.34	1,051,777.37	1,697,012.29

Fnd T Acct	Obj	Pri	Loc	Prq	Acct	2024-25	2024-25	2024-25	July 2024-25	2024-25	Uncollected
						Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
146					Community Service (MAC)						
146 R 43581	---	---	---	---	Community Services Fees	1,626,907.00	0.00	1,626,907.00	51,168.87	51,168.87	1,575,738.13
146 R 43584	---	---	---	---	Registration Fees-School Year	29,615.00	0.00	29,615.00	9,465.00	9,465.00	20,150.00
146 R 43585	---	---	---	---	Registration Fees-Summer	12,125.00	0.00	12,125.00	0.00	0.00	12,125.00
146 R 43990	---	---	---	---	Other Charges For Services	300.00	0.00	300.00	0.00	0.00	300.00
146 R 44120	---	---	---	---	Lease/Rentals	0.00	0.00	0.00	0.00	0.00	0.00
146 R 44170	---	---	---	---	Miscellaneous Refunds	47,000.00	0.00	47,000.00	0.00	0.00	47,000.00
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	80,000.00	0.00	80,000.00	0.00	0.00	80,000.00
146 R 47590	---	---	---	---	Other Federal Through State	0.00	0.00	0.00	0.00	0.00	0.00
146 -	---	---	---	---	Community Service (MAC)	1,795,947.00	0.00	1,795,947.00	60,633.87	60,633.87	1,735,313.13

Fnd	T	Acct	Obj	Prj	Loc	Prq	Acct	2024-25	2024-25	July 2024-25	2024-25	Encumbered	Unencumbered
								Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
146							Community Service (MAC)						
146	E	73300	---	---	---	---	Community Service	1,788,487.00	1,788,487.00	68,201.17	68,201.17	13,064.20	1,707,221.63
146	E	99100	---	---	---	---	Operating Transfer	0.00	0.00	0.00	0.00	0.00	0.00
146	-	---	---	---	---	---	Community Service (MAC)	1,788,487.00	1,788,487.00	68,201.17	68,201.17	13,064.20	1,707,221.63

Fnd T Acct	Obj	Prj	Loc	Prq	Acct	2024-25	2024-25	2024-25	July 2024-25	2024-25	Uncollected
						Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
156					Debt Service						
156 R 40610	---	---	-----	---	Current Year Property Tax	7,861,082.00	0.00	7,861,082.00	0.00	0.00	7,861,082.00
156 R 40620	---	---	-----	---	Prior Year Property Tax	45,000.00	0.00	45,000.00	0.00	0.00	45,000.00
156 R 40630	---	---	-----	---	Interest & Penalty	10,500.00	0.00	10,500.00	0.00	0.00	10,500.00
156 R 40640	---	---	-----	---	Pick-Up Taxes	25,000.00	0.00	25,000.00	0.00	0.00	25,000.00
156 R 44110	---	---	-----	---	Interest Earned	50,000.00	0.00	50,000.00	1,291.05	1,291.05	48,708.95
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	7,991,582.00	0.00	7,991,582.00	1,291.05	1,291.05	7,990,290.95

Fnd T Acct	Obj Prj Loc	Prq Acct	2024-25	2024-25	July 2024-25	2024-25	Encumbered	Unencumbered
			Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
156		Debt Service						
156 E 72310	---	Board Of Education Services	158,476.00	158,476.00	0.00	0.00	0.00	158,476.00
156 E 82130	---	Principal	3,650,000.00	3,650,000.00	0.00	0.00	0.00	3,650,000.00
156 E 82230	---	Interest	4,545,228.00	4,545,228.00	0.00	0.00	0.00	4,545,228.00
156 E 82330	---	Other Debt Service	1,500.00	1,500.00	0.00	0.00	0.00	1,500.00
156 -	---	Debt Service	8,355,204.00	8,355,204.00	0.00	0.00	0.00	8,355,204.00

Fnd T Acct	Obj Prj Loc	Prq Acct	2024-25	2024-25	2024-25	July 2024-25	2024-25	Uncollected	
			Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance	
177			Capital Projects						
177 R 40210	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
177 R 40390	---	---	600,000.00	0.00	600,000.00	0.00	0.00	600,000.00	
177 R 44110	---	---	401,500.00	0.00	401,500.00	3,134.51	3,134.51	398,365.49	
177 R 44530	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
177 R 44540	---	---	8,000,000.00	0.00	8,000,000.00	0.00	0.00	8,000,000.00	
177 R 44570	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
177 R 44990	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
177 R 46530	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
177 R 48130	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
177 R 49100	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
177 -	---	---	9,001,500.00	0.00	9,001,500.00	3,134.51	3,134.51	8,998,365.49	

Fnd T Acct	Obj	Prj	Loc	Prg	Acct	2024-25	2024-25	July 2024-25	2024-25	Encumbered	Unencumbered
						Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
177					Capital Projects						
177 E 81300	---	---	-----	---	Education Debt Service	0.00	0.00	0.00	0.00	0.00	0.00
177 E 82130	---	---	-----	---	Principal	0.00	0.00	0.00	0.00	0.00	0.00
177 E 82230	---	---	-----	---	Interest	0.00	0.00	0.00	0.00	0.00	0.00
177 E 82330	---	---	-----	---	Other Debt Service	0.00	0.00	0.00	0.00	0.00	0.00
177 E 91300	---	---	-----	---	Education Capital Projects	16,404,062.00	16,404,062.00	1,882,925.26	1,882,925.26	6,636,865.19	7,884,271.55
177 E 99100	---	---	-----	---	Operating Transfer	0.00	0.00	0.00	0.00	0.00	0.00
177 -	-----	---	-----	---	Capital Projects	16,404,062.00	16,404,062.00	1,882,925.26	1,882,925.26	6,636,865.19	7,884,271.55

End T Acct	Obj	Prj	Loc	Prq	Acct	2024-25	2024-25	2024-25	July 2024-25	2024-25	Uncollected
						Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
Grand Revenue Totals						84,023,459.00	0.00	84,023,459.00	129,787.35	129,787.35	83,893,671.65

Number of Accounts: 381

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

<u>Fnd T Acct</u>	<u>Obj</u>	<u>Prj</u>	<u>Loc</u>	<u>Prq</u>	<u>Acct</u>	<u>2024-25</u> <u>Original Budget</u>	<u>2024-25</u> <u>Revised Budget</u>	<u>July 2024-25</u> <u>Monthly Activity</u>	<u>2024-25</u> <u>FYTD Activity</u>	<u>Encumbered</u> <u>Amount</u>	<u>Unencumbered</u> <u>Balance</u>
Grand Expense Totals						95,260,848.00	95,260,848.00	4,425,466.36	4,425,466.36	9,163,921.41	81,671,460.23

Number of Accounts: 4880

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

FRANKLIN SPECIAL SCHOOL DISTRICT
Comparison of Sales Tax Revenue
FY 2023-2024 to FY 2024-2025

Received During	For the Month of	Actual Sales Tax Revenue				Increase (Decrease) FY24-25 from FY23-24		% Chg FY22-23 compared to FY21-22	% Chg FY23-24 compared to FY22-23	% Chg FY24-25 compared to FY23-24	% Chg FY24-25 compared to FY23-24
		FY21-22	FY22-23	FY23-24	FY24-25	Month-to-Month	Year-to-Date	Month-to-Month	Month-to-Month	Month-to-Month	Year-to-Date
Aug	May	\$ 596,966	\$ 630,152	\$ 673,793	\$ 684,759	\$ 10,966	\$ 10,966	5.6%	6.9%	1.6%	1.6%
Sep	June	620,365	620,525	672,365	-						
Oct	July	619,147	605,780	652,325	-						
Nov	Aug	606,729	586,419	638,368	-						
Dec	Sept	637,185	597,545	645,418	-						
Jan	Oct	634,248	584,861	654,065	-						
Feb	Nov	674,124	616,549	692,106	-						
Mar	Dec	829,679	753,642	852,757	-						
Apr	Jan	581,999	583,357	601,380	-						
ADA Adjustment		(763,167)	287,134	(107,591)	-						
May	Feb	580,125	536,943	592,528	-						
June	March	598,238	649,595	646,884	-						
July	April	603,419	632,614	665,765	-						
Total YTD		\$ 6,819,057	\$ 7,685,116	\$ 7,880,163	\$ 684,759	\$ 10,966					
FY 2024-2025 Budgeted Total					\$ 7,900,000						
Actual Over (Under) Budget					\$ (7,215,241)						
% of Budget Received YTD					8.7%						
ADA Adjustment (Sales Tax)											
19-20	-67,495										
20-21	-306,074										
21-22	-763,167										
22-23	287,134										
23-24	-107,591										