

**Board of Education Regular Meeting October
October 13, 2025 6:00 PM
FSD 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. **Teaching & Learning Spotlight**
- VI. **APPROVAL OF BOARD AGENDA**
- VII. **APPROVAL OF CONSENT AGENDA**
 - VII.1. **Minutes of Board Meeting dated September 8, 2025**
- VIII. **BUSINESS BEFORE THE BOARD**
 - VIII.1. **FIS Air Conditioning Units Replacement**
 - VIII.2. **MES Roof Drainage Repair**
 - VIII.3. **FDA Grant Funded Equipment No. 1**
 - VIII.4. **2025 TISA Accountability Report**
- 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

Mackenzie Campbell, age 13 • Poplar Grove Middle School



This month's Franklin Special District Artist of the Month is **Mackenzie Campbell**. This vibrant cupcake drawing showcases her strong attention to detail. Created with oil pastels, the piece highlights Mackenzie's ability to customize colors while skillfully using highlights and shadows to bring depth and realism to her work. Mackenzie's art teacher, Lauren Lowry says Mackenzie's dedication and effort shine through in every assignment. This artwork is a beautiful example of both creativity and technique.

You can view Mackenzie's artwork, along with other pieces by Franklin Special artists, at the Central Office gallery. Our sincere thanks go to Chuck Sugg and Sonic Drive-In for his support of the FSD Student Artist of the Month program.

Recognitions

Dr. Amanda Muniz: We are proud to recognize Dr. Amanda Muniz and Moore Elementary School for an outstanding achievement. For the second year in a row, Moore Elementary School has been named an **i-Ready Super Stretch School** by Curriculum Associates for demonstrating exceptional student growth in reading. This designation is awarded to schools where more than half of students not only met but exceeded their stretch growth goals, showing remarkable progress compared to peers nationwide. This recognition reflects the dedication of Moore's teachers, staff, and students, and the positive impact their hard work is making on long-term student success.

Franklin Special Board of Education

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

1 APPEALS TO THE BOARD

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

7 APPEARING BEFORE THE BOARD

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

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

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

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

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

Legal References

1. TCA 39-17-306

Cross References

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



Teaching and Learning

Students First ★ Excellence Always ★ No Exceptions

Date: October 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 October Board Meeting



Spotlight: **Guide to the FSD**

In 2017, a middle school course offerings guide for Franklin Special was created as a way to publicize the wide variety and depth of offerings, including academic, related arts, and extracurricular, furnished across our intermediate and middle schools. The goal was to reassure parents and/or community members that the Franklin Special District can more than hold (and exceed!) its own with regard to providing a vast range of learning and growth opportunities to all our students. For the FSD, it has always been of paramount importance to prepare pupils for career and/or college and beyond.

As the years progressed and the FSD undertook a comprehensive brand refresh alongside the development of a new strategic plan, it became evident that the middle school course offerings guide should evolve. There was a clear need for the document to not only be updated, but to align with the current work and priorities of the school system, as those were brought into focus by its latest endeavors. Moreover, in our global society, now more than ever it is crucial to offer relevant information to parents and community members about the multifaceted offerings available within each school. The guide aims to serve as a valuable resource that highlights academic programs, extracurricular activities, holistic child development resources, and community partnerships that shape the educational experience in our district. By presenting this material in an accessible manner, we seek to empower parents with the knowledge they need to make informed decisions about their child's education and inspire them, if they wish, to actively engage with the school community.

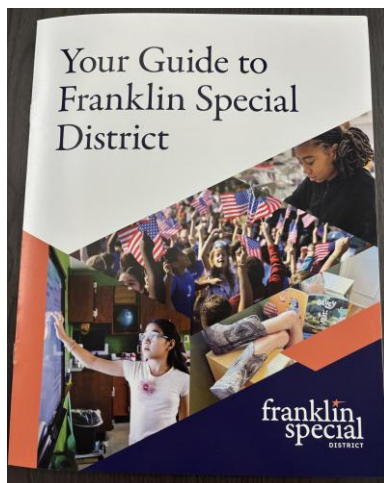
The document also serves a strategic purpose in encouraging and welcoming new families to enroll their children in our district. By showcasing the unique strengths and opportunities inherent in the fabric of the FSD, we can effectively communicate the value of our educational landscape, fostering a sense of trust and excitement among prospective families. The Guide to FSD is designed to illuminate the comprehensive educational experience provided by our school system, focusing on several key areas:

- Academic excellence: highlighting rigorous academic programs tailored to meet diverse learning needs, including advanced high school credit courses, STEM, special education and English learner services, accelerated learner and honors offerings, as well as personalized

learning opportunities. Related sections underscore our commitment to fostering both scaffolding and critical thinking, innovation, and a love of learning.

- Extracurricular activities: the showcasing of a wide range of extracurricular options, including sports, the arts, clubs, and leadership/entrepreneurship and inventor programs. This component illustrates how these activities contribute to students' personal development, problem solving abilities, promote teamwork and collaboration, and enhance social skills, ensuring a well-rounded educational experience.
- Whole-child approach: emphasizing our dedication to nurturing the whole child through attention to personal and social competencies, resources to promote well-being, and wellness initiatives. These parts of the guide detail our commitment to creating a supportive environment of belonging for all that fosters resilience, personal growth, self-regulation, and compassion.
- Community partnerships: detailing collaborations with local businesses, organizations, and community members that enrich our students' learning experiences as well as provide ways for us to give back to this area that supports us so faithfully. Readers of the guide can discover opportunities for school and community involvement, volunteerism, and read about the benefits of a strong and mutual school-community connection.
- Accolades including our consistent outperformance of the statewide average success rate on TCAP by double digits in all tested subjects, the fact that multiple schools are recognized by the TDOE as Reward Schools, our low pupil-teacher ratios that have been recognized within the state, the comprehensive benefits package for employees, and salary schedules that are ranked in the top ten of the state in most categories.
- The explanation and history of the term "special school district."
- Information about before and after school care and summer programs.
- Testimonials from parents, employees, and students expressing what the FSD means/has meant to them in terms of learning, a culture of support and belonging, and connectivity to life goals, and dreams beyond Franklin Special.

By effectively communicating these aspects through the guide we aspire to inspire confidence in our school district's ability to provide a full and enriching educational experience.



Curriculum & Professional Learning – Summer Carlton

Quarter 1 Discuss & Design Meetings

- Dr. Carlton and Dr. Decker requested feedback from committees at each campus for the Quarter 1 Discuss & Design meetings. Principals selected members of their committee to represent all grade levels, core content areas, related arts, special populations, counselors, and paraprofessionals. Dr. Decker and Dr. Carlton received valuable input from each committee that guided the support of campus needs and the planning of professional learning throughout the fall semester and our district professional learning day on the calendar for January 2.

Bringing Aviation to Education in TN: The AOPA Foundation High School Aviation STEM Curriculum Workshop

- Dr. Carlton, along with other members of T&L, attended the Bringing Aviation to Education in TN AOPA workshop in Murfreesboro on September 12. This workshop, provided by the AOPA Foundation High School Aviation STEM Curriculum, in partnership with the Tennessee Department of Transportation, introduced schools and communities across the state to the power of aviation education. This event furnished an opportunity to broaden our understanding of how the AOPA High School Aviation STEM Curriculum can transform classrooms and open doors to high-wage, high-demand careers. There were dynamic speakers, hands-on activities, a host site tour of the MTSU aviation program, and valuable resources were available to help explore how aviation can continue to grow in the FSD.

i-Ready Beginning of the Year Data Meeting

- Along with other members of T&L, Dr. Carlton met with Lexy Beckwith, Angie Pulley, and Laura Hart from Curriculum Associates to review our beginning-of-the-year (BOY) math and reading benchmark data. Data discussed included analyzing three-year trends in both reading and math data, discussing district goals around i-Ready, and evaluating next steps to increase student growth and mastery of grade-level standards for all students in reading and math.

Third Grade Retention/Promotion Roadmap Session

- Dr. Carlton, along with members of T&L, helped to plan and facilitate the FSD Pathways to Promotion – Understanding the Third Grade Retention/Promotion Law session on September 16. This family engagement event provided an opportunity for third-grade parents and guardians to learn and ask questions about the Tennessee Learning Loss Remediation and Student Acceleration Act. Parents and guardians were able to learn about the different paths to promotion to fourth grade, important information about TCAP, and to walk away with family resources that can be used to support their students at home.

i-Ready Fall Data Consortium

- Dr. Carlton attended the i-Ready Fall Data Consortium on September 24. This interactive session provided the opportunity to:
 - Network with fellow educators and district leaders using i-Ready.
 - Collaborate on strategies for implementing i-Ready across various grade levels and instructional settings.
 - Discuss best practices in data analysis, instructional planning, and student engagement.
- This meeting provided Dr. Carlton with a valuable forum to gain insights, strengthen practices, and build a support network of peers who are equally committed to data-informed instruction and student growth.

Communications – Susannah Gentry

Website Refresh

- The Communications, Instructional Technology, and Technology teams continue to work to ensure a smooth transition from our current website template to a newer version that will repurpose our content in a fresh and inviting way. As of this writing, the launch is scheduled for fall break in October 2025.

Recruitment and Awareness

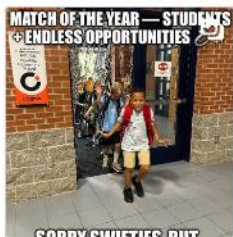




- The Guide to Franklin Special District, a highly visual marketing and awareness tool that is currently online and in hard copy, is now available publicly. It is a useful recruiting tool, with distribution planned for our real estate and business partners, as well as to be given away at outreach and recruitment events. During a session on education in Williamson County held September 12 at the Williamson County Association of Realtors office, Dr. Snowden highlighted the guide and left many behind for others to pick up as they might need them.
- A short professional video is being created to highlight the district in a way that can be used in multiple formats. Our plan is to show it to audiences before productions at the PAC. This “captured audience” approach provides us with a way to bring awareness to our district and its mission for those who are already in one of our buildings.

Social Media Posts

Top content by views

Boost content


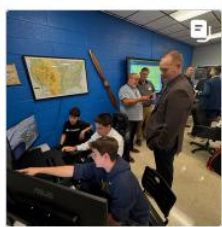

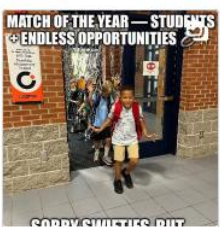

See all content

 <p>An FSD education is a choice our families wi...</p> <p>Tue Aug 26, 5:11pm</p> <p>6.1K 136 8 5</p>	 <p>Congratulations to Franklin Elementary,...</p> <p>Fri Aug 29, 1:23pm</p> <p>5.5K 228 18 18</p>	 <p>Cook. Lead. Inspire. Be the Chef Who Shapes...</p> <p>Mon Aug 25, 12:48pm</p> <p>4.4K 42 7 12</p>	 <p>Several Franklin Special educators are...</p> <p>Fri Aug 22, 5:17pm</p> <p>4.3K 124 7 2</p>	 <p>Congratulations to Callie Alexander,...</p> <p>Thu Sep 4, 4:13pm</p> <p>4.1K 63 16 0</p>
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Top content by views

Boost content

See all conten

 <p>Headed to Pilgrimage Music Festival...</p> <p>Tue Sep 16, 1:34pm</p> <p>3.5K 9 0 11</p>	 <p>The Franklin Special District was honored ...</p> <p>Fri Aug 22, 2:32pm</p> <p>2K 59 0 2</p>	 <p>Congratulations to Franklin Elementary,...</p> <p>Fri Aug 29, 1:23pm</p> <p>1.9K 85 4 4</p>	 <p>An FSD education is a choice our families wi...</p> <p>Tue Aug 26, 5:12pm</p> <p>1.3K 44 2 8</p>	 <p>We are proud to celebrate this quarter...</p> <p>Fri Sep 5, 8:28am</p> <p>1.2K 27 0 0</p>
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Communication Efforts

- The FSD Approach to Learning and Support (K-8 letter about tiered intervention and supports).
- Important Information for FSD third grade families (invitation to Teaching and Learning's Pathways to Promotion – Understanding the Third Grade Retention/Promotion Law sessions at the PAC).
- Prospective Families Open House information (sent by principals to families).
- A press release announcing our new transportation supervisor (September 22).

Founders Day

- The Teaching and Learning team is working with the Heritage Foundation on a proposal to promote FSD Founders Day (October 27). It will be a joint effort to connect the two organizations and their long history within the city of Franklin.

FSD Brand Guide

- Mettle 5 is working with us on the hefty task of creating a brand guide for all employees and anyone else who requests use of our logos, images, and assets. The guide notes: "The Franklin Special District (FSD) brand is more than a logo or a typeface—it's a reflection of our values, our community, and our commitment to students. These guidelines are designed to ensure our communications consistently reflect who we are: a district that puts students first, pursues excellence always, and welcomes everyone with open arms. From school newsletters and community flyers to official district reports and web pages, this guide outlines the visual and verbal standards that unify our voice. Whether you're a teacher creating a class event flyer or a community partner sharing district information, you play a role in ensuring FSD delivers a consistent brand experience."
- Along with the guide, we will open access to our new logos, color codes, fonts, imagery, and voice for anyone wishing to promote our district, special programs, and schools.

Attendance – Celby Glass

- Nichole Johnson and Robb Walters created new Skyward attendance reports for two schools that are required by the TDOE to document attendance in a different format, with unique coding for certain classes.
- Celby and Nichole developed 2025-26 goals and projects for the attendance department. Multiple court dates are lined up for truancy cases. Nichole recently attended her first bi-monthly meeting with the juvenile court staff (magistrates, juvenile court director, youth services officer supervisors) and the WCS truancy specialist. Additionally, Nichole will lead the next attendance secretary meeting.
- Celby, Nichole, and Robb attended the Tennessee Data and Attendance Supervisor Conference (TDASC) from September 24-26 in Murfreesboro.
- Celby continues to provide support to the attendance secretaries regarding complex family situations, parenting plans, and custody questions. She has also provided guidance on navigating situations in which documents that are to be provided for enrollment are missing.

Safety Items

- Vape detectors installation.
- Assembly of additional bleeding control kits.
- Celby's continued attendance at the weekly safety meeting, Touchpoint.

- Celby's continued attendance at a monthly Zoom with WCS safety and security personnel and the SROs, led by Sheriff Hughes.
- Repeater installation for 2-way radios at two schools.

Student Support Services – Lee Kirkpatrick

School Counselors

- School counselors attended the Tennessee School Counselor and Administrator Institute on September 22 and 23 in Murfreesboro. Highlights included keynote speakers Dr. Russ Sabella (*Navigating the Future: Exploring AI in School Counseling*) and Byron McClure (*A Strength-based Approach to Supporting Student Mental Health*). Sessions on anger management, mental health, and navigating legal and ethical dilemmas were all insightful.

Voluntary PreK (VPK), Special Education Preschool, and PreK Social Worker

- The FSD Early Childhood Education Team meets twice a month to collaborate in the use of the curriculum, *Teaching Strategies: The Creative Curriculum*. The newest portion of our curriculum is a foundational literacy resource titled *Kickstart Literacy* (created by Teaching Strategies). Our team collaborations focus on the main work of PLCs, instructional planning, and the evaluation of student work and how this information informs instruction. The VPK team is focusing on the use of aimswebPlus with our students. The aimswebPlus assessment results will represent the student growth portion for teachers, fulfilling this requirement of TEAM Evaluation.
- Stacey Robertson, Special Populations Supervisor, and Lee Kirkpatrick, Voluntary PreK Supervisor, are collaborating in Cohort 6.0 of the Access for All Learning Network Grant (AALN) offered by TDOE and The University of Tennessee. Our focus will continue to be on the FSD Preschool Inclusion Strategic Plan developed over the previous three years. The grant does include a \$50K award aimed at creating equitable learning environments for all children ages 3-5 in early childhood classrooms.

Williamson Inc.

- The State of the Schools address will be held October 29 at The Factory. Williamson Inc. is modifying the format for State of the Schools, adding the subtitle *Where Business Meets Education*. Both the FSD and WCS look forward to this event each year.

English Learners

- Dr. Kirkpatrick attended the MTSU sponsored ELL Collaborative for Administrators on Friday, September 19. The sessions included: *Instructional Coherence and English Learners in the Tier One Setting*, *It Starts at the Top: School Leadership that Moves the Needle for ELs*, and *Beyond Pull-Outs: Building Sustainable ESL-Classroom Collaboration Models*. All of this content will be shared with the FSD English Learner Team.

Reading & Rtl Coordinator – Gina Looney

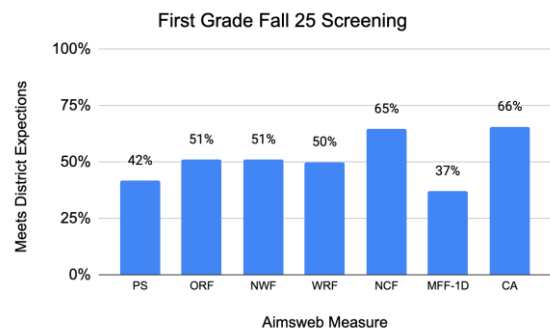
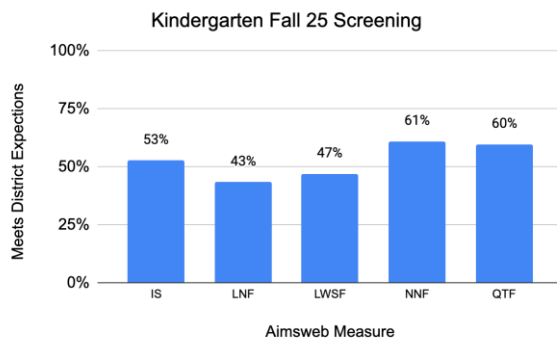
- Literacy coaches will be wrapping up dyslexia screeners soon and sending correspondence to parents. Interventions are already beginning for our students.
- Some students will meet the state requirements for an ILP-D (individual learning plan for dyslexia). Parents of these students will be offered the opportunity for the student to have an Individual Learning Plan. These learning plans are created by our reading coaches in the TN PULSE system.

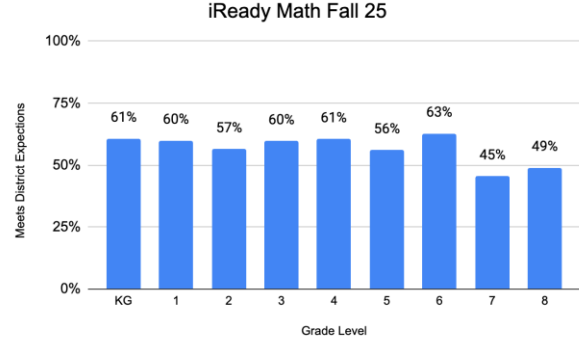
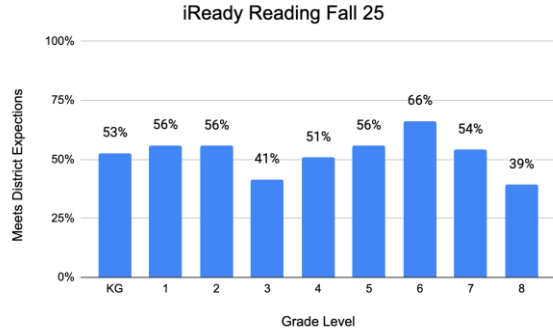
- This year, Dr. Summer Carlton and Dr. Gina Looney are continuing the coaches action planning meetings. Twice per year, Summer and Gina collaborate with coaches and administrators (if available) to discuss data, coaches' current work, and visit classrooms.
- The Writing Revolution work continues as coaches create a digital hub that will house the lessons developed by teachers.
- Members of T&L recently hosted Pathways to Promotion – Understanding the Third Grade Retention/Promotion Law session in the PAC lobby.
- Niki Sidler Richardson has contracted with the FSD to provide a series of professional learning sessions aimed to build our knowledge of structured literacy interventions. The first of those sessions took place recently. A K-4 group and a 5-8 group met in the leadership room to learn together.



- **RTI and Data Update**

The fall screenings have been completed, and the results of those assessments are represented in the following charts.





PAC Operations – Jeremy Maxwell

- September was an exciting month at the PAC! Final preparations were made for the event season ahead, new rental productions were mounted, and the building of middle school production sets began. Available weekends are booked or reserved from September 21, 2025 through June 2026.

FSSD Events

- September 3: NOOK meeting in the connector gallery.
- September 16: Teaching and Learning’s Pathways to Promotion – Understanding the Third Grade Retention/Promotion Law event in the PAC lobby.
- September 17: Human Resources Roadshow in the connector gallery - this was an opportunity for FSD employees to come by and ask questions of the FSD HR team in person.
- September 29: Connector gallery - a middle school volleyball team end of year party.

Community Rental Events

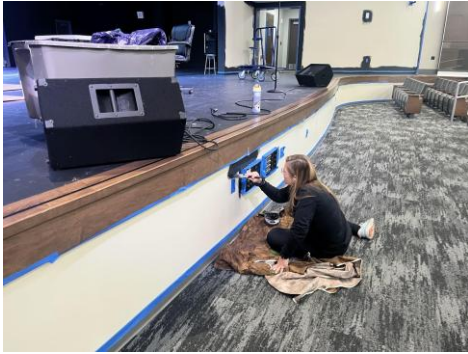
- August 21-28: A local youth theatre group production of *The Lion King*.

Other Notes of Interest

- We added two more managers-on-duty (MODs) to the PAC team: Takkia Easley (JES) and Chloe Kim (FIS).
- From September 8-10, JR Clancy, the company that installed our rigging system, provided scheduled maintenance to the system.
- On September 10, we brought all our MODs together for a training session on our rigging system and AED/CPR training led by Nurse Amy Fisher.



- Mr. Maxwell worked with the maintenance team and campus administrators to design and implement new directional signage around the FMS/PGS/PAC campuses.
- The Dalton Agency has installed updates to the Legacy Gallery.
- A new audio console has been installed at the PAC! This console makes full use of the PAC auditorium capabilities and is a big upgrade from the previous console.
- Mr. Maxwell made use of the lift that was in house for rigging maintenance and painted the walls of the auditorium near the stage black. This gives the PAC a more professional look and enhances the performing area. Mr. Maxwell and Mrs. Youngstead provided all the labor for the paint job.



Special Populations – Stacey Robertson
Middle Tennessee Special Education Directors Study Council

- Mrs. Robertson attended the Middle Tennessee Special Education Directors Study Council on August 22. The meeting focused on key updates in early childhood and preschool services, including guidance on course codes, least restrictive environment decisions, and the importance of itinerant service models to ensure compliance and access to general education. State reporting timelines were reviewed, with the SSEER report due October 1, and updates shared on funding, discipline and placement considerations, and early childhood requirements. Upcoming professional learning opportunities were highlighted, including the statewide Special Education Conference in late October, the TAASE Conference in December, and the SOS Conference in March. The group also discussed leadership updates, fiscal representation, and pending release of partnership grant funds.

Arivett Law Conference

- Mrs. Robertson attended the 2025 Special Education Legal Conference on September 8–9. The sessions provided timely updates on top education law cases from the past year, as well

as practical guidance on FERPA, records requests, and recent legislative changes. Key discussions also addressed compliance with homebound regulations, discipline procedures, and the legal standards for manifestation determination reviews. Additional sessions focused on threat assessments and dangerous behaviors involving students with disabilities, as well as obligations around ABA and behavioral service requests. The conference included training on Section 504 discrimination claims and strategies for administrators navigating parental requests while serving as the LEA representative.

IEP Coaches Meeting

- The IEP coaches met with Mrs. Robertson on September 9 to review the implementation of the new IEP assessment tool. The group discussed needed updates to the tool, practiced inter-rater reliability to ensure consistency in its use, and identified priority areas for additional guidance and training, including the development of high-quality social-emotional goals.

TDOE September Special Education Director's Call

- On September 2, Mrs. Robertson participated in the Special Education Directors Monthly Call hosted by the Tennessee Department of Education. The session focused on compensatory education, reviewing when it must be considered, legal foundations, and approaches for determining appropriate services. Additional updates included reminders on DLM testing timelines, IEP team membership requirements (with emphasis on the role of general educators), the need to make all diploma options available to students with disabilities, and upcoming engagement opportunities such as an OT/PT working group, early childhood webinars, and the Special Education & Student Support Access Conference.

New Special Education Director Training Hosted by the TDOE Office of General Counsel

- On September 19, Mrs. Robertson attended the latest session of the Tennessee Department of Education's training series for new special education directors hosted by the Office of General Counsel. These sessions are designed to provide informal, practical support to directors in their first or second year by rotating through key special education topics and offering time for open discussion. The focus of this session was FERPA, with guidance on records, confidentiality, and parent rights. The training also allowed for questions and dialogue to help build confidence and understanding in navigating legal responsibilities.

TDOE Acceleration for All

- On September 18, Dr. Farmer and Mrs. Robertson attended the first fall convening of Acceleration for All, hosted by the Tennessee Department of Education and led by the Mid-Cumberland CORE consultants. The initiative centers on cycles of continuous improvement with high-quality instructional materials (HQIM), stakeholder engagement, and monitoring student access to Tier I instruction. This session focused on monitoring practices, emphasizing intentional planning of scaffolds, effective use of HQIM, shared responsibility across general education, special education, ESL, and intervention teams, and data-informed decision-making based on student needs and misconceptions.

FSD Special Education Newsletter

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

Instructional Technology – Shelly Robinson

Aerospace News

- Mrs. Robinson had the privilege of attending the Bringing Aviation to Education in TN: The AOPA Foundation High School Aviation STEM Curriculum workshop alongside Dr. Decker, Dr. Carlton, Dr. Whitley, and Mr. Bingham. There, they were able to learn more about the curriculum and experience hands-on demonstrations of some lessons pulled from the curriculum. They were also able to receive a tour of the Murfreesboro Airport (where the workshop was held) and see MTSU's Department of Aerospace facilities. The workshop not only afforded attendees the opportunity to envision the future of the FSD's Introduction to Aerospace students, but also network with local school and Aircraft Owners and Pilots Association (AOPA) leaders.



Pathways to Promotion: Understanding Third-Grade Retention/Promotion Law

- For the second year, the T&L team gathered to design and execute an information session for third-grade parents surrounding the *Tennessee Learning Loss Remediation and Student Acceleration Act*. Mrs. Robinson's role for the session was to display an information slide deck and highlight details surrounding i-Ready alongside Dr. Whitley. In addition to sharing the background of the program, Mrs. Robinson showed parents how to access their child's progress through their learning paths and a breakdown of their most recent diagnostic results.

i-Ready

- Shelly Robinson, along with other members of the T&L team met with several representatives from i-Ready to review the fall 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 2025-2026 school year.
- Each week, Mrs. Robinson shares i-Ready data and student usage with elementary school administrators to keep them informed and ensure all students are receiving access to the high-quality platform. Within her weekly reports are takeaways for school administrators to share with PLTs and instructional coaches. At the completion of student diagnostic assessments, Mrs. Robinson began sending the weekly reports and will continue to do so throughout the year to monitor student progress and growth.

Instructional Technology – Amber Whitley

Teacher Support

- With the adoption of ViewSonic interactive panels, Dr. Whitley and Mrs. Robinson worked to support teachers who have had new boards installed into their classrooms over the last six weeks. This required them to complete ViewSonic web training to understand the new boards and determine how to best support teachers. Teachers are excited to have these new tools for instruction and are pleased with how they integrate with Google applications.
- Dr. Whitley supported teachers across middle schools in learning more about platforms that correspond with their content areas. From Big Ideas Math, to Beanstack, to Actively Learn, and Savvas Science, Dr. Whitley met with teachers as they reached out with questions specific to these resources. Additionally, Dr. Whitley and Dr. Looney met with ELA teachers at one middle school who wanted to dig more deeply into the new reports available in i-Ready Pro. A group of special education teachers sought support regarding read aloud options for their students. Dr. Whitley met with them to look at Read and Write, a Chrome extension. She then worked alongside one of those teachers to help her students add the extension to their Chromebooks.

District Support

- All schools have historically aired announcements through a CCTV (closed-circuit TV) system. Dr. Whitley worked with Mr. Bingham and his team to prepare teachers who run announcements for a migration from CCTV to livestreaming announcements through YouTube channels. Each building is working toward setting up an unlisted playlist for these announcements, so they cannot be found in a simple Google search but are available when a person has the direct link.
- Dr. Whitley, along with other members of T&L, attended an aerospace event in Murfreesboro hosted by the Aircraft Owners and Pilots Association (AOPA) and the Murfreesboro Airport. Educators and aviation industry professionals from across middle Tennessee attended to learn more about the curriculum and about the opportunities that are available at MTSU for our students in the future. Everyone left with ideas of how to continue to develop the FSD aerospace program beyond eighth grade.
- The second annual Pathways to Promotion – Understanding the Third Grade Retention/Promotion Law event occurred in September. Dr. Whitley, along with other members of the T&L team, collaborated to host this informational opportunity for any FSD parent to learn more about options for their student(s) who may be impacted by this legislation. Multiple stations were offered with resources for student support, TCAP preparation, English learner students, a roadmap of opportunities for students to be promoted to fourth grade, and a cozy area for children to color while their parent(s) were attending the event. This is just one way the T&L team supports families in the Franklin Special District.

Student Performance & Federal Programs – Pax Wiemers

Student Performance

- **Testing and Data:** We have been finalizing an ongoing data project as we seek new ways to utilize Skyward for data management this year. The project entails importing our students' TCAP results into Skyward and making them readily accessible to teachers and administrators. Robb Walters and Dr. Wiemers built a template within Skyward, downloading TCAP results with the proper columns for the template, and then imported the data into Skyward. As of this writing, all student TCAP results from the spring of 2025 are available in the test scores field in Skyward for administrators and teachers. This same process is currently being adapted so that students' first quarter benchmark results from i-Ready Reading and

Math can also be added. Once this project is completed, a guide will be shared with schools on how teachers can access this data through Skyward. At some point soon, parent access to the test scores field will be enabled, allowing parents to view these data for their child(-ren) through their parent account in Skyward, at which time a ParentSquare message will be sent.

- **Honors:** For the current school year, Dr. Wiemers has been planning for a new group of teachers to work collaboratively in sharpening some aspects of the honors program. This group will be known as the FSD Honors Task Force and will meet three or four times this year. Three teachers from each of our 5-8 schools will join with Dr. Wiemers and Dr. Carlton in creating collective commitments for students and teachers to provide a consistent and cohesive program with high expectations. Much of the work will be determined by the task force as we collaborate around continuing to enhance both the teaching and learning within our honors classes. The first meeting occurred on Friday, October 3.
- **Professional Learning:** A team from T&L (Dr. Decker, Dr. Carlton, Dr. Looney, and Dr. Wiemers) has been preparing to present at the national Learning Forward Conference in Boston this December. The topic of this session will be *Maximizing Tier One Instruction*, and it is based on high-impact instructional strategies that greatly accelerate student learning, according to the renowned educational researcher, Dr. John Hattie. This presentation was first shared at the June 2024 FSD Leadership Retreat, and the team's proposal was selected for this year's Learning Forward Conference. Since it's a longer session, the team will be working to expand upon what was initially shared with our leadership team. In addition, Dr. Wiemers was selected to lead a TOSS (Tennessee Organization for School Superintendents) session in late October on strategies for moving from a peer to a leader. He has been seeking feedback, doing research, and organizing this training during the month of September, and he is very excited to lead something more personal. The TOSS session is titled *Peer to Leader: Practice Principles for Authentic Leadership* and will occur on October 30.

Federal Programs

- **Budgeting:** Finally, we have good news to report about our federal budgets. We've been waiting on the state to receive federal allocations in several Title programs and, until recently, we were unsure of our amounts in the various budgets of the Consolidated Funding Application (CFA) in ePlan, which specifies our federal budgets for Title I, Title II, Title III, Title IV, IDEA part B, and IDEA preschool. Stacey Robertson, Dr. Lee Kirkpatrick, Summer Carlton, and Dr. Wiemers all have specific sections within this application and work collaboratively to make revisions and submit this application in a timely manner. Currently, we are in a revision process for the updated allocation amounts that we received from the state, and we are awaiting our carryover funds (unspent money from last fiscal year in each grant) so that we complete the budgeting application.
- **School Improvement Planning:** The school improvement plan (SIP) process opened in InformTN on June 1, and all our schools submitted their SIP by the September 2 deadline. During the first week of September, Dr. Wiemers and Dr. Decker reviewed all the plans and marked items for schools to revise, both for consistency and based on the state's SIP rubric. During September, our school administrators addressed these revisions and resubmitted their plan in InformTN. As needed, Dr. Wiemers has been available to answer questions and support the finalization of their plans. Schools had until October 2 to make any needed revisions to their SIP and resubmit it. As of this writing, five of the eight schools had already submitted their completed plan and received final approval from the district.

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 *DL*
DATE: October 3, 2025
RE: Agenda for the Franklin Special District Board of Education meeting to be held on Monday, October 13, 2025 at 6:00 p.m. in the Leadership Room, FSD Central Office, 205 Eddy Lane, Franklin.

- I. **MEETING CALLED TO ORDER** 6:00 p.m.
- II. **PLEDGE OF ALLEGIANCE** 6:05 p.m.
- III. **RECOGNITIONS/GOOD NEWS** 6:15 p.m.
 - 1. Student Artist of the Month
 - 2. Good News Awards
- IV. **PUBLIC INPUT** *Please limit comments to three (3) minutes per speaker* 6:20 p.m.
- V. **REPORTS/PRESENTATIONS/DISCUSSIONS** 6:25 p.m.
 - 1. Teaching and Learning Report
- VI. **APPROVAL OF BOARD AGENDA** 6:35 p.m.
- VII. **APPROVAL OF CONSENT AGENDA** 6:40 p.m.
 - 1. Minutes of Board Meeting dated September 8, 2025
- VIII. **BUSINESS BEFORE THE BOARD** 6:45 p.m.
 - 1. FIS Air Conditioning Units Replacement
 - 2. MES Roof Drainage Repair
 - 3. FDA Grant Funded Equipment No. 1
 - 4. TISA Accountability Report
- IX. **DIRECTOR OF SCHOOLS REPORT** 6:55 p.m.
- X. **UPDATES** 7:00 p.m.
 - 1. Teaching and Learning
 - 2. Finance and Administration
- XI. **ANNOUNCEMENTS** 7:05 p.m.
- XII. **ADJOURNMENT** 7:10 p.m.

September 8, 2025
Franklin, Tennessee

The Franklin Special District Board of Education met at 6:00 p.m. on Monday, September 8, 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/plgCa6bQ1KQ?feature=share>

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

Others present were: Dr. David Snowden, Dr. Mary Decker, Dr. David Esslinger, Carol Riordan, Susannah Gentry, Amy Fisher, Celby Glass, Drew Bingham, Dr. Gina Looney, Jeremy Maxwell, Dr. Lee Kirkpatrick, Lisa Chatman, Dr. Pax Wiemers, Robbin Cross, Sonya Roberts, Amanda Parks, principals, and community.

I. MEETING CALLED TO ORDER

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

II. PLEDGE OF ALLEGIANCE

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

III. 2025-26 ELECTION OF BOARD OFFICERS

Board Policy 1.200 establishes September as the date the Board organizes through the election of a Chairman, Vice-Chairman, Secretary and Treasurer. As Director of Schools, Dr. Snowden opened the floor for nomination of the 2025-26 Board.

Kevin Townsel nominated a **slate of officers for 2025-26** as follows:

Chairman: Robert Blair
Vice Chair: Allena Bell
Treasurer: Robin Newman
Secretary: Kevin Townsel

Tim Stillings seconded Mr. Townsel's motion. Dr. Snowden asked for other nominations and hearing none, called for the vote.

The slate of officers nominated was elected by roll call vote, 5 ayes, 0 nays.

IV. RECOGNITIONS/GOOD NEWS

1. Student Artist of the Month: for September, PGES student Olivia Carreras was

recognized for her work in Art teacher Mallory Hamby's art class. 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.

IV. PUBLIC INPUT

No one from the public addressed the Board during this portion of the meeting.

V. REPORTS / PRESENTATIONS / DISCUSSIONS

- 1. Property Tax Relief Program** – An overview of this program was given by Karen Paris, Williamson County Trustee and Property Tax Collector. (Backup information of her presentation is on file.) Mrs. Paris explained thanked the Board for consideration of the resolution to provide matching relief for FSD property taxes under the State of Tennessee Tax Relief Program. If approved by the FSD Board, this funding would ensure that low-income elderly and disabled homeowners, as well as disabled Veterans and the surviving spouses of disabled veterans, will not suffer a reduction in tax relief assistance. The Williamson County Trustee's Office administers two tax relief programs on behalf of the county and the FSD: the Williamson County Broad Based Tax Relief Program and the State of Tennessee Tax Relief Program. Together, these programs provide tax relief to over 1,300 households throughout the county, including nearly 300 eligible households in the Franklin Special District. The Williamson County Broad Based Tax Relief Program was established by the Williamson County Board of Commissioners in 1996 to provide tax relief to low-income seniors. It is a stand-alone program and the only one of its kind in Tennessee. In 2004, the Franklin Special District Board adopted a resolution to help fund FSD portion of the program. Last year, the FSD assisted 289 low-income seniors within the district at a total cost of \$67,128. If approved, the FSD's matching portion will be deducted from the property tax collections each month, as is currently done for the FSD's share of the Williamson County Broad Based Tax Relief Program. The estimated cost for this additional commitment is \$32,476 to provide matching funds for an estimated 318 homeowners through the State of Tennessee Tax Relief Program. Mrs. Paris remained at the podium until questions from the Board were answered.

- 2. Teaching and Learning Report** – "Brand Refresh End of Summer Update" – presented by Dr. Decker. More about this update can be found in the report (on file) as well as the complete monthly update from the Teaching & Learning Department, were presented to the Board prior to the meeting and are online in the meeting attachments. The district team is concentrating first on refreshing logos and colors on items that are most visible: FSD signs with new branding, district banners, branded step and repeats, branded table covers, main pages of the website, informational brochures to name a few. The Board also received an update on spring and summer changes that have occurred: district vehicle branding, new or revised school or district logo implementation, wall murals, rugs, gym floor art, spirit wear, banners, branded Eversafe security film installed, to name a few.

3. **2025-26 Community Pre-K Advisory Council Board Representative** – Mr. Blair will continue to serve in this capacity this year.
4. **2025-26 TSBA Legislative Liaison** – Mrs. Bell will continue to serve in this capacity.
5. **2025 TSBA Convention Delegates** – Our three Board delegates at the annual TSBA Leadership Conference & Annual Convention will be Mrs. Bell, Dr. Barker and Mrs. Newman, all who have volunteered for this position.

VIII. APPROVAL OF BOARD AGENDA

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

IX. APPROVAL OF CONSENT AGENDA

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

Approved under Consent Agenda (on file) were:

1. **Minutes of Board Meeting dated August 11, 2025**
2. **Student Disciplinary Hearing Authority Appointment (6.317)** - In accordance with Policy 6.317, administrators will be selected to serve on this panel based on need.
3. **Overnight Field Trip Request – FIS 6th grade - Marine Lab, Key Largo, Florida**
4. **Overnight Field Trip Request – FIS 6th grade - R.E.E.L. Environmental Education Center, Crossville**

X. BUSINESS BEFORE THE BOARD

1. **Property Tax Relief Resolution** - This resolution partners Franklin Special District with Williamson County to provide property tax relief assistance to elderly and disabled homeowners, disabled veterans and the surviving spouses of disabled veterans who are qualified under the State of Tennessee Tax Relief Program, also who live within the boundaries of the FSD. The result of the Resolution will be for FSD to pay the FSD portion of the local matching funds for qualified applicants who live inside the FSD. The estimated expense to participate in the local match of the State of Tennessee Tax Relief Program is \$32,476 for FY 2025-26. Karen Paris, Williamson County Trustee, presented an overview earlier in the meeting. The administration recommended approval of this Resolution. After first motion and second, discussion followed that produced an amended Resolution that read in place of the last sentence: “This resolution takes effect upon adoption and will be reviewed annually.” This matter will also be added to the Annual Agenda of the Board for review during the 2026-27 budget session and each year.

Kevin Townsel made a **motion** to approve the Property Tax Relief Resolution with the amendment to the original document. Allena Bell **seconded** the motion, which **passed by roll call vote 5-0**.

2. **Annual Contract to Audit Accounts FY 2025-26** – Matlock Clements, P.C. provided the contracts to conduct financial audits of the FSD for the period July 1, 2025 through June 30, 2026 at a fixed auditor fee of \$29,070. There are two contracts, one for the district accounts and one for the individual school activity funds. The fee is the same as it was for the 2024-2025 audit. The administration recommended approval of the Annual Contract.

Allena Bell made a **motion** to approve the **Annual Contract to Audit Accounts FY 2025-26** as presented. Tim Stillings **seconded** the motion, which **passed by roll call vote 5-0**.

IX. DIRECTOR OF SCHOOLS REPORT

- **2025 TSBA Mid-Cumberland Fall District Meeting – September 4** – This meeting was held at McEwen High School in Humphreys County this past week. Our district volunteer of the year, **Callie Alexander** from Franklin Elementary, was recognized with the TSBA School Volunteer Recognition Award and will be representing the Mid-Cumberland region to go on to be considered for one of the top volunteers in the state. Mrs. Newman, Mr. Townsel, Dr. Snowden and Mrs. Riordan attended this meeting.
- **Williamson County Association of Realtors - September 11**– The Director of Schools will be speaking to the Williamson County Association of Realtors on September 11th.
- **2025 University of Tennessee Institute for Public Service Annual Conference** - The Director of Schools will be speaking at the above mentioned conference on September 10th. The conference is being held in Franklin.
- **TVAAS reporting and state accountability measures** – Our Student Performance and Federal Programs Supervisor, Dr. Pax Wiemers, has received data related to accountability measures from the previous school year. Dr. Wiemers is currently preparing the data for analyzing and discussing results for each school and the district. His report to date is in the Teaching & Learning summary for September. More information will be provided as the data is studied.
- **Director of Schools Advisory Council** - The members of the Director of Schools Advisory Council are in the process of being selected from each site. Our first meeting is scheduled for October 23. The Advisory Council is composed of an employee and alternate from each school, representatives from the central office, FSDEA, maintenance/landscaping and transportation. The meetings offer opportunities to celebrate successes at each site/department, as well as to bring concerns and questions to the Director of Schools.
- **Out of District and Out of County tuition student recap** – (Comparison reports for this year and last two years have been provided prior to the meeting in the Finance &

Administration updates area.) At this time, we have 50 out of district tuition students approved and 24 out of county tuition students approved.

At the end of the 2024-25 school year, there were 42 out of district tuition students approved and 21 out of county tuition students approved.

At the end of the 2023-24 school year, there were 36 out of district tuition students that had been approved and 9 out of county tuition students that had been approved.

At the end of the 2022-23 school year, there were 24 out of district tuition students that had been approved and 7 out of county tuition students that had been approved.

We believe methodology and our marketing plan as well as word of mouth is helping increase our enrollment year to year.

- **Employee and Community Partner Waiver student recap** – At this time, we have 76 students that are attending in this category.

At the end of the 2024-25 school year, there were 83 students attending that had waivers in this category.

At the end of the 2023-24 school year, there were 80 students attending that had waivers in this category.

At the end of the 2022-23 school year, there were 100 students attending with waivers in this category.

- **Complaint Managers for the FSSD** - The Director of Schools has appointed the Associate Directors or their designees as Complaint Managers for the FSSD in accordance with the Complaints and Grievances Policy (5.501).
- **Fall Break** - The FSD's student Fall Break will occur October 6-10. District offices will be closed as well during this time.
- **Other dates of note** were also provided for the Board.

XII. UPDATES

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

- Demographics Report dated August 1, 2025

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

- Personnel Change Report August/September 2025
- Investment Report dated July 31, 2025
- Revenue and Expenditure Reports dated August 28, 2025
- Sales Tax Revenue Comparison Report for September 2025


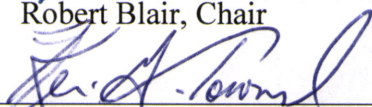
XIII. ANNOUNCEMENTS

- The sales tax comparison month to month was up 6.4%, up 3.9% over last year at this time.

- Support staff employees were selected and recognized this past week by Sonic Drive-In for the FSD Support Staff Recognition Awards Breakfast. For July, August and September, support staff were recognized as having outstanding teamwork. There is a different theme each quarter for employees to be celebrated at this event. Dr. Snowden, Dr. Esslinger, Dr. Decker, some of our Board members and others were there to honor these employees.

XIV. ADJOURNMENT

Chair Blair adjourned the meeting at 6:37 p.m.

	 _____	10/13/25 _____
	Robert Blair, Chair	Date
ATTEST:	 _____	10/13/25 _____
	Kevin Townsel, Secretary	Date



Statement to the School Board:

We are pleased to report that **Mechanical Resource Group (MRG)** has been awarded the **Sumner County Board of Education RFP #20240924** for **HVAC Equipment, Installation, Service, and Related Products**. Under the **Piggyback Agreement** included in this contract, MRG is authorized to extend the same competitive pricing, terms, and services to other public entities—including **state, local, and public agencies**. This agreement provides a streamlined, cost-effective procurement method, eliminating the need for a separate bidding process while ensuring transparency and value.

Key Benefits of the Piggyback Agreement:

Utilizing the Piggyback Agreement allows the school system to express current concerns directly to MRG and collaborate closely on the design and installation of HVAC projects. This **accelerates project timelines** by simplifying the design and procurement phases. It also enables the **installing contractor (MRG) to conduct thorough due diligence**, which reduces the risk of unexpected price adjustments or **change orders** during the course of the project. This leads to more accurate budgeting, smoother execution, and fewer disruptions to school operations.

MRG is Approved to Provide the Following Products and Services:

HVAC & Related Equipment

- **HVAC Refrigeration**
Rotary, centrifugal, scroll, reciprocating, and more
- **Indoor Air Quality Products & Devices**
Active polarization, non-ionizing, and other advanced technologies
- **Unitary Equipment**
Rooftops, split systems, VRFs, heat pumps, PTACs, water-source units, mini-splits, and more
- **Air Handling Units**
Custom makeup air units, fan, filter, coil sections, and related components
- **Air Terminal Devices & Heating Products**
VAVs, fan coils, unit ventilators, unit heaters, fin tube radiation/convectors, etc.
- **Cooling Towers**
Open, closed, evaporative, and other configurations
- **Pumps**
Single-stage, split-case, end-suction, inline, circulator, turbines, and others
- **Inverters**
- **Boilers & Water Heaters**
Modulating, condensing, cast iron, water tube, packaged units, etc.
- **Controls Systems**
- **Equipment Parts & Supplies**
OEM parts, emergency part service, and general HVAC materials



Professional & Technical Services

- **Engineering & Project Services**
Site analysis, project engineering, project management, and related expertise
- **Installation & Turnkey Contracting**
Retrofit projects, new construction, energy retrofits, and controls upgrades
- **Startup & Commissioning**
Equipment startups, system checkouts, control system verification, and retro-commissioning
- **Service & Maintenance**
Preventative and full-service maintenance contracts, emergency service, routine cleaning, and on-demand service
- **HVAC Equipment Rentals**
Chillers, pumps, terminal units, cooling towers, packaged unitary systems, and more



Sumner County Board of Education

Scott Langford, Ed. D.

Director of Schools

695 East Main Street Gallatin, TN 37066-2472

Phone: (615) 451-5200 Fax: (615) 451-5216

FINANCE DEPARTMENT PURCHASING

PIGGYBACK AGREEMENT

In accordance with Tennessee Code Annotated § 12-3-1205, the Sumner County Board of Education (hereinafter "SCS") authorizes the utilization of an approved competitive solicitation let by SCS. Authorization is granted to the Franklin Special District (hereinafter "Institution", "Agency", "Purchaser"), located in Franklin, TN for the utilization of competitive solicitation 20240924 HVAC Equipment, Installation, Service & Related Products. The awarded proposer is Mechanical Resource Group (hereinafter "Vendor"). The pricing model is set forth in the contract document. The current contract is valid thru October 14, 2025.

The ("Institution", "Agency", "Purchaser") and Vendor do hereby indemnify and hold harmless SCS as well as its officers, agents, and employees from and against any and all claims, liabilities, losses and causes of action which may arise, accrue or result to any person, firm, corporation, or other entity which may be injured or damaged as a result of acts, omissions, or negligence on the part of the Vendor, its employees, or any person acting for or on its or their behalf relating to the utilization of this Piggyback Agreement.

The ("Institution", "Agency, "Purchaser") and Vendor do hereby release SCS from any financial obligation created due to the utilization of this Piggyback Agreement.

Chris Harrison
Purchasing Supervisor
Sumner County Board of Education

Date

Board of Education Members

Penny Barnes Meghan Breinig Andy Daniels Wade Evans Tammy Hayes Greg Hollis Steven King Andy Lacy Allen Lancaster Shellie Tucker Kathy Stuart



Statement to the School Board:

We are pleased to report that **Mechanical Resource Group (MRG)** has been awarded the **Sumner County Board of Education RFP #20240924** for **HVAC Equipment, Installation, Service, and Related Products**. Under the **Piggyback Agreement** included in this contract, MRG is authorized to extend the same competitive pricing, terms, and services to other public entities—including **state, local, and public agencies**. This agreement provides a streamlined, cost-effective procurement method, eliminating the need for a separate bidding process while ensuring transparency and value.

Key Benefits of the Piggyback Agreement:

Utilizing the Piggyback Agreement allows the school system to express current concerns directly to MRG and collaborate closely on the design and installation of HVAC projects. This **accelerates project timelines** by simplifying the design and procurement phases. It also enables the **installing contractor (MRG) to conduct thorough due diligence**, which reduces the risk of unexpected price adjustments or **change orders** during the course of the project. This leads to more accurate budgeting, smoother execution, and fewer disruptions to school operations.

MRG is Approved to Provide the Following Products and Services:

HVAC & Related Equipment

- **HVAC Refrigeration**
Rotary, centrifugal, scroll, reciprocating, and more
- **Indoor Air Quality Products & Devices**
Active polarization, non-ionizing, and other advanced technologies
- **Unitary Equipment**
Rooftops, split systems, VRFs, heat pumps, PTACs, water-source units, mini-splits, and more
- **Air Handling Units**
Custom makeup air units, fan, filter, coil sections, and related components
- **Air Terminal Devices & Heating Products**
VAVs, fan coils, unit ventilators, unit heaters, fin tube radiation/convectors, etc.
- **Cooling Towers**
Open, closed, evaporative, and other configurations
- **Pumps**
Single-stage, split-case, end-suction, inline, circulator, turbines, and others
- **Inverters**
- **Boilers & Water Heaters**
Modulating, condensing, cast iron, water tube, packaged units, etc.
- **Controls Systems**
- **Equipment Parts & Supplies**
OEM parts, emergency part service, and general HVAC materials



Professional & Technical Services

- **Engineering & Project Services**
Site analysis, project engineering, project management, and related expertise
- **Installation & Turnkey Contracting**
Retrofit projects, new construction, energy retrofits, and controls upgrades
- **Startup & Commissioning**
Equipment startups, system checkouts, control system verification, and retro-commissioning
- **Service & Maintenance**
Preventative and full-service maintenance contracts, emergency service, routine cleaning, and on-demand service
- **HVAC Equipment Rentals**
Chillers, pumps, terminal units, cooling towers, packaged unitary systems, and more



Proposal

OWNER

Franklin Special School District
507 New Highway 96 West
Franklin, Tennessee 37064
Attn: David Esslinger

PROJECT

Franklin Intermediate School
840 Glass Lane
Franklin, Tennessee 37064
Project Name: FSSD- FIS RTU Replacement Project

Mechanical Resource Group is pleased to provide this proposal for your review and approval.

Scope of Work (Phase 1):

- Mobilize to jobsite.
- Stage all units and crane in the parking lot.
 - Crane onsite for ~5 days
- Shut down cooling tower and boiler.
- Drain loop in preparation for rooftop Water Source Heat Pump (WSHP) removal.
- Disconnect electrical and cut water piping at each existing unit.
- Remove and dispose of (31) Trane Rooftop WSHP Units
 - (4) 7.5 Tons
 - (15) 3 Tons
 - (3) 4 Tons
 - (4) 5 Tons
 - (1) 10 Tons
 - (1) 20 Tons
 - (3) 18 Tons
- Cap existing water piping to each unit.
- Furnish and install (31) Daikin Gas Package Units
 - NEW curb adaptors
 - Downflow Economizer
 - Hot Gas Reheat
 - DDC-BACnet protocol
 - Model: DHG*****
- Furnish and install new gas piping from existing gas meter located on North side of building.
 - New regulators and isolation valves at each unit.
- Install New Distech controllers in all spaces served by new RTU's.
- Startup all units and verify operation.
- First year parts and labor warranty included.



OWNER

*Franklin Special School District
507 New Highway 96 West
Franklin, Tennessee 37064
Attn: David Esslinger*

PROJECT

*Franklin Intermediate School
840 Glass Lane
Franklin, Tennessee 37064
Project Name: FSSD- FIS RTU Replacement Project*

Scope of Work (Phase 2):

- Mobilize to jobsite.
- Stage crane in parking lot.
 - crane onsite ~3 days
- Stage onsite dumpster for unit and material disposal.
- Shutdown and disconnect power to all indoor classroom units.
- Shutdown cooling tower, boilers, and pumps.
- Drain all water piping.
- Disconnect water piping to indoor classroom units.
 - (39) indoor Marvair Scholar units
 - Abandon existing water pipe above ceiling
- Furnish and install New Daikin VRV system serving (39) rooms.
 - (7) Condensing units
 - Big Foot Stands
 - Single Point Power Panels
 - (39) Indoor classroom units
 - Electric reheat coils
 - Automated outside air dampers
 - ECM Fan motor
- Penetrate roof and add ~5 pitch pockets for piping and electrical path.
- Remove select hallway and classroom tiles.
- Install VRV Branch Selector Boxes (BS Box) in hallways per design.
- Run new refrigerant; condensers>BS Box>indoor unit.
 - All Piping above ceiling.
 - Refrigerant isolation ball valves for each unit.
- Connect classroom units to existing electrical.
- Run new electrical to single point power panels on roof.
- Pressure test all piping and check for leaks.
- Pull vacuum on each system and charge with R-410A per manufacturer.
- Reinstall all ceiling tiles in classrooms and hallways.
- Startup all systems and verify operation.
- Clean work area and check out with customer.
- First year parts and labor warranty.



OWNER

*Franklin Special School District
507 New Highway 96 West
Franklin, Tennessee 37064
Attn: David Esslinger*

PROJECT

*Franklin Intermediate School
840 Glass Lane
Franklin, Tennessee 37064
Project Name: FSSD- FIS RTU Replacement Project*

HVAC Controls Scope of Work:

- One (1) Windows 11 PC with Intel i7 processor, 32 GB Ram and 256 GB hard drive
 - Niagara N4 software and licensing
- BACnet Integration of thirty (30) Daikin Rooftop Units with BACnet MS/TP interface provided by Manufacturer
 - Communication wiring to network by MRG
 - Room Sensor installed by MRG; provided with equipment
 - Shutdown interlocks (if required) by MRG; existing Smoke Detectors to be reused
- BACnet Control and Monitoring of forty (40) VRV Room Units
 - VRV Control Wiring and Interlock by MRG
 - Fan Start/Stop and Modulating Control
 - OA Damper Modulating Control
 - Room Temperature, Humidity and CO2 Monitoring and Control
- User Interface programming for Time-of-Day scheduling, Floorplans and Unit Specific Graphics, Trends and Alarming
- Two-year parts and labor warranty, software licenses and phone tech support

Scope of Work (Phase 3):

- Mobilize to jobsite.
- Shutdown Cooling Towers, Boilers, and loop pumps.
- Drain all water piping to closest drain.
- Stage crane outside mechanical room and prep all units for removal.
- Disconnect cooling tower Piping and electrical.
- Remove and dispose of cooling towers and boilers.
 - Customer will keep pumps and VFD's
- Cap cooling tower piping at ground level and in mechanical room.
- Removal all nonfunctional water piping from mechanical room.
- Cap gas piping serving boiler.
- Furnish and install roof cap for existing boiler vent pipe.
- Clean mechanical room and cooling tower courtyard.
- Remove all material from jobsite and check out with customer.



OWNER

*Franklin Special School Distract
507 New Highway 96 West
Franklin, Tennessee 37064
Attn: David Esslinger*

PROJECT

*Franklin Intermediate School
840 Glass Lane
Franklin, Tennessee 37064
Project Name: FSSD- FIS RTU Replacement Project*

Clarifications:

- Any additional deficiencies will be reported in writing.
- MRG does not accept liability for the current defects and or condition.
- All work is quoted using regular working hours (7 am – 3:30 pm M- F) unless specifically noted.

Exclusions:

- Any additional deficiencies will be reported in writing.
- Fire/life safety connections or testing (alarms, sprinklers, smoke detectors, monitoring).
- Carpentry, drywall or finish work unless specifically noted.
- Electrical power beyond the final point of connection.
- Plumbing work outside of direct equipment connection points.
- Testing, balancing, and commissioning by third parties unless specifically included.
- Temporary cooling/heating or contingency systems.
- Utility company charges or fees.
- Asbestos, mold, lead, or hazardous material abatement.

MRG Pricing Breakdown:

Rooftop Unit Replacement Installation and Material (Phase 1):	<u>\$542,302.56</u>
Classroom VRV Installation and Material (Phase 2):	<u>\$938,489.66</u>
HVAC Controls:	<u>\$288,837.00</u>
Removal of Existing Equipment (Phase 3)	<u>\$103,703.13</u>
Equipment:	<u>\$2,717,719.93</u>
Turnkey Project Price:	<u>\$4,591,052.28</u>



Execution of Agreement

This Agreement, including the following pages attached hereto, constitutes the entire Agreement, intending to be bound on the date and year stated below.

MRG: Mechanical Resource Group LLC

Authorized Signature

James Lynch

Name (Print / Type)

615-693-2464, jlynch@mechanicalresource.com

Phone & Email Address

8/26/2025, P02391

Proposal Date & Number

Customer: Frankin Special School Distract

Authorized Signature

David L. Snowden, Ph.D.

Name (Print / Type)

Director of Schools

Title

Date & Purchase Order Number



Project Terms and Conditions

The following terms and conditions are incorporated into and a part of the agreement between Contractor and Customer (the "Agreement"):

General Terms:

- This proposal is valid for (30) days.
- All proposed costs are complete lump-sum costs. If specific breakout costs are needed, please contact the salesperson, as volume discounts have been applied to several line items.
- Any work to be performed outside of the above scope shall be performed only upon the mutual acceptance of a written Change Order from the Purchaser or designated agent.
- Purchaser shall pay MRG for equipment and material items delivered to and held by MRG either on or off the project site pending construction progress; and Purchaser shall have the right to inspect such stored items, but such inspection shall not delay prompt payment to MRG for said items.
- MRG shall not be held responsible or liable for any loss, damage, detention, or delay caused by accidents, defective materials, casualties, strikes, lockouts, or by any other cause which is unavoidable or beyond MRG's exclusive control.
- This agreement does not include responsibility for the design of the current system, obsolescence, electrical power failures, low voltage, burned-out main or branch fuses, low water pressure, water chemical treatment, vandalism, misuse, or abuse of the system by others (including the customer).
- We will warranty all material and workmanship to be free of defects for a period of 90 days after the completion of work. We reserve the right to perform all warranty work during regular business hours.
- The Purchaser shall assume the risk of loss or damage to equipment and/or material furnished by MRG on the date that such items are set in place and connected to the owner's system. The Purchaser shall cause MRG to be added as a named insured on such insurance policy until final acceptance and final payment by the Purchaser.
- Price is based on the crew completing all work in one mobilization. Additional mobilizations will be charged accordingly.
- All permits, inspections, and fees required by local, state, or federal authorities are the responsibility of the Purchaser unless otherwise stated in writing.
- MRG will not connect to or perform any work associated with fire/life safety systems (including fire alarm circuits, smoke detectors, sprinklers, or monitoring devices). Customer must coordinate directly with their licensed fire/life safety provider for such connections or integrations.
- Any asbestos, mold, lead, or hazardous material abatement is excluded from this Agreement. If such conditions are encountered, work will cease until the Purchaser remediates the condition at their expense.
- Customer shall provide clear and safe access to all work areas, including removal of obstructions and ensuring compliance with OSHA safety requirements. Delays caused by site inaccessibility may result in additional charges.
- Utility shutdowns (water, gas, electric, etc.) must be scheduled and coordinated by the Purchaser. MRG will not be responsible for delays caused by utility interruptions outside its control.
- Manufacturer's warranties shall apply as provided by the equipment manufacturer and supersede the contractor's workmanship warranty where applicable.

Payment Terms:

- Projects with upfront material costs:

1. ~16 weeks (ship date) from date of Purchase order	1. Equipment invoice upon shipment of all equipment
2. Project progress invoicing.	2. ~July 1 st 2026/mid project.
3. Final invoice	3. 100% of job invoiced upon completion

- T&M and labor-only projects will be invoiced 100% upon completion.
- All credit card payments may be subject to a 3% surcharge.
- All payment terms are NET 30 days upon receipt. Overdue payments are subject to a 1.5% financing fee.

AIA® Document A101® – 2017

Standard Form of Agreement Between Owner and Contractor where the basis of payment is a Stipulated Sum

AGREEMENT made as of the Twenty Fourth day of September in the year Two Thousand Twenty Five
(In words, indicate day, month and year.)

BETWEEN the Owner:
(Name, legal status, address and other information)

Franklin Special School District
205 Eddy Lane
Franklin, TN 37064

and the Contractor:
(Name, legal status, address and other information)

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

for the following Project:
(Name, location and detailed description)

Moore Elementary Drainage Repairs
1061 Lewisburg Pike
Franklin, TN 37064

The Architect:
(Name, legal status, address and other information)

Wold Architects & Engineers
214 Centerview Drive, Suite 300
Brentwood, TN 37027
615.370.8500

The Owner and Contractor agree as follows.

ADDITIONS AND DELETIONS:

The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added necessary information and where the author has added to or deleted from the original AIA text.

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

The parties should complete A101@-2017, Exhibit A, Insurance and Bonds, contemporaneously with this Agreement. AIA Document A201@-2017, General Conditions of the Contract for Construction, is adopted in this document by reference. Do not use with other general conditions unless this document is modified.

Init.

TABLE OF ARTICLES

- 1 THE CONTRACT DOCUMENTS
- 2 THE WORK OF THIS CONTRACT
- 3 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION
- 4 CONTRACT SUM
- 5 PAYMENTS
- 6 DISPUTE RESOLUTION
- 7 TERMINATION OR SUSPENSION
- 8 MISCELLANEOUS PROVISIONS
- 9 ENUMERATION OF CONTRACT DOCUMENTS

EXHIBIT A INSURANCE AND BONDS

ARTICLE 1 THE CONTRACT DOCUMENTS

The Contract Documents consist of this Agreement, Conditions of the Contract (General, Supplementary, and other Conditions), Drawings, Specifications, Addenda issued prior to execution of this Agreement, other documents listed in this Agreement, and Modifications issued after execution of this Agreement, all of which form the Contract, and are as fully a part of the Contract as if attached to this Agreement or repeated herein. The Contract represents the entire and integrated agreement between the parties hereto and supersedes prior negotiations, representations, or agreements, either written or oral. An enumeration of the Contract Documents, other than a Modification, appears in Article 9.

ARTICLE 2 THE WORK OF THIS CONTRACT

The Contractor shall fully execute the Work described in the Contract Documents, except as specifically indicated in the Contract Documents to be the responsibility of others.

ARTICLE 3 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

§ 3.1 The date of commencement of the Work shall be:

(Check one of the following boxes.)

- The date of this Agreement.
- A date set forth in a notice to proceed issued by the Owner.
- Established as follows:
(Insert a date or a means to determine the date of commencement of the Work.)

If a date of commencement of the Work is not selected, then the date of commencement shall be the date of this Agreement.

§ 3.2 The Contract Time shall be measured from the date of commencement of the Work.

§ 3.3 Substantial Completion

§ 3.3.1 Subject to adjustments of the Contract Time as provided in the Contract Documents, the Contractor shall achieve Substantial Completion of the entire Work:

(Check one of the following boxes and complete the necessary information.)

Init.

Not later than sixty (60) calendar days from the date of commencement of the Work.

By the following date:

§ 3.3.2 Subject to adjustments of the Contract Time as provided in the Contract Documents, if portions of the Work are to be completed prior to Substantial Completion of the entire Work, the Contractor shall achieve Substantial Completion of such portions by the following dates:

Portion of Work	Substantial Completion Date
-----------------	-----------------------------

§ 3.3.3 If the Contractor fails to achieve Substantial Completion as provided in this Section 3.3, liquidated damages, if any, shall be assessed as set forth in Section 4.5.

ARTICLE 4 CONTRACT SUM

§ 4.1 The Owner shall pay the Contractor the Contract Sum in current funds for the Contractor's performance of the Contract. The Contract Sum shall be one hundred eight thousand dollars and 00/100 (\$ 108,000.00), subject to additions and deductions as provided in the Contract Documents.

§ 4.2 Alternates

§ 4.2.1 Alternates, if any, included in the Contract Sum:

Item	Price
N/A	

§ 4.2.2 Subject to the conditions noted below, the following alternates may be accepted by the Owner following execution of this Agreement. Upon acceptance, the Owner shall issue a Modification to this Agreement. *(Insert below each alternate and the conditions that must be met for the Owner to accept the alternate.)*

Item	Price	Conditions for Acceptance
N/A		

§ 4.3 Allowances, if any, included in the Contract Sum: *(Identify each allowance.)*

Item	Price
N/A	

§ 4.4 Unit prices, if any: *(Identify the item and state the unit price and quantity limitations, if any, to which the unit price will be applicable.)*

Item	Units and Limitations	Price per Unit (\$0.00)
N/A		

§ 4.5 Liquidated damages, if any: *(Insert terms and conditions for liquidated damages, if any.)*

N/A

§ 4.6 Other: *(Insert provisions for bonus or other incentives, if any, that might result in a change to the Contract Sum.)*

N/A

Init.

ARTICLE 5 PAYMENTS

§ 5.1 Progress Payments

§ 5.1.1 Based upon Applications for Payment submitted to the Architect by the Contractor and Certificates for Payment issued by the Architect, the Owner shall make progress payments on account of the Contract Sum to the Contractor as provided below and elsewhere in the Contract Documents.

§ 5.1.2 The period covered by each Application for Payment shall be one calendar month ending on the last day of the month.

§ 5.1.3 Provided that an Application for Payment is received by the Architect not later than the last day of a month, the Owner shall make payment of the amount certified to the Contractor not later than the 15th day of the following month. If an Application for Payment is received by the Architect after the application date fixed above, payment of the amount certified shall be made by the Owner not later than thirty (30) days after the Architect receives the Application for Payment.

(Federal, state or local laws may require payment within a certain period of time.)

§ 5.1.4 Each Application for Payment shall be based on the most recent schedule of values submitted by the Contractor in accordance with the Contract Documents. The schedule of values shall allocate the entire Contract Sum among the various portions of the Work. The schedule of values shall be prepared in such form, and supported by such data to substantiate its accuracy, as the Architect may require. This schedule of values shall be used as a basis for reviewing the Contractor's Applications for Payment.

§ 5.1.5 Applications for Payment shall show the percentage of completion of each portion of the Work as of the end of the period covered by the Application for Payment.

§ 5.1.6 In accordance with AIA Document A201™-2017, General Conditions of the Contract for Construction, and subject to other provisions of the Contract Documents, the amount of each progress payment shall be computed as follows:

§ 5.1.6.1 The amount of each progress payment shall first include:

- .1 That portion of the Contract Sum properly allocable to completed Work;
- .2 That portion of the Contract Sum properly allocable to materials and equipment delivered and suitably stored at the site for subsequent incorporation in the completed construction, or, if approved in advance by the Owner, suitably stored off the site at a location agreed upon in writing; and
- .3 That portion of Construction Change Directives that the Architect determines, in the Architect's professional judgment, to be reasonably justified.

§ 5.1.6.2 The amount of each progress payment shall then be reduced by:

- .1 The aggregate of any amounts previously paid by the Owner;
- .2 The amount, if any, for Work that remains uncorrected and for which the Architect has previously withheld a Certificate for Payment as provided in Article 9 of AIA Document A201-2017;
- .3 Any amount for which the Contractor does not intend to pay a Subcontractor or material supplier, unless the Work has been performed by others the Contractor intends to pay;
- .4 For Work performed or defects discovered since the last payment application, any amount for which the Architect may withhold payment, or nullify a Certificate of Payment in whole or in part, as provided in Article 9 of AIA Document A201-2017; and
- .5 Retainage withheld pursuant to Section 5.1.7.

§ 5.1.7 Retainage

§ 5.1.7.1 For each progress payment made prior to Substantial Completion of the Work, the Owner may withhold the following amount, as retainage, from the payment otherwise due:

(Insert a percentage or amount to be withheld as retainage from each Application for Payment. The amount of retainage may be limited by governing law.)

Five Percent (5%)

Init.

1. The first part of the document is a letter from the author to the reader, explaining the purpose of the study and the methods used. The author states that the study was conducted in order to determine the effect of the new teaching method on the students' learning outcomes.

2. The second part of the document is a description of the research methodology. The author explains that a quasi-experimental design was used, with two groups of students: an experimental group and a control group.

3. The third part of the document is a description of the data collection and analysis. The author explains that the data was collected through a series of tests and questionnaires, and that the results were analyzed using statistical methods. The author states that the results showed a significant difference between the two groups, with the experimental group performing better than the control group.

4. The fourth part of the document is a discussion of the findings. The author explains that the results of the study suggest that the new teaching method is more effective than the traditional method. The author also discusses the limitations of the study and suggests areas for further research.

5. The fifth part of the document is a conclusion. The author states that the study has shown that the new teaching method is more effective than the traditional method, and that it should be used in schools.

6. The sixth part of the document is a list of references. The author lists the books and articles that were used in the study.

7. The seventh part of the document is a list of appendices. The author lists the questionnaires and tests that were used in the study.

8. The eighth part of the document is a list of tables. The author lists the tables that contain the data from the study.

9. The ninth part of the document is a list of figures. The author lists the figures that illustrate the results of the study.

10. The tenth part of the document is a list of footnotes. The author lists the footnotes that provide additional information about the study.

(Paragraphs deleted)

§ 5.1.7.2 Reduction or limitation of retainage, if any, shall be as follows:

(If the retainage established in Section 5.1.7.1 is to be modified prior to Substantial Completion of the entire Work, including modifications for Substantial Completion of portions of the Work as provided in Section 3.3.2, insert provisions for such modifications.)

Retainage will not be reduced prior to contract completion.

(Paragraphs deleted)

§ 5.1.8 If final completion of the Work is materially delayed through no fault of the Contractor, the Owner shall pay the Contractor any additional amounts in accordance with Article 9 of AIA Document A201–2017.

§ 5.1.9 Except with the Owner's prior approval, the Contractor shall not make advance payments to suppliers for materials or equipment which have not been delivered and stored at the site.

§ 5.2 Final Payment

§ 5.2.1 Final payment, constituting the entire unpaid balance of the Contract Sum, shall be made by the Owner to the Contractor when

- .1 the Contractor has fully performed the Contract except for the Contractor's responsibility to correct Work as provided in Article 12 of AIA Document A201–2017, and to satisfy other requirements, if any, which extend beyond final payment; and
- .2 a final Certificate for Payment has been issued by the Architect.

§ 5.2.2 The Owner's final payment to the Contractor shall be made no later than 30 days after the issuance of the Architect's final Certificate for Payment.

§ 5.3 Interest

Payments due and unpaid under the Contract shall bear interest from the date payment is due at the rate stated below, or in the absence thereof, at the legal rate prevailing from time to time at the place where the Project is located.

(Insert rate of interest agreed upon, if any.)

0 % zero

ARTICLE 6 DISPUTE RESOLUTION

§ 6.1 Initial Decision Maker

The Architect will serve as the Initial Decision Maker pursuant to Article 15 of AIA Document A201–2017.

(If the parties mutually agree, insert the name, address and other contact information of the Initial Decision Maker, if other than the Architect.)

Init.

§ 6.2 Binding Dispute Resolution

For any Claim subject to, but not resolved by, mediation pursuant to Article 15 of AIA Document A201–2017, the method of binding dispute resolution shall be as follows:

(Check the appropriate box.)

- Arbitration pursuant to Section 15.4 of AIA Document A201–2017
- Litigation in a court of competent jurisdiction
- Other *(Specify)*

ARTICLE 7 TERMINATION OR SUSPENSION

§ 7.1 The Contract may be terminated by the Owner or the Contractor as provided in Article 14 of AIA Document A201–2017.

(Insert the amount of, or method for determining, the fee, if any, payable to the Contractor following a termination for the Owner's convenience.)

(Paragraphs deleted)

§ 7.2 The Work may be suspended by the Owner as provided in Article 14 of AIA Document A201–2017.

ARTICLE 8 MISCELLANEOUS PROVISIONS

§ 8.1 Where reference is made in this Agreement to a provision of AIA Document A201–2017 or another Contract Document, the reference refers to that provision as amended or supplemented by other provisions of the Contract Documents.

§ 8.2 The Owner's representative:
(Name, address, email address, and other information)

David Essliner, Ed.D.
Associate Director of Schools – Finance & Administration
Franklin Special School District Central Office
205 Eddy Lane
Franklin, TN 37064
esslingerdav@fssd.org

§ 8.3 The Contractor's representative:
(Name, address, email address, and other information)

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

§ 8.4 Neither the Owner's nor the Contractor's representative shall be changed without ten days' prior notice to the other party.

init.

§ 8.5 Insurance and Bonds

§ 8.5.1 The Owner and the Contractor shall purchase and maintain insurance as set forth in AIA Document A101™-2017, Standard Form of Agreement Between Owner and Contractor where the basis of payment is a Stipulated Sum, Exhibit A, Insurance and Bonds, and elsewhere in the Contract Documents.

§ 8.5.2 The Contractor shall provide bonds as set forth in AIA Document A101™-2017 Exhibit A, and elsewhere in the Contract Documents.

(If other than in accordance with a building information modeling exhibit, insert requirements for delivering notice in electronic format such as name, title, and email address of the recipient and whether and how the system will be required to generate a read receipt for the transmission.)

(Paragraphs deleted)

§ 8.7 Other provisions:

N/A

ARTICLE 9 ENUMERATION OF CONTRACT DOCUMENTS

§ 9.1 This Agreement is comprised of the following documents:

- .1 AIA Document A101™-2017, Standard Form of Agreement Between Owner and Contractor
- .2 AIA Document A101™-2017, Exhibit A, Insurance and Bonds
- .3 AIA Document A201™-2017, General Conditions of the Contract for Construction

(Insert the date of the building information modeling exhibit incorporated into this Agreement.)

.5 Drawings

Number	Title	Date
As listed on cover sheet of drawings		

.6 Specifications

Section	Title	Date	Pages
As listed in project manual table of contents			

.7 Addenda, if any:

Number	Date	Pages
1	9/02/2025	1 page
2	9/12/2025	8 pages

Portions of Addenda relating to bidding or proposal requirements are not part of the Contract Documents unless the bidding or proposal requirements are also enumerated in this Article 9.

.8 Other Exhibits:

(Check all boxes that apply and include appropriate information identifying the exhibit where required.)

AIA Document E204™-2017, Sustainable Projects Exhibit, dated as indicated below:
(Insert the date of the E204-2017 incorporated into this Agreement.)

Init.

[] The Sustainability Plan:

Title	Date	Pages
-------	------	-------

[] Supplementary and other Conditions of the Contract:

Document	Title	Date	Pages
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- .9 Other documents, if any, listed below:
(List here any additional documents that are intended to form part of the Contract Documents. AIA Document A201™-2017 provides that the advertisement or invitation to bid, Instructions to Bidders, sample forms, the Contractor's bid or proposal, portions of Addenda relating to bidding or proposal requirements, and other information furnished by the Owner in anticipation of receiving bids or proposals, are not part of the Contract Documents unless enumerated in this Agreement. Any such documents should be listed here only if intended to be part of the Contract Documents.)

This Agreement entered into as of the day and year first written above.



OWNER (Signature)

David L. Snowden, Ph.D.

(Printed name and title)
Director of Schools

 9/24/25

CONTRACTOR (Signature)

Thad Thrash, Member Manager

(Printed name and title)

Init.

**FCS Kitchen Equipment
 FDA Research Grant
 Kitchen Equipment #1
 October 1, 2025**

Delivery and Installation of 6 Hot Water Dispensers, 7 Food Slicers, 1 Pass Through Refrigerator, 2 Double Convection Ovens, 1 Conveyor Type Dishwasher.

SCHOOL/DEPARTMENT:	Franklin Elementary School Freedom Intermediate School Freedom Middle School Moore Elementary	Poplar Grove School Liberty Elementary Johnson Elementary
FUNDING SOURCE:	FDA School Meal Research Grant	
BUDGET CODE:	143-73100-710-000-43	
DATE OF BID OPENING:	October 1,2025	
RECOMMENDED LOWEST BID MEETING SPECIFICATIONS:	Mobile Fixture Madeline Ellis 1155 Montlimar Drive Mobile, AL 36609	Total \$ 209,348.00
OTHER BIDDERS:	Singer H& R Douglas Equipment Tri- Mark Dykes Food Service	\$ 215,667.21 \$ 231,937.20 \$ 230,172.19 \$ 217,764.82

Bid was advertised in the Williamson Herald on Thursday, September 18,2025

Overview

Franklin SSD (941) Public District - FY 2026 - TISA Accountability Report - Rev 0

Overview

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

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

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

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

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

For questions, please review the TISA Accountability Report Guidance document or contact tnedu.funding@tn.gov.

Completed reports should be submitted in ePlan by **November 1, 2025**.

Resources

[Click here to open the guide.](#)

Cover Page

Franklin SSD (941) Public District - FY 2026 - TISA Accountability Report - Rev 0

Cover Page

* District Name

Franklin Special School District

* Director of Schools Name

Dr. David Snowden

* District Point of Contact for TISA Accountability Report Name

Dr. Mary Decker

* District Point of Contact for TISA Accountability Report Phone Number

615-794-6624

District Point of Contact for TISA Accountability Report Email Address

deckemar@fssd.org

64.7 % of 3rd grade students who scored proficient ("met expectations" or "exceeded expectations") on the English Language Arts (ELA) portion of the most recent spring TCAP

Documents		
Type	Document Template	Document/Link
(TISA) Previous Year Report	N/A	 (TISA) Previous Year Report

Resources

[Click here to open the guide.](#)

District Goal Statements

Franklin SSD (941) Public District - FY 2026 - TISA Accountability Report - Rev 0

Goal Statement 1: - 3rd Grade ELA Proficiency

	80 %	of students will score proficient on the 3rd grade ELA TCAP by	Year 2025
--	------	--	--------------

District Goal Statements

Goal Number	GOAL STATEMENT(S)
Goal 2	55% of grades 6-8 students will score met or exceeded expectations on Math TCAP by 2025. (From 46.2% in 2023)
Goal 3	70% of grades 3-8 students will score met or exceeded expectations on TCAP Science by 2025. (From 63.7% in 2023.)
Goal 4	70% of grades 6-8 students will score met or exceeded expectations on TCAP Social Studies by 2025. (From 61.9% in 2023.)
Goal 5	
Goal 6	

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

Goal #1

Franklin SSD (941) Public District - FY 2026 - TISA Accountability Report - Rev 0

Goal Statement 1: 3rd Grade ELA Proficiency

	80 % of students will score proficient on the 3rd grade ELA TCAP by	Year 2025
--	---	--------------

District Goal 1

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)		2024 District Assessment File TN Ready 3rd Grade ELA All Students
Year 2: 2024-2025 school year (Use actual outcome)	64.7% of students will score met or exceeded expectations on the 3rd grade ELA TCAP by 2025.	2025 District Assessment File TN Ready 3rd Grade ELA All Students
Year 3: 2025-2026 school year	80% or more students will score met or exceeded expectations on the 3rd grade ELA TCAP by 2026.	2026 District Assessment File TN Ready 3rd Grade ELA All Students
Year 4: 2026-2027 school year	80% or more students will score met or exceeded expectations on the 3rd grade ELA TCAP by 2027.	2027 District Assessment File TN Ready 3rd Grade ELA All Students
Year 5: 2027-2028 school year	80% or more students will score met or exceeded expectations on the 3rd grade ELA TCAP by 2027.	2028 District Assessment File TN Ready 3rd Grade ELA All Students

* Check the response that best describes the progress made on the 2024-25 target toward Goal 1.

- Exceeded target
- Met target
- Increased but did not meet target
- Did not make progress toward target
- End of year outcome data for 2024-25 is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

Our district did not meet its 2024-25 outcomes target. For the All Students metric on 3rd grade ELA TCAP in the spring of 2025, 64.7% of students were proficient (met or exceeded expectations). However, this was an improvement of 4% from the previous school year (2023-24) on the 3rd ELA TCAP test. This will impact our action plan for the coming years by highlighting the imperative to continue to provide targeted professional learning around a laser like focus on the consistent and faithful implementation of high-quality instructional materials (HQIM) for ELA. This will involve even higher levels of support of and monitoring of HQIM and of effective instructional strategies by school administrators. The district wide effort around ensuring a consistent, authentic Professional Learning Communities (PLCs) at Work approach is in place and there is evidence of its impact on the goal and action plan - our commendable 3rd grade TCAP ELA results. Another action will be to furnish ongoing, personalized, results-based professional learning for educators and staff that is even more targeted and for

which a direct correlation with increased student learning can be made. This professional learning will focus on our adopted ELA textbooks and resources, including those utilized for systematic interventions.

Goal 1 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
<p>The 2-3 major TISA investments we made in the prior year toward this goal were: 1. ELA professional learning. Rough estimate of total amount expended is \$22,601; the TISA portion is 22% of that number = \$4,972.22. The investment contributed to progressing toward the goal as it impacted educators' ability to implement effective instructional practices and to ensure their schools were moving toward a consistent PLC at Work approach. 2. ELA HQIM. Rough estimate of total amount expended is \$25,632.43; the TISA portion is 22% of that number = \$5,639.13. The investment contributed toward progressing toward the goal as it impacted educators' ability to implement curriculum that ensures equity for all students as well as to guarantee the presence of a guaranteed, viable ELA curriculum. 3. Educators' attendance at PLC at Work Institutes. Rough estimate of total amount expended is \$99,658; the TISA portion is 22% of that number = \$21,924.76. The investment contributed to progressing toward the goal. One elementary school was named a Model PLC at Work School in late 2024. This designation was awarded by Solution Tree.</p>	<p>\$ 32,536.11</p>	<p>The investment contributed to progressing toward the goal. Our third grade ELA proficiency results place our district in the top 10% of districts in the state of Tennessee, and it is 23% higher than the state average for 3rd grade ELA TCAP proficiency.</p>

Action Plan: List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.

1. Continue to implement and refine effective standards-aligned Tier I instruction.
2. The district Teaching and Learning team will assist school literacy teams and support school-based literacy coaches, particularly via professional learning around the adopted ELA HQIM and Jim Knight's coaching cycles.
3. Support planning and instruction for students with characteristics of dyslexia. Intense professional learning on this topic is underway for teachers of all grade levels this school year.
4. Increase effectiveness of the PLCs at Work approach. The Teaching and Learning team is doing focused work on building the district guiding coalition to reinforce and refine the PLC at Work approach at every school.

5. Intensify the focus around the consistent and faithful implementation of ELA high-quality instructional materials (HQIM). Ongoing professional learning is and will continue to be provided - on early dismissal days, during faculty and team meetings, during each summer, and on district professional learning days.

Budget Narrative: Describe how your district intends to use their budget to execute the strategies and meet the stated goal.

The district intends to use our budget to execute the action steps and achieve the stated goal by continuing to purchase/adopt only high-quality instructional materials; by investing in ongoing, personalized, results-based professional learning for educators and staff as described above, particularly around ELA HQIM and the PLCs at Work process (including sessions with Dr. Eric Twadell and Dr. Taryn Nichols of Solution Tree); and by prioritizing competitive salaries and benefits packages to attract the most highly-qualified educators in order to provide the most exemplary instruction to each student.

Goal #2

Franklin SSD (941) Public District - FY 2026 - TISA Accountability Report - Rev 0

Goal Statement 2:

55% of grades 6-8 students will score met or exceeded expectations on Math TCAP by 2025. (From 46.2% in 2023).

District Goal 2

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	50% of grades 6-8 students will score met or exceeded expectations on Math TCAP by 2024.	2024 District Assessment File TNReady Math 6-8 Met/Exceeds
Year 2: 2024-2025 school year (Use actual outcome)	54.2% of grades 6-8 students will score met or exceeded expectations on Math TCAP by 2025.	District Assessment File TNReady Math 6-8 Met/Exceeds
Year 3: 2025-2026 school year	60% of grades 6-8 students will score met or exceeded expectations on Math TCAP by 2026.	District Assessment File TNReady Math 6-8 Met/Exceeds
Year 4: 2026-2027 school year	65% of grades 6-8 students will score met or exceeded expectations on Math TCAP by 2027.	District Assessment File TNReady Math 6-8 Met/Exceeds
Year 5: 2027-2028 school year	70% of grades 6-8 students will score met or exceeded expectations on Math TCAP by 2028.	District Assessment File TNReady Math 6-8 Met/Exceeds

* Check the response that best describes the progress made on the 2024-25 target toward Goal 2.

- Exceeded target
- Met target
- Increased but did not meet target
- Did not make progress toward goal
- End of year outcome data for the 2024-25SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

Our district did not meet its Year 1 outcomes target. For the All Students metric on 6th-8th grade Math TCAP in the spring of 2025, 54.2% of students were proficient (met or exceeded expectations), which included middle school students who took Algebra I and Geometry EOC tests. While the district was just short of the 55% proficiency target, we were within 1% and also grew student proficiency by 10% from the previous year. This will impact our action plan for the coming years by highlighting the need to continue providing targeted professional learning around a laser like focus on the consistent and faithful implementation of high-quality instructional materials (HQIM) for math. This will involve even higher levels of support of and monitoring of HQIM and of effective instructional strategies by school administrators. The district wide effort around ensuring a consistent, authentic Professional Learning Communities (PLCs) at Work approach is in place and there is evidence of its impact on the goal and action plan - our commendable TCAP results in multiple areas. Another action will be to furnish ongoing, personalized, results-based professional learning for educators and staff that is even more targeted and for which a direct correlation with increased student learning in math can be made. This professional learning will focus on our adopted grades 6-8 math textbooks and resources, including those utilized for systematic interventions.

Goal 2 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
<p>The 2-3 major TISA investments we made in the prior year toward this goal were: 1. Math professional learning. Rough estimate of total amount expended is \$27,625; the TISA portion is 22% of that number = \$6,077.50. The investment contributed to progressing toward the goal as it impacted educators' ability to implement effective instructional practices and to ensure their schools were moving toward a consistent PLC at Work approach. 2. Math HQIM. Rough estimate of total amount expended is \$209,442; the TISA portion is 22% of that number = \$46,077.24. The investment contributed toward progressing toward the goal as it impacted educators' ability to implement curriculum that ensures equity for all students as well as to guarantee the presence of a guaranteed, viable math curriculum. 3. Educators' attendance at PLC at Work Institutes. Rough estimate of total amount expended is \$99,658; the TISA portion is 22% of that number = \$21,924.76. The investment contributed to progressing toward the goal. Six of our eight schools are working toward the district strategic plan goal of being named Model PLC at Work Schools. Two of our schools earned that designation in the last two years.</p>	<p>\$ 74,079.50</p>	<p>The investment contributed toward progressing toward the goal. While the district was just short of the 55% proficiency target, we were within 1% and also grew student proficiency by 10% from the previous year.</p>

Action Plan: List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.

1. Continue to implement and refine effective standards-aligned Tier I instruction.
2. Assist school literacy teams and support school-based math coaches via professional learning around the adopted math textbooks and resources as well as Jim Knight's coaching cycles.
3. Support planning and instruction for students with characteristics of dyslexia. Intense professional learning on this topic is being provided for teachers of all grade levels this school year.
4. Increase effectiveness of the PLC at Work approach. The Teaching and Learning team is doing focused research and work on building the district guiding coalition to reinforce and refine the PLC at Work approach at every school.
5. Intensify the focus around the consistent and faithful implementation of math high-quality instructional materials (HQIM).
6. Continue supporting skillful use of Mastery Connect as a tool to build rigorous, common assessments that can be used to determine student mastery of essential skills.

Budget Narrative: Describe how your district intends to use their budget to execute the strategies and meet the stated goal.

The district intends to use our budget to execute the action steps and achieve the stated goal by continuing to purchase/adopt only high-quality instructional materials for math; by investing in ongoing, personalized, results-based professional learning for educators and staff, particularly around adopted math HQIM and the PLCs at Work process (including sessions with Dr. Eric Twadell and Dr. Taryn Nichols of Solution Tree); and by prioritizing competitive salaries and benefits packages to attract the most highly-qualified educators in order to provide the most exemplary instruction to each student.

Goal #3

Franklin SSD (941) Public District - FY 2026 - TISA Accountability Report - Rev 0

This goal not established.

Goal Statement 3:

70% of grades 3-8 students will score met or exceeded expectations on TCAP Science by 2025. (From 63.7% in 2023.)

District Goal 3

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	65% of students will score met or exceeded expectations on TCAP Science by 2024.	2024 District Assessment File TNReady Science 3-8 Students Met/Exceeded
Year 2: 2024-2025 school year (Use actual outcome)	65.6% of students will score met or exceeded expectations on TCAP Science by 2025.	2025 District Assessment File TNReady Science 3-8 Students Met/Exceeded
Year 3: 2025-2026 school year	73% of students will score met or exceeded expectations on TCAP Science by 2026.	2026 District Assessment File TNReady Science 3-8 Students Met/Exceeded
Year 4: 2026-2027 school year	75% of students will score met or exceeded expectations on TCAP Science by 2027.	2027 District Assessment File TNReady Science 3-8 Students Met/Exceeded
Year 5: 2027-2028 school year	77% of students will score met or exceeded expectations on TCAP Science by 2028.	2028 District Assessment File TNReady Science 3-8 Students Met/Exceeded

* Check the response that best describes the progress made on the 2024-25 target toward Goal 3.

- Exceeded target
- Met target
- Increased but did not meet target
- Did not make progress toward goal
- End of year outcome data for the 2024-25SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

Our district did not meet its Year 3 outcomes target, but it was very close. For the All Students metric on 3rd-8th grade Science TCAP in the spring of 2025, 65.6% of students were proficient (met or exceeded expectations), which was an improvement from the previous two years. This will impact our action plan for the coming years by necessitating an intensified focus around the consistent and faithful implementation of science high-quality instructional materials (HQIM). This will involve additional support of and monitoring of HQIM and of effective instructional strategies by school administrators, made even more crucial by the implementation of the newly revised TN Academic Standards for Science and the newly adopted science Savvas curriculum. The district wide effort around ensuring a consistent, authentic Professional Learning Communities (PLCs) at Work approach is in place is already impacting this goal and action plan, as

evidenced by our commendable results in multiple TCAP areas. Another action will be to continue to furnish ongoing, personalized, results-based professional learning for educators and staff that is even more targeted and for which a direct correlation with increased student learning can be made.

Goal 3 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
<p>The 2-3 major TISA investments we made in the prior year toward this goal were: 1. Science professional learning. Rough estimate of total amount expended is \$13,510; the TISA portion is 22% of that number = \$2,972.20. The investment contributed to progressing toward the goal as it impacted educators' ability to implement effective instructional practices and to ensure their schools were moving toward a consistent PLCs at Work approach. 2. Science HQIM. Rough estimate of total amount expended is \$76,548; the TISA portion is 22% of that number = \$16,840.56. The investment contributed toward progressing toward the goal as it impacted educators' ability to implement curriculum that ensures equity for all students as well as to guarantee the presence of a guaranteed, viable science curriculum. 3. Educators' attendance at PLC at Work Institutes. Rough estimate of total amount expended is \$99,658; the TISA portion is 22% of that number = \$21,924.76. The investment contributed to progressing toward the goal. Six of our eight schools are working toward the district strategic plan goal of being named a Model PLC at Work School. Two of our schools earned that designation in the last two years.</p>	<p>\$ 41,737.52</p>	<p>The investment contributed to progressing toward the goal. In 2024, 63.9% of students were proficient (met or exceeded expectations). In 2025, that success rate increased to 65.6% of students achieving proficiency. Our 2025 success rate exceeded the state average by 19.5%.</p>

Action Plan: List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.

1. Continue to implement and refine effective standards-aligned Tier I instruction.
2. Support planning and instruction for students with characteristics of dyslexia. Intense professional learning is being provided in this area for teachers of all grade levels this school year.
3. Increase effectiveness of the PLCs at Work approach. The Teaching and Learning team is doing focused research and work on building the district guiding coalition to reinforce and refine the PLC at Work approach at every school.
4. Intensify the focus around the consistent and faithful implementation of science high-quality instructional materials (HQIM). This is particularly crucial this year with the implementation of the new TN Academic Standards for Science and the new science curriculum, Savvas.

5. Continue supporting skillful use of Mastery Connect as a tool to build rigorous, common assessments that can be used to determine student mastery of essential skills.

Budget Narrative: Describe how your district intends to use their budget to execute the strategies and meet the stated goal.

The district intends to use our budget to execute the action steps and achieve the stated goal by continuing to purchase/adopt only high-quality instructional materials (such as the newly-adopted Savvas science curriculum); by investing in ongoing, personalized, results-based professional learning for educators and staff; particularly around HQIM such as Savvas resources and the PLCs at Work process (including sessions with Dr. Eric Twadell and Dr. Taryn Echols of Solution Tree); and by prioritizing competitive salaries and benefits packages to attract the most highly-qualified educators in order to provide the most exemplary instruction to each student.

Goal #4

Franklin SSD (941) Public District - FY 2026 - TISA Accountability Report - Rev 0

This goal not established.

Goal Statement 4:

70% of grades 6-8 students will score met or exceeded expectations on TCAP Social Studies by 2025. (From 61.9% in 2023.)

District Goal 4

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	65% of students will score met or exceeded expectations on TCAP Social Studies by 2024.	2024 District Assessment File TN Ready Social Students Grades 6-8
Year 2: 2024-2025 school year (Use actual outcome)	63.0% of students will score met or exceeded expectations on TCAP Social Studies by 2025.	2025 District Assessment File TN Ready Social Students Grades 6-8
Year 3: 2025-2026 school year	72% of students will score met or exceeded expectations on TCAP Social Studies by 2026.	2026 District Assessment File TN Ready Social Students Grades 6-8
Year 4: 2026-2027 school year	75% of students will score met or exceeded expectations on TCAP Social Studies by 2027.	2027 District Assessment File TN Ready Social Students Grades 6-8
Year 5: 2027-2028 school year	More than 75% of students will score met or exceeded expectations on TCAP Social Studies by 2028.	2028 District Assessment File TN Ready Social Students Grades 6-8

* Check the response that best describes the progress made on the 2024-25 target toward Goal 4.

- Exceeded target
- Met target
- Increased but did not meet target
- Did not make progress toward goal
- End of year outcome data for the 2024-25SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

Our district did not meet its Year 3 outcomes target outcomes. For the All Students metric on 6th-8th grade Social Studies TCAP in the spring of 2025, 63% of students were proficient (met or exceeded expectations), which was an improvement from the previous year's result of 58.5% proficiency. This will impact our action plan for the coming years by necessitating an even more intensified focus on and expectations around the consistent and faithful implementation of social studies high-quality instructional materials (HQIM). This will involve additional support of and monitoring of HQIM and of effective instructional strategies by school administrators. The district wide effort around ensuring a consistent, authentic Professional Learning Communities (PLCs) at Work approach is in place is already impacting this goal and action plan, as evidenced by our commendable TCAP results in multiple areas. Another action will be to continue

furnishing ongoing, personalized, results-based professional learning for educators and staff. It will be even more targeted and a direct correlation with increased student learning will need to be made.

Goal 4 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
<p>The 2-3 major TISA investments we made in the prior year toward this goal were: 1. Social studies professional learning. Rough estimate of total amount expended is \$16,010; the TISA portion is 22% of that number = \$3,522.20. The investment contributed to progressing toward the goal as it impacted educators' ability to implement effective instructional practices and to ensure their schools were moving toward a consistent PLC at Work approach. 2. Social studies HQIM. Rough estimate of total amount expended is \$55,989; the TISA portion is 22% of that number = \$12,317.58. The investment contributed toward progressing toward the goal as it impacted educators' ability to implement curriculum that ensures equity for all students as well as to guarantee the presence of a guaranteed, viable social studies curriculum. 3. Educators' attendance at Work Institutes. Rough estimate of total amount expended is \$99,658; the TISA portion is 22% of that number = \$21,924.76. The investment contributed to progressing toward the goal. Six of our eight schools are working toward the district strategic plan goal of being named a Model PLC at Work School. Two of our schools earned that designation in the last two years.</p>	<p>\$ 37,764.54</p>	<p>The investment contributed to progressing toward the goal. In 2024, 58.5% of students were proficient (met or exceeded expectations. In 2025, that percentage rose to 63%. Our 2025 success rate surpassed that of the state by 14%.</p>

Action Plan: List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.

1. Continue to implement and refine effective standards-aligned Tier I instruction.
- 2.. Support planning and instruction for students with characteristics of dyslexia. Intense professional learning on this topic is being provided for teachers of all grade levels this school year.
3. Increase effectiveness of the PLCs at Work approach. The Teaching and Learning team is doing focused research and work on building the district guiding coalition to reinforce and refine the PLC at Work approach at every school.
4. Intensify the focus around the consistent and faithful implementation of social studies high-quality instructional materials (HQIM).

5. Continue supporting skillful use of Mastery Connect as a tool to build rigorous, common assessments that can be used to determine student mastery of essential skills.

Budget Narrative: Describe how your district intends to use their budget to execute the strategies and meet the stated goal.

The district intends to use our budget to execute the action steps and achieve the stated goal by continuing to purchase/adopt only HQIM for social studies; by investing in ongoing, personalized, results-based social studies professional learning for educators and staff, particularly around social studies adopted HQIM and the PLCs at Work process (including sessions with Dr. Eric Twadell and Dr. Taryn Nichols of Solution Tree); and by prioritizing competitive salaries and benefits packages to attract the most highly-qualified educators in order to provide the most exemplary instruction to each student.

Public Comment and Board Approval

Franklin SSD (941) Public District - FY 2026 - TISA Accountability Report - Rev 0

Public Comment

The TISA accountability report must be presented for public comment to parents, educators, and local community members prior to its submission to the department by November 1.

Details	Answer
Date(s) of opportunity for local public comment	September 26-October 6, 2025
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	The TISA Accountability Report was posted on the district website with an email address to which the public could submit their written comments about it.
Summary of public comment received. If no comments were received, state, "None received."	None received.
Description of how your district did or did not incorporate public comment received into the final accountability report submission.	

Board Approval

TISA accountability reports should be presented to the local school board for approval prior to its submission to the department by November 1. Please select the option that best describes the board approval status when submitting the TISA accountability Report to the department.

- Board approval received. Minutes documenting board approval have been uploaded to the 'Related Documents' section.
- Board approval to be received after Nov. 1. The board agenda for the upcoming meeting or a memo referencing the board meeting date for which the TISA accountability will be on the agenda has been uploaded to the 'Related Documents' section. Immediately upon approval, my district will upload the minutes documenting board approval to the 'Related Documents' section and adjust the response to this question.

	FES			JES			LES			MES			PGES		
	Female	Male	Avg	Female	Male	Avg	Female	Male	Avg	Female	Male	Avg	Female	Male	Avg
Pre-Kindergarten (P3)	2	3	2.5	0	2	1.0	0	3	0#DIV/0!	0	1	1.0	2	3	1
Pre-Kindergarten (P4)	14	12	1 26.0	12	21	1 33.0	6	14	1 20.0	9	12	1 21.0	10	15	1 25
Kindergarten	28	23	3 17.0	17	25	3 14.0	35	46	5 16.2	42	36	5 15.6	23	36	3 19.6666
Pre-First			0 0.0			0 0.0			0 0.0			0 0.0			0 0.0
Grade 1	25	27	3 17.3	20	29	3 16.3	28	43	4 17.8	46	37	5 16.6	25	32	4 14.25
Grade 2	21	27	3 16.0	30	22	3 17.3	39	47	5 17.2	42	43	5 17.0	27	30	3 19
Grade 3	37	36	4 18.3	21	20	3 13.7	42	39	5 16.2	54	46	6 16.7	28	35	4 15.75
Grade 4	25	40	3 21.7	30	24	3 18.0	41	33	4 18.5	41	40	4 20.3	34	40	4 18.5
Total Students	152	168	320	130	143	273	191	225	416	234	215	449	149	191	340
American Indian	0		0%	3		1%	2		1%	2		0%	0		0%
Asian	10		3%	21		9%	21		5%	42		10%	10		3%
Black or African American	40		14%	58		24%	37		9%	45		11%	20		6%
Hispanic or Latino	29		10%	73		31%	121		31%	94		22%	128		41%
Native Hawaiian-Pacific Islander	2		1%	1		0%	0		0%	1		0%	1		0%
White	208		72%	82		34%	212		54%	243		57%	151		49%
TOTAL WITHOUT PRE-K	289			238			393			427			310		
	FIS			FMS			PGMS								
	Female	Male	Avg	Female	Male	Avg	Female	Male	Avg	Female	Male	Avg	Female	Male	Avg
Grade 5	136	125	12 21.8							30	35	3 21.6666			
Grade 6	120	135	12 21.3							29	38	3 22.3333			
Grade 7				106	129	12 19.6				37	48	4 21.25			
Grade 8				130	132	12 21.8				45	36	4 20.25			
Total Students	256	260	516	236	261	497				141	157	298			
American Indian	2		0%	1		0%				2		1%			
Asian	27		5%	22		4%				8		3%			
Black or African American	57		11%	75		15%				24		8%			
Hispanic or Latino	130		25%	134		27%				120		40%			
Native Hawaiian-Pacific Islander	0		0%	3		1%				0		0%			
White	300		58%	262		53%				144		48%			
TOTAL WITHOUT PRE-K	516			497						298					
TOTAL WITHOUT PRE-K	2968			3109			141								

Grade	Average Size
K-3	16.6
4-6	20.4
7-8	20.7

FSD Demographics - 09/26/2025

FRANKLIN SPECIAL SCHOOL DISTRICT

Investment Report

August 31, 2025

Local Government Investment Pool

Interest Rate for July 4.27%

General Investment Account	
Beginning Balance	\$ 10,557,314.96
Interest	29,694.20
Withdrawals	(3,450,000.00)
Deposits	
Total Invested	<u>\$ 7,137,009.16</u>
Debt Service Investment Account	
Beginning Balance	\$ 657,581.68
Interest	2,384.76
Withdrawals	
Deposits	
Total Invested	<u>\$ 659,966.44</u>
Capital Projects Investment Account	
Beginning Balance	\$ 2,029,722.17
Interest	7,360.93
Withdrawals	-
Deposits	
Total Invested	<u>\$ 2,037,083.10</u>
Construction Investment Account	
Beginning Balance	\$ 7,642,344.86
Interest	27,334.35
Withdrawals	(181,000.00)
Deposits	
Total Invested	<u>\$ 7,488,679.21</u>

FRANKLIN SPECIAL SCHOOL DISTRICT

Investment Report

August 31, 2025

First Tennessee Bank

General Purpose Checking	
Beginning Balance	\$ 1,998,692.02
Receipts	2,341,665.10
Receipts - Loan from First Horizon (Tax Anticipation) Loan	
Interest	5,795.32
Transfer from LGIP	3,450,000.00
Transfer to LGIP	
Pmt of Tax Anticipation Loan to First Horizon	
RePmt of Loan to Capt Proj	
Disbursements	(6,478,980.87)
Ending Balance	<u>\$ 1,317,171.57</u>
Debt Service Checking	
Beginning Balance	\$ 208,500.31
Receipts	12,687.07
Receipts - Loan Payment to GP	
Interest	479.89
Transfer from Investments	
Transfer to Investments	
Disbursements	
Ending Balance	<u>\$ 221,667.27</u>
Capital Projects Checking	
Beginning Balance	\$ 440,035.25
Receipts	48,291.85
Interest	996.64
Transfer Paid Exp fr Capital	
Loan Repayment from GP	
Transfer to LGIP	
Disbursements	(86,303.43)
Ending Balance	<u>\$ 403,020.31</u>
Construction Checking	
Beginning Balance	\$ 146,532.00
Interest	462.40
Receipts	
Transfer fr LGIP	181,000.00
Transfer to LGIP	
Transf Paid Exp fr Capital	
Transf to Capital	
Disbursements	(181,785.00)
Ending Balance	<u>\$ 146,209.40</u>

Fnd T Acct	Obj Prj Loc	Prg Acct	2025-26	2025-26	2025-26	September	2025-26	2025-26	Uncollected
			Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance	
141	General Purpose								
141 R 40110	---	---	13,923,273.00	0.00	13,923,273.00	0.00	0.00	13,923,273.00	
141 R 40115	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
141 R 40120	---	---	70,000.00	0.00	70,000.00	27,100.90	48,644.86	21,355.14	
141 R 40130	---	---	35,000.00	0.00	35,000.00	3,588.36	8,322.81	26,677.19	
141 R 40140	---	---	15,000.00	0.00	15,000.00	2,476.17	4,177.77	10,822.23	
141 R 40161	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
141 R 40163	---	---	75,000.00	0.00	75,000.00	0.00	6,024.77	68,975.23	
141 R 40210	---	---	8,600,000.00	0.00	8,600,000.00	708,779.43	1,404,305.57	7,195,694.43	
141 R 40275	---	---	165,000.00	0.00	165,000.00	15,841.54	30,624.71	134,375.29	
141 R 40350	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
141 R 40610	---	---	23,915,873.00	0.00	23,915,873.00	0.00	0.00	23,915,873.00	
141 R 40620	---	---	100,000.00	0.00	100,000.00	35,981.19	64,913.99	35,086.01	
141 R 40630	---	---	30,000.00	0.00	30,000.00	3,356.25	5,830.33	24,169.67	
141 R 40640	---	---	75,000.00	0.00	75,000.00	5,893.67	10,580.67	64,419.33	
141 R 41110	---	---	500.00	0.00	500.00	56.84	56.84	443.16	
141 R 43511	---	---	150,000.00	0.00	150,000.00	3,299.00	111,699.00	38,301.00	
141 R 43513	---	---	180,638.00	0.00	180,638.00	0.00	0.00	180,638.00	
141 R 43517	---	---	55,000.00	0.00	55,000.00	3,000.00	49,500.00	5,500.00	
141 R 43570	---	---	30,000.00	0.00	30,000.00	325.17	739.17	29,260.83	
141 R 43990	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
141 R 44110	---	---	350,000.00	0.00	350,000.00	4,776.12	88,584.39	261,415.61	
141 R 44120	---	---	30,000.00	0.00	30,000.00	2,737.50	3,925.00	26,075.00	
141 R 44121	---	---	200,000.00	0.00	200,000.00	1,350.00	70,475.00	129,525.00	
141 R 44122	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
141 R 44123	---	---	12,000.00	0.00	12,000.00	200.00	1,000.00	11,000.00	
141 R 44124	---	---	0.00	0.00	0.00	100.00	250.00	-250.00	
141 R 44125	---	---	35,000.00	0.00	35,000.00	3,569.00	7,643.00	27,357.00	
141 R 44126	---	---	7,000.00	0.00	7,000.00	0.00	0.00	7,000.00	
141 R 44131	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
141 R 44132	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
141 R 44133	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
141 R 44146	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
141 R 44170	---	---	2,500.00	0.00	2,500.00	497.25	995.25	1,504.75	
141 R 44520	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
141 R 44530	---	---	15,000.00	0.00	15,000.00	460.00	1,060.00	13,940.00	
141 R 44540	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
141 R 44560	---	---	0.00	0.00	0.00	0.00	120.00	-120.00	
141 R 44570	---	---	0.00	0.00	0.00	35.00	35.00	-35.00	

Fnd T Acct	Obj Prj Loc	Prg Acct	2025-26	2025-26	2025-26	September	2025-26	2025-26	Uncollected
			Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance	
141	General Purpose								
141 R 44990	---	---	500.00	0.00	500.00	9.29	9.29	490.71	
141 R 46510	---	---	14,023,793.00	0.00	14,023,793.00	1,402,379.30	2,804,758.60	11,219,034.40	
141 R 46511	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
141 R 46513	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
141 R 46515	---	---	345,000.00	0.00	345,000.00	0.00	0.00	345,000.00	
141 R 46590	---	---	0.00	0.00	0.00	9,267.40	750,449.87	-750,449.87	
141 R 46591	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
141 R 46592	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
141 R 46596	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
141 R 46610	---	---	23,000.00	0.00	23,000.00	0.00	0.00	23,000.00	
141 R 46612	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
141 R 46790	---	---	150,000.00	638,478.63	788,478.63	0.00	0.00	788,478.63	
141 R 46850	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
141 R 46980	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
141 R 46981	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
141 R 46990	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
141 R 47143	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
141 R 47145	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
141 R 47304	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
141 R 47590	---	---	0.00	0.00	0.00	842.71	1,095.76	-1,095.76	
141 R 48130	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
141 R 48990	---	---	75,000.00	0.00	75,000.00	0.00	0.00	75,000.00	
141 R 49700	---	---	0.00	0.00	0.00	0.00	1,300.64	-1,300.64	
141 R 49800	---	---	95,000.00	0.00	95,000.00	0.00	0.00	95,000.00	
141 -	---	---	62,784,077.00	638,478.63	63,422,555.63	2,235,922.09	5,477,122.29	57,945,433.34	

Fnd T Acct	Obj Prj Loc	Prg Acct	2025-26	2025-26	September 2025-26	2025-26	Encumbered	Unencumbered
			Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
141		General Purpose						
141 E 11130	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 E 71100	---	---	29,977,701.00	30,117,587.00	2,442,913.07	4,962,224.27	117,560.65	25,037,802.08
141 E 71150	---	---	117,000.00	117,000.00	0.00	57,342.35	0.00	59,657.65
141 E 71200	---	---	9,077,481.00	9,077,481.00	711,900.81	1,204,814.64	374,605.78	7,498,060.58
141 E 71300	---	---	0.00	290,947.17	13,718.09	14,183.30	1,273.53	275,490.34
141 E 72110	---	---	18,700.00	18,700.00	259.20	3,309.20	804.00	14,586.80
141 E 72120	---	---	905,575.00	905,575.00	84,793.43	132,452.82	2,396.94	770,725.24
141 E 72130	---	---	1,650,579.00	1,650,579.00	131,805.07	286,330.63	19,670.70	1,344,577.67
141 E 72210	---	---	3,793,713.00	3,806,937.56	308,196.67	631,903.91	70,454.89	3,104,578.76
141 E 72220	---	---	2,142,544.00	2,142,544.00	177,607.40	331,223.88	62,245.18	1,749,074.94
141 E 72250	---	---	1,617,257.00	1,748,140.90	240,623.98	643,240.11	7,096.81	1,097,803.98
141 E 72310	---	---	1,889,816.00	1,889,816.00	28,114.86	576,031.72	244,428.24	1,069,356.04
141 E 72320	---	---	612,433.00	612,433.00	49,184.21	124,232.36	15,506.62	472,694.02
141 E 72410	---	---	4,337,772.00	4,337,772.00	356,441.82	842,554.16	57,893.01	3,437,324.83
141 E 72510	---	---	896,204.00	896,204.00	76,724.87	194,283.74	2,911.73	699,008.53
141 E 72520	---	---	456,355.00	456,355.00	32,980.01	79,946.49	17,286.18	359,122.33
141 E 72610	---	---	4,751,574.00	4,763,611.00	400,857.01	1,372,407.49	219,904.57	3,171,298.94
141 E 72620	---	---	1,003,284.00	994,784.00	82,788.86	258,747.34	112,439.03	623,597.63
141 E 72710	---	---	3,120,514.00	3,180,514.00	222,876.49	538,114.11	107,495.45	2,534,904.44
141 E 72810	---	---	446,690.00	446,690.00	73,675.62	115,552.84	30,778.49	300,358.67
141 E 73100	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 E 73300	---	---	215,638.00	215,638.00	461.99	5,365.86	11,611.31	198,660.83
141 E 73400	---	---	568,300.00	568,300.00	58,865.44	94,362.85	360.03	473,577.12
141 E 81300	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 E 82130	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 E 82230	---	---	8,000.00	8,000.00	0.00	0.00	0.00	8,000.00
141 E 82330	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 -	---	---	67,607,130.00	68,245,608.63	5,494,788.90	12,468,624.07	1,476,723.14	54,300,261.42

Fnd T Acct	Obj Prj Loc	Prg Acct	2025-26	2025-26	2025-26	September	2025-26	2025-26	Uncollected
			Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance	
142		Federal Programs							
142 R 47141	---	---	327,238.00	0.00	327,238.00	0.00	0.00	327,238.00	
142 R 47143	---	---	852,697.00	0.00	852,697.00	0.00	0.00	852,697.00	
142 R 47145	---	---	26,295.00	0.00	26,295.00	0.00	0.00	26,295.00	
142 R 47146	---	---	47,301.00	0.00	47,301.00	6,175.70	6,175.70	41,125.30	
142 R 47147	---	---	28,654.00	0.00	28,654.00	0.00	0.00	28,654.00	
142 R 47149	---	---	0.00	0.00	0.00	3,639.18	3,639.18	-3,639.18	
142 R 47189	---	---	81,897.00	0.00	81,897.00	0.00	0.00	81,897.00	
142 R 47301	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
142 R 47303	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
142 R 47306	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
142 R 47307	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
142 R 47309	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
142 R 47311	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
142 R 47401	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
142 R 47402	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
142 R 47403	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
142 R 47404	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
142 R 47590	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
142 R 47990	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
142 R 49800	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
142 -	---	---	1,364,082.00	0.00	1,364,082.00	9,814.88	9,814.88	1,354,267.12	

Fnd T Acct	Obj Prj Loc	Prg Acct	2025-26	2025-26	September 2025-26	2025-26	Encumbered	Unencumbered
			Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
142		Federal Programs						
142 E 71100	---	---	198,545.00	198,545.00	85,288.56	90,310.74	24,841.08	83,393.18
142 E 71200	---	---	727,444.00	727,444.00	47,150.88	66,926.98	14,480.00	646,037.02
142 E 72110	---	---	0.00	0.00	0.00	0.00	0.00	0.00
142 E 72120	---	---	25,000.00	25,000.00	2,111.09	6,333.27	18,463.66	203.07
142 E 72130	---	---	12,129.00	12,129.00	2,540.36	2,540.36	1,705.20	7,883.44
142 E 72210	---	---	229,286.00	229,286.00	23,349.60	56,189.83	49,361.95	123,734.22
142 E 72220	---	---	51,849.00	51,849.00	0.00	0.00	0.00	51,849.00
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	---	---	0.00	0.00	0.00	0.00	0.00	0.00
142 E 72620	---	---	0.00	0.00	0.00	0.00	0.00	0.00
142 E 72710	---	---	22,551.00	22,551.00	2,062.91	2,327.71	0.00	20,223.29
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	---	---	97,278.00	97,278.00	0.00	0.00	0.00	97,278.00
142 -	---	---	1,364,082.00	1,364,082.00	162,503.40	224,628.89	108,851.89	1,030,601.22

Fnd T Acct	Obj	Prj	Loc	Prq	Acct	2025-26	2025-26	2025-26	September	2025-26	2025-26	Uncollected
						Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance	
143					Food Service							
143 R 43521	---	---	---	---	Lunch Payments-Children	652,000.00	0.00	652,000.00	0.00	58,251.50		593,748.50
143 R 43522	---	---	---	---	Lunch Payments-Adults	55,000.00	0.00	55,000.00	0.00	3,826.25		51,173.75
143 R 43523	---	---	---	---	Income From Breakfast	120,000.00	0.00	120,000.00	0.00	8,196.75		111,803.25
143 R 43525	---	---	---	---	Ala Carte Sales	260,000.00	0.00	260,000.00	0.00	20,203.35		239,796.65
143 R 43546	---	---	---	---	Contract for Food Services w/	0.00	0.00	0.00	0.00	0.00		0.00
143 R 43990	---	---	---	---	Other Charges For Services	75,000.00	0.00	75,000.00	5,050.53	10,248.63		64,751.37
143 R 44530	---	---	---	---	Sale of Equipment	250.00	0.00	250.00	0.00	1,650.00		-1,400.00
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	333.90	17,029.24		-17,029.24
143 R 46520	---	---	---	---	School Food Service	16,000.00	0.00	16,000.00	0.00	0.00		16,000.00
143 R 46980	---	---	---	---	Other State Grants	0.00	0.00	0.00	0.00	0.00		0.00
143 R 47111	---	---	---	---	USDA School Lunch Program	929,972.00	0.00	929,972.00	0.00	88,267.62		841,704.38
143 R 47112	---	---	---	---	USDA Commodities	158,556.00	0.00	158,556.00	0.00	0.00		158,556.00
143 R 47113	---	---	---	---	Breakfast	295,000.00	0.00	295,000.00	0.00	25,054.72		269,945.28
143 R 47114	---	---	---	---	USDA Other	141,455.00	0.00	141,455.00	0.00	9,047.83		132,407.17
143 R 47115	---	---	---	---	USDA Food Service Equipment Gr	0.00	0.00	0.00	0.00	0.00		0.00
143 R 47590	---	---	---	---	Other Federal Through State	0.00	0.00	0.00	0.00	0.00		0.00
143 R 47990	---	---	---	---	Other Direct Federal Revenue	0.00	0.00	0.00	87,607.42	96,750.53		-96,750.53
143 -	---	---	---	---	Food Service	2,703,233.00	0.00	2,703,233.00	92,991.85	338,526.42		2,364,706.58

Fnd	T	Acct	Obj	Prj	Loc	Prg	Acct	2025-26	2025-26	September	2025-26	2025-26	Encumbered	Unencumbered	
								Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance		
143							Food Service								
143	E	73100	---	---	---	---	Food Supplies	2,695,981.00	2,695,981.00	303,815.06		562,302.16	1,097,534.46	1,036,144.38	
143	E	73300	---	---	---	---	Community Service	0.00	0.00	0.00		0.00	0.00	0.00	
143	-	-----	---	---	---	---	Food Service	2,695,981.00	2,695,981.00	303,815.06		562,302.16	1,097,534.46	1,036,144.38	

Fnd T Acct	Obj Prj Loc	Prg Acct	2025-26	2025-26	2025-26	September	2025-26	2025-26	Uncollected
			Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance	
146		Community Service (MAC)							
146 R 43581	---	---	1,633,711.00	0.00	1,633,711.00	107,119.65	319,915.97	1,313,795.03	
146 R 43584	---	---	33,550.00	0.00	33,550.00	1,000.00	27,535.00	6,015.00	
146 R 43585	---	---	10,800.00	0.00	10,800.00	0.00	0.00	10,800.00	
146 R 43990	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
146 R 44120	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
146 R 44170	---	---	51,870.00	0.00	51,870.00	0.00	43.00	51,827.00	
146 R 44530	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
146 R 44570	---	---	1,800.00	0.00	1,800.00	0.00	4,156.64	-2,356.64	
146 R 44990	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
146 R 46590	---	---	80,000.00	0.00	80,000.00	0.00	0.00	80,000.00	
146 R 47590	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
146 -	---	---	1,811,731.00	0.00	1,811,731.00	108,119.65	351,650.61	1,460,080.39	

<u>Fnd</u>	<u>T</u>	<u>Acct</u>	<u>Obj</u>	<u>Prj</u>	<u>Loc</u>	<u>Prg</u>	<u>Acct</u>	<u>2025-26</u>	<u>2025-26</u>	<u>September</u>	<u>2025-26</u>	<u>2025-26</u>	<u>Encumbered</u>	<u>Unencumbered</u>
								<u>Original Budget</u>	<u>Revised Budget</u>	<u>Monthly Activity</u>	<u>FYTD Activity</u>	<u>Amount</u>	<u>Balance</u>	
146							Community Service (MAC)							
146	E	73300	---	---	-----	---	Community Service	1,658,842.00	1,658,842.00	142,993.68	348,741.61	11,197.03	1,298,903.36	
146	E	99100	---	---	-----	---	Operating Transfer	0.00	0.00	0.00	0.00	0.00	0.00	
146	-	-----	---	---	-----	---	Community Service (MAC)	1,658,842.00	1,658,842.00	142,993.68	348,741.61	11,197.03	1,298,903.36	

Fnd T Acct	Obj Prj Loc	Prg	Acct	2025-26	2025-26	2025-26	September	2025-26	2025-26	Uncollected
				Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance	
156			Debt Service							
156 R 40610	---	---	---	---	---	---	---	---	---	---
			Current Year Property Tax	8,574,972.00	0.00	8,574,972.00	0.00	0.00	0.00	8,574,972.00
156 R 40620	---	---	---	---	---	---	---	---	---	---
			Prior Year Property Tax	500.00	0.00	500.00	12,900.90	23,274.70		-22,774.70
156 R 40630	---	---	---	---	---	---	---	---	---	---
			Interest & Penalty	8,000.00	0.00	8,000.00	1,203.45	2,090.60		5,909.40
156 R 40640	---	---	---	---	---	---	---	---	---	---
			Pick-Up Taxes	25,000.00	0.00	25,000.00	2,113.17	3,793.68		21,206.32
156 R 44110	---	---	---	---	---	---	---	---	---	---
			Interest Earned	75,000.00	0.00	75,000.00	467.73	6,146.77		68,853.23
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	8,683,472.00	0.00	8,683,472.00	16,685.25	35,305.75		8,648,166.25

<u>Fnd T Acct</u>	<u>Obj Prj Loc Prg Acct</u>	<u>2025-26</u>	<u>2025-26</u>	<u>September 2025-26</u>	<u>2025-26</u>	<u>Encumbered</u>	<u>Unencumbered</u>
		<u>Original Budget</u>	<u>Revised Budget</u>	<u>Monthly Activity</u>	<u>FYTD Activity</u>	<u>Amount</u>	<u>Balance</u>
156	Debt Service						
156 E 72310	--- --- ----- --- Board Of Education Services	171,839.00	171,839.00	306.29	560.68	0.00	171,278.32
156 E 82130	--- --- ----- --- Principal	3,810,000.00	3,810,000.00	0.00	0.00	0.00	3,810,000.00
156 E 82230	--- --- ----- --- Interest	4,385,975.00	4,385,975.00	0.00	0.00	0.00	4,385,975.00
156 E 82330	--- --- ----- --- Other Debt Service	3,000.00	3,000.00	0.00	0.00	0.00	3,000.00
156 -	----- --- --- ----- --- Debt Service	8,370,814.00	8,370,814.00	306.29	560.68	0.00	8,370,253.32

Fnd T Acct	Obj Prj Loc	Prg Acct	2025-26	2025-26	2025-26	September	2025-26	2025-26	Uncollected
			Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance	
177		Capital Projects							
177 R 40210	---	---	0.00	0.00	0.00	0.00	0.00	0.00	0.00
177 R 40390	---	---	700,000.00	0.00	700,000.00	61,044.05	109,335.90	590,664.10	
177 R 44110	---	---	235,000.00	0.00	235,000.00	1,213.62	74,280.15	160,719.85	
177 R 44120	---	---	84,000.00	0.00	84,000.00	21,060.00	63,180.00	20,820.00	
177 R 44530	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
177 R 44540	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
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 -	---	---	1,019,000.00	0.00	1,019,000.00	83,317.67	246,796.05	772,203.95	

Fnd	T	Acct	Obj	Prj	Loc	Prg	Acct	2025-26	2025-26	September	2025-26	2025-26	Encumbered	Unencumbered
								Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance	
177								Capital Projects						
177	E	81300	---	---	-----	---	Education Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00
177	E	82130	---	---	-----	---	Principal	0.00	0.00	0.00	0.00	0.00	0.00	0.00
177	E	82230	---	---	-----	---	Interest	0.00	0.00	0.00	0.00	0.00	0.00	0.00
177	E	82330	---	---	-----	---	Other Debt Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00
177	E	91300	---	---	-----	---	Education Capital Projects	8,494,294.00	8,494,294.00	222,745.48	818,187.11	441,147.61	7,234,959.28	
177	E	99100	---	---	-----	---	Operating Transfer	0.00	0.00	0.00	0.00	0.00	0.00	
177	-	-----	---	---	-----	---	Capital Projects	8,494,294.00	8,494,294.00	222,745.48	818,187.11	441,147.61	7,234,959.28	

<u>Fnd T Acct</u>	<u>Obj Prj Loc</u>	<u>Prg</u>	<u>Acct</u>	<u>2025-26</u> <u>Original Budget</u>	<u>2025-26</u> <u>Budget Revisions</u>	<u>2025-26</u> <u>Revised Budget</u>	<u>September</u> <u>2025-26</u> <u>Monthly Activity</u>	<u>2025-26</u> <u>FYTD Activity</u>	<u>Uncollected</u> <u>Balance</u>
Grand Revenue Totals				78,365,595.00	638,478.63	79,004,073.63	2,546,851.39	6,459,216.00	72,544,857.63

Number of Accounts: 398

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

<u>Fnd T Acct</u>	<u>Obj</u>	<u>Prj</u>	<u>Loc</u>	<u>Prg</u>	<u>Acct</u>	2025-26 <u>Original Budget</u>	2025-26 <u>Revised Budget</u>	September 2025-26 <u>Monthly Activity</u>	2025-26 <u>FYTD Activity</u>	Encumbered <u>Amount</u>	Unencumbered <u>Balance</u>
Grand Expense Totals						90,191,143.00	90,829,621.63	6,327,152.81	14,423,044.52	3,135,454.13	73,271,122.98

Number of Accounts: 5165

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

FRANKLIN SPECIAL SCHOOL DISTRICT
Comparison of Sales Tax Revenue
FY 2024-2025 to FY 2025-2026

Received During	For the Month of	Actual Sales Tax Revenue				Increase (Decrease) FY25-26 from FY24-25		% Chg FY23-24 compared to FY22-23	% Chg FY24-25 compared to FY23-24	% Chg FY25-26 compared to FY24-25	% Chg FY25-26 compared to FY24-25
		FY22-23	FY23-24	FY24-25	FY25-26	Month-to-Month	Year-to-Date				
Aug	May	\$ 630,152	\$ 673,793	\$ 684,759	\$ 695,526	\$ 10,767	\$ 10,767	6.9%	1.6%	1.6%	1.6%
Sep	June	620,525	672,365	666,397	708,779	\$ 42,382	\$ 53,149	8.4%	-0.9%	6.4%	3.9%
Oct	July	605,780	652,325	684,031	732,024	\$ 47,993	\$ 101,142	7.7%	4.9%	7.0%	5.0%
Nov	Aug	586,419	638,368	697,116							
Dec	Sept	597,545	645,418	680,703							
Jan	Oct	584,861	654,065	684,296							
Feb	Nov	616,549	692,106	692,119							
Mar	Dec	753,642	852,757	858,135							
Apr	Jan	583,357	601,380	639,435							
ADA Adjustment		287,134	(107,591)	129,405							
May	Feb	536,943	592,528	591,374							
June	March	649,595	646,884	671,142							
July	April	632,614	665,765	719,004							
Total YTD		\$ 7,685,116	\$ 7,880,163	\$ 8,397,916	\$ 2,136,329	\$ 101,142					
FY 2025-2026 Budgeted Total					\$ 8,600,000						
Actual Over (Under) Budget					\$ (6,463,671)						
% of Budget Received YTD					24.8%						
ADA Adjustment (Sales Tax)											
19-20		-67,495									
20-21		-306,074									
21-22		-763,167									
22-23		287,134									
23-24		-107,591									
24-25		129,405									