

Board of Education Regular Meeting
February 8, 2021 6:30 PM
Remotely

- I. **MEETING CALLED TO ORDER**
- II. **PLEDGE OF ALLEGIANCE**
- III. **RECOGNITIONS/GOOD NEWS AWARDS**
 - III.1. **Proclamation and Pinning National Board Certified Teacher**
 - III.2. **Proclamation for Pupil Transportation Appreciation Day**
 - III.3. **Student Artist of the Month for February**
- IV. **REPORTS/PRESENTATIONS/DISCUSSIONS**
 - IV.1. **Teaching & Learning Spotlight**
 - IV.2. **Construction Report**
- V. **APPROVAL OF BOARD AGENDA**
- VI. **APPROVAL OF CONSENT AGENDA**
 - VI.1. **Minutes of Board Retreat dated January 9, 2021**
 - VI.2. **Minutes of Board Meeting dated January 11, 2021**
 - VI.3. **Surplus Property Authorization: 2009 Thomas Built Type D Bus**
- VII. **BUSINESS BEFORE THE BOARD**
 - VII.1. **Teachers Recommended for Tenure**
 - VII.2. **Director of Schools Performance - Total Composite Score**
 - VII.3. **New Policy: Threat Assessment Team (3.204) – *2nd Reading***
 - VII.4. **Policy Revision: Procedural Due Process (6.302) – *2nd Reading***
 - VII.5. **Policy Revision: Admission of Suspended or Expelled Students (6.318) – *2nd Reading***
 - VII.6. **Policy Revision: Physical Examinations and Immunizations (6.402) – *2nd Reading***
 - VII.7. **Policy Revision: Emergency Contact Information (6.410) – *2nd Reading***

VII.8. **Policy Revision: Students with Disabilities-Special Education Services (6.500) – 2nd Reading**

VII.9. **Policy Revision: Charter School Applications (1.901) – 1st Reading**

VII.10. **Policy Revision: Interscholastic Athletics (4.301) – 1st Reading**

VII.11. **Policy Revision: Medicines (6.405) – 1st Reading**

VIII. **DIRECTOR OF SCHOOLS REPORT**

IX. **UPDATES**

IX.1. **Teaching and Learning**

IX.2. **Finance and Administration**

X. **ANNOUNCEMENTS**

XI. **ADJOURNMENT**

Franklin Special School District Board of Education

Proclamation



Kiera Crite, National Board Certified Teacher

WHEREAS, education is the process by which one generation passes on to the next generation knowledge and passion for learning, and

WHEREAS, the success of this process is our insurance that future generations will achieve lofty goals and fulfill dreams, and

WHEREAS, teachers open children's minds to the magic of knowledge and dreams, and

WHEREAS, the National Board for Professional Teaching Standards has helped to reshape the public's perception of teaching, leading to a better appreciation of the demands on, and requirements for, accomplished teachers, and

WHEREAS, National Board Certified Teachers are creating more professional and educationally rewarding relationships among their colleagues, students, parents, administrators, and community, and

WHEREAS, National Board Certified Teachers have a mission to maintain high and rigorous standards for their profession and for their students, and

WHEREAS, Franklin Special School District recognizes that the addition of National Board Certified teachers to its classrooms enhances its mission to provide world-class educational experiences for all children.

THEREFORE WE, serving as members of the Executive Committee of the Franklin Special School District Board of Education, **DO HEREBY PROCLAIM** that **Kiera Crite** be commended for her contributions to the field of education and the lives of her students, for obtaining the elite title of National Board Certified Teacher, and for continuing to exhibit the very best in teaching and learning.

Presented the 8th of February 2021

A handwritten signature in blue ink, appearing to read "David Snowden".

David Snowden, Ph.D.
Director of Schools

A handwritten signature in blue ink, appearing to read "Robert Blair".

Robert Blair
Chairman



PROCLAMATION

OF THE FRANKLIN SPECIAL SCHOOL DISTRICT BOARD OF EDUCATION

WHEREAS, safe, reliable, comfortable and efficient pupil transportation and school bus service is an essential component of the Franklin Special School District's vision of "Excellence in Teaching and Learning for All"; and

WHEREAS, the dedicated members of the FSSD Transportation Team provide daily service to approximately 2,200 students, as well as service to hundreds more through field trips, special events, after school programs and athletics; and

WHEREAS, data shows that public schools pupil transportation service is, by far, the safest means for children to get to school and home again and that each school bus can relieve the traffic burden of the equivalent of forty passenger cars; and

WHEREAS, without public school buses, many Franklin children would not have access to safe and reliable transportation to school; and

WHEREAS, the school bus drivers, bus aides and support staff of the FSSD Transportation Department display a consistent commitment to safety, efficiency, professionalism and the health and well-being of our students; and

WHEREAS, even in the face of a global pandemic, these devoted employees have shown exceptional spirit in continuing to carry out their duties;

NOW, THEREFORE, we, the Franklin Special School District Board of Education, Franklin, Tennessee, do hereby proclaim February 23, 2021

Pupil Transportation Appreciation Day

and encourage everyone to join in acknowledging the contributions and services of our school bus drivers, aides and staff.

Presented the 8th day of February, 2021



David Snowden, Ph.D.
Director of Schools



Robert Blair
Chairman

FSSD Student Artist of the Month

Seanna Bucknor, age 14

Freedom Middle School



Freedom Middle School 8th grader Seanna Bucknor is the FSSD Student Artist of the Month for February. Seanna completed her beautiful sunset landscape in art teacher Nicole Goode's class during a study on plein-air art, impressionism and atmospheric expression. Students explored style, color and mixed media as they created a self-expressive landscape. Art standards such as foreground, middleground, background, horizon line, size, scale, clarity and value were discussed as students sought to answer the question of, "If you could go anywhere in the world and spend time outdoors, where would you go?" Seanna's beautiful representation of a South Carolina beach is a place that anyone would love to spend time! Her artwork will spread lots of cheer to FSSD employees who received a birthday card during the month of February!

A special thank you to **Sonic Drive-In** for sponsoring the student artist of the month program with a generous \$15 gift card.

FSSD Teaching and Learning

Excellence in Teaching and Learning for All



Date: February 1, 2021
To: David Snowden, Director of Schools
From: Mary Decker, Associate Director of Schools for Teaching and Learning
Subject: Summary of Teaching and Learning Activity for the February Board Meeting



Spotlight:

This month the spotlight illuminates the FSSD Strategic Plan – Reach 2024 – and the progress toward its realization that has been made thus far. The strategic plan, which spans 2019-2024, focuses on four priority goals:

- Literacy
- Student Well-Being
- Equity in Facilities
- College and Career Readiness

The FSSD Strategic Plan was developed following an extensive input-gathering process during which feedback was garnered from all stakeholders, including students, parents, community members, administrators, faculty, and staff. Additionally, the results of the 2018 AdvancEd (now Cognia) accreditation process factored substantially into the creation of the strategic plan.

Below please find a graphic detailing the key accomplishments to date related to the strategies outlined for each of the four strategic plan goals.

Franklin Special School District Strategic Plan Progress Report: Year 2

The Franklin Special School District Board of Education completed a strategic plan spanning 2019-2024. After gathering input from stakeholder groups, as well as the findings of the 2018 AdvanceEd (now Cognia) accreditation process, the Board identified the following four goals as priorities. Since its approval, the FSSD has seen positive movement toward all goals through key accomplishments in each area.





Goal: Literacy

By 2024, FSSD will achieve a 75% proficiency level on the state achievement measure (TNReady) and a Level 5 on state growth measure (TVAAS).

Strategies:

- CORE Literacy and Content Area Instruction
- Professional Learning (PL) Offerings
- Effective Interventions
- Monitoring Literacy Goal Progress

Key Accomplishments:

- High-quality ELA adoption implemented, with ongoing professional learning, in 2020-2021.
- Lunch & Learns continue to drive targeted, differentiated PL with an emphasis on literacy.
- STAR, i-Ready ELA, and Aimsweb district assessment data support alignment of literacy interventions - (which we constantly reevaluate) - particularly crucial after the March 2020 extended closure.



Goal: Student Well Being

By 2024, the FSSD will increase support for students mental, emotional and behavioral health, which will be evidenced by annual reviews of each strategy to determine change, expansion and documentation of support.

Strategies:

- Therapy Dog Program
- Mercy Clinic Partnership Expansion
- Expand Implementation of Positive Behavior Supports (RTI2-B)
- Social Emotional Learning (SEL) Professional Learning (PL)
- Student Advocacy

Key Accomplishments:

- Therapy dog Mattie is part of the JES culture and works in the FIS Media Center once a week.
- A Mercy Clinic counselor provides support in every school.
- Inclusion of community partners (e.g., in-school Mercy representatives) in district-level RTI2-B collaborations.
- PL specific to teaching in trauma, resilience, and well-being offered.
- A philosophy of student advocacy is embraced on each school campus and at the district level. Trauma-informed practices are key.



Goal: Equity in Facilities

By 2024, all campuses will have equitable and appropriate spaces and systems in place to support the FSSD's mission to foster academic, social, emotional, physical, and creative development in each student.

Strategies:

- Poplar Grove Elementary Gym
- FSSD Performing Arts Center
- Central Office Annex
- Middle School Athletic Facility, Parking, & Field Updates
- Cafeteria Improvements
- Security/Safety Enhancements
- School Improvements
- Maintenance & Transportation Facility

Key Accomplishments:

- New PGE Gym/FSSD Performing Arts Center in progress.
- Central Office Complex plans in discussion.
- Value engineering to begin on Parks & Recreation master plan in February 2021.
- 4 major cafeteria improvements completed.
- Upgraded / expanded security cameras system at FES, FIS, PGES, PGMS.
- LES Phase 1 of remodel underway
- April bid for FES re-roof and JES re-roof & kitchen expansion.
- Investigating options for Maintenance & Transportation Facility.



Goal: College and Career Readiness

By 2024, students will be able to match their strengths and interests to prepare them for college and career.

Strategies:

- Student Advocacy
- Exposure to Higher Education
- Career Exploration
- High School Transition

Key Accomplishments:

- Philosophy of student advocacy.
- February 2020 8th Grade Columbia State Community College visit.
- Virtual Career Quest.
- Computer Science Foundations High School Credit Course at FMS.

Instructional Technology – Josh Bracamontes

Elementary Virtual Teacher Collaboration

- A collaboration day for elementary teachers serving students in a virtual environment took place on January 22. During the morning portion of this event, Mr. Bracamontes, Dr. Decker, Dr. Looney, and Dr. Wiemers designed and led activities that provided knowledge critical for instruction in the virtual setting. The session began with time for reflection on the first semester's successes and challenges with a specific focus on adjustments to make the second semester even stronger. Winter benchmark data was reviewed, and virtual student data was compared with data of students in the traditional setting. Strategies for small group reading and various student engagement methods were provided for teachers to implement when it works best for their students. Finally, specific information was reiterated that was relevant to teachers in the virtual setting, including the requirement that students engage with TCAP state testing and the CogAT assessment in person, as these assessments are not available virtually.

Virtual Learning

- 15% of the overall student population within the FSSD has chosen the virtual learning option for the second semester of the 2020-2021 school year. This number is a testament to the success of the virtual learning program and the virtual teachers' expertise, as 60% of all families who opted into virtual learning at the beginning of the school year have elected to continue in that manner through the remainder of the year. Broad support will continue to be provided to teachers, students, and families who are engaging in virtual learning. This support is informed by teacher and administrator requests as well as universal screening and other class-level data. A preliminary overview of the elementary universal screening data for virtual students is very encouraging, and more in-depth analysis is currently taking place for all grade levels.

Building-Level Instructional Technology Leader Mid-Year Update

- The expert teachers who are serving their peers in this vital role have been critical to the success of virtual instruction during the first half of the 2020-2021 school year. Many opportunities for support have arisen for these individuals as they have served teachers one-on-one, in grade-level teams, within whole-school faculty meetings, and by providing district-wide professional learning opportunities. They are continuing to engage students, teachers, and families as they complete the annual Common Sense Media certification requirements, which signifies a deep commitment to digital citizenship. As a testament to the exceptional support they provide to their colleagues, half of all building-level teacher of the year winners

also hold this instructional technology leader position. They are: PGMS - Laura Boyd; MES – Mandy Wiemers; LES – Katie Giles; JES – Drew Wilkerson.

Curriculum & Professional Learning – Summer Carlton

January 4th District Professional Learning Day

- Teachers, paraprofessionals, and other staff engaged in a day of professional learning that included campus PLC time, across-district grade level/content area collaboration time, and the choice of two of the below professional learning opportunities to support educators in teaching and learning for both in-person and virtual instruction.
 - **Becoming the Village: Steps to Ensure Student Engagement & Success:** There is an old African proverb: “It Takes a Village to Raise a Child”. Participants of this session will take a reflective look on our instructional and cultural practice and how members of a school community can co-create classroom and school environments that honor the diversity of student voice, choice and need. This session will also model strategies to support multimedia integration and collaborative teaching and learning practice. Facilitated by Gabriel “Asheru” Benn - veteran educator, Peabody-Award winning writer, and ASCD Faculty member.
 - **Knowing is Half the Battle! Teaching and Learning for Depth of Knowledge:** What exactly is depth of knowledge? How do Webb’s DOK Levels describe and designate four different and deeper contexts and ways in which students could demonstrate their learning? Why is the DOK Wheel inaccurate? Learn how you teach and learn for depth of knowledge and use Webb’s DOK Levels as a multi-tiered system of support to deliver instruction, provide interventions, make modifications, and offer opportunities for extension of student learning.
 - **Engaging ALL Students in the Virtual Classroom:** This session will give teachers time to explore the variety of engagement strategies that are useful in the virtual classroom, as this setting is vastly different than the in-person classroom. Recognizing those differences and considering strategies to enhance instruction and opportunities to interact with the learning will take center stage as teachers expand their repertoire to ensure all students have access and interactions with the content.
 - **Supporting Student Self-Evaluation** This session will identify ways that teachers can support students in their own self-evaluation. Showing students how to stop and think about how they are feeling, recognizing whether or not they are doing their best work, and understanding what they want to work on or improve. This type of mental shift requires the student to take ownership of his or her own work instead of handing it in to the teacher and asking if it is good. This process looks very different for the students in kindergarten than the students in sixth grade, but is still a critical skill for the lifelong learners we are helping to build.
 - **Challenging Gifted Students: Special Session for Accelerated Learning Specialists:** This session will highlight ways to infuse problem-solving, critical thinking, and creative thinking to ensure students are engaged and sufficiently challenged during instruction. These strategies can be applied to literacy content and integrated into a variety of content areas.
 - **Bump it Up-Challenging Advanced Learners in the Classroom:** This session will provide ideas for “bumping up” grade-level tasks through adding depth, complexity, and critical thinking in classroom instruction. The presentation highlights how these features challenge and support continued learning for advanced students.

- **Achieve3000 and Student Engagement:** Participants will practice strategies to: engage students in collaborative discussion around a piece of text, cite evidence from text, gather information from peers, and synthesize information and to promote independent thinking, information sharing, and consensus through discussion.
- **ALL Block Open Up ELA Adoption Training:** This session will be the second part of the Open Up ALL Block training for the new ELA adoption.
- **Heggerty Phonemic Awareness Pre-K Training:** The phonemic awareness professional development webinar, provided by a knowledgeable literacy specialist, provides educators with an overview of the Heggerty Phonemic Awareness curriculum. Participants will learn about the lesson components and activities included in the Pre-K version. The session will define phonological and phonemic awareness and how they differ from phonics. A brief overview of the research behind the curriculum will be provided. The ten components included in the phonemic awareness curriculum will be defined, and a review of the scope and sequence for each skill over the 35 weeks of lessons will be provided.
- **Teaching in Trauma: Informed Instruction:** Today more than ever, we must consider the social and emotional learning needs of students. Learning and the brain are greatly impacted during trauma. Communication and processing are pressed and sometimes distorted during crises. Come and learn practical skills for teaching and reaching students with anxiety, physical, social, and emotional stressors. Walk away with a better understanding of learning during trauma and the impact of stress and crisis on the school climate.
- **Taking the Numb out of Number Sense with Fluency-Building Activities:** Fill your instructional toolkit with effective, hands-on approaches to helping young learners reason with numbers, recognize relationships and patterns, and focus on sense making. Learn about no-to-low-prep, ready-to-use materials and countless ideas to energize your instruction around such concepts as subitizing, counting on, comparing numbers, making ten, and the part-part- whole relationship of addition and subtraction. Your students will become mathematically confident and eager for more!
- **Success with Fact Fluency:** Students should know their math facts (both addition/subtraction and multiplication/division) by the end of third grade...but, do they? Sadly, not always. Take the mystery out of mastering math facts: explore what fact fluency means, and learn how to build up your students' fact fluency with the use of individualized math fact folders and math fact games. Content in this session centers around 3-5 grade level standards and can be utilized for middle school intervention.
- **I Do, We Do, You Do Needs a Redo Math Training:** This session flips the script in math instruction! This gradual release model has been proven ineffective in math instruction. This session will explain the research behind why we should change to a more exploratory and discovery approach in mathematics and how this can be done with your current text and/or other resources. If you're familiar with the Structures and Routines of a Lesson from the Institute for Learning that was used by the state department in trainings for several summers, you will recognize this model for instruction.
- **Imagine Language & Literacy: Reports & Resources:** Attendees will take a deeper dive into Imagine Learning tools for virtual/traditional direct instruction and participate in guided analysis of student data. Participants should come ready to log into their teacher portal and engage in collaborative activities to strengthen their implementation!
- **Civil Rights: Our Global Lineage 6th Grade Curriculum Implementation:** Professional development and faculty support for sixth grade teachers who will be implementing the new Civil Rights: Our Global Lineage curriculum.

- **Science: Instructional Sequence Matters:** This session will highlight the importance of how instruction is sequenced in the science classroom and strategies to lead students as they develop explanatory models and other virtual science strategies to build discourse. Simple shifts in the way content is arranged will help students construct knowledge while allowing the teacher to assess learning and adjust instruction. Participants will learn virtual strategies for developing and using models in an in-person or virtual classroom.
- **STEMScopes- Deep Dive:** This session will explore STEMCoach in Action, linking literacy and leveled reading passages using the Teacher Toolbox Resources, Stemscoopedia for notes and highlighting, the assessment tools, and building student-centered lessons using STEMscopes.
- **Grammar: Van Cleave Practices:** This session will focus on teaching grammar based on the ideas and strategies addressed in Writing Matters: Developing Sentence Skills in Students of All Ages by William Van Cleave. We will look at pacing, direct instruction, and student practice. Integration of Van Cleave's activities and approaches with Wonders will be a focus.
- **Writing: Van Cleave Practices:** This session will focus on teaching the writing process starting at the sentence level and progressing to a well-written paragraph or essay. We will primarily look at and practice the concepts addressed in Writing Matters: Developing Sentence Skills in Students of All Ages by William Van Cleave. Expository, opinion, text-based, and narrative writing will be discussed.
- **Ensuring Quality IEPs, Processes & Procedures:** This session is for all certified special education staff. Special education teachers, school psychologists and related service providers will review the components of the IEP using the IAIEP Self-Assessment Tool, allowing participants to identify IEP compliance concerns, areas of strength and areas needing additional support. Participants will also review and discuss other components of the IEP process.
- **Zoom & Google Suite for Paraprofessionals:** During this interactive session, paraprofessionals will learn about Zoom. Participants will access Zoom accounts, edit settings, start meetings, and create and manage breakout groups. After interacting with Zoom, participants will have time to seek support covering Google Suite for Education, as a follow-up to the paraprofessional session in August. Come with a charged district device.
- **Teaching General Music during COVID-19 through the Lens of Kodaly & Feierabend Approach Webinar:** Music teachers will watch the "Teaching General Music during Covid-19" webinar during session 1 and be prepared to analyze and discuss during session 2.
- **K-8th P.E. Collaboration:** This session will provide an opportunity for the K-8 P.E. teachers to complete the CSH Advisory Mini-Grant Application. K-8 P.E. teachers will also collaborate and plan for in-person and virtual learning in the second semester and discuss the safety protocols in a P.E. class with a district nurse.
- **Building Community Through Color & Painting by Number:** In this hands-on workshop, arts educators will learn a transfer technique that can turn any photograph or image into a paint by number work of art. Through discussion we will explore how creating names for colors builds community and how choice of image tells a meaningful story for each artist. The emphasis for story will be placed on the history of place and people. Educators will also learn what materials and supplies are needed to create this project with students. This workshop integrates literacy, history and art skills.

Quarter 3 Lunch & Learn/Discuss & Design Meetings

- Via Zoom, Mrs. Carlton and Dr. Decker have begun meeting with committees at each campus for the Quarter 3 Lunch & Learn/Discuss & Design meetings. Principals selected members of their committee to represent all grade levels, core content areas, related arts, special populations, counselors, and paraprofessionals. The focus of Quarter 3 Lunch & Learn/Discuss & Design is data-based professional learning needs for spring and summer 2021. Dr. Decker and Mrs. Carlton will complete these meetings at the beginning of February.

TDOE Self-Assessment Monitoring

- Mrs. Carlton completed the [ESEA/IDEA Results-Based Self-Assessment Monitoring](#) for the Tennessee Department of Education over professional development. This included a self-assessment around professional development focused on items such as state standards, the district's behavior intervention program, ELL WIDA standards and services, special education updates, laws, and services, parent and family engagement, pre-kindergarten, and differentiated instruction.

CLP Mid-Year Review

- Mrs. Carlton and Dr. Kirkpatrick completed a section of the mid-year review over the district's Continuous Learning Plan (CLP). Mrs. Carlton and Dr. Kirkpatrick reviewed the successes and challenges related to instructional planning for remote and virtual learners, specifically at-risk or vulnerable students. Campus principals were asked to provide feedback with regard to these successes and challenges and then the feedback provided was summarized for the CLP mid-year review.

Communications – Susannah Gentry

United Way Campaign

- The FSSD's United Way campaign was held in December with an online donation option, reducing the need for forms and pickup of materials by staff. The campaign was well-received in a difficult year and we appreciate the United Way's flexibility in moving the campaign to a later date and providing the online options.

New FSSD Website

- The website is close to complete with webmaster training to be scheduled this month. We are excited for the new site as well as the ADA compliance it will provide.

Programs Communications

- Communications efforts this month include the promotion of the voluntary pre-k and the special education preschool peer model programs. Also advertised was the virtual Honors Program Parent Informational Meetings that were held on January 26 and 28.

Career Quest

- Susannah worked with Human Resources to develop a virtual booth for the FSSD/WCS CareerQuest, complete with pictures, a video and links to important information from the website.

Legacy Gallery

- Work continues on the Legacy Gallery with Dr. Alisha Erickson and the Dalton Agency designers. The goal is to create an impactful and engaging “welcome center” for the Performing Arts Center.

Attendance – Celby Glass

Attendance

- At this point in the year, much of Celby’s work related to attendance is focused on scheduling Tier 3 truancy meetings. Due to COVID-19, these meetings are being held via Zoom or telephone.
- Additionally, for any student that is not attending school regularly - virtually/remotely or in-person - truancy petitions are being filed.
- Celby recorded an instructional video via Screencastify and shared it with school administrators to provide a review of the procedures related to attendance recording and protocols for our virtual and remote learners. Celby requested that administrators share this information with their faculty.

Safety

- COVID-19 vaccination plans for FSSD staff are in development. It is unclear at this point, when and where these vaccines will take place, but Celby is working with multiple district staff personnel and community partners to iron out these logistics and details. This planning is a large portion of her work at this point and is a primary focus for her during these weeks.
- Regular meetings are being held with these agencies so that we can continue to develop systematic processes and protocols this year in the midst of the COVID-19 pandemic.

COVID-19 Vaccines for FSSD Employees

- We are pleased to share that the district will partner with the Williamson County Health Department and the Williamson County Emergency Management Agency to plan, schedule, and administer all FSSD staff COVID-19 vaccines for those that wish to receive a vaccine. Once phase 1B opens to include K-12 schools staff, a day will be chosen on which all FSSD staff will report to the Williamson County Agricultural Center at a designated appointment time to receive their vaccine. The Agricultural Center will be primarily staffed and managed by the Health Department. FSSD nurses will also administer vaccines and other FSSD staff volunteers will assist with ancillary tasks. The Emergency Management Agency and the Williamson County Sheriff’s Department will monitor traffic, as well as other areas on the grounds, and an EMS unit will be stationed outside on standby. We greatly appreciate these partners aiding in such an important effort for the Franklin Special School District.

Student Support Services – Lee Kirkpatrick

Early Childhood Education

- The voluntary pre-k (VPK) application process for the 2021-2022 school year opened on January 25, 2021. Links to the English and Spanish VPK Application may be accessed on the FSSD web site under Parent Information-Early Learning. <https://fssd.org/parent-information/early-learning/>.
 - Dr. Kirkpatrick will mail the required TDOE income-qualifying portion of the application to all families who complete an online application the week of March 1-5. FSSD families with a child born on or between August 16, 2016, and August 15, 2017, are eligible to apply.

Approximately 100 student seats will be open to families who meet Tennessee income qualifications.

- The Tennessee Voluntary Pre-K Grant Application due date is February 26. Districts should receive notice from TDOE regarding program funding by April 2. This process has been moved up in the school year to allow districts more time to plan, recruit families and work within the budget planning process followed by all LEAs.

English Language Learners

- Building testing coordinators and EL teachers are preparing for the upcoming WIDA ACCESS English Language Assessment to be conducted beginning February 2 and concluding March 26. The EL District Committee will conclude its work by spring break, culminating in recommendations made to the Teaching and Learning Team that are informed by research and district-wide survey data. The end result will be shared with the Leadership Team and Board of Education in April.

School Counselors, Social Workers and Parent Liaisons

- National School Counseling Week 2021, with the theme “School Counselors: All in for All Students,” will be celebrated February 1-5, 2021. The FSSD School Counseling Team makes a tremendous positive impact on our students and their families, and we are thankful for the professional commitment they have made to removing social-emotional barriers to learning.
- The critical roles fulfilled by our school counselors, social workers and parent liaisons during the pandemic have been heightened, as all have been impacted in profound ways by the COVID-19 virus.

Career Quest 2021

- On January 28, all FSSD eighth grade students joined Williamson County Schools eighth-tenth graders for the first virtual Career Quest. This career exploration event was a collaborative effort between the FSSD, WCS and Junior Achievement (JA) of Middle Tennessee. The JA Inspire Curriculum, combined with the YouScience Career Assessment, helped to create a student profile guiding students to careers aligned to their strengths and interests. Career Quest 2021 is yet another example of the pandemic necessitating significant change.
- The meaningful partnership between both school districts and Junior Achievement created an innovative and engaging learning platform for our students. We look forward to continuing to improve our partnership with JA resulting in rich career exploration experiences for our students approaching high school.

Reading & Rtl Coordinator – Gina Looney

Reading Update

- Coaches continue to support teachers with the newly-adopted reading materials. We are encouraged that teachers seem to be making better use of these high-quality resources this year more than ever before. Dr. Looney and Dr. Decker have been emphasizing the use of district-adopted resources for many years.
- Students in grades three and four completed a practice writing assessment in late January or early February (school choice) on opinion writing. Teachers have been supported by coaches to work through the instruction of opinion writing leading up to this assessment. Assessment times and materials will be used to make this practice test as similar as possible to those used in the state assessment.

- In the months ahead, schools will work to address the third-grade non-proficiencies that exist. This effort is required by the state law passed in 2011. We delayed the start of this process from fall to spring, since after-school tutoring is now possible for all five elementary schools.
- From the district perspective, Dr. Looney has been assisting with data, digital, intervention, and virtual needs as requested. Most recently, she has been teaching some intervention with first grade students as a model for the paraprofessional who will take over the group.

Dyslexia/RTI Update

- Recently the RTI2-B district team met with our Vanderbilt University support person, Melissa Hine, to set goals for our work with the TBSP (behavior support) plans for the district. The regular support we get from Ms. Hine has helped make us more successful with our behavior efforts, which is probably why we have so many schools being recognized as model sites.
- We have completed the universal screening for math and reading for winter for in-person and virtual students. Data for this will be provided in the March board report.

Special Populations –Cheryl Robey

Middle TN Supervisors of Special Education Study Council

- On December 3 and 17 and January 14, the Middle Tennessee Special Education Supervisors Study Council met for continued collaboration and discussion around the impact of the pandemic and rendering services for students with disabilities.
- During these meetings, the group discussed Medicaid reimbursements, the new education legislation, and the upcoming Tennessee Association for Administrators in Special Education (TAASE) conference. Tennessee Department of Education (TDOE) representatives attended the study council meeting on December 17 to share information regarding upcoming reports, the Special Education (SPED) Institute, the Partners in Education (PIE) Conference, IEP Self-Monitoring, Tennessee's Early Intervention System (TEIS), and the Teaching All Students Grant (*high school-specific*). The group also discussed IEP components and protocol, the SPED Task Force/Advisory Team currently being implemented by the TDOE, and ESSER 2.0 funds.

SPED Director's Take a SEAT Overview Webinar

- On December 1, Dr. Robey participated in this very beneficial webinar. Sarah Blumberg and Ellen Casale from Vanderbilt University Special Education Department, Severe Disabilities Program, shared an overview of their training format, legal topics and content. They also shared some of the resources that were created to meet the needs of building-level administrators.

Special Education District-Wide Professional Learning Community

- The fourth district-wide PLC meeting took place on December 8 via Zoom. The team discussed the overall well-being of the special education staff as they are continuing virtual learning, in-person learning, IEP meetings, and addressing the individual needs of students with disabilities. We discussed the implementation of district-wide special education mentors and continued the discussion regarding special education programs and resources for students with disabilities.

2020 TAASE Virtual Legal Conference

- From December 7-9, Dr. Robey, all FSSD school psychologists, and several FSSD administrators attended the TAASE Legal Conference. The information provided during the sessions was applicable, beneficial and supportive to districts during our current circumstances of educating students during a pandemic. The sessions included:
 - Panel discussion with Chuck Cagle (lawyer), Donna Wright (superintendent) and Andrew Brown (high school principal) to address specific topics of concern within our schools and districts
 - Personnel Problems in a Pandemic, 504 Eligibility and COVID Considerations
 - Covid-19 and 504: Impact Issues and Suggestions for Best Practices
 - COVID-19 School Closures and Special Education: Compensatory Education and Recovery Services
 - Covid-19: Implications for Students with Disabilities
 - Giving Your Lawyer the Tools to Win
 - Overview of Results-Based and IEP Self-Monitoring and Common IDEA Compliance Trends
 - Parental Decision-Making: Whose Voice Matters?
 - Resources for Providing Access to SWDs during COVID
 - Role of the Administrator in IEP Meetings
 - Wading through Legal Waters of Behavior, Discipline and Manifestation Determinations
 - New Legal Requirements for Child Abuse Reporting; Discipline of Students with Disabilities

Special Education Newsletter

- The December FSSD Special Education newsletter may be accessed at the following link: <https://www.smores.com/93tb0>
- The January FSSD Special Education newsletter may be accessed at the following link: <https://www.smores.com/u32kb>

Ensuring Quality IEPs, Process and Procedures

- On the January 4 district professional learning day all FSSD certified special educators participated in this session led by Ms. Diane Miller, FMS Special Education Teacher. Participants included special education teachers, school psychologists and related service providers. During the session participants reviewed the components of the IEP using the IAIEP Self-Assessment Tool. Using the IAIEP Self-Assessment Tool allowed participants to identify IEP compliance concerns, areas of strength, and areas needing additional support. Participants also reviewed and discussed other components of the IEP process.

Early Childhood Professional Learning Community

- On January 14, special education pre-k teachers and voluntary pre-k teachers met to discuss protocol for more efficient PLC meetings. The teams will have joint PLC meetings, site-based PLC meetings, and group-specific PLC meetings. This new structure will increase participation of site-based and district administration and will address more specific concerns within the teams.

Instructional Technology – Amber Whitley

Paraprofessional Professional Learning

- As students and staff are excluded from school due to COVID-19 exposure or a positive test, it is critical that all educators have received professional learning on how to successfully utilize district resources. During the January 4 district professional learning day, Amber led two sessions for paraprofessionals covering Zoom. During these sessions, paraprofessionals from across the district learned how to adjust their account settings to maximize the features within the Zoom platform. They also participated in a Zoom meeting where they were shown how breakout rooms and the polling feature could be integrated into a lesson. Afterwards, they practiced hosting a meeting to ensure all settings were working properly.

Beacon 24/7

- The district began using GoGuardian's Beacon feature last fall. This product monitors student online behaviors and notifies school administrators and select district leaders through an email when behaviors of concern are exhibited. The district recently purchased an upgraded package called Beacon 24/7. This product provides phone notifications outside of school hours for school administrators and select district leaders to contact a parent/guardian if a student is exhibiting self-harm behaviors, which ensures someone is immediately made aware of this critical information.

Teacher Support

- Because many virtual students returned to in-person learning after winter break, quite a few student schedules had to be adjusted in Skyward. Amber worked with teachers, coaches, attendance secretaries, and Drew Bingham when small idiosyncrasies were identified. These were typically resolved by a schedule adjustment in Skyward, additional product being added in district platforms (Savvas, StudySync, Renaissance), or by providing additional support/instruction to teachers when appropriate.
- Amber continued meeting with teachers who have received new technology over the past semester (additional monitors, document cameras, ActivPanels) to help them streamline their technology integration in order to make their lessons flow more smoothly.
- The district has a few students who need closed captioning support when attending a Zoom meeting. For this, the district has purchased a program called Streamer. When the platform was not working properly for a teacher and student, Amber was contacted to troubleshoot. Amber worked with the company to resolve the issue within an hour.

Student/Family Support

- The district has also enrolled some virtual students who are entirely new to FSSD. Amber provides support to new virtual students and parents as needed via Zoom, to walk them through utilizing Clever and Google Classroom. She also follows up with teachers and school administrators so they are aware of the support.

Student Performance & Federal Programs –Pax Wiemers

Student Performance

- In early January, Pax met with the building testing coordinators (BTCs) (an assistant principal at each school serves in this capacity). At this meeting, the team discussed many topics, including preparing for the upcoming WIDA testing for ELL students, discussing priorities for the creation of the district's TCAP testing schedule and making proposed calendars to share with Leadership, and beginning to consider possibilities for scheduling virtual students to go to

school buildings for mandatory state testing. Since that meeting, Pax presented some options to Leadership for the district testing calendars for grades 3-4 and grades 5-8. Schools chose the version they preferred, and the district testing calendars were finalized shortly thereafter.

- Pax has also been working with various stakeholders to prepare for the WIDA testing for all active ELL students. The window for this testing is February 2 to March 26. The BTCs have some preparatory work in reviewing and updating student data in the online platform. The ELL teachers at each school will work with their BTC to create a WIDA testing schedule for their building, as they conduct testing with students individually or in small groups. The district's technology personnel are ensuring that our Chromebooks are updated and able to perform the operations for this testing, and Dr. Kirkpatrick is working with the ELL teachers to assist with the planning of logistics for testing. Everything is on track at the moment to begin testing when schools are ready, once the testing window opens.
- Much preparation of materials has gone into planning for the Honors Program Virtual Parent meetings that were held on the evenings of January 26 and January 28. Due to the pandemic, the Administrative Honors Committee decided to hold these annual meetings over Zoom this year. Pax created a flyer that was provided to the three 5-8 schools and sent home with all students. Pax and several members of the committee updated the slideshows with current information to share during these virtual meetings. In addition, the virtual meeting on January 28 was exclusively in Spanish, and Pax worked with Diane Price to get the slideshows translated. Together, Diane, Pax, and Dr. Decker hosted that meeting for our Spanish-speaking families. The biggest change in the Honors Program for next school year will be the use of district benchmark scores in qualifying students for honors classes. This change was necessary due to the lack of TCAP scores from this past year, and the committee decided that additional testing was not necessary, as we could utilize the STAR Reading and i-Ready Math benchmark assessment results that were already scheduled.
- In collaboration with several other members of the Teaching & Learning team, Pax prepared for the K-4 virtual teachers' PLC meeting that took place on January 22. At this meeting, Pax was able to share winter benchmark data for STAR Reading, i-Ready Math, and Aimsweb Reading for K-4 schools. The data were also disaggregated to show the proficiency percentages for virtual students on the benchmark assessments. Virtual teachers had a chance to review their own data in comparison to the district data and reflect upon the needs of their students and classes.

Federal Programs

- In early January, the FSSD was provided with communications about the ESSER (Elementary Secondary Schools Emergency Relief) 2.0 grant that would be available to our district in the early part of 2021. The district received notice that we would receive approximately 1.3 million dollars through this fund. Preparations and discussions have been ongoing among numerous stakeholders about the priorities for the use of these funds. Once a firm plan has been determined, Pax will begin working on the application for this grant in ePlan. This process will extend into February. Once our application is submitted and approved by the state oversight directors, then the district will be able to utilize these funds for the designated projects and uses.
- In late January, Pax submitted the annual report of Non-Public/Private Schools who have opted into participating in federal program funding, as well as those who opted out. This occurs every January, in order to provide equitable services to local non-public/private schools. Three local schools have opted into participating with FSSD in Title II funding, which will grant them a designated percentage of funds to use for professional development during the 2021-22 school

year. Pax will work with these schools to ensure that funds are distributed and allocated equitably.

- Several district personnel are currently working on required monitoring for federal programs. This year, the district was informed that we would conduct a self-assessment monitoring report in ePlan. This process began in January and must be completed by March 1. Each member of the monitoring team has designated sections of this self-assessment that they are responsible for completing, and Pax and Dr. Decker will review each part, communicate any need for revisions to the team members, and then submit our monitoring report.
- The annual District Improvement Plan also opened in early January to allow the creation of the district plan for the 2021-22 school year. This project must be submitted through the InformTN platform. Pax and Dr. Decker created a small committee of relevant district personnel. This committee met first on January 12. They reviewed the deadlines and expectations of the process, and Pax walked them through a review of the InformTN platform. Each member of the committee is responsible for making revisions to their designated goals, strategies, and actions steps, and the team met again on January 27 to review these plans. The next phase of this process will consist of updating our needs assessment, writing responses to the other prompts in the platform, meeting with a representative group of parents to solicit feedback, and presenting the proposed plan to district and school leaders, and submitting the plan by March 1.



Bond Fund/Capital Projects Report Status Update – February, 2021

1. PGS Gym/PAC:
 - a. Foundations are in progress at the Gym
 - b. Concrete walls mostly completed at PAC
 - c. Steel for PAC will start going up in the next couple weeks
 - d. Concrete slabs have been poured at the PAC

2. Liberty:
 - a. Phase 1 is continuing; floors and ceilings are being installed

3. Central Office Complex:
 - a. Program is being reviewed

4. Franklin Elementary Re-Roof (1999 Addition Only):
 - a. Fee proposal for board review
 - b. Contract documents to start in preparation for an April bid

5. Johnson Re-Roof and Kitchen Expansion:
 - a. Fee proposal for board review
 - b. Contract documents to start in preparation for an April bid

6. Parks and Recreation Master Plan:
 - a. February 2021 – Lose and Design Team continue to work on value engineering.
 - b. March 2021 – Lose/COF/FSSD to sit down and review revised plans and updated cost estimate provided by a General Contractor.
 - c. April 2021 – Lose to submit final plans for revised building permits and site plan approvals.
 - d. May 2021 – COF to work on advertising and rebidding the construction project.
 - e. July / August 2021 – COF and FSSD to issue a notice to proceed to start construction.
 - f. August 2021 – August 2022 – Estimated Construction time frame.



Franklin Special School District

SINCE 1906

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

TO: Members of the Franklin Special School District Board of Education and Local News Media
FROM: David L. Snowden, Ph.D., Director of Schools
DATE: February 3, 2021
RE: Agenda for the Franklin Special School District Board of Education meeting to be held on Monday, February 8, 2021 at 6:30 p.m., to be held electronically, Franklin, TN.

Please note that public access to this meeting will be provided by a link from www.fssd.org within 48 hours of the meeting. Instructions for access to the recording can be found on our website.

- I. MEETING CALLED TO ORDER 6:30 p.m.
- II. PLEDGE OF ALLEGIANCE 6:32 p.m.
- III. RECOGNITIONS/GOOD NEWS AWARDS 6:35 p.m.
 1. Proclamation and Pinning National Board Certified Teacher
 2. Proclamation for Recognizing Pupil Transportation Personnel
 3. Good News Awards
- IV. REPORTS/PRESENTATIONS/DISCUSSIONS 6:45 p.m.
 1. Teaching and Learning Report
 2. Construction Report
- V. APPROVAL OF BOARD AGENDA 6:55 p.m.
- VI. APPROVAL OF CONSENT AGENDA 7:00 p.m.
 1. Minutes of Board Retreat dated January 9, 2021
 2. Minutes of Board Meeting dated January 11, 2021
 3. Surplus Property Authorization: 2009 Thomas Built Type D Bus
- VII. BUSINESS BEFORE THE BOARD 7:05 p.m.

Consideration of:

 1. Teachers Recommended for Tenure
 2. Director of Schools Performance – Total Composite Score
 3. New Policy: Threat Assessment Team (3.204) – 2nd Reading
 4. Policy Revision: Procedural Due Process (6.302) – 2nd Reading
 5. Policy Revision: Admission of Suspended or Expelled Students (6.318) – 2nd Reading
 6. Policy Revision: Physical Examinations and Immunizations (6.402) – 2nd Reading
 7. Policy Revision: Emergency Contact Information (6.410) – 2nd Reading
 8. Policy Revision: Students with Disabilities-Special Education Services (6.500) – 2nd Reading
 9. Policy Revision: Charter School Applications (1.901) – 1st Reading
 10. Policy Revision: Interscholastic Athletics (4.301) – 1st Reading
 11. Policy Revision: Medicines (6.405) – 1st Reading
- VIII. DIRECTOR OF SCHOOLS REPORT 8:15 p.m.
- IX. UPDATES 8:20 p.m.
 1. Teaching and Learning
 2. Finance and Administration
- X. ANNOUNCEMENTS 8:25 p.m.
- XI. ADJOURNMENT 8:30 p.m.

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

Excellence in Teaching and Learning for All

The Franklin Special School District is an equal opportunity employer

January 9, 2021
Franklin, Tennessee

The Franklin Special School District Board of Education met on Saturday, January 9, 2021 at 12:30 p.m. for a **Board Retreat** at the Teacher Center at Moore Elementary, 1061 Lewisburg Pike, Franklin.

Present:

Chair Robert Blair, Vice-Chair Alicia Barker, Secretary Kevin Townsel, Treasurer Allena Bell, and Members Tim Stillings and Robin Newman

Others present were: Dr. David Snowden, Dr. Mary Decker, Dr. David Esslinger, Leslie Duke, Carol Riordan, Susannah Gentry, Mark Anderson and Chip Sternenberg.

Please note that this Retreat was a non-voting meeting and topics were for Board discussion only.

Dr. Snowden and Mr. Blair welcomed and gave an overview of topics.

Prior to the Retreat, the Board and Leadership Team met with Mr. Derek Young for a Professional Development Session entitled Culture Strategies.

COVID-19 HR Discussion – Presenter Mrs. Leslie Duke, HR Supervisor

- Substitute Teacher Update – Current pay is \$80 for less than 4 year degree, \$90 with 4 year degree, \$100 with TN active certified teacher, \$120 for registered nurse. 104 are currently available to sub, 29 are on approved leave. There have been 24 resignations but 24 newly hired for the sub pool. There was a larger pool last year; however, some have not resigned but simply not renewed as a sub for this year. There have been less absences and sub requests with a 79% fill rate. Comparison with other districts: WCS has raised rates with graduated increases, \$100-\$120 depending on how many days the sub has worked; some nearby counties have bonus programs for their subs.
- FFCRA Relief Act – The government previously provided 10 days/up to 80 hours of paid leave at the rate of 100% or 2/3% of pay, depending on the circumstances. This relief expired as of December 31, 2020.
- COVID-19 Leave options for Spring semester – Not knowing if there would be an extension of the FFCRA Relief Act past December 31st, Boards have the option of extending the benefit themselves. As of the Retreat, language was added to the Sick Leave policy 5.302 for 1st Reading, beginning as of January 1 and expiring May 31st, to use leave left from 2020, up to the total of 10 days that was previously provided, with an additional allowance to use personal accumulated sick leave for lack of child care for COVID-19-related reasons. Note: if the teacher, para pro or other personnel can work from home while quarantined, administrators have been flexible so that personnel can continue to work. Scenarios were discussed. The Board preferred a separate policy from the current Sick Leave policy 5.203 for language to provide the benefit of another paid leave up to 10 days/80 hours effective January 1, 2021 expiring June 30, 2021 for specific reasons.
- Teacher vaccines – FSSD has applied and waiting to be approved to be a point of distribution for vaccines. At this time vaccinations are still in another category and teachers are not yet

eligible.

- Stimulus money for additional funding of COVID-19 relief – ESSER had provided FSSD \$360,000 previously for facilities and learning loss, FSSD used this money toward technology items for remote and virtual learning. ESSER 2.0 is expected to provide \$1.3 million; consideration will be given toward reimbursement for subs with this new amount when it is received.

2021-2022 Calendar - Presenter Dr. Mary Decker, T&L Supervisor

- Following established protocols and norms for calendar development, a calendar committee composed of 74 teachers, administrators and paraprofessionals met during the Fall semester and based on priorities for professional development, holiday time off and alignment with WCS for families in both districts, Versions 1 and 2 of the calendar were presented for the Board. There were only 2 days difference between the two calendars; 78% of the calendar committee voted for Version 1. Time was allotted for discussion and questions by the Board; no changes were made to the draft calendars. Both versions will be presented for the Board's consideration at the January Board meeting.

Update on Student Enrollment – virtual vs in-person – Presenter Dr. Mary Decker, T&L Associate Director

- Total virtual learners, Fall semester – 825, or 25%, Spring semester 505, or 15%.
- Students with IEPs in virtual learning, Fall semester 12%, Spring semester 10%.
- All Elementary virtual teachers except 2 were full-time virtual. In comparison, 5-8 Grade teachers that taught virtual classes also taught in-person.
- Dr. Snowden related concerns expressed by in-person teachers requesting asynchronous days. After discussion with principals, it was concluded that this would be more days the students would not be in the classroom, and if teachers expressed that they need more planning time, the administrators will work with these teachers on an as needed basis.
- Consideration is being made for a virtual option to be made available FY 2021-2022 as well.

Construction Projects Update – Presentation by HFR's Jared Brown (Designer) and Beth Meadows (Executive Associate) and Dr. David Esslinger, F&A Associate Director

- Updates were presented for the Board for the construction of the Poplar Grove gymnasium and District Performing Arts Center and Liberty Elementary renovations of interior and HVAC.
- Future plans for re-roofing projects at Franklin Elementary and Johnson Elementary, JES kitchen renovation and expansion, and long-range Central Office/Maintenance/Transportation complex were noted.
- Property Appraisal – Property has been appraised during November with consideration for a possible possible Maintenance and Transportation Departments site. The property appraised includes an office building as well as a large metal building with need of renovation for a meeting room, restroom and parking area. After discussion, an additional agenda item will be on the agenda for January for the Executive Committee authority to enter into negotiations.
- Projected Bond Schedule Expenditures – An update of district projects with a projected funding schedule was presented to the Board with yearly breakdown until FY 2023-24 (on file).
- JES and FES roof bid - Approval will be requested for inclusion in the February Board meeting agenda.

Board Policy Manual update – with reference to FSSD Policy 1.600

- As our Board Meeting agendas with attachments have moved to online availability, and the Board Policy Manual has been available online as a first resource, policies are now readily accessible and current to all employees, members of the Board, and to the community. Physical manuals throughout the district and belonging to Board members will be obsolete moving forward with reference and usage of the online version of the Policy Manual only.

The Retreat adjourned at 3:05 p.m. with *no action taken by the Board.*

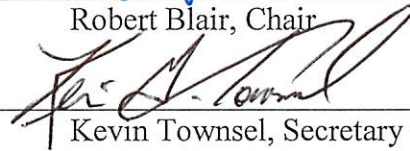


Robert Blair, Chair

2-8-2021

Date

ATTEST:



Kevin Townsel, Secretary

2-8-2021

Date

January 11, 2021
Franklin, Tennessee

The Franklin Special School District Board of Education met at 6:30 p.m. on Monday, January 11, 2021 electronically under Governor Bill Lee's Executive Order 71, extending authority to conduct electronic meetings through February 27, 2021, Franklin, with the following members present:

Chair Robert Blair, Alicia Barker, Allena Bell, Robin Newman, Tim Stillings and Kevin Townsel

Others present were: Dr. David Snowden, Dr. Mary Decker, Dr. David Esslinger, Carol Riordan and Drew Bingham, with Mayor Ken Moore, Andy Matlock and Sarah Holt as presenters.

A recording of the January 11, 2021 Board Meeting may be found at <https://www.youtube.com/watch?v=VM1LG9MQYaY&feature=youtu.be>

I. MEETING CALLED TO ORDER

The meeting was called to order at 6:30 and a moment of silence was observed.

II. PLEDGE OF ALLEGIANCE

III. RECOGNITION/GOOD NEWS AWARDS

- 1. Proclamation in Honor of School Board Appreciation Week:** Mayor Ken Moore presented a proclamation to the Board to observe this week in Franklin, January 24-30, 2021.
- 2. Good News Awards: Highlighted were** (on file): PGES 2nd grader Gunnar Guidry, FSSD Student Artist of the Month for December and PGES 4th grader Molly Moore, Student Artist of the Month for January. Thanks to Sonic Drive-In for sponsoring the student artist program with a \$15 gift card for each artist featured. Our Artists of the Month for December through May will be invited to and honored at the May Board meeting.

IV. REPORTS / PRESENTATIONS / DISCUSSIONS

- 1. N.O.O.K. Report** – Sarah Holt, Executive Director, thanked the Board for their support of this program. Since August, the program has grown to 23 volunteers to provide daily service to our community. Among service work, they have been able to provide 34 coats, 31 hoodies/sweatshirts, 220 pairs of pants, 231 shirts, 918 pairs of socks, 69 shoes, 984 sets of underwear, 501 boxes feminine hygiene, other hygiene as requested (e.g. toothbrushes), 27 fuel cards, 25 food boxes working with One Gen Away, and 18 deliveries with the PATH Project of fresh foods each week, and eyeglasses for under- or un-insured students.
- 2. Teaching and Learning Spotlight**, "2021-2022 FSSD Calendar Creation Process" – presented by Dr. Decker (on file).

3. **Construction Report and Bond Funded Project Review** – presented by Dr. Esslinger (on file).
4. **Director of Schools State of the District Annual Report FY 2019-20** – presented by Dr. Snowden (on file). Dr. Snowden thanked the teams in the development of this report and invited questions from the Board following their review.
5. **Derek Young Culture Strategies and Retreat** - Each Board member as well as Dr. Snowden and Dr. Decker reflected on the morning professional development session that was held prior to the Board Retreat.

VI. APPROVAL OF BOARD AGENDA

VII. BUSINESS BEFORE THE BOARD has the following changes, based on the Board Retreat held on January 9, 2021:

1. **VII.4. Policy Revision: Sick Leave (5.302) – 1st Reading** has been replaced with **VII.4. New Policy: COVID-19 Sick Leave (5.3023) – 1st Reading** due to the Board requesting that additions to language move to a stand-alone policy instead of being incorporated into the current Sick Leave policy.
2. **VII.11. Authorization for the Executive Committee to Negotiate for a Potential Site for Maintenance/Transportation Facility** has been added to the agenda.

Kevin Townsel made a **motion** to approve the board agenda with updates. Allena Bell **seconded** the motion, which **carried 6-0**.

VII. APPROVAL OF CONSENT AGENDA

Robin Newman made a **motion** to approve the consent agenda as presented. Kevin Townsel **seconded** the motion, which **carried 6-0**.

The items on the Consent Agenda are as follows:

1. **Minutes of Board Meeting dated November 9, 2020**
2. **2020 LEA Compliance Report**
3. **Budget Amendments**

VIII. BUSINESS BEFORE THE BOARD

Consideration of:

1. **Audit Reports for FY 2019-20** - Both the Annual Financial Report for the FSSD and the individual schools' Activity Fund Report were presented for the Board's review prior to the meeting (on file). Andy Matlock, CPA from Matlock Clements, P.C. presented the opinions in the overview of the audits and was available to answer any questions regarding the reports. Highlights: the auditor opinion for both audits was clean and unmodified with no material weaknesses and no insufficiencies; it was noted that community services and food service incurred debt with school closures and COVID-19 provisions, but plans are in place for collection of those delayed monies. The administration recommended approval of the Audit Reports as presented.

Allena Bell made a **motion** to approve the **Audit Reports for FY 2019-20** as presented. Alicia Barker **seconded** the motion, which **carried 6-0**.

2. **2021-2022 Calendar** - The calendar development process was presented by Dr. Decker during the Board Retreat and again at the meeting; Version 1 of the options presented was recommended for approval (on file).

Kevin Townsel made a **motion** to approve the **2020-21 Calendar Version 1** as presented. Allena Bell **seconded** the motion, which **carried 6-0**.

3. **New Policy: Threat Assessment Team (3.204) – 1st Reading** - Tailored for FSSD, this new policy aligns with TCA 49-6-2701 which allows Boards to create a threat assessment team. Our district has this team already in place as an active part of day to day operations of the district. The administration recommended approval.

Robin Newman made a **motion** to approve the 1st Reading of revisions for the policy Threat Assessment Team (3.204) as presented. Allena Bell **seconded** the motion, which **passed 6-0**.

4. **New Revision: COVID-19 Sick Leave (5.3023) – 1st Reading** – Under the Families First Coronavirus Response Act (FFCRA), employees could receive up to ten (10) days of emergency paid sick leave (EPSL) through December 31, 2020. To extend this benefit, the board has the option to voluntarily extend the benefit to employees until the end of the current school year. During the Board Retreat on Saturday, January 9th, the Board has chosen to adopt a policy to extend this benefit. Language outlining requirements of this benefit has been added as a new policy. As written into the policy, benefits would expire as of June 30th of this year. The administration recommends approval of the 1st Reading and to waive the 2nd Reading.

Allena Bell made a **motion to approve the 1st Reading** of revisions for the new policy COVID-19 Sick Leave (5.3023) as presented and **waive the 2nd Reading**. Kevin Townsel **seconded** the motion, which **passed 6-0**.

5. **Policy Revision: Procedural Due Process (6.302) – 1st Reading** - This revision is part of the review of the Section 6 group of policies. Referencing the TSBA model policies, updates highlight differences between corrective measures of minor and severe offenses, and removes language that is duplicated in Policy 6.317, Student Disciplinary Hearing Authority. References are also updated. The administration recommended approval.

Alicia Barker made a **motion** to approve the 1st Reading of revisions for the policy Procedural Due Process (6.302) as presented. Robin Newman **seconded** the motion, which **passed 6-0**.

6. **Policy Revision: Admission of Suspended or Expelled Students (6.318) – 1st Reading** – Updates to this policy are to clarify the last paragraph and update references. The administration recommended approval.

Robin Newman made a **motion** to approve the 1st Reading of revisions for the policy Admission of Suspended or Expelled Students (6.318) as presented. Robert Blair **seconded** the motion, which **passed 6-0**.

7. **Policy Revision: Promoting Student Welfare (6.400) – 1st Reading** – This policy revision request is to **replace** the following policies, acting as an overview for health and welfare of our students:

Guidance Program (6.400)
Student Health Services (6.401)
Student Psychological Services (6.406)
Student Social Services (6.407)

Procedures and guiding principles in place for each heading in this policy will be moved to the procedures manual upon approval of this revision. Policies 6.401, 6.406 and 6.407 will be deleted if approved, and 6.400 will change names from Guidance Program to Promoting Student Welfare. The administration recommended approval.

Allena Bell made a **motion to approve the 1st Reading and waive 2nd Reading** as presented. **This rewrites/replaces 6.400 and deletes 6.401, 6.406 and 6.407.** Kevin Townsel **seconded** the motion, which **passed 6-0**.

8. **Policy Revision: Physical Examinations and Immunizations (6.402) – 1st Reading** – Updates to this policy are part of the Section 6 review, updating to current Tennessee Code Annotated language and references. The administration recommended approval.

Allena Bell made a **motion** to approve the 1st Reading of revisions for the policy Physical Examinations and Immunizations (6.402) as presented. Alicia Barker **seconded** the motion, which **passed 6-0**.

9. **Policy Revision: Emergency Contact Information (6.410) – 1st Reading** – Updates to this policy are part of the Section 6 review, updating to current Tennessee Code Annotated language and references. The title changes from “Accidents and Illnesses” to better capture the intent of the policy, as well as bringing it up to practice. The administration recommended approval.

Robert Blair made a **motion** to approve the 1st Reading of revisions for the policy Emergency Contact Information (6.410) as presented. Allena Bell **seconded** the motion, which **passed 6-0**.

10. **Policy Revision: Students with Disabilities-Special Education Services (6.500) – 1st Reading** - Updates to this policy align it with state law. Language has been provided by

TSBA as part of their review of board policies that are required by law. As an elementary and middle school district, placement of students in age appropriate classrooms and settings is a procedure that is followed throughout our district. The administration recommended approval.

Kevin Townsel made a **motion** to approve the 1st Reading of revisions for the policy Students with Disabilities-Special Education Services (6.500) as presented. Alicia Barker **seconded** the motion, which **passed 6-0**.

11. **Authorization of Executive Committee** – Based on discussion at the Board Retreat of January 9th, the Board would like to give authorization to the Executive Committee to negotiate with willing sellers for a potential site for a Transportation and Maintenance facility. This item has been added to the published agenda for this purpose.

Allena Bell made a **motion** to approve giving authorization to the Executive Committee to negotiate with willing sellers for a potential site for a Transportation and Maintenance facility. Alicia Barker **seconded** the motion, which **passed 6-0**.

IX. DIRECTOR OF SCHOOLS REPORT

- **Update of Monitoring of COVID-19 Data Spread** – We continue to monitor spread daily and have cooperation with personnel, parents and students in success with meeting mitigation protocols. We have applied to be a point of delivery for immunizations and wait for approval.
- **Board Retreat** – January 9th's morning professional development session with participation from our Board and Leadership Team was good, thanks to the Board for giving of their time as well for the successful retreat.
- **School Board Appreciation Week in Tennessee** – We will be honoring our Board members in our schools this year January 25-29. You will be receiving an invitation to an individual school to be honored and recognized for your service to the students and employees of our district. In recognition of your service, the school district will be donating a book to each of the media centers: Just Like a Mama, written by Alice Faye Duncan and illustrated by Charnelle Pinkney Barlow for the K-4 schools, and Born Just Right, by Jordan and Jen Lee Reeves for 5-8 grades. Thank you for all the support, time and dedication each of you devote to our district!
- **FSSD Art Show at the Frist Center for the Visual Arts** – Schools will not be featured this year as in past years - we look forward to Spring of 2022!
- **Statement of Disclosure of Interests to Tennessee Ethics Commission** – Please submit your annual statement to the Ethics Commission if you have not. The access to online filing is at <https://apps.tn.gov/conflict/>, with a deadline of January 31st.

- **Conferences and meetings update:** Carol has provided updates on the conferences, please let her know of your interest.

X. UPDATES

1. Teaching & Learning
 - Demographics dated 12/17/20
2. Finance & Administration
 - Personnel Report November/December 2020
 - Personnel Report December 2020/January 2021
 - Investment Report dated 11/30/20
 - Revenues and Expenditures Report dated 1/5/21
 - Comparison of Sales Tax for January meeting

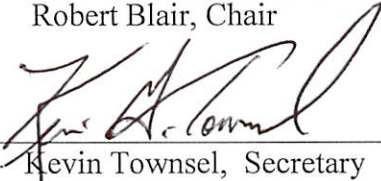
XI. ANNOUNCEMENTS

- Dr. Esslinger reported on sales tax collections reflected for December and January.
- Mr. Stillings reflected on individual family losses and the loss of Pearl Bransford, former Board member and City of Franklin Alderman. He noted his remembrance that she had two criteria as an FSSD Board member: What is in the best interest of the children, and can the district afford it?
- Mr. Blair also reflected that he had replaced Mrs. Bransford on our Board as she went to serve the community in other ways, and that our Board and the community owes her a debt of gratitude for her long-time service.

XII. ADJOURNMENT

Chair Blair adjourned the meeting at 7:29 p.m.

 2-8-2021
 Robert Blair, Chair Date

ATTEST:  2-8-2021
 Kevin Townsel, Secretary Date

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

ITEMS TO BE DISPOSED: (add rows if needed)

DATE: January 19, 2021

Location	Quantity	Description
Transportation	(1)	2009 Thomas Built Type D School Bus
		VIN/1T88U4E2091112909

insert pictures here if appropriate:

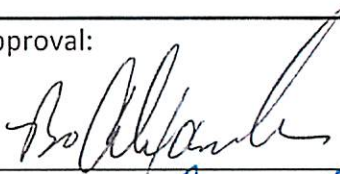
Notes:

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

govdeals.com

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

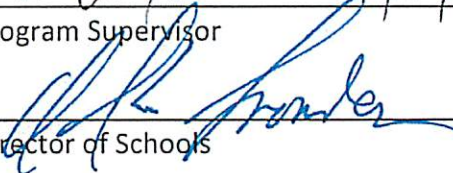
Approval:

 1/21/2021

Program Supervisor

 1-21-21

Associate Director - Finance/Administration



Director of Schools



Board Chairman

Approved original to: Program Supervisor

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

Reference: Board Policy 2.403



Franklin Special School District

SINCE 1906

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

Teachers Recommended for Tenure Status

February 8, 2021

Franklin Elementary School

Jennifer Alvarado
Julianne Bergman
Erin Dowling
Kortney Genaro

Johnson Elementary School

Hannah Bush Pesta
Kiera Crite
Kim Daugherty
Mary Alice Irvin
Kelley Jones
Lindsey Lowery
Kathryn Milliken

Liberty Elementary School

Andrew Aaroen
Mary-Clay Estes
Katie Giles

Moore Elementary School

Kayla Eaton
Katie Leech
David Reynolds

Poplar Grove Elementary School

Whitney Chambers-Woods
Cinamon Collins

Freedom Intermediate School

Erin Lien
Rhae Nell Poteet

Freedom Middle School

Sonya Lee
Andre White
Brooke Grider

Poplar Grove Middle School

Sarah Fleming

DIRECTORS PERFORMANCE REVIEW

TOTAL COMPOSITE SCORE

February 2020

1. Improvement of Student Performance	35 points
2. Effective Management of District Resources	25 points
3. Execute on the Board's Vision	20 points
4. Provide the Highest Level of Internal and External Communication	20 points

Board Members:

**Robert Blair
Allena Bell
Alicia Barker**

**Tim Stillings
Kevin Townsel
Robin Newman**

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

- 1. 34.00**
- 2. 24.75**
- 3. 20.00**
- 4. 20.00**

Total Possible Composite Score: **100**

Total Composite Score Awarded: **99.0**

Scores totaled by: Carol Riordan, David Esslinger Date: 2/1/2021

Date approved by FSSD Board of Education _____

Director of Schools
PERFORMANCE REVIEW PROCESS

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

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

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

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

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

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

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

3.204 THREAT ASSESSMENT TEAM – 2nd Reading – New Policy

This is a new model policy provided by TSBA, which has been tailored for FSSD. This policy aligns with TCA 49-6-2701 which allows Boards to create a threat assessment team. Our district has this team already in place as an active part of day to day operations of the district.

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

Franklin Special Board of Education			
Monitoring: Review: Annually, in September	Descriptor Term: Threat Assessment Team	Descriptor Code: 3.204	Issued Date: Proposed
		Rescinds:	Issued:

1 *General*¹

2 A threat assessment team shall be created within the school district to develop intervention-based
 3 approaches to prevent violence, manage reports of potential threats, and create a system that fosters a
 4 safe, supportive, and effective school environment. The Director of Schools shall appoint the members
 5 of the threat assessment team.

6 The Director of Schools shall develop administrative procedures regarding the training and operations
 7 of the team to comply with state law and State Board of Education rules and regulations.

8 **TEAM MEETINGS**

9 All threat assessment team meetings shall be closed to the public.²

10 **RECORDKEEPING**^{2, 3}

11 The team shall document all behaviors and incidents deemed to pose a risk to school safety or that
 12 resulted in intervention and shall provide the information to the Director of Schools.

13 Documents produced or obtained regarding these assessment activities will not be open for public
 14 inspection.

Legal References

1. TCA 49-6-2701 *et seq.*
2. TCA 49-6-2701(d)
3. TCA 49-6-2701(f)

Cross References

- School District Records 1.407
- Safety 3.201
- Security 3.205
- Student Records 6.600

6.302 PROCEDURAL DUE PROCESS – 2nd Reading

This revision is part of the review of the Section 6 group of policies. Referencing the TSBA model policies, updates highlight differences between corrective measures of minor and severe offenses, and removes language that is duplicated in Policy 6.317, Student Disciplinary Hearing Authority. References are also updated.

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

Franklin Special Board of Education			
Monitoring: Review: Annually, in April	Descriptor Term: Procedural Due Process	Descriptor Code: 6.302	Issued Date: Proposed
		Rescinds: 6.302	Issued: 07/16/18

1 **General**

2 Before school authorities administer disciplinary measures, reasonable inquiry shall be made to
3 determine the truth of what happened.¹ The nature of this inquiry will vary in degree with the seriousness
4 of the offense and the consequence ~~attached thereto~~.

5 **MINOR OFFENSES**

6 For a minor offense where corrective measures are taken by the classroom teacher, no formal procedure
7 is required. ~~An inquiry into the incident to ensure that the offender is accurately identified, that he/she~~
8 ~~understands the nature of the offense, and that he/she knew the consequences of the offense for which~~
9 ~~he is accused.~~ The teacher shall ensure the following:

- 10 1. The offender is accurately identified;
- 11 12 2. That he/she understands the nature of the offense; and
- 13 14 3. That he/she understands the consequences for the offense.

15 **SEVERE OFFENSES**

16 For a severe offense where there is a possibility of suspension, the student shall be advised of the nature
17 of his/her misconduct, questioned about it, and allowed to give an explanation.²

18 If at the time of the suspension, the principal or assistant principal determines that any offense has been
19 committed which would justify a suspension for more than ten (10) days, he shall immediately refer the
20 case to the director of schools.³, and the student shall receive notice of the right to appeal to the
21 **Disciplinary Hearing Authority**. ~~The director of schools/designee shall convene the Disciplinary~~
22 ~~Hearing Authority (DHA) appointed by the board of education consisting of at least three (3) persons,~~
23 ~~but no more than the number of members of the board. The hearing shall be held no later than ten (10)~~
24 ~~school days after the beginning of the suspension. The notice of the time and place of this hearing shall~~
25 ~~be given in writing to the parent and principal by the director of schools/designee on the Hearing~~
26 ~~Authority.~~

27 ~~When the decision is determined by the Disciplinary Hearing Authority, there must be a written record~~
28 ~~of the proceedings, including a summary of the facts and the reasons supporting the decision made by~~
29 ~~the Hearing Authority.~~

30 ~~After the hearing, the DHA may:~~

- ~~1. Order removal of the suspension unconditionally;~~
- ~~2. Order removal of the suspension upon such terms and conditions as it deems reasonable;~~
- ~~3. Assign the student to alternative placement;~~
- ~~4. Suspend the student for a specified period of time; or~~
- ~~5. Request a review by the board of education.~~

~~If the suspension occurs during the last ten (10) days of any term or semester, the student may be permitted to take such final examinations or submit such required work as necessary to complete the course and instruction for that semester, subject to the conditions prescribed by the principal.~~

~~Students found guilty of violating the zero tolerance policy implemented by the board of education shall be subject to a one (1) calendar year suspension unless modified by the DHA or the director of schools or the board of education on appeal.~~

~~Within five (5) days of the decision of the Disciplinary Hearing Authority, the student or principal may appeal to the director of schools (unless the director participated in the decision of the Hearing Authority). In the event the director was a member of the DHA, the student or the principal may request a review by the board.~~

~~If the appeal is to the director of schools, the director shall review the record of the DHA and shall:~~

- ~~1. Affirm the decision of the Hearing Authority; or~~
- ~~2. Modify the decision to a lesser penalty; or~~
- ~~3. Request a hearing before the board.~~

~~Absent a timely appeal, the decision of the Hearing Authority or director of schools is final.~~

~~Within five (5) days of the decision of the director of schools (if applicable), the student or principal may request the Board to review the decision of the Hearing Authority or the director of schools. The board shall review the record and shall:~~

- ~~1. Affirm the decision; or~~
- ~~2. Modify the decision to a lesser penalty; or~~
- ~~3. Grant a hearing before the board.~~

~~If the board chooses to grant a hearing, it may:~~

- ~~1. Affirm the decision; or~~
- ~~2. Modify the decision in any manner; or~~
- ~~3. Impose a more severe penalty than the original decision.~~

~~The action of the board of education shall be final. However, in the event a student receives a suspension for more than thirty (30) calendar days, the director of schools shall have the authority to review the suspended student's progress under the terms of his suspension. If the director determines that there is clear and convincing evidence that the suspended student is contrite and the objectives of said suspension have been accomplished, the director shall have the authority to suspend the remaining portion of the student's suspension from school provided that said student does not commit another serious offense. In~~

- 1 ~~the event that said student is found guilty of another serious offense (more than ten (10) days suspension)~~
- 2 ~~then the student will serve the remaining balance of his suspension in addition to his new penalty.~~

Legal References

1. *Ingraham v. Wright*, 430 U.S. 651 (1977)
2. *Goss v. Lopez*, 419 U.S. 565, (1975)
3. TCA 49-6-3401(c)(4)(A)-(B)

Cross References

Code of Behavior and Discipline 6.300
Interrogations and Searches 6.303
~~Student Code of Conduct 6.313~~
Suspension/Expulsion/Remand 6.316
Disciplinary Hearing Authority 6.317

Franklin Special Board of Education			
Monitoring: Review: Annually, in April	Descriptor Term: Procedural Due Process	Descriptor Code: 6.302	Issued Date: 07/16/18
		Rescinds: 6.302	Issued: 08/15/00

1 Before school authorities administer disciplinary measures, reasonable inquiry shall be made to
 2 determine the truth of what happened.¹ The nature of this inquiry will vary in degree with the seriousness
 3 of the offense and the consequence attached thereto.

4 For a minor offense where corrective measures are taken by the classroom teacher, no formal procedure
 5 is required. An inquiry into the incident to ensure that the offender is accurately identified, that he/she
 6 understands the nature of the offense, and that he/she knew the consequences of the offense for which
 7 he is accused.

8 For a severe offense where there is a possibility of suspension, the student shall be advised of the nature
 9 of his/her misconduct, questioned about it, and allowed to give an explanation.²

10 If at the time of the suspension, the principal or assistant principal determines that any offense has been
 11 committed which would justify a suspension for more than ten (10) days, he shall immediately refer the
 12 case to the director of schools.³ The director of schools/designee shall convene the Disciplinary Hearing
 13 Authority (DHA) appointed by the board of education consisting of at least three (3) persons, but no
 14 more than the number of members of the board. The hearing shall be held no later than ten (10) school
 15 days after the beginning of the suspension. The notice of the time and place of this hearing shall be given
 16 in writing to the parent and principal by the director of schools/designee on the Hearing Authority.

17 When the decision is determined by the Disciplinary Hearing Authority, there must be a written record
 18 of the proceedings, including a summary of the facts and the reasons supporting the decision made by
 19 the Hearing Authority.

20 After the hearing, the DHA may:

- 21 1. Order removal of the suspension unconditionally;
- 22 2. Order removal of the suspension upon such terms and conditions as it deems reasonable;
- 23 3. Assign the student to alternative placement;
- 24 4. Suspend the student for a specified period of time; or
- 25 5. Request a review by the board of education.

26 If the suspension occurs during the last ten (10) days of any term or semester, the student may be
 27 permitted to take such final examinations or submit such required work as necessary to complete the
 28 course and instruction for that semester, subject to the conditions prescribed by the principal.

29 Students found guilty of violating the zero tolerance policy implemented by the board of education shall
 30 be subject to a one (1) calendar year suspension unless modified by the DHA or the director of schools
 31 or the board of education on appeal.

1 Within five (5) days of the decision of the Disciplinary Hearing Authority, the student or principal may
2 appeal to the director of schools (unless the director participated in the decision of the Hearing
3 Authority). In the event the director was a member of the DHA, the student or the principal may request
4 a review by the board.

5 If the appeal is to the director of schools, the director shall review the record of the DHA and shall:

- 6 1. Affirm the decision of the Hearing Authority; or
- 7 2. Modify the decision to a lesser penalty; or
- 8 3. Request a hearing before the board.

9 Absent a timely appeal, the decision of the Hearing Authority or director of schools is final.

10 Within five (5) days of the decision of the director of schools (if applicable), the student or principal may
11 request the Board to review the decision of the Hearing Authority or the director of schools. The board
12 shall review the record and shall:

- 13 1. Affirm the decision; or
- 14 2. Modify the decision to a lesser penalty; or
- 15 3. Grant a hearing before the board.

16 If the board chooses to grant a hearing, it may:

- 17 1. Affirm the decision; or
- 18 2. Modify the decision in any manner; or
- 19 3. Impose a more severe penalty than the original decision.

20 The action of the board of education shall be final. However, in the event a student receives a suspension
21 for more than thirty (30) calendar days, the director of schools shall have the authority to review the
22 suspended student's progress under the terms of his suspension. If the director determines that there is
23 clear and convincing evidence that the suspended student is contrite and the objectives of said suspension
24 have been accomplished, the director shall have the authority to suspend the remaining portion of the
25 student's suspension from school provided that said student does not commit another serious offense. In
26 the event that said student is found guilty of another serious offense (more than ten (10) days suspension)
27 then the student will serve the remaining balance of his suspension in addition to his new penalty.

Legal References

1. *Ingraham v. Wright*, 430 U.S. 651 (1977)
2. *Goss v. Lopez*, 419 U.S. 565, (1975)
3. TCA 49-6-3401(c)(4)(A)-(B)

Cross References

Code of Behavior and Discipline 6.300
Interrogations and Searches 6.303
Student Code of Conduct 6.313
Suspension/Expulsion/Remand 6.316
Disciplinary Hearing Authority 6.317

6.318 ADMISSION OF SUSPENDED OR EXPELLED STUDENTS – 2nd Reading

Updates to this policy are to clarify the last paragraph and update references.

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

Franklin Special Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Admission of Suspended or Expelled Students	Descriptor Code: 6.318	Issued Date: Proposed
		Rescinds: 6.318	Issued: 09/11/00

- 1 The Board may deny admission of any student (except those in state custody) who has been expelled
2 or suspended from another school system in Tennessee or another state even though the student has
3 established residency in the system in which he/she seeks enrollment.
- 4 After a request for enrollment is made, the director of schools shall investigate the facts surrounding
5 the suspension/expulsion from the former school system and make a recommendation to the Board to
6 approve or deny the request.
- 7 The Board shall not deny enrollment beyond the length of imposed suspension/expulsion.
- 8 If the action of the Board is to deny admission, the director of schools shall, on behalf of the Board of
9 Education, notify the Commissioner of Education of the decision.
- 10 ~~Any school system that accepts enrollment of a student from another school system may dismiss the~~
11 ~~student~~ A student may be dismissed if it is determined subsequent to the enrollment that the student
12 has been suspended or expelled from the former school system.¹

Legal References

1. TCA 49-6-3401(f); 20 USCA § 1232g(b)(4), (h)

Cross References

- School Admissions 6.203
Student Records 6.600

Franklin Special Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Admission of Suspended or Expelled Students	Descriptor Code: 6.318	Issued Date: 09/11/00
		Rescinds: 6.318	Issued: 11/09/98

- 1 The Board may deny admission of any student (except those in state custody) who has been expelled
- 2 or suspended from another school system in Tennessee or another state even though the student has
- 3 established residency in the system in which he/she seeks enrollment.

- 4 After a request for enrollment is made, the director of schools shall investigate the facts surrounding
- 5 the suspension/expulsion from the former school system and make a recommendation to the Board to
- 6 approve or deny the request.

- 7 The Board shall not deny enrollment beyond the length of imposed suspension/expulsion.

- 8 If the action of the Board is to deny admission, the director of schools shall, on behalf of the Board of
- 9 Education, notify the Commissioner of Education of the decision.

- 10 Any school system that accepts enrollment of a student from another school system may dismiss the
- 11 student if it is determined subsequent to the enrollment that the student has been suspended or expelled
- 12 from the former school system.¹

Legal Reference:

1. TCA 49-6-3401 (f); 20 U.S.C.A. § 1232G (b)(4)(h)

Cross References:

- School Admissions 6.203
Student Records 6.600-603

6.402 PHYSICAL EXAMINATIONS AND IMMUNIZATIONS – 2nd Reading

Updates to this policy are part of the Section 6 review, updating to current Tennessee Code Annotated language and references.

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

Franklin Special Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Physical Examinations and Immunizations	Descriptor Code: 6.402	Issued Date: Proposed
		Rescinds: 6.402	Issued: 10/08/12

1 **PHYSICAL EXAMINATIONS**¹

2 The principal shall ensure that there is a complete physical examination of each student prior to:

- 3 1. Entering school for the first time.² This applies to Pre-K, Kindergarten, ~~first grade~~ and other
4 students for whom there is no health record⁺; and
5
- 6 2. Participation as a member of any athletic team or in any other strenuous physical activity
7 program.³

8 Cost of the examination shall be covered by the parent/guardian of the student. These records shall be
9 on file in the principal's office.³

10 Screening tests ~~for vision, hearing, blood pressure, height and weight~~ as required by the Tennessee
11 Department of Education and the Department of Health will be conducted. Parent(s)/guardian(s) will
12 receive written notice of any screening result that indicates a condition that might interfere with their
13 student's progress.

14 ~~In general,~~ The school district will not conduct physical examinations of a student without parental
15 consent or by court order, unless the health or safety of the student or others is in question.⁴

16 **IMMUNIZATIONS**

17 No students entering school, including those entering kindergarten ~~or first grade~~, those from out-of-state,
18 and those from nonpublic schools, will be permitted to enroll ~~(or attend)~~ without proof of immunization
19 as determined by the Commissioner of Public Health.^{4,3 2,5} It is the responsibility of the
20 parent(s)/guardian(s) to have their children immunized and to provide such proof ~~by submitting a TN~~
21 ~~Immunization Certificate~~ to the principal of the school which the student is to attend.⁵

22 ~~Exceptions, in the absence of an epidemic or immediate threat thereof, will be granted to any child whose~~
23 ~~parent or guardian shall claim that such measures conflict with his/her religious tenets and practices; or~~
24 ~~due to medical reasons as determined by his/her physician. Religious or medical exemptions must be~~
25 ~~documented on a "Tennessee Department of Health Certificate of Immunization" and must include~~
26 ~~documentation of physical examination by a qualified healthcare provider.~~⁶ *REWRITTEN*

27 ~~Exceptions will be granted to any student whose parent/guardian files with school authorities a signed,~~
28 ~~written statement that such measures conflict with the one of the following:~~

1 1. His/her religious tenets and practices, in the absence of an epidemic or immediate threat thereof;⁶
2 or

3
4 2. Due to medical reasons if the student has a written statement from his/her doctor excusing
5 him/her from such immunization.⁷

6 Proof of ~~exemptions~~ religious exemptions will be in writing and ~~filed in the same manner as other~~
7 ~~immunization records~~, accompanied by a Tennessee Immunization Certificate documenting proof of a
8 health examination by a licensed medical doctor (MD) or doctor of osteopathic medicine (DO). Proof
9 of medical exemptions will be documented on a Tennessee Immunization Certificate signed by a
10 physician (MD or DO) or the health department.

11 A list of transfer students shall be kept at each school ~~throughout the year~~ in order that their records
12 may be monitored by the Department of Health ~~and Environment~~.

13

Legal References

1. 20 USCA § 1232h(c)
2. TRR/MS 0520-01-03-.08(2)(a)
3. TRR/MS 0520-01-03-.08(2)(b)
4. Tennessee School Health Screening Guidelines, https://www.tn.gov/content/dam/tn/education/csh/csh_school_health_screening_guidelines.pdf
5. TCA 49-6-5001(a),(c)
6. TCA 49-6-5001(b)(2)
7. TCA 49-6-5001(c)(2)

Cross References

Promoting Student Welfare 6.400

Vaccination(s) Refusal Due to Personal Religious Beliefs 6.402.1

Franklin Special Board of Education			
Monitoring: Review: Annually, in May	Descriptor Term: Physical Examinations and Immunizations	Descriptor Code: 6.402	Issued Date: 10/08/12
		Rescinds: 6.402	Issued: 04/13/03

1 **PHYSICAL EXAMINATIONS**

2 The principal shall ensure that there is a complete physical examination of each student prior to:

- 3
- 4 1. Entering school for the first time. This applies to pre-K, kindergarten, first grade and other
- 5 students for whom there is no health record;¹ and
- 6 2. Participation as a member of any athletic team or in any other strenuous physical activity
- 7 program.²

8 Cost of the examination shall be borne by the parent or guardian of the student. These records shall be

9 on file in the principal's office.³

10 Screening tests for vision, hearing, blood pressure, height and weight will be conducted.

11 Parents/Guardians will receive written notice of any screening result that indicates a condition that

12 might interfere or tend to interfere with a student's progress.

13 In general, the school district will not conduct physical examinations of a student without parental

14 consent to do so or by court order, unless the health or safety of the student or others is in question.⁴

15 **IMMUNIZATIONS**

16 No students entering school, including those entering kindergarten or first grade, those from out-of-

17 state and those from nonpublic schools, will be permitted to enroll (or attend) without proof of

18 immunization, as determined by the Commissioner of Public Health.^{1,3} It is the responsibility of the

19 parents or guardians to have their children immunized and to provide such proof to the principal of the

20 school which the student is to attend.⁵

21 Exceptions, in the absence of an epidemic or immediate threat thereof, will be granted to any child

22 whose parent or guardian shall claim that such measures conflict with his/her religious tenets and

23 practices; or due to medical reasons as determined by his/her physician. Religious or medical

24 exemptions must be documented on a "Tennessee Department of Health Certificate of Immunization"

25 and must include documentation of physical examination by a qualified healthcare provider.⁶

26 Proof of exceptions will be in writing and filed in the same manner as other immunization records.

27 A list of transfer students shall be kept at each school throughout the school year in order that their

28 records can be monitored by the Department of Health and Environment.

Legal References:

1. TRR/MS 0520-1-3-.08(2)(a); TCA 49-6-5004(a)
2. TRR/MS 0520-1-3-.08(2)(b)
3. TCA 49-6-5001(b)(1)
4. P.L. 107-110 Part F § 1061 (1)(D) & (2)(B) & (4)(B)
5. TCA 49-6-5001(a)
6. TCA 49-6-5001(b)(2)

6.410 EMERGENCY CONTACT INFORMATION – *2nd Reading*

In this revision request, the title changes from “Accidents and Illnesses” to better capture the intent of the policy, as well as bringing it up to practice. Information that is requested from the parent or guardian at yearly enrollment is now entered into Skyward. Procedures for the policy will be included in the procedure manual.

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

Franklin Special Board of Education

Monitoring: Review: Annually, in May	Descriptor Term: Emergency Contact Information	Descriptor Code: 6.410	Issued Date: Proposed
		Rescinds: 6.410	Issued: 07/20/15

1 Parent(s)/guardian(s) of all students shall provide the schools with ~~an~~ emergency contact
2 information ~~card~~ with the following information:

- 3 1. Parents' location and phone number during the school day;
- 4 ~~2. The name, address and phone number of the student's physician(s);~~
- 5 ~~3. Directions in the event that medical treatment is needed;~~
- 6 4. Information concerning a student's particular physical disability or medical condition.

7 This ~~card~~ information will be required annually and ~~will~~ shall be kept on file in the principal's office.

8 If a student suffers an injury or becomes ill, the staff member in charge shall have the responsibility to
9 render first-aid or ensure that it is rendered. In the event of serious injury or illness to a student, the
10 parent(s))/guardian(s) ~~will~~ shall be notified as to whether to pick up the child at school or meet the child
11 at the hospital. If the parent(s) cannot be reached, the student will be transported to the hospital
12 emergency room ~~and the physician identified by the parent(s) on the emergency medical authorization
13 form will be notified of the accident.~~ Efforts to notify the parent(s) ~~will~~ shall continue until they are
14 reached.

15 Principals ~~will~~ shall inform the director of schools immediately of any serious injuries suffered by
16 students while under jurisdiction of the school. A report of each accident taking place in a school ~~will~~
17 shall be filed in the offices of both the principal and the director. Forms for reporting accidents ~~will~~ shall
18 be made available from the office of the director. In all accidents serious enough to require medical
19 attention or requiring the student to be taken home, or in all cases that the staff member in charge deems
20 desirable, reports will be made and filed as stated above.

21 ~~No student will be taken and left at home or sent home unless a parent, or someone designated by the
22 parent(s), is at home to accept the responsibility of the student.~~

23 Parent(s)/guardian(s) who object to the procedures contained in this policy shall submit to the principal
24 a written emergency plan for his approval.

25 **The Director of Schools shall develop procedures to implement this policy.**

Cross References

Report of Student Accident or Injury 6.410.1

Franklin Special Board of Education			
Monitoring: Review: Annually, in May	Descriptor Term: Accidents and Illnesses	Descriptor Code: 6.410	Issued Date: 07/20/15
		Rescinds: 6.410	Issued: 09/14/98

1 Parent(s) of all students shall provide the schools with an emergency information card with the
2 following information:

- 3 1. Parents' location and phone number during the school day;
- 4 2. The name, address and phone number of the student's physician(s);
- 5 3. Directions in the event that medical treatment is needed;
- 6 4. Information concerning a student's particular physical disability or medical condition.

7 This card will be required annually and will be kept on file in the principal's office.

8 If a student suffers an injury or becomes ill, the staff member in charge shall have the responsibility to
9 render first-aid or ensure that it is rendered.

10 In the event of serious injury or illness to a student, the parent(s) will be notified as to whether to pick
11 up the child at school or meet the child at the hospital. If the parent(s) cannot be reached, the student
12 will be transported to the hospital emergency room and the physician identified by the parent(s) on the
13 emergency medical authorization form will be notified of the accident. Efforts to notify the parent(s)
14 will continue until they are reached.

15 Principals will inform the director of schools immediately of any serious injuries suffered by students
16 while under jurisdiction of the school. A report of each accident taking place in a school will be filed
17 in the offices of both the principal and the director. Forms for reporting accidents will be made
18 available from the office of the director. In all accidents serious enough to require medical attention or
19 requiring the student to be taken home, or in all cases that the staff member in charge deems desirable,
20 reports will be made and filed as stated above.

21 No student will be taken and left at home or sent home unless a parent, or someone designated by the
22 parent(s), is at home to accept the responsibility of the student.

23 Parents who object to the procedures contained in this policy shall submit to the principal a written
24 emergency plan for his approval.

6.500 STUDENTS WITH DISABILITIES – SPECIAL EDUCATION SERVICES -
2nd Reading

Updates to this policy align it with state law. Language has been provided by TSBA as part of their review of board policies that are required by law.

As an elementary and middle school district, placement of students in age appropriate classrooms and settings is a procedure that is followed throughout our district.

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

Franklin Special Board of Education

Monitoring: Review: Annually, in May	Descriptor Term: Students With Disabilities Special Education Services	Descriptor Code: 6.500	Issued Date: Proposed
		Rescinds: 6.500	Issued: 07/17/17

1 All students with disabilities beginning at age three (3) and residing within the jurisdiction of the school
2 district shall receive the benefit of a free appropriate public education (FAPE). Students with disabilities
3 shall be educated with the general student population to the **maximum** extent appropriate as determined
4 by the Individualized Education Program (IEP) team, and should be placed in separate or special classes
5 only when the severity of the disability is such that education in general education classes, even with the
6 use of supplementary aids and services, cannot be accomplished satisfactorily.¹

7 Eligibility standards and options for special education and related services shall be based upon the
8 criteria specified in state regulations.²

9 Students receiving special education services shall not be isolated or restrained, except as permitted by
10 state law and regulations.^{3,4} **The Director of Schools shall develop administrative procedures to govern**
11 **the following:**

12 **1. Personnel authorized to use isolation and restraint;**

13

14 **2. Training requirements for personnel working with special education students; and**

15

16 **3. Incident reporting procedures.⁴**

17

Legal References

1. TCA 49-10-103(c)
2. TRR/MS 0520-01-09-.01
3. TCA 49-10-1301 *et seq.*
4. TRR/MS 0520-01-09-.23

Cross References

Special Education 4.202
Special Education Class Size 4.2021
Compulsory Attendance Ages 6.201
Alternative Education 6.319

Franklin Special Board of Education

Monitoring: Review: Annually, in May	Descriptor Term: Students With Disabilities Special Education Services	Descriptor Code: 6.500	Issued Date: 07/17/17
		Rescinds: 6.500	Issued: 06/12/17

- 1 All students with disabilities beginning at age three (3) and residing within the jurisdiction of the school
2 district shall receive the benefit of a free appropriate public education (FAPE). Students with disabilities
3 shall be educated with the general student population to the extent appropriate as determined by the
4 Individualized Education Program (IEP) team, and should be placed in separate or special classes only
5 when the severity of the disability is such that education in general education classes, even with the use
6 of supplementary aids and services, cannot be accomplished satisfactorily.¹
- 7 Eligibility standards and options for special education and related services shall be based upon the
8 criteria specified in state regulations.²
- 9 Students receiving special education services shall not be isolated or restrained, except as permitted by
10 state law and regulations.³

Legal References

1. TCA 49-10-103(c), (e)
2. TRR/MS 0520-1-9-.06 & .07
3. TCA 49-10-1301 to 1307; TRR/MS 0520-01-09-.23

Cross References

- Special Education 4.202
Special Education Class Size 4.2021

1.901 CHARTER SCHOOL APPLICATIONS – *1st Reading*

Per TSBA Director of Policy & Staff Attorney, this revision updates our policy to recent legislation that changes the charter school process, which went into effect January 1, 2021.

This moves the date of application for a charter school being filed with the Board back from what was previously required and adds filing the application also with the Department of Education. If there would be an application filed, reviewed, and denied by the district, any appeal with amendments must be filed with the Tennessee Charter School Commission, instead of the State Board of Education, as was previously the case.

To date there have been no applications filed with the district.

Franklin Special Board of Education			
Monitoring: Review: Annually, in September	Descriptor Term: Charter Schools	Descriptor Code: 1.901	Issued Date: Proposed
		Rescinds: 1.705	Issued: 09/17/18

1 **SCOPE** *General*

2 This policy shall apply to sponsors and potential sponsors of charter schools. It shall not apply to charter
3 schools converting from existing public schools. Proposals from existing charter school operators or
4 replicators and applicants proposing to contract with educational service providers shall ~~include the~~
5 ~~additional information required by~~ be in accordance with state law.¹

6 **APPLICATION PROCESS**²

7 A prospective charter school sponsor shall send the director of schools notice of its intent sixty (60)
8 **calendar** days prior to ~~April 1st~~ **February 1st** of the year preceding the year in which the proposed charter
9 school plans to begin operation as a charter school.

10 A sponsor seeking board approval of an initial charter school application ~~must~~ **shall** complete the forms
11 provided by the Tennessee Department of Education. The application shall provide all the information
12 required by **state** law. The sponsor shall demonstrate that the proposed charter school meets the purpose
13 prescribed by **state** law for the formation of a charter school, and the proposed charter school will be
14 able to implement a viable program of quality education for its students.³

15 Applications must be submitted to board **and Department of Education** on or before 4:30 p.m. on ~~April~~
16 ~~1st~~ **February 1st** of the year preceding the year in which the proposed charter school plans to begin
17 operation as a public charter school. ~~Applications will be accepted only between March 1st and April 1st.~~
18 If the 1st of ~~April~~ **February** falls on a Saturday, Sunday, or holiday on which the school district offices
19 are closed, applications will be accepted on the next business day on or before 4:30 p.m. Late
20 applications will not be accepted, without exception. The sponsor shall pay an application fee of
21 \$2,500.00.²

22
23 **REVIEW TEAM**¹

24 If necessary, the board shall appoint a review team to assist in reviewing and evaluating charter school
25 applications. The team shall be ~~composed~~ **comprised** of members of the administrative staff for the
26 district, community members, and a member of the board with relevant educational, organizational,
27 financial, and legal experience. At the board meeting in ~~February~~ **December** of each year, the director
28 of schools shall make a recommendation to the board on which members of his/her administrative staff
29 should be appointed to the team. The board shall name the members of the team at its meeting in ~~March~~
30 **January** of each year. The board shall designate a chairman of the review team as the contact person for
31 answering questions about the application process and receiving applications. The director of schools
32 shall develop an orientation for the team to ensure consistent evaluation standards and the elimination
33 of real or perceived conflicts of interest.

1 The board shall require the director of schools to develop a procedure for receiving, reviewing and ruling
2 on applications for the establishment of charter schools by the review team. The procedure shall include
3 a timeline for the application and review process. A copy of the procedure, including the review criteria,
4 shall be available to any interested party upon request.

5 The review team shall:

- 6 1) Evaluate all charter school applications based on the review criteria adopted by the board;
- 7 2) Recommend one of the following options to the board for each application: approve, reject, or
8 reject with stipulations for reconsideration; and
- 9 3) Make recommendations for revocation, renewal or non-renewal of charter contracts.

10 **APPROVAL, DENIAL OF APPLICATION** ⁴

11 The board shall rule by resolution on the approval or denial of a charter application within ninety (90)
12 **calendar** days of receipt of the completed application, or the application shall be deemed approved by
13 **state** law. The director of schools shall report the action taken by the board to the Department of
14 Education.

15 *Approval*

16 The sponsor of a charter school that is approved by the board shall enter into a written agreement with
17 the board, which shall be binding on the charter school's governing body. ~~This agreement, known as~~ The
18 charter **school** agreement, shall be in writing and signed by the sponsor and the board.

19 ~~Starting in the 2018-2019 school year,~~ The board will receive an annual authorizer fee of three percent
20 (3%) of the annual per student state and local allocations or thirty-five thousand dollars (\$35,000),
21 whichever is less.⁵

22 Charter schools approved by the board are expected to implement the application as submitted and
23 approved. Material variations in operations from the approved application require amendment pursuant
24 to ~~statute~~ **state law** and the charter school agreement.⁶

25 The board ~~should not be expected to~~ **shall not** provide services to charter schools that are not requested
26 during the application process except for those services that are required under state or federal laws.
27 Services agreed to be provided to the charter school by the board shall be provided at board actual cost.
28 The board and charter school shall execute a service contract for any additional services.

29 New charter school agreements are approved for a ten (10) year period.^{6 7} The board may revoke or
30 deny renewal of a charter school agreement for any of the reasons enumerated in state law.^{7 8}

31 *Denial*

32 Upon **written** receipt of the grounds for denial, the sponsor shall have thirty (30) **calendar** days within
33 which to submit an amended application to correct the deficiencies. The board shall have sixty (60)
34 **calendar** days either to deny or to approve the amended application, or the application shall be deemed
35 approved by **state** law.⁴

- 1 Within ten (10) days of final denial, an appeal may be filed with the ~~State Board of Education~~ Tennessee
- 2 Charter School Commission.⁹.

Legal References

1. TCA 49-13-106; State Board of Education Policy 6.111
2. TCA 49-13-107; TCA 1-3-102; TCA 49-13-108; TRR/MS 0520-14-01
3. TCA 49-13-110
4. TCA 49-13-108; TRR/MSS 0520-14-01
5. TCA 49-13-128
6. TRR/MS 0520-14-01-06; TCA 49-13-110
7. TCA 49-13-110
8. TCA 49-13-122
9. TCA 49-13-108(b)(5)

Cross References

Franklin Special Board of Education			
Monitoring: Review: Annually, in September	Descriptor Term: Charter Schools	Descriptor Code: 1.901	Issued Date: 09/17/18
		Rescinds: 1.705	Issued: 04/18/16

1 **SCOPE**

2 This policy shall apply to sponsors and potential sponsors of charter schools. It shall not apply to charter
3 schools converting from existing public schools. Proposals from existing charter school operators or
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5 additional information required by state law.¹

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8 prior to April 1st of the year preceding the year in which the proposed charter school plans to begin
9 operation as a charter school.

10 A sponsor seeking board approval of an initial charter school application must complete the forms
11 provided by the Tennessee Department of Education. The application shall provide all the information
12 required by law. The sponsor shall demonstrate that the proposed charter school meets the purpose
13 prescribed by law for the formation of a charter school, and the proposed charter school will be able to
14 implement a viable program of quality education for its students.³

15 Applications must be submitted to board on or before 4:30 p.m. on April 1st of the year preceding the
16 year in which the proposed charter school plans to begin operation as a public charter school.
17 Applications will be accepted only between March 1st and April 1st. If the 1st of April falls on a Saturday,
18 Sunday or holiday on which the school district offices are closed, applications will be accepted on the
19 next business day on or before 4:30 p.m. Late applications will not be accepted, without exception. The
20 sponsor shall pay an application fee of \$2,500.00.²

21

22 **REVIEW TEAM**

23 If necessary, the board shall appoint a review team to assist in reviewing and evaluating charter school
24 applications. The team shall be composed of: members of the administrative staff for the district,
25 community members, and a member of the board with relevant educational, organizational, financial,
26 and legal experience. At the board meeting in February of each year, the director of schools shall make
27 a recommendation to the board on which members of his/her administrative staff should be appointed to
28 the team. The board shall name the members of the team at its meeting in March of each year. The board
29 shall designate a chairman of the review team as the contact person for answering questions about the
30 application process and receiving applications. The director of schools shall develop an orientation for
31 the team to ensure consistent evaluation standards and the elimination of real or perceived conflicts of
32 interest.

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3 a timeline for the application and review process. A copy of the procedure, including the review criteria,
4 shall be available to any interested party upon request.

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- 7 2) Recommend one of the following options to the board for each application: approve, reject, or
8 reject with stipulations for reconsideration; and
- 9 3) Make recommendations for revocation, renewal or non-renewal of charter contracts.

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11 The board shall rule by resolution on the approval or denial of a charter application within ninety (90)
12 days of receipt of the completed application, or the application shall be deemed approved by law. The
13 director of schools shall report the action taken by the board to the Department of Education.

14 *Approval*

15 The sponsor of a charter school that is approved by the board shall enter into a written agreement with
16 the board, which shall be binding on the charter school's governing body. This agreement, known as the
17 charter agreement, shall be in writing and signed by the sponsor and the board.

18 Starting in the 2018-2019 school year, the board will receive an annual authorizer fee of three percent
19 (3%) of the annual per student state and local allocations or thirty-five thousand dollars (\$35,000),
20 whichever is less.⁵

21 Charter schools approved by the board are expected to implement the application as submitted and
22 approved. Material variations in operations from the approved application require amendment pursuant
23 to statute and the charter school agreement.

24 The board should not be expected to provide services to charter schools that are not requested during the
25 application process except for those services that are required under state or federal laws. Services agreed
26 to be provided to the charter school by the board shall be provided at board actual cost. The board and
27 charter school shall execute a service contract for any additional services.

28 New charter school agreements are approved for a ten (10) year period.⁶ The board may revoke or deny
29 renewal of a charter school agreement for any of the reasons enumerated in state law.⁷

30 *Denial*

31 Upon receipt of the grounds for denial, the sponsor shall have thirty (30) days within which to submit an
32 amended application to correct the deficiencies. The board shall have sixty (60) days either to deny or
33 to approve the amended application, or the application shall be deemed approved by law.⁴

34 Within ten (10) days of final denial, an appeal may be filed with the State Board of Education.

Legal References

1. TCA 49-13-106(b)(1); State Board of Education Policy 6.111
2. TCA 49-13-107; TCA 1-3-102; TCA 49-13-108(a)(5); TRR/MS 0520-14-01
3. TCA 49-13-110
4. TCA 49-13-108; TRR/MSS 0520-14-01; Public Acts of 2018, Chapter No. 698
5. TCA 49-13-128
6. TCA 49-13-121
7. TCA 49-13-122

Cross References

4.301 INTERSCHOLASTIC ATHLETICS – *1st Reading*

Updates to this policy add the Williamson Middle Athletic Association (WMAA) to TSSAA for bylaws, as we use both associations for our athletics, as well as to references.

Franklin Special Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Interscholastic Athletics	Descriptor Code: 4.301	Issued Date: Proposed
		Rescinds: 4.301	Issued: 08/14/17

1 No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated
2 differently from another person or otherwise be discriminated against in any athletic program of the school. Equal
3 athletic opportunities shall be provided for members of both sexes.¹

4 Interscholastic athletics shall be administered as a part of the regular school program and shall be the principal's
5 responsibility. Principals shall ensure that school regulations regarding participation in a sport are reasonable.
6 Athletic schedules shall be filed in each school principal's office. The principal ~~or his/her~~ /designee ~~must shall~~
7 accompany an athletic team on trips. Transportation of teams to athletic games is approved by the board, provided
8 the team's school reimburses the board for mileage.

9 School athletics shall be coached only by personnel employed by the Franklin Special School District. Such
10 coaches are to be compensated only from district funds, according to the current schedule. Such coaching positions
11 shall only be part-time with no benefits associated.

12 Bylaws of the Tennessee Secondary School Athletic Association (TSSAA) and the **Williamson Middle Athletic**
13 **Association (WMAA)** shall regulate the operation and control of athletics.²

14 In the event that the school's insurance provider does not extend coverage to an athlete, that athlete must provide
15 proof of independently secured catastrophic coverage and liability coverage, with the school system as a named
16 insured, of not less than the limits set forth in ~~TCA § 29-20-403~~ **state law**.³

17 Prior to participation in interscholastic athletics, every student must complete an annual physical examination.^{3 4}
18 The parent(s)/guardian(s) of each student shall be responsible for covering the cost of the examination, and these
19 records shall be on file in the principal's office. It shall be the responsibility of the parent(s) / ~~or~~ guardian(s) to
20 provide health and hospitalization insurance for all students participating in interscholastic athletics.

21 No principal or teacher of any school under the control of the Board shall dismiss his/her school or any group of
22 students for the purpose of attending the practice of any interscholastic sport during the school day without written
23 permission from the board. This does not prevent the inclusion of regular physical training lessons in the daily
24 school program.^{4 5}

25 Students shall not be required to attend a school athletic event, or event related to participation on a
26 school athletic team, if the event is on an official school holiday, observed day of worship, or religious
27 holiday. The student's parent / ~~or legal~~ guardian shall notify the coach in writing three (3) full school
28 days prior to the event.^{5 6}

29 Coaches, employees, and volunteers of the school district shall not encourage, permit, condone or tolerate hazing
30 activities.^{6 7}

Legal References

1. 34 CFR § 106.41
2. TRR/MS 0520-01-02-.08(1)
3. TCA 29-20-403
4. TRR/MS 0520-01-03-.08(2)(b); 20 USCA § 1232h(c)
5. TCA 49-6-1002(a)
6. TCA 49-6-1002(c)
7. TCA 49-2-120

Cross References

Special Use of School Vehicles 3.402
Student Insurance Program 3.601
Cocurricular Activities 4.300
Attendance 6.200

Franklin Special Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: <h2 style="text-align: center;">Interscholastic Athletics</h2>	Descriptor Code: <h3 style="text-align: center;">4.301</h3>	Issued Date: <h3 style="text-align: center;">08/14/17</h3>
		Rescinds: <h3 style="text-align: center;">4.301</h3>	Issued: <h3 style="text-align: center;">08/12/13</h3>

- 1 No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated
 2 differently from another person or otherwise be discriminated against in any athletic program of the school. Equal
 3 athletic opportunities shall be provided for members of both sexes.¹

- 4 Interscholastic athletics shall be administered as a part of the regular school program and shall be the principal's
 5 responsibility. Principals shall ensure that school regulations regarding participation in a sport are reasonable.
 6 Athletic schedules shall be filed in each school principal's office. The principal or his/ her designee must
 7 accompany an athletic team on trips. Transportation of teams to athletic games is approved by the board, provided
 8 the team's school reimburses the board for mileage.

- 9 School athletics shall be coached only by personnel employed by the Franklin Special School District. Such
 10 coaches are to be compensated only from district funds, according to the current schedule. Such coaching positions
 11 shall only be part-time with no benefits associated.

- 12 Bylaws of the Tennessee Secondary School Athletic Association (TSSAA) shall regulate the operation and control
 13 of athletics.²

- 14 In the event that the school's insurance provider does not extend coverage to an athlete, that athlete must provide
 15 proof of independently secured catastrophic coverage and liability coverage, with the school system as a named
 16 insured, of not less than the limits set forth in TCA § 29-20-403.

- 17 Prior to participation in interscholastic athletics, every student must complete an annual physical examination.³
 18 The parents/guardians of each student shall be responsible for covering the cost of the examination, and these
 19 records shall be on file in the principal's office. It shall be the responsibility of the parent(s) or guardian(s) to
 20 provide health and hospitalization insurance for all students participating in interscholastic athletics.

- 21 No principal or teacher of any school under the control of the Board shall dismiss his/her school or any group of
 22 students for the purpose of attending the practice of any interscholastic sport during the school day without written
 23 permission from the board. This does not prevent the inclusion of regular physical training lessons in the daily
 24 school program.⁴

- 25 Students shall not be required to attend a school athletic event, or event related to participation on a
 26 school athletic team, if the event is on an official school holiday, observed day of worship, or religious
 27 holiday. The student's parent or legal guardian shall notify the coach in writing three (3) full school days
 28 prior to the event.⁵

- 29 Coaches, employees, and volunteers of the school district shall not encourage, permit, condone or tolerate hazing
 30 activities.⁶

Legal References

1. 34 CFR § 106.41
2. TRR/MS 0520-01-02-.08(1)
3. TRR/MS 0520-01-03-.08(2)(b)
4. TCA 49-6-1002
5. Public Acts of 2017, Chapter No. 260
6. TCA 49-2-120

Cross References

Attendance 6.200
Student Insurance Program 3.601

6.405 MEDICINES – *1st Reading*

Updates to this policy add language regarding administration-assisted and self-administration of asthma-reliever inhalers and anaphylaxis medication, as well as updating references.

Franklin Special Board of Education

Monitoring: Review: Annually, in May	Descriptor Term: <h2 style="text-align: center;">Medicines</h2>	Descriptor Code: 6.405	Issued Date: <i>Proposed</i>
		Rescinds: 6.405	Issued: 06/10/19

1 If under exceptional circumstances a child is required to take non-prescription or prescription
2 medications during school hours and the parent/guardian cannot be at school to administer the
3 medication, only the school nurse or a designee who has been trained as an unlicensed assistive personnel
4 (UAP) will assist in self-administration of the medication following the written guidelines pursuant to
5 TCA 49-5-415.¹ Medications administered at school are limited to those approved by the FDA. This
6 includes an UAP assisting in **administration of asthma-reliever inhalers**, diabetes tasks, including blood
7 glucose monitoring, **administration of anaphylaxis medication**, and administration of the emergency
8 medication Glucagon in the absence of the school nurse and administration of Epinephrine.^{1, 2}

9 **A student with asthma shall be permitted to possess and self-administer a prescribed, metered dosage
10 asthma-reliever inhalers if the parent/guardian provides written authorization for the student's possession
11 and self-administration of the inhaler and provides written statement from the prescribing health care
12 practitioner that the student suffers from asthma and has been instructed in self-administration. The
13 statement must include the name and purpose of the medication, the prescribed dosage, the time(s) to be
14 administered, the duration of the order and any additional special circumstances under which the inhaler
15 is to be administered.**

16 Upon written request of a parent/guardian, and if included in the student's medical management plan
17 and in the individualized healthcare plan (IHP), a student with diabetes shall be permitted to perform a
18 blood glucose check or administer insulin using any necessary diabetes monitoring and treatment
19 supplies, including sharps, in the school or on school grounds at any time necessary. Use and disposal
20 of sharps shall be in compliance with guidelines set forth by the Tennessee Occupational Safety and
21 Health Administration (TOSHA).^{2 3}

22 **A student with anaphylaxis shall be permitted to possess and self-administer prescription anaphylaxis
23 medication while on school property, or at a school-related event or activity in compliance with the
24 requirements of T.C.A. 49-50-1602.**

25 Students diagnosed with pancreatic insufficiency or cystic fibrosis shall be permitted to self-manage
26 their prescribed medication without additional assistance or direction as directed by a licensed healthcare
27 provider and in compliance with procedures developed in an individualized healthcare plan (IHP).^{3 4}

28 Upon notification to the school by the parent/guardian of a student with adrenal insufficiency, the district
29 will train school personnel who are willing to administer medications in the absence of the school nurse
30 in compliance with district procedures for training unlicensed, assistive personnel (UAP) and record
31 keeping as set forth by the State Board of Education. If a student is suffering from adrenal crisis,
32 medications will be administered as directed in the student's Individualized Healthcare Plan (IHP). The
33 medications will be administered by the UAP only if the school nurse is not immediately available to
34 administer.^{4 5}

- 1 The school nurse is responsible for providing the appropriate medication form or individualized
- 2 healthcare form to the parent/guardian. The parent/guardian is responsible for delivering the medication
- 3 in an appropriately labeled container with the completed, signed forms to the school nurse or other
- 4 designated school staff. The parent/guardian is also responsible for informing the school nurse of any
- 5 change in the student's health or medications.

- 6 A copy of this policy and detailed medication guidelines may be obtained from your school nurse.

Legal References

1. TCA 49-50-1602, *et. Seq.*; TRR/MS 0520-01-13-.03
2. TCA 49-50-1602(d)(7)
3. State Board of Education Policy 4.205; TRR/MS 0800-01-10
4. TCA 49-50-1601
5. TRR/MS 0520-01-13; State Board of Education Policy 4.205

Cross References

Promoting Student Welfare 6.400
Student Health Services 6.401
Emergency Allergy Response Plan 6.412

Franklin Special Board of Education

Monitoring: Review: Annually, in May	Descriptor Term: <h2 style="text-align: center;">Medicines</h2>	Descriptor Code: 6.405	Issued Date: 06/10/19
		Rescinds: 6.405	Issued: 03/12/18

1 If under exceptional circumstances a child is required to take non-prescription or prescription
 2 medications during school hours and the parent/guardian cannot be at school to administer the
 3 medication, only the school nurse or a designee who has been trained as an unlicensed assistive personnel
 4 (UAP) will assist in self-administration of the medication following the written guidelines pursuant to
 5 TCA 49-5-415.¹ Medications administered at school are limited to those approved by the FDA. This
 6 includes an UAP assisting in diabetes tasks, including blood glucose monitoring, and administration of
 7 the emergency medication Glucagon in the absence of the school nurse and administration of
 8 Epinephrine.^{1, 2}

9 Upon written request of a parent/guardian, and if included in the student’s medical management plan
 10 and in the individualized healthcare plan (IHP), a student with diabetes shall be permitted to perform a
 11 blood glucose check or administer insulin using any necessary diabetes monitoring and treatment
 12 supplies, including sharps, in the school or on school grounds at any time necessary. Use and disposal
 13 of sharps shall be in compliance with guidelines set forth by the Tennessee Occupational Safety and
 14 Health Administration (TOSHA).²

15 Students diagnosed with pancreatic insufficiency or cystic fibrosis shall be permitted to self-manage
 16 their prescribed medication without additional assistance or direction as directed by a licensed healthcare
 17 provider and in compliance with procedures developed in an individualized healthcare plan (IHP).³

18 Upon notification to the school by the parent/guardian of a student with adrenal insufficiency, the district
 19 will train school personnel who are willing to administer medications in the absence of the school nurse
 20 in compliance with district procedures for training unlicensed, assistive personnel (UAP) and record
 21 keeping as set forth by the State Board of Education. If a student is suffering from adrenal crisis,
 22 medications will be administered as directed in the student’s Individualized Healthcare Plan (IHP). The
 23 medications will be administered by the UAP only if the school nurse is not immediately available to
 24 administer.⁴

25 The school nurse is responsible for providing the appropriate medication form or individualized
 26 healthcare form to the parent/guardian. The parent/guardian is responsible for delivering the medication
 27 in an appropriately labeled container with the completed, signed forms to the school nurse or other
 28 designated school staff. The parent/guardian is also responsible for informing the school nurse of any
 29 change in the student's health or medications.

30 A copy of this policy and detailed medication guidelines may be obtained from your school nurse.

Legal References

1. TCA 49-50-1602, *et. seq.*
2. TCA 49-50-1602(d)(7)
3. TCA 49-50-1601; State Board of Education Policy 4.205
4. TRR/MS 0520-01-12; State Board of Education Policy 4.205

Cross References

Student Health Services 6.401
Emergency Allergy Response Plan 6.412



Accountability

Summary of New Accountability Hold Harmless Law *for Districts and School Board Members*

On January 21, 2021, during the 1st Extraordinary Session of the 112th General Assembly, the Tennessee General Assembly took bold action by passing the Accountability Hold Harmless Law (SB7001/HB7003) to hold your schools, teachers, and students harmless from negative consequences resulting from the 2020-21 TCAP assessments.

The Governor, the General Assembly, and the department heard from districts that the COVID-19 pandemic created the need for common-sense flexibilities regarding school and district accountability, educator evaluations, and the incorporation of TCAP data in student grades. These flexibilities include:

- **School-level accountability:** Student performance and growth data generated by TCAP assessments administered in the 2020-2021 school year shall not be used to assign a letter grade to schools, identify any schools for the priority list, or assign any schools to the achievement school district so long as districts administer assessments to at least 80% of eligible students or receive a waiver from the Commissioner of Education.
- **Ratings:** The department shall not issue letter grades or any other summative ratings for schools or districts on the state report card for the 2020-2021 school year, so long as the district meets the 80% threshold or receives a waiver.
- **Student growth composites:** Student growth data generated by the 2020-2021 TCAP assessments will not be used for educators' student growth composites for the 2020-2021, 2021-2022, and 2022-2023 school years, unless such inclusion results in a higher overall final evaluation score for the educator.
- **Alternative growth model evaluations for teachers in non-tested grades and subjects and pre-k and kindergarten portfolio/portfolio alternatives:** The state shall not require educators to be evaluated using alternative growth models or pre-k and kindergarten portfolio or portfolio alternatives. As a district LEA, you may locally decide to evaluate your teachers in non-tested grades and subjects using an alternative growth model, portfolio, or portfolio alternative, but the evaluations may not be used in your educators' final evaluations, unless such use results in a higher final evaluation score for the educator.
- **Incorporation of TCAP scores in student grades:** For the 2020-2021 school year, districts may choose the percentage that scores from the TCAP assessments will count on students' final grades. The range currently allowable is 0% - 25%.



Learning Loss

Summary of Tennessee Learning Loss and Student Acceleration Act

for Districts and School Board Members

On January 22, 2021, the Tennessee General Assembly enacted the Tennessee Learning Loss Remediation and Student Acceleration Act (SB 7002/HB 7004) to address the learning loss of students due to COVID-19 related school closures. Through this new law, all school districts in Tennessee will be required to offer learning loss remediation summer programs for students in grades K-8, starting in summer 2021.

Programming

Starting this summer, all school districts in Tennessee are required to offer in-person learning loss remediation and student acceleration programs, **including summer learning camps, after-school learning mini-camps, and learning loss bridge camps**. School districts and public charter schools may partner with each other to jointly establish the programs, and they may also seek assistance from public or non-profit community partners.

Summer Learning Camps (Summer 2021 and Summer 2022 ONLY)

- 6 hours of daily programming
- Daily programming must include 4 hours of reading and math instruction (with at least one hour of this block dedicated to math and at least one hour for reading), one hour of intervention, and one hour of physical activity or “play.”
- Students entering grades 1 through 5
- 5 days per week for 6 weeks

Learning Loss Bridge Camps (Summer 2021 and Summer 2022)

- 6 hours of daily programming
- Daily programming must include 4 hours of reading and math instruction (with at least one hour of this block dedicated to math and at least one hour for reading), one hour of intervention, and one hour of physical activity or “play.”
- Students who are entering grades 6-8
- 5 days per week for 4 weeks



After School Summer Learning Mini Camps (Summer 2021 and Summer 2022)

- These are also known as “STREAM” Mini Camps. (STREAM is “Science Technology, Reading, Engineering, Arts, and Math)
- One hour of programming focused on a STREAM educational approach
- Students entering grades 1 through 5
- 4 days per week for six weeks provided by a licensed teacher or TN ALL Corps member

Learning Loss Bridge Camps (Summer 2023 and Each Year Thereafter)

- 6 hours of daily programming
- Daily programming must include 4 hours of reading and math instruction (with at least one hour of this block dedicated to math and at least one hour for reading), one hour of intervention, and one hour of physical activity or “play.”
- Students who are entering grade 4-8
- 5 days per week for 4 weeks

Student Eligibility and Participation

Priority students include students who score below proficient in math or reading on their most recent state test or state-approved screener, students who attend a school where less than 50% of students are proficient in math or reading, or students eligible for TANF benefits. Student participation is optional, unless the district chooses to adopt a policy that requires participation.

The state will fully fund the learning loss remediation and student acceleration programs for all priority students who enroll. School districts may offer additional seats to non-priority students if there are additional seats available, or if a school district decides to pay for additional seats.

Staffing and Support

All staff for the learning loss remediation programs will receive stipends, with classroom teachers receiving a stipend of no less than \$1,000 per week and no more than 25% above the weekly compensation rate for the highest salary step for teachers.

Additionally, instructional staff of the camps will have the opportunity to participate in a preparation course and professional development program developed by Tennessee Department of Education (TDOE).

The new law also creates the Tennessee Accelerated Literacy and Learning Corps (TN ALL Corps), a network of high-quality tutors to assist school districts, schools, partner organizations, and parents in remediating learning loss. The TDOE will provide structures, materials and resources for the tutoring corps that districts may opt to use, but there is no requirement to participate until the 2023 school year, although it is highly encouraged that districts provide significant supports before that time.



Measuring Student Progress

To assess the impact of the programs, TDOE will establish an innovative benchmark assessment pilot program, through the development of Tennessee Universal Math and Universal Reading Screeners. Participating students will complete a pre- and post-test using the screeners to measure student progress.

School districts must report the results of all pre- and post-tests to TDOE by September 1 of each year, but the results of the tests will not be used for school or district accountability designations.

Starting in the 2021-2022 school year, school districts may also authorize K-2 teachers to use the results of the Tennessee Universal Math and Universal Reading Screeners as an alternative growth model to generate individual growth scores for teacher evaluations.

Additional Student Supports

Starting in the 2022-23 school year, any 3rd grade student scoring at “approaching” or “below” grade level on the ELA TCAP assessment must receive additional supports and services. This involves the choice of multiple pathways, including summer programming, TN ALL Corps participating, retesting, and/or retention. While a pathway must be selected, the decision on which is the best match for each student will be made at the local level. A Commissioner Waiver Process will be developed to address those students who may not require additional supports.



Literacy

Tennessee Literacy Success Act

for Districts and School Board Members

On January 21, 2021, the Tennessee General Assembly enacted the Tennessee Literacy Success Act (SB7003/HB7002), marking an important point in history for Tennessee students and families. The act outlines a bold policy framework that engages different stakeholders to improve literacy rates in Tennessee. Recognizing the important role that school districts and local boards of education play in education, the act outlines new expectations for how schools and districts will measure and report on efforts to improve literacy rates, and new measures to ensure that teachers are prepared and supported to deliver instruction grounded in foundational literacy skills.

Transparency and Planning

Improving Tennessee's literacy rates will require continuing to engage in detailed planning and effective implementation at the school district level. The act requires school districts to develop a Foundational Literacy Skills Plan to articulate locally driven solutions to improve literacy outcomes for students. These plans will be submitted to the Tennessee Department of Education (TDOE) for approval and reported publicly to provide transparency. Recognizing that many school districts across the state may already provide literacy instruction rooted in foundational literacy skills, the act allows for plans to be developed for and tailored to local contexts.

Measurement and Reporting

School districts will begin to administer a universal reading screener to all students in K-3rd grades three times each year to identify students with a significant reading deficiency and measure literacy rates across schools. The act provides flexibility for school districts to use a reading screener they already possess or use the Tennessee Universal Reading screener that will be provided free of charge. Recognizing the importance of instructional time, the Tennessee Universal Reading Screener can be used by school districts to satisfy multiple testing requirements including dyslexia screening, RtI² screening, and as an approved alternative to portfolio assessment.



Student Interventions and Support

To support student literacy in the classroom and at home, school districts will provide tailored reading supports and interventions for each student identified as having a significant reading deficiency. These tailored supports include notifying parents if students are identified as having a reading deficiency, providing personalized literacy reports after each administered screener, and providing interventions and activities that parents may use at home to support reading proficiency.

Teacher Training and Professional Development

Ensuring that current and future teachers receive adequate training and support in foundational literacy skills instruction is crucial for the success of this new act. Current teachers in K-5th grades must complete at least one professional development course on foundational literacy skills approved by the TDOE to advance or renew their teaching licenses. This can be done as part of the currently required professional development points needed to renew teaching licenses in the state. To assist teachers in this endeavor, the TDOE will develop at least one professional development course to fulfill this requirement and provide it at no cost.

Finally, this act contains requirements for teacher preparation programs to ensure that new educators are also properly trained in delivering foundational literacy skills instruction. All educator preparation programs will provide teacher candidates with training on foundational literacy skills, beginning in 2022, and new teachers seeking to teach in K-5th grades will be required to pass a reading instruction assessment.



Teacher Pay

Summary of Teacher Pay in the Appropriations Bill *for Districts and School Board Partners*

On January 22, 2021, during the 1st Extraordinary Session of the 112th General Assembly, the Tennessee General Assembly passed an Appropriations Bill (SB7009/HB7020), which included critical pay increases for Tennessee teachers during an unprecedented school year impacted by the COVID-19 pandemic.

We all know educators are critical for the success and safety of students. Throughout these unprecedented times, Tennessee teachers and districts continue to rise to the occasion to meet the needs of all students and provide them with a quality education. Educators are working especially hard through the pandemic to adapt to new challenges, dynamics, and instructional environments.

By passing this appropriations bill recommended by Governor Lee, the General Assembly appropriated funding to provide an increase equivalent to a 2% increase of the instructional component of the BEP for this school year (dating back to January 1, 2021). This funding includes the state fully covering the local match for an equivalent 2% increase. It will be up to you at the district-level to decide how this increased funding is dispersed for district instructional staff.

The 2% increase to the instructional component of the BEP is not equivalent to a 2% salary increase for all teachers. The exact amount of money available for educator salaries and/or bonuses has been sent to districts and will be distributed at their discretion.

In addition to this one-time increase, Governor Lee has already committed to proposing a recurring 4% increase in the instructional component of the BEP to begin next fiscal year. This investment will provide significant funding to support districts as they provide instructional salary increases for teachers.

	FES			JES			LES			MES			PGFS		
	Female	Male	Teachers Avg	Female	Male	Teachers Avg	Female	Male	Teachers Avg	Female	Male	Teachers Avg	Female	Male	Teachers Avg
Pre-Kindergarten (P3)	2	4	2 3.0	1	2	1 3.0	1	5	1 6.0	1	3	1 4.0	2	5	0
Pre-Kindergarten (P4)	9	13	1 22.0	13	13	1 26.0	9	14	2 11.5	10	10	2 10.0	12	7	1 19
Kindergarten	27	24	3 17.0	29	31	4 15.0	59	46	5 21.0	43	49	6 15.3	33	26	3 19.67
Pre-First	0	0	0 0.0	0	0	0 0.0	0	0	0 0.0	0	0	0 0.0	0	0	0 0.0
Grade 1	42	29	5 14.2	28	31	4 14.8	40	43	5 16.6	39	57	6 16.0	26	34	4 15
Grade 2	23	24	3 15.7	27	26	4 13.3	25	51	5 15.2	46	44	5 18.0	27	42	4 17.25
Grade 3	35	20	4 13.8	31	29	4 15.0	46	57	6 17.2	46	37	5 16.6	38	24	4 15.5
Grade 4	19	31	4 12.5	31	37	4 17.0	35	47	5 16.4	44	50	5 18.8	31	33	4 16
Total Students	157	145	302	160	169	329	215	263	478	229	250	479	169	171	340
Asian	7		3%	38		13%	17		4%	54		12%	7		2%
Black	44		16%	79		26%	51		11%	44		10%	25		8%
Hispanic-All Races	37		14%	79		26%	133		30%	76		17%	126		40%
Native American	2		1%	0		0%	3		1%	1		0%	2		1%
Hawaiian/Pacific Islander	1		0%	0		0%	2		0%	3		1%	0		0%
White	183		67%	104		35%	243		54%	277		61%	154		49%
TOTAL WITHOUT PRE-K	274			300			449			455			314		
Grade 5	128	132	12 21.7										36	32	4 17
Grade 6	133	127	12 21.7										36	56	4 23
Grade 7				116	138	13 19.5							56	49	4 26.25
Grade 8				139	141	12 23.3							35	43	4 19.5
Total Students	261	259	520	255	279	534							163	180	343
Asian	40		8%	29		5%							14		4%
Black	83		16%	107		20%							15		4%
Hispanic-All Races	130		25%	131		25%							130		38%
Native American	4		1%	5		1%							3		1%
Hawaiian/Pacific Islander	1		0%	3		1%							4		1%
White	262		50%	259		49%							177		52%
TOTAL WITHOUT PRE-K	520			534									343		
TOTAL WITHOUT PRE-K	3189			3325			136						343		

Grade	Average Size
K-3	16.1
4-6	18.2
7-8	22.2

FSSD Demographics - 1/22/2021

FRANKLIN SPECIAL SCHOOL DISTRICT
Investment Report
December 31, 2020

Local Government Investment Pool

Interest Rate for December: .16%

General Investment Account	
Beginning Balance	\$ 29,949.96
Interest	4.07
Withdrawals	
Deposits	
Total Invested	\$ 29,954.03
Debt Service Investment Account	
Beginning Balance	\$ 830.42
Interest	0.11
Withdrawals	
Deposits	
Total Invested	\$ 830.53
Capital Projects Investment Account	
Beginning Balance	\$ 2.69
Interest	-
Withdrawals	-
Deposits	-
Total Invested	\$ 2.69
Construction Investment Account	
Beginning Balance	\$ 25,897,852.52
Interest	3,397.85
Withdrawals	(1,145,204.07)
Deposits	-
Total Invested	\$ 24,756,046.30

FRANKLIN SPECIAL SCHOOL DISTRICT

Investment Report

December 31, 2020

First Tennessee Bank

General Purpose Checking

Beginning Balance	\$ 1,551,699.90
Receipts	3,338,220.00
Receipts - Loan from First Horizon (Tax Anticipation)	1,800,000.00
Receipts - Loan fr Debt	
Interest	137.71
Transfer from Investments	
Transfer to Investments	
Pmt of Tax Anticipation Loan First Horizon	
Loan to - Debt	
Disbursements	<u>(4,691,278.00)</u>
Ending Balance	<u>\$ 1,998,779.61</u>

Debt Service Checking

Beginning Balance	\$ 953.93
Receipts	117,741.28
Receipts - Loan Payment fr GP	
Interest	6.37
Transfer from Investments	
Transfer to Investments	
Loan to GP	(118,000.00)
Disbursements	
Ending Balance	<u>\$ 701.58</u>

Capital Projects Checking

Beginning Balance	\$ 128,702.00
Receipts	
Interest	7.03
Loan fr Debt Service	
Transfer from GP Loan	
Reimb fr Const-Exp	367.82
Disbursements	<u>(103,936.31)</u>
Ending Balance	<u>\$ 25,140.54</u>

Construction Checking

Beginning Balance	\$ 26,261.37
Receipts	
Interest	12.14
Transfer fr Investments	1,145,204.07
Transfer to Capt-Exp	(367.82)
Disbursements	<u>(1,145,725.55)</u>
Ending Balance	<u>\$ 25,384.21</u>

Fnd T	Acct	Obj	Prj	Loc	Prg	Acct	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	Uncollected
							Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance	
General Purpose							2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	
141	R	40110				Current Year Property Tax	13,356,309.00	0.00	13,356,309.00	5,992,196.53	7,127,677.17	6,228,631.83	
141	R	40120				Trustee's Collections Prior Ye	80,000.00	0.00	80,000.00	7,792.54	75,295.47	4,704.53	
141	R	40130				Circuit Clerks/Cam-Prior Year	40,000.00	0.00	40,000.00	2,373.40	29,788.06	10,211.94	
141	R	40140				Interest & Penalty	20,000.00	0.00	20,000.00	1,304.86	8,455.24	11,544.76	
141	R	40161				Payments In Lieu Of Taxes-Tva	0.00	0.00	0.00	0.00	0.00	0.00	
141	R	40163				Payments In Lieu Of Taxes-Othe	50,000.00	0.00	50,000.00	382.58	382.58	49,617.42	
141	R	40210				Local Option Sales Tax	5,974,000.00	0.00	5,974,000.00	5,558.13	3,176,249.50	2,797,750.50	
141	R	40275				Mixed Drink Tax (ST)	105,000.00	0.00	105,000.00	9,889.73	44,460.79	60,539.21	
141	R	40350				Interstate Telecomm Tax	0.00	0.00	0.00	0.00	0.00	0.00	
141	R	40610				Current Year Property Tax	17,229,242.00	0.00	17,229,242.00	5,056,410.09	6,201,181.52	11,028,060.48	
141	R	40620				Prior Year Property Tax	100,000.00	0.00	100,000.00	18,326.34	146,928.57	-46,928.57	
141	R	40630				Interest & Penalty	25,000.00	0.00	25,000.00	2,970.96	15,676.50	9,323.50	
141	R	40640				Pick-Up Taxes	35,000.00	0.00	35,000.00	4,869.50	59,141.60	-34,141.60	
141	R	41110				Licenses & Permits	500.00	0.00	500.00	52.18	407.41	92.59	
141	R	43511				Tuition-Regular Day Students	30,000.00	0.00	30,000.00	9,000.00	24,551.00	5,449.00	
141	R	43513				Tuition-YSI	349,540.00	0.00	349,540.00	0.00	0.00	349,540.00	
141	R	43517				Tuition-Other	28,000.00	0.00	28,000.00	0.00	56,512.00	-28,512.00	
141	R	43570				Receipts From Individual Schoo	40,000.00	0.00	40,000.00	14.00	219.30	39,780.70	
141	R	43990				Other Charges For Services	10.00	0.00	10.00	0.00	0.00	10.00	
141	R	44110				Interest Earned	50,000.00	0.00	50,000.00	371.02	2,480.75	47,519.25	
141	R	44120				Lease/Rentals	25,000.00	0.00	25,000.00	812.50	612.50	24,187.50	
141	R	44146				E-Rate Funding	34,900.00	0.00	34,900.00	0.00	0.00	34,900.00	
141	R	44170				Miscellaneous Refunds	10,000.00	0.00	10,000.00	0.00	94,635.66	-84,635.66	
141	R	44520				Insurance Recovery	0.00	0.00	0.00	0.00	0.00	0.00	
141	R	44530				Sale of Equipment	1,500.00	0.00	1,500.00	0.00	6,450.00	-4,950.00	
141	R	44540				Sale of Property	0.00	0.00	0.00	0.00	0.00	0.00	
141	R	44560				Damage Recovered from Individu	0.00	0.00	0.00	0.00	0.00	0.00	
141	R	44570				Contributions & Gifts	0.00	0.00	0.00	0.00	13,120.90	-13,120.90	
141	R	44990				Other Local Revenue	2,000.00	0.00	2,000.00	2.63	39.28	1,960.72	
141	R	46511				Basic Education Program	14,845,000.00	0.00	14,845,000.00	1,490,500.00	8,913,000.00	5,932,000.00	
141	R	46515				Early Childhood Education	304,603.00	0.00	304,603.00	12,097.31	103,832.84	200,770.16	
141	R	46590				Other State Education Funds	138,510.00	8,385.93	146,895.93	7,663.48	88,064.37	58,831.56	
141	R	46592				Internet Connectivity	0.00	0.00	0.00	0.00	0.00	0.00	
141	R	46610				Career Ladder	100,000.00	0.00	100,000.00	0.00	41,837.62	58,162.38	
141	R	46612				Extended Contracts	0.00	0.00	0.00	0.00	0.00	0.00	
141	R	46850				Mixed Drink Tax	0.00	0.00	0.00	0.00	0.00	0.00	
141	R	46980				Other State Grants	0.00	0.00	0.00	0.00	0.00	0.00	
141	R	47143				Ed Of Handicap_IDEA	0.00	0.00	0.00	0.00	170,249.03	-170,249.03	

End T Acct	Obj	Pri	Loc	Prg	Acct	2020-21 Original Budget	2020-21 Budget Revisions	2020-21 Revised Budget	January 2020-21 Monthly Activity	2020-21 FYTD Activity	Uncollected Balance
141	R	47145	---	---	---	0.00	0.00	0.00	0.00	54,987.50	-54,987.50
						0.00	0.00	0.00	0.00	137,213.89	-137,213.89
						0.00	0.00	0.00	2,803.46	19,830.65	-19,830.65
						0.00	300.00	300.00	0.00	300.00	0.00
						26,000.00	0.00	26,000.00	2,025.00	3,317.88	22,682.12
						0.00	0.00	0.00	0.00	0.00	0.00
						60,000.00	0.00	60,000.00	0.00	0.00	60,000.00
						53,060,114.00	8,685.93	53,068,799.93	12,627,416.24	26,627,099.58	26,441,700.35

General Purpose

End T Acct	Obj	Prj	Loc	Prj	Acct	2020-21			2020-21		Uncollected	
						Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity		Balance
142					Federal Programs							
142 R	47141				Title I Part A	396,216.00	89,863.80	486,079.80	112,297.86	221,614.52	264,465.28	
142 R	47143				Ed Of Handicap IDEA	829,142.00	58,496.89	887,638.89	40,360.33	273,680.73	613,958.16	
142 R	47145				IDEA Preschool	24,191.00	14,109.16	38,300.16	3,186.11	11,470.94	26,829.22	
142 R	47146				Title III Part A	45,204.00	26,928.31	72,132.31	3,024.00	19,049.42	53,082.89	
142 R	47147				Title IV Safe & Drug-Free Scho	28,534.00	-26.00	28,508.00	3,000.00	8,500.00	20,008.00	
142 R	47149				Title X McKinney-Vento	0.00	0.00	0.00	0.00	0.00	0.00	
142 R	47189				Title II Part A	89,822.00	109.34	89,931.34	0.00	35,200.72	54,730.62	
142 R	47301				ESSER Grant	0.00	388,870.40	388,870.40	1,988.56	348,537.92	40,332.48	
142 R	47303				LEA Reopening Grant	0.00	60,000.00	60,000.00	0.00	60,000.00	0.00	
142 R	47306				Emergency Loss of Income Grant	0.00	0.00	0.00	0.00	194,878.00	-194,878.00	
142 R	47311				First To The Top	0.00	0.00	0.00	0.00	0.00	0.00	
142 R	47390				Other Federal Through State	0.00	0.00	0.00	0.00	0.00	0.00	
142 R	49800				Transfers In	0.00	0.00	0.00	0.00	0.00	0.00	
142					Federal Programs	1,413,109.00	638,351.90	2,051,460.90	163,856.86	1,172,932.25	878,528.65	

Fnd T	Acct	Obj	Prj	Loc	Prj	Acct	2020-21		January 2020-21		FYTD Activity	Encumbered Amount	Unencumbered Balance
							Original Budget	Revised Budget	Monthly Activity	Monthly Activity			
Federal Programs													
142	E	71100					318,631.00	601,133.88	6,682.43	520,744.35	12,544.43	67,845.10	
							Regular Education Program						
142	E	71200					801,250.00	872,462.78	56,150.05	334,989.71	33,901.35	503,571.72	
							Special Education Program						
142	E	72120					15,984.00	18,996.06	0.00	0.00	0.00	18,996.06	
							Health Services						
142	E	72130					2,394.00	198,719.31	13,398.24	74,024.46	134.45	124,560.40	
							Other Student Support						
142	E	72210					200,246.00	198,382.47	21,677.49	79,848.63	20,993.32	97,540.52	
							Regular Instruction Program						
142	E	72220					7,585.00	26,678.00	384.22	8,514.49	460.00	17,703.51	
							Special Education Instruction						
142	E	72250					0.00	70,461.13	1,988.56	47,042.05	13,646.83	9,772.25	
							TECHNOLOGY						
142	E	72710					17,164.00	15,864.40	807.34	6,994.01	0.00	8,870.39	
							Transportation						
142	E	73100					0.00	1,206.49	0.00	0.00	0.00	1,206.49	
							Food Supplies						
142	E	99100					49,855.00	47,556.38	0.00	0.00	0.00	47,556.38	
							Operating Transfer						
142							1,413,109.00	2,051,460.90	101,088.33	1,072,157.70	81,680.38	897,622.82	
							Federal Programs						

End F Acct	Obj	Prj	Loc	Prj	Acct	2020-21 Original Budget	2020-21 Budget Revisions	2020-21 Revised Budget	January 2020-21 Monthly Activity	FYTD ACTIVITY	Uncollected Balance
143					Food Service						
143 R 43521	---	---	---	---	Lunch Payments-Children	467,000.00	0.00	467,000.00	0.00	13,990.40	453,009.60
143 R 43522	---	---	---	---	Lunch Payments-Adults	49,000.00	0.00	49,000.00	2,949.00	18,272.50	30,727.50
143 R 43523	---	---	---	---	Income From Breakfast	87,000.00	0.00	87,000.00	0.00	2,741.10	84,258.90
143 R 43525	---	---	---	---	Ala Carte Sales	150,000.00	0.00	150,000.00	6,279.25	33,210.75	116,789.25
143 R 43990	---	---	---	---	Other Charges For Services	135,000.00	0.00	135,000.00	261.30	3,279.59	131,720.41
143 R 44530	---	---	---	---	Sale of Equipment	500.00	0.00	500.00	0.00	250.80	249.20
143 R 44560	---	---	---	---	Damage Recovered from Individu	0.00	0.00	0.00	76.00	76.00	-76.00
143 R 44570	---	---	---	---	Contributions & Gifts	0.00	0.00	0.00	0.00	1,500.00	-1,500.00
143 R 44990	---	---	---	---	Other Local Revenue	0.00	0.00	0.00	0.00	0.00	0.00
143 R 46520	---	---	---	---	School Food Service	16,500.00	0.00	16,500.00	0.00	0.00	16,500.00
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	830,000.00	0.00	830,000.00	0.00	30,738.10	799,261.90
143 R 47112	---	---	---	---	USDA Commodities	141,580.00	0.00	141,580.00	0.00	0.00	141,580.00
143 R 47113	---	---	---	---	Breakfast	320,000.00	0.00	320,000.00	0.00	9,115.68	310,884.32
143 R 47114	---	---	---	---	USDA Other	16,000.00	0.00	16,000.00	0.00	702,035.97	-686,035.97
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	172,080.00	0.00	172,080.00	10,187.32	57,853.31	114,146.69
143 -	---	---	---	---	Food Service	2,384,580.00	0.00	2,384,580.00	19,752.87	873,064.20	1,511,515.80

End T Acct	Obj Prj	LOC	Prg	Acct	2020-21 Original Budget	2020-21 Revised Budget	January 2020-21 Monthly Activity	2020-21 FYTD Activity	Encumbered Amount	Unencumbered Balance
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143

Food Service

143 E 73100	---	---	---	Food Supplies	2,336,363.00	2,336,363.00	172,072.36	987,754.02	647,937.56	700,671.42
143 -	---	---	---	Food Service	2,336,363.00	2,336,363.00	172,072.36	987,754.02	647,937.56	700,671.42

End T	Acct	Obj	Pri	Loc	Prg	Acct	2020-21 Original Budget	2020-21 Budget Revisions	2020-21 Revised Budget	January 2020-21 Monthly Activity	2020-21 FYTD Activity	Uncollected Balance
146						Community Service (MAC)						
146	R	43581				Community Services Fees	1,516,200.00	0.00	1,516,200.00	79,972.85	492,838.40	1,023,361.60
146	R	43584				Registration Fees-School Year	32,150.00	0.00	32,150.00	795.00	19,605.00	12,545.00
146	R	43585				Registration Fees-Summer	10,750.00	0.00	10,750.00	0.00	140.00	10,610.00
146	R	43990				Other Charges For Services	0.00	0.00	0.00	0.00	50.00	-50.00
146	R	44120				Lease/Rentals	33,912.00	0.00	33,912.00	2,826.00	19,782.00	14,130.00
146	R	44170				Miscellaneous Refunds	36,000.00	0.00	36,000.00	0.00	0.00	36,000.00
146	R	44570				Contributions & Gifts	500.00	0.00	500.00	0.00	0.00	500.00
146	R	46590				Other State Education Funds	0.00	80,231.00	80,231.00	0.00	23,401.10	56,829.90
146						Community Service (MAC)	1,629,512.00	80,231.00	1,709,743.00	83,593.85	555,816.50	1,153,926.50

End T Acct	Obj	Prj	Loc	Prg	Acct	2020-21 Original Budget	2020-21 Revised Budget	January 2020-21 Monthly Activity	2020-21 FYTD Activity	Encumbered Amount	Unencumbered Balance
146					Community Service (MAC)						
146 E 73300					Community Service	1,317,100.00	1,397,331.00	90,196.74	619,599.07	10,628.56	767,103.37
146 E 99100					Operating Transfer	0.00	0.00	0.00	0.00	0.00	0.00
146					Community Service (MAC)	1,317,100.00	1,397,331.00	90,196.74	619,599.07	10,628.56	767,103.37

Fnd T	Acct	Obj	Prj	Loc	Prj	Acct	2020-21			2020-21		Uncollected
							Original Budget	Budget Revisions	Revised Budget	January 2020-21 Monthly Activity	FYTD Activity	
156	R	40610	---	---	---	---	5,587,119.00	0.00	5,587,119.00	1,639,695.04	2,010,921.58	3,576,197.42
							50,000.00	0.00	50,000.00	5,942.86	47,645.80	2,354.20
							12,000.00	0.00	12,000.00	963.44	5,083.51	6,916.49
							20,000.00	0.00	20,000.00	1,579.08	22,421.26	-2,421.26
							15,000.00	0.00	15,000.00	72.08	249.20	14,750.80
							0.00	0.00	0.00	0.00	0.00	0.00
							0.00	0.00	0.00	0.00	0.00	0.00
							5,684,119.00	0.00	5,684,119.00	1,648,252.50	2,066,321.35	3,597,797.65

Debt Service

156 R 40610 --- --- --- Current Year Property Tax
 156 R 40620 --- --- --- Prior Year Property Tax
 156 R 40630 --- --- --- Interest & Penalty
 156 R 40640 --- --- --- Pick-Up Taxes
 156 R 44110 --- --- --- Interest Earned
 156 R 44990 --- --- --- Other Local Revenue
 156 R 49800 --- --- --- Transfers In
 156 - --- --- --- Debt Service

Fnd T Acct	Obj Prj Loc	Prg Acct	2020-21		January 2020-21		FYTD Activity	Encumbered Amount	Unencumbered Balance
			Original Budget	Revised Budget	Monthly Activity				
156		Debt Service							
156 E 72310		Board Of Education Services	113,062.00	113,062.00	32,988.03	41,677.12	0.00	71,384.88	
156 E 82130		Principal	2,890,000.00	2,890,000.00	0.00	0.00	0.00	2,890,000.00	
156 E 82230		Interest	2,422,168.00	2,422,168.00	0.00	958,895.52	0.00	1,463,272.48	
156 E 82330		Other Debt Service	5,000.00	5,000.00	0.00	300.00	0.00	4,700.00	
156 -		Debt Service	5,430,230.00	5,430,230.00	32,988.03	1,000,972.64	0.00	4,429,357.36	

Fnd T	Acct	Obj	Prj	Loc	Prj	Acct	2020-21		2020-21		2020-21		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					900,000.00	0.00	900,000.00	142,967.38	427,169.49	472,830.51	
177	R	44110					251,200.00	0.00	251,200.00	32.95	31,302.77	219,897.23	
177	R	44530					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	750.00	750.00	-750.00	
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	56,954.58	-56,954.58	
177							1,151,200.00	0.00	1,151,200.00	143,750.33	516,176.84	635,023.16	

End T Acct	Obj	Prj	Loc	Prg	Acct	2020-21 Original Budget	2020-21 Revised Budget	January 2020-21 Monthly Activity	2020-21 FYTD Activity	Encumbered Amount	Unencumbered Balance
177					Capital Projects						
177 E 81300					Education Debt Service	0.00	0.00	0.00	0.00	0.00	0.00
177 E 82130					Principal	0.00	0.00	0.00	0.00	0.00	0.00
177 E 82230					Interest	0.00	0.00	0.00	0.00	0.00	0.00
177 E 82330					Other Debt Service	0.00	0.00	0.00	53,700.00	0.00	-53,700.00
177 E 91300					Education Capital Projects	24,919,500.00	24,919,500.00	1,798,587.98	4,527,861.65	18,433,133.56	1,958,504.79
177 E 99100					Operating Transfer	0.00	0.00	0.00	0.00	0.00	0.00
177 -					Capital Projects	24,919,500.00	24,919,500.00	1,798,587.98	4,581,561.65	18,433,133.56	1,904,804.79

Frq	T	Acct	Obj	Prj	Loc	Prq	Acct	2020-21 Original Budget	2020-21 Budget Revisions	2020-21 Revised Budget	January 2020-21 Monthly Activity	2020-21 FYTD Activity	Uncollected Balance
								65,322,634.00	727,268.83	66,049,902.83	14,686,622.65	31,831,410.72	34,218,492.11
Grand Revenue Totals													

Number of Accounts: 290

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

Fnd T Acct	Obj Prj	Loc	Prg	Acct	2020-21 Original Budget	2020-21 Revised Budget	January 2020-21 Monthly Activity	2020-21 FYTD Activity	Encumbered Amount	Unencumbered Balance
					89,610,638.00	90,344,206.83	6,687,914.96	34,010,375.45	20,136,576.19	36,197,255.19
Grand Expense Totals										

Number of Accounts: 3371

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

FRANKLIN SPECIAL SCHOOL DISTRICT

Comparison of Sales Tax Revenue

FY 2019-20 to FY 2020-21

		Actual Revenue -		Increase (Decrease)							
Received	For the	Sales Tax		\$ Change		% Change					
		During	Month of	FY 2019-2020	FY 2020-2021	Month-to-Month	Year-to-Date	Month-to-Month	Year-to-Date		
Aug	May	\$	493,498	\$	486,669	\$	(6,829)	\$	(6,829)	-1.4%	-1.4%
Sep	June		507,478		533,432	\$	25,954	\$	19,125	5.1%	1.9%
Oct	July		493,500		523,021	\$	29,521	\$	48,646	6.0%	3.3%
Nov	Aug		505,911		532,701	\$	26,790	\$	75,436	5.3%	3.8%
Dec	Sept		492,597		544,613	\$	52,016	\$	127,451	10.6%	5.1%
Jan	Oct		514,543		555,813	\$	41,270	\$	168,721	8.0%	5.6%
Feb	Nov		542,968		562,186	\$	19,218	\$	187,939	3.5%	5.3%
Mar	Dec		744,403								
Apr	Jan		479,353								
ADA Adjustment			(67,495)								
May	Feb		439,802								
June	March		479,700								
July	April		426,422								
Total YTD			\$ 6,052,681		\$ 3,738,435		\$ 187,939				
FY 2020-2021 Budgeted Total					\$ 5,974,000						
Actual Over (Under) Budget					\$ (2,235,565)						
% of Budget Received YTD					62.6%						