

**Board of Education Regular Meeting**

**March 24, 2025 6:30 PM**

FSSD Central Office, 205 Eddy Lane, Franklin, TN 37064

- I. **MEETING CALLED TO ORDER**
- II. **PLEDGE OF ALLEGIANCE**
- III. **RECOGNITIONS/GOOD NEWS AWARDS**
  - III.1. **Student Artist of the Month**
  - III.2. **Good News Awards**
- IV. **PUBLIC INPUT**
- V. **REPORTS/PRESENTATIONS/DISCUSSIONS**
  - V.1. **OneGen Away**
  - V.2. **Teaching & Learning Spotlight**
  - V.3. **COSSBA Annual Conference**
- VI. **APPROVAL OF BOARD AGENDA**
- VII. **APPROVAL OF CONSENT AGENDA**
  - VII.1. **Minutes of Board Retreat dated February 8, 2025**
  - VII.2. **Minutes of Board Meeting dated February 10, 2025**
  - VII.3. **Science Textbook Adoption Committee Approval**
  - VII.4. **Overnight Field Trip Request - MES 4th Grade Natchez Trace Walk/Hike to Wellness**
  - VII.5. **Budget Amendments**
- VIII. **BUSINESS BEFORE THE BOARD**
  - VIII.1. **Resolution to Meet Requirement for Teacher Bonuses Under "Education Freedom Act of 2025"**
  - VIII.2. **Policy Revision: Background Investigations (5.1061) - 2nd Reading**
  - VIII.3. **Proposed Time Change for Regularly Scheduled Board Meetings**
- 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

Monse Ramirez Cuevas, age 9 • Johnson Elementary School



This month's Franklin Special District Artist of the Month is fourth-grader **Monse Ramirez Cuevas**. Monse's work was submitted by her Johnson Elementary School art teacher, Melanie Johnson. Her selection was created as 4th grade artists explored landscapes. Students learned about foreground, middle ground, and background and their mixed media landscapes were created with a variety of materials and techniques, including torn newspaper and collage to create texture in their work. Students chose their colors and applied them using oil pastels and watercolor paint. This lesson covered many elements of art while focusing on space and texture. Monse did a wonderful job and used great craftsmanship!

Monse's artwork, along with the work of several other Johnson Elementary artists, is on display at the Central Office gallery. We extend a heartfelt thank you to Chuck Sugg and Sonic Drive-In for his invaluable support in sponsoring the Student Artist of the Month program. We love celebrating the artistic talents of our students and Sonic's gift card award makes this recognition extra special.

# Recognitions

**Dr. Alisha Erickson:** We are also excited to ask Dr. Alisha Erickson to come forward receive this special award on behalf of her school. Poplar Grove Elementary School was recently notified of its new designation as a 2024-2025 Model Professional Learning Communities at Work® School. This prestigious designation comes from Solution Tree, a renowned educational professional learning company, and it given to a select number of schools for sustained success in raising student achievement. Poplar Grove Elementary's title as a Model Professional Learning Communities at Work® School is one of only five such school designations in Tennessee this year. This honor celebrates schools and districts committed to student success through ongoing, job-embedded learning for the adults who serve those students. Poplar Grove Elementary was already a Promising Practices school and it did not take long for them to achieve the top designation. Dr. Erickson and her faculty and staff have worked hard and put in many hours of professional learning to learn and to be able to use the PLC process effectively and with fidelity.

## MidState Honor Orchestra

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

- **Kate Lukasiak – 8<sup>th</sup> grade on Violin**
- **Lucas Mataj – 8<sup>th</sup> grade, a First Alternate on Viola**

## Williamson County Honor Orchestra

The Williamson County Middle School Honor Orchestra is a string orchestra for which students from Williamson County Schools and Franklin Special schools audition for entry. The Middle School Honor Orchestra is composed of the very best violinists, violists, cellists, and double bassists in the county in grades 7 and 8. In November, nine Freedom Middle students qualified to participate in a clinic with a guest conductor - some on two instruments! They then performed a concert for the public after the short weekend of preparation. Special thanks to Ms. Culp for preparing the students. We are honored to recognize:

### From Freedom Middle:

- **Cecile Peltier, 8th grade - 3rd Chair Overall on Cello**
- **Kate Lukasiak, 8th grade - 6th Chair Overall on Violin**
- **Addi Cavender, 8th grade - Violin**
- **Reonna Wynn, 8th grade - Viola**
- **Kaylee Daman, 8th grade - Viola**
- **Lucas Mataj, 8th grade - Viola**
- **Selene Barajas Guzman, 8th grade - Viola**
- **Finley O'Shea, 8th grade - Cello**
- **Adrian Wright, 8th grade - Cello**

## MidState Honor Band

Congratulations to **Abby Smith of Freedom Middle School**, who was the only FSD student to earn a highly acclaimed spot in the Middle Tennessee School Band and Orchestra Association (MTSBOA) MidState Honor Band. She qualified as **7<sup>th</sup> Chair Trumpet, Gold Band**. Making a Midstate ensemble requires an extensive audition process that tests student knowledge and preparation of an etude, scales, and sightreading. During a weekend in January, these ensembles were rehearsed by guest

conductors and then students performed a full concert after a short period of preparation. Thanks to Freedom Middle teachers Julia Culp and Shane Kimbro for their work in preparing students for the audition process and the resulting clinic and concert.

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

The Williamson County Middle School Honor Band is a large concert band for which students from Williamson County Schools and Franklin Special Schools audition for entry. The Middle School Honor Band is composed of the very best woodwind, brass, and percussion students in the county in grades 7 and 8. In January, eleven Freedom Middle students qualified to participate in a clinic with a guest conductor. They then performed a concert for the public after the short weekend of preparation. Special thanks to teachers Ms. Culp and Dr. Kimbro for preparing the students. We are honored to recognize the following Freedom Middle students:

- **Indiana Anstey (8th Grade) - 9th Chair Flute Silver Band**
- **Evan Espiritu (8th Grade) - 13th Chair Clarinet Silver Band**
- **Charlotte Hamby (8th Grade) - 11th Chair Flute Silver Band**
- **Caroline Jones (8th Grade) - 19th Chair Clarinet Silver Band**
- **Bryannah Larson (8th Grade) - 16th Chair Clarinet Silver Band**
- **Kezerrin Lawrence (8th Grade) - 5th Chair Tuba Silver Band**
- **Kalani Payton (8th Grade) - 2nd Chair Oboe Silver Band**
- **Easton Seymour (8th Grade)- 5th Chair Alto Saxophone Silver Band**
- **Abby Smith (8th Grade) - 1st Chair Trumpet Gold Band**
- **Parker Bowland (7th Grade) - 9th Chair Trumpet Gold Band**
- **Caleb Meeker (7th Grade) - 7th Chair F-Horn Silver Band**

The following FMS students were selected to participate in the **Williamson County Honors Jazz Band** on the third weekend in March:

- **Abby Smith - Trumpet**
- **Adrian Wright – Piano:** Adrian was also the only FSD student to earn a spot in the Middle Tennessee School Band and Orchestra Association (MTSBOA) MidState Honor Jazz Band. Making this MidState ensemble requires going

through an extensive audition process that tests student knowledge and preparation of pieces and improvisation.

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

Congratulations to the 19 Freedom Intermediate School students who were selected to perform as part of the MTVA Elementary Honor Choir, which represents grades 4-6. They performed at Lipscomb University in Nashville on January 31st and did an amazing job representing FSD. Special thanks to Freedom Intermediate music teacher Candace Adams for her work in preparing these students for this distinguished event.

Congratulations to:

**Alice Barnes, Anabelle Baker, Anita Koctar, Audrey Melendez, Bennett Golden, Brooklyn Raymond, Capri Cross, Elijah Morris, Elizabeth Muniz, Grace Henry, Jabari Munyao, Julietta Mannarino, Mackenzie Amos, Mackenzie Hampton, Madeleine Mann, Madison Watson, Magnolia Miles, Sammy Lehner, and Willa Sheaffer.**

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

Congratulations to the three Freedom Middle students who performed as part of the MTVA Middle School Honor Choir. Their performance event was also held at Lipscomb on January 31. Special thanks to Ms. Darr for preparing these students for this prestigious event. Congratulations to:

- **Maddie Amos – Freedom Middle**
- **Ellie Lomelino – Freedom Middle**
- **Ella Willsey – Freedom Middle**

### **Williamson County Middle School Honors Choir**

Congratulations to the following 8th-grade Freedom Middle and Poplar Grove Middle students who were selected to perform as part of the Williamson County Middle School Honors Choir. They performed in Thompson Station on October 28th after spending the

day working with Professor Jasmine Fripp, 3-time Grammy-nominated Music Educator and current Director of Choral Activities at Tennessee State University. Special thanks to music teachers Ms. Darr and Mr. Strelecki for assisting these students in preparation for this special event. Congratulations to:

**From Freedom Middle:**

**Sofia Carnevale, Katelyn Ferguson, Josie Fitzgerald, Joshua Iturbide, Ellie Lomelino, Katie McGarrah, Alexandra Michaud, Eliza Reedy, Paola Rodriguez, Delia Sheaffer, Savannah Stephens, Ella Willsey, and Molly Ziegler.**

**From Poplar Grove Middle:**

**Jackson Bucher, Brielle Coggins, Elizabeth (Lizzie) Cole, Madison Chau, and Emily (Emmie) Belbeck.**

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

The Franklin Special District extends a heartfelt thank you to five outstanding music educators for making the 4th-Grade Choral Festival on February 22 a resounding success! Hosted at the Performing Arts Center, the event brought together over 50 fourth-grade students and numerous intermediate and middle school musicians for a day of learning and performance. This festival continues to celebrate music, foster student connections, and highlight the FSD's incredible commitment to the arts!

**Mrs. Adams (of Freedom Intermediate), Ms. Darr (of Freedom Middle), and Mr. Strelecki (of Poplar Grove Middle)** organized the festival to introduce young singers to middle school music programs. The performances shined even brighter with **Mr. Gilley (of Poplar Grove Elementary)** on the Parlor Grand Piano and **Mr. Adams (of Moore Elementary)** adding dynamic percussion.

**District Presenters for TOSS Associate Leadership Institute**

Franklin Special has long been a beacon of educational excellence, setting the standard for best practices that inspire school districts and leaders across the region and state.

This year, our influence continues to grow, as we receive widespread recognition and high-profile invitations to share our expertise. Notably, the Tennessee Organization of School Superintendents and its Aspiring Leadership Institute have sought our leaders to speak, reinforcing Franklin Special's reputation as a leader in innovative education. We would like to recognize the following FSD leaders who have presented for TOSS this year:

- **Charles Farmer, Adam Demonbreun, Lauren Bauer, and Alisha Erickson**, who shared their leadership experiences in a session titled, "Leading from the Middle: Inspiring and Connecting as an Assistant Principal"
- Teaching and Learning team members **Summer Carlton and Gina Looney**, who impressed attendees with their session on "Using Data and Supporting Student Success"
- Instructional Technology Specialists **Shelly Robinson and Amber Whitley**, who presented in their area of expertise with a session on "Instructional Technology: Safe, Data-Driven Learning Supports"

# Franklin Special Board of Education

|                                                     |                                                                            |                                  |                                 |
|-----------------------------------------------------|----------------------------------------------------------------------------|----------------------------------|---------------------------------|
| Monitoring:<br><b>Review: Annually,<br/>in July</b> | Descriptor Term:<br><b>Appeals to and Appearances Before the<br/>Board</b> | Descriptor Code:<br><b>1.404</b> | Issued Date:<br><b>08/08/16</b> |
|                                                     |                                                                            | Rescinds:<br><b>1.404</b>        | Issued:<br><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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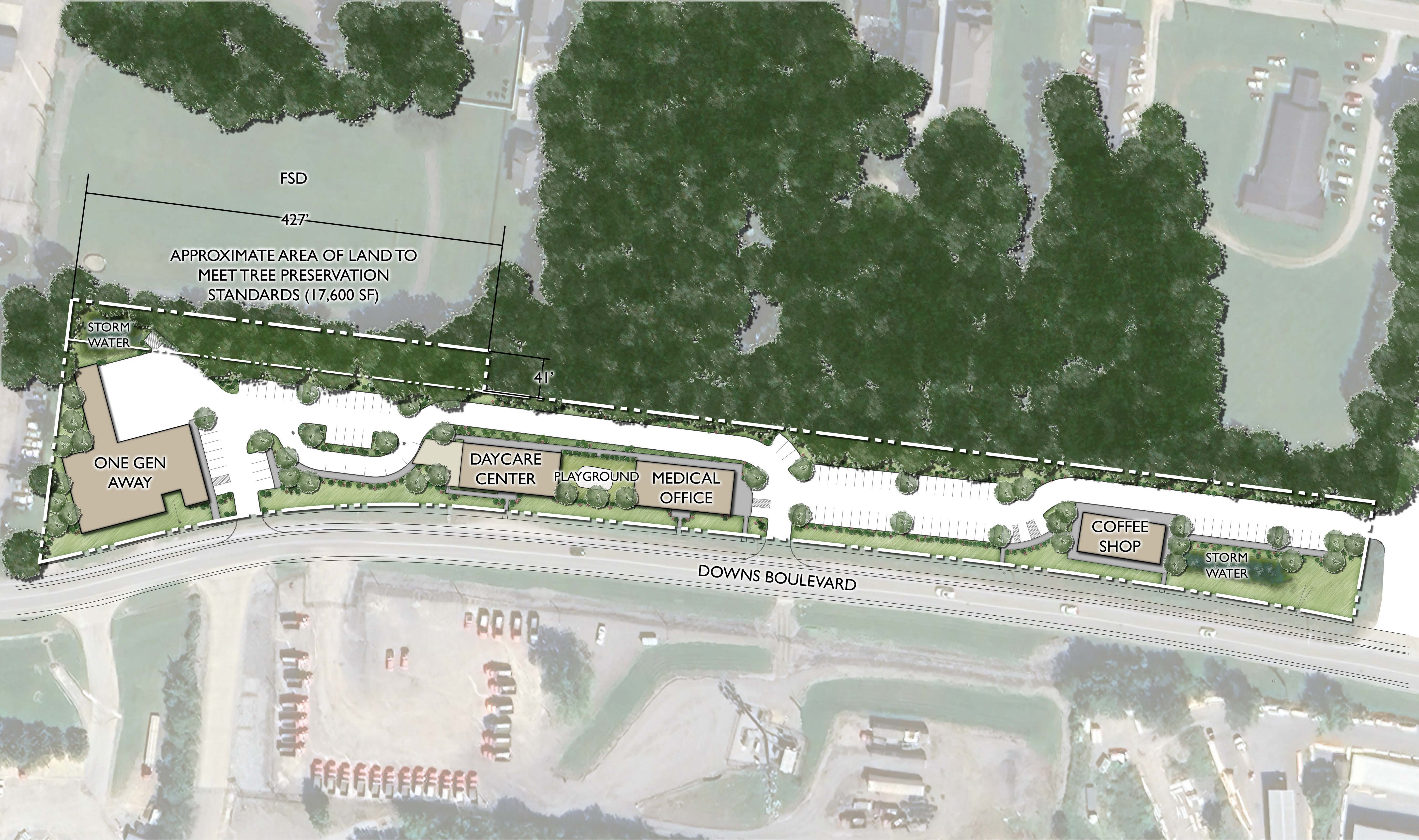
### Legal References

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

427'

APPROXIMATE AREA OF LAND TO MEET TREE PRESERVATION STANDARDS (17,600 SF)

STORM WATER

41'

ONE GEN AWAY

DAYCARE CENTER

PLAYGROUND

MEDICAL OFFICE

COFFEE SHOP

STORM WATER

DOWN'S BOULEVARD



# ONE GEN AWAY CONCEPT PLAN

January 11, 2025



Date: March 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 March Board Meeting



**Spotlight:**

**Science Textbook Adoption Process**

Tennessee is in the midst of adopting a new K-12 textbook(s)/resources for science, so now is an opportune time to revisit the textbook adoption process as a whole, which is overseen by Curriculum and Professional Learning Supervisor Dr. Summer Carlton

**Textbook Adoption Information**

From the TDOE website: “The State Textbook Commission is responsible for recommending an official list of textbooks to the Tennessee State Board of Education (SBOE) for approval. Once the SBOE has approved a list of textbooks, it is the responsibility of local boards of education to decide which textbooks to use in their districts. The state textbook adoption process is administered in accordance with the statutory requirements as outlined in Tennessee Code Annotated, Title 49, Chapter 6, Part 22, and the Rules and Policies of the State Textbook and Instructional Materials Quality Commission. Once the local districts are provided with the list of state-approved vendors, local school systems must adopt books on the official list or submit a waiver request to the department to use textbooks or instructional materials not on the approved list.”

During each adoption cycle (typically the core content areas adopt a new textbook every six-seven years), the FSD selects members for the textbook review committee. In accordance with state requirements, the FSD Board of Education will approve the recommended review committee to review the textbooks and instructional materials proposed for adoption and make their adoption upon recommendations of such committees. These committees are set up by grade and subject matter fields and, in alignment with state law, are composed of teachers, administrators, supervisors, and parents with children enrolled in the district at the time of appointment to the committee. *According to the Tennessee Department of Education:*

- “The school board may also choose to appoint experts in the grade level or subject matter field for which textbooks and instructional materials are to be reviewed.
- Teachers and supervisors who serve on the committee must be teaching or supervising the respective grade or subject at the time of appointment and must be licensed to teach in the state with

endorsements in the subject matter or grade level for which textbooks or instructional materials are being reviewed.

- Teachers and supervisors must have three or more years of experience as teachers or supervisors in public schools. The director of schools in the district adopting textbooks or instructional materials serves as an ex officio member of all committees.
- After the textbook committee makes its recommendation to the school board, the director of schools records the list of all textbooks or instructional materials adopted by the board, forwards a copy of the recorded adoption to the commissioner of education, and posts the list on the district's website."

On February 17, the FSD held a science textbook caravan, during which vendors from several of the textbooks that are on the state's approved list (and thus are highly vetted and 100% aligned to the Tennessee Academic Standards) each presented to teachers overviews of the new resource options. Educators have the opportunity, at their convenience, to review samples of these textbooks at each school site, and soon there will be scheduled dates on which parents and community members can view the potential textbooks to be adopted and offer their input.

In early spring, the science textbook adoption committee will meet to reach a consensus as to which textbook(s) to recommend to the FSD Board for approval to adopt, and the adoption agenda item will likely be on the May board agenda. With approval, the next step will be to schedule personalized professional learning for teachers that will begin in the summer of 2025 and will continue, as needed, for the life of the adoption.

For your reference, please find below links to relevant textbook-related resources.

- **[FSD Adopted Textbooks](#)**
- **[FSD Online Resources](#)**
- **[Open Up Resources for English Language Arts K-5](#)**
- **[Tennessee Book Company Textbook Depository](#)**



*Photos from the February 17 science textbook caravan.*

## **Curriculum & Professional Learning – Summer Carlton Science Adoption Textbook Caravan**

- Dr. Carlton coordinated a FSD Science Adoption Textbook Caravan for February 17th. The FSD Science Textbook Adoption Committee spent part of the day learning about five of the science textbooks that are on the state’s approved science textbook adoption list. Next, the FSD Science Textbook Adoption Committee will share what they learned with their science teams at each campus. The committee will vote to select the science textbook in March. The selected science textbooks will be implemented in the fall of 2025.

## **February 17th District Professional Learning Day**

- Teachers, paraprofessionals, and other staff engaged in a day of professional learning that included across-district grade level/content area collaboration time and the choice of two professional learning opportunities to support them in teaching and learning. The below sessions represent some of the learning opportunities provided to staff on this day.
  - **Helping Students Drive Their Learning...Even Further! – Dr. Wayne Davies, Corwin Consultant:** Join us for a dynamic follow-up session with Wayne Davies as he builds upon the foundational strategies introduced in November’s “Engagement Strategies for Students” professional development series. This session is designed to deepen your understanding and application of key engagement techniques, providing an opportunity to review, refine, and expand upon the concepts explored previously. Participants will revisit essential topics such as the continuum of engagement, practical methods to help students overcome learning obstacles and get ‘unstuck,’ and a range of other proven strategies that foster motivation and active participation in the classroom. Through interactive discussions, case studies, and collaborative reflection, attendees will explore how these strategies have been implemented in their own teaching and identify ways to further enhance student engagement. Whether you attended the initial session or are looking to refine your approach, this follow-up provides a valuable opportunity to share experiences, address challenges, and gain new insights from both Wayne and your peers. Walk away with refreshed techniques, deeper confidence, and actionable strategies to create more engaging and effective learning experiences for your students.
  - **ParentSquare Training – Dr. Amber Whitley, FSD Instructional Technology Specialist:** Are you someone who regularly communicates with the parents of your students? As a teacher, you will find the ParentSquare classroom communication aspect extremely valuable. Learn how ParentSquare could replace the multiple tools you might have used in the past (Class Dojo, Remind, etc.). By streamlining processes, parents will be able to get all communication from the different areas in the district in one location. ParentSquare also offers translation features and several delivery options: email, text, and app notifications.
  - **Contained and Categorized: Virtual Organization – Shelly Robinson, FSD Instructional Technology Specialist:** Filing cabinets are still around, but your virtual folders are likely to be carrying the bulk of your work (and even personal) documents. In a world of Google Drive, Gmail, and Google Classroom, it’s time to think about your virtual organization. This workshop is geared towards helping you take control of your digital workspace and creating a system that’s easy to maintain and will spare you the stress of taking too much time looking for “that document.”
  - **Handwriting and Fine Motor Skills in the Classroom – FSD Occupational Therapists:** This session will give educators research-based methods to further develop fine motor skills and handwriting skills for students in the classroom setting. Objectives of this session included: 1. Understand development of fine motor skills 2. Understand how to incorporate

fine motor activities into the classroom 3. Understand handwriting development

4. Understand how to incorporate handwriting activities and accommodations into the classroom.

- **Understanding Multimodal Instruction and the Importance of Fluency Development for Students with Characteristics of Dyslexia – Niki Sidler Richardson, TN Dyslexia Alliance:** This professional learning opportunity focuses on two essential strategies for supporting students with dyslexia: multimodal instruction and fluency development. The session highlights how multimodal instruction can enhance engagement and facilitate learning for students who fit the dyslexic profile. It also emphasizes the importance of fluency, not just in reading speed but in accuracy. Educators will learn how to create a more inclusive, effective, and supportive learning environment that enables students with dyslexia to thrive in literacy tasks. The session will include:
  - An understanding of dyslexia and its impact on learning.
  - The concept of multimodal vs. multisensory instruction and what it looks like for dyslexic learners.
  - The importance of fluency development and its role in enhancing reading comprehension and overall academic success.
  - Practical teaching strategies that integrate both multimodal and fluency-focused methods. These evidence-based techniques can be implemented within current literacy instruction to improve literacy outcomes for students with dyslexia, ultimately empowering them to become more confident, capable readers.
- **Building Mathematical Connections: From Ratios to Algebraic Thinking – Cassie Reynolds, Carnegie Learning:** Celebrate the coherence of mathematical learning as we explore how ratio concepts and reasoning lay the foundation for proportional reasoning and algebraic thinking in middle school. This session highlights the natural progression of these key ideas across grade levels, empowering educators to see the strengths in students' prior knowledge and build on them. Through collaborative activities and discussions, you'll gain practical strategies to help students connect concepts, fostering a deeper understanding and confidence in their mathematical journey.
- **The Writing Revolution and the Sentence-Level Strategy “Because, But, So” – Pam Fahey and Mika Haunreiter, Liberty Elementary School:** This session will give a brief overview of The Writing Revolution and its explicit method of teaching writing. We will continue with another sentence-level activity using basic conjunctions called “Because, But, So.” This sentence activity will require students to think analytically and help them develop the ability to write extended and elaborated responses. It fosters close reading while checking their comprehension and providing practice in using new vocabulary words correctly. This approach requires students to engage in far more specific and focused thinking than just asking them to respond to an open-ended question. As always with The Writing Revolution, content drives the rigor so this activity can be used with all grade levels.
- **Problem-Solving Strategies in 1<sup>st</sup> – 5<sup>th</sup> – Dr. Jennifer Ryan, Franklin Elementary School:** If you are looking for consistent language and strategies for solving contextual problems using all operations, this session is for you. You can use these strategies the next day with your students. By teaching students to write a solving statement and justify their operation, they will become more accurate, confident problem-solvers. The strategies pair perfectly with our curriculum and can be used to solve contextual problems for all standards.
- **Numerical Reasoning K-2 – Deidra Brock, Poplar Grove Elementary School:** Learn the Number Sense Trajectory to understand where your students are in their Number Sense

understanding and learn games/centers to help students to develop number sense understanding in the correct learning order based on the Number Sense Trajectory.

- **Empowering Educators: Using AI Professionally in Education – Meagan Boggs & Dinah Wade, Freedom Intermediate School:** Join Meagan Boggs and Dinah Wade to learn how teachers can utilize various Artificial Intelligence Platforms to create lesson plans, rubrics, and more! Programs discussed will include Chat GPT, Magic School, and Canva. Attendees will learn how to apply the 80/20 rule to AI programs to ensure content is valid and appropriate for students!
- **Integrating Technology in Social Studies – Ryan O’Donnell, TCM Consultant:** In this engaging session, teachers will discover practical strategies to integrate technology into their social studies lessons. Participants will explore a range of digital tools and online resources specifically designed to enhance student engagement, deepen content understanding, and foster critical thinking skills. Throughout the session, teachers will gain simple and easy-to-implement ideas that can be readily incorporated into their teaching. By the end of the session, educators will feel empowered to leverage technology effectively, creating dynamic social studies learning experiences that captivate and inspire their students.

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

- Over spring break, FSD fleet vehicles were branded with the district logo and slogan of “Excellence Has Its Own District.” This branding will provide staff, students and visitors peace of mind knowing that FSD vehicles parked in vulnerable locations on campuses are district-owned and used by staff in the course of their employment. Additionally, the vehicle branding benefits the FSD by providing rolling ads, reminding the public of the FSD’s presence as an important member of the community.
- Mettle 5 is working with principals, Ms. Gentry, and Dr. Decker to refresh school logos with a consistency that establishes them as a member of the FSD school community.
- Work has begun with our marketing partners to create a comprehensive guide to replace our FSD Middle School Course Offerings Guide. This publication will be used to market our schools to new families, those looking to move to the area, realtors, and visitors.

### **Aerospace Demonstration Day**

- This coordinated event was heavily marketed to position the FSD as a premier member of the local educational community. The goal was to ensure that Franklin residents know that the FSD offers exceptional academic programs, including aerospace as one of six high school credit courses available to students. The event was well-attended by local media, Tennessee Department of Education officials, including Commissioner Lizzette Reynolds, Senator Jack Johnson, Alderman Matt Brown and special guests from FedEx.

### **Recruitment**

- Communications is working with the HR Department to promote the March 29 FSD Recruitment Fair, pushing information across all FSD social media accounts, emailed to all employees, and placed on the Williamson Inc. calendar.

## **Enrollment**

- Prior to and during the month of March, Ms. Gentry worked to make parents and prospective families aware of the online enrollment period. ParentSquare messages were posted and social media was employed. In addition, she is working on recruitment flyers for the pre-K and special ed preschool positive peer model programs, which have opened enrollment during March.

## **Open Houses**

- Ms. Gentry worked to support the February 28 Spring Open Houses for Prospective Families at each of our schools. Banners were placed in the school yards near the streets to advertise this important date.

## **Employee Spotlights**

- In coordination with the Teaching and Learning team, 12 model classroom teacher spotlights are being posted on social media to highlight the exceptional teachers who were named with this designation this year.

## **Professional Learning**

- Ms. Gentry spent two days at the end of February at a Tennessee School Public Relations Conference, hosted by Williamson County Schools and packed with programming to support the work done all over the state in school public relations.

## **Future Projects**

- Plans are underway for The Night of Celebration in April to celebrate the accomplishments of our teachers and former staff members, as well as the retirement of FSD employees. This event will be held at the PAC.

## ***Attendance – Celby Glass***

### **Attendance Items**

- Celby, Nichole Johnson, and Robb Walters ensured that all registration documents were ready before the process opened on March 3.
- During a recent attendance secretary meeting led by Celby, Shelly Robinson answered questions about ParentSquare. Additionally, legal alerts in Skyward, attendance letters, and truancy cases were reviewed.
- Celby and Nichole are creating an FSD Attendance Manual that will be a comprehensive resource for the attendance secretaries. Information such as state laws, district policies, letter templates, and Skyward coding processes are just a few of the sections that will be included in the manual.
- Celby is preparing the safety and attendance 2025-26 budget. Attendance conferences, training for Nichole, and safety items such as vape detectors, glass laminate, and bollards are potential items that will be included in the budget.

## **Safety**

- Weather has been a priority for Celby in recent weeks. She communicates with the Williamson County Emergency Management Agency (EMA) to obtain current road reports during inclement weather and then coordinates with law enforcement. Celby participates in all weather calls/Zooms with Dr. Snowden, Dr. Esslinger, and our WCS partners to share her

recommendations for open, closed, or late-start schools. Once the decision is made, Celby inputs these data to the WebEOC (Emergency Operations Center) online platform.

- Celby collaborates with the Franklin Police Department on any investigations involving our students.

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

### **Voluntary Pre-K (VPK)**

- Online applications are now being accepted. Parent application appointments are set for April 24 and 25. Parents will submit all required application paperwork to determine eligibility to the Office of Student Support Services. A new universal pre-K application will be used for the first time leading into the 2025-26 school year. FSD VPK consists of approximately 80 students in five pre-K classes, one in each elementary school. Eligibility criteria are as follows: (Tier 1) First priority goes to families meeting state of Tennessee established income guidelines. (Tier 2) Students may qualify when an IEP team determines a pre-K class is the least restrictive educational environment for a student with an identified disability, a student who will be an English Learner, a student in state custody or determined to be a victim of abuse or neglect. (Tier 3) If space remains in the program, the LEA may enroll any child of age or meets requirements set forth by the FSD Community Pre-K Advisory Council (CPAC). Income-qualifying families with three-year olds may also be served by VPK. These students are considered unserved or underserved and may be enrolled by the process established by the advisory council.
- Student Support Services and Coordinated School Health welcomes Sheila Morreale to the team as administrative assistant.

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

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

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

- We recognized school social workers Amanda Morrissey and Briseyda Maria-Gonzalez during National School Social Work Week (March 2-8, 2025). The theme this year was Unite To Ignite: Celebrating Our Impact. Under the leadership of the School Social Work Association of America (SSWAA), this celebration emphasizes school social work contributions focusing on the “whole child,” linking families to community resources, serving as a valuable voice as part of the school’s multidisciplinary team, and advocating for the profession of school social work.

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

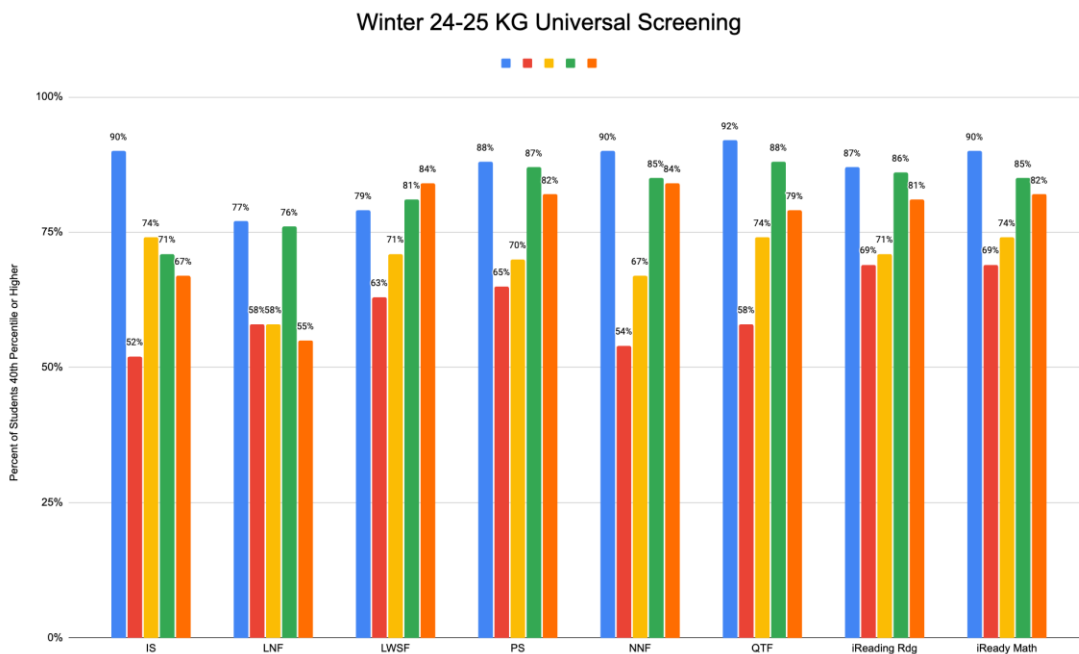
- The FSD continues to grow the partnerships with Mercy Community Healthcare and Volunteer Behavioral Health to provide counseling services to identified students who have intensive mental health needs. These services now include Tier I, II, and III interventions. The goal of these partnerships is to make mental health counseling easily accessible to students, minimizing barriers that can make it difficult for students to receive needed services, and positively influence their school experience. We would like to thank School-based Therapeutic Services Supervisor Candace Longo with Mercy Community Healthcare, FSD Coordinator of

School-based Therapy Jennifer Dunn, also with Mercy, and Program Director of School-based Behavioral Health Services Lyndi Boothe with Volunteer Behavioral Health Care System for their leadership as we partner to meet the academic, social, emotional, and mental health needs of our students.

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

### **Reading/Core Update**

- The guiding coalition for FSD writing work met on February 17, a district professional learning day. All elementary schools have a team of teachers eager to lead this effort. We discussed the best way to spread the knowledge and grow our own understanding of The Writing Revolution. The most exciting thing about this is there is no program. Writing Revolution is an explicit set of evidence-based strategies that can be applied across all content areas!!
- We closely monitor proficiency of foundational reading skills in grades K-2, where those skills are intended to be mastered. Students who fail to read on level by the end of second grade are likely to struggle indefinitely. District winter kindergarten data are promising in many areas. The chart seen below represents the data from all our schools. Notice how many bars are at 70% or higher. The mark of 80% is commonly accepted as the percentage of students who may reach the goals without interventions. In the FSD, we would like these bars at 90% or more. That would mean that 90% of our kindergarten students achieved the minimum standard for each of these measured indicators of literacy and numeracy success.
- Coaches in grades 5-8 have begun their study of The Writing Revolution, too. As students begin to arrive at fifth grade with new skills and language, we want to be able to take the ball and run with it.



### **Dyslexia/RTI Update**

- Elementary schools are using Bloomsights for grades three and four this spring. The FSD already uses this resource as a screening tool in grades 5-8. Students respond to survey

questions that provide insight about their wellbeing. If the elementary trial goes well, we will utilize Bloomsights in grades 3-8 beginning in the fall.

- Reading difficulties can be difficult to address, so the district needs to continue providing high quality professional learning to our teachers. In addition, it's important that foundational reading and reading intervention be explicit and systematic. We continue to address this need. Recently, one of our previous employees, Niki (Sidler) Richardson, provided dyslexia professional learning for two large groups on the February PL day. Grades 5-8 were well represented at those sessions.
- In the works is a collaborative professional learning opportunity that will last over multiple sessions next year for teachers of students with significant reading difficulty. This issue can be even more challenging to resolve in grades 5-8. As a district, we changed our tier three program in grades 5-8 to Wilson Reading. The coaches and Dr. Looney will be looking to add another multimodal intervention that can be used with students in those grades.

### **Other News**

- We currently have 12 model classroom teachers. This dynamic group met recently to delve into coaching skills and how they can be utilized in their work. Specifically, we worked on active listening and how to avoid unproductive listening habits. This content was a summary of the Coaching for Results professional learning that we've completed in the FSD many times.
- In May, we will once again have the Math Quest Competition! This year we will add grades 1-4 on a different day. So, there will be two great days of FSD math scholars showing off their skills. Feel free to visit on May 6<sup>th</sup> and 7<sup>th</sup> at the PAC.

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

#### **PAC Events**

- February saw a large variety of programs produced by FSD schools, especially for this time of year. Here is a summary of PAC productions.
  - February 5: A touring theatrical group performed adaptations of classic fairy tales for an elementary school's students.
  - February 10: A touring group from Nashville Opera performed a version of *Goldilocks and the Three Bears* for an elementary school's students.
  - February 13: Band and choir yearbook photos took place on the PAC stage for a middle school's students.
  - February 17: The connector gallery was used for PL sessions throughout the day.
  - February 22: Fourth Grade Choral Festival - This annual Saturday event saw fourth graders spend the day with choir teachers at the secondary level and then perform alongside intermediate and middle school students. Students from every school in the district were represented!
  - February 25: Pre-CPA Event: This event is an opportunity for a middle school's band and orchestra to practice in a concert setting before the Concert Performance Assessments the following week.
  - February 26: An elementary school's second graders performed "Music Through the Decades" for their Black History Month program presented to students and families.
  - February 27-March 4: Rehearsals for a middle school's band.
  - February 28: District open house.
  - February 17-March 7: Rehearsals for a middle school's drama production.

## **Community Rental Events**

- The first two weeks of February saw daily rentals. A late month event was cancelled, which left an opportunity to address cleaning, organization, and signage needs around the space.
- February 2-15: A youth theatre organization produced *Oliver!* and *Fiddler on the Roof*.
- February 21: A live band performed at the PAC (first time ever!) playing mostly soul and jazz music. A middle school's music program ran concessions and coat check as a fundraiser.

## **Other Notes of Interest**

- Mr. Maxwell assisted with the central office ribbon cutting event and provided a tour for local dignitaries.
- February 13: Mr. Maxwell assisted with set up for the retiree brunch event at LES.
- February 24: Mr. Maxwell gave a brief introduction at the PAC to the group of media members, politicians, FedEx pilots, and board members visiting for the aerospace program demonstration day.

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

### **Special Educations Directors' Call**

- The first Special Education Directors' Call of 2025 brought a range of updates, reminders, and opportunities to support students with disabilities across the state.
  - Funding Updates & Early Learning Reminders
    - With multiple funding sources supporting early learning and special education services, directors were reminded of the importance of drawing down available funds to ensure resources are fully utilized. These funding streams include VPK, state special education funds, and various grant opportunities (such as ALN mini-grants and IDEA partnership grants).
    - A district funding status letter was sent out providing an overview of how much funding each district has used and what remains available.
    - There was also discussion about the future of state-funded special education pre-K programs. While these funds are expected to be recurring in the governor's budget, the exact amount remains unknown.
  - Recruitment & Retention Strategies for Special Education & Related Services
    - Survey data from interns and early-career professionals highlighted key retention factors:
      - Strong mentorship programs improve long-term retention.
      - Many professionals feel isolated because districts do not fully understand their roles.
      - Providing structured mentorship beyond initial supervision makes a major difference in keeping professionals engaged and committed.
  - Districts were encouraged to:
    - Ensure that school psychologists, counselors, and social workers are integrated into school-wide meetings and activities.
    - Clarify the role of specialized personnel and provide training for other staff on how these professionals contribute to student success.

## **Monthly Trainings for New Special Education Directors**

- The TDOE Office of General Counsel held its first training for new special education directors on February 21, 2025. These are informal sessions that are designed to support directors in their first and second years by covering a rotating list of hot topics in special education. The February session focused on issues and responsibilities related to child find.

### **Acceleration for All Collaboration Call**

- The Acceleration for All virtual learning call for school-level and district leaders was successfully held on February 25, 2025. This session provided valuable insights into strengthening ELA instruction and aligning with district-wide instructional goals. The call focused on:
  - Outlining Acceleration for All goals and available support.
  - Understanding the Tennessee Instructional Practice Guide (IPG), including Core Action Four, to ensure equitable access in Tier I ELA instruction.
  - Exploring how high-quality instructional materials (HQIM) support effective teaching.
  - Connecting student work analysis (SWA) with lesson prep in the HQIM Cycle of Continuous Improvement.
- This opportunity allowed us to deepen our understanding of instructional best practices and how to better support educators in delivering high-quality, equitable instruction for all students.

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

- This month, we continued our collaboration with our CORE Special Education Consultant to analyze and improve our least restrictive environment (LRE) practices and supports for students with disabilities. In addition to these ongoing efforts, we worked on updating our District Improvement Plan, ensuring alignment with our goals for enhancing special education services and student outcomes.
- We also focused on utilizing our December 1 Child Count Report to identify areas for growth and improve performance on our Annual Performance Review (APR) indicators. By closely examining these data, we are working to develop targeted strategies that will strengthen compliance, student achievement, and program effectiveness across the district.
- Our efforts remain centered on systemic improvements that enhance the efficiency, effectiveness, and overall alignment of our special education programs with state and federal best practices.

### **Universal Pre-K Application**

- We are pleased to announce the implementation of a single, universal pre-K application to streamline the enrollment process for families. Beginning March 3, 2025, the VPK Application and the Positive Peer Model Application were consolidated into one unified application, accessible through a Google Form. Families can find the application on the FSD website at [www.fssd.org](http://www.fssd.org) under the Early Learning section.
- This initiative aims to enhance efficiency, accessibility, and ease of use, ensuring that all families can navigate the application process seamlessly while maintaining the district's commitment to high-quality early learning opportunities.

### **Winter Special Education Regional Summit**

- Three representatives from our district will attend a special education professional learning event focused on behavioral supports, IEP development, and compliance with special education regulations. This training will provide valuable insights on supporting student behavior, improving progress monitoring, and making informed decisions about student placement and least restrictive environments (LRE). Key topics include:
  - Behavioral supports and strategies for managing student needs.
  - Legal considerations related to restraint, isolation, and threat assessments.
  - Best practices for IEP development, including writing measurable goals and tracking progress.

- Addressing disproportionality in special education and ensuring equitable student support.
- Attending this event will equip our team with the latest best practices and legal guidance, helping us continue to enhance services and support for students with disabilities in our district.

### **FSD Special Education Newsletter**

- The February FSD Special Education Newsletter may be accessed at the following link: <https://secure.smore.com/n/k50xse>

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

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

- Shelly Robinson, along with other members of the Teaching & Learning team, met with several representatives from i-Ready to review the winter 2025 diagnostic data. In this data presentation, they saw the progress and growth FSD students have made over the past several years, as well as the projected growth for the remainder of the school year.
- As a follow-up for school administrators, Mrs. Robinson broke down parts of the data for each school to help school administrators identify students in third and fourth grade who, with additional growth, can be projected to be a level 3 on TCAP.
- Each week, Mrs. Robinson shares i-Ready data and student usage with school administrators to keep them informed and ensure all students are receiving the recommended access to the high-quality platform. Within her weekly breakdown reports are takeaways for school administrators to share with coaches and professional learning teams (PLTs).

#### **District Forms**

- Mrs. Robinson worked closely with Dr. Decker to update all Summer Learning Camp registration forms to help prepare for the 2025 season. The updates included revised feedback from the SLC administrators, as well as ensuring all communication matched the new FSD branding.
- Mrs. Robinson met with members of Teaching & Learning and Technology to review all forms completed by parents/guardians during the student registration process. The revision helped ensure all content and information parents/guardians are providing is relevant, well-organized, and meets the needs of onboarding new and continuing students.

#### **Trainings**

- Mrs. Robinson worked closely with Nichole Johnson to organize and design a brief overview training of ParentSquare for school attendance secretaries. The training was held in person and highlighted features and reports in ParentSquare that directly relate to their roles. Mrs. Robinson answered attendance secretaries' questions.
- On February 12th, Mrs. Robinson had the opportunity to attend the second Regional HQIM Science Convening, hosted by the TDOE. There, alongside Dr. Carlton and Dr. Whitley, she explored critical features of the new science standards, in anticipation of the upcoming textbook adoption. The gathering was held in Rutherford County.
- Mrs. Robinson was invited to share a training on digital organization during the district professional learning day on February 17th. At this training, Mrs. Robinson led FSD faculty and staff through the process of organizing and cleaning up their Google Drive, Gmail, and Chrome browser to increase productivity.
- Also on February 17th during the district PL day, Mrs. Robinson had the opportunity to attend the Science Adoption Textbook Caravan. There, Mrs. Robinson asked questions and learned

about the features of textbook contenders. While Mrs. Robinson will not be voting on the final product, it was a good opportunity to gain insight into the potential products she will be supporting in the 2025-2026 school year.

### **Aerospace Day**

- Mrs. Robinson was thrilled to be a part of the FSD Aerospace Day that took place on February 24th. There, she met with members of the district, FSD School Board, TDOE, FedEx, the press, and more to help showcase the movement that has happened from the state grant to bring to light the Introduction to Aerospace course. Mrs. Robinson was glad to share her experience with being trained on the Redbird Jay Velocity flight simulators and her support in the onboarding of the program alongside colleagues.

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

#### **Teacher Support**

- Dr. Whitley and Mrs. Robinson shared the third edition of their instructional technology [newsletter](#) to all FSD staff during February. It included information about Screencastify, a district-paid resource, and how it has released several new features. Additionally, teachers were provided information about several new features within Discovery Education and embedding content into ParentSquare.
- Each day, Dr. Whitley visits teachers in buildings. Being visible is one of the best ways for teachers to reach out. Often, they will walk by and say, “Oh, I’ve been meaning to ask you about…” These conversations happen regularly each month and provide an organic way for Dr. Whitley to partner with teachers. During February, she discussed resources with teachers to determine their appropriateness, helped troubleshoot sound issues on an ActivPanel, supported a teacher with ParentSquare, and answered questions about i-Ready to name a few of her regular activities when in buildings.
- Additionally, Dr. Whitley worked with a teacher at the alternative learning center (ALC) to train the teacher on GoGuardian, a resource that will help ALC educators more closely manage what students in attendance can access online. This partnership has occurred through the support of Dr. Decker and Josiah Holland, director of the ALC.

#### **District Support:**

- During the district professional learning day, Dr. Whitley hosted a session focused on ParentSquare, the district’s new mass communication platform. The teachers attending had various experiences with the platform, which led to great conversations. While the presentation provided entry-level support, the participants’ experiences guided even the newest user to more advanced features and discussions of how to use the platform to communicate with families.
- February brought tenure season, and Dr. Whitley worked with Mrs. Robinson to film and then create the tenure video to present to the board.
- Both middle schools hosted high school registration for current FSD eighth graders. Dr. Whitley worked with guidance counselors on the scheduling of these meetings. ParentSquare was used to organize these registration appointments and, based on feedback, this new tool helped the event flow extremely efficiently.
- MAC is going digital! Dr. Whitley worked with Ms. Parks to create an online Summer MAC application. This process is similar to the one WeeMAC adopted a few years ago. Summer MAC registration will open in the coming months. MAC will also use ParentSquare to communicate with families this summer.

- Dr. Whitley and Ms. Robinson presented to TOSS on February 13<sup>th</sup>. Their session, titled “Instructional Technology: Safe, Data-Driven Learning Supports,” focused on how teachers are supported in the FSD by the instructional technology specialists. It detailed the district’s processes for keeping student data safe in a digital world and how these processes are communicated and maintained across the district consistently.

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

### **Student Performance**

- **Testing:** 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 was much work needed to prepare for this field test, the results will not count for student, school, or district accountability purposes. This testing was completed at each school on February 12<sup>th</sup>, and there were no issues with administering or returning the tests. Also, as of the end of February, over 80% of the ELPA21 testing was completed, even though the testing window doesn’t close until March 28<sup>th</sup>. English Learner students must take the ELPA21 online domain tests for Reading, Writing, Speaking, and Listening to demonstrate their progress toward English language proficiency. Despite the shift to a new platform (from WIDA to ELPA21), our ELL teachers have shown exemplary determination in making the transition smooth for students. Finally, we are working hard with each school’s building testing coordinator to prepare for another successful season of TCAP testing in April. A ParentSquare communication will be sent in late March/early April to all third-eighth grade families with our testing schedule and other testing information.
- **Honors:** We have been preparing qualifying letters for honors classes to be sent after spring break to all rising fifth-eighth grade families for each student. These letters share students’ percentiles on TCAP subject area tests, i-Ready winter benchmark tests, and IAAT (Iowa Algebra Aptitude Test) for Algebra I placement. Scores and courses are highlighted when students have met the benchmark for automatic qualification into the specific honors or advanced math course. Once the letters are mailed, a ParentSquare message will be sent to all these families, and information will be shared about the reconsideration process and our spring honors parent meetings at 5-8 schools.
- **COSSBA:** Dr. Decker and Dr. Wiemers were thrilled to present at the annual COSSBA (Consortium of State School Boards Association) conference in Atlanta on Friday, March 21<sup>st</sup>. Their presentation on “Data Practices that Reach New Heights for Students” was adapted from their lengthier presentation at the Learning Forward conference in December 2024. It was also adapted for an audience of school board members, and it highlighted many of the exemplary practices of analyzing, discussing, and sharing data within the Franklin Special District.

### **Federal Programs**

- **District Improvement Planning:** The annual window for the process of updating our District Improvement Plan (DIP) concluded at the beginning of March. Several members of the Teaching and Learning team collaborated throughout January and February to review needs, reassess goals and strategies, and plan for the edits that needed to be made for next year’s plan. There was a concerted effort in February to complete all the required tasks and finalize the overall plan. Since we have adopted a new Strategic Plan (aspire 2029), we made significant changes to the DIP to align our goals and strategies with the current strategic plan. The DIP was edited in the state’s InformTN process, and all the needs, reflection questions, goals, strategies, and action steps specified clearly in the plan. The DIP was submitted by the March 3<sup>rd</sup> deadline.

- **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 completed 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 closed in mid-February. Those of us who manage these programs completed various sections to provide the necessary evidence, respond to the agree/disagree compliance statements, and complete the limited open-ended responses within the instrument. This monitoring instrument was submitted prior to the deadline, and feedback from our state reviewers is still pending.

# 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:** March 20, 2025  
**RE:** Agenda for the Franklin Special District Board of Education meeting to be held on Monday, March 24, 2025 at 6:30 p.m., to be held at the FSD Central Office, 205 Eddy Lane in the Leadership Room, Franklin.

- I. **MEETING CALLED TO ORDER** 6:30 p.m.
- II. **PLEDGE OF ALLEGIANCE** 6:32 p.m.
- III. **RECOGNITIONS/GOOD NEWS** 6:35 p.m.
  1. Student Artist of the Month
  2. Good News Awards
- IV. **PUBLIC INPUT** *Please limit comments to three (3) minutes per speaker* 6:40 p.m.
- V. **REPORTS/PRESENTATIONS/DISCUSSIONS** 6:45 p.m.
  1. OneGen Away
  2. Teaching and Learning Report
  3. COSSBA Annual Conference
- VI. **APPROVAL OF BOARD AGENDA** 7:10 p.m.
- VII. **APPROVAL OF CONSENT AGENDA** 7:15 p.m.
  1. Minutes of Board Retreat dated February 8, 2025
  2. Minutes of Board Meeting dated February 10, 2025
  3. Science Textbook Adoption Committee Approval
  4. Overnight Field Trip Request – MES 4th Grade Natchez Trace Walk/Hike to Wellness
  5. Budget Amendments
- VIII. **BUSINESS BEFORE THE BOARD** 7:20 p.m.
  1. Resolution in Support of Teachers Bonus Provision in “Education Freedom Act of 2025”
  2. Policy Revision: Background Investigations (5.1061) – 2<sup>nd</sup> Reading
  3. Proposed Time Change for Regularly Scheduled Board meetings
- IX. **DIRECTOR OF SCHOOLS REPORT** 7:30 p.m.
- X. **UPDATES** 7:35 p.m.
  1. Teaching and Learning
  2. Finance and Administration
- XI. **ANNOUNCEMENTS** 7:40 p.m.
- XII. **ADJOURNMENT** 7:45 p.m.

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

February 8, 2025  
Franklin, Tennessee

The Franklin Special School District Board of Education met at 8:30 a.m. on Saturday, February 8, 2025, in the Central Office Leadership Room, 205 Eddy Lane, Franklin. This meeting was rescheduled from January 11<sup>th</sup> due to weather conditions. This was a non-voting meeting.

The following members were present: Robert Blair, Allena Bell, Alicia Barker, Tim Stillings, Kevin Townsel and Robin Newman. Others present were: Dr. David Snowden, Dr. David Esslinger, Dr. Mary Decker, Susannah Gentry, Carol Riordan and Drew Bingham.

**Finance and Administration Updates - Dr. David Esslinger:**

- **Bond-funded capital projects** (schedule on file)– The Central Office Complex at 205 Eddy Lane and 127 Reynolds Drive is complete and there are minor punch-list items being worked on at this time. There are no new projects ongoing. District improvements will be up for bid as they are listed on the Project Schedule (on file), such as the FIS potential HVAC replacement plan in conjunction with a roof replacement and additional theatre updates, JES metal portion of roof replacement this summer, MES roof replacement plan is in early stages, and bus replacement as scheduled. Technology, HVAC and instructional equipment are adjusted as needed with regular capital vs bond funded. The freezer/cooler replacements are all but completed; skid steer equipment will be budgeted.
- **Update on Battle Avenue Property: Dr. Esslinger, Mr. Stillings, Dr. Snowden** – The sale of the central office annex property is estimated to be \$5 million and is not inclusive of the Battle Avenue lots. The central office property at 507 New Highway 96 West is in a lease contract with the City of Franklin; there is a stipulation for their lease in the sale contract as well. The property and building will be declared as surplus on the February 10 board agenda.
- **Advertising for bus driver job on buses:** the Board was asked for discussion about adding magnetic sign advertisements to get more bus drivers for the district.

**Legislative overview - Senator Jack Johnson, Representatives Lee Reeves (House District 65), Jake McCalmon (House District 27) and Gino Bulso (House District 63):**

- Our legislators were thanked for their service to our area.
- Dr. Snowden recognized Senator Johnson for always communicating with us and gave the example of his and Sen. Johnson’s discussion regarding our retirees working as interims and already having receiving retirement from TCRS, vs the sunset law ending July 2025 pausing their retirement so that they could work in hard to fill positions. With this legislation passed in 2022, Senator Johnson found out the law would not sunset.
- We are the only school district in the state of Tennessee that offers, as a middle school, “Introduction to Aerospace” as a CTE course; the legislators were invited to our **Aerospace Demonstration Day**: this is coming up during CTE month on February 24.
- **Resolution for \$2,000 bonus for teachers** – our legislators told us that to qualify for this bonus a resolution was needed, we could or could not add additional language in support of the Education Freedom Act.
- **3<sup>rd</sup> Grade Retention Law** – Discussed was the concern that students are being removed from public schools into private or other type schools to escape the 3<sup>rd</sup> Grade Retention

Law, then being re-enrolled into 4<sup>th</sup> grade. Senator Johnson called this the 3<sup>rd</sup> Grade Intervention Bill. Dr. Snowden and the Board requested that the General Assembly look further into this law. According to our legislators, assessments for private schools are similar to our TCAP; however, they are norm reference tests and are not comparable in criteria. Mrs. Newman requested that testing should be the same for public and private schools to make all students be at the same reading level. Senator Johnson noted to the Board that parental choice in other states had satisfaction rates “off the charts”, and that data from norm reference tests would be evaluated as well as TCAP.

- **Education Freedom Act** – Discussion with the legislators in regard to the voucher bill, also referred to as a scholarship by the legislators. Not currently in the bill (sponsor Adam Lowe) but would create more parental choice in permissive open enrollment vs compulsory open enrollment, with the utilization of the scholarship program. Asked about the parent-choice application process, the legislators said the parent must secure the scholarship first, then seek a private school. There will be 20,000 scholarships in the first year.
- **Proposed legislation:**
  - **Senate Bill 0695** – School safety alert grant program. Would this give grants to districts to continue our safety/security grant fund? There are 2 or 3 vendors developing lanyards (panic alerts). The sponsor is Ron Gant, Rep. Bulso will get more information on this.
  - **Senate Bill 0836** – Non-resident students – Our belief is that legislation should be at the federal level instead of giving permission for school districts to deny students enrollment. This opens discussion for the 1982 decision of Federal Justice of the Equal Protection Clause.
  - **House Bill 0861** – Rep. McCalmon re: 48 hours to provide the parent with a copy of the draft IEP.
  - **House Bill 0085** – Sponsors McAlmon and Cepicky - Physical activity of 130 minutes per week required now, to 60 minutes per day. We currently have 50 minutes per day.
  - **Cell phone ban** – Sponsor Cepicky – The ban would be from bell to bell – we already have restrictions in place.
  - **Family Life Curricula**
  - **HB 0304** – School flags
  - **Non-partisan school board elections** – It is the legislators’ viewpoint that school board members should declare their party for elections.
  - **General discussion** – Rep. Bulso was not aware that we have had therapy dogs in every school, he was invited to learn more. The Board invited the legislators to visit our schools and attend our school board meetings. Senator Johnson noted that Dr. Snowden does a great job in keeping the upcoming bills on his radar, as does TOSS and TSBA. Sen. Johnson also let the board know that when we have Teachers of the Year, etc. they will provide an official Resolution for that recognition.

#### **One Gen Away Virtual meeting – Chris Whitney:**

Presented for the Board was a concept plan of land that has been purchased on the Downs Boulevard side of Franklin Elementary (the concept map is on file). This land will be used for new One Gen Away offices, a new daycare center, playground, medical office and coffee shop. What is being requested from FSD is approximately 0.4 acres to meet the tree

preservation standards for the COF. At this time there is a fence on our property border, that was also discussed by our Board. Our property is zoned civic institutional.

### **Mettle5 Update – Matt Brown, Marquis Gough and Madeline Brown:**

On the brand side, they are moving from FSD branding to sub brands. The district “fsd” will be in blue, the modifier as a sub brand “fsd” will be in orange. Mettle5 has met with the school principals regarding the individual school logos, and have given their ideas to the brand designer to tie in with the “fsd” logo.

On the digital marketing side, this is built on data services, building the online presence with the audience. Areas are to build enrollment, also expand the geographical area and geotargeting, capturing data with pixels, and social media meta targeting with those living in or going through area. Our landing page in online presence will have promotion collateral sending different ads, and the brochure can be rebuilt such as featuring Black History Month, featuring the arts, or aerospace (science), State of the Schools, etc. We have had almost 1.5 million impressions, and almost 6,000 clicks so far.

Our next steps – for the 2025-26 budget-specific programs, we can target specific schools, target certain families, certain areas, pull up from the general awareness campaign that we have had and move to hyper-targeted presence.

### **Teaching and Learning Updates – Dr. Mary Decker:**

- **Introduction to Aerospace** – Currently there are 18 students in this CTE class. Some of the jobs that could be of interest for these students are pilot, aircraft / airport maintenance, air traffic control, and airport management, among others. Guest speakerks related to careers planned for the class are a FedEx pilot with military background (Mr. Decker), and Kenny Thomas, who is a private pilot and motivational speaker. A field trip planned is to an air show. Personal support of the program was discussed. In two years, Mr. Dollar will begin teaching Aviation II, starting the day at FMS and then the students will be bused to the Entrepreneur Center when it is ready in FY 26-27.
- **ASPIRE 2029 Updates** – Our Strategic Plan updates were presented for the Board’s discussion and questions (on file).
- **Opportunity to visit Columbia State** – This year there have been scheduling issues with our 8<sup>th</sup> grade visit to Columbia State, to see some of the postsecondary options that may be available to our students. In prior years, Spring Break was at the same time, and this year the dates fall differently, and staff was not available. Instead, Dr. Lampley will come to the PAC and have a presentation for our students as well as answer questions. Belmont University was also investigated to visit; however, their tours are limited to groups of 75 a tour. It is of note that Dr. Lampley will be retiring.

### **Proposed new Belief Statements – Led by Dr. Decker:**


- The Board reviewed the Belief Statements as listed on the website, and went through the proposed updates submitted by the Teaching & Learning Department. A version of this will be presented at the next meeting.

### **Last announcements for the Board:**

- **1970 Desegregation Order** – After working to lift this during Dr. Snowden’s time as

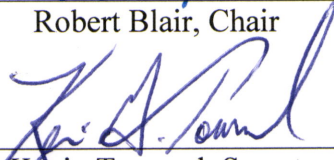
Director, in 2024 FSD has finally achieved the Unitary Status designation with the federal government.

The Board Retreat adjourned at 1:00 with **no action** taken by the Board.

  
\_\_\_\_\_  
Robert Blair, Chair

3.24.25  
Date

ATTEST:

  
\_\_\_\_\_  
Kevin Townsel, Secretary

3/24/25  
Date

February 10, 2025  
Franklin, Tennessee

The Franklin Special District Board of Education met at 6:30 p.m. on Monday, February 10, 2025 at the Franklin Special District Central Office, 205 Eddy Lane, Franklin. A link to the recording may be found at <https://youtube.com/live/t551hqDJ3Xk?feature=share>. A reception was held prior to the meeting to honor those teachers receiving tenure at this meeting.

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

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, principals, media and community.

**I. MEETING CALLED TO ORDER**

The meeting was called to order at 6:30 by Chair Robert Blair.

**II. PLEDGE OF ALLEGIANCE**

Liberty Elementary Principal Mrs. Amy Patton welcomed those in attendance and led the Pledge of Allegiance. Chair Robert Blair called for a moment of silence before being seated.

**III. RECOGNITIONS/GOOD NEWS**

**Student Artist of the Month:** for February, FES Kindergartner Silas Hiatt is recognized for creating his interpretation of a starry night during a lesson about Vincent Van Gogh and his famous *Starry Night* painting. Art teacher Jennifer Alvarado submitted his work 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.

**2025 Leadership Franklin:** John Bibb, Chris Feemster, Teresa Ashworth Harris, David Dinger, Alan Simms and Samantha Shepherd were in attendance.

**VI. PUBLIC INPUT**

- Samuel Hunter – 6741 Starfire Lane, College Grove 37046, 615.7914.5480 – spoke in regard to district IEP practices that he thinks prevents his daughter from receiving needed services.

**VII. REPORTS / PRESENTATIONS / DISCUSSIONS**

1. **Teaching and Learning Spotlight** – "ParentSquare" – presented by Dr. Decker (on file). A video was presented outlining this app. 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). A brief report was summarized. This is the last update until more capital projects are underway.
3. **TSBA Legislative and Legal Institute** – Takeaways from the meeting, which began today and will finish up February 11 were given by the Board members attending.
4. **Comments from Board Members Regarding their Experience at Schools for Board Appreciation Week** – Dr. Snowden thanked the Board their service to our district and also thanked the schools for hosting the members during this week. Board members commented on the school hosting them this year, for being served breakfasts, having cards made for them, being on morning announcements, and the many other ways they were honored.

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

Alicia Barker made a **motion** to approve the Board Agenda **with the addition on Item 2 under Business Before the Board, adding “to publish required notices and to authorize the Real Estate Committee to negotiate a contract with brokers for the sale of the 507 New Highway 96 property.”** Allena Bell **seconded** the motion, which **passed 6-0**.

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

Tim Stillings made a **motion** to approve the Consent Agenda as presented. Kevin Townsel **seconded** the motion, which **passed 6-0**.

Approved under Consent Agenda (on file) were:

1. **Minutes of Board Meeting dated January 13, 2025**
2. **Budget Amendments**

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

1. **Teachers Recommended for Tenure** - Copies of the recommendation letters from principals for those individuals who are being recommended for tenure status in the FSD have been submitted for your review and were presented here tonight on video. This year, twelve teachers are recommended for tenure. We congratulate these individuals and recommend the Board’s granting of tenure. Recognized for their work in creating the video was Amber Whitley and Shelly Robinson, the Human Resources staff for processing the paperwork needed, and to the principals for their recommendations. **Teachers receiving tenure status as of this meeting are:** from Johnson Elementary: Jessie Gholson and Lauren Smith; from Liberty Elementary: Mary Brown, Morgan Ellison and Claire Franks; from Moore Elementary: Charlene Maeder and Christina Swart; from Poplar Grove Elementary: Clare Ashford, Lydia Faulk and Kaylon Gilley; from Freedom Intermediate: Candy Jones-Martorell; from Freedom Middle: Allison Wright.

Kevin Townsel made a **motion** to approve the teachers recommended for tenure. Allena Bell **seconded** the motion, which **passed by roll call vote 6-0**.

- 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 -** Since the previous Central Office has now been vacated, both the building and land are available to be declared surplus. Once it is declared surplus, we can begin the process of selling. We recommend the building and property located at 507 New Highway 96 West, Franklin, TN be declared surplus and the Real Estate Committee may move forward.

Tim Stillings made a **motion** to declare as surplus the building and property located at 507 New Highway 96 West, Franklin, TN, publish the legally required notices, and authorize the Real Estate Committee to negotiate a listing agreement with Broker(s). Allena Bell **seconded** the motion. During discussion, Mr. Townsel noted a concern over the high percentage of realtor fees with the sale. Mr. Stillings said this was negotiable and there were two brokers interested at this time; they will keep this point in mind. By roll call vote, the **motion passed by roll call vote 6-0**.

- 3. 2025-2026 Tuition Rates** – Current rates for those students that are out of district but within Williamson County are \$2,000 per year for the 1st child, and \$1,000 per additional sibling. Current rates for students living outside Williamson County are \$4,000 per year per student. The administration recommends keeping the tuition rates the same for the 2025-2026 school year.

Alicia Barker made a **motion** to have the 2025-26 rates for tuition remain the same as the FY 2024-25: for those students that are out of district but within Williamson County to remain at \$2,000 per year for the 1st child, and \$1,000 per additional sibling, and rates for students living outside Williamson County to remain at \$4,000 per year per student. Tim Stillings **seconded** the motion, which **passed by roll call vote 6-0**.

- 4. Director of Schools Performance Review Composite Score** –Mr. Townsel led this portion of the meeting; the total composite score sheet and accompanying information were included online for the Board’s review. After reviewing the Annual Report for 2023-2024 submitted by Dr. Snowden at the January meeting, Board Members have completed their Individual Score Sheets and they have been returned to the Executive Assistant, averaged according to the rules set forth by the Board, with one highest and lowest in each category removed and then averaged, and verified by the Associate Director for Finance & Administration. Based on this final score, a percentage of the bonus pool will be awarded to the Director of Schools in compliance with the Performance Review Process previously approved for the 2023-2024 year and upon approval by the Board. Based on the composite score received of 98.25%, Dr. Snowden is eligible to receive 100% of the Bonus Pool as a Performance Bonus, equal to 10% of current annual salary.

Kevin Townsel made a **motion** to approve Dr. Snowden’s performance bonus for 100% of the Bonus Pool available based on the composite score of 98.25%, which is equal to 10% of Dr. Snowden's current annual salary, as set forth in the Performance Goals

approved by the Board for the 2023-2024 year. Allena Bell seconded the motion. **By roll call vote, the motion passed 6-0.**

Mrs. Bell noted that it is an honor every year to receive the annual report for this evaluation, and grateful for Dr. Snowden and his team's work. Dr. Barker noted that his score speaks to his character regarding moving us forward as a district. Dr. Snowden addressed the Board that he is appreciative of the scores; the work is of the team and without great support his job would be negligible. He is grateful and would like to donate the bonus back to the district with the understanding that he has the flexibility in designating the spending.

The next step is for the Board to meet in a work session, ideally prior to the first budget work session, to revise the performance objectives for the 2025-26 year. Carol will be sending out possible dates to meet, for your consideration.

5. **Policy Revision: Enrollment in Advanced Courses (4.205) – 2nd 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 changes requested from the Board upon first reading. The administration recommends approval of the second reading.

Allena Bell made a **motion** to approve the second reading of revisions to Policy 4.205: Enrollment in Advanced Courses, as presented. Tim Stillings **seconded** the motion, which **passed 6-0.**

6. **Policy Revision: Promotion and Retention (4.603) – 2nd 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 policy. There were no changes requested from the Board upon first reading. The administration recommends approval of the second reading.

Robin Newman made a **motion** to approve the second reading of revisions to Policy 4.603: Promotion and Retention, as presented. Alicia Barker **seconded** the motion, which **passed 6-0.**

7. **Policy Revision: Background Investigations (5.1061) – 1st 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. The administration requests approval of the first reading.

Tim Stillings made a **motion** to approve the first reading of revisions to Policy 5.1061: Background Investigations. Kevin Townsel **seconded** the motion. During discussion, clarification on the Rap Back program was requested and explained. The motion **passed 6-0**.

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

- Dr. Snowden thanked the Board and the personnel attending the Retreat on February 8<sup>th</sup>. He noted there was good discussion with all four of our legislators.
- **“Introduction to Aerospace”** - FSD is the only district in the state of Tennessee to offer this CTE course for high school credit.
- **Tenure Reception** – Dr. Snowden thanked the Food & Culinary Department for the beautiful reception food tables this evening.
- **Board Member ID pictures** – Susannah Gentry will take the Board’s individual pictures for their new badges directly after the meeting.
- **Retiree Valentine’s Day Brunch – February 13<sup>th</sup>** – We are looking forward to welcoming our retirees at this event. The FSSDEA co-sponsors the brunch and our leadership group will help serve as hosts. The Food & Culinary Department will be preparing a wonderful brunch, the LES chorale students will perform, and the FSSDEA will be helping with check-in and hosting along with some of the LES PTO. Thanks also to LES personnel for the displacement of their parking area for the morning. We hope you can join if your schedule allows.
- **President’s Day - February 17<sup>th</sup>** is a student holiday, with the day spent in professional learning at the school level.
- **African-American History Month and Multi-cultural events** - Our schools are recognizing the contributions of many outstanding African-American men and women throughout the month in various ways. Freedom Middle School will honor the Booker family as they once again present the Monroe and Mary Booker Scholarship and Community Recognition, as they have done now for 17 years. The family will be presented with a personalized gift by FMS on February 14<sup>th</sup>. We hope that you can be a part of some of the events going on throughout the month at our schools.
- **FSSD Enrollment period**

- **February 3 through February 17** – The out of zone preview window for open seats in each school (that are **in addition to** currently attending students) is online.
- **February 17 – March 19** –
  - The **out of zone application request** period is open for those that would like to move from their zoned school **and** those that are moving to the next school based on their grade level and will be out of zone.
  - In addition, **out of district and out of county applications** will be accepted during this time period **but** will be considered for enrollment following the registration period for in-zone students.
- **February 28** – Open Houses at all schools – go to our website to schedule your appointment to visit the school(s) of your choice.
- **March 3-31** - We will have **enrollment** for current and new in-district students, which includes **current** out of zone students attending the same school as this year.
- **Also beginning March 3** - Running concurrently will be **applications** for all children ages 3-5 for Voluntary Pre-K, Peer Model and Preschool, all which require an early childhood evaluation and qualification.
- **April 11 - Kindergarten kick-off** at all schools.

Communications have begun going out to all families regarding the registration process. Please check our website for detailed information on registering for the 2025-2026 school year.

- **Conferences and meetings update:**
  - **COSSBA National Conference – March 20-24 Atlanta** – Everyone is registered who is able to attend. Also, we are pleased to announce we have two sessions presented by FSD at the conference, both on Friday, March 21: Dr. Decker and Dr. Wiemers have been selected to present a session entitled “Data Practices that Reach New Heights for Students”, and Dr. Amber Whitley and Drew Bingham were selected to present a session entitled "Connecting the Pieces of Instruction and Technology: Two Departments With One Goal." Please let Carol know of your travel days when you have them scheduled.

## **XII. UPDATES**

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

- Demographics Report dated January 30, 2025

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


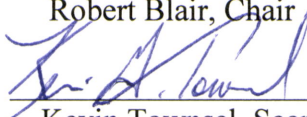
- Personnel Change Report January/February 2025
- Investment Report dated December 31, 2024
- Revenue and Expenditure Reports dated February 4, 2025
- Sales Tax Revenue Comparison Report for February 2025

## **XIII. ANNOUNCEMENTS**

- Mr. Townsel would like to propose that the Board meeting begin at 6:00 in the future, and that this would be an agenda item for March.
- Tax collections are up 5.8% month over month as compared to last year, and up 4% compared to last year at this time.

**XIV. ADJOURNMENT**

Chair Blair adjourned the meeting at 7:37 p.m.

|                |                                                                                    |                |
|----------------|------------------------------------------------------------------------------------|----------------|
|                |  | <u>3.24.21</u> |
|                | Robert Blair, Chair                                                                | Date           |
| <b>ATTEST:</b> |  | <u>3/24/25</u> |
|                | Kevin Townsel, Secretary                                                           | Date           |

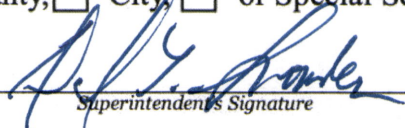
# Director of Schools Record of Names and Qualifications of Members of Local Textbook Selecting Committees

*This Form Remains in the Office of  
the Local Director of Schools for the  
6 years of the Adoption*

For the School Year 2024-2025

Adoption for Schools of **Franklin Special School District**

County,  City,  or Special School District

I, , hereby certify that the following school personnel have  
*Superintendent's Signature*

been named by me and approved by the local board of education as a textbook selecting committee for the adoption of textbooks in the following subject(s):

Science

| Name              | Certificate Number | Years Experience (Public School) | School | Email Address |
|-------------------|--------------------|----------------------------------|--------|---------------|
| See Attached List |                    |                                  |        |               |
|                   |                    |                                  |        |               |
|                   |                    |                                  |        |               |
|                   |                    |                                  |        |               |
|                   |                    |                                  |        |               |

**For qualifications and parameters for appointments to local textbook adoption committees, see TCA-49-6-2207 (c) (1-4); (d) (1-2); (e); (f)**

**(c)(1)** Local boards of education shall appoint review committees to review the textbooks and instructional materials proposed for adoption and shall make their adoption upon recommendations of such committees. These committees shall be set up by grade and subject matter fields and composed of teachers, or supervisors and teachers, and parents with children enrolled in the LEA at the time of appointment to a committee. The local board may also appoint experts in the grade level or subject matter field for which textbooks and instructional materials are to be reviewed. Experts may be college professors or credentialed subject matter specialists. The board shall determine the number of members of the committee based upon the relative size of the LEA.

**(c)(2)** Teachers and supervisors who serve on a committee shall be teaching or supervising the respective grade or subject at the time of appointment. Committees shall be composed by grade or groups of grades arranged so that a committee may consider an entire series of books if it should so desire; provided, that in all cases, the teachers and supervisors appointed to the committees shall be licensed to teach in the state with endorsements in the subject matter or grade level for which textbooks or instructional materials are being reviewed. Teachers and supervisors shall have three (3) or more years of experience as teachers or supervisors in the public schools.

**(c)(3)** The members of the committee authorized in this section shall serve for the length of time that the adoption process for which they are appointed lasts.

**(d)(1)** All members appointed on the committees shall subscribe to the oath as set out in § 49-6-2201(i).

**(2)** The oath shall be administered by the county mayor or by some authorized official empowered to administer an oath.

**(e)** The director of schools in the LEA adopting textbooks or instructional materials under this part shall serve as an ex officio member of all committees appointed under subsection (c). The director of schools shall record a list of all textbooks or instructional materials adopted by the local board of education. Immediately, at the completion of the adoption process, the director shall forward a copy of the recorded adoption to the commissioner of education and shall post on the LEA's website the list of all books adopted.

**(f)** As provided in § 49-6-2202(e), a local board may furnish electronic textbooks and instructional materials to pupils attending the public schools; provided, that the electronic textbooks and instructional materials are furnished free of charge. A board that chooses to furnish electronic textbooks and instructional materials to pupils attending school in the district shall provide reasonable access to the electronic textbooks and instructional materials and other necessary computer equipment to pupils in the district who are required to complete homework assignments and to teachers providing homework assignments utilizing electronic textbooks and instructional materials furnished by the board.

| <b>Name</b>           | <b>Certificate Number</b> | <b>Years Experience (Public School)</b> | <b>School</b>           | <b>Email Address</b>       |
|-----------------------|---------------------------|-----------------------------------------|-------------------------|----------------------------|
| Adam Demonbreun       | 000214673                 | 27                                      | Freedom Middle          | demonbreunada@fssd.org     |
| Candy Miyake          | 000211130                 | 30                                      | Freedom Middle          | miyakeC@fssd.org           |
| Alysia Maxwell        | 000734129                 | 3                                       | Freedom Middle          | maxwellaly@fssd.org        |
| Amelia Kiger          | 000725026                 | 3                                       | Franklin Elementary     | kigerame@fssd.org          |
| Amy Bedoya            | 000255746                 | 18                                      | Franklin Elementary     | bedoyaamy@fssd.org         |
| Amy Gordon            | 000278860                 | 21                                      | Moore Elementary        | gordonamy@fssd.org         |
| Brittany Martin-Brand | 000617564                 | 8                                       | Freedom Intermediate    | martinbrandbri@fssd.org    |
| Candace Simpson       | 000534847                 | 15                                      | Franklin Elementary     | simpsoncan@fssd.org        |
| Candy Jones-Martorell | 000549591                 | 13                                      | Freedom Intermediate    | jonesmartorellcan@fssd.org |
| Carly Camilleri       | 000724535                 | 10                                      | Moore Elementary        | camillericar@fssd.org      |
| Cinamon Collins       | 000615742                 | 15                                      | Poplar Grove Elementary | collinscin@fssd.org        |
| Claire Franks         | 000713116                 | 5                                       | Liberty Elementary      | frankscla@fssd.org         |
| Crystal Lepping       | 000500616                 | 16                                      | Freedom Middle          | leppingcry@fssd.org        |
| Danette Cravens       | 000202298                 | 19                                      | Moore Elementary        | cravensdan@fssd.org        |
| Darbee Farley         | 000725875                 | 5                                       | Franklin Elementary     | farleydar@fssd.org         |
| Dianne Whiting        | 000539940                 | 15                                      | Liberty Elementary      | whitingdia@fssd.org        |
| Drew Reimer           | 000201448                 | 25                                      | Poplar Grove Middle     | reimerdre@fssd.org         |
| Drew Wilkerson        | 000085583                 | 13                                      | Johnson Elementary      | wilkersondre@fssd.org      |
| Heather Owens         | 000847875                 | 25                                      | Moore Elementary        | owenshea@fssd.org          |
| Janetta Davenport     | 000223668                 | 23                                      | Liberty Elementary      | davenportjan@fssd.org      |
| Jeannie Ayers         | 000511654                 | 23                                      | Poplar Grove Middle     | ayersjea@fssd.org          |
| Jennifer Ryan         | 000200251                 | 18                                      | Franklin Elementary     | ryanjen@fssd.org           |
| Jessie Gholson        | 000714637                 | 5                                       | Johnson Elementary      | gholsonjes@fssd.org        |
| Julie Cranston        | 000272070                 | 32                                      | Liberty Elementary      | cranstonjul@fssd.org       |
| Kathleen Pendleton    | 000719351                 | 4                                       | Poplar Grove Elementary | pendletonkat@fssd.org      |

| <b>Name</b>               | <b>Certificate Number</b> | <b>Years Experience (Public School)</b> | <b>School</b>           | <b>Email Address</b>     |
|---------------------------|---------------------------|-----------------------------------------|-------------------------|--------------------------|
| Morgan Ellison            | 000713756                 | 5                                       | Liberty Elementary      | ellisonmor@fssd.org      |
| Katrina Howell            | 000190027                 | 29                                      | Poplar Grove Elementary | howellkat@fssd.org       |
| Kayla Barnes              | 000588608                 | 10                                      | Moore Elementary        | barneskay@fssd.org       |
| Kimberly Collado          | 000598066                 | 10                                      | Poplar Grove Middle     | colladokim@fssd.org      |
| Kirstin Kregel-Oakes      | 000291968                 | 26                                      | Poplar Grove Middle     | krengeloakeskir@fssd.org |
| Kristen Carter            | 000262240                 | 21                                      | Franklin Elementary     | carterkri@fssd.org       |
| Leslie Campbell           | 000185167                 | 24                                      | Poplar Grove Elementary | campbellles@fssd.org     |
| Lorie Proffitt            | 000204182                 | 30                                      | Johnson Elementary      | proffittlor@fssd.org     |
| Lorrie Graves             | 000214274                 | 41                                      | Moore Elementary        | graveslor@fssd.org       |
| Louise Larkin             | 000237349                 | 34                                      | Moore Elementary        | larkinlou@fssd.org       |
| Mala Womack               | 000261015                 | 23                                      | Poplar Grove Middle     | womackmal@fssd.org       |
| Marcela Tycksen           | 000734837                 | 3                                       | Poplar Grove Elementary | castrocariasmar@fssd.org |
| Melissa Bowman - Klopatek | 000736854                 | 13                                      | Johnson Elementary      | klopatekmel@fssd.org     |
| Rachel Kotheimer          | 000560308                 | 15                                      | Freedom Intermediate    | kotheimerrac@fssd.org    |
| Rachel Potts              | 000257235                 | 17                                      | Franklin Elementary     | pottsrac@fssd.org        |
| Rachel Sands              | 000240554                 | 24                                      | Johnson Elementary      | sandsrac@fssd.org        |
| Rebecca Parks             | 000264955                 | 19                                      | Franklin Elementary     | parksreb@fssd.org        |
| Rochelle Wright           | 000270710                 | 23                                      | Poplar Grove Elementary | wrightroc@fssd.org       |
| Sarah Fleming             | 000230593                 | 26                                      | Poplar Grove Middle     | flemingsar@fssd.org      |
| Sarah Jean Raplee         | 000724206                 | 3                                       | Moore Elementary        | rapleesar@fssd.org       |
| Shannon Barnes            | 000606207                 | 10                                      | Freedom Middle          | barnessha@fssd.org       |
| Shannon Ward              | 000277247                 | 28                                      | Poplar Grove Elementary | wardsha@fssd.org         |
| Shelly Francis            | 000204029                 | 24                                      | Liberty Elementary      | francisshe@fssd.org      |
| Star Wallace              | 000234313                 | 21                                      | Johnson Elementary      | wallacesta@fssd.org      |
| Susanne Baker             | 000172079                 | 22                                      | Johnson Elementary      | bakersus@fssd.org        |

| Name          | Certificate Number | Years Experience (Public School) | School                                    | Email Address          |
|---------------|--------------------|----------------------------------|-------------------------------------------|------------------------|
| Tinna Dodson  | 000227394          | 26                               | Freedom Intermediate                      | dodsontin@fssd.org     |
| Tisha Hundley | 000548191          | 18                               | Johnson Elementary                        | hundleytis@fssd.org    |
| Hannah Villio | Parent             | N/A                              | Liberty Elementary, Freedom Intermediate  | hannahvillio@gmail.com |
| Kim Flint     | Parent             | N/A                              | Franklin Elementary, Freedom Intermediate | kimpflint@gmail.com    |

# APPLICATION FOR OVERNIGHT FIELD TRIP

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

SCHOOL: MES GRADE(S): 4 DATE OF REQUEST: 2/13/25

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

DATES OF FIELD TRIP: 5/1/25 to 5/2/25 R10 5/5/25 - 5/6/25

DESTINATION(S): Natchez Trace

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

(See attached)

TRIP COST PER CHILD: \$ 0 COLLECTION METHOD: Log donations

SCHOLARSHIPS NEEDED (#): 0 SCHOLARSHIPS PROVIDED (#): IF NEEDED

METHOD OF PAYMENT OF SCHOLARSHIPS: Sponsor donations

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

NUMBER PARTICIPATING: Typically 85-90% of class

CHAPERONES ATTENDING (NOTE FACULTY MEMBERS): \* Tiffany White

\* Jane Barnes, \* Phillip Thomas, \* Eli Adams, \* Claire Davis

Additional 40-45 parents

\* Faculty members

DATE AND TIME OF DEPARTURE: 5 / 1 / 25 at 9 : 00 am pm

DATE AND TIME OF RETURN: 5 / 2 / 25 at 2 : 00 am pm

MODE(S) OF TRANSPORTATION: FSD Bus - \_\_\_\_\_

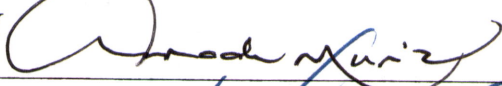
IF MORE THAN ONE, LIST SPECIFIC DETAILS (use additional sheet if necessary):  
\_\_\_\_\_


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

MEAL ARRANGEMENTS: Students provide 2 sack lunches  
Sponsors provide breakfast and dinner

EMERGENCY CONTINGENCY PLAN: Support vehicle follows us on the Natchez trace parkway.

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

RECOMMENDED BY  
PRINCIPAL:  DATE: 2 / 13 / 25

DIRECTOR OF SCHOOLS:  DATE: 2 / 18 / 25

AUTHORIZATION BY  
FSSD BOARD OF EDUCATION:  DATE: 3 / 24 / 25

# Moore Elementary School

## 4<sup>th</sup> Grade Walk/Hike to Wellness

### 2025

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

*During our 6 weeks of training, we emphasis the proper mechanics of walking. We encourage students to maintain a specific speed or pace that will ensure they keep up with their group and not cause a prolonged space or gap between their group and the group behind them. We are constantly emphasizing that safety comes first while both training and participating in the actual walk. We discourage horseplay or any other actions that might cause harm to one of the participants.*

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

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

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

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

*The student will:*

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

Use responsible behavior in safety procedures for all physical activities

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

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

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

## **Standard: Physical Activity**

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

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

*The student will:*

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

### **Student Performance Indicators:**

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

*At Level 1, the student will:*

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

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

## **Standard: Fitness**

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

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

*The student will:*

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

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

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

evaluate and improve personal levels of health-related fitness

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

recognize the importance of nutrition relative to fitness

### **Student Performance Indicators:**

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

*At Level 1, the student will:*

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

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

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

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

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

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

*At Level 2, the student will:*

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

4.2.2 Identify multiple physiological changes that occur during physical activity

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

4.2.5 Enjoy achievement of health enhancing levels of fitness

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

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

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

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

*The student will:*

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

### **Student Performance Indicators:**

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

*At Level 1, the student will:*

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

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

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

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

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

*The student will:*

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

**Student Performance Indicators:**

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

*At Level 1, the student will:*

6.1.1 Participate willingly in a variety of physical activities

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

*At Level 2, the student will:*

6.2.1 Describe feelings following participation in physical activity

6.2.2 Value the challenges and achievements associated with fitness and skill development

6.2.3 Select physical activities for the purpose of self-expression

6.2.4 Challenge self to higher level of performance

6.2.5 Enjoy participation in group activities

6.2.6 Select a new physical activity for participation

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

*At Level 3, the student will:*

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

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

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

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

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

### **Learning Expectations:**

The student will:

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

### **Performance Indicators:**

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

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

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

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

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

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

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

### **Learning Expectations:**

The student will:

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

### **Performance Indicators:**

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

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

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

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

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

**Learning Expectations:**

The student will:

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

**Performance Indicators:**

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

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

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

**Learning Expectations:**

The student will:

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

**Performance Indicators:**

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

Describe that **adequate water intake** and a nutritious breakfast are essential components of healthy living.  
Explain the role of dietary supplements and nutrients including minerals, vitamins, and **water**

**Emotional, Social, and Mental Health**

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

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

**Learning Expectations:**

The student will:

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

**Performance Indicators:**

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

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

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

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

**Teacher Assessment Indicators (examples):**

The teacher may:

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

**Injury Prevention and Safety**

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

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

**Learning Expectations:**

The student will:

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

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

**Performance Indicators:**

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

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

**Tennessee English Language Arts Standards**

**Grade 4**

**Standard 2 - Communication**

**Grade Level Expectations**

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

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

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

**Listening**

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

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

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

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

**Speaking**

**0401.2.6** Use rules for polite conversation.

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

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

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

## **Standard 3 – Writing**

### **Grade Level Expectations**

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

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

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

**0401.3.15** Incorporate vivid language into writing.

## **Standard 7 - Media**

### **Grade Level Expectations**

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

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

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

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

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

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

### **State Performance Indicators**

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

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

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

## **Standard 1 – Mathematical Processes**

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

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

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

## **Standard 3 – Writing**

### **Grade Level Expectations**

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

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

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

**0401.3.15** Incorporate vivid language into writing.

## **Standard 7 - Media**

### **Grade Level Expectations**

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

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

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

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

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

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

### **State Performance Indicators**

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

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## **Standard 1 – Mathematical Processes**

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

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

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

## **Social Studies - Fourth Grade**

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

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

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

### **Accomplishments**

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

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

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

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

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

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

b. Identify major industries of colonial America.

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

4.2.03 Understand fundamental economic concepts.

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

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

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

### **Geography**

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

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

**Performance Indicators State:**

As documented through state assessment -

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

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

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

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

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

**General Purpose Fund  
Amendment #4**

| Budget Code                                    | Budget Code Description            | Increase             | Decrease             |
|------------------------------------------------|------------------------------------|----------------------|----------------------|
| <b>EXPENDITURES</b>                            |                                    |                      |                      |
| 141 E 72210 524 000 04000 000                  | In-Service/Staff Development       | -                    | \$ 2,225.00          |
| 141 E 71100 429 000 04000 000                  | Instructional Supplies & Materials | 2,225.00             |                      |
| 141 E 72130 331 000 00000 000                  | Legal Services                     | 100,000.00           |                      |
| 141 E 71100 116 000 00000 000                  | Teachers                           |                      | 100,000.00           |
|                                                |                                    | <b>\$ 102,225.00</b> | <b>\$ 102,225.00</b> |
| Explanation: Reclassify budgeted expenditures. |                                    |                      |                      |

**RESOLUTION  
OF THE  
FRANKLIN SPECIAL SCHOOL DISTRICT  
BOARD OF EDUCATION**

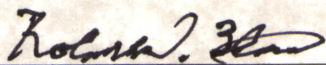
**WHEREAS**, the Franklin Special School District Board of Education is charged with governing the school system so that all students receive the best educational opportunities in order to graduate prepared to enter a postsecondary institution or the workforce; and

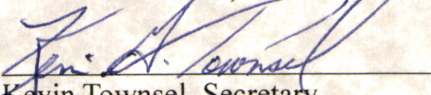
**WHEREAS**, the Education Freedom Act of 2025 includes a provision providing one-time bonuses of no less than \$2,000 to public school teachers in the state; and

**WHEREAS**, section four (4) of the Education Freedom Act of 2025 requires that a local board of education for an LEA seeking to participate in section four (4) of the proposed act must affirm its intention to participate via a resolution in order to receive state funds to issue these bonuses;

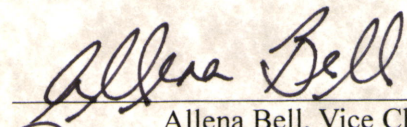
**THEREFORE, BE IT RESOLVED**, That the Franklin Special School District Board of Education affirms its intention to participate in Section four (4) of the Education Freedom Act of 2025, relative to bonuses for teachers.

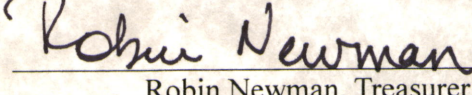
**Adopted and approved this 24th day of March, 2025.**

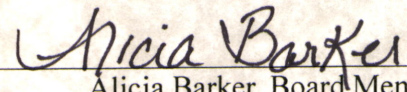
  
\_\_\_\_\_  
Robert Blair, Chair

  
\_\_\_\_\_  
Kevin Townsel, Secretary

  
\_\_\_\_\_  
Tim Stillings, Board Member

  
\_\_\_\_\_  
Allena Bell, Vice Chair

  
\_\_\_\_\_  
Robin Newman, Treasurer

  
\_\_\_\_\_  
Alicia Barker, Board Member



**5.1061 BACKGROUND INVESTIGATIONS – *2nd 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.

There were no changes requested from the board upon 1<sup>st</sup> Reading.

| <b>Franklin Special Board of Education</b>         |                                                      |                                   |                                 |
|----------------------------------------------------|------------------------------------------------------|-----------------------------------|---------------------------------|
| Monitoring:<br><b>Review: Annually, in January</b> | Descriptor Term:<br><b>Background Investigations</b> | Descriptor Code:<br><b>5.1061</b> | Issued Date:<br><b>Proposed</b> |
|                                                    |                                                      | Rescinds:<br><b>5.1061</b>        | Issued:<br><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
- 22 2. Fingerprints will be retained by the Tennessee Bureau of Investigation and the Federal Bureau  
23 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:<br><b>Review: Annually, in January</b> | Descriptor Term:<br><br><b>Background Investigations</b> | Descriptor Code:<br><b>5.1061</b> | Issued Date:<br><b>10/19/20</b> |
|                                                    |                                                          | Rescinds:<br><b>5.1061</b>        | Issued:<br><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.

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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



FRANKLIN SPECIAL SCHOOL DISTRICT  
Investment Report  
January 31, 2025

|                                  |
|----------------------------------|
| Local Government Investment Pool |
|----------------------------------|

Interest Rate for January 4.42%

|                            |    |               |
|----------------------------|----|---------------|
| General Investment Account |    |               |
| Beginning Balance          | \$ | 246,539.90    |
| Interest                   |    | 419.09        |
| Withdrawals                |    | (246,000.00)  |
| Deposits                   |    |               |
| Total Invested             | \$ | <u>958.99</u> |

|                                 |    |                 |
|---------------------------------|----|-----------------|
| Debt Service Investment Account |    |                 |
| Beginning Balance               | \$ | 1,730.09        |
| Interest                        |    | 6.50            |
| Withdrawals                     |    |                 |
| Deposits                        |    |                 |
| Total Invested                  | \$ | <u>1,736.59</u> |

|                                     |    |             |
|-------------------------------------|----|-------------|
| Capital Projects Investment Account |    |             |
| Beginning Balance                   | \$ | 2.97        |
| Interest                            |    | 0.01        |
| Withdrawals                         |    | -           |
| Deposits                            |    | -           |
| Total Invested                      | \$ | <u>2.98</u> |

|                                 |    |                     |
|---------------------------------|----|---------------------|
| Construction Investment Account |    |                     |
| Beginning Balance               | \$ | 11,512,985.52       |
| Interest                        |    | 41,197.85           |
| Withdrawals                     |    | (1,573,378.95)      |
| Deposits                        |    |                     |
| Total Invested                  | \$ | <u>9,980,804.42</u> |

FRANKLIN SPECIAL SCHOOL DISTRICT  
Investment Report  
January 31, 2025

|                      |
|----------------------|
| First Tennessee Bank |
|----------------------|

|                                                       |                  |
|-------------------------------------------------------|------------------|
| General Purpose Checking                              |                  |
| Beginning Balance                                     | \$ 2,163,599.38  |
| Receipts                                              | 13,094,597.94    |
| Receipts - Loan from First Horizon (Tax Anticipation) |                  |
| Loan fr Capital Proj.                                 | 1,600,000.00     |
| Interest                                              | 15,810.98        |
| Transfer from LGIP                                    | 246,000.00       |
| Transfer to LGIP                                      |                  |
| Pmt of Tax Anticipation Loan to First Horizon         |                  |
| COF YRLY Rent                                         | 277,720.00       |
| COF YRLY Rent transf to Capital Proj                  | (277,720.00)     |
| RePmt of Loan to Capt Proj                            | (1,600,000.00)   |
| Disbursements                                         | (5,415,508.03)   |
| Ending Balance                                        | \$ 10,104,500.27 |
|                                                       |                  |
| Debt Service Checking                                 |                  |
| Beginning Balance                                     | \$ 371,983.82    |
| Receipts                                              | 1,971,641.10     |
| Receipts - Loan Payment fr GP                         |                  |
| Interest                                              | 3,211.23         |
| Transfer from Investments                             |                  |
| Transfer to Investments                               |                  |
| Disbursements                                         |                  |
| Ending Balance                                        | \$ 2,346,836.15  |
|                                                       |                  |
| Capital Projects Checking                             |                  |
| Beginning Balance                                     | \$ 1,957,406.72  |
| Receipts                                              | 43,316.48        |
| Interest                                              | 2,956.43         |
| COF Rent                                              | 277,720.00       |
| Loan Repayment from GP                                | 1,600,000.00     |
| Transfer Loan Payment to GP                           | (1,600,000.00)   |
| Disbursements                                         | (53,146.71)      |
| Ending Balance                                        | \$ 2,228,252.92  |
|                                                       |                  |
| Construction Checking                                 |                  |
| Beginning Balance                                     | \$ 176,544.80    |
| Interest                                              | 1,167.06         |
| Transfer fr LGIP                                      | 1,573,378.95     |
| Transfer to LGIP                                      |                  |
| Transf fr GP (Refund-COF)                             |                  |
| Transf to Capital                                     |                  |
| Disbursements                                         | (1,602,400.16)   |
| Ending Balance                                        | \$ 148,690.65    |

| Fnd T Acct Obj Prj Loc Prg Acct                                  | 2024-25         | 2024-25          | 2024-25        | February 2024-25 | 2024-25       | Uncollected   |
|------------------------------------------------------------------|-----------------|------------------|----------------|------------------|---------------|---------------|
|                                                                  | Original Budget | Budget Revisions | Revised Budget | Monthly Activity | FYTD Activity | Balance       |
| 141                                                              | General Purpose |                  |                |                  |               |               |
| 141 R 40110 --- --- --- --- --- Current Year Property Tax        | 13,080,737.00   | 0.00             | 13,080,737.00  | 1,395,061.31     | 8,024,736.45  | 5,056,000.55  |
| 141 R 40115 --- --- --- --- --- Discount on Property Taxes       | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00          |
| 141 R 40120 --- --- --- --- --- Trustee's Collections Prior Year | 80,000.00       | 0.00             | 80,000.00      | 5,273.83         | 28,880.54     | 51,119.46     |
| 141 R 40130 --- --- --- --- --- Circuit Clerk/C&m-Prior Year     | 35,000.00       | 0.00             | 35,000.00      | 1,724.39         | 19,450.37     | 15,549.63     |
| 141 R 40140 --- --- --- --- --- Interest & Penalty               | 25,000.00       | 0.00             | 25,000.00      | 858.27           | 3,481.71      | 21,518.29     |
| 141 R 40161 --- --- --- --- --- Payments In Lieu Of Taxes-Tva    | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00          |
| 141 R 40163 --- --- --- --- --- Payments In Lieu Of Taxes-Othe   | 80,000.00       | 0.00             | 80,000.00      | 0.00             | 355.22        | 79,644.78     |
| 141 R 40210 --- --- --- --- --- Local Option Sales Tax           | 7,900,000.00    | 0.00             | 7,900,000.00   | 692,118.58       | 4,789,420.44  | 3,110,579.56  |
| 141 R 40275 --- --- --- --- --- Mixed Drink Tax (ST)             | 175,000.00      | 0.00             | 175,000.00     | 15,229.95        | 101,940.25    | 73,059.75     |
| 141 R 40350 --- --- --- --- --- Interstate Telecomm Tax          | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00          |
| 141 R 40610 --- --- --- --- --- Current Year Property Tax        | 23,548,564.00   | 0.00             | 23,548,564.00  | 2,489,260.45     | 10,591,922.12 | 12,956,641.88 |
| 141 R 40620 --- --- --- --- --- Prior Year Property Tax          | 120,000.00      | 0.00             | 120,000.00     | 7,018.90         | -11,934.07    | 131,934.07    |
| 141 R 40630 --- --- --- --- --- Interest & Penalty               | 32,000.00       | 0.00             | 32,000.00      | 1,071.83         | 11,739.11     | 20,260.89     |
| 141 R 40640 --- --- --- --- --- Pick-Up Taxes                    | 75,000.00       | 0.00             | 75,000.00      | 7,713.54         | 36,083.11     | 38,916.89     |
| 141 R 41110 --- --- --- --- --- Licenses & Permits               | 500.00          | 0.00             | 500.00         | 56.30            | 429.65        | 70.35         |
| 141 R 43511 --- --- --- --- --- Tuition-Regular Day Students     | 115,000.00      | 0.00             | 115,000.00     | 9,817.00         | 155,640.00    | -40,640.00    |
| 141 R 43513 --- --- --- --- --- Tuition-YSI                      | 169,683.00      | 0.00             | 169,683.00     | 17,895.00        | 62,385.00     | 107,298.00    |
| 141 R 43517 --- --- --- --- --- Tuition-Other                    | 45,000.00       | 0.00             | 45,000.00      | -1,120.64        | 59,339.36     | -14,339.36    |
| 141 R 43570 --- --- --- --- --- Receipts From Individual Schoo   | 25,000.00       | 0.00             | 25,000.00      | 1,760.43         | 14,164.92     | 10,835.08     |
| 141 R 43990 --- --- --- --- --- Other Charges For Services       | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00          |
| 141 R 44110 --- --- --- --- --- Interest Earned                  | 500,000.00      | 0.00             | 500,000.00     | 27,907.31        | 230,927.10    | 269,072.90    |
| 141 R 44120 --- --- --- --- --- Lease/Rentals                    | 25,000.00       | 0.00             | 25,000.00      | 2,860.00         | 23,257.50     | 1,742.50      |
| 141 R 44121 --- --- --- --- --- Event Lease Revenue              | 125,000.00      | 0.00             | 125,000.00     | 16,650.00        | 124,712.50    | 287.50        |
| 141 R 44122 --- --- --- --- --- Membership Sales Revenue         | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00          |
| 141 R 44123 --- --- --- --- --- Facilities Fee Revenue           | 4,000.00        | 0.00             | 4,000.00       | 2,370.00         | 6,295.50      | -2,295.50     |
| 141 R 44124 --- --- --- --- --- Equipment Rental                 | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00          |
| 141 R 44125 --- --- --- --- --- Service (Ticket) Fee Revenue     | 35,000.00       | 0.00             | 35,000.00      | 5,301.00         | 30,646.00     | 4,354.00      |
| 141 R 44126 --- --- --- --- --- Service (Facilities) Fee Reven   | 2,500.00        | 0.00             | 2,500.00       | 0.00             | 1,099.00      | 1,401.00      |
| 141 R 44131 --- --- --- --- --- Concessions Food                 | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00          |
| 141 R 44132 --- --- --- --- --- Concessions School Merch/T-Sh    | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00          |
| 141 R 44133 --- --- --- --- --- Concessions                      | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00          |
| 141 R 44146 --- --- --- --- --- E-Rate Funding                   | 25,000.00       | 0.00             | 25,000.00      | 0.00             | 23,193.71     | 1,806.29      |
| 141 R 44170 --- --- --- --- --- Miscellaneous Refunds            | 5,000.00        | 0.00             | 5,000.00       | 0.00             | 0.00          | 5,000.00      |
| 141 R 44520 --- --- --- --- --- Insurance Recovery               | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00          |
| 141 R 44530 --- --- --- --- --- Sale of Equipment                | 15,000.00       | 0.00             | 15,000.00      | 50.00            | 27,743.25     | -12,743.25    |
| 141 R 44540 --- --- --- --- --- Sale of Property                 | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00          |
| 141 R 44560 --- --- --- --- --- Damage Recovered from Individu   | 0.00            | 0.00             | 0.00           | 230.00           | 1,044.00      | -1,044.00     |
| 141 R 44570 --- --- --- --- --- Contributions & Gifts            | 0.00            | 0.00             | 0.00           | 315.00           | 17,036.76     | -17,036.76    |

| Fnd T | Acct  | Obj | Prj | Loc | Prg | Acct                        | 2024-25         | 2024-25          | 2024-25        | February 2024-25 | 2024-25       | Uncollected   |
|-------|-------|-----|-----|-----|-----|-----------------------------|-----------------|------------------|----------------|------------------|---------------|---------------|
|       |       |     |     |     |     |                             | Original Budget | Budget Revisions | Revised Budget | Monthly Activity | FYTD Activity | Balance       |
| 141   |       |     |     |     |     | General Purpose             |                 |                  |                |                  |               |               |
| 141 R | 44990 | --- | --- | --- | --- | Other Local Revenue         | 500.00          | 0.00             | 500.00         | 0.00             | 96.75         | 403.25        |
| 141 R | 46510 | --- | --- | --- | --- | TISA                        | 14,374,324.00   | 0.00             | 14,374,324.00  | 1,437,432.42     | 10,369,789.46 | 4,004,534.54  |
| 141 R | 46511 | --- | --- | --- | --- | Basic Education Program     | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00          |
| 141 R | 46513 | --- | --- | --- | --- | TISA On-Behalf Payments     | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00          |
| 141 R | 46515 | --- | --- | --- | --- | Early Childhood Education   | 307,654.00      | 37,040.41        | 344,694.41     | 25,039.18        | 142,263.25    | 202,431.16    |
| 141 R | 46590 | --- | --- | --- | --- | Other State Education Funds | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00          |
| 141 R | 46591 | --- | --- | --- | --- | Coordinated School Health   | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00          |
| 141 R | 46592 | --- | --- | --- | --- | Internet Connectivity       | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00          |
| 141 R | 46596 | --- | --- | --- | --- | Paid Parental Leave         | 0.00            | 0.00             | 0.00           | 0.00             | 11,291.38     | -11,291.38    |
| 141 R | 46610 | --- | --- | --- | --- | Career Ladder               | 40,000.00       | 0.00             | 40,000.00      | 0.00             | 20,647.10     | 19,352.90     |
| 141 R | 46612 | --- | --- | --- | --- | Extended Contracts          | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00          |
| 141 R | 46790 | --- | --- | --- | --- | Other Vocational            | 0.00            | 916,543.67       | 916,543.67     | 9,880.54         | 117,063.10    | 799,480.57    |
| 141 R | 46850 | --- | --- | --- | --- | Mixed Drink Tax             | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00          |
| 141 R | 46980 | --- | --- | --- | --- | Other State Grants          | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00          |
| 141 R | 46981 | --- | --- | --- | --- | Safe Schools                | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00          |
| 141 R | 46990 | --- | --- | --- | --- | Other State Revenue         | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00          |
| 141 R | 47143 | --- | --- | --- | --- | Ed Of Handicap_IDEA         | 0.00            | 178,201.02       | 178,201.02     | 0.00             | 178,201.02    | 0.00          |
| 141 R | 47145 | --- | --- | --- | --- | IDEA Preschool              | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00          |
| 141 R | 47304 | --- | --- | --- | --- | Remote Technology Grant     | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00          |
| 141 R | 47590 | --- | --- | --- | --- | Other Federal Through State | 0.00            | 0.00             | 0.00           | 18,881.55        | 38,906.95     | -38,906.95    |
| 141 R | 48130 | --- | --- | --- | --- | CONTRIBUTIONS               | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00          |
| 141 R | 48990 | --- | --- | --- | --- | Other-Citizens Group        | 65,000.00       | 0.00             | 65,000.00      | 38,537.50        | 43,537.50     | 21,462.50     |
| 141 R | 49700 | --- | --- | --- | --- | Insurance Recovery          | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00          |
| 141 R | 49800 | --- | --- | --- | --- | Transfers In                | 40,000.00       | 0.00             | 40,000.00      | 0.00             | 2,217.97      | 37,782.03     |
| 141 - |       | --- | --- | --- | --- | General Purpose             | 61,070,462.00   | 1,131,785.10     | 62,202,247.10  | 6,229,193.64     | 35,298,003.98 | 26,904,243.12 |

| Fnd T Acct Obj Prj Loc Prg Acct                               | 2024-25         | 2024-25        | February 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  | 2,338,287.40     | 16,190,021.00 | 17,729.29  | 13,386,749.71 |
| 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    | 8,298,492.02   | 669,758.43       | 4,306,539.90  | 138,737.26 | 3,853,214.86  |
| 141 E 71300 --- --- --- --- --- Vocational Education Program  | 0.00            | 364,849.17     | 4,222.36         | 33,538.98     | 32,747.38  | 298,562.81    |
| 141 E 72110 --- --- --- --- --- Attendance                    | 15,700.00       | 15,700.00      | 4,103.19         | 7,700.01      | 300.00     | 7,699.99      |
| 141 E 72120 --- --- --- --- --- Health Services               | 855,477.00      | 855,477.00     | 72,019.20        | 473,680.98    | 2,010.21   | 379,785.81    |
| 141 E 72130 --- --- --- --- --- Other Student Support         | 1,524,967.00    | 1,524,967.00   | 139,647.62       | 876,324.94    | 12,442.71  | 636,199.35    |
| 141 E 72210 --- --- --- --- --- Regular Instruction Program   | 3,672,432.00    | 3,689,762.50   | 287,554.64       | 2,078,290.32  | 83,824.02  | 1,527,648.16  |
| 141 E 72220 --- --- --- --- --- Special Education Instruction | 2,103,890.00    | 2,120,390.00   | 158,989.04       | 1,107,006.17  | 59,671.53  | 953,712.30    |
| 141 E 72250 --- --- --- --- --- TECHNOLOGY                    | 1,608,276.00    | 1,808,276.00   | 100,654.30       | 1,097,709.89  | 24,952.71  | 685,613.40    |
| 141 E 72310 --- --- --- --- --- Board Of Education Services   | 1,563,424.00    | 1,563,424.00   | 110,984.38       | 1,158,809.15  | 132,228.48 | 272,386.37    |
| 141 E 72320 --- --- --- --- --- Director of Schools           | 586,833.00      | 586,833.00     | 46,464.17        | 340,013.74    | 11,872.00  | 234,947.26    |
| 141 E 72410 --- --- --- --- --- Office Of The Principal       | 4,153,841.00    | 4,153,841.00   | 343,981.87       | 2,531,541.74  | 23,686.29  | 1,598,612.97  |
| 141 E 72510 --- --- --- --- --- Fiscal Services               | 901,838.00      | 901,838.00     | 71,979.95        | 544,247.69    | 3,291.27   | 354,299.04    |
| 141 E 72520 --- --- --- --- --- Human Resources               | 438,303.00      | 438,303.00     | 32,285.57        | 250,394.23    | 13,519.27  | 174,389.50    |
| 141 E 72610 --- --- --- --- --- Operation Of Plant            | 4,400,859.00    | 4,350,859.00   | 370,826.13       | 2,937,376.18  | 130,073.38 | 1,283,409.44  |
| 141 E 72620 --- --- --- --- --- Maintenance Of Plant          | 917,300.00      | 967,300.00     | 60,077.93        | 654,131.19    | 69,423.23  | 243,745.58    |
| 141 E 72710 --- --- --- --- --- Transportation                | 2,936,372.00    | 2,996,372.00   | 232,605.41       | 1,607,776.64  | 65,875.99  | 1,322,719.37  |
| 141 E 72810 --- --- --- --- --- Central And Other             | 367,802.00      | 367,802.00     | 26,734.95        | 220,277.07    | 14,127.06  | 133,397.87    |
| 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     | 817.41           | 21,669.87     | 14,696.54  | 151,315.59    |
| 141 E 73400 --- --- --- --- --- Early Childhood Education     | 671,558.00      | 708,598.41     | 58,917.23        | 373,045.55    | 152.75     | 335,400.11    |
| 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   | 65,638,968.10  | 5,130,911.18     | 36,884,657.39 | 851,361.37 | 27,902,949.34 |

| Fnd T | Acct | Obj   | Prj | Loc | Prg | Acct                           | 2024-25          | 2024-25          | 2024-25        | February 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     | 27,815.25        | 201,398.99    | 153,852.90  |
| 142   | R    | 47143 | --- | --- | --- | Ed Of Handicap_IDEA            | 897,771.00       | 19,266.30        | 917,037.30     | 63,212.41        | 338,940.29    | 578,097.01  |
| 142   | R    | 47145 | --- | --- | --- | IDEA Preschool                 | 26,958.00        | 18,161.79        | 45,119.79      | 876.48           | 4,820.69      | 40,299.10   |
| 142   | R    | 47146 | --- | --- | --- | Title III Part A               | 46,462.00        | 5,420.45         | 51,882.45      | 0.00             | 26,303.78     | 25,578.67   |
| 142   | R    | 47147 | --- | --- | --- | Title IV                       | 26,879.00        | -21.69           | 26,857.31      | 0.00             | 13,125.85     | 13,731.46   |
| 142   | R    | 47149 | --- | --- | --- | Title IX McKinney-Vento        | 0.00             | 30,752.78        | 30,752.78      | 0.00             | 9,772.50      | 20,980.28   |
| 142   | R    | 47189 | --- | --- | --- | Title II Part A                | 82,409.00        | 46,568.53        | 128,977.53     | 14,900.00        | 94,285.54     | 34,691.99   |
| 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   | 106,804.14       | 722,307.34    | 867,231.41  |

| Fnd T Acct  | Obj Prj Loc | Prg Acct         | 2024-25         | 2024-25        | February 2024-25 | 2024-25       | Encumbered | Unencumbered |
|-------------|-------------|------------------|-----------------|----------------|------------------|---------------|------------|--------------|
|             |             |                  | Original Budget | Revised Budget | Monthly Activity | FYTD Activity | Amount     | Balance      |
| 142         |             | Federal Programs |                 |                |                  |               |            |              |
| 142 E 71100 | ---         | ---              | 223,144.00      | 243,815.17     | 12,256.39        | 164,451.51    | 14,858.72  | 64,504.94    |
| 142 E 71200 | ---         | ---              | 859,294.00      | 896,722.43     | 60,515.47        | 396,181.57    | 7,356.25   | 493,184.61   |
| 142 E 72110 | ---         | ---              | 0.00            | 0.00           | 0.00             | 0.00          | 0.00       | 0.00         |
| 142 E 72120 | ---         | ---              | 25,000.00       | 25,000.00      | 0.00             | 12,297.60     | 12,702.36  | 0.04         |
| 142 E 72130 | ---         | ---              | 7,867.00        | 9,389.70       | 2,302.92         | 5,523.50      | 0.00       | 3,866.20     |
| 142 E 72210 | ---         | ---              | 225,964.00      | 333,544.12     | 10,645.46        | 219,260.55    | 16,098.43  | 98,185.14    |
| 142 E 72220 | ---         | ---              | 0.00            | 0.00           | 0.00             | 0.00          | 0.00       | 0.00         |
| 142 E 72250 | ---         | ---              | 0.00            | 0.00           | 0.00             | 0.00          | 0.00       | 0.00         |
| 142 E 72320 | ---         | ---              | 0.00            | 0.00           | 0.00             | 0.00          | 0.00       | 0.00         |
| 142 E 72410 | ---         | ---              | 0.00            | 0.00           | 0.00             | 0.00          | 0.00       | 0.00         |
| 142 E 72510 | ---         | ---              | 0.00            | 0.00           | 0.00             | 0.00          | 0.00       | 0.00         |
| 142 E 72520 | ---         | ---              | 0.00            | 0.00           | 0.00             | 0.00          | 0.00       | 0.00         |
| 142 E 72610 | ---         | ---              | 608.00          | 607.62         | 150.00           | 150.00        | 0.00       | 457.62       |
| 142 E 72620 | ---         | ---              | 0.00            | 0.00           | 0.00             | 0.00          | 0.00       | 0.00         |
| 142 E 72710 | ---         | ---              | 17,415.00       | 22,907.98      | 2,257.86         | 11,018.86     | 297.98     | 11,591.14    |
| 142 E 73100 | ---         | ---              | 0.00            | 0.00           | 0.00             | 0.00          | 0.00       | 0.00         |
| 142 E 73300 | ---         | ---              | 0.00            | 0.00           | 0.00             | 0.00          | 0.00       | 0.00         |
| 142 E 73400 | ---         | ---              | 0.00            | 0.00           | 0.00             | 0.00          | 0.00       | 0.00         |
| 142 E 76100 | ---         | ---              | 0.00            | 0.00           | 0.00             | 0.00          | 0.00       | 0.00         |
| 142 E 99100 | ---         | ---              | 55,436.00       | 57,951.73      | 0.00             | 2,217.97      | 0.00       | 55,733.76    |
| 142 -       | ---         | ---              | 1,414,728.00    | 1,589,938.75   | 88,128.10        | 811,101.56    | 51,313.74  | 727,523.45   |

| Fnd T Acct Obj Prj Loc Prg Acct                                | 2024-25         | 2024-25          | 2024-25        | February 2024-25 | 2024-25       | Uncollected  |
|----------------------------------------------------------------|-----------------|------------------|----------------|------------------|---------------|--------------|
|                                                                | Original Budget | Budget Revisions | Revised Budget | Monthly Activity | FYTD Activity | Balance      |
| 143                                                            | Food Service    |                  |                |                  |               |              |
| 143 R 43521 --- --- --- --- --- Lunch Payments-Children        | 653,625.00      | 0.00             | 653,625.00     | 56,420.10        | 396,102.60    | 257,522.40   |
| 143 R 43522 --- --- --- --- --- Lunch Payments-Adults          | 60,000.00       | 0.00             | 60,000.00      | 4,021.50         | 31,968.75     | 28,031.25    |
| 143 R 43523 --- --- --- --- --- Income From Breakfast          | 121,500.00      | 0.00             | 121,500.00     | 9,755.45         | 71,465.75     | 50,034.25    |
| 143 R 43525 --- --- --- --- --- Ala Carte Sales                | 185,000.00      | 0.00             | 185,000.00     | 21,850.75        | 152,818.75    | 32,181.25    |
| 143 R 43546 --- --- --- --- --- Contract for Food Services w/  | 40,000.00       | 0.00             | 40,000.00      | 3,459.20         | 25,506.20     | 14,493.80    |
| 143 R 43990 --- --- --- --- --- Other Charges For Services     | 75,000.00       | 0.00             | 75,000.00      | 5,749.26         | 40,240.56     | 34,759.44    |
| 143 R 44530 --- --- --- --- --- Sale of Equipment              | 300.00          | 0.00             | 300.00         | 12.00            | 855.00        | -555.00      |
| 143 R 44560 --- --- --- --- --- Damage Recovered from Individu | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00         |
| 143 R 44570 --- --- --- --- --- Contributions & Gifts          | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00         |
| 143 R 44990 --- --- --- --- --- Other Local Revenue            | 0.00            | 0.00             | 0.00           | 13,735.62        | 69,385.23     | -69,385.23   |
| 143 R 46520 --- --- --- --- --- School Food Service            | 16,473.00       | 0.00             | 16,473.00      | 0.00             | 0.00          | 16,473.00    |
| 143 R 46980 --- --- --- --- --- Other State Grants             | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00         |
| 143 R 47111 --- --- --- --- --- USDA School Lunch Program      | 986,125.00      | 0.00             | 986,125.00     | 86,736.02        | 587,665.04    | 398,459.96   |
| 143 R 47112 --- --- --- --- --- USDA Commodities               | 164,868.00      | 0.00             | 164,868.00     | 0.00             | 0.00          | 164,868.00   |
| 143 R 47113 --- --- --- --- --- Breakfast                      | 306,349.00      | 0.00             | 306,349.00     | 26,428.33        | 184,779.06    | 121,569.94   |
| 143 R 47114 --- --- --- --- --- USDA Other                     | 140,000.00      | 0.00             | 140,000.00     | 12,209.10        | 94,330.77     | 45,669.23    |
| 143 R 47115 --- --- --- --- --- USDA Food Service Equipment Gr | 0.00            | 0.00             | 0.00           | 0.00             | 13,695.06     | -13,695.06   |
| 143 R 47590 --- --- --- --- --- Other Federal Through State    | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00         |
| 143 - --- --- --- --- --- Food Service                         | 2,749,240.00    | 0.00             | 2,749,240.00   | 240,377.33       | 1,668,812.77  | 1,080,427.23 |

| Fnd T Acct Obj Prj Loc Prg Acct | 2024-25         | 2024-25        | February 2024-25 | 2024-25       | Encumbered | Unencumbered |
|---------------------------------|-----------------|----------------|------------------|---------------|------------|--------------|
|                                 | Original Budget | Revised Budget | Monthly Activity | FYTD Activity | Amount     | Balance      |
| 143                             | Food Service    |                |                  |               |            |              |
| 143 E 73100 --- --- --- --- --- | 2,791,184.00    | 2,791,184.00   | 242,558.41       | 1,652,117.05  | 453,711.64 | 685,355.31   |
| 143 E 73300 --- --- --- --- --- | 0.00            | 0.00           | 0.00             | 0.00          | 0.00       | 0.00         |
| 143 - --- --- --- --- ---       | 2,791,184.00    | 2,791,184.00   | 242,558.41       | 1,652,117.05  | 453,711.64 | 685,355.31   |

| Fnd T Acct Obj Prj Loc Prg Acct | 2024-25                       | 2024-25          | 2024-25        | February 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     | 88,202.07     | 852,332.67  | 774,574.33 |
| 146 R 43584 --- --- --- --- --- | Registration Fees-School Year | 29,615.00        | 0.00           | 29,615.00        | 515.00        | 23,960.00   | 5,655.00   |
| 146 R 43585 --- --- --- --- --- | Registration Fees-Summer      | 12,125.00        | 0.00           | 12,125.00        | 0.00          | 200.00      | 11,925.00  |
| 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        | 25,960.42     | 27,803.78   | 52,196.22  |
| 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     | 114,677.49    | 908,897.64  | 887,049.36 |

| Fnd T Acct Obj Prj Loc Prg Acct | 2024-25                 | 2024-25        | February 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   | 146,246.24       | 1,097,343.41  | 12,250.10  | 678,893.49   |
| 146 E 99100 --- --- --- --- --- | 0.00                    | 0.00           | 0.00             | 0.00          | 0.00       | 0.00         |
| 146 - --- --- --- --- ---       | 1,788,487.00            | 1,788,487.00   | 146,246.24       | 1,097,343.41  | 12,250.10  | 678,893.49   |

| Fnd T Acct  | Obj   | Pri | Loc   | Prg | Acct                      | 2024-25         | 2024-25          | 2024-25        | February 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   | 830,975.42       | 3,535,838.39  | 4,325,243.61 |
| 156 R 40620 | ---   | --- | ----- | --- | Prior Year Property Tax   | 45,000.00       | 0.00             | 45,000.00      | 2,343.08         | -4,328.34     | 49,328.34    |
| 156 R 40630 | ---   | --- | ----- | --- | Interest & Penalty        | 10,500.00       | 0.00             | 10,500.00      | 357.80           | 3,858.19      | 6,641.81     |
| 156 R 40640 | ---   | --- | ----- | --- | Pick-Up Taxes             | 25,000.00       | 0.00             | 25,000.00      | 2,574.96         | 11,918.31     | 13,081.69    |
| 156 R 44110 | ---   | --- | ----- | --- | Interest Earned           | 50,000.00       | 0.00             | 50,000.00      | 8,250.09         | 37,292.95     | 12,707.05    |
| 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   | 844,501.35       | 3,584,579.50  | 4,407,002.50 |

| Fnd T Acct Obj Prj Loc Prg Acct                         | 2024-25         | 2024-25        | February 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     | 16,763.43        | 71,034.82     | 0.00       | 87,441.18    |
| 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   | 16,763.43        | 2,344,548.57  | 0.00       | 6,010,655.43 |

| Fnd T Acct  | Obj Prj Loc | Prg Acct         | 2024-25         | 2024-25          | 2024-25        | February 2024-25 | 2024-25       | Uncollected  |
|-------------|-------------|------------------|-----------------|------------------|----------------|------------------|---------------|--------------|
|             |             |                  | Original Budget | Budget Revisions | Revised Budget | Monthly Activity | FYTD Activity | Balance      |
| 177         |             | Capital Projects |                 |                  |                |                  |               |              |
| 177 R 40210 | ---         | ---              | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00         |
| 177 R 40390 | ---         | ---              | 600,000.00      | 0.00             | 600,000.00     | 93,776.59        | 352,296.40    | 247,703.60   |
| 177 R 44110 | ---         | ---              | 401,500.00      | 0.00             | 401,500.00     | 36,983.83        | 514,506.63    | -113,006.63  |
| 177 R 44120 | ---         | ---              | 0.00            | 0.00             | 0.00           | 0.00             | 21,060.00     | -21,060.00   |
| 177 R 44530 | ---         | ---              | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00         |
| 177 R 44540 | ---         | ---              | 8,000,000.00    | 0.00             | 8,000,000.00   | 0.00             | 1,638,015.00  | 6,361,985.00 |
| 177 R 44570 | ---         | ---              | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00         |
| 177 R 44990 | ---         | ---              | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00         |
| 177 R 46530 | ---         | ---              | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00         |
| 177 R 48130 | ---         | ---              | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00         |
| 177 R 49100 | ---         | ---              | 0.00            | 0.00             | 0.00           | 0.00             | 0.00          | 0.00         |
| 177 -       | ---         | ---              | 9,001,500.00    | 0.00             | 9,001,500.00   | 130,760.42       | 2,525,878.03  | 6,475,621.97 |

| Fnd T Acct | Obj   | Prj | Loc | Prg | Acct                       | 2024-25         | 2024-25        | February 2024-25 | 2024-25       | Encumbered   | Unencumbered |
|------------|-------|-----|-----|-----|----------------------------|-----------------|----------------|------------------|---------------|--------------|--------------|
|            |       |     |     |     |                            | Original Budget | Revised Budget | Monthly Activity | FYTD Activity | Amount       | Balance      |
| 177        |       |     |     |     | Capital Projects           |                 |                |                  |               |              |              |
| 177 E      | 81300 | --- | --- | --- | Education Debt Service     | 0.00            | 0.00           | 0.00             | 0.00          | 0.00         | 0.00         |
| 177 E      | 82130 | --- | --- | --- | Principal                  | 0.00            | 0.00           | 0.00             | 0.00          | 0.00         | 0.00         |
| 177 E      | 82230 | --- | --- | --- | Interest                   | 0.00            | 0.00           | 0.00             | 0.00          | 0.00         | 0.00         |
| 177 E      | 82330 | --- | --- | --- | Other Debt Service         | 0.00            | 0.00           | 0.00             | 26,055.21     | 0.00         | -26,055.21   |
| 177 E      | 91300 | --- | --- | --- | Education Capital Projects | 16,404,062.00   | 16,404,062.00  | 641,508.22       | 12,935,460.83 | 2,738,520.54 | 730,080.63   |
| 177 E      | 99100 | --- | --- | --- | Operating Transfer         | 0.00            | 0.00           | 0.00             | 0.00          | 0.00         | 0.00         |
| 177 -      | ----- | --- | --- | --- | Capital Projects           | 16,404,062.00   | 16,404,062.00  | 641,508.22       | 12,961,516.04 | 2,738,520.54 | 704,025.42   |

| <u>Fnd T Acct Obj Prj Loc Prq Acct</u> | <u>2024-25<br/>Original Budget</u> | <u>2024-25<br/>Budget Revisions</u> | <u>2024-25<br/>Revised Budget</u> | <u>February 2024-25<br/>Monthly Activity</u> | <u>2024-25<br/>FYTD Activity</u> | <u>Uncollected<br/>Balance</u> |
|----------------------------------------|------------------------------------|-------------------------------------|-----------------------------------|----------------------------------------------|----------------------------------|--------------------------------|
| Grand Revenue Totals                   | 84,023,459.00                      | 1,306,595.85                        | 85,330,054.85                     | 7,666,314.37                                 | 44,708,479.26                    | 40,621,575.59                  |

Number of Accounts: 386

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

| <u>End T Acct</u>    | <u>Obj</u> | <u>Prj</u> | <u>Loc</u> | <u>Prg</u> | <u>Acct</u> | 2024-25<br><u>Original Budget</u> | 2024-25<br><u>Revised Budget</u> | February 2024-25<br><u>Monthly Activity</u> | 2024-25<br><u>FYTD Activity</u> | Encumbered<br><u>Amount</u> | Unencumbered<br><u>Balance</u> |
|----------------------|------------|------------|------------|------------|-------------|-----------------------------------|----------------------------------|---------------------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Grand Expense Totals |            |            |            |            |             | 95,260,848.00                     | 96,567,843.85                    | 6,266,115.58                                | 55,751,284.02                   | 4,107,157.39                | 36,709,402.44                  |

Number of Accounts: 4922

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

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

| Received              | For the | Actual Sales Tax Revenue |                     |                     |                     | Increase (Decrease) FY24-25<br>from FY23-24 |            | % Chg FY22-23<br>compared to<br>FY21-22 | % Chg FY23-24<br>compared to<br>FY22-23 | % Chg FY24-25<br>compared to<br>FY23-24 | % Chg FY24-25<br>compared to<br>FY23-24 |
|-----------------------|---------|--------------------------|---------------------|---------------------|---------------------|---------------------------------------------|------------|-----------------------------------------|-----------------------------------------|-----------------------------------------|-----------------------------------------|
|                       |         | During                   | Month of            | FY21-22             | FY22-23             | FY23-24                                     | FY24-25    | Month-to-<br>Month                      | Year-to-<br>Date                        | Month-to-<br>Month                      | Month-to-<br>Month                      |
| 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             | 858,135             | \$ 166,029                                  | \$ 338,413 | -8.5%                                   | 12.3%                                   | 24.0%                                   | 7.3%                                    |
| 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>\$ 4,966,853</b> | <b>\$ 338,413</b>                           |            |                                         |                                         |                                         |                                         |

*FY 2024-2025 Budgeted Total* \$ 7,900,000

*Actual Over (Under) Budget* \$ (2,933,147)

*% of Budget Received YTD* 62.9%

**ADA Adjustment (Sales Tax)**

|       |          |
|-------|----------|
| 19-20 | -67,495  |
| 20-21 | -306,074 |
| 21-22 | -763,167 |
| 22-23 | 287,134  |
| 23-24 | -107,591 |