

**Board of Education Regular Meeting**

**February 10, 2025 6:30 PM**

FSSD Central Office, 507 New Highway 96 W, Franklin, TN 37064

- I. **MEETING CALLED TO ORDER**
- II. **PLEDGE OF ALLEGIANCE**
- III. **RECOGNITIONS/GOOD NEWS AWARDS**
- IV. **PUBLIC INPUT**
- V. **REPORTS/PRESENTATIONS/DISCUSSIONS**
  - V.1. Teaching & Learning Spotlight
  - V.2. Finance & Administration Report
  - V.3. TSBA Legislative and Legal Institute
  - V.4. Comments from Board Members Regarding their Experience at Schools for Board Appreciation Week
- VI. **APPROVAL OF BOARD AGENDA**
- VII. **APPROVAL OF CONSENT AGENDA**
  - VII.1. Minutes of Board Meeting dated January 10, 2025
  - VII.2. Budget Amendments
- VIII. **BUSINESS BEFORE THE BOARD**
  - VIII.1. Teachers Recommended for Tenure
  - VIII.2. Surplus Property Authorization: 507 New Highway 96 West Building and Lot; Publishing of required notices and Authorization of the Real Estate Committee to negotiate a contract with brokers for the sale of the 507 New Highway 96 property
  - VIII.3. 2025-2026 Tuition Rates
  - VIII.4. Director of Schools Performance Review Scoring
  - VIII.5. Policy Revision: Enrollment in Advanced Courses (4.205) - *2nd Reading*
  - VIII.6. Policy Revision: Promotion and Retention (4.603) - *2nd Reading*
  - VIII.7. Policy Revision: Background Investigations (5.1061) - *1st 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

Silas Hiatt, age 6 • Franklin Elementary School



Franklin Special District Artist of the Month for February is kindergartner Silas Hiatt. Silas created this colorful masterpiece in Jennifer Alvarado's art class at Franklin Elementary School. In class, students learned about Vincent Van Gogh and studied his famous *Starry Night* painting. They created their own starry night inspired paintings by using small brushstrokes to create movement in the nighttime sky. They also learned about symmetry by using oil pastels to draw and decorate butterflies with a watercolor finish to create a resist. The butterflies were cut out and added to the paintings and, we all agree, the finished product is simply dazzling!

Silas's artwork, along with the work of several other Franklin Elementary artists, is on display at the Central Office. Thank you to Chuck Sugg of Sonic Drive-In, for his support of the Student Artist of the Month program, helping us to recognize and celebrate FSD students' artistic talents with a generous Sonic gift card.

# Franklin Special Board of Education

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

## 1 APPEALS TO THE BOARD

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

## 7 APPEARING BEFORE THE BOARD

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

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

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

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

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

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### Legal References

1. TCA 39-17-306

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### Cross References

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

# fsd★ Teaching and Learning

Students First ★ Excellence Always ★ No Exceptions

Date: February 1, 2025

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 February Board Meeting



## **Spotlight:** **ParentSquare**

Thanks to thoughtfully targeted and skillful efforts by several district administrators and staff, and the support of all FSD stakeholders, the ParentSquare (PS) communication platform was successfully launched in August 2024. An overview of PS from the company's PS website states "ParentSquare is a safe and secure platform for all school-to-home communication. The multi-language, two-way group messaging, private conversations, district-wide alerts and notices, school websites and simple user interface keeps everyone connected, creating a vibrant school community. In today's ed-tech world, schools need a better communication system than relying on hard-to-track emails, lost flyers, missed robocalls, website updates that are never read, or piggybacking on SIS or LMS tools meant for student communication. ParentSquare brings the power of ed-tech revolution to parents. It reverses the trend for disparate, one-way communication that keeps parents as 'spectators' to their child's education."

In keeping with Franklin Special's customary quest for continuous improvement, last school year the Teaching and Learning team realized that a more modern and capable resource to facilitate the excellent communication district families and employees have come to expect was needed. Technology Supervisor Drew Bingham and Database Manager Robb Walters ensured the integration of PS to our existing technology infrastructure was seamless. Safety and Attendance Supervisor Celby Glass and Attendance Coordinator Nichole Johnson prepared and continue to manage the attendance components, including calls to parents.

School administrator, district staff, and teacher PS trainings were held in June and July 2024. Then, in the fall of that year, expanded PS professional learning for teachers, PTO presidents, school nurses, guidance counselors, and other school stakeholders/communicators was provided. The instructional technology specialists also briefed each school's building level technology leaders on the components of PS. Shelly Robinson and Amber Whitley, after having thoroughly vetted and researched PS, facilitated three summer teacher-focused sessions to over 75 teachers and staff members, and they furnish ongoing support and troubleshooting of PS. Participants learned how to use PS to communicate with parents via direct messages, the posting of announcements,

newsletters, sending direct messages, adding events to a calendar, sharing photos and videos of students, and more. The purpose of PS implementation was to funnel all communication through it, so families do not have to manage various communication platforms to be fully informed about their child's school experience. During the summer of 2024, parents were notified about the change to PS and were asked to activate their PS accounts. They receive PS emails automatically, but the activation step allows them to change their contact information if they wish and to use additional features, such as how and when they receive messages from school.

Communications Specialist Susannah Gentry was also instrumental in the smooth introduction of PS. She spearheaded the practice of creating groups that may be voluntarily joined by parents to receive PTO-related information directly from the PTO presidents. This is a new benefit that was not available with previous communication platforms. Further, Ms. Gentry and Mrs. Whitley collaborated to send parent/guardian invitations to school events and helped teachers develop and send welcome messages to their students' families at the beginning of the school year.

We are pleased to share that the reception of PS has been quite positive. Nevertheless, we will continue to fine-tune its implementation, as we do with all the digital platforms we utilize. PS is an integral part of Goal 3 of the aspire 2029 Strategic Plan (Community Presence/Communication), specifically, Strategy 2: Provide online digital opportunities for students and families to inform, highlight, and engage the community with a structured communications platform. As such, the Board will continually be furnished with updates as to the impact of PS on effective connections with families with the goal of increasing student learning and belonging.



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

### **Lead Like Lasso: Science-Based Leadership Skills from America's Favorite Coach PART TWO** **Professional Learning – Dr. Joelle Hood, Thriving YOUiversity**

- Dr. Carlton organized and participated in a one-day FSD Leadership Team professional learning opportunity on January 14 about science-based leadership skills. This training was facilitated by Dr. Joelle Hood of Thriving YOUiversity.
- The day focused on the below:  
“Lead Like Lasso is a dynamic and engaging professional learning session that draws inspiration from the popular TV show Ted Lasso and its beloved protagonist of the same name. In this transformative session, participants will explore science-based insights that can elevate their leadership abilities. Inspired by the empathetic, optimistic, and authentic qualities of Ted Lasso, attendees will learn practical strategies to become exceptional leaders who inspire and motivate their teams. Through interactive activities, neuroscience research, and discussions, participants will better understand the human mind and how to leverage it for effective leadership.”

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

- In collaboration with Dr. Looney, Dr. Carlton facilitated a math and literacy coaches meeting. This meeting agenda led with a spotlight on an elementary school with the coaches discussing their efforts around increasing math and reading fluency. The remainder of the meeting focused on needed supports, professional learning, and updating the essential standard documents based on teacher feedback. The reading and math coaching groups also spent time separated to discuss content-specific questions and needs. This was a valuable time for the coaches to collaborate and share ideas, successes, and challenges.

### **TDOE TASL Recertification Academy for Supervisors**

- Dr. Carlton participated and completed her TDOE required TASL Recertification Academy for Supervisors training. The training consisted of five online modules and task-based in-person experiences such as classroom observations and reflection. The completion of this training was in accordance with T.C.A 49-5-5703 that requires all TASL-mandated administrators to complete an academy once every five years to support instructional leadership development.

### **Trust and Inspire**

- Dr. Carlton facilitated professional learning for the December leadership team meeting focused on the book study of *Trust & Inspire* by Stephen M. R. Covey. The time was spent on chapter 13 which discusses barrier #4: “I am the smartest one in the room.” The session focused on how a Trust & Inspire leader is a multiplier and recognizes that they need the strengths of those around them.

### **Communications – Susannah Gentry** **FSD Branding and Awareness Opportunities**



- A sign in the leadership center vestibule at the new central office is being placed this month with the new logo to be visible when people enter the center for meetings.
- New logos for the PAC, Young Scholars Institute, and MAC are complete and have been used in some preliminary marketing.
- Uniform and consistent department-level branding is in draft form. Once approved, this branding will be used to identify all official vehicles belonging to FSD facilities/maintenance, transportation (excluding buses), and food and culinary services departments. Quotes are in the process of being gathered.
- A new branded information kiosk with a tablet directing visitors at the Performing Arts Center to more information about the FSD is in place in the PAC lobby. This enables those who might want to inquire about the district or schools to request information or to book a tour.
- Principals are working through a guided process of reflection regarding their school logos to ensure the logos reflect the school in a highly professional way while also ensuring brand consistency with the district.

### **Recruitment**

- Communications is working with the HR Department to refresh the Careers webpage and to create a new HR page, where employees can find everything related to their employment in one place. The March 29 FSD Recruitment Fair is being promoted on FSD social media,

communicated via email to all employees, and has been placed on the Williamson Inc calendar.

- HR and Communications are working with the *USA Today Top Places* guide to receive designation as a Top Workplace in the education category. We are also working to renew our Best Place for Working Parents designation.

### **Special Recognitions**

- **CO Complex Ribbon-Cutting:** Mrs. Gentry worked closely with Nabholz to create a momentous ribbon-cutting on February 6 with elected officials, the Williamson County Chamber leaders, city and county officials, and community partners invited to attend. The event included a ceremony, refreshments provided by WOLD AE, a Q&A session, and guided tours of both FSD buildings.
- **Aerospace Demonstration Day:** A special day is being planned in February to showcase the middle school aerospace program, a \$1 million Tennessee Department of Education Innovative Schools Model grant-funded offering. Both middle school classes will be featured, with special activities planned for demonstration.
- **Special Olympics Unified Champion District Designation:** All FSD schools were granted Unified Champion status by Special Olympics, signaling the schools' concerted inclusion practices and related activities. This achievement qualifies the FSD as a Unified Champion District. A joint press release is in progress.



### **Attendance – Celby Glass**

#### **Attendance Items**

- There is a new attendance secretary at Freedom Intermediate School and at Freedom Middle School.
- Nichole Johnson, Robb Walters, and Celby worked with the schools' administrators on training for the new attendance secretaries. This professional learning will consist of the following;
  - The new hires will meet with Dr. Kirkpatrick, Dr. Wiemers, Christine Saavedra, Robb Walters, Celby Glass, and Nichole Johnson. These meetings are essential due to multiple overlapping attendance tasks.
  - Celby has assigned current attendance secretaries as mentors to the newly placed attendance secretaries.
  - Dates and times were determined for the new attendance secretaries to attend training with Skyward representatives.
- Nichole will create an FSD attendance secretary manual containing key knowledge including, but not limited to, state laws regarding school attendance, processes and procedures in Skyward, and attendance tasks particular to the FSD. Other district personnel will provide input based on how their specific job intersects with the attendance secretary's role.

#### **Safety Items**

- During the two January inclement weather days, Celby spoke regularly with Williamson County Emergency Management. Celby also participated in the Zoom calls with Dr. Snowden, Dr. Esslinger, and WCS to discuss school closure and weather updates, and she reached out to the Perry Weather (the weather reporting tool for FSD and WCS) meteorologist to gather accurate weather reports for Williamson County.

- The new threat assessment form that administrators complete in Skyward is a tremendous improvement from the previous paper form. Celby can now run a Skyward report that delineates number of threats, types of threats, and levels of threats in real-time. Celby is required to provide these data to the TDOE on a quarterly basis.
- Celby was asked by Sheriff Hughes to participate in the interview panel to hire two new lieutenants for the SRO division for the WCSO.
- Celby is working with Robb Walters to gather data for the Civil Rights Data Collection report.
- Drew Bingham and Celby continue to reconfigure the school vestibules. The phones will be removed from the wall and replaced with doorbell cameras with speakers/audio. Large computer monitors will be placed on the desk(s) of front office staff, and office staff will be able to speak to the potential visitors in the vestibule through the monitor speaker. Most importantly, the new computer monitor will provide much greater visibility of the visitor for front office staff to visually assess the guest prior to buzzing him/her into the front office.

## ***Student Support Services – Lee Kirkpatrick***

### **Early Childhood Education**

- The voluntary pre-K (VPK) application process for the 2025-2026 school year will start with K-8 FSD district registration beginning March 3. We are creating a universal preschool application for all families who have children ages 3-5. Updated links to the English and Spanish applications will be located here on the FSD website under Parent Information - Early Learning [www.fssd.org/departments/teaching-learning/early-learning](http://www.fssd.org/departments/teaching-learning/early-learning)



- The Office of Student Support Services will mail the required TDOE income-qualifying portion of the application to all families who complete an online application during the week of May 19-23. FSD families with a child born on or between August 16, 2020 and August 15, 2021 are eligible to apply. We are also accepting applications for children who miss the age cutoff and have a birthday between August 15 and October 15. TDOE does allow LEAs to serve income-qualifying three-year olds who are toilet trained and ready to function somewhat independently under the close supervision of a VPK teacher and paraprofessional. Approximately 80 student seats will be open to families who meet Tennessee income qualifications.
- The Tennessee Voluntary Pre-K Grant Application was submitted on January 31. Districts should receive notice from TDOE regarding program funding by early April. This process has been moved up in the school year to allow districts more time to plan, recruit families, and work within the budget planning process followed by all LEAs.

### **English Language Learners**

- Building testing coordinators and EL teachers prepared for the ELPA21 (English Language Proficiency Assessment for the 21st Century) that is being conducted during the testing window that began February 3 and will conclude on March 28. Tennessee transitioned from the WIDA English Language Proficiency Assessment to ELPA21 at the beginning of the 2024-25 school year.

## **School Counselors, Social Workers, and Parent Liaisons**

- We celebrated and recognized the FSD school counselors during National School Counseling Week (February 3-7) with the theme “School Counselors: Helping Students Thrive.” More information is provided in the link below from the National School Counselor Association: <https://www.schoolcounselor.org/Events-Professional-Development/Events/National-School-Counseling-Week>

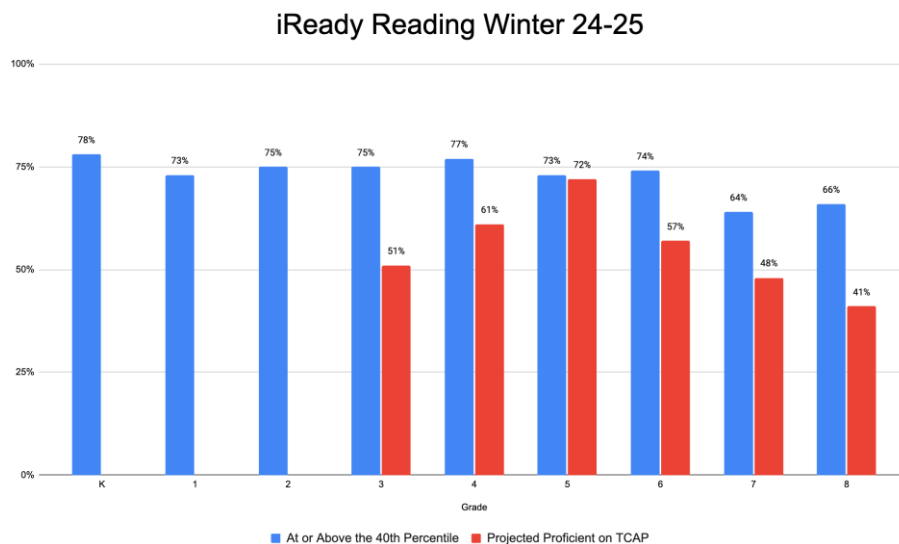
## **Transition to High School**

- On February 4, all FSD eighth grade students visited their zoned high school to attend College, Career, and Technical Education (CCTE) Exploration Day for a preview of the CCTE classes and programs offered at Centennial and Franklin High Schools. Meetings between eighth grade students, their parents, and high school counselors begin in February, as freshman scheduling comes into focus for our soon-to-be high school students.

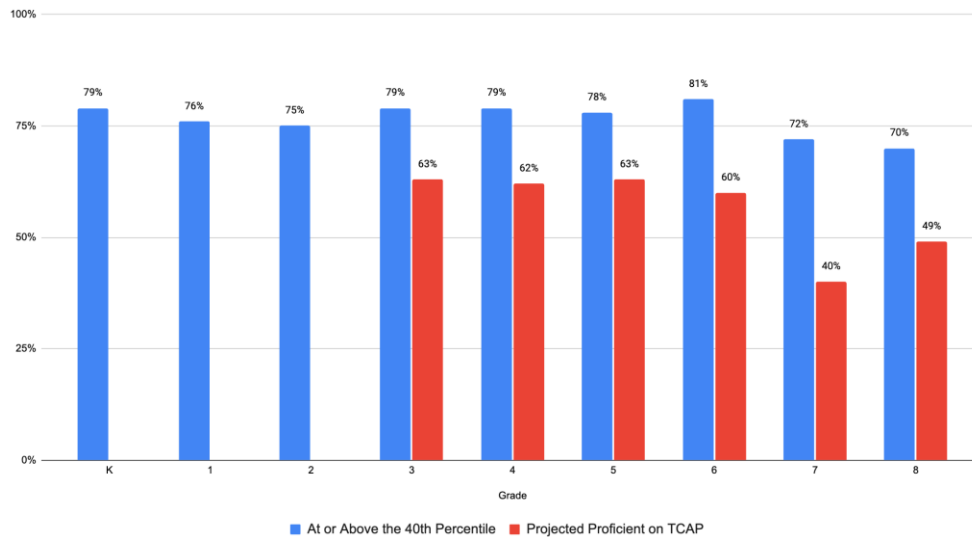
## ***Reading & Rtl Coordinator – Gina Looney***

### **Reading/Core Update**

- The district writing effort continues with the guiding coalition for that work set to meet on February 17, the district professional learning day. All elementary schools have established a team of teachers eager to lead this effort. Next year, the Writing Revolution lesson sequence will appear in the ELA pacing guides for grades K-4.
- Mid-year screening was completed recently and the i-Ready portion of those results can be found here:



## iReady Math Winter 24-25



### Dyslexia/RTI Update

- Kindergarten dyslexia screening occurs this month. Any student demonstrating characteristics of dyslexia will receive appropriate interventions. Those students meeting the state's criteria may also have an Individualized Learning Plan – Dyslexia (ILP-D) in the TN Pulse system with the state. This generates TISA funding for schools.
- Elementary schools are looking into Bloomsights <https://www.bloomsights.com/> for grades three and four. We already use this resource as a screening tool in grades five-eight. Students respond to survey questions that provide insight about their wellbeing.

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

- December typically marks the second-busiest time of the year at the PAC, with many end-of-semester concerts and holiday events. This December was no exception. Additionally, January saw a higher-than-normal number of events.
- On December 5, an elementary school moved their “holiday extravaganza” event to the FSD PAC. This move was celebrated by teachers, administrators, and families alike as many students performed on the stage for the first time. A bake sale followed the event in the lobby and an art show took place in the connector gallery. And Santa was there!



- December 10: A middle school chorus concert.
- December 10: A middle school orchestra concert.
- December 11: A student performance of *A Christmas Carol* by a theater company. This performance was negotiated as part of the lease agreement and allowed for every seventh grader in the district to see the show without charge. FSD sign language interpreters were present for the entire performance.
- December 12: Annual Central Office Holiday Brunch - "Cookies and Cocoa."
- December 12: A middle school band concert.
- December 13: Movie with a principal - this was a middle school auction item where students were treated to a viewing of *Encanto* with their principal.
- December 16: An elementary school winter concert - also live-streamed.
- December 17: A middle school winter choir concert.
- December 18: An elementary school first grade holiday sing-a-long - also live-streamed.



### **Community Rental Events**

- This December we tried something new with PAC rentals. Instead of trying to fit in multiple rentals throughout the month, there was one long rental from December 2-23. This was also the first professional theatrical production hosted at the PAC.
- December 2-23: A professional theatre company presented *A Christmas Carol, adapted by A.S. Petersen*. This production saw incorporated technical elements not seen before at the PAC, including haze, mapped projections, and a plethora of movers, or smart lighting.

### ***Special Populations – Stacey Robertson***

#### **December Special Education Directors Call Highlights**

- Taylor Jenkins, Assistant General Counsel for Special Education, reviewed the differences between Individualized Education Plans (IEPs) and Individualized Service Plans (ISPs).
- Zac Stone, Senior Director of Data Reporting, provided IDEA data updates.
- Susan Usery, Senior Director of Special Education Programs, and Jen Aprea, Director of Family Engagement in Special Education, provided updates on Indicator 8 support and family engagement.
  - They reviewed research which showed a positive impact of family engagement on student success, regardless of socioeconomic or cultural background.
  - They also reviewed resources available to districts through the TN-Technical Assistance Network (TN-TAN) such as professional development for staff, family training, and support from regional specialists.
- Misty Moody, Assistant Commissioner for Early Learning, reiterated the need for districts to spend their portion of the \$18M state grant for preschool special education improvements.
  - Franklin Special currently has \$187,218 left to spend. We are actively determining how to best allocate these funds to maximize their impact on student growth and learning. This process includes reaching out to our preschool teachers to identify classroom needs such as materials, resources, or equipment that support high-quality early learning environments. Additionally, we are exploring other innovative opportunities to use this funding strategically to enhance student outcomes and promote growth across the program. Our goal is to ensure that every dollar spent directly benefits our preschool

students and aligns with our commitment to fostering equitable and inclusive educational opportunities.

### **IEP File Monitoring & Annual Performance Review Indicator Corrective Actions**

- Our district is actively engaging in state-mandated professional learning to address corrective action plans related to two separate monitoring processes: IEP Monitoring and Annual Performance Review (APR) Indicators. These trainings are delivered asynchronously via Google Classroom and are tailored to specific staff roles. Staff are required to complete the trainings, associated assessments, and attestations to verify participation. This initiative supports our commitment to ensuring compliance with state requirements while enhancing staff capacity.

### **Work with CORE Special Education Consultant**

- We are continuing our work with our CORE special education consultant to analyze and improve our practices related to least restrictive environment and students with disabilities. Additionally, our efforts have included a broader focus on systemic improvements across all aspects of special education programs to enhance efficiency, effectiveness, and alignment with best practices.

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

- The team had a productive meeting on January 8, during which they outlined next steps for establishing implementation committees to support our preschool goals. These committees will focus on the following areas:
  - Goals 1 & 3: Consistent Program Structures and Family/Community Engagement
  - Goals 2 & 4: Coordinated Enrollment and Morning/After Care Program
- Action items include recruiting committee members, defining co-chair responsibilities, and developing district survey questions. Survey questions will be finalized by March and used to gather input from families, educators, administrators, and the community. Committees will also work on creating goal-specific implementation guides, with drafts due in April and finalized in May. This collaborative effort reflects our commitment to enhancing preschool programs and engaging stakeholders in meaningful ways.

### **FSD Special Education Newsletter**

- The January FSD Special Education Newsletter may be accessed at the following link:  
<https://secure.smcore.com/n/6h2es>

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

#### **CogAT**

- Shelly Robinson worked closely with Dr. Wiemers on preparing the elementary schools for the Cognitive Abilities Test (CogAT), which is administered yearly to second grade students. Mrs. Robinson and Dr. Wiemers communicated with the exam proctors to provide information on logistics and fulfill their requests in creating test sessions on the online platform. They also served as supports in the event any issues arose during testing.
- Mrs. Robinson assisted an elementary school proctor with administering the assessment.

### **Tenure Video**

- Shelly Robinson worked closely with Mrs. Amber Whitley and Mrs. Sonya Roberts to brainstorm a way to showcase the candidates recommended for tenure through a video. Mrs.

Robinson and Mrs. Whitley visited the schools to film principals providing their recommendations. Mrs. Whitley then compiled the footage into a video for Mrs. Robinson and Mrs. Roberts to review and provide feedback. Mrs. Robinson is looking forward to sharing the final product with the recommended candidates and attendees.

### **Lead Like Lasso Part 2**

- Mrs. Robinson had the privilege of participating in a follow-up training with Dr. Joelle Hood called “Lead Like Lasso.” The initial session took place over the leadership retreat in June 2024 and, by popular demand, the facilitator came back for a “part 2.” In this professional learning opportunity, Dr. Hood shared moments and characteristics from the show *Ted Lasso* to identify leadership tactics and apply them to current roles. Mrs. Robinson thoroughly enjoyed the day’s activities and took away many growth points and ideas to work through her role both on T&L and within the schools.

### **Accessibility Extensions**

- Mrs. Robinson worked with a group of special education and general education teachers at one of the elementary schools to identify Chrome extensions to support students with disabilities. The purpose of the meeting was to test out and identify the best read aloud tools available for students, starting with what is already offered through the high-quality instructional materials. They then worked together to try Chrome extensions that can be used in conjunction with teaching materials to support student needs. After reviewing several options, the educators identified the most effective tools to try with students. Mrs. Robinson will continue to follow up with the teachers and revisit tools, if needed.

### **Move to New Central Office**

- Mrs. Robinson spent time on January 6 moving into the new central office. The facilities are beautiful and very much appreciated. However, Mrs. Robinson has found the most valuable component to be the fact that all central office employees, with whom she works closely on a variety of projects, are now under one roof. The opportunity to walk over to ask questions and have face-to-face interactions, as opposed to consistently over the phone or via email have already made a tremendous impact on her work and productivity. Mrs. Robinson truly looks forward to seeing what this new facility can do for the Franklin Special District.

### **Instructional Technology – Amber Whitley** **School Support**

- During the month of January, Mrs. Whitley continued her support of teachers and academic coaches around i-Ready reports, specifically evaluating growth from the first to second diagnostic. She also supported schools in the creation of report groups containing students who need to make stretch growth goals to be projected proficient on TCAP in April.
- Mrs. Whitley worked with teachers who began using the Chromeboxes attached to their ActivPanels to free up their teacher computers. A Chromebox turns an ActivPanel into a large Chromebook with the added capabilities of annotation and other built-in features like timers, spinners, and the whiteboard. Additionally, the instructional technology department has invested in wireless keyboards that work with the Chromeboxes, making interacting with the boards much easier.
- One school is piloting an online platform called Beanstack with the goal of motivating students to read. Mrs. Whitley worked with a middle school teacher and Drew Bingham on the implementation of this platform, which will continue for the remainder of the school year.

- Students participating in MTSU's invention convention needed support in creating a model for how their app would work. Mrs. Whitley shared a model used in another FSD middle school for creating apps. It did not require any additional online resources, but rather it utilized features in Google Slides to mimic how apps work.
- One middle school teacher has been nominated for the Presidential Award for Excellence in Mathematics and Science Teaching. In January, Mrs. Whitley filmed this teacher and edited her video submission for this award. The video shows excellence in teaching and learning for all students in her class.

### **District Support**

- Mrs. Whitley and Mrs. Robinson worked with Sonya Roberts to film and edit the 2024-25 tenure video, to be shown at the February board meeting.
- Mrs. Whitley met with Dr. Decker and the principal of the alternative learning center (ALC) to discuss ways of increasing support around the district's digital options. An ALC Google account was created to allow one teacher from the ALC access to student Google Classrooms and to monitor ALC students with GoGuardian while attending that facility.
- With registration opening in the next few months, Mrs. Whitley worked with Carol Riordan to update the out-of-district and out-of-zone applications. These are Google Forms, which make tracking information streamlined and easy to access, and will be accessible through the FSD website soon. They are also available in English and Spanish.

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

### **Student Performance**

- **Testing:** Now that our calendar reads 2025, we are fully immersed in the work of preparing for the spring testing season. In February, our ELL students began ELPA21 testing to determine if they have met the standard for their English language proficiency. Previously our students took WIDA Access tests, but the state now utilizes the ELPA21 testing platform as of this school year. As such, there has been much work and communication with our ELL teachers to complete training and prepare for testing on this new platform. In addition, our students with significant special needs will begin their alternate assessments for ELA and math (in the Dynamic Learning Maps platform) and for TCAP-Alt science and social studies. Additionally, we recently finalized our TCAP testing schedules for April, and are organizing all the tasks and training that must be completed in advance of TCAP. Much of my work is communicating and leading our team of building testing coordinators (BTCs), which is one of the roles of our assistant principals. Our BTCs prepare their respective schools and teachers for TCAP testing to ensure that our students have a smooth and successful testing experience. Lastly, our district was selected to participate in the Stand-Alone Writing Field Test in the middle of February, which is basically a practice writing test for students in grades 3-8. While there is much preparation for this field test, the results will not count for student, school, or district accountability purposes.
- **Honors:** Our FSD Administrative Honors Committee has made a few slight edits to provide further access for students to take honors or high-school credit courses. These changes were noted in the recently approved Board Policy for Enrollment in Advanced Courses. One such change is allowing for the world language courses (Spanish I and French I) to be open to all students by removing the requirement for students to take the MLAT-E assessment. This reduces additional testing and allows for open enrollment in those courses, which is already in place for our high-school credit computer science and introduction to aerospace classes. In mid-February, 6th and 7th-grade students will take the Iowa Algebra Aptitude Test (IAAT) for

potential placement in Algebra I in 7th or 8th grades, but parents do have the option to opt-out of this assessment. In addition, a district-wide ParentSquare communication was sent in late January regarding the Honors Program, including a video presentation, an updated slideshow and flyers, and communication regarding the timeline for qualification and reconsideration. This message was provided to all current 4th-7th grade families.

### **Federal Programs**

- **Non-Public Survey:** We are already planning for federal programs participation among area private/non-public schools for next school year. In November-December, we mailed certified letters that enabled area private schools to opt into participating with us in any Title programs for the 2025-26 school year. During January and February, we must collect all the data related to this (enrollment for private schools, eligible students for Title I services, etc.), input it into the Non-Public Survey in ePlan, and submit to the state so that it will be ready for next year's CFA that will open in March. As has been the case for many years, our only area private school that participates in Title I with us is New Hope Academy, but we have a couple of others that participate in Title II (professional learning funds) and Title IV (academic enrichment). This survey is due to the state by February 18.
- **District Improvement Planning:** We are in the window for our annual process of updating our District Improvement Plan (DIP). Several members of the Teaching and Learning team have been working throughout January to review our needs, reassess our goals and strategies, and plan for the edits that need to be made for next year's plan. The DIP is edited in the state's InformTN process, and all the needs, reflection questions, goals, strategies, and action steps must be ready and submitted by March 3. There will be a concerted effort in February to complete all the required tasks and finalize the plan. Since we have a new Strategic Plan (aspire 2029), we are making significant changes to the DIP, to align our goals and strategies with the current strategic plan.
- **Monitoring:** Every year our federal programs (Title programs, IDEA, ESSER) are expected to complete a monitoring instrument to show compliance with federal regulations for these programs. This year, we must complete a Level 1 Monitoring instrument, which is the lowest level of monitoring and is also known as the self-assessment. The monitoring process opened in mid-January via an ePlan instrument and will close in mid-February. Those of us who manage these programs have begun work on providing the necessary evidence, responding to agree/disagree compliance statements, and completing the limited open-ended responses within the instrument.

## Bond Fund/Capital Projects Status Update – February 2024

Central Office Complex:

1. Phase 2: Central Office Building & Sitework: Phase 2 Central Office and Site work GMP is \$29,063,922
  - a. Ribbon cutting ceremony took place on 2/6/25.
  - b. Click the link to see the latest flyover video of the progress: <https://youtu.be/hAfm9mmjaqk>

# NABHOLZ

## CENTRAL OFFICE - PHASE 2 FRANKLIN SPECIAL SCHOOL DISTRICT

### December 2024 PROGRESS

#### CURRENT ACTIVITIES

Punchlist Completion  
Owner Move-in 1-6-25

#### UPCOMING ACTIVITIES



1/8/25  
PAGE 1 OF 1

We currently have no other bond funded construction projects in process. We are in the design phase of a new HVAC and roof project for FIS and a new roof for MES. We will have nothing to report until these projects begin.

# franklin special DISTRICT

David L. Snowden, Ph.D., Director of Schools • 205 Eddy Lane • Franklin, Tennessee 37064 • 615-794-6624 • www.fssd.org

**TO:** Members of the Franklin Special District Board of Education and Local News Media  
**FROM:** David L. Snowden, Ph.D., Director of Schools  
**DATE:** February 5, 2025  
**RE:** Agenda for the Franklin Special District Board of Education meeting to be held on Monday, February 10, 2025 at 6:30 p.m., to be held at the FSD Central Office, 205 Eddy Lane in the Leadership Room, Franklin.

*Note: A reception for teachers receiving tenure will be held beginning at 6:00.*

- |              |  |           |
|--------------|--|-----------|
| <b>I.</b>    | <b><u>MEETING CALLED TO ORDER</u></b>  | 6:30 p.m. |
| <b>II.</b>   | <b><u>PLEDGE OF ALLEGIANCE</u></b>   | 6:32 p.m. |
| <b>III.</b>  | <b><u>RECOGNITIONS/GOOD NEWS</u></b><br>1. Student Artist of the Month   | 6:35 p.m. |
| <b>IV.</b>   | <b><u>PUBLIC INPUT</u></b> <i>Please limit comments to three (3) minutes per speaker</i>   | 6:45 p.m. |
| <b>V.</b>    | <b><u>REPORTS/PRESENTATIONS/DISCUSSIONS</u></b><br>1. Teaching and Learning Report<br>2. Finance and Administration Report<br>3. TSBA Legislative and Legal Institute<br>4. Comments from Board Members Regarding their Experience at Schools for Board Appreciation Week  | 6:50 p.m. |
| <b>VI.</b>   | <b><u>APPROVAL OF BOARD AGENDA</u></b>   | 7:00 p.m. |
| <b>VII.</b>  | <b><u>APPROVAL OF CONSENT AGENDA</u></b><br>1. Minutes of Board Meeting dated January 13, 2025<br>2. Budget Amendments   | 7:05 p.m. |
| <b>VIII.</b> | <b><u>BUSINESS BEFORE THE BOARD</u></b><br>1. Teachers Recommended for Tenure<br>2. Surplus Property Authorization: 507 New Highway 96 West Building and Lot<br>3. 2025-2026 Tuition Rates<br>4. Director of Schools Performance Review Composite Score<br>5. Policy Revision: Enrollment in Advanced Courses (4.205) – 2 <sup>nd</sup> Reading<br>6. Policy Revision: Promotion and Retention (4.603) – 2 <sup>nd</sup> Reading<br>7. Policy Revision: Background Investigations (5.1061) - 1 <sup>st</sup> Reading | 7:10 p.m. |
| <b>IX.</b>   | <b><u>DIRECTOR OF SCHOOLS REPORT</u></b>   | 7:40 p.m. |
| <b>X.</b>    | <b><u>UPDATES</u></b><br>1. Teaching and Learning<br>2. Finance and Administration   | 7:45 p.m. |
| <b>XI.</b>   | <b><u>ANNOUNCEMENTS</u></b>  | 7:50 p.m. |
| <b>XII.</b>  | <b><u>ADJOURNMENT</u></b>  | 7:40 p.m. |

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

**EXCELLENCE HAS ITS OWN DISTRICT**

January 13, 2025  
Franklin, Tennessee

The Franklin Special School District Board of Education met at 6:30 p.m. on Monday, January 13, 2025 at Freedom Middle School, 1000 Excellence Way, Franklin. A link to the recording may be found at [https://youtube.com/live/7UPuao\\_weUI?feature=share](https://youtube.com/live/7UPuao_weUI?feature=share).

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

Others present were: Dr. David Snowden, Dr. Mary Decker, Dr. David Esslinger, Carol Riordan, Drew Bingham, Amy Fisher, Dr. Lee Kirkpatrick, Dr. Summer Carlton, Dr. Gina Looney, Amber Whitley, Lisa Chatman, Celby Glass, Shelly Robinson, Stacey Robertson, Joey Chilton (new Transportation Supervisor), principals, media and community.

**I. MEETING CALLED TO ORDER**

The meeting was called to order at 6:31 by Vice Chair Allena Bell.

**II. PLEDGE OF ALLEGIANCE**

Freedom Middle Principal Dr. Charles Farmer welcomed those in attendance and led the Pledge of Allegiance. Vice Chair Allena Bell called for a moment of silence before being seated.

**III. RECOGNITIONS/GOOD NEWS**

**Proclamation for School Board Appreciation Week** – Mayor Ken Moore presented and read a Proclamation to the Board.

**Student Artists of the Month:** for December: LES 4<sup>th</sup> grader Addie Stokes of a winter landscape, and for January: LES 4<sup>th</sup> grader Beckham Simmons of a snowy windowpane. Art teacher Elizabeth Galaher submitted their works to be featured.

Thanks to **Chuck Sugg and Sonic Drive-In** for their sponsoring the Student Artist of the Month program with a generous gift card for featured artists.

**VI. PUBLIC INPUT**

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

**VII. REPORTS / PRESENTATIONS / DISCUSSIONS**

- 1. Teaching and Learning Spotlight** – "Model Classroom Teachers" – presented by Dr. Decker (on file). This information as well as the complete monthly update from the Teaching & Learning Department were presented to the Board prior to the meeting.
- 2. Finance and Administration Report** – Bond Fund Capital Projects Status Update - presented in advance by Dr. Esslinger (on file).

3. **NABSE Conference Report** – Takeaways from the conference were given by Mr. Townsel.
4. **2023-2024 Director of Schools Annual Report** – Dr. Snowden presented the report.

#### **VIII. APPROVAL OF BOARD AGENDA**

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

#### **IX. APPROVAL OF CONSENT AGENDA**

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

Approved under Consent Agenda (on file) were:

1. **Minutes of Board Meeting dated November 18, 2024**
2. **Overnight Field Trip – PGMS Cheer Team to High School Cheerleading Nationals, Orlando**
3. **Surplus Property Authorization – Thomas Built Type D Schools Buses**

#### **X. BUSINESS BEFORE THE BOARD**

1. **2023-2024 Audit Reports** - Copies of both the Annual Financial Report for the FSSD and the individual schools' Activity Fund Report were presented prior to the meeting for the Board's review. Andy Matlock from Matlock Clements provided an overview of the audits and was available to answer questions from the Board. The administration recommended approval of the Audit Reports as presented.

Tim Stillings made a **motion** to approve the 2023-2024 Audit Reports as presented. Robin Newman **seconded** the motion, which by roll call vote **passed 5-0**.

2. **Policy Revision: Enrollment in Advanced Courses (4.205) – 1<sup>st</sup> Reading** – Revisions follow updates to the program from our Administrative Honors Committee, with slight adjustments to the policies and procedures for the Honors Program this fall. As a result, the Honors Program Guidelines and its corresponding Board Policy have been updated. The administration recommended approval of the first reading.

Robin Newman made a **motion** to approve the first reading of revisions to Policy 4.205: Enrollment in Advanced Courses. Alicia Barker seconded the motion. During discussion, it was noted by Dr. Wiemers that the policy and procedures now gave more opportunity for students, such as with World Language. The motion **passed 5-0**.

3. **Policy Revision: Promotion and Retention (4.603) – 1<sup>st</sup> Reading** - TSBA has provided updates to this policy due to the State Board of Education updating regulation 0520-01-03-.16 at its November meeting. Parents/guardians who choose to retain their K-2 student must submit a written request within thirty days of the

end of the school year. If the student is not eligible for voluntary retention under state law, the district is now required to respond to the parent/guardian in writing. We have added a provision on this requirement to our model policy. The administration recommended approval of the first reading.

Robin Newman made a **motion** to approve the first reading of revisions to Policy 4.603: Promotion and Retention. Alicia Barker seconded the motion, which **passed 5-0**.

## **IX. DIRECTOR OF SCHOOLS REPORT**

- We hope that a wonderful holiday was had by each of you. Our district has been busy since our last meeting, including many celebrations, a wonderfully attended Franklin Christmas parade in which our bands, 4<sup>th</sup> and 5<sup>th</sup> graders and student ambassadors marched followed by our Story Bus. Our FIS Honors Choir performed at the Christmas tree lighting on the Square and performed outstanding as they always do. Finally, we closed out a successful ending of first semester.
- **Mr. Joey Chilton** was introduced to the Board. Mr. Chilton is the new Transportation Supervisor.
- Transition to new Central Office building – Many people were involved, doing an amazing amount of work to prepare and move to our new office. Dr. David Esslinger communicated a detailed moving plan and worked the entirety of the Christmas break, with great instructions to be ready to move in as of January 6. Our Landscaping and Maintenance Department also did a phenomenal job, moving us very quickly and efficiently. Our Technology Department also worked diligently to make sure our monitors and equipment were set up to begin work as soon as possible in the new space.
- **Administrative Day – January 6** – Personnel returned to prepare for the return of students on January 8<sup>th</sup>.
- **Leadership Professional Learning Days – January 14<sup>th</sup>** will be an all-day professional learning with speaker Joelle Hood for all of the Leadership team. Also, on March 3<sup>rd</sup> our Leadership team without Finance & Administration group will have Taryn Echols to learn more on the topic “PLCs At Work”. Thanks once again to Mrs. Carlton who develops our professional learning sessions.
- **School Board Appreciation Week in Tennessee** – We will be honoring our Board members in our schools this **January 26 – February 1**. TSBA’s theme this year is “Leading with Vision, Serving with Purpose”. You will be receiving an invitation to an individual school to be honored and recognized for your service to the students and employees of our district. In recognition of your service, the school district will be donating a book to each of the media centers. Thank you for all the support, time and dedication each of you devote to our district!

- **Registration FY 2025-26**– Please check our website for detailed information on registering for the 2025-26 school year, which will begin March 1. The out of zone and out of district application link will open on February 15 and will be available through the end of March.
- **Statement of Disclosure of Interests to Tennessee Ethics Commission** – As always, please submit your annual statement to the Ethics Commission if you have not. The access to online filing is at <https://apps.tn.gov/conflict/>, with a deadline of January 31<sup>st</sup>.
- **Retiree Valentine’s Day Brunch – February 13<sup>th</sup>** - Invitations will go out shortly for this event. Please mark your calendars to join us on that date if your schedule allows.
- With the **cancellation of the Board Retreat on January 11**, the Board will be polled as to which date works best for everyone to reschedule.

**XII. UPDATES**

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

- Demographics Report dated December 19, 2024

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

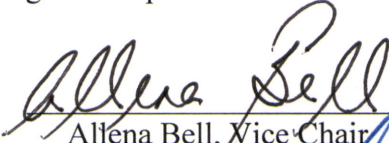
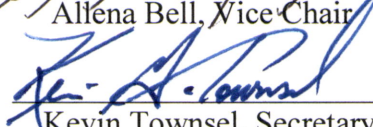
- Personnel Change Report November/December 2024
- Investment Report dated November 30, 2024
- Revenue and Expenditure Reports dated January 8, 2025
- Sales Tax Revenue Comparison Report for December 2024

**XIII. ANNOUNCEMENTS**

- Dr. Esslinger reported that sales tax collections were up 6% month to month compared to last year, and up 4.1% this year compared to last year.

**XIV. ADJOURNMENT**

Vice Chair Bell adjourned the meeting at 7:02 p.m.

		<u>2/10/25</u>
	Allena Bell, Vice Chair	Date
<b>ATTEST:</b>		<u>2/10/25</u>
	Kevin Townsel, Secretary	Date

**Franklin Special School District  
Budget Amendments  
Fiscal Year 2024-2025**

**General Purpose Fund  
Amendment #2**

Budget Code	Budget Code Description	Increase	Decrease
<b>EXPENDITURES</b>			
141 E 72620 336 000 00000 000	Maint & Repair-Equipment	\$ 20,000.00	
141 E 72620 335 000 00000 000	Maint & Repair-Building	20,000.00	
141 E 72620 418 000 00000 000	Equipment & Machinery Parts	10,000.00	
141 E 72610 399 000 00000 000	Other Contracted Services		20,000.00
141 E 72610 415 000 00000 000	Electricity		30,000.00
141 E 72210 524 000 26000 000	In-Service/Staff Development		1,000.00
141 E 71100 722 000 26000 000	Regular Instructional Equipment	1,000.00	
		\$ 51,000.00	\$ 51,000.00

Explanation: Reclassify budgeted expenditures.

**General Purpose Fund  
Amendment #3**

Budget Code	Budget Code Description	Increase	Decrease
<b>REVENUE</b>			
141 R 47143 000 000 00000 000	ED of Handicap- IDEA Part B	\$ 178,201.02	
<b>EXPENDITURES</b>			
141 E 71200 312 000 00000 000	Contracts w/Private Agencies	\$ 125,201.02	
141 E 71200 429 000 00000 000	Supplies & Materials	20,000.00	
141 E 71200 725 000 00000 000	Special Education Equipment	16,500.00	
141 E 72220 524 000 00000 000	In-Service/Staff Development	16,500.00	
		\$ 178,201.02	

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



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David L. Snowden, Ph.D., Director of Schools • 205 Eddy Lane • Franklin, Tennessee 37064 • 615-794-6624 • [www.fssd.org](http://www.fssd.org)

Teachers Recommended for Tenure Status

February 10, 2025

Johnson Elementary School

Jessie Gholson  
Lauren Smith

Liberty Elementary School

Mary Brown  
Morgan Ellison  
Claire Franks

Moore Elementary School

Charlene Maeder  
Christina Swart

Poplar Grove Elementary School

Clare Ashford  
Lydia Faulk  
Kaylon Gilley

Freedom Intermediate School

Candy Jones-Martorell

Freedom Middle School

Allison Wright

# Johnson Elementary School

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815 Glass Lane  
Franklin, TN 37064 (615) 794-4837

Tosha Robinson Baugh - Principal  
Starr Wallace - Assistant Principal

Dr. Snowden and FSD Board Members,

It is my pleasure to recommend Dr. Jessie Gholson for tenure status in the Franklin Special District. Dr. Gholson has completed her fifth year of teaching at Johnson Elementary, where she began her career as a second-grade teacher before transitioning to third grade, the position she currently holds.

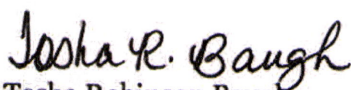
A native of Nashville, TN, Dr. Gholson graduated from Hume-Fogg Academic Magnet High School. She went on to earn her Bachelor of Science in Education degree from Samford University and her Master of Education degree from Lipscomb University. Most recently, she achieved her Doctorate of Education degree from Lipscomb University, reflecting her dedication to lifelong learning and professional growth.

Dr. Gholson is a passionate and student-centered educator who understands the unique needs of each individual learner in her classroom. She creates an environment where students feel valued, safe, and inspired to learn. Her engaging lessons and hands-on activities foster a genuine love of learning among her students, while her thoughtful integration of technology enhances the educational experience. If you visit her classroom, you'll find a welcoming and vibrant space, complete with their beloved class pet, Blossom, who freely hops around, adding joy to the learning environment. Dr. Gholson works closely with her colleagues to explore and implement best practices. Her commitment to her students extends beyond the classroom. She tutors as part of the Gentry Educational Foundation program, exemplifying her dedication to supporting student growth and learning.

Dr. Gholson consistently goes above and beyond for her students. In 2023, she nominated one of her students for the Governor's Early Literacy Foundation (GELF) to serve as a literacy ambassador and receive a post-secondary education scholarship. Her nomination resulted in her student being one of only ten winners statewide. Additionally, her students participated in and won the "Take a Titan to School" program, showcasing her ability to inspire and motivate her class to pursue unique opportunities.

Dr. Gholson's passion for teaching, dedication to her students, and collaborative spirit make her an invaluable asset to Johnson Elementary and the Franklin Special District. Dr. Gholson meets and exceeds all the requirements to be granted tenure.

Sincerely,



Tosha Robinson Baugh  
Principal

# Johnson Elementary School

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815 Glass Lane  
Franklin, TN 37064 (615) 794-4837

Tosha Robinson Baugh - Principal  
Starr Wallace - Assistant Principal

Dr. Snowden and FSD Board Members,

It is my honor to recommend Mrs. Lauren Smith for tenure status in the Franklin Special District. Mrs. Smith is currently serving as a Pre-K teacher at Johnson Elementary. She began her teaching journey in Clarksville, TN, where she taught second grade. She also gained valuable experience as a Pre-K Assistant, Pre-K Interim Teacher, and Preschool Teacher at WeeMac for several years. Following her tenure at WeeMac, she joined Moore Elementary as a Kindergarten teacher before finding her professional home at Johnson Elementary.

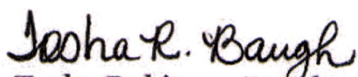
Mrs. Smith is a native of Franklin, TN and graduated from Independence High School. She went on to earn a Bachelor of Science degree in Elementary Education from Austin Peay State University and later added an Early Childhood Teaching Endorsement from Cumberland University, showcasing her commitment to professional growth and excellence.

Mrs. Smith consistently demonstrates her dedication to fostering a nurturing and engaging learning environment for her students. Her passion for teaching shines through in the creative, interactive lessons she delivers daily. Her diverse classroom benefits from her ability to communicate in both Spanish and English, ensuring every student feels included and supported. Beyond the classroom, Mrs. Smith extends her dedication to student success by tutoring in the Gentry Educational Foundation program.

One of Mrs. Smith's many strengths is her commitment to building meaningful relationships with her students and their families. She makes it a priority to understand her students' interests, backgrounds, and academic needs, fostering a sense of belonging and trust. At the same time, she sets high expectations for her students, encouraging them to achieve their best in every aspect of their education.

Mrs. Smith is an exceptional teacher. Her dedication, professionalism, and impact on our school community make her a valuable asset to both Johnson Elementary and the district as a whole. Mrs. Smith meets all the requirements to be granted tenure.

Sincerely,

  
Tosha Robinson Baugh  
Principal



# Liberty Elementary School

Amy Patton, M. Ed.  
Principal

Janetta Davenport, Ed.D.  
Assistant Principal

January 7, 2025

Dear FSD Board of Education,

This letter is to offer my complete support of Mary Kathryn Brown as a candidate for tenure. Ms. Brown began her teaching career at Liberty Elementary in 2019, and it has been my honor to work with her and watch her grow into a gifted and talented educator. She is an incredibly hard worker and is always seeking ways to improve her craft. She has such a heart for teaching and for the students she serves.

One of Ms. Brown's most endearing qualities is the way she responds to feedback and takes on challenges. She has excellent leadership skills and has been open to taking on more leadership roles and responsibilities. It has been wonderful to watch her excel in every role she has been given. She helped start our Liberty Pride Peers student leadership club with our 3<sup>rd</sup> and 4<sup>th</sup> grade students. She asked to be trained on The Writing Revolution and now serves on the building Writing Revolution leadership team. This team has not only presented to our LES faculty but has also presented on the November 4<sup>th</sup> district professional learning day. This year, she serves as the 2<sup>nd</sup> grade team leader. Because of her exceptional leadership skills, her team is one of the strongest PLCs in our building.

Through her incredible work ethic and dedication to her students and the Liberty community, it is clear to me that Ms. Brown is a highly skilled educator who embodies the FSD mission. She is committed to excellence in teaching and learning for all.

Please feel free to contact me with any further questions.

Respectfully,

Amy Patton

Principal, Liberty Elementary



# Liberty Elementary School

Amy Patton, M. Ed.  
Principal

Janetta Davenport, Ed.D.  
Assistant Principal

February 3, 2025

Dear FSD Board of Education,

This letter is to offer my support of Morgan Ellison as a candidate for tenure. Ms. Ellison began her teaching career at Liberty Elementary in the fall of 2020. Despite the incredible challenges teachers faced that year, Ms. Ellison worked hard to create a warm and welcoming environment where her kindergarten students flourished.

Ms. Ellison is one of our schools go-to teachers when it comes to using instructional technology. She has led several professional learning sessions showing teachers how to implement technology into their teaching. She has even helped me learn how to use some new technology!

Ms. Ellison has served on several school and district committees over the past 5 years. She is a member of the school-wide PBIS team and sunshine committee. For the past two years, she helped choreograph and direct the 3<sup>rd</sup> and 4<sup>h</sup> grade school musical. She served on the district's Essential Standards Committee, which helped guide our PLC work. She has had several 95% Group phonics lessons videotaped by Dr. Looney which were used as professional learning for other teachers.

Through her dedication to her students and the Liberty community, it is obvious that Ms. Ellison is a highly skilled educator who embodies the FSD mission. She is committed to excellence in teaching and learning for all.

Please feel free to contact me with any further questions.

Respectfully,

Amy Patton

Principal, Liberty Elementary



# Liberty Elementary School

Amy Patton, M. Ed.  
Principal

Janetta Davenport, Ed.D.  
Assistant Principal

January 7, 2025

Dear FSD Board of Education,

This letter is to offer my complete support of Claire Franks as a candidate for tenure. I have had the pleasure of working with Mrs. Franks since August of 2019 and have come to know her as a caring and passionate educator who brings a sense of adventure and fun to the classroom.

Mrs. Franks sets high and demanding academic expectations for her students while cultivating a nurturing, supportive, and exciting learning environment in her classroom. When you visit her class, you will see students actively engaged in their learning while having fun at the same time. Her classroom is always full of laughter and joy. It is truly a place where students want to be. One of Mrs. Franks' many strengths is the way she builds relationships with students. She works hard to get to know and connect with her students, especially students who struggle in social settings. You can find her playing with students on the playground during recess, eating lunch with a group of students in her classroom, or talking about her favorite part of a book the class is reading.

During the past 5 years at Liberty Elementary, Mrs. Franks has held several leadership roles. She has served as the 4<sup>th</sup> grade team leader, been a member of the school-wide PBIS team, and is currently the secondary handler for our therapy dog, Starr.

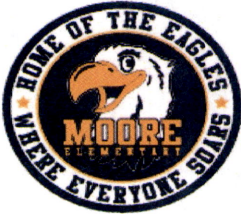
Through her dedication to her students and incredible work ethic, it is clear to me that Mrs. Franks is a dedicated educator who embodies the FSD mission. She is committed to excellence in teaching and learning for all.

Please feel free to contact me with any further questions.

Respectfully,

Amy Patton

Principal, Liberty Elementary



# Moore Elementary School

1061 Lewisburg Pike  
Franklin, Tennessee 37064  
(615) 790-4700  
fax (615) 790-4748

January 16, 2025

Dear FSSD Board of Education,

I am writing to highly recommend Charlene Maeder as a candidate for tenure. As the principal of Moore Elementary since July of 2023, I have had the honor of seeing Ms. Maeder in action as both a third and fourth grade ELA teacher. Her passion for teaching literacy, innate ability to build impactful connections with students, and commitment to making every minute count in the classroom have all contributed to this tenure recommendation.

While Charlene has a plethora of strengths, what stands out the most is her exceptional ability to teach writing. Not only have her efforts resulted in incredible student academic gains, but she has also led multiple writing focused professional learning sessions for teachers across the FSD. Over the course of this past year, Ms. Maeder received extremely positive feedback from having effectively introduced Writing Revolution to colleagues, equipping educators to ensure *all* learners become proficient writers, readers, and critical thinkers. As a lifelong learner herself, Charlene sees the importance in providing ongoing learning opportunities for students through differentiation. She relies heavily on student data to ensure appropriate interventions as well as enrichments are provided, even when it requires thinking outside of the box. Ms. Maeder's efforts undoubtedly contributed to Moore Elementary School being named a 2023-2024 Reward School.

In conclusion, I wholeheartedly recommend Charlene Maeder for tenure based on her outstanding teaching abilities, work ethic, and unyielding commitment to students' success.

Best,

*Amanda Muniz*

Amanda Muniz  
Principal, Moore Elementary School



# Moore Elementary School

1061 Lewisburg Pike  
Franklin, Tennessee 37064  
(615) 790-4700  
fax (615) 790-4748

December 17, 2024

Dear FSSD Board of Education,

It is a true honor to recommend Christina Swart as a candidate for tenure. Upon my arrival at Moore Elementary in the summer of 2023, I quickly realized what an asset Christina is to our fourth-grade team. Her deep-rooted math knowledge combined with over 14 years of experience are always evident, be it while teaching math or leading her Professional Learning Team through rich data driven discussions aimed at improving educator practices for the benefit of students. Ms. Swart's passion, commitment, and attention to detail combined with her willingness to think outside of the box, close gaps, and ensure students surpass their math goals play an integral part in her success as an educator. Her efforts are evident as a level 5 teacher, and she undoubtedly contributed to our Reward School Status this past school year.

In addition to her responsibilities as a math teacher, Christina has proven leadership skills that are beneficial not just to her grade level team but to our entire school. Having an administrative license, she has an innate ability to see the big picture and to play an active part in the implementation of initiatives such as Positive Behavior Interventions and Supports (PBIS) and Professional Learning Teams (PLTs). Having participated in a Professional Learning Communities at Work Institute this fall, Ms. Swart is an invaluable member of our Guiding Coalition. She also recently applied for and was accepted into the FSD Leadership Intern Program in addition to being assigned a student teacher for the second semester of this school year.

Christina Swart is a stellar educator whose overall commitment and work ethic will positively impact MES and the FSD for years to come.

Best,

*Amanda Muniz*

Amanda Muniz  
Principal, Moore Elementary School



# Poplar Grove Elementary School

Principal: Alisha Erickson, Ed.D.

Assistant Principal: Janet Carroll

1030 Excellence Way • Franklin, TN 37069 • 615-790-4720 • 615-790-4729 (fax)

December 9, 2024

Dear FSD Board of Education,

I am writing to highly recommend Clare Ashford for tenure in the FSD. I have had the privilege of working with Mrs. Ashford since 2019 and have witnessed firsthand her exceptional teaching abilities, unwavering dedication to her students, and outstanding leadership qualities.

Mrs. Ashford consistently demonstrates exemplary teaching practices in her kindergarten classroom. Her lessons are thoughtfully planned, engaging, and tailored to meet the individual needs of her diverse learners. She has a remarkable ability to maximize instructional time, ensuring that every moment in the classroom is utilized effectively to promote student learning and growth.

One of Clare's greatest strengths is her deep understanding of data-driven instruction. She consistently uses data to guide her teaching decisions, ensuring that her instruction is targeted and responsive to the needs of her students. Her proficiency with ESGI is particularly impressive, allowing her to analyze student data with precision and implement strategies for student success.

In recognition of her exceptional teaching skills and dedication to her profession, Mrs. Ashford was honored as a Curriculum Associates Extraordinary Educator of 2024, a distinction held by only one educator in Tennessee. This recognition is a testament to Mrs. Ashford's outstanding commitment to excellence in teaching.

Beyond her individual achievements, Mrs. Ashford is the ultimate team player. She is always willing to collaborate with her colleagues, share resources, and support the growth and development of others. Her generosity extends beyond her own classroom; she has graciously hosted fellow teachers in her classroom to observe her teaching practices, providing valuable opportunities for professional learning and growth.

Furthermore, Mrs. Ashford's bilingual proficiency is a tremendous asset in her role as a kindergarten teacher, particularly in instructing English Language Learners. Her ability to communicate effectively in Spanish ensures that all of her students feel included and supported in the classroom, leading to greater academic success and personal growth.

In conclusion, Clare Ashford is an exemplary educator who is and will continue to be a devoted and caring educator. Her commitment to excellence, growth mindset, and work ethic are sure to be assets to the students of the FSD and all professionals who interact with her in years to come.

Respectfully,

Alisha Erickson, Ed.D.

Principal, Poplar Grove Elementary



# Poplar Grove Elementary School

Principal: Alisha Erickson, Ed.D.

Assistant Principal: Janet Carroll

1030 Excellence Way • Franklin, TN 37069 • 615-790-4720 • 615-790-4729 (fax)

December 9, 2024

Dear FSD Board of Education,

This letter offers my complete support of Lydia Faulk as a candidate for tenure. I have had the privilege of working closely with Lydia for the past year and a half, and I can confidently say that she is an exceptional educator (a product of the FSD) who is deeply committed to the success and well-being of her students.

Ms. Faulk is a thoughtful and proactive teacher who consistently demonstrates a strong commitment to her students' academic growth. She is highly attuned to student data, using it to inform her instructional decisions and make real-time adjustments to ensure that each student is supported. Her approach to teaching is evidence-based, and she never hesitates to seek additional support or collaborate with colleagues when needed to ensure the best possible outcomes for her students.

Behavioral challenges in Ms. Faulk's classroom are minimal, thanks to her effective classroom management system. She creates an environment of mutual respect, setting high yet attainable expectations for all students. Most importantly, students know she cares about them as individuals, not just as learners. She invests in building strong relationships with her students, fostering an atmosphere where they feel valued, supported, and motivated to succeed.

In addition to her daily work with students, has shown an exemplary commitment to professional growth. This year, she attended the Professional Learning Community (PLC) Institute with a team of our teachers and has been instrumental in implementing strategies learned during the training. She has been intentional in keeping the momentum and enthusiasm for our PLC alive, sharing ideas and strategies with her colleagues and leading by example. Her leadership as a team lead has been invaluable in fostering a culture of collaboration and continuous improvement within our school.

In summary, Lydia Faulk is a dedicated, caring, and highly capable educator who is committed to excellence in all aspects of her work. Her growth mindset, strong work ethic, and passion for student success make her an asset to the Franklin Special District, and I am confident she will continue to positively impact the lives of her students and colleagues for years to come.

Respectfully,

Alisha Erickson, Ed.D.  
Principal, Poplar Grove Elementary



# Poplar Grove Elementary School

Principal: Alisha Erickson, Ed.D.

Assistant Principal: Janet Carroll

1030 Excellence Way • Franklin, TN 37069 • 615-790-4720 • 615-790-4729 (fax)

December 9, 2024

Dear Dr. Snowden and FSD Board Members,

I am writing to offer my highest recommendation for Mr. Kaylon Gilley to be granted tenure status within the Franklin Special District. I have had the distinct pleasure of working with Mr. Gilley since he joined our district in 2019, and throughout this time, he has consistently demonstrated exceptional dedication, creativity, and professionalism.

From day one, Mr. Gilley has shown a deep commitment to building meaningful relationships with his students. He skillfully integrates their unique cultures and interests into the lessons he presents in the music room, fostering a classroom environment that is both engaging and inclusive. Under his leadership, the music program at PGES has flourished. He has introduced a range of extracurricular activities, including the Music Club, the Rise and Chime Hand Bell Club, and grade-level performance opportunities that have enriched the musical experiences of our students.

Beyond his individual contributions, Mr. Gilley has been a key driver of collaboration within our related arts team. Each year, he spearheads a thematic collaborative project that unites the team in a creative endeavor. These productions, which culminate in a performance for our students in November, have included memorable shows such as *Trashy Town*, *Sesame Street*, *Mr. Rogers' Neighborhood*, and *Snoopy's Thanksgiving*. These projects not only showcase his ability to bring diverse talents together, but they also create a lasting impact on the students, fostering teamwork and a sense of community.

While these accomplishments reflect Mr. Gilley's dedication to his craft, they do not fully capture the breadth of his talents and the genuine connection he builds with his students. He is a dynamic and multifaceted educator—equally adept at singing, playing multiple instruments, acting, writing, and, most importantly, teaching. His ability to engage and inspire students is unparalleled, and he is truly a catalyst for learning, infusing each day with energy, creativity, and purpose.

Mr. Gilley's remarkable contributions to our school have not gone unnoticed. In 2021-2022, he was named Teacher of the Year, and he is also a recipient of National Board Certification. His accomplishments in the classroom are a testament to his talent and passion for education. While his skill set could undoubtedly take him to the heights of a Grammy or Tony award, or even a Broadway stage, he has chosen to dedicate his talents to shaping the lives of young people in our community every day.

It is with the utmost confidence and enthusiasm that I recommend Mr. Kaylon Gilley for tenure in the Franklin Special District. His impact on our students, faculty, and school community has been profound, and I have no doubt he will continue to make invaluable contributions for years to come.

With Pride,

Alisha Erickson, Ed.D.

Principal, Poplar Grove Elementary



# Freedom Intermediate School

*A collaborative community fostering diverse & passionate learners*

840 Glass Lane  
Franklin, Tennessee 37064

Telephone: (615) 790-4718  
Fax: (615) 790-4717

December 18, 2024

Members of the Board and Dr. Snowden,

It is a pleasure to recommend Dr. Candy Jones-Martorell for tenure in the Franklin Special District.

Dr. Martorell earned her bachelor's and master's degrees from MTSU and her doctoral degree from Lipscomb University.

Prior to joining the Freedom Intermediate School family as an English Language Learner Specialist, she taught for seven years at Longview Elementary in both third and fourth grade.

During her service at FIS she has earned recognition as a National Board Certified Teacher, been selected for the district's Leadership Intern program, and has led several school and district trainings on EL best-practice.

Working to support English language learners and core content teachers also aligns with her favorite aspect of teaching which is witnessing students grow as she builds relationships and helps students connect their learning to their lives.

Granting her tenure will not only validate her contributions to our students, it ensures many more will benefit from her expertise and passion.

Thank you,

  
Joel Hoag, Ed.D.

**A Franklin Special District Campus**  
*Excellence in Teaching and Learning for All*

Joel Hoag, Ed.D.  
Principal

Amanda Potts, M.Ed.  
Assistant Principal

Tracie Gallon, Ed.S.  
Assistant Principal

# FREEDOM MIDDLE SCHOOL

Charles Farmer, Principal  
Lauren Bauer, Assistant Principal  
Adam Demonbreun, Assistant Principal



1000 Excellence Way  
Franklin, Tennessee 37064  
(615) 794-0987

December 10, 2024

To Whom It May Concern:

It is with great pleasure that I am writing to recommend Ms. Allison Wright for tenure in the Franklin Special District. Allison is a gifted educator who affords her students a variety of opportunities to engage in the 7<sup>th</sup> grade Science curriculum. Additionally, she has become a leader among her peers.

When we hired Ms. Wright as a science teacher, she had almost 20 years' experience as an ELA teacher. She said she was looking for a new challenge and really wanted to give Science a try. Allison has excelled at this new endeavor over the last five years. Our kids are the real winners though. Ms. Wright is undoubtedly one of the most gifted teachers I have ever observed. She expects all students to be responsible for their learning. The level of engagement in Allison's classroom coupled with her operating procedures are key factors in her kids' success. The growth of her students is evident by her TVAAS scores. The last two years she has had a Level 5 in growth and three years ago she was a Level 4. More importantly, Allison's growth index has risen among her students each of these three years. During this same period of time, Ms. Wright's Level of Effectiveness in TNCompass has been a Level 5. Beyond the classroom, Allison holds many leadership positions at FMS. She is presently a member of our School Leadership Team and Guiding Coalition. She is also the leader of the highest functioning professional learning team in our building. Additionally, Allison serves on the district committee that evaluates student behaviors and classroom management. The FSD also named her a Model Teacher. It is quite impressive how Ms. Wright impacts FMS in so many ways. We are fortunate to have her on our team.

Ms. Wright is a respected employee that I am lucky to call my colleague. Again, I recommend her for tenure in the Franklin Special District without reservation.

Sincerely,

A handwritten signature in blue ink that reads "Charles E. Farmer". The signature is written in a cursive, flowing style.

Charles E. Farmer, Ph.D.  
Principal

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

ITEMS TO BE DISPOSED: (add rows if needed)

DATE: 1/28/25

Location	Quantity	Description
	1	507 New Hwy 96 West – Old Central Office Building and lot

insert pictures here if appropriate:

**Notes:**

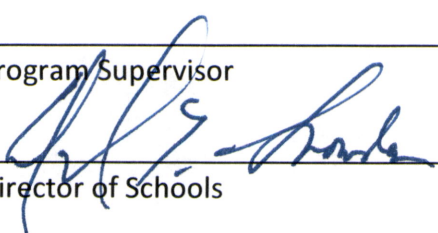
- The above items are no longer suitable to be utilized in the programs of FSSD.
- The supervisor of the program has estimated the item value **to exceed \$500.**
- Upon approval **from the Board** to surplus, the supervisor may sell the property to the highest bidder after advertising in newspaper (7days)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

The property will be put on the open market and sold

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

Approval:

\_\_\_\_\_  
Program Supervisor

  
\_\_\_\_\_  
Director of Schools

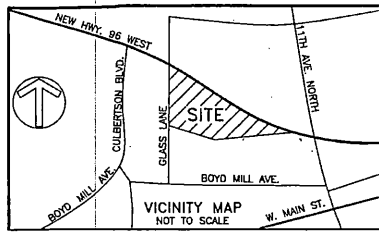
  
\_\_\_\_\_  
Associate Director – Finance/Administration

  
\_\_\_\_\_  
Board Chairman

Approved original to: Program Supervisor

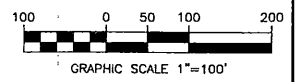
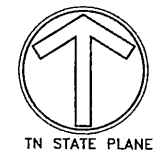
Approved Copies to: Facilities Supervisor, Accounting Coordinator, General Ledger Specialists

Reference: Board Policy 2.403

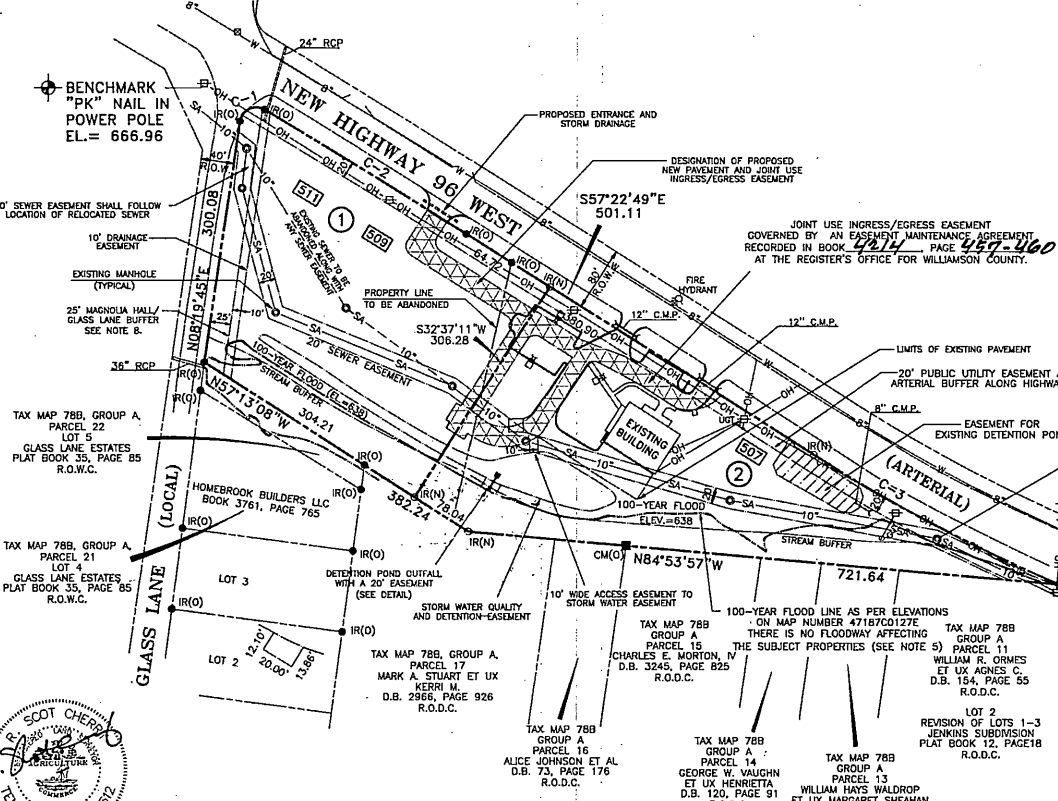


CURVE TABLE						
CURVE	RADIUS	LENGTH	TANGENT	CHORD	BEARING	DELTA
C-1	20.00	39.39	30.12	33.32	N64°44'51"E	112°50'12"
C-2	11,420.00	289.75	144.88	289.75	S58°06'26"E	01°27'13"
C-3	2123.48	338.57	169.64	338.21	S61°56'52"E	09°08'07"

LOT AREA TABULATION		
LOT NO.	AREA (S.F.)	AREA (AC.)
1	113,402	2.603
2	116,387	2.672
TOTAL	229,789	5.275



- NOTES**
- Existing Zoning and Area Designation: Planned Office/Urban  
Existing Map and Parcel Number: Map 78B, Group A, Parcels 4 & 5
  - Minimum Required Setback Lines:  
FRONT (HWY 96) 20'  
GLASS LANE 40'  
SIDE 25'  
REAR 50'  
**RCM-CAT**
  - Owner/Subdivider: PARCEL 4: LCM PROPERTIES, LLC  
Address: 5239 GRANNY WHITE PIKE  
NASHVILLE, TN 37220 (373-4770)  
Contact: R. Chris Magill, Chief Manager
  - Owner/Subdivider: PARCEL 5: FRANKLIN SPECIAL SCHOOL  
Address: DISTRICT, 507 NEW HIGHWAY 96 WEST, FRANKLIN TN, 37211, TELEPHONE 884-2320  
Contact: John Schroer-Chairman
  - Surveyor: CHERY LAND SURVEYING  
Address: 622 W. IRIS DRIVE  
NASHVILLE, TENNESSEE 37204  
Tel. No.: (615) 269-3972  
Contact: R. Scot Cherry - surveyor
  - A portion of this property is affected by the 100 year flood hazard based on information taken from "Insurance Rate Map", Panel No. 47187C0127E, Dated: January 16, 2003. No floodway zone is designated for these properties. Flood hazard area is zone "AE".
  - The purpose of this revision is to resubdivide two existing parcels into two new lots.
  - Within new developments and for off-site lines constructed as a result of, or to provide service to, the new development, all utilities, such as cable television, electrical (excluding transformers), gas, sewer, telephone, and water lines shall be placed underground.
  - The Magnolia Hill / Glass Lane Buffer shall be irrigated. When trees or shrubs designated or planted in this required buffer die or are removed for any reason, they shall be replaced during the next suitable growing season.
  - If additional construction takes place on Lot 2, the tree replacement cap shall be met due to previous activities on this property.



**LEGEND**

- CONCRETE MONUMENT OLD → CH(O)
- IRON ROD OLD → IR(O)
- IRON ROD NEW → IR(N)
- WATER VALVE → W
- FIRE HYDRANT → FH
- MANHOLE → M
- UTILITY POLE → U
- LIGHT POLE (PRIVATE) → LP
- PROPERTY LINE → PL
- EASEMENT LINE → EL
- EDGE OF PAVEMENT → EP
- EDGE OF CONCRETE → EC
- CURE → C
- WALL → W
- OVERHEAD → OH
- SEWER LINE → S
- WATER LINE → W
- STORM SEWER/CULVERT → SS
- LOT NUMBER → L
- PROPERTY ADDRESS → A



03/23/2007-08:42 AM  
07013090  
PLAT BOOK : P47  
PAGE : 8  
STATE OF TENNESSEE, WILLIAMSON COUNTY  
SADIE MADE  
REGISTER OF DEEDS

**CERTIFICATE OF SURVEY**

I (We) hereby certify that the subdivision plot as shown hereon is correct and that all of the monuments shown hereon have been placed as indicated. This subdivision plot correctly represents a survey made under my supervision on the 14th day of 15/12 2006.

R. Scot Cherry  
Surveyor  
Term. License No. 1512 Date 12-12-06

**CERTIFICATE OF APPROVAL OF SUBDIVISION NAME AND STREET NAMES**

Subdivision Name and Street Names Approved By The Williamson County Department of Emergency Communications.

Manuel Medina 3-8-07  
Williamson County  
Emergency Management Agency

**DEED REFERENCE/OWNERS**

PARCEL 5:  
DEED REFERENCE FOR THE PROPERTY SURVEYED IS DEED BOOK 103, PAGE 429, OF RECORD IN THE REGISTER'S OFFICE FOR WILLIAMSON COUNTY, TENNESSEE. OWNER OF RECORD: FRANKLIN SPECIAL SCHOOL, DISTRICT BOARD OF EDUCATION.

PARCEL 4:  
DEED REFERENCE FOR THE PROPERTY SURVEYED IS BOOK 3709, PAGE 79 OF RECORD IN THE REGISTER'S OFFICE FOR WILLIAMSON COUNTY, TENNESSEE. OWNER OF RECORD: LCM PROPERTIES, LLC.

**CERTIFICATE OF OWNERSHIP**

I (We) hereby certify that I am (we are) the owner(s) of the property shown hereon as of record (SEE DEED REFERENCE/OWNERS) and accept the plan of subdivision of property shown hereon and dedicate all public ways and easements as noted. No lots as shown hereon shall be subdivided, resubdivided, altered, or changed so as to produce less area than is hereby established until otherwise approved by the Municipal Planning Commission, and under no condition shall such lots be made to produce less area than is prescribed by the restrictive covenants as of record in Book 1512, Page 8, Tennessee, running with the title to the property. I (we) further certify that there are no liens on this property, except as follows: Book 1512, Page 8, R.O.D.C.

By: R. Chris Magill - Chief Manager Date: 3/10/07  
OWNER/AGENT

By: Manuel Medina Date: 3/8/07  
OWNER/AGENT

**CERTIFICATE OF APPROVAL OF WATER AND SEWER SYSTEMS**

I hereby certify that (1) the sewer system designated in Corporate Woods Office Park Subdivision has been installed in accordance with City specifications, or (2) a performance bond in the amount of \$ 200,000 for the water system and \$ 200,000 for the sewer system has been posted with the City of Franklin, Tennessee, to assure completion of such systems.

Manuel Medina 3/19/07  
Supl. Water and Sewer  
Franklin, Tenn.

**CERTIFICATE OF APPROVAL OF STREETS AND DRAINAGE**

I hereby certify that (1) the streets and drainage designated in Corporate Woods Office Park Subdivision have been installed in accordance with City specifications, or (2) a performance bond in the amount of \$ 100,000 for streets and \$ 200,000 for drainage has been posted with the City of Franklin, Tennessee, to assure completion of such improvements.

Manuel Medina 3-20-07  
Supl. Streets and Drainage  
Franklin, Tenn.

**CERTIFICATE OF APPROVAL FOR RECORDING**

Approved by the Franklin Municipal Planning Commission, Franklin, Williamson County, Tenn., with the exception of such conditions, if any, as are noted on the Planning Commission minutes for the 20th day of March 2006 and this plat has been approved for recording in the Register's Office of Williamson County.

Manuel Medina 3-20-07  
Secretary, Franklin Municipal  
Planning Commission

**FINAL SUBDIVISION PLAT AND PUD SUBDIVISION CORPORATE WOODS OFFICE PARK**  
C.O.F. # 1232  
NEW HIGHWAY 96 AT GLASS LANE  
FRANKLIN, WILLIAMSON COUNTY, TENNESSEE

TOTAL ACRES: 5.275± TOTAL LOTS: 2  
ACRES NEW STREETS: N/A FEET NEW STREETS: N/A  
CIVIL DISTRICT: 9th CLOSURE ERROR: 1:10000  
SCALE: 1" = 100' DATE: DECEMBER 12, 2006

# DIRECTORS PERFORMANCE REVIEW

## TOTAL COMPOSITE SCORE

Presented for Board Approval February 2025

Reflecting the Performance Goals of 2023-2024

Based on the Annual Report Submitted January 2025 for 2023-2024

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

**Board Members:**

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

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

1. 34.00
2. 34.50
3. 14.75
4. 15.00

Total Possible Composite Score: 100

Total Composite Score Awarded: 98.25

Scores totaled by: Carol Riordan, David Esslinger Date: February 5, 2025

Date approved by FSSD Board of Education February 10, 2025

**Director of Schools**  
**PERFORMANCE REVIEW PROCESS**

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

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

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

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

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

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

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

**4.205 ENROLLMENT IN ADVANCED COURSES – *2<sup>nd</sup> Reading***

Revisions follow updates to the program from our Administrative Honors Committee, with slight adjustments to the policies and procedures for the Honors Program this fall.

As a result, the Honors Program Guidelines and its corresponding Board Policy have been updated.

There were no updates requested upon 1<sup>st</sup> Reading.

# Franklin Special Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term:  <b>Enrollment in Advanced Courses</b>	Descriptor Code: <b>4.205</b>	Issued Date: <b>Proposed</b>
		Rescinds: <b>4.205</b>	Issued: <b>06/10/24</b>

1 *General*

2 All eligible students in grades 5-8 may participate in the **FSD** Honors Program.<sup>1</sup>

- 3 1. Due to the limited number of students per grade level at Poplar Grove Middle School, honors  
4 students may be clustered in differentiated classrooms but efforts will be made to avoid clustering  
5 when possible.
- 6 2. The Honors Program consists of the following classes: English/Language Arts in grades 5- 8,  
7 Science in grades 6-8, Math in grades 5-7, Algebra I in grades 7-8, Geometry in grade 8, world  
8 language in grades 7-8 (**2-year course for French I or Spanish I**), Introduction to Aerospace in  
9 grade 8, and Computer Science in grade 8.
- 10 3. The winter benchmark assessments for **iReady Reading** and iReady Math are used as the qualifying  
11 assessments for Honors classes. iReady Reading is also used for the qualifying scores for honors  
12 Science. Rising 7th and 8th graders take the Iowa Algebra Aptitude Test (IAAT), in order to be  
13 considered for Algebra I or Honors Math. Rising 7th graders take the Modern Language Aptitude  
14 Test – Elementary (MLAT-E), in order to be considered for World Language (Spanish or French)  
15 beginning in 7th grade. TCAP scores from the previous school year are also used as qualifying  
16 assessments in ELA, Math, and Science (see number 8 for more details).
- 17 4. The winter benchmark assessments, consisting of reading and math, will be offered to rising 4th  
18 through 8th graders in May of each year. To ensure sufficient time for scheduling and parent  
19 reconsideration requests, scores from the winter benchmark tests will determine Honors admission.  
20 The IAAT will be offered to rising 7th and 8th graders in February of each year. The IAAT must  
21 be taken by the student during the calendar year he/she wishes to be considered for Honors.
- 22 5. For students who are new to the district, school personnel will gather state or district assessment  
23 data from their previous school, if possible. If the scores are unavailable or cannot be interpreted in  
24 a manner consistent with the FSD benchmark tests, iReady Reading and iReady Math will be  
25 administered at the start of the school year and used as the qualifying measure. New students who  
26 wish to enroll in Algebra I or World Language will take the appropriate assessment(s)—IAAT or  
27 MLAT-E—at the beginning of the school year.
- 28 6. **Any district-selected Honors entry test (IAAT for Algebra I placement)** is offered free of charge to  
29 students. A letter will be sent home prior to the administration of the test for parents to opt out their  
30 child, if they choose to do so. **All state-mandated tests (TCAP, iReady benchmarks in ELA and**

1 Math) are always free of charge to students, but the state does not allow any opt-out option for  
2 these assessments.

3 7. Upon receipt of the results from the IAAT, qualifying scores for each grade level cohort are  
4 determined by the Administrative Honors Committee. The committee evaluates the performance of  
5 current FSD test-takers and determines a **minimum** qualifying score annually. Cut scores may  
6 differ for each subject and may vary from year to year. Students may participate in every subject in  
7 which the score requirements are met.

8 8. Rising 5th—8th grade students are eligible to participate in the FSD Honors Program if they meet  
9 one of the four criteria listed below:

- 10
- 11 • Made the required qualifying cut score on the assessment appropriate for the grade level and  
12 subject area. Students scoring at the 90th percentile on the winter iReady Reading test will  
13 qualify for Honors ELA and Science. Students scoring at the 90th percentile on the winter  
14 iReady Math test will qualify for Honors Math. Students scoring at the 90th percentile or above  
15 on the prior year's subject area TCAP test (ELA, Math, Science) will qualify for an Honors  
16 class in those subjects. Administrators have the flexibility to place, with a parent's permission,  
17 a student in an Honors class for which the student scored at the *Exceeded Expectations*  
18 performance level on the most recent TCAP subject area test, given that the student would  
19 automatically qualify for this Honors class in the following year.
- 20 • Maintained passing grades in 5th grade Honors classes and automatically advanced to the same  
21 Honors classes in 6th grade OR maintained passing grades in 7th grade Honors classes and  
22 automatically advanced to the same Honors classes in 8th grade.
- 23 • Placement is validated by evidence collected on the Honors Reconsideration Form (see #10 and  
24 #11 below) and agreed to by the parent and administrator.
- 25 • Space is available for families who have completed the Honors Reconsideration Form. If the  
26 form was received after the deadline, there may be a waiting list based on the school's space in  
27 Honors classes.

28 9. Parents and students will be notified by mail concerning their status for participation in the Honors  
29 Program. Students currently enrolled in Honors ELA and Math classes in 5th grade will  
30 automatically qualify for these classes next year, assuming they maintain the necessary grade  
31 requirements for the remainder of the school year. Students currently enrolled in Honors ELA,  
32 Honors Science, and World Language (French I-A or Spanish I-A) in 7th grade will automatically  
33 qualify for these classes next year, assuming they maintain the necessary grade requirements for  
34 the remainder of the school year. All rising 7<sup>th</sup> grade students must requalify for all Honors classes,  
35 due to the rigor of middle school coursework. Parents may choose to opt out of their child's  
36 participation in Honors classes by completing the Honors Opt Out Form included in the mailing.  
37 This Honors Opt Out Form should be sent to the child's upcoming school. An administrator will  
38 review the opt out requests and will automatically unenroll students in the Honors classes for  
39 which parents indicated on the form.

40

41 10. If a student does not qualify for the Honors Program via the qualifying cut score on the appropriate  
42 assessment, the parent will receive access to the online Honors Reconsideration Form. Parents may  
43 submit the form to the upcoming school, in order to request that their child be reconsidered in one

- 1 Honors class per school year. The request will only be granted if the data collected on the Honors  
2 Reconsideration Form validates this placement for the child and if space is available. The Honors  
3 Reconsideration Forms will be available on the FSD website.
- 4 11. Upon receipt of the Honors Program Reconsideration Form, the following steps will be taken:
- 5 • Data from the spring iReady Reading and iReady Math **benchmark** assessments will be  
6 recorded and analyzed by the school administrator reviewing the reconsideration request. **In**  
7 **addition, if a student scores at or above the 90<sup>th</sup> percentile on a spring benchmark test, a parent**  
8 **may complete a second Honors reconsideration request for an additional Honors class. The**  
9 **second reconsideration request is validated by the spring benchmark being at or above the 90<sup>th</sup>**  
10 **percentile for the requested course.**
  - 11 • The school administrator will analyze the teacher perceived rate of learning (TPRL) traits from  
12 the previous year's teachers, along with any other available data for the student from the  
13 previous school year. **Teacher recommendations are not included in this process, due to the**  
14 **subjectivity of such determinations.**
  - 15 • The principal and parent will discuss the above data and will make a shared decision related to  
16 the student being enrolled in Honors classes, if there is available space. Additionally, the Parent  
17 Commitment Form will be discussed to ensure a full understanding of the academic  
18 expectations of the program. If placement in Honors classes occurs, the parent will sign the  
19 Parent Commitment Form, and the student will be placed in the appropriate Honors class.
- 20 12. Parents may complete the Honors Reconsideration Form for any Honors class with the exception of  
21 Algebra I for 7th graders. Parents should submit one (1) Honors reconsideration request per school  
22 year in a **selected** subject area, based on the strengths and interests of their child. **However, a parent**  
23 **may complete a second Honors reconsideration request for an additional Honors class, if one**  
24 **reconsideration is validated by the spring benchmark being at or above the 90th percentile, as noted**  
25 **above in #11.** Otherwise, additional Honors reconsideration requests will not be granted, but  
26 parents may submit an additional Honors reconsideration request in the subsequent school year.  
27 Also, students may qualify for new Honors classes in any school year. The Honors Program  
28 Reconsideration Form will be used to evaluate data collected from the following sources: TCAP,  
29 **iReady**, and teacher perceived rate of learning (TPRL).
- 30 13. If a student does not qualify for an honors class via the qualifying cut score on the appropriate  
31 assessment or through the reconsideration process, parents may request to be on the school's  
32 waiting list for Honors classes. Please submit this request in writing to either the principal or the  
33 assistant principal at the appropriate school.
- 34 14. Students who meet the TN standards as a student who is Intellectually Gifted do not automatically  
35 qualify for the Honors Program. If an Intellectually Gifted student does not meet the qualifying  
36 score for honors, it is the eligibility team's responsibility to determine whether or not an honors  
37 class is the most appropriate placement.
- 38 15. Prior to participating in the Honors Program the first time, parents of eligible students should  
39 attend a virtual or in-person Honors meeting with a school administrator or review the presentation  
40 materials posted online. If a parent does not attend the official meeting, he/she should contact the  
41 school to make other arrangements for Honors Program orientation. The principal will inform

1 parents of the common characteristics—strengths and problems/challenges—of academically  
2 talented students as well as the implications for future coursework for students who participate in  
3 the Honors Program. Having this information will assist parents in making good decisions about  
4 whether this rigorous program is the most appropriate placement for their child, realizing that in a  
5 challenging program of this nature, students may not always earn a grade of A or B on every  
6 assignment. While student performance may vary in Honors classes, standards of performance for  
7 the Honors Program itself cannot waiver.

8 16. Parents of students participating in the Honors Program will be required to sign a new Parent  
9 Commitment Form each year, agreeing to maintain the standards of the Honors Program. This  
10 Parent Commitment Form will be sent to parents at the beginning of the new school year via a  
11 digital form. In addition, the Parent Commitment Form will be posted online.

12 17. Students must maintain a quarterly grade of 70 or above in each Honors class, in order to remain in  
13 these classes. Students who score below a 70 in an Honors class will be exited from this Honors  
14 class for the remainder of the school year and rescheduled into a general education class for this  
15 subject. Students who exited an Honors class will be eligible for requalification in the subsequent  
16 school year, but they will not automatically advance in this Honors class due to failure to maintain  
17 the minimum grade requirement. (Automatic advancement in Honors only occurs from 5th to 6th  
18 grades and from 7th to 8th grades.)

19  
20 18. When a student has difficulty in an Honors class, it is important to determine if Honors is the most  
21 appropriate placement for the student. The following steps will be taken:

- 22 • If any student earns a grade below an 80% average (81% for high school credit classes) on  
23 his/her quarterly progress report, the classroom teacher will contact the parent to share the  
24 reason for the grade and a reminder of the quarterly grade requirement that a student  
25 maintain a passing (70 and above) grade.
- 26 • The parent may contact a teacher or administrator at any time if they have questions about  
27 their child's academic progress and performance in an Honors class.
- 28 • If the student does not make the expected improvement by the end of nine weeks as indicated  
29 by a grade of 70% or higher on his/her report card for the quarter grade, the student will be  
30 exited from the program and rescheduled into a differentiated general education class.

31 19. The FSD Honors Program Guidelines will be placed on the website and reviewed with teachers  
32 at the beginning of each school year. Teachers are expected to communicate with families if a  
33 student is struggling in their Honors classes.

#### 34 **HIGH SCHOOL COURSES TAKEN FOR CREDIT IN MIDDLE SCHOOL**

35 High school courses offered in the FSD include Algebra I, Geometry, French I (A-B), Spanish I (A-B),  
36 and Computer Science. Credit for the successful completion of these courses is granted by Williamson  
37 County Schools (WCS).

1 FSD students enrolled in high school courses will be subject to the Williamson County Board of  
 2 Education's Policy #4.600 Report Cards and Grading Systems. The following grading scale will be  
 3 used:

Grade	Grade Range
A	91-100
B	81-90
C	72-80
D	70-71
F	Below 70

4 In accordance with WCS Board of Education Policy #4.6051 Credit Requirements for Graduation,  
 5 FSD students entering into Williamson County Schools will receive high school credit by (1) passing  
 6 (grade 70 or above) both semesters of the course. Algebra I and Geometry students will take the TCAP  
 7 End of Course assessment. Currently, TCAP assessment grades may count up to 15% of a student's  
 8 final spring semester grade for the course if the additional score increases the student's grade. Students  
 9 enrolled in Spanish I and French I will take a final exam developed in conjunction with World  
 10 Language teachers in Williamson County Schools. Currently, the final exam grade may count up  
 11 to 15% of the student's final grade for the course. Final course grades will be recorded as Credit or No  
 12 Credit with no grade point average (GPA) value. There is not an option to refuse the credit.

13 All FSD middle school courses that may count as credit for high school are taught at an honors level  
 14 and are subject to all criteria of an honors level course. FSD students must maintain a passing  
 15 grade average (70 or above) on their report card, as they must pass both semesters to receive credit.  
 16 After completing all requirements of an honors level course, these courses will count towards the  
 17 Williamson County Honors Diploma. (WCS Policy #4.6051 Credit Requirements for Graduation,  
 18 4.60511 Graduation with Honors or Distinction).

19 High school credit courses also abide by the following state board policy (SBE policy 2.103(V)(3)(c)):

20 **Per state policy**, students enrolled in courses with End of Course (EOC) examinations may not  
 21 withdraw from such courses after being enrolled in the course for at least twenty-five percent (25%) of  
 22 the instructional days in the course. **As such, if any student enrolled in an EOC math course is not**  
 23 **meeting expectations, schedule changes should be made by the end of the first quarter. Otherwise, the**  
 24 **student must remain in the course for the full school year.**

25 Although the successful completion of Algebra I and Geometry in middle school will count towards a  
 26 student's high school math credits for graduation, a student must still take **three or** four years of math

1 during high school. Parents should understand clearly that students taking high school levels of math in  
2 middle school (Algebra I and Geometry) are still required to have at least four math credits by the end  
3 of high school.

4 **Please note:** Successful completion of the two-year world language course (French I or Spanish I) in  
5 middle school will count for one year of the two-year requirement for high school graduation. Both  
6 years of this course (French I-A in 7th/French I-B in 8th; Spanish I-A in 7th/Spanish I-B in 8th) must  
7 be completed for a student to receive high school credit. For students who will be attending a four-year  
8 higher education institution following high school, two additional years of world language in the high  
9 school setting are highly recommended.

10 The principal of each school shall have the authority to require additional criteria for the enrollment in  
11 advanced courses to fit the needs of the students within the school.

### 12 **Honors Reconsideration Request Form**

13 This form is to be completed by a parent or guardian who makes a request for his/her child to be placed  
14 in an Honors Program class, even though the child has not met the qualifying criteria for the specific  
15 class.

### 16 **Honors Opt Out Form**

17 This form is to be completed by a parent or guardian who makes a request for his/her child to NOT be  
18 placed in specific classes in the Honors Program, even though the child has met the qualifying criteria  
19 for those classes.

### 20 **NOTIFICATION<sup>1</sup>**

21 Parent(s)/guardian(s) shall be provided written notification of a student's eligibility to enroll in  
22 advanced courses. The notification shall state that a student will remain enrolled in the course unless  
23 the parent/guardian timely submits a written request for removal. The Director of Schools shall  
24 determine the deadline to submit the request for removal.

25 Students may also be removed from an advanced course if the student's teacher determines that the  
26 student should be removed based on performance after thirty (30) days of instruction and the principal  
27 approves the request to remove the student.

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#### Legal References

1. [TCA 49-6-1012; State Board of Education Policy 3.301](#)

# Franklin Special Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term:  <b>Enrollment in Advanced Courses</b>	Descriptor Code: <b>4.205</b>	Issued Date: <b>06/10/24</b>
		Rescinds: <b>4.205</b>	Issued: <b>08/09/21</b>

1 *General*

2 All eligible students in grades 5-8 may participate in the FSSD Honors Program.<sup>1</sup>

- 3 1. Due to the limited number of students per grade level at Poplar Grove Middle School, honors  
4 students may be clustered in differentiated classrooms but efforts will be made to avoid clustering  
5 when possible.
- 6 2. The Honors Program consists of the following classes: English/Language Arts in grades 5- 8,  
7 Science in grades 6-8, Math in grades 5-7, Algebra I in grades 7-8, Geometry in grade 8, World  
8 Language in grades 7-8, Introduction to Aerospace in grade 8, and Computer Science in grade 8.
- 9 3. The winter benchmark assessments for iReady/STAR Reading and iReady Math are used as the  
10 qualifying assessments for Honors classes. iReady/STAR Reading is also used for the qualifying  
11 scores for honors Science. Rising 7th and 8th graders take the Iowa Algebra Aptitude Test (IAAT),  
12 in order to be considered for Algebra I or Honors Math. Rising 7th graders take the Modern  
13 Language Aptitude Test – Elementary (MLAT-E), in order to be considered for World Language  
14 (Spanish or French) beginning in 7th grade. TCAP scores from the previous school year are also  
15 used as qualifying assessments in ELA, Math, and Science (see number 8 for more details).
- 16 4. The winter benchmark assessments, consisting of reading and math, will be offered to rising 4th  
17 through 8th graders in May of each year. To ensure sufficient time for scheduling and parent  
18 reconsideration requests, scores from the winter benchmark tests will determine Honors admission.  
19 The IAAT will be offered to rising 7th and 8th graders in February of each year. The MLAT-E will  
20 be offered to rising 7th graders in February of each year as well. The IAAT and MLAT-E must be  
21 taken by the student during the calendar year he/she wishes to be considered for Honors.
- 22 5. For students who are new to the district, school personnel will gather state or district assessment  
23 data from their previous school, if possible. If the scores are unavailable or cannot be interpreted in  
24 a manner consistent with the FSSD benchmark tests, iReady/STAR Reading and iReady Math will  
25 be administered at the start of the school year and used as the qualifying measure. New students  
26 who wish to enroll in Algebra I or World Language will take the appropriate assessment(s)—IAAT  
27 or MLAT-E—at the beginning of the school year.
- 28 6. The Honors entry tests (IAAT and/or MLAT-E) are offered free of charge to students. A letter will  
29 be sent home prior to the administration of these tests for parents to opt out their child, if they  
30 choose to do so.

- 1 7. Upon receipt of the results from the IAAT and MLAT-E, qualifying scores for each grade level  
2 cohort are determined by the Administrative Honors Committee. The committee evaluates the  
3 performance of current FSSD test-takers and determines a qualifying score annually. Cut scores  
4 may differ for each subject and may vary from year to year. Students may participate in every  
5 subject in which the score requirements are met.
  
- 6 8. Rising 5th—8th grade students are eligible to participate in the FSSD Honors Program if they meet  
7 one of the four criteria listed below:  
8
  - 9 • Made the required qualifying cut score on the assessment appropriate for the grade level and  
10 subject area. Students scoring at the 90th percentile on the winter iReady/STAR Reading test  
11 will qualify for Honors ELA and Science. Students scoring at the 90th percentile on the winter  
12 iReady Math test will qualify for Honors Math. Students scoring at the 90th percentile or above  
13 on a subject are TCAP test (ELA, Math, Science) will qualify for an Honors class in those  
14 subjects.
  - 15 • Maintained passing grades in 5th grade Honors classes and automatically advanced to the same  
16 Honors classes in 6th grade OR maintained passing grades in 7th grade Honors classes and  
17 automatically advanced to the same Honors classes in 8th grade.
  - 18 • Placement is validated by evidence collected on the Honors Reconsideration Form (see #10 and  
19 #11 below) and agreed to by the parent and administrator.
  - 20 • Space is available for families who have completed the Honors Reconsideration Form. If the  
21 form was received after the deadline, there may be a waiting list based on the school's space in  
22 Honors classes.
  
- 23 9. Parents and students will be notified by mail concerning their status for participation in the Honors  
24 Program. Students currently enrolled in Honors ELA and Math classes in 5th grade will  
25 automatically qualify for these classes next year, assuming they maintain the necessary grade  
26 requirements for the remainder of the school year. Students currently enrolled in Honors ELA,  
27 Honors Science, and World Language (French I-A or Spanish I-A) in 7th grade will automatically  
28 qualify for these classes next year, assuming they maintain the necessary grade requirements for  
29 the remainder of the school year. All rising 7<sup>th</sup> grade students must requalify for all Honors classes,  
30 due to the rigor of middle school coursework. Parents may choose to opt out of their child's  
31 participation in Honors classes by completing the Honors Opt Out Form included in the mailing.  
32 This Honors Opt Out Form should be sent to the child's upcoming school. An administrator will  
33 review the opt out requests and will automatically unenroll students in the Honors classes for  
34 which parents indicated on the form.  
35
  
- 36 10. If a student does not qualify for the Honors Program via the qualifying cut score on the appropriate  
37 assessment, the parent will receive access to the online Honors Reconsideration Form. Parents may  
38 submit the form to the upcoming school, in order to request that their child be reconsidered in one  
39 Honors class per school year. The request will only be granted if the data collected on the Honors  
40 Reconsideration Form validates this placement for the child and if space is available. The Honors  
41 Reconsideration Forms will be available on the FSSD website.
  
- 42 11. Upon receipt of the Honors Program Reconsideration Form, the following steps will be taken:

- 1 • Data from the spring iReady/STAR Reading and iReady Math assessments will be recorded  
2 and analyzed by the school administrator reviewing the reconsideration request.
- 3 • The school administrator will analyze the teacher perceived rate of learning (TPRL) traits from  
4 the previous year's teachers, along with any other available data for the student from the  
5 previous school year.
- 6 • The principal and parent will discuss the above data and will make a shared decision related to  
7 the student being enrolled in Honors classes, if there is available space. Additionally, the Parent  
8 Commitment Form will be discussed to ensure a full understanding of the academic  
9 expectations of the program. If placement in Honors classes occurs, the parent will sign the  
10 Parent Commitment Form, and the student will be placed in the appropriate Honors class.
  
- 11 12. If a student does not qualify for an honors class via the qualifying cut score on the appropriate  
12 assessment or through the reconsideration process, parents may request to be on the school's  
13 waiting list for Honors classes. Please submit this request in writing to either the principal or the  
14 assistant principal at the appropriate school.
  
- 15  
16 13. Parents may complete the Honors Reconsideration Form for any Honors class with the exception of  
17 Algebra I for 7th graders.
  
- 18 14. Students who meet the TN standards as a student who is Intellectually Gifted do not automatically  
19 qualify for the Honors Program. If an Intellectually Gifted student does not meet the qualifying  
20 score for honors, it is the eligibility team's responsibility to determine whether or not an honors  
21 class is the most appropriate placement. The Honors Program Reconsideration Form will be used  
22 to evaluate data collected from the following sources: TCAP, STAR, iReady (Reading and Math),  
23 and teacher perceived rate of learning (TPRL).
  
- 24 15. Prior to participating in the Honors Program the first time, parents of eligible students should  
25 attend a virtual or in-person Honors meeting with a school administrator or review the presentation  
26 materials posted online. If a parent does not attend the official meeting, he/she should contact the  
27 school to make other arrangements for Honors Program orientation. The principal will inform  
28 parents of the common characteristics—strengths and problems/challenges—of academically  
29 talented students as well as the implications for future coursework for students who participate in  
30 the Honors Program. Having this information will assist parents in making good decisions about  
31 whether this rigorous program is the most appropriate placement for their child, realizing that in a  
32 challenging program of this nature, students may not always earn a grade of A or B on every  
33 assignment. While student performance may vary in Honors classes, standards of performance for  
34 the Honors Program itself cannot waiver.
  
- 35 16. Parents of students participating in the Honors Program will be required to sign a new Parent  
36 Commitment Form each year, agreeing to maintain the standards of the Honors Program. **This**  
37 Parent Commitment Form will be sent to parents at the beginning of the new school year via a  
38 digital form. In addition, the Parent Commitment Form will be posted online.
  
- 39 17. Students must maintain a quarterly grade of 70 or above in each Honors class, in order to remain in  
40 these classes. Students who score below a 70 in an Honors class will be exited from this Honors  
41 class for the remainder of the school year and rescheduled into a general education class for this

subject. Students who exited an Honors class will be eligible for requalification in the subsequent school year, but they will not automatically advance in this Honors class due to failure to maintain the minimum grade requirement. (Automatic advancement in Honors only occurs from 5th to 6th grades and from 7th to 8th grades.)

18. When a student has difficulty in an Honors class, it is important to determine if Honors is the most appropriate placement for the student. The following steps will be taken:

- If any student earns a grade below an 80% average (81% for high school credit classes) on his/her quarterly progress report, the classroom teacher will contact the parent to share the reason for the grade and a reminder of the quarterly grade requirement that a student maintain a passing (70 and above) grade.
- The parent may contact a teacher or administrator at any time if they have questions about their child’s academic progress and performance in an Honors class.
- If the student does not make the expected improvement by the end of nine weeks as indicated by a grade of 70% or higher on his/her report card for the quarter grade, the student will be exited from the program and rescheduled into a differentiated general education class.

19. The FSSD Honors Program Guidelines will be placed on the website and reviewed with teachers at the beginning of each school year. Teachers are expected to communicate with families if a student is struggling in their Honors classes.

**HIGH SCHOOL COURSES TAKEN FOR CREDIT IN MIDDLE SCHOOL**

High school courses offered in the FSSD include Algebra I, Geometry, French I (A-B), Spanish I (A-B), and Computer Science (FMS only). Credit for the successful completion of these courses is granted by Williamson County Schools (WCS).

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

Grade	Grade Range
A	91-100
B	81-90
C	72-80
D	70-71
F	Below 70

In accordance with WCS Board of Education Policy #4.6051 Credit Requirements for Graduation, FSSD students entering into Williamson County Schools will receive high school credit by (1) passing

1 (grade 70 or above) both semesters of the course. Algebra I and Geometry students will take the TCAP  
2 End of Course assessment. Currently, TCAP assessment grades may count up to 15% of a student's final  
3 spring semester grade for the course if the additional score increases the student's grade. Students  
4 enrolled in Spanish I and French I will take a final exam developed in conjunction with World  
5 Language teachers in Williamson County Schools. Currently, the final exam grade may count up  
6 to 15% of the student's final grade for the course. Final course grades will be recorded as Credit or No  
7 Credit with no grade point average (GPA) value. There is not an option to refuse the credit.

8 All FSSD middle school courses that may count as credit for high school are taught at an honors level  
9 and are subject to all criteria of an honors level course. FSSD students must maintain a passing  
10 grade average (70 or above) on their report card, as they must pass both semesters to receive credit.  
11 After completing all requirements of an honors level course, these courses will count towards the  
12 Williamson County Honors Diploma. (WCS Policy #4.6051 Credit Requirements for Graduation,  
13 4.60511 Graduation with Honors or Distinction).

14 High school credit courses also abide by the following state board policy (SBE policy 2.103(V)(3)(c)):

15 Students enrolled in courses with End of Course examinations may not withdraw from such courses  
16 after being enrolled in the course for at least twenty-five percent (25%) of the instructional days in the  
17 course.

18 If we have students in an enrolled HS course that are not meeting expectations, schedule changes  
19 should be made by the end of the first quarter.

20 Although the successful completion of Algebra I and Geometry in middle school will count towards a  
21 student's high school math credits for graduation, a student must still take four years of math during  
22 high school. Parents should understand clearly that students taking high school levels of math in  
23 middle school (Algebra I and Geometry) are still required to take four additional math courses  
24 different from those taken in middle school.

25 **Please note:** Successful completion of one year of World Language in middle school will count  
26 towards the two-year requirement for high school graduation. For students who will be attending a  
27 four-year higher education institution following high school, two additional years of World Language  
28 in the high school setting are highly recommended.

29 The principal of each school shall have the authority to require additional criteria for the enrollment in  
30 advanced courses to fit the needs of the students within the school.

### 31 **Honors Reconsideration Request Form**

32 This form is to be completed by a parent or guardian who makes a request for his/her child to be placed  
33 in the Honors Program, even though the child has not met the qualifying criteria for the specific class.

**1 Honors Opt Out Form**

2 This form is to be completed by a parent or guardian who makes a request for his/her child to NOT be  
3 placed in specific classes in the Honors Program, even though the child has met the qualifying criteria  
4 for those classes.

**5 NOTIFICATION<sup>1</sup>**

6 Parent(s)/guardian(s) shall be provided written notification of a student's eligibility to enroll in  
7 advanced courses. The notification shall state that a student will remain enrolled in the course unless  
8 the parent/guardian timely submits a written request for removal. The Director of Schools shall  
9 determine the deadline to submit the request for removal.

10 Students may also be removed from an advanced course if the student's teacher determines that the  
11 student should be removed based on performance after thirty (30) days of instruction and the principal  
12 approves the request to remove the student.

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**Legal References**

1. Public Acts of 2021, Chapter No. 170; State Board of Education Policy 3.301

**4.603 PROMOTION AND RETENTION – 2<sup>nd</sup> Reading**

TSBA has provided updates to this policy due to the State Board of Education updating regulation 0520-01-03-.16 at its November meeting. Parents/guardians who choose to retain their K-2 student must submit a written request within thirty days of the end of the school year. If the student is not eligible for voluntary retention under state law, the district is now required to respond to the parent/guardian in writing. We have added a provision on this requirement to our model policy.

There were no updates requested by the Board upon 1<sup>st</sup> Reading.

# Franklin Special Board of Education

Monitoring: <b>Review: Annually, in December</b>	Descriptor Term:  <b>Promotion and Retention</b>	Descriptor Code: <b>4.603</b>	Issued Date: <b>Proposed</b>
		Rescinds: <b>4.603</b>	Issued: <b>08/12/24</b>

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.<sup>1</sup>

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

- 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;<sup>3</sup>
- 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 1<sup>st</sup> deadline if the delay in identifying a student  
24 is due to:<sup>4</sup>

- 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

## 1 **VOLUNTARY RETENTION**<sup>5</sup>

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

- 4 1. The student has a documented academic or behavioral delay; and
- 5
- 6 2. The parent/guardian believes that retention may benefit the student.<sup>5</sup>

7 This information shall be submitted in writing within thirty (30) days of the end of the school year. The  
8 district shall send written notice to the parent/guardian confirming whether the student is eligible for  
9 retention under state law.

## 10 **PROMOTION PLANS**<sup>6</sup>

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

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

24 A student who demonstrates sufficient academic progress according to his/her promotion plan shall be  
25 promoted to the next grade level unless retention is required per additional requirements for students in  
26 third and fourth grade.<sup>7</sup>

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

## 33 **RETENTION**<sup>7</sup>

34 A student may be retained when such retention is in the best interests of the student or when retention is  
35 required per additional requirements for students in third and fourth grade.

36 *Decision of Retention – General*<sup>9</sup>

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

- 5 1. Adjustment to the current instructional strategies or materials;
- 6
- 7 2. Additional instructional time;
- 8
- 9 3. Individual tutoring;
- 10
- 11 4. Modification to the student's classroom assignment to ensure the student receives instruction  
12 from a teacher with a level of overall effectiveness of above expectations (level 4) or  
13 significantly above expectations (level 5); or
- 14
- 15 5. Attendance or truancy interventions.

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

#### 20 *Decision of Retention – Third Grade*<sup>10</sup>

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

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

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

1 writing, of the benefits of enrolling the student in summer programming.

- 2
- 3 2. A student in third grade receiving a performance level rating of “below” on the ELA portion of
- 4 the student’s most recent TCAP test may be promoted if:

- 5
- 6 a. The student is an English language learner and has received less than two (2) full years
- 7 of ELA instruction;
- 8 b. The student was previously retained in grades K-3;
- 9 c. The student is retested before the next school year and scores proficient in ELA; or
- 10 d. The student attends a learning loss bridge camp before the next school year, maintains a
- 11 ninety percent (90%) attendance rate, and receives tutoring for the entirety of the next
- 12 school year in accordance with state law.

13 *Decision of Retention – Fourth Grade*<sup>10</sup>

14 Students in the following categories may be promoted to fifth grade if they demonstrate adequate

15 growth on the fourth-grade ELA portion of the TCAP test:

- 16 1. A student who was promoted to the fourth grade due to receiving tutoring for the entirety of
- 17 the fourth-grade school year; and
- 18
- 19 2. A student who was promoted to fourth grade due to attending a learning loss bridge camp
- 20 while maintaining a ninety percent (90%) attendance rate; and receiving tutoring for the
- 21 entirety of the fourth grade school year.

22 If a student that was promoted to fourth grade under one of the provisions above does not demonstrate

23 adequate growth on the fourth-grade ELA portion of the TCAP test, then the following shall occur:

- 24 1. The student’s principal shall convene a conference consisting of the following parties: the
- 25 student’s parent(s)/legal guardian, the student’s ELA teacher, and the student’s principal.
- 26
- 27 2. The conference shall review the student’s fourth grade ELA performance to determine if the
- 28 student should be promoted to fifth grade.
- 29
- 30 3. At the conclusion of the conference, a majority of the parties shall agree to one of the
- 31 following:
- 32 a. The student will be promoted to fifth grade and be assigned a tutor for the entirety of
- 33 the student’s fifth-grade year; or
- 34 b. The student will be retained in fourth grade. A student shall not be retained more than
- 35 once in fourth grade.

36 *Decision of Retention – Students with Disabilities*<sup>11</sup>

37 Retention and promotion decisions shall be made on a case-by-case basis and in consultation with the

38 student’s IEP and/or 504 team to determine whether the student’s performance on the ELA portion of

39 TCAP was due to the student’s disability. The school district shall not retain a student with a disability

40 or a suspected disability that impacts their ability to read.

## 1 APPEALS<sup>8,12</sup>

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

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

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

17 For students where retention is required per the additional requirements for students in third and fourth  
 18 grade, parent(s)/guardian(s) may appeal this decision in accordance with state law.<sup>13</sup>

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### 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. [TCA 49-6-314; TRR/MS 0520-01-03-.16\(6\)](#)
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\(7\)\(f\)](#)

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### 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:  <b>Review: Annually, in December</b>	Descriptor Term:  <h2 style="margin: 0;">Promotion and Retention</h2>	Descriptor Code: <b>4.603</b>	Issued Date: <b>08/12/24</b>
		Rescinds: <b>4.603</b>	Issued: <b>10/17/22</b>

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.<sup>1</sup>

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

- 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;<sup>3</sup>
- 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 1<sup>st</sup> deadline if the delay in identifying a student  
 24    is due to:<sup>4</sup>

- 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

## 1 VOLUNTARY RETENTION

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

- 4 1. The student has a documented academic or behavioral delay; and
- 5
- 6 2. The parent/guardian believes that retention may benefit the student.<sup>5</sup>

## 7 PROMOTION PLANS<sup>6</sup>

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

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

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

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

## 30 RETENTION<sup>7</sup>

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

### 33 *Decision of Retention – General*<sup>9</sup>

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

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

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

16 *Decision of Retention – Third Grade*<sup>10</sup>

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

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

- 21 1. A student in third grade receiving a performance level rating of “approaching” on the ELA  
22 portion of the student's most recent TCAP test may be promoted if:  
23
  - 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;
  - 28 d. The student attends a learning loss bridge camp before the next school year, maintains a  
29 ninety percent (90%) attendance rate, and demonstrates adequate growth on the post-test  
30 at the end of the camp;
  - 31 e. The student receives tutoring for the entirety of the next school year in accordance with  
32 state law; or
  - 33 f. Beginning with the 2023-2024 school year, the student demonstrates proficiency in ELA  
34 standards by scoring within the fiftieth percentile on the most recently administered state-  
35 provided benchmark assessment and the district provides tutoring services to the student  
36 during the entire fourth grade school year and notifies the student's parent/guardian, in  
37 writing, of the benefits of enrolling the student in summer 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<sup>10</sup>*

Students in the following categories 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 was promoted to the fourth grade due to receiving tutoring for the entirety of the fourth-grade school year; and
2. A student who was promoted to fourth grade due to attending a learning loss bridge camp while maintaining a ninety percent (90%) attendance rate; and receiving tutoring for the entirety of the fourth grade school year.

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<sup>11</sup>*

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<sup>8,12</sup>**

When a student is identified for retention, the parent(s)/guardian(s) shall be notified about the decision to retain the student and provided with information on the right to appeal the decision. Appeals shall be made to a committee appointed by the principal within five (5) days. The student and his/her

- 1 parent(s)/guardian(s) shall be provided written or actual notice of the appeal hearing and shall be given  
2 the opportunity to address the committee. The committee shall conduct a hearing within ten (10) days  
3 to determine if the student will be promoted and issue such decision within five (5) days. Upon  
4 notification of the committee decision, the principal shall send written notification to the Director of  
5 Schools/designee and the parent(s)/guardian(s). The notification shall advise parent(s)/guardian(s) of  
6 their right to appeal such action within five (5) days to the Director of Schools/designee.
- 7 The appeal shall be heard no later than ten (10) business days after the request for appeal is received. A  
8 decision shall be issued within five (5) days.
- 9 Within five (5) business days of the Director of Schools/designee rendering a decision, the student's  
10 parent(s)/guardian(s) may request a hearing by the Board, and the Board shall review the record.  
11 Following the review, the Board may affirm or overturn the decision of the Director of Schools/designee.  
12 The action of the Board shall be final.
- 13 For students where retention is required per the additional requirements for students in third and fourth  
14 grade, parent(s)/guardian(s) may appeal this decision in accordance with state law.<sup>13</sup>

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**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\(7\)\(f\)](#)

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**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

**5.1061 BACKGROUND INVESTIGATIONS – *1<sup>st</sup> Reading***

TSBA has provided model policy guidance for revisions to this policy and provisions outlining options that districts may choose. Revisions follow FSD practice.

In 2018, the Tennessee General Assembly passed a law requiring background checks every five years for teachers or other positions requiring proximity to children. This requirement was intended to be removed for district employees upon acceptance into the federal bureau of investigation rap back program. As Tennessee has now been accepted into this program, employees must be enrolled in it. Other categories of individuals who may have proximity to children (substitutes, contractors, volunteers) may continue to go through the regular background check process or the district may choose to enroll them in the rap back program as well.

<b>Franklin Special Board of Education</b>			
Monitoring: <b>Review: Annually, in January</b>	Descriptor Term: <b>Background Investigations</b>	Descriptor Code: <b>5.1061</b>	Issued Date: <b>Proposed</b>
		Rescinds: <b>5.1061</b>	Issued: <b>10/19/20</b>

1 *General*

2 Background checks shall be required for applicants, employees, contract workers, and volunteers.<sup>1</sup>  
3 Individuals who (1) have been identified by the Department of Children's Services as perpetrators of  
4 child abuse, severe child abuse, child sexual abuse, or child neglect or who pose an immediate threat to  
5 the health, safety, or welfare of children; or (2) are listed on the state's abuse of vulnerable persons  
6 registry maintained by the Department of Health shall not be employed.<sup>2</sup> **MOVED FROM 3<sup>RD</sup>**  
7 **PARAGRAPH**

8 The Director of Schools/designee shall develop any necessary corresponding procedures.

9 **APPLICANTS AND EMPLOYEES**

10 ~~To ensure the safety and welfare of students and staff, the district shall require criminal history~~  
11 ~~background checks and fingerprinting of applicants for teaching positions and any other positions that~~  
12 ~~require proximity to children. Further, applicants who (1) have been identified by the Department of~~  
13 ~~Children's Services (DCS) as perpetrators of child abuse, severe child abuse, child sexual abuse, or child~~  
14 ~~neglect, or who pose an immediate threat to the health, safety, or welfare of children; or (2) who are~~  
15 ~~listed on the state's abuse of vulnerable persons registry maintained by the Department of Health (DOH)~~  
16 ~~shall not be employed.<sup>2</sup> Any costs incurred to perform these background checks and fingerprinting shall~~  
17 ~~be paid by the applicant.<sup>3</sup>~~

18 Applicants and current employees shall be entered into the federal RAP back program.<sup>3</sup> Notice of the  
19 following shall be provided :

- 20 1. Possible fees charged by the Tennessee Bureau of Investigation; and
- 21 2. Fingerprints will be retained by the Tennessee Bureau of Investigation and the Federal Bureau  
22 of Investigation for all purposes and uses authorized for fingerprint submission.

24 Any costs incurred to perform these background checks and fingerprinting shall be paid by applicants.  
25 The Board shall not reimburse applicants if the position is offered and accepted.

26 Background checks shall be required of the individuals listed above at least once every five (5) years  
27 after the initial background check.<sup>1</sup>

28 **USE AND DISSEMINATION**

1 Fingerprints or other approved forms of positive identification shall be submitted with all requests for  
2 criminal history record checks for non-criminal justice purposes.<sup>4</sup> The Director of Schools shall ensure  
3 the Originating Agency Identifier number is on file at all times.

4 Tennessee and FBI Criminal History Record Information (CHRI) obtained by the district shall be solely  
5 used to verify criminal violation(s) and shall not be disseminated. Results shall be considered  
6 confidential and only accessible to district personnel identified by the Director of Schools. CHRI shall  
7 only be accessed by authorized personnel in the performance of their duties and shall never be released  
8 to the public.

9 All persons directly associated with the accessing, maintaining, processing, dissemination, or destruction  
10 of CHRI shall sign an awareness statement and shall indicate that they have been specially trained on  
11 the subject. The training shall provide those with access to CHRI with a working knowledge of federal  
12 and state regulations and laws governing the security and processing of criminal history information.  
13 The Director of Schools is responsible for ensuring that authorized personnel receive such training within  
14 sixty (60) days of employment or job assignment and every three (3) years.

#### 15 **RETENTION AND SECURITY**

16 The Director of Schools shall develop procedures to ensure CHRI is stored in a secure location. Areas  
17 in which CHRI is processed and handled shall be restricted to authorized personnel identified by the  
18 Director of Schools. The area shall be out of the view of the public and unauthorized personnel. The  
19 Director of Schools shall maintain a list of all employees who have access to, can process, disseminate,  
20 and/or destroy CHRI.

#### 21 **DISPOSAL OF CHRI**

22 When CHRI is no longer needed, it shall be destroyed by burning, shredding, or other methods rendering  
23 the information unreadable. Record destruction shall be conducted under the supervision of the Director  
24 of Schools.

#### 25 **MISUSE**

26 Employees who misuse CHRI or violate this policy shall be subject to disciplinary action up to and  
27 including termination. Any employee with knowledge of misuse shall immediately report a violation to  
28 the Director of Schools.

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#### Legal References

1. [TCA 49-5-413](#)
2. [TCA 49-5-406\(a\)\(1\)](#); [TCA 49-5-403](#);  
[TCA 49-5-413\(a\)\(2\), \(e\)](#)
3. [TCA 49-5-413\(f\)](#)
4. [34 USCA § 40316](#)

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#### Cross References

School Volunteers 4.501  
Application and Employment 5.106  
Substitute Personnel 5.701

<b>Franklin Special Board of Education</b>			
Monitoring: <b>Review: Annually, in January</b>	Descriptor Term: <b>Background Investigations</b>	Descriptor Code: <b>5.1061</b>	Issued Date: <b>10/19/20</b>
		Rescinds: <b>5.1061</b>	Issued: <b>08/13/18</b>

1 *General*

2 Background checks shall be required for applicants, employees, contract workers, and volunteers.<sup>1</sup>

3 The director of schools/designee shall develop any necessary corresponding procedures.

4 **APPLICANTS AND EMPLOYEES**

5 To ensure the safety and welfare of students and staff, the district shall require criminal history  
6 background checks and fingerprinting of applicants for teaching positions and any other positions that  
7 require proximity to children. Further, applicants who (1) have been identified by the Department of  
8 Children’s Services (DCS) as perpetrators of child abuse, severe child abuse, child sexual abuse, or child  
9 neglect, or who pose an immediate threat to the health, safety, or welfare of children; or (2) who are  
10 listed on the state’s abuse of vulnerable persons registry maintained by the Department of Health (DOH)  
11 shall not be employed.<sup>2</sup> Any costs incurred to perform these background checks and fingerprinting shall  
12 be paid by the applicant.<sup>3</sup>

13 Background checks shall be required of these employees at least once every five (5) years after the date  
14 of hire.<sup>1</sup>

15 **USE AND DISSEMINATION**

16 Fingerprints or other approved forms of positive identification shall be submitted with all requests for  
17 criminal history record checks for non-criminal justice purposes.<sup>4</sup> The director of schools shall ensure  
18 the Originating Agency Identifier number is on file at all times.

19 Tennessee and FBI Criminal History Record Information (CHRI) obtained by the district shall be solely  
20 used to verify criminal violation(s) and shall not be disseminated. Results shall be considered  
21 confidential and only accessible to district personnel identified by the director of schools. CHRI shall  
22 only be accessed by authorized personnel in the performance of their duties and shall never be released  
23 to the public.

24 All persons directly associated with the accessing, maintaining, processing, dissemination, or destruction  
25 of CHRI shall sign an awareness statement and shall indicate that they have been specially trained on  
26 the subject. The training shall provide those with access to CHRI with a working knowledge of federal  
27 and state regulations and laws governing the security and processing of criminal history information.  
28 The director of schools is responsible for ensuring that authorized personnel receive such training within  
29 sixty (60) days of employment or job assignment and every three (3) years.

**1 RETENTION AND SECURITY**

2 The director of schools shall develop procedures to ensure CHRI is stored in a secure location. Areas in  
3 which CHRI is processed and handled shall be restricted to authorized personnel identified by the  
4 director of schools. The area shall be out of the view of the public and unauthorized personnel. The  
5 director of schools shall maintain a list of all employees who have access to, can process, disseminate,  
6 and/or destroy CHRI.

**7 DISPOSAL OF CHRI**

8 When CHRI is no longer needed, it shall be destroyed by burning, shredding, or other methods rendering  
9 the information unreadable. Record destruction shall be conducted under the supervision of the director  
10 of schools.

**11 MISUSE**

12 Employees who misuse CHRI or violate this policy shall be subject to disciplinary action up to and  
13 including termination. Any employee with knowledge of misuse shall immediately report a violation to  
14 the director of schools.  
15

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**Legal References**

1. TCA 49-5-413
2. TCA 49-5-406(a)(1); TCA 49-5-403;  
TCA 49-5-413(a)(2), (e)
3. TCA 49-5-413(c)
4. 34 USCA § 40316

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**Cross References**

Application and Employment 5.106

	FES					JES					LES					MES					PGES			
	Female	Male	Teachers	Avg		Female	Male	Teachers	Avg		Female	Male	Teachers	Avg		Female	Male	Teachers	Avg		Female	Male	Teachers	Avg
Pre-Kindergarten (P3)	0	4	2	2.0		2	9	2	5.5		1	4	1	5.0		0	4	1	4.0		1	2	1	0
Pre-Kindergarten (P4)	12	13	1	25.0		7	15	1	22.0		9	12	1	21.0		14	8	1	22.0		9	14	1	23
Kindergarten	28	25	3	17.7		22	27	3	16.3		31	42	4	18.3		46	40	5	17.2		30	27	4	14.25
Pre-First			0	0.0				0	0.0				0	0.0				0	0.0				0	0
Grade 1	23	26	3	16.3		31	25	3	18.7		38	47	5	17.0		39	48	5	17.4		26	29	4	13.75
Grade 2	44	34	4	19.5		24	22	3	15.3		48	43	5	18.2		53	47	6	16.7		28	36	4	16
Grade 3	23	40	4	15.8		27	23	3	16.7		40	38	4	19.5		40	38	4	19.5		31	33	4	16
Grade 4	26	27	3	17.7		27	21	3	16.0		53	41	5	18.8		44	47	5	18.2		33	34	3	22.3333
Total Students	156	169		325		140	142		282		220	227		447		236	232		468		158	175		333
American Indian	0		0%			2		1%			2		0%			2		0%			1		0%	
Asian	9		3%			28		11%			22		5%			44		10%			10		3%	
Black or African American	44		15%			63		25%			39		9%			43		10%			22		7%	
Hispanic or Latino	32		11%			74		30%			129		31%			99		22%			133		43%	
Native Hawaiian-Pacific Islander	0		0%			1		0%			0		0%			1		0%			0		0%	
White	211		71%			81		33%			229		54%			253		57%			141		46%	
TOTAL WITHOUT PRE-K	296					249					421					442					307			
	FIS					FMS					Grade					PGMS								
	Female	Male	Teachers	Avg		Female	Male	Teachers	Avg		Grade	Average Size		Female	Male	Teachers	Avg							
Grade 5	120	134	11	23.1							K-3	17.0		28	40	3	22.6666							
Grade 6	111	129	12	20.0							4-6	19.8		36	43	4	19.75							
Grade 7						131	126	12	21.4		7-8	20.9		48	35	4	20.75							
Grade 8						125	130	12	21.3					39	41	4	20							
Total Students	231	263		494		256	256		512					151	159		310							
American Indian	4		1%			4		1%		FSSD Demographics - 01/30/2025								4		1%				
Asian	30		6%			18		4%										8		3%				
Black or African American	56		11%			81		16%										24		8%				
Hispanic or Latino	122		25%			153		30%										125		40%				
Native Hawaiian-Pacific Islander	1		0%			2		0%										0		0%				
White	281		57%			254		50%										149		48%				
TOTAL WITHOUT PRE-K	494					512																	310	
TOTAL WITHOUT PRE-K	3031	TOTAL WITH PRE-K			3171	TOTAL PRE-K			140															

FRANKLIN SPECIAL SCHOOL DISTRICT  
Investment Report  
December 31, 2024

Local Government Investment Pool
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Interest Rate for November 4.56%

General Investment Account	
Beginning Balance	\$ 245,588.77
Interest	951.13
Withdrawals	
Deposits	
Total Invested	\$ 246,539.90

Debt Service Investment Account	
Beginning Balance	\$ 1,723.41
Interest	6.68
Withdrawals	
Deposits	
Total Invested	\$ 1,730.09

Capital Projects Investment Account	
Beginning Balance	\$ 2.96
Interest	0.01
Withdrawals	-
Deposits	-
Total Invested	\$ 2.97

Construction Investment Account	
Beginning Balance	\$ 12,842,558.45
Interest	47,286.43
Withdrawals	(1,376,859.36)
Deposits	
Total Invested	\$ 11,512,985.52

FRANKLIN SPECIAL SCHOOL DISTRICT  
Investment Report  
December 31, 2024

First Tennessee Bank
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General Purpose Checking	
Beginning Balance	\$ 2,072,289.42
Receipts	5,383,069.93
Receipts - Loan from First Horizon (Tax Anticipation)	
Payment of Loan fr Debt Svc.	294,000.00
Interest	5,769.72
Transfer from LGIP	
Transfer to LGIP	
Pmt of Tax Anticipation Loan to First Horizon	
Loan to Debt Svc.	
RePmt of Loan to Capt Svc.	
Disbursements	(5,591,529.69)
Ending Balance	<u>\$ 2,163,599.38</u>
Debt Service Checking	
Beginning Balance	\$ 294,584.63
Receipts	370,945.43
Receipts - Loan Payment fr GP	
From Capital Reimb	
Interest	453.76
Transfer from Investments	
Transfer to Investments	
Loan Repayment to GP	(294,000.00)
Disbursements	
Ending Balance	<u>\$ 371,983.82</u>
Capital Projects Checking	
Beginning Balance	\$ 357,882.07
Receipts (Sale of Annex lots)	1,638,015.00
Interest	2,329.92
Transf Exp from Capital Svc	
Transfer to Deb Loan payment	
Reimb to GP-Exp	
Disbursements	(40,820.27)
Ending Balance	<u>\$ 1,957,406.72</u>
Construction Checking	
Beginning Balance	\$ 139,893.55
Interest	1,195.09
Transfer fr LGIP	1,376,859.36
Transfer to LGIP	
Transf fr GP (Refund-COF)	
Transf to Capital	
Disbursements	(1,341,403.20)
Ending Balance	<u>\$ 176,544.80</u>

Fnd T Acct	Obj Prj Loc	Prq Acct	2024-25	2024-25	2024-25	January 2024-25	2024-25	Uncollected
			Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
141		General Purpose						
141 R 40110	---	---	13,080,737.00	0.00	13,080,737.00	5,315,945.97	6,629,675.14	6,451,061.86
141 R 40115	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 40120	---	---	80,000.00	0.00	80,000.00	8,927.78	23,606.71	56,393.29
141 R 40130	---	---	35,000.00	0.00	35,000.00	2,095.57	17,725.98	17,274.02
141 R 40140	---	---	25,000.00	0.00	25,000.00	1,105.26	2,623.44	22,376.56
141 R 40161	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 40163	---	---	80,000.00	0.00	80,000.00	43.12	355.22	79,644.78
141 R 40210	---	---	7,900,000.00	0.00	7,900,000.00	0.00	4,097,301.86	3,802,698.14
141 R 40275	---	---	175,000.00	0.00	175,000.00	12,820.46	86,710.30	88,289.70
141 R 40350	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 40610	---	---	23,548,564.00	0.00	23,548,564.00	6,009,193.92	8,102,661.67	15,445,902.33
141 R 40620	---	---	120,000.00	0.00	120,000.00	9,222.58	-18,952.97	138,952.97
141 R 40630	---	---	32,000.00	0.00	32,000.00	1,395.63	10,667.28	21,332.72
141 R 40640	---	---	75,000.00	0.00	75,000.00	7,088.96	28,369.57	46,630.43
141 R 41110	---	---	500.00	0.00	500.00	53.24	373.35	126.65
141 R 43511	---	---	115,000.00	0.00	115,000.00	16,500.00	134,923.00	-19,923.00
141 R 43513	---	---	169,683.00	0.00	169,683.00	0.00	0.00	169,683.00
141 R 43517	---	---	45,000.00	0.00	45,000.00	2,625.00	58,585.00	-13,585.00
141 R 43570	---	---	25,000.00	0.00	25,000.00	298.21	12,404.49	12,595.51
141 R 43990	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 44110	---	---	500,000.00	0.00	500,000.00	15,810.98	202,600.70	297,399.30
141 R 44120	---	---	25,000.00	0.00	25,000.00	3,125.00	20,397.50	4,602.50
141 R 44121	---	---	125,000.00	0.00	125,000.00	0.00	108,062.50	16,937.50
141 R 44122	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 44123	---	---	4,000.00	0.00	4,000.00	0.00	3,925.50	74.50
141 R 44124	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 44125	---	---	35,000.00	0.00	35,000.00	3,000.00	25,345.00	9,655.00
141 R 44126	---	---	2,500.00	0.00	2,500.00	0.00	1,099.00	1,401.00
141 R 44131	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 44132	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 44133	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 44146	---	---	25,000.00	0.00	25,000.00	0.00	23,193.71	1,806.29
141 R 44170	---	---	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
141 R 44520	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 44530	---	---	15,000.00	0.00	15,000.00	0.00	27,693.25	-12,693.25
141 R 44540	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 44560	---	---	0.00	0.00	0.00	195.00	754.00	-754.00
141 R 44570	---	---	0.00	0.00	0.00	300.00	16,721.76	-16,721.76

Fnd T Acct	Obj Prj Loc	Prg Acct	2024-25	2024-25	2024-25	January 2024-25	2024-25	Uncollected
			Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
141	General Purpose							
141 R 44990	---	---	500.00	0.00	500.00	4.51	96.75	403.25
141 R 46510	---	---	14,374,324.00	0.00	14,374,324.00	1,437,432.42	8,932,357.04	5,441,966.96
141 R 46511	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46513	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46515	---	---	307,654.00	37,040.41	344,694.41	53,897.68	117,224.07	227,470.34
141 R 46590	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46591	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46592	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46596	---	---	0.00	0.00	0.00	0.00	11,291.38	-11,291.38
141 R 46610	---	---	40,000.00	0.00	40,000.00	0.00	20,647.10	19,352.90
141 R 46612	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46790	---	---	0.00	916,543.67	916,543.67	27,334.51	107,182.56	809,361.11
141 R 46850	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46980	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46981	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46990	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 47143	---	---	0.00	0.00	0.00	0.00	178,201.02	-178,201.02
141 R 47145	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 47304	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 47590	---	---	0.00	0.00	0.00	0.00	8,072.13	-8,072.13
141 R 48130	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 48990	---	---	65,000.00	0.00	65,000.00	0.00	5,000.00	60,000.00
141 R 49700	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 49800	---	---	40,000.00	0.00	40,000.00	0.00	2,217.97	37,782.03
141 -	---	---	61,070,462.00	953,584.08	62,024,046.08	12,928,415.80	28,999,112.98	33,024,933.10

Fnd T Acct	Obj Prj Loc Prg Acct	2024-25	2024-25	January 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	29,594,500.00	2,291,363.82	13,838,348.39	31,982.70	15,724,168.91
141 E 71150	--- --- --- --- --- Alternative Schools	117,000.00	117,000.00	0.00	55,860.15	0.00	61,139.85
141 E 71200	--- --- --- --- --- Special Education Program	8,136,791.00	8,136,791.00	658,906.66	3,632,496.25	198,380.96	4,305,913.79
141 E 71300	--- --- --- --- --- Vocational Education Program	0.00	364,849.17	484.00	29,316.62	30,085.25	305,447.30
141 E 72110	--- --- --- --- --- Attendance	15,700.00	15,700.00	500.00	3,596.82	0.00	12,103.18
141 E 72120	--- --- --- --- --- Health Services	855,477.00	855,477.00	67,194.93	401,099.51	1,166.87	453,210.62
141 E 72130	--- --- --- --- --- Other Student Support	1,524,967.00	1,524,967.00	124,273.12	736,677.32	15,843.69	772,445.99
141 E 72210	--- --- --- --- --- Regular Instruction Program	3,672,432.00	3,689,762.50	297,887.97	1,789,854.80	62,683.02	1,837,224.68
141 E 72220	--- --- --- --- --- Special Education Instruction	2,103,890.00	2,103,890.00	157,765.37	948,017.13	51,637.16	1,104,235.71
141 E 72250	--- --- --- --- --- TECHNOLOGY	1,608,276.00	1,808,276.00	125,427.95	997,055.59	14,336.54	796,883.87
141 E 72310	--- --- --- --- --- Board Of Education Services	1,563,424.00	1,563,424.00	307,048.80	1,047,824.77	153,399.08	362,200.15
141 E 72320	--- --- --- --- --- Director of Schools	586,833.00	586,833.00	44,068.20	293,549.57	13,842.93	279,440.50
141 E 72410	--- --- --- --- --- Office Of The Principal	4,153,841.00	4,153,841.00	345,441.91	2,187,559.87	26,918.58	1,939,362.55
141 E 72510	--- --- --- --- --- Fiscal Services	901,838.00	901,838.00	72,366.76	472,267.74	2,087.42	427,482.84
141 E 72520	--- --- --- --- --- Human Resources	438,303.00	438,303.00	31,965.01	217,568.91	15,772.90	204,961.19
141 E 72610	--- --- --- --- --- Operation Of Plant	4,400,859.00	4,350,859.00	239,342.76	2,458,280.25	80,800.32	1,811,778.43
141 E 72620	--- --- --- --- --- Maintenance Of Plant	917,300.00	967,300.00	77,295.86	594,053.26	57,891.91	315,354.83
141 E 72710	--- --- --- --- --- Transportation	2,936,372.00	2,996,372.00	210,281.03	1,375,171.23	65,284.48	1,555,916.29
141 E 72810	--- --- --- --- --- Central And Other	367,802.00	367,802.00	33,139.35	193,542.12	17,520.34	156,739.54
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	2,869.04	20,852.46	13,436.54	153,393.00
141 E 73400	--- --- --- --- --- Early Childhood Education	671,558.00	708,598.41	57,554.30	313,915.91	427.75	394,254.75
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	0.00	18,688.00	0.00	0.00
141 E 82230	--- --- --- --- --- Interest	8,014.00	8,014.00	0.00	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	65,460,767.08	5,145,176.84	31,625,610.67	853,498.44	32,981,657.97

Fnd T Acct Obj Prj Loc Prg Acct	2024-25	2024-25	2024-25	January 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	21,002.89	355,251.89	24,024.73	173,583.74	181,668.15
142 R 47143 --- --- --- --- ---	Ed Of Handicap_IDEA	897,771.00	19,266.30	917,037.30	60,975.81	275,727.88	641,309.42
142 R 47145 --- --- --- --- ---	IDEA Preschool	26,958.00	18,161.79	45,119.79	876.48	3,944.21	41,175.58
142 R 47146 --- --- --- --- ---	Title III Part A	46,462.00	5,420.45	51,882.45	4,176.13	26,303.78	25,578.67
142 R 47147 --- --- --- --- ---	Title IV	26,879.00	-21.69	26,857.31	2,877.85	13,125.85	13,731.46
142 R 47149 --- --- --- --- ---	Title IX McKinney-Vento	0.00	30,752.78	30,752.78	2,932.00	9,772.50	20,980.28
142 R 47189 --- --- --- --- ---	Title II Part A	82,409.00	46,568.53	128,977.53	19,618.04	79,385.54	49,591.99
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	33,659.70	33,659.70	0.00	33,659.70	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	174,810.75	1,589,538.75	115,481.04	615,503.20	974,035.55

Fnd T	Acct	Obj	Prj	Loc	Prg	Acct	2024-25	2024-25	January 2024-25	2024-25	Encumbered	Unencumbered
							Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
142							Federal Programs					
142 E	71100	---	---	---	---	Regular Education Program	223,144.00	243,815.17	19,707.59	152,195.12	7,530.42	84,089.63
142 E	71200	---	---	---	---	Special Education Program	859,294.00	896,722.43	62,104.13	335,202.00	8,256.25	553,264.18
142 E	72110	---	---	---	---	Attendance	0.00	0.00	0.00	0.00	0.00	0.00
142 E	72120	---	---	---	---	Health Services	25,000.00	25,000.00	0.00	12,297.60	12,702.36	0.04
142 E	72130	---	---	---	---	Other Student Support	7,867.00	9,389.70	42.24	3,220.58	0.00	6,169.12
142 E	72210	---	---	---	---	Regular Instruction Program	225,964.00	333,544.12	22,965.42	208,615.09	14,910.72	110,018.31
142 E	72220	---	---	---	---	Special Education Instruction	0.00	0.00	0.00	0.00	0.00	0.00
142 E	72250	---	---	---	---	TECHNOLOGY	0.00	0.00	0.00	0.00	0.00	0.00
142 E	72320	---	---	---	---	Director of Schools	0.00	0.00	0.00	0.00	0.00	0.00
142 E	72410	---	---	---	---	Office Of The Principal	0.00	0.00	0.00	0.00	0.00	0.00
142 E	72510	---	---	---	---	Fiscal Services	0.00	0.00	0.00	0.00	0.00	0.00
142 E	72520	---	---	---	---	Human Resources	0.00	0.00	0.00	0.00	0.00	0.00
142 E	72610	---	---	---	---	Operation Of Plant	608.00	607.62	0.00	0.00	0.00	607.62
142 E	72620	---	---	---	---	Maintenance Of Plant	0.00	0.00	0.00	0.00	0.00	0.00
142 E	72710	---	---	---	---	Transportation	17,415.00	22,907.98	1,345.17	8,761.00	297.98	13,849.00
142 E	73100	---	---	---	---	Food Supplies	0.00	0.00	0.00	0.00	0.00	0.00
142 E	73300	---	---	---	---	Community Service	0.00	0.00	0.00	0.00	0.00	0.00
142 E	73400	---	---	---	---	Early Childhood Education	0.00	0.00	0.00	0.00	0.00	0.00
142 E	76100	---	---	---	---	Regular Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00
142 E	99100	---	---	---	---	Operating Transfer	55,436.00	57,951.73	0.00	2,217.97	0.00	55,733.76
142 -	-----	---	---	---	---	Federal Programs	1,414,728.00	1,589,938.75	106,164.55	722,509.36	43,697.73	823,731.66

Fnd T Acct	Obj Prj Loc	Prg Acct	2024-25	2024-25	2024-25	January 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	285,647.55	367,977.45
143 R 43522	---	---	60,000.00	0.00	60,000.00	0.00	24,167.00	35,833.00
143 R 43523	---	---	121,500.00	0.00	121,500.00	0.00	52,558.10	68,941.90
143 R 43525	---	---	185,000.00	0.00	185,000.00	0.00	110,970.50	74,029.50
143 R 43546	---	---	40,000.00	0.00	40,000.00	0.00	18,564.30	21,435.70
143 R 43990	---	---	75,000.00	0.00	75,000.00	1,116.73	29,889.04	45,110.96
143 R 44530	---	---	300.00	0.00	300.00	103.00	843.00	-543.00
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	41,083.96	55,649.61	-55,649.61
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	0.00	419,785.85	566,339.15
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	0.00	134,125.79	172,223.21
143 R 47114	---	---	140,000.00	0.00	140,000.00	0.00	70,143.30	69,856.70
143 R 47115	---	---	0.00	0.00	0.00	0.00	13,695.06	-13,695.06
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	42,303.69	1,216,039.10	1,533,200.90

<u>Fnd T Acct</u>	<u>Obj Prj Loc</u>	<u>Prg Acct</u>	<u>2024-25</u>	<u>2024-25</u>	<u>January 2024-25</u>	<u>2024-25</u>	<u>Encumbered</u>	<u>Unencumbered</u>
			<u>Original Budget</u>	<u>Revised Budget</u>	<u>Monthly Activity</u>	<u>FYTD Activity</u>	<u>Amount</u>	<u>Balance</u>
143		Food Service						
143 E 73100	---	---	2,791,184.00	2,791,184.00	250,212.75	1,409,448.91	536,882.98	844,852.11
143 E 73300	---	---	0.00	0.00	0.00	0.00	0.00	0.00
143 -	-----	---	2,791,184.00	2,791,184.00	250,212.75	1,409,448.91	536,882.98	844,852.11

Fnd T Acct Obj Prj Loc Prg Acct	2024-25	2024-25	2024-25	January 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	106,099.19	737,175.77	889,731.23
146 R 43584 --- --- --- --- --- Registration Fees-School Year	29,615.00	0.00	29,615.00	175.00	23,115.00	6,500.00
146 R 43585 --- --- --- --- --- Registration Fees-Summer	12,125.00	0.00	12,125.00	0.00	50.00	12,075.00
146 R 43990 --- --- --- --- --- Other Charges For Services	300.00	0.00	300.00	0.00	3,665.19	-3,365.19
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	936.00	-936.00
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	1,843.36	78,156.64
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	106,274.19	766,785.32	1,029,161.68

Fnd T Acct Obj Prj Loc Prq Acct	2024-25	2024-25	January 2024-25	2024-25	Encumbered	Unencumbered
	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
146	Community Service (MAC)					
146 E 73300 --- --- --- --- ---	1,788,487.00	1,788,487.00	123,555.28	943,838.20	9,256.49	835,392.31
146 E 99100 --- --- --- --- ---	0.00	0.00	0.00	0.00	0.00	0.00
146 - --- --- --- --- ---	1,788,487.00	1,788,487.00	123,555.28	943,838.20	9,256.49	835,392.31

Fnd T Acct Obj Prj Loc Prg Acct	2024-25	2024-25	2024-25	January 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	2,006,013.40	2,704,862.97	5,156,219.03
156 R 40620 --- --- --- --- --- Prior Year Property Tax	45,000.00	0.00	45,000.00	3,078.72	-6,671.42	51,671.42
156 R 40630 --- --- --- --- --- Interest & Penalty	10,500.00	0.00	10,500.00	465.90	3,500.39	6,999.61
156 R 40640 --- --- --- --- --- Pick-Up Taxes	25,000.00	0.00	25,000.00	2,366.46	9,343.35	15,656.65
156 R 44110 --- --- --- --- --- Interest Earned	50,000.00	0.00	50,000.00	3,211.23	29,036.36	20,963.64
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	2,015,135.71	2,740,071.65	5,251,510.35

Fnd	T	Acct	Obj	Prj	Loc	Prg	Acct	2024-25	2024-25	January 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	40,283.38	54,271.39	0.00	104,204.61
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	2,272,613.75	0.00	2,272,614.25
156	E	82330	---	---	-----	---	Other Debt Service	1,500.00	1,500.00	0.00	900.00	0.00	600.00
156	-	-----	---	---	-----	---	Debt Service	8,355,204.00	8,355,204.00	40,283.38	2,327,785.14	0.00	6,027,418.86

Fnd T Acct	Obj	Prj	Loc	Prg	Acct	2024-25	2024-25	2024-25	January 2024-25	2024-25	Uncollected
						Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
177					Capital Projects						
177 R 40210	---	---	-----	---	Local Option Sales Tax	0.00	0.00	0.00	0.00	0.00	0.00
177 R 40390	---	---	-----	---	Other Statutory Local Tax	600,000.00	0.00	600,000.00	43,316.48	258,519.81	341,480.19
177 R 44110	---	---	-----	---	Interest Earned	401,500.00	0.00	401,500.00	4,123.49	436,324.94	-34,824.94
177 R 44120	---	---	-----	---	Lease/Rentals	0.00	0.00	0.00	21,060.00	21,060.00	-21,060.00
177 R 44530	---	---	-----	---	Sale of Equipment	0.00	0.00	0.00	0.00	0.00	0.00
177 R 44540	---	---	-----	---	Sale of Property	8,000,000.00	0.00	8,000,000.00	0.00	1,638,015.00	6,361,985.00
177 R 44570	---	---	-----	---	Contributions & Gifts	0.00	0.00	0.00	0.00	0.00	0.00
177 R 44990	---	---	-----	---	Other Local Revenue	0.00	0.00	0.00	0.00	0.00	0.00
177 R 46530	---	---	-----	---	Energy Efficient Schools Grant	0.00	0.00	0.00	0.00	0.00	0.00
177 R 48130	---	---	-----	---	CONTRIBUTIONS	0.00	0.00	0.00	0.00	0.00	0.00
177 R 49100	---	---	-----	---	Bonds Issued	0.00	0.00	0.00	0.00	0.00	0.00
177 -	-----	---	-----	---	Capital Projects	9,001,500.00	0.00	9,001,500.00	68,499.97	2,353,919.75	6,647,580.25

Fnd	T	Acct	Obj	Prj	Loc	Prg	Acct	2024-25	2024-25	January	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	0.00
177	E	82130	---	---	-----	---	Principal	0.00	0.00	0.00	0.00	0.00	0.00	0.00
177	E	82230	---	---	-----	---	Interest	0.00	0.00	0.00	0.00	0.00	0.00	0.00
177	E	82330	---	---	-----	---	Other Debt Service	0.00	0.00	26,055.21	26,055.21	0.00	-26,055.21	
177	E	91300	---	---	-----	---	Education Capital Projects	16,404,062.00	16,404,062.00	1,629,491.66	12,293,952.61	3,350,164.31	759,945.08	
177	E	99100	---	---	-----	---	Operating Transfer	0.00	0.00	0.00	0.00	0.00	0.00	0.00
177	-	-----	---	---	-----	---	Capital Projects	16,404,062.00	16,404,062.00	1,655,546.87	12,320,007.82	3,350,164.31	733,889.87	

<u>Fnd T Acct</u>	<u>Obj</u>	<u>Prj</u>	<u>Loc</u>	<u>Prg</u>	<u>Acct</u>	<u>2024-25</u> <u>Original Budget</u>	<u>2024-25</u> <u>Budget Revisions</u>	<u>2024-25</u> <u>Revised Budget</u>	<u>January 2024-25</u> <u>Monthly Activity</u>	<u>2024-25</u> <u>FYTD Activity</u>	<u>Uncollected</u> <u>Balance</u>
Grand Revenue Totals						84,023,459.00	1,128,394.83	85,151,853.83	15,276,110.40	36,691,432.00	48,460,421.83

Number of Accounts: 386

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

<u>Fnd T Acct Obj Prj Loc Prg Acct</u>	<u>2024-25 Original Budget</u>	<u>2024-25 Revised Budget</u>	<u>January 2024-25 Monthly Activity</u>	<u>2024-25 FYTD Activity</u>	<u>Encumbered Amount</u>	<u>Unencumbered Balance</u>
Grand Expense Totals	95,260,848.00	96,389,642.83	7,320,939.67	49,349,200.10	4,793,499.95	42,246,942.78

Number of Accounts: 4919

\*\*\*\*\* 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	666,397	\$ (5,968)	\$ 4,998	0.0%	8.4%	-0.9%	0.4%
Oct	July	619,147	605,780	652,325	684,031	\$ 31,706	\$ 36,704	-2.2%	7.7%	4.9%	1.8%
Nov	Aug	606,729	586,419	638,368	697,116	\$ 58,748	\$ 95,452	-3.3%	8.9%	9.2%	3.6%
Dec	Sept	637,185	597,545	645,418	684,296	\$ 38,878	\$ 134,330	-6.2%	8.0%	6.0%	4.1%
Jan	Oct	634,248	584,861	654,065	692,119	\$ 38,054	\$ 172,384	-7.8%	11.8%	5.8%	4.4%
Feb	Nov	674,124	616,549	692,106	-						
Mar	Dec	829,679	753,642	852,757	-						
Apr	Jan	581,999	583,357	601,380	-						
<b>ADA Adjustment</b>		<b>(763,167)</b>	<b>287,134</b>	<b>(107,591)</b>	<b>-</b>						
May	Feb	580,125	536,943	592,528	-						
June	March	598,238	649,595	646,884	-						
July	April	603,419	632,614	665,765	-						
<b>Total YTD</b>		<b>\$ 6,819,057</b>	<b>\$ 7,685,116</b>	<b>\$ 7,880,163</b>	<b>\$ 4,108,718</b>	<b>\$ 172,384</b>					
<b>FY 2024-2025 Budgeted Total</b>					<b>\$ 7,900,000</b>						
<b>Actual Over (Under) Budget</b>					<b>\$ (3,791,282)</b>						
<b>% of Budget Received YTD</b>					<b>52.0%</b>						
<b>ADA Adjustment (Sales Tax)</b>											
19-20		-67,495									
20-21		-306,074									
21-22		-763,167									
22-23		287,134									
23-24		-107591									