

Board of Education Regular Meeting

April 14, 2025 6:30 PM

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

- I. **MEETING CALLED TO ORDER**
- II. **PLEDGE OF ALLEGIANCE**
- III. **RECOGNITIONS/GOOD NEWS AWARDS**
 - III.1. **Top 40 Volunteers**
 - III.2. **FSD Pupil Transportation Appreciation Day Proclamation**
 - III.3. **Student Artist of the Month**
 - III.4. **Good News Awards**
 - III.5. **TOSS Presentation**
- IV. **PUBLIC INPUT**
- V. **REPORTS/PRESENTATIONS/DISCUSSIONS**
 - V.1. **Teaching & Learning Spotlight**
- VI. **APPROVAL OF BOARD AGENDA**
- VII. **APPROVAL OF CONSENT AGENDA**
 - VII.1. **Minutes of Board Meeting dated March 24, 2025**
 - VII.2. **FSD Volunteer of the Year Selection Committee**
- VIII. **BUSINESS BEFORE THE BOARD**
 - VIII.1. **Recommendation for FSD Science Textbook Local Adoption**
 - VIII.2. **Policy Revision: Enrollment in Advanced Courses (4.205) - *1st Reading***
- IX. **DIRECTOR OF SCHOOLS REPORT**
- X. **UPDATES**
 - X.1. **Teaching and Learning**
 - X.2. **Finance and Administration**
- XI. **ANNOUNCEMENTS**
- XII. **ADJOURNMENT**



WHEREAS, safe, reliable, comfortable, and efficient pupil transportation and school bus service is an essential component of the Franklin Special District’s vision of “Excellence in Teaching and Learning For All”, and;

WHEREAS, the dedicated members of the FSD Transportation Team provide daily service to approximately 1,900 students, as well as service to hundreds more through field trips, special events, after school programs, and athletics, and;

WHEREAS, data show 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 40 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 wellbeing of our students, therefore;

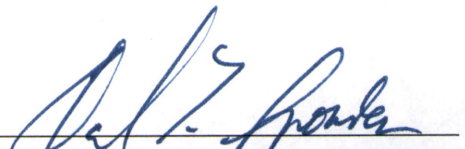
It is resolved by the Franklin Special Board of Education that Tuesday, April 22, 2025, will be recognized as

“Pupil Transportation Appreciation Day”

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


Robert Blair, Chairman




Dr. David Snowden, Director

FSD Student Artist of the Month

Alex Michaud, age 13 • Freedom Middle School



This month's Franklin Special District Artist of the Month is eighth-grader **Alex Michaud**. Alex's work, a series of 3 paintings, was submitted by her Freedom Middle School art teacher, Nicole Goode. Alex researched a personally significant subject matter and a style of her choice to create an original, self-expressive artwork series. She not only created a vibrant, eye-catching collection of work, but she also incorporated symbolism and personal meaning. Alex was excited to explore a style she calls "abstract impressionism" as she used heavy-bodied acrylic on canvas to demonstrate an impasto painting technique. She layered oil pastel as a final touch. She exercised the Elements of Art and Principles of Design as she demonstrated concepts of COLOR, TEXTURE, SPACE, CONTRAST and PERSPECTIVE.

This stunning series artwork, along with the work of several other Freedom Middle artists, is on display at the Central Office gallery. A special thank you to Chuck Sugg and Sonic Drive-In for his support in sponsoring the Student Artist of the Month program.

Tennessee Invention Convention Winners:

The Franklin Special District students made an indelible impression on the judges at this year's Invention Convention. Hosted annually for over 25 years by Middle Tennessee State University, the Invention Convention celebrates young inventors from across the state and promotes invention education in schools throughout Tennessee. Four projects were selected to be presented at the National Invention Convention in June at the Henry Ford Museum in Michigan.

Poplar Grove Middle sent five teams of sixth-graders to the competition. All students created their inventions under the guidance of STEM teacher Deb Shuler. One team was selected to present their invention at Nationals:

- **Audrey Baer, Brogan Webb, Larson Anderson, and Max Perkins** comprise the **Keep it Down Back There** team. The invention is an adjustable ankle weight athletes can wear while practicing their swing in the batter's box to help reinforce proper foot movement as the batter shifts weight and pivots during the swing.

Freedom Intermediate School's STEM class, which focuses specifically on entrepreneurship, had 18 teams participate in the competition, with three selected to present at Nationals:

- **Sarah Wanek, Gianna Garzini, and Mae Mae Heydel** are the creators of the **Celia Seat**, a portable seat to help individuals with limited mobility feel included at any table. Inspired by a classmate's experience, this team's invention promotes inclusion, empathy, and problem-solving. This team not only earned a trip to nationals but were also awarded *Best Presentation* in the category of *Makes Life Easier*.

- The fifth-grade team of **Bostic Marass, Julian Anstey, and Griffin Miller** created **The Pebble Pushers**, designed to tackle a real-world safety hazard: rocks kicked up by lawn mowers. Their invention, an attachment that fits any mower and pushes away rocks and debris, aims to make lawn care safer for everyone.
- The sixth-grade **Feelzee** team —comprised of **Porter Fellows, Eliza Cathey, and Hannah McCutchan**—developed a textured, laser-engraved pencil designed to help students and adults manage anxiety. Their invention earned top honors in the *Health and Medical* category.

Under the guidance of STEAM teacher **Angie Tisdale** and accelerated learning teacher **Christine McNutt**, the sixth grade Corvidae Creators successfully defended their title as the top sixth-grade team in the state, bringing the *traveling trophy* for highest overall score back to Freedom Intermediate School for a second consecutive year.

This year's student teams are raising funds to participate in the National Invention Convention. Student innovations will be on full display at the **First Annual Inventors Showcase**, taking place on **April 30 from 6:00–7:30 PM** at the **Performing Arts Center**. Plan for an evening of inspiration as these future leaders pitch their products, share their stories, and showcase how invention education empowers young minds to think big, solve real problems, and build a better future. Tickets are on sale now for **\$5**.

Franklin Special Board of Education

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

1 APPEALS TO THE BOARD

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

7 APPEARING BEFORE THE BOARD

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

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

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

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

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

Legal References

1. TCA 39-17-306

Cross References

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

fsd★ Teaching and Learning

Students First ★ Excellence Always ★ No Exceptions

Date: April 1, 2025

To: David Snowden, Director of Schools

From: Mary Decker, Associate Director of Schools for Teaching and Learning

Subject: Summary of Teaching and Learning Activity for the April Board Meeting



Spotlight:

Leadership Professional Learning: Dr. Taryn Echols

It is imperative for district leaders to not only talk the talk, but to walk the walk when it comes to the various components of which education is comprised. Ongoing, data-based professional learning (PL) is one of those key areas, as is a high district priority: the Professional Learning Community (PLC) at Work approach. To both those ends, Dr. Taryn Echols, Solution Tree Associate and an assistant superintendent of curriculum instruction in Hot Springs, Arkansas, returned to the FSD in early March for her third session with principals, assistant principals, the Teaching and Learning team, and Dr. Snowden. The topics for this full day of PL: “Why Professional Learning Teams (PLTs) Are Important - Examining the How, Why, and Makeup of Effective Collaboration” and “Leading Learning Through Your High Quality Instructional Materials (HQIM) and Standards.”

The overall purpose of this recent time with Dr. Echols could be described as refining the work of collaborative teams – the very heart of the PLC at Work process. In PLCs (the entire school system and, in turn, each school are individual PLCs), educators in PLTs (grade level/content area teams) collaborate in continuous cycles of teaching, data analysis, and learning to improve the achievement of all students. The emphasis in the PLC at Work process is on the learning of the educators – constantly enhancing skills and knowledge so that, as the FSD brand promise states, we put students first and uphold excellence always with no exceptions.

Creating and maintaining high levels of academic success for students through the learning of teachers and administrators is accomplished via several parameters including the “loose/tight” maxim. For example, two “tight” expectations for effective PLCs/PLTs are that teams establish norms and agendas and meet regularly (for example, every Tuesday morning) and ensure the following actions are in place:

- “Bring evidence of student learning (from the last five days).
- Analyze the evidence (start with student strengths).
- Make a plan for students who require additional time, support, and/or extensions.

- Agree to the next learning targets and checks for understanding that will land at collaboration the next week.
- Determine when to plan Tier 1 instruction (the rigorous standards-aligned instruction every student in the class receives) linked to the next learning targets.”

The “loose” aspect comes in when teachers, utilizing their knowledge and expertise, making the final determinations about each of the bullets detailed above.

Another “tight” guideline reiterated during the time with Dr. Echols was the critical nature of a collective commitment to fully implement district-approved HQIM. The FSD has placed a strong emphasis on the consistent utilization of HQIM for over five years, and recently the Tennessee Department of Education began to prioritize it as well. Revisiting the research-supported rationale behind it – it greatly helps to guarantee high levels of learning for all students and thus is inherent to equity – is key to the continual enhancement of the PLC at Work approach. Dr. Echols suggested strategies for incorporating meaningful discussion around/planning for the maximization of HQIM.

Further, leadership had the opportunity to delve into a variety of PLT meeting scenarios and identify ways to coach, guide, and support the work as needed. The goal is to deepen our expertise so we can be as helpful as possible to teachers as they focus on targeting their instruction to “get every student there” – there being proficiency in grade-level standards and the skills and dispositions to be successful in all their endeavors.

Working with PLC at Work experts from Solution Tree/other states and districts is a prime opportunity for FSD leaders to expand our ability to support and remove obstacles to student learning for our teachers and staff. The time to collaborate closely together is priceless and moves our efforts forward exponentially.



Curriculum & Professional Learning – Summer Carlton

Young Scholars Institute (YSI) Planning

- Dr. Carlton worked with the YSI directors to launch registration and secure staff for our 2025 Young Scholars Institute. Online registration and payment are available again this year to save costs and increase efficiency for both parents and the YSI directors. The traditional format of completing a paper registration form and paying by check is still available. We are excited to continue to offer the online registration and payment option to parents who would prefer this method. Registration is available through the YSI website. The Institute will run from June 2-6 and June 9-13 and will be located at Freedom Middle School.

Quarter 3 Discuss & Design Meetings

- Dr. Carlton and Dr. Decker collected feedback from committees at each campus for the Quarter 3 Discuss & Designs. 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 Discuss & Design was data-based professional learning needs for spring and summer 2025. The feedback provided will guide continued support for the remainder of the year at each campus and the planning of our professional learning opportunities during the summer of 2025.

Coaches Action Planning Meeting

- In collaboration with Dr. Looney, Dr. Carlton met with each campus' instructional coaching team to review mid-year data and develop a coaches action plan of support for the remainder of the year. Each school's coaching team presented data and provided details around their coaching actions regarding intervention, professional learning, grade level support, mastery of essential standards support, planning for coaching cycles, and accelerating learning for students.

District Improvement Plan

- Dr. Carlton worked with a committee of district leaders to complete our district improvement plan for the 2025-26 school year. Dr. Carlton focused on strategies and action steps focused on professional learning for goals 1 and 2. Along with strategies and action steps for each goal, benchmark and performance measures were developed.

Communications – Susannah Gentry

FSD Branding and Awareness Opportunities

- Priority work continues on the refresh of school logos, providing a cohesive and professional look for each FSD school while maintaining their unique mascot choices and colors. This redesign will allow schools more flexibility in design and use of their logos as well.
- Work continues with our marketing partners to create a comprehensive guide that will serve as marketing collateral across all grade levels. This guide will be both online and printed, allowing prospective families and interested community members to learn more in whatever format they choose.

Aerospace Promotion

- The FSD's aerospace program continues to generate buzz and Ms. Gentry is working with a free-lance videographer to update the original student recruitment video to be more of a marketing video that can be shown to rising eighth grade families as well as community

members and prospective families at a nominal cost. (We have already collected the video from another project.)

Student Recruitment

- We continue to see a return on investment for our digital campaign, with higher email traffic to learn more about our schools and district. This flow of information is streamlined from the district to the schools for immediate follow-up, with a quick conversion from curious prospective family to registered students.

Website Update/Refresh

- Ms. Gentry is working with FinalSite, the website platform and host, to provide a new look to the update as part of our five-year renewal process. This update will provide a design that honors our current families but also seeks to capture the interest of curious families who are looking to learn more about the district. We are excited to embark on this process that should yield a finished product by opening of school in 2025.

Promotions

- The FSD Recruitment Fair information was posted:
 - as a blog to the website under News and Announcements (district homepage and all schools' homepages)
 - as an event on both Facebook and LinkedIn
 - as a traditional post on LinkedIn, Facebook, Instagram, Threads, and X
 - as a calendar event on Williamson Inc.'s calendar and Facebook page
 - as a calendar event on [fssd.org](https://www.fssd.org)
 - as a message on ParentSquare sent to all families and employees

In addition, all principals were sent social media graphics and a link to detailed information to use on their school accounts.

- Promotion and awareness of the FSD Kindergarten Kickoff set for April 11. These efforts include social media, notifications to preschools, and web updates.
- In coordination with the Teaching and Learning team, 12 model classroom teacher (MCT) spotlights are being posted on social media to highlight the exceptional teachers who were named MCTs this year.
- Plans are underway for the FSD Night of Celebration (April 24) to celebrate the accomplishments of our teachers and former staff members, as well as the retirement of FSD employees. This event has added MCTs and novice teachers of the year to the all-star lineup and is highly anticipated by faculty and staff alike!

Attendance – Celby Glass

Attendance

- Celby, Nichole Johnson, and Robb Walters are supporting the attendance secretaries as new student online enrollment (NSOE) and re-registration are underway.
- Celby and Nichole led the latest attendance secretary meeting on March 26. Items on the agenda included a brief presentation by Marne' Price, Food and Culinary Services, on updates related to coding in Skyward for students who are receiving free and reduced lunch.
- Celby and Nichole are creating an FSD Attendance Manual that will house all the information related to all tasks for which attendance secretaries are responsible. As part of this endeavor, processes related to new student online enrollment processing, withdrawing a student, and daily attendance were recently reviewed with the attendance secretaries.

Safety

- The annual state safety assessments must be submitted to the TDOE by June 13. Celby will be available to answer questions, review responses, and support the administrators and SROs during the completion of the assessments.

Student Support Services – Lee Kirkpatrick

Voluntary Pre-K (VPK)

- Parent application appointments will be held April 24 and 25 at the central office. Letters informing parents regarding the status of their application will be mailed no later than Friday, May 9. VPK consists of approximately 80 students in five pre-K classes, one in each elementary school. Eligibility criteria are as follows: (Tier 1) First priority goes to families meeting state of Tennessee established income guidelines. (Tier 2) Students may qualify when an IEP team determines a pre-K class is the least restrictive educational environment for a student with an identified disability, a student who is an English language learner, a student in state custody or determined to be a victim of abuse or neglect. (Tier 3) If space remains in the program, the LEA may enroll any child that meets the age requirement and the requirements set forth by the Community Pre-K Advisory Council (CPAC). These students are considered unserved or underserved and may be enrolled by the process established by the advisory council. The TDOE will award VPK grants to LEAs during the month of April.

School Counselors and Social Workers

- Two events focusing on community non-profits took place the week of March 24-28. First, United Way held their Annual Williamson County Community Meeting. Amanda Morrissey, Briseyda Maria Gonzalez, and Lee Kirkpatrick attended this event on behalf of the FSD. Erica Mitchell, United Way President and CEO, Courtney Barlar, Chief Development Office and Nelson Andrews, Board Trustee, all provided reports on United Way key initiatives including corporate campaign superlatives. Beginning with the 2025-26 school year, Amanda, Bri, and Lee will work with longtime FSD United Way Campaign Coordinator Susannah Gentry resulting in our school social workers serving as co-coordinators moving forward.
- Williamson Inc. sponsored the Non-profit Roundtable: Schools and Non-profits Unite on March 26 at Columbia State Community College. This event connected over 100 representatives from FSD, WCS, private schools and community non-profits. It afforded invaluable opportunities for schools and non-profits to connect and collaborate.

English Learners (EL)

- The EL team concluded ELPA21 English language proficiency testing on March 27. Special thanks to the 18 members of the EL team, as well as Dr. Wiemers, for leading this important spring assessment for all active English Learners. The district will receive results in late May. At that time we will know which students scored high enough to exit direct services. School administrative teams joined by EL and general education teachers use ELPA21, TCAP, benchmark, formative, and summative assessments to create effective schedules and Individual Learning Plans for all active ELs and students in their first year of transition (T1 students).

Reading & Rtl Coordinator – Gina Looney

Literacy Update

- The Writing Revolution initiative is the hot topic of spring in literacy. Elementary literacy coaches are very motivated, and teachers are embracing the strategies. At some schools, teachers model lessons for other teachers. One school taught parents how to use a sentence expansion activity during a literacy night.
- End of year universal screening will occur shortly after TCAP. Schools will collect those data and many will review it with teams during the summer.

Other Events

- Model Classroom Teachers (MCTs) recently met to learn more about working with adults. (The last session was focused on working with students.) The teachers will create a PL session of their choosing. They decide who the audience is and how long the session will be.
- The second annual FSD Math Quest will be held on May 6 for grades 5-8 and May 7 for grades 1-4. This is our first year adding the elementary students!! In addition, we will stream the competition so students, teachers, and parents will be able to watch remotely.

PAC Operations Manager – Jeremy Maxwell

FSD PAC Events

- The bulk of March dates were reserved for a middle school production of *Frozen, Jr.* This Disney musical was a large undertaking that incorporated the use of all available technical elements. Mr. Maxwell managed many of these technical elements, including light design, projection design, and production management.
- On March 19, Dr. Lampley from Columbia State Community College, spoke with all FSD eighth graders in the district in the PAC auditorium and answered questions about the community college path.



Community Rental Events

- Opportunities for rentals in March were limited, though much of Mr. Maxwell's focus was on booking new rentals for next year.
 - March 5, 26: NOOK meetings in the connector gallery.
 - March 20: A local HOA group used the connector gallery for their annual meeting. They indicated they would love to continue renting the space in the future.

Other Notes of Interest

- Mr. Maxwell is serving on committees to plan events at the Franklin Main Street Festival and for the FSD Night of Celebration.
- Work was completed to fix issues with the lighting console and the interactive table in the legacy gallery.
- Much work is being done to manage rentals for next year. Mr. Maxwell implemented a new process to proactively contact organizations about rentals. He also implemented a rate increase and adjusted the non-profit rate. To date, 165 dates have been reserved for renters next year.

Special Populations – Stacey Robertson

SPED Regional Summits

- Three representatives from the Franklin Special District attended a statewide professional learning event focused on legal compliance, instructional best practices, and behavior supports in special education on February 27 and 28. Featured were two distinct learning tracks - director and practitioner - allowing participants to engage in sessions tailored to both leadership and classroom-level implementation. Key session topics included:
 - Writing Measurable IEP Goals and Effectively Monitoring Student Progress
 - Conducting Threat Assessments in Alignment with IDEA's Manifestation Determination Review Process
 - Improving the Quality of FBAs and BIPs
 - Root Cause Analysis for Significant Disproportionality Related to Discipline, Identification, and Placement
 - Incorporating Behavioral Supports Into Transition Planning for Postsecondary Success
 - Low-intensity, High-Impact Classroom Behavior Strategies to Support All Students
- Legal sessions also addressed placement decisions related to the Least Restrictive Environment (LRE) and provided updates on the Special Education Behavioral Supports Act (SEBSA), including the proper use and reporting of restraint and isolation.

Family Engagement Event

- On April 22, 2025, the FSD will host a family engagement event in collaboration with The Arc Tennessee's Family Engagement in Special Education team. This event, to be held at the Performing Arts Center, is designed to provide families with foundational knowledge and practical strategies for participating confidently and effectively in their student's Individualized Education Program (IEP) meetings.
- The session will focus on increasing family understanding of the IEP process, including their rights and roles as members of the IEP team. The district is committed to fostering strong school-family partnerships, and this event serves as an opportunity to empower caregivers with the tools they need to advocate for their children and contribute meaningfully to educational planning.
- Additional information will be shared with families through school communication channels.

Ongoing Work with TDOE Special Education CORE Consultant

- We are continuing collaborative work with our regional CORE special education consultant to assess and enhance current practices using the state's framework for developing and implementing high-quality, instructionally appropriate IEPs.
- As part of this ongoing partnership, we continued review of our December 1 child count report to guide the development of a districtwide strategy aimed at improving LRE outcomes. We are actively exploring the creation of tools, processes, and procedures that can be implemented by multiple stakeholder groups to support inclusive practices and elevate IEP quality.
- In addition, we reviewed the newly released Instructionally Appropriate IEP (IAIEP) Self-Assessment Rubric, which will inform the development of an internal monitoring tool. This tool will be utilized by our IEP coaches to provide targeted feedback and support across school sites as we work toward consistency and continuous improvement in IEP development and implementation

Special Education Teacher Endorsement Update

- We are currently reviewing and preparing to implement updated guidance issued by the TDOE regarding special education endorsements, course codes, and the provision of services aligned with students' IEPs and LREs. This guidance, in accordance with State Board Policy 5.502 and IDEA regulations (34 C.F.R. § 300.156), emphasizes the requirement that all students with disabilities - particularly those with significant cognitive disabilities - receive instruction and services from appropriately endorsed personnel.
- As part of this work, the district is closely examining the use and staffing implications of active endorsement codes:
 - 461 – Special Education Comprehensive: required for providing both standards-based instruction and special education services in self-contained settings for students with significant cognitive disabilities.
 - 144 & 145 – Special Education Interventionist: aligned with service provision for high-incidence disabilities, often in general education or co-taught settings.
 - 460 – Special Education Modified (retired): may still be used by educators with an active license but does not meet requirements for serving as teacher of record in CDC/self-contained classrooms for students with significant disabilities.
- A one-time opportunity is available through July 1, 2025, for educators with a 460 endorsement to convert to a 461 endorsement by demonstrating five consecutive years of experience in a CDC setting, effectiveness ratings, and completion of required literacy training. This pathway allows qualified, experienced teachers to continue serving students with significant disabilities without interruption.
- The district is reviewing the Instructionally Appropriate IEP (IAIEP) Self-Assessment Rubric and statewide guidance scenarios to support correct staffing decisions. This includes ensuring that teachers of record for modified courses have the proper content and pedagogical expertise - specifically through a 461 endorsement - and that special education services align with both course codes and student IEPs.
- These changes support the goal of aligning instructional practices with federal and state requirements while improving student access to appropriately modified, standards-based instruction. More information and guidance will be provided to teachers and school leaders in the coming weeks to support successful implementation.

Potential Shift in Special Education Eligibility Criteria: Patterns of Strengths and Weaknesses (PSW) Model

- The State Board of Education is considering adding a Patterns of Strengths and Weaknesses (PSW) model as an additional method for identifying students with a Specific Learning Disability (SLD). Currently, Tennessee utilizes the RTI² (Response to Instruction and Intervention) model, which requires schools to provide high-quality instruction and tiered interventions before a student is considered for special education eligibility. This model helps ensure that only students who do not respond adequately to intervention are identified for special education services.
- The proposed PSW model focuses on identifying discrepancies in students' cognitive and academic profiles through assessments and data comparisons. While this model is used in other states, research shows that it has a higher risk of misidentification, potentially leading to both under- and over-identification of students with disabilities.
- There is concern among educational leaders that introducing the PSW model could result in a return to outdated practices, where students were often referred to special education without receiving adequate intervention. This shift could increase the number of students receiving special education services, place added strain on staffing and fiscal resources (e.g., school psychologists, special education teachers, assessment tools), and dilute the effectiveness of specially designed instruction for students with true disabilities.
- Importantly, RTI² is not only an effective intervention model, but also a proactive, team-based approach that supports early identification and responsive instruction. It serves as a safeguard for maintaining student access to general education and instruction in the LRE, in compliance with IDEA.
- The district will continue monitoring state guidance closely. More information and direction will be shared with educators and stakeholders as updates become available.

FSD Special Education Newsletter

- The March FSD Special Education Newsletter may be accessed at the following link:
<https://secure.smores.com/n/usp84>

Instructional Technology – Shelly Robinson

FSD Virtual Recruitment Fair

- On Saturday, March 29, the FSD hosted its annual recruitment fair. Shelly Robinson worked closely with Dr. Whitley to organize and host the virtual attendance opportunity. Virtual attendees were provided with a Google Meet link, where a representative from each school met with candidates one-on-one in breakout rooms. Having this option was a great way to accommodate potential candidates interested in joining the FSD team who may currently not live in the area, or for any other reason were unable to attend in person. Since the virtual option was first introduced, there have been at least one new hire each year who attended virtually!

Principal of the Year Video

- Shelly Robinson worked closely with Dr. Whitley, Mrs. Gentry and Mrs. Patton to create Mrs. Patton's video submission for her Principal of the Year application. Together, they filmed Mrs. Patton delivering her speech and then edited the video to include photos of Liberty Elementary School students, staff, and facilities (provided by Mrs. Patton) to help illustrate her words.

Data Dive

- On March 18, Mrs. Robinson met with members of the Teaching & Learning team and Dr. Snowden for a regularly scheduled “Data Dive.” During these meetings, attendees analyze the most recent data available from a variety of sources (including i-Ready, TCAP, aimsweb, and more). The meetings then help determine actionable takeaways to help set informal goals for the district or individual schools. These meetings have been invaluable in helping identify trends and ensuring the FSD is living up to its promise of excellence and rigor for all students.

Battle of the Books

- Mrs. Robinson was honored to work alongside Dr. Whitley to serve as a judge for the annual Battle of the Books competition on March 25. This was Mrs. Robinson’s third year judging, and she thoroughly enjoyed the opportunity to watch students in grades 5-8 share their skills, knowledge, and love of reading in the friendly yet rigorous competition.

Instructional Technology – Amber Whitley

Bloomsights

- Bloomsights is a resource used to capture emotions, perspectives, and experiences shaping our student’s lives. Students in 5th-8th grade complete this survey periodically throughout the year, and school counselors and administrators use the resulting information to inform their work. Bloomsights has been used in intermediate/middle schools for almost two full school years. Dr. Whitley worked with Dr. Looney, Dr. Kirkpatrick, and Mrs. Robinson to highlight this platform with elementary administrators and counselors in early March. They were pleased with the information collected, so beginning this spring, 3rd and 4th-grade students will have the opportunity to utilize this resource with the potential of rolling it out officially to those grade levels for the 2025-26 school year.

Battle of the Books

- With spring activities beginning, Dr. Whitley supported media specialists at the end of March by judging the 10th annual Battle of the Books competition held at the Williamson County public library. All teams did a phenomenal job of representing their schools.

Shark Tank Competition

- Dr. Whitley participated as a “shark” in a “Shark Tank” competition at one middle school. In computer science, students were tasked with developing an app and then presenting it to judges, or “sharks.” They were judged on the functionality of the app. Dr. Whitley has acted as a “shark” several times over the last few years and, this round, students had completely original ideas. They were quite impressive.

COSSBA

- Dr. Whitley and Mr. Bingham traveled to COSSBA in Atlanta late in March to present a session on how the district collaborates across departments. This session provided out-of-the-box ideas and concrete examples of the ways the district implements these practices regularly. Attendees were engaged, asked questions about how this process works, and walked away with ideas to implement in their own districts. Dr. Whitley received communication from one attendee with additional questions the following day.

Teacher Support

- With some buildings having installed new interactive panels over the last few months, Dr. Whitley provided real-time support to teachers as she visited buildings throughout March. This ranged from troubleshooting issues where Canva wasn't working properly with a panel, to troubleshooting a document camera issue with a panel.
- Each week, Dr. Whitley provides reports to administrators to shed light on the use of i-Ready in reading and math. This allows everyone to monitor how closely students meet i-Ready's best-use parameters of 30-45 minutes and a pass rate of 70%. In March, Dr. Whitley also followed up with some teachers who were new to the district to ensure they were proficient in monitoring usage and answering any questions about the platform.
- Additionally, Doctors Looney and Whitley met with two ELA teams at a middle school to answer questions around i-Ready usage and motivating students. This brainstorming session provided teachers with ideas around next steps for not only implementing i-Ready, but also holding students accountable for other schoolwork.

Student Performance & Federal Programs – Pax Wiemers

Student Performance

- **Testing:** Much is happening with testing in the spring semester, and everything is going well. ELPA21 testing for our English Learner students occurred in February and March. There were no issues with using the new platform, ELPA21, and our EL teachers did a fantastic job with learning the new platform while supporting our students. TCAP-Alt and DLM testing for our students with significant cognitive disabilities is also ongoing, as these tests occur between February and May. For students in grades 3-8 who have been deemed eligible for alternate assessments, a special education teacher will work individually with these students to provide their testing for all subject areas. Finally, we are preparing for TCAP testing to occur in April for all 3rd-8th grade students. Testing will continue to be completed with paper/pencil in grades 3-5 and online for grades 6-8. Our materials have arrived, and we will spend the beginning of April preparing to administer these tests across each of our schools. As always, each school has an assistant principal that serves as the school's building testing coordinator (BTC), and they coordinate all the activities, training for teachers, and other items that occur before, during, and after testing.
- **Honors:** We sent the qualifying letters for honors classes just after spring break to all rising 5th-8th grade families for each student. These letters shared students' percentiles on TCAP subject area tests, i-Ready winter benchmark tests, and IAAT (Iowa Algebra Aptitude Test) for Algebra I placement. Scores and courses were highlighted when students met the benchmark for automatic qualification into the specific honors or advanced math course. A ParentSquare message was sent to all these families once letters were mailed, and information will be shared about the reconsideration process and our spring honors parent meetings at each of the 5-8 schools. A handful of parents reached out to Dr. Wiemers for additional information or questions related to their child's qualifications for honors classes.
- **COSSBA:** Dr. Decker and Dr. Wiemers were so pleased with their presentation at the annual COSSBA conference in Atlanta on March 21. "Data Practices that Reach New Heights for Students" received a good reception, and they were thankful for the district leaders and school board members who were also present to support them. They were thrilled to highlight many of the exemplary practices of analyzing, discussing, and sharing data within the FSD.

Federal Programs

- **District Improvement Planning:** The annual window for the process of updating our district improvement plan (DIP) concluded at the beginning of March. Several members of the Teaching and Learning team collaborated throughout January and February to review our needs, reassess our goals and strategies, and plan for the edits that need to be made for next year's plan. There was a concerted effort in February to complete all the required tasks and finalize the overall plan. Since we have adopted a new strategic plan (aspire 2029), we have made significant changes to the DIP in order to align our goals and strategies with the current strategic plan. The DIP was edited in the state's InformTN platform and all the needs, reflection questions, goals, strategies, and action steps were specified clearly in the plan. The DIP was submitted by the March 3 deadline, and we had a few minor revisions to complete after receiving state feedback. As of the end of March, we are awaiting final approval from the state, but it should be any day now.
- **Budgeting:** The spring also brings us budgeting season. Within the scope of this role, the Student Performance budget has been updated for next school year with no significant changes. In addition, in March we began completing the lengthy and detailed consolidated federal application (CFA) in ePlan, which specifies our federal budgets for Title I, Title II, Title III, Title IV, IDEA part B, and IDEA preschool. Stacey Robertson, Dr. Lee Kirkpatrick, Dr. Summer Carlton, and Dr. Wiemers all have specific sections within this application to complete. Each section contains budgeting tools, open-ended responses for demonstrating federal compliance with mandatory procedures, required documentation to upload, and much more. For Title I, this process involves delineating which schools qualify for Title I support and funds, as indicated by reaching the threshold of having 40% of the student population receive free or reduced meals. We are awaiting our allocations to be loaded into the various budgets currently, and there will be much work toward completing this application throughout April, as the due date for submission is May 1.

franklin special DISTRICT

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

TO: Members of the Franklin Special District Board of Education and Local News Media
FROM: David L. Snowden, Ph.D., Director of Schools
DATE: April 10, 2025
RE: Agenda for the Franklin Special District Board of Education meeting to be held on Monday, April 14, 2025 at 6:30 p.m., to be held at the FSD Central Office, 205 Eddy Lane in the Leadership Room, Franklin.

A reception will be held beginning at 6:00 for the FSD Top 40 Volunteers.

- | | | |
|--------------|---|-----------|
| I. | <u>MEETING CALLED TO ORDER</u> | 6:30 p.m. |
| II. | <u>PLEDGE OF ALLEGIANCE</u> | 6:32 p.m. |
| III. | <u>RECOGNITIONS/GOOD NEWS</u> <ol style="list-style-type: none">1. Top 40 Volunteers2. FSD Pupil Transportation Appreciation Day Proclamation3. Student Artist of the Month4. Good News Awards5. TOSS Presentation | 6:35 p.m. |
| IV. | <u>PUBLIC INPUT</u> <i>Please limit comments to three (3) minutes per speaker</i> | 6:40 p.m. |
| V. | <u>REPORTS/PRESENTATIONS/DISCUSSIONS</u> <ol style="list-style-type: none">1. Teaching and Learning Report | 6:45 p.m. |
| VI. | <u>APPROVAL OF BOARD AGENDA</u> | 7:10 p.m. |
| VII. | <u>APPROVAL OF CONSENT AGENDA</u> <ol style="list-style-type: none">1. Minutes of Board Meeting dated March 24, 20252. FSD Volunteer of the Year Selection Committee | 7:15 p.m. |
| VIII. | <u>BUSINESS BEFORE THE BOARD</u> <ol style="list-style-type: none">1. Recommendation for Science Textbook Local Adoption2. Policy Revision: Enrollment in Advance Courses (4.205) – <i>1st Reading</i> | 7:20 p.m. |
| IX. | <u>DIRECTOR OF SCHOOLS REPORT</u> | 7:30 p.m. |
| X. | <u>UPDATES</u> <ol style="list-style-type: none">1. Teaching and Learning2. Finance and Administration | 7:35 p.m. |
| XI. | <u>ANNOUNCEMENTS</u> | 7:40 p.m. |
| XII. | <u>ADJOURNMENT</u> | 7:45 p.m. |

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

EXCELLENCE HAS ITS OWN DISTRICT

March 24, 2025
Franklin, Tennessee

The Franklin Special District Board of Education met at 6:30 p.m. on Monday, March 24, 2025 at the Franklin Special District Central Office, 205 Eddy Lane, Franklin. A link to the recording may be found at <https://www.youtube.com/live/gbPiKU4nTWk>.

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

Others present were: Dr. David Snowden, Dr. Mary Decker, Dr. David Esslinger, Carol Riordan, Drew Bingham, Amy Fisher, Dr. Lee Kirkpatrick, Dr. Summer Carlton, Amber Whitley, Lisa Chatman, Celby Glass, Chip Sternenberg, Robbin Cross, Dr. Pax Wiemers, Jeremy Maxwell, Shelly Robinson, Joey Chilton, principals, media and community.

I. MEETING CALLED TO ORDER

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

II. PLEDGE OF ALLEGIANCE

Freedom Intermediate Principal Dr. Joel Hoag welcomed those in attendance and led the Pledge of Allegiance. Chair Robert Blair called for a moment of silence before being seated.

III. RECOGNITIONS/GOOD NEWS

Student Artist of the Month: for March, JES 4th grader Monse Ramirez Cuevas is recognized for his work while studying landscapes. Art teacher Melanie Johnson submitted his work to be featured. Thanks to **Chuck Sugg and Sonic Drive-In** for their sponsoring the Student Artist of the Month program with a generous gift card for featured artists.

Recognitions:

- Dr. Erickson accepted an award on behalf of **PGES**, recently designated a 2024-2025 Model Professional Learning Communities at Work® School.
- The following students were recognized for their musical talent: **MidState Honor Orchestra** members – FMS 8th grade students Kate Lukasiak and Lucas Mataj; **Williamson County Honor Orchestra** members – FMS 8th graders Cecile Peltier, Kate Lukasiak, Addi Cavenar, Reonna Wynn, Kaylee Daman, Lucas Mataj, Selene Barajas Guzman, Finley O’Shea, Adrian Wright; **MidState MTSBOA Honor Band** member – FMS student Abby Smith; **Williamson County Middle School Honor Band** members - FMS 8th graders for the Silver Band Indiana Anstey, Evan Espiritu, Charlotte Hamby, Caroline Jones, Bryannah Larson, Kezerrin Lawrence, Kalani Payton, Easton Seymour, Abby Smith, Parker Bowland and Caleb Meeker; **Williamson County Honors Jazz Band** members Abby Smith and Adrian Wright; **Middle TN Vocal Association Elementary Honor Choir** members – FIS students Alice Barnes, Anabelle Baker, Anita Koctar, Audrey Melendez, Bennett Golden, Brooklyn Raymond, Capri Cross, Elijah Morris, Elizabeth Muniz, Grace Henry, Jabari Munyao, Julietta Mannarino, Mackenzie Amos, Mackenzie Hampton, Madeleine Mann,

Madison Watson, Magnolia Miles, Sammy Lehner and Willa Scheaffer; **Middle TN Vocal Association Middle School Honor Choir** members – FMS students Maddie Amos, Ellie Lomelino and Ella Willsey; **Williamson County Middle School Honor Choir** members – FMS students Sofia Carnevale, Katelyn Ferguson, Josie Fitzgerald, Joshua Iturbide, Ellie Lomelino, Katie McGarrah, Alexandra Michaud, Eliza Reedy, Paola Rodriguez, Delia Sheaffer, Savannah Stephens, Ella Willsey and Molly Ziegler, and from PGMS Jackson Bucher, Brielle Coggins, Lizzie Cole, Madison Chau and Emmie Belbeck. Thanks to Julia Culp, Shane Kimbro, Candace and Eli Adams, Erica Darr, Chris Strelecki, Kaylon Gilley as music educators and also for the success of the 4th grade Choral Festival. **District presenters for TOSS Associate Leadership Institute** Charles Farmer, Adam Demonbreun, Lauren Bauer, Alisha Erickson, Summer Carlton, Gina Looney, Shelly Robinson and Amber Whitley, for presenting different sessions at this institute.

VI. PUBLIC INPUT

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

VII. REPORTS / PRESENTATIONS / DISCUSSIONS

1. **OneGen Away** – Chris Whitney and Matt Gamble presented a concept plan to cover the requirements of tree preservation with the COF in their upcoming development next to the FES property, on Downs Boulevard. They are proposing to buy .4 acres for the payment of \$225,000, or 4/10th of the cost of the land they are developing, to be called “One Legacy Center”. Their goal is to put non-profits in with a One Gen Away building, a daycare center, playground, medical office and coffee shop. Because of the width of the parking, they are not meeting the requirements of the tree preservation without adding this piece of land. The next steps would be taking a vote at the next meeting if the Board is ready to do that.
2. **Teaching and Learning Report** – "Science Textbook Adoption Process" – presented by Dr. Decker. This information as well as the complete monthly update from the Teaching & Learning Department were presented to the Board prior to the meeting.
3. **COSSBA Conference Report** – Takeaways from the conference were presented by Board members.

VIII. APPROVAL OF BOARD AGENDA

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

IX. APPROVAL OF CONSENT AGENDA

Alicia Barker made a **motion** to approve the Consent Agenda as presented. Robin Newman **seconded** the motion, which **passed 6-0**.

Approved under Consent Agenda (on file) were:

1. **Minutes of Board Retreat dated February 8, 2025**
2. **Minutes of Board Meeting dated February 10, 2025**

3. **Science Textbook Adoption Committee Approval**
4. **Overnight Field Trip Request – MES 4th Grade Natchez Trace Walk/Hike to Wellness**
5. **Budget Amendments**

X. BUSINESS BEFORE THE BOARD

1. **Resolution to Meet Requirement for Teacher Bonuses Under Education Freedom Act** – The Education Freedom Act requires that in order to receive funds for the \$2,000 teacher bonuses outlined in the bill, a local board “must first adopt a resolution affirming that the LEA would like to participate in Section 4 of the Education Freedom Act. To participate in the bonus part of the legislation, it is not required for a Board of Education to express support for the Education Freedom Act. The Resolution was included for review by the Board prior to the meeting; the administration recommended approval. It is noted that the Board approved a resolution opposing vouchers during the last school year.

Robin Newman made a **motion** to approve the **Resolution to Meet Requirement for Teacher Bonuses Under Education Freedom Act** as presented. Kevin Townsel **seconded** the motion. Prior to the vote, Mr. Stillings noted that the vote for this resolution in no way expresses or provides support of the Education Freedom Act; however, our Board has tremendous support of our teachers. The motion **passed by roll call vote 6-0**.

2. **Policy Revision: Background Investigations (5.1061) – 2nd Reading** - TSBA has provided model policy guidance for revisions to this policy and provisions outlining options that districts may choose. Revisions follow FSD practice. There were no changes requested upon the first reading. The administration requested approval of the second reading.

Allena Bell made a **motion** to approve the second reading of revisions to Policy 5.1061: Background Investigations. Robin Newman **seconded** the motion, which **passed 6-0**.

3. **Proposed Time Change for Regularly Scheduled Board Meetings** – Dr. Snowden recalled there was a discussion at the Board Retreat regarding the possible change of the start time for Board meetings. The discussion led to the possibility of beginning the meetings at 6:00 PM instead of the current 6:30 PM start. This item was being placed on the agenda for the Board to further discuss and consider a time change. Mr. Townsel led the discussion for this item, noting that it would be beneficial for our administrators to have this time adjustment for our regularly scheduled meetings.

Kevin Townsel made a **motion** to change the time of future regularly scheduled Board meetings from 6:30 to 6:00 beginning with the May 2025 meeting. Allena Bell **seconded** the motion, which **passed by roll call vote 6-0**.

IX. DIRECTOR OF SCHOOLS REPORT

- **COSSBA National Conference – March 20-24 Atlanta** –Members of our leadership group also attending and on Friday, March 21, presented sessions entitled “Data Practices that Reach New Heights for Students”, presented by Dr. Decker and Dr. Wiemers, and “Connecting the Pieces of Instruction and Technology: Two Departments With One Goal,” presented by Dr. Amber Whitley and Drew Bingham. Also formally recognized as AASA presenters of “Going to the Dogs” were Dr. Snowden, Dr. Farmer, Dr. Decker, Mrs. Patton and Mrs. Riordan.

- **FSSD Enrollment period update -**
 - **February 3 through February 17** – The out of zone window for open seats in each school (that are **in addition to** currently attending students) is online.
 - **February 28** – The schools had their Open House on this day in preparation for registration choices.
 - **February 17 – March 19** –
 - The **out of zone application request** period is open for those that would like to move from their zoned school **and** those that are moving to the next school based on their grade level and will be out of zone.
 - **Out of district and out of county applications** are being accepted during this time period **but** will be considered for enrollment following the registration period for in-zone students.
 - **March 3-31 - Enrollment** for current and new in-district students is ongoing, which includes **current** out of zone students attending the same school as this year.
 - Running concurrently is **applications** for all children ages 3-5 for Voluntary Pre-K, Peer Model and Preschool, all which require an early childhood evaluation and qualification.
 - **April 11 - Kindergarten kick-off** at all schools.

Communications are ongoing to all families regarding the registration process. Please check our website for detailed information on registering for the 2025-2026 school year.

- **Recruitment Fair update:** We are excited to host a “Recruitment Fair” on Saturday, March 29th from 9:00 to 11:00 AM in the new PGS gym. All schools and departments will be represented as we look forward to meeting individuals who are interested in the Franklin Special District. You are welcome to drop by that morning. There are 60 registered as of the date of the meeting, some will be virtual.

- **Work Session April 3** – A work session to update the Director of Schools Performance Goals is scheduled beginning at 5:00 on April 3, in the Leadership Room at our Central Office. Please let us know if there are conflicts.

- **Top 40 Volunteers – April 14 -** At our next Board meeting we will be recognizing a valuable group of ladies and gentlemen, our Top 40. Five volunteers from each of our schools will be recognized. Please note there will be a reception prior to the meeting for these volunteers.

- **Night of Celebration - April 24** – Please mark your calendars for this night honoring our newest retirees, also our Teachers, Novice Teachers, Classified Employees, Principal and Supervisor of the Year, the newest National Board Certified Teachers, and newest Legacy recipients!

- **Budget Process FY 2025-26** – Dates for the budget work sessions are **April 28, May 19 and June 16**. Once again, the first session will concentrate on the Operations Budgets for both Finance & Administration and Teaching & Learning. Revenue and Personnel will be the focus in the second work session. The third work session will review the cumulative impact of the budget work from the first two sessions and facilitate the possible completion of the budget process. Please review these dates and let Carol know if there are any conflicts.
- **Young Scholars Institute – June 2-6 and 9-13** - Registration is open for the 2025 camp for “independent and highly motivated students” who have completed 1st through 8th grade. Applications are online.
- **Summer Learning Camps** – Our Summer Learning Camp this year will operation Monday through Thursday for four weeks, **June 2 through 26**. Planning is currently ongoing. This camp will give first priority to those students needing additional support to prepare for the next school year, and may also be available to other current FSD students as space allows. We are well ahead of registrations as compared to last year, due to earlier opening of the application process. There are approximately 536 already registered.

XII. UPDATES

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

- Demographics Report dated January 30, 2025

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

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

XIII. ANNOUNCEMENTS

- Alicia Barker requested that a study of pros and cons as to the OneGen Away foot traffic, safety, and other considerations be noted as “good neighbors” to the new complex that is planned. Guidance and thoughts from Dr. Snowden were requested prior to a vote.
- February tax collections had a 24% increase as compared to the prior February, and up 7.3% year to date.
- Leadership Franklin members Steve Seger, Justin Johnson, Chris Hollingsworth and Michael McGee were present for the meeting.

XIV. ADJOURNMENT

Chair Blair adjourned the meeting at 7:48 p.m.

Robert Blair, Chair

Date

ATTEST:

Kevin Townsel, Secretary

Date

UNAPPROVED

**Return by June 30 via email to:
academics.instruction@tn.gov**

**Certification of Adoption by
Local Board of Education**

The Franklin Special School District Board of Education approved the City, County,
or Special School District adoption of the textbooks as indicated on the attached Local Adoption Report Abstract
during the meeting of the board on April 14, 2025.

Month, Day, Year

If the LEA has chosen to adopt any materials not on contract, then we do hereby certify the following:

- The LEA's unique needs require adopting materials not on the state's official list.
- The materials adopted by this LEA were screened by a review committee, appointed in accordance with T.C.A. § 49-6-2207 and were determined to be aligned to the standards by evaluating the materials using the screening instrument approved by the Textbook and Instructional Materials Quality Commission.
- The adoption abstract, this certification of adoption, and the local panels' reviews will be posted to the LEA's website within 30 days of local board approval.
- All materials adopted by this LEA that are not on contract have been approved by waiver (if any waivers were granted, you must attach them to this form).
- The LEA agrees to furnish any materials requested by TDOE for review.

Date

Chairman, Board of Education

Date



Director of Schools

Report of Local Adoption of Textbooks*

This form remains in the office of the Local Director of Schools for the 6 year Adoption Period

Franklin Special School District

For the School Year 2024-2025

Report for schools of _____ County, City, or Special District.

Subject: Science

Recommendation of Local Textbook Selecting Committee

We, the duly appointed members of the Local Textbook Selecting Committee for the Subject of Science, recommend that the _____ Franklin Special School District (County or

City) Board of Education adopt, from the State Approved List, the following textbooks to be used in the public schools of _____ Franklin Special School District (County or

City), as approved by the law and contract:

State Approved	Waiver Approved	Technology Dependent	Grade	Author	Title	Company
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	K-5	Zipporah Miller, Michael Wyession, Michael Padilla, Michael Heithaus, & Patrick Greene	Elevate Elementary Science	Savvas
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6-8	Zipporah Miller, Michael Wyession, Michael Padilla, Michael Heithaus, & Patrick Greene	Elevate Middle School Science	Savvas
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

We hereby certify that we have returned to the office of the superintendent all the samples of textbooks submitted to us. Signatures of members of the Local Selecting Committee for this subject:

1 See Attached 2 _____ 3 _____

4 _____ 5 _____

Oath to Be Administered to Members of the Local Textbook Committee

"I do hereby declare that I am not now directly or indirectly financially interested in, or employed by, any textbook publisher or agency, and that I will not become directly or indirectly financially interested in any of the proposed contracts, nor in any book, nor in any publishing concern handling or offering any books or other publications to the Committee, of which I am a member, for listing and adoption, and I do hereby promise that I will act honestly, faithfully, and conscientiously, and in all respects will discharge my duty as a member of the Committee to the best of my skill and ability."

1 See Attached 2 _____ 3 _____

4 _____ 5 _____

*Complete one (1) form for each local adoption committee.

Form ED-5099 creates an official record of district adopted materials. In submitting this form, the district is ensuring that the materials selected adhere to the following state statutes governing the selection and adoption of instructional materials in the state of Tennessee: T.C.A. § 49-6-2206 (Prohibition of Common Core) and T.C.A. § 49-6-1019 (Prohibited Content).

Directions: To complete this form, fill in your name on row 8 and your district's textbook manager on row 7. Then use the drop down menus to complete the remaining elements.

If you have an approved waiver, use the second tab on this form. Waiver selections must be hand entered. Submit documentation of the waiver approval along with this document.

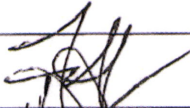
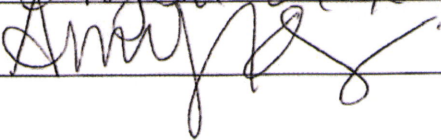


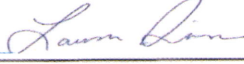



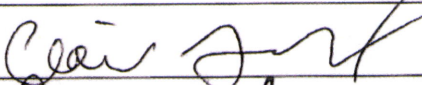

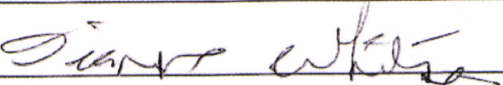
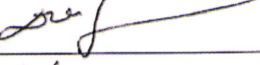

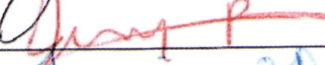
The adoption list of approved materials is hyperlinked in row 3. This form is to be submitted along with ED-2153 to Academics.Instruction@tn.gov by June 30, 2025.

Summary Adoption List Schedule D Science

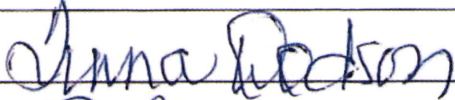
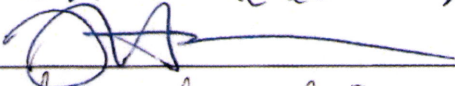
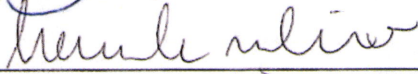

System Name:	Franklin SSD
State System Number:	941
Intent to Purchase:	Yes
District Textbook Manager:	Summer Carlton, EdD.
Submitted by:	Summer Carlton, EdD.

Publisher	Book Title	Grade(s)/Course(s)	District Notes
Savvas	Elevate Elementary Science (K-5)	K-5	
Savvas	Elevate Middle Grade Science (Gr 6-8)	6-8	

Signatures of the members of the local selecting committee for this subject:

Name	Certificate Number	Signature
Adam Demonbreun	000214673	
Alysia Maxwell	000734129	Alysia Maxwell
Amelia Kiger	000725026	
		
		
Brittany Martin-Brand	000617564	Brittany Martin-Brand
Candace Simpson	000534847	
		
		
Carly Camilleri	000724535	Carly Camilleri
		
Claire Franks	000713116	
Crystal Lepping	000500616	Crystal Lepping
Danette Cravens	000202298	Danette Cravens
		
Dianne Whiting	000539940	
Drew Reimer	000201448	Andrew C. Reimer
Drew Wilkerson	000085583	
Heather Owens	000847875	Heather S. Owens
		
Jeannie Ayers	000511654	Jeannie Ayers
Jennifer Ryan	000200251	
Jessie Gholson	000714637	Jessie Gholson
Julie Cranston	000272070	Julie Cranston
Kathleen Pendleton	000719351	Kathleen Pendleton

Name	Certificate Number	Signature
[REDACTED]	[REDACTED]	[REDACTED]
Kayla Barnes	000588608	Kayla Barnes
Kimberly Collado	000598066	Kimberly Collado
Kirstin Krengel-Oakes	000291968	Kirstin Krengel-Oakes
Kristen Carter	000262240	Kristen Carter
Leslie Campbell	000185167	Leslie Campbell
[REDACTED]	[REDACTED]	[REDACTED]
Lorrie Graves	000214274	Lorrie Graves
[REDACTED]	[REDACTED]	[REDACTED]
Mala Womack	000261015	Mala Womack
[REDACTED]	[REDACTED]	[REDACTED]
Melissa Bowman - Klopatek	000736854	Melissa Bowman
Morgan Ellison	000713756	Morgan Ellison
[REDACTED]	[REDACTED]	[REDACTED]
Rachel Potts	000257235	Rachel Potts
Rachel Sands	000240554	Rachel Sands
Rebecca Parks	000264955	Rebecca Parks
[REDACTED]	[REDACTED]	[REDACTED]
Sarah Fleming	000230593	Sarah Fleming
Sarah Jean Raplee	000724206	Sarah Jean Raplee
Shannon Barnes	000606207	Shannon Barnes
Shannon Ward	000277247	Shelly P Francis
Shelly Francis	000204029	Shelly Francis
[REDACTED]	[REDACTED]	[REDACTED]
Susanne Baker	000172079	Susanne Baker

Name	Certificate Number	Signature
Tinna Dodson	000227394	
Tisha Hundley	000548191	
Hannah Villio	Parent	
Kim Flint	Parent	

4.205 ENROLLMENT IN ADVANCED COURSES – *1st Reading*

Revisions reflect the grading scale outlined in TCA 49-6-407 and referenced in the Williamson County Board of Education's Policy 4.600 "Report Cards and Grading Systems". There are no other changes with this policy update.

Franklin Special Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Enrollment in Advanced Courses	Descriptor Code: 4.205	Issued Date: <i>Proposed</i>
		Rescinds: 4.205	Issued: 02/10/25

1 *General*

2 All eligible students in grades 5-8 may participate in the FSD Honors Program.¹

3 1. Due to the limited number of students per grade level at Poplar Grove Middle School, honors students
4 may be clustered in differentiated classrooms but efforts will be made to avoid clustering when
5 possible.

6 2. The Honors Program consists of the following classes: English/Language Arts in grades 5- 8, Science
7 in grades 6-8, Math in grades 5-7, Algebra I in grades 7-8, Geometry in grade 8, world language in
8 grades 7-8 (2-year course for French I or Spanish I), Introduction to Aerospace in grade 8, and
9 Computer Science in grade 8.

10 3. The winter benchmark assessments for iReady Reading and iReady Math are used as the qualifying
11 assessments for Honors classes. iReady Reading is also used for the qualifying scores for honors
12 Science. Rising 7th and 8th graders take the Iowa Algebra Aptitude Test (IAAT), in order to be
13 considered for Algebra I or Honors Math. Rising 7th graders take the Modern Language Aptitude
14 Test – Elementary (MLAT-E), in order to be considered for World Language (Spanish or French)
15 beginning in 7th grade. TCAP scores from the previous school year are also used as qualifying
16 assessments in ELA, Math, and Science (see number 8 for more details).

17 4. The winter benchmark assessments, consisting of reading and math, will be offered to rising 4th
18 through 8th graders in May of each year. To ensure sufficient time for scheduling and parent
19 reconsideration requests, scores from the winter benchmark tests will determine Honors admission.
20 The IAAT will be offered to rising 7th and 8th graders in February of each year. The IAAT must be
21 taken by the student during the calendar year he/she wishes to be considered for Honors.

22 5. For students who are new to the district, school personnel will gather state or district assessment data
23 from their previous school, if possible. If the scores are unavailable or cannot be interpreted in a
24 manner consistent with the FSD benchmark tests, iReady Reading and iReady Math will be
25 administered at the start of the school year and used as the qualifying measure. New students who
26 wish to enroll in Algebra I or World Language will take the appropriate assessment(s)—IAAT or
27 MLAT-E—at the beginning of the school year.

28 6. Any district-selected Honors entry test (IAAT for Algebra I placement) is offered free of charge to
29 students. A letter will be sent home prior to the administration of the test for parents to opt out their
30 child, if they choose to do so. All state-mandated tests (TCAP, iReady benchmarks in ELA and Math)

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

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

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

10

11 • Made the required qualifying cut score on the assessment appropriate for the grade level and
12 subject area. Students scoring at the 90th percentile on the winter iReady Reading test will qualify
13 for Honors ELA and Science. Students scoring at the 90th percentile on the winter iReady Math
14 test will qualify for Honors Math. Students scoring at the 90th percentile or above on the prior
15 year's subject area TCAP test (ELA, Math, Science) will qualify for an Honors class in those
16 subjects. Administrators have the flexibility to place, with a parent's permission, a student in an
17 Honors class for which the student scored at the *Exceeded Expectations* performance level on the
18 most recent TCAP subject area test, given that the student would automatically qualify for this
19 Honors class in the following year.

20 • Maintained passing grades in 5th grade Honors classes and automatically advanced to the same
21 Honors classes in 6th grade OR maintained passing grades in 7th grade Honors classes and
22 automatically advanced to the same Honors classes in 8th grade.

23 • Placement is validated by evidence collected on the Honors Reconsideration Form (see #10 and
24 #11 below) and agreed to by the parent and administrator.

25 • Space is available for families who have completed the Honors Reconsideration Form. If the
26 form was received after the deadline, there may be a waiting list based on the school's space in
27 Honors classes.

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

40

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

- 1 15. Prior to participating in the Honors Program the first time, parents of eligible students should attend
2 a virtual or in-person Honors meeting with a school administrator or review the presentation
3 materials posted online. If a parent does not attend the official meeting, he/she should contact the
4 school to make other arrangements for Honors Program orientation. The principal will inform parents
5 of the common characteristics—strengths and problems/challenges—of academically talented
6 students as well as the implications for future coursework for students who participate in the Honors
7 Program. Having this information will assist parents in making good decisions about whether this
8 rigorous program is the most appropriate placement for their child, realizing that in a challenging
9 program of this nature, students may not always earn a grade of A or B on every assignment. While
10 student performance may vary in Honors classes, standards of performance for the Honors Program
11 itself cannot waiver.
- 12 16. Parents of students participating in the Honors Program will be required to sign a new Parent
13 Commitment Form each year, agreeing to maintain the standards of the Honors Program. This Parent
14 Commitment Form will be sent to parents at the beginning of the new school year via a digital form.
15 In addition, the Parent Commitment Form will be posted online.
- 16 17. Students must maintain a quarterly grade of 70 or above in each Honors class, in order to remain in
17 these classes. Students who score below a 70 in an Honors class will be exited from this Honors class
18 for the remainder of the school year and rescheduled into a general education class for this subject.
19 Students who exited an Honors class will be eligible for requalification in the subsequent school
20 year, but they will not automatically advance in this Honors class due to failure to maintain the
21 minimum grade requirement. (Automatic advancement in Honors only occurs from 5th to 6th grades
22 and from 7th to 8th grades.)
- 23
- 24 18. When a student has difficulty in an Honors class, it is important to determine if Honors is the most
25 appropriate placement for the student. The following steps will be taken:
- 26 • If any student earns a grade below an 80% average (81% for high school credit classes) on
27 his/her quarterly progress report, the classroom teacher will contact the parent to share the
28 reason for the grade and a reminder of the quarterly grade requirement that a student maintain
29 a passing (70 and above) grade.
 - 30 • The parent may contact a teacher or administrator at any time if they have questions about
31 their child's academic progress and performance in an Honors class.
 - 32 • If the student does not make the expected improvement by the end of nine weeks as indicated
33 by a grade of 70% or higher on his/her report card for the quarter grade, the student will be
34 exited from the program and rescheduled into a differentiated general education class.
- 35 19. The FSD Honors Program Guidelines will be placed on the website and reviewed with teachers
36 at the beginning of each school year. Teachers are expected to communicate with families if a
37 student is struggling in their Honors classes.

38

39

1 HIGH SCHOOL COURSES TAKEN FOR CREDIT IN MIDDLE SCHOOL

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

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

Grade	Grade Range
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

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

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

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

23 Per state policy, students enrolled in courses with End of Course (EOC) examinations may not withdraw
24 from such courses after being enrolled in the course for at least twenty-five percent (25%) of the
25 instructional days in the course. As such, if any student enrolled in an EOC math course is not meeting

1 expectations, schedule changes should be made by the end of the first quarter. Otherwise, the student
2 must remain in the course for the full school year.

3 Although the successful completion of Algebra I and Geometry in middle school will count towards a
4 student's high school math credits for graduation, a student must still take three or four years of math
5 during high school. Parents should understand clearly that students taking high school levels of math in
6 middle school (Algebra I and Geometry) are still required to have at least four math credits by the end
7 of high school.

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

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

16 **Honors Reconsideration Request Form**

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

20 **Honors Opt Out Form**

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

24 **NOTIFICATION¹**

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

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

Legal References

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

Franklin Special Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Enrollment in Advanced Courses	Descriptor Code: 4.205	Issued Date: 02/10/25
		Rescinds: 4.205	Issued: 06/10/24

1 *General*

2 All eligible students in grades 5-8 may participate in the FSD Honors Program.¹

3 1. Due to the limited number of students per grade level at Poplar Grove Middle School, honors students
4 may be clustered in differentiated classrooms but efforts will be made to avoid clustering when
5 possible.

6 2. The Honors Program consists of the following classes: English/Language Arts in grades 5- 8, Science
7 in grades 6-8, Math in grades 5-7, Algebra I in grades 7-8, Geometry in grade 8, world language in
8 grades 7-8 (2-year course for French I or Spanish I), Introduction to Aerospace in grade 8, and
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11 assessments for Honors classes. iReady Reading is also used for the qualifying scores for honors
12 Science. Rising 7th and 8th graders take the Iowa Algebra Aptitude Test (IAAT), in order to be
13 considered for Algebra I or Honors Math. Rising 7th graders take the Modern Language Aptitude
14 Test – Elementary (MLAT-E), in order to be considered for World Language (Spanish or French)
15 beginning in 7th grade. TCAP scores from the previous school year are also used as qualifying
16 assessments in ELA, Math, and Science (see number 8 for more details).

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18 through 8th graders in May of each year. To ensure sufficient time for scheduling and parent
19 reconsideration requests, scores from the winter benchmark tests will determine Honors admission.
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21 taken by the student during the calendar year he/she wishes to be considered for Honors.

22 5. For students who are new to the district, school personnel will gather state or district assessment data
23 from their previous school, if possible. If the scores are unavailable or cannot be interpreted in a
24 manner consistent with the FSD benchmark tests, iReady Reading and iReady Math will be
25 administered at the start of the school year and used as the qualifying measure. New students who
26 wish to enroll in Algebra I or World Language will take the appropriate assessment(s)—IAAT or
27 MLAT-E—at the beginning of the school year.

28 6. Any district-selected Honors entry test (IAAT for Algebra I placement) is offered free of charge to
29 students. A letter will be sent home prior to the administration of the test for parents to opt out their
30 child, if they choose to do so. All state-mandated tests (TCAP, iReady benchmarks in ELA and Math)

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

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

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

10

11 • Made the required qualifying cut score on the assessment appropriate for the grade level and
12 subject area. Students scoring at the 90th percentile on the winter iReady Reading test will qualify
13 for Honors ELA and Science. Students scoring at the 90th percentile on the winter iReady Math
14 test will qualify for Honors Math. Students scoring at the 90th percentile or above on the prior
15 year's subject area TCAP test (ELA, Math, Science) will qualify for an Honors class in those
16 subjects. Administrators have the flexibility to place, with a parent's permission, a student in an
17 Honors class for which the student scored at the *Exceeded Expectations* performance level on the
18 most recent TCAP subject area test, given that the student would automatically qualify for this
19 Honors class in the following year.

20 • Maintained passing grades in 5th grade Honors classes and automatically advanced to the same
21 Honors classes in 6th grade OR maintained passing grades in 7th grade Honors classes and
22 automatically advanced to the same Honors classes in 8th grade.

23 • Placement is validated by evidence collected on the Honors Reconsideration Form (see #10 and
24 #11 below) and agreed to by the parent and administrator.

25 • Space is available for families who have completed the Honors Reconsideration Form. If the
26 form was received after the deadline, there may be a waiting list based on the school's space in
27 Honors classes.

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

40

- 1 10. If a student does not qualify for the Honors Program via the qualifying cut score on the appropriate
2 assessment, the parent will receive access to the online Honors Reconsideration Form. Parents may
3 submit the form to the upcoming school, in order to request that their child be reconsidered in one
4 Honors class per school year. The request will only be granted if the data collected on the Honors
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16 school year. Teacher recommendations are not included in this process, due to the subjectivity of
17 such determinations.
 - 18 • The principal and parent will discuss the above data and will make a shared decision related to
19 the student being enrolled in Honors classes, if there is available space. Additionally, the Parent
20 Commitment Form will be discussed to ensure a full understanding of the academic expectations
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25 year in a selected subject area, based on the strengths and interests of their child. However, a parent
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28 above in #11. Otherwise, additional Honors reconsideration requests will not be granted, but parents
29 may submit an additional Honors reconsideration request in the subsequent school year. Also,
30 students may qualify for new Honors classes in any school year. The Honors Program
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39 for honors, it is the eligibility team's responsibility to determine whether or not an honors class is
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2 a virtual or in-person Honors meeting with a school administrator or review the presentation
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6 students as well as the implications for future coursework for students who participate in the Honors
7 Program. Having this information will assist parents in making good decisions about whether this
8 rigorous program is the most appropriate placement for their child, realizing that in a challenging
9 program of this nature, students may not always earn a grade of A or B on every assignment. While
10 student performance may vary in Honors classes, standards of performance for the Honors Program
11 itself cannot waiver.
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13 Commitment Form each year, agreeing to maintain the standards of the Honors Program. This Parent
14 Commitment Form will be sent to parents at the beginning of the new school year via a digital form.
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- 16 17. Students must maintain a quarterly grade of 70 or above in each Honors class, in order to remain in
17 these classes. Students who score below a 70 in an Honors class will be exited from this Honors class
18 for the remainder of the school year and rescheduled into a general education class for this subject.
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21 minimum grade requirement. (Automatic advancement in Honors only occurs from 5th to 6th grades
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- 24 18. When a student has difficulty in an Honors class, it is important to determine if Honors is the most
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29 a passing (70 and above) grade.
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31 their child's academic progress and performance in an Honors class.
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33 by a grade of 70% or higher on his/her report card for the quarter grade, the student will be
34 exited from the program and rescheduled into a differentiated general education class.
- 35 19. The FSD Honors Program Guidelines will be placed on the website and reviewed with teachers
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37 student is struggling in their Honors classes.

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3 and Computer Science. Credit for the successful completion of these courses is granted by Williamson
4 County Schools (WCS).

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

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

7 In accordance with WCS Board of Education Policy #4.6051 Credit Requirements for Graduation, FSD
8 students entering into Williamson County Schools will receive high school credit by (1) passing (grade
9 70 or above) both semesters of the course. Algebra I and Geometry students will take the TCAP End of
10 Course assessment. Currently, TCAP assessment grades may count up to 15% of a student's final spring
11 semester grade for the course if the additional score increases the student's grade. Students enrolled in
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15 point average (GPA) value. There is not an option to refuse the credit.

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24 from such courses after being enrolled in the course for at least twenty-five percent (25%) of the
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2 must remain in the course for the full school year.

3 Although the successful completion of Algebra I and Geometry in middle school will count towards a
4 student's high school math credits for graduation, a student must still take three or four years of math
5 during high school. Parents should understand clearly that students taking high school levels of math in
6 middle school (Algebra I and Geometry) are still required to have at least four math credits by the end
7 of high school.

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

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

16 **Honors Reconsideration Request Form**

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

20 **Honors Opt Out Form**

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

24 **NOTIFICATION¹**

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

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

Legal References

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

	FES				JES				LES				MES				PEES			
	Female	Male	Teachers	Avg	Female	Male	Teachers	Avg	Female	Male	Teachers	Avg	Female	Male	Teachers	Avg	Female	Male	Teachers	Avg
Pre-Kindergarten (P3)	1	3	2	2.0	2	9	2	5.5	1	4	1	5.0	0	5	1	5.0	3	1	1	0
Pre-Kindergarten (P4)	13	12	1	25.0	8	15	1	23.0	9	11	1	20.0	14	9	1	23.0	9	14	1	23
Kindergarten	28	25	3	17.7	21	28	3	16.3	32	44	4	19.0	46	38	5	16.8	30	28	4	14.5
Pre-First			0	0.0			0	0.0			0	0.0			0	0.0			0	0
Grade 1	22	26	3	16.0	32	26	3	19.3	41	47	5	17.6	40	46	5	17.2	25	30	4	13.75
Grade 2	43	34	4	19.3	24	23	3	15.7	48	42	5	18.0	56	47	6	17.2	27	36	4	15.75
Grade 3	23	40	4	15.8	28	23	3	17.0	39	38	4	19.3	41	38	4	19.8	31	33	4	16
Grade 4	26	27	3	17.7	28	22	3	16.7	52	42	4	23.5	44	48	5	18.4	32	35	3	22.3333
Total Students	156	167		32.3	143	146		289	222	228		450	241	231		472	157	177		334
American Indian	0		0%		2		1%		2		0%		1		0%		0			0%
Asian	9		3%		27		11%		21		5%		44		10%		10			3%
Black or African American	44		15%		61		24%		40		9%		45		10%		22			7%
Hispanic or Latino	31		11%		80		31%		131		31%		102		23%		129			42%
Native Hawaiian-Pacific Islander	0		0%		1		0%		0		0%		1		0%		0			0%
White	210		71%		84		33%		231		54%		251		57%		146			48%
TOTAL WITHOUT PRE-K	294				255				425				444				307			
Grade 5	122	136	12	21.5													28	40	3	22.6666
Grade 6	109	130	12	19.9													36	44	4	20
Grade 7					131	126	12	21.4									46	35	4	20.25
Grade 8					124	130	12	21.2									39	41	4	20
Total Students	231	266		497	255	256		511									149	160		309
American Indian	4		1%		4		1%										4			1%
Asian	30		6%		18		4%										8			3%
Black or African American	55		11%		80		16%										24			8%
Hispanic or Latino	124		25%		154		30%										124			40%
Native Hawaiian-Pacific Islander	1		0%		2		0%										0			0%
White	283		57%		253		50%										149			48%
TOTAL WITHOUT PRE-K	497				511												309			
TOTAL WITHOUT PRE-K	3042				3185				143											
FSD Demographics - 04/04/2025																				

Grade	Average Size
K-3	17.1
4-6	20.3
7-8	20.7

FRANKLIN SPECIAL SCHOOL DISTRICT
Investment Report
February 28, 2025

Local Government Investment Pool

Interest Rate for February 4.34%

General Investment Account	
Beginning Balance	\$ 958.99
Interest	13,677.16
Withdrawals	
Deposits	5,000,000.00
Total Invested	\$ 5,014,636.15

Debt Service Investment Account	
Beginning Balance	\$ 1,736.59
Interest	6,295.81
Withdrawals	
Deposits	2,300,000.00
Total Invested	\$ 2,308,032.40

Capital Projects Investment Account	
Beginning Balance	\$ 2.98
Interest	0.01
Withdrawals	-
Deposits	-
Total Invested	\$ 2.99

Construction Investment Account	
Beginning Balance	\$ 9,980,804.42
Interest	31,947.78
Withdrawals	(612,662.00)
Deposits	
Total Invested	\$ 9,400,090.20

FRANKLIN SPECIAL SCHOOL DISTRICT

Investment Report

February 28, 2025

First Tennessee Bank

General Purpose Checking

Beginning Balance	\$ 10,104,500.27
Receipts	6,420,888.99
Receipts - Loan from First Horizon (Tax Anticipation)	
Loan fr Capital Proj.	
Interest	14,230.15
Transfer from LGIP	
Transfer to LGIP	(5,000,000.00)
Pmt of Tax Anticipation Loan to First Horizon	
COF YRLY Rent	
COF YRLY Rent transf to Capital Proj	
RePmt of Loan to Capt Proj	
Disbursements	(5,371,935.74)
Ending Balance	<u>\$ 6,167,683.67</u>

Debt Service Checking

Beginning Balance	\$ 2,346,836.15
Receipts	819,487.83
Receipts - Loan Payment fr GP	
Interest	1,954.28
Transfer from Investments	
Transfer to Investments	(2,300,000.00)
Disbursements	
Ending Balance	<u>\$ 868,278.26</u>

Capital Projects Checking

Beginning Balance	\$ 2,228,252.92
Receipts	93,776.59
Interest	4,537.23
COF Rent	
Loan Repayment from GP	
Transfer Loan Payment to GP	
Disbursements	(28,786.40)
Ending Balance	<u>\$ 2,297,780.34</u>

Construction Checking

Beginning Balance	\$ 148,690.65
Interest	498.81
Transfer fr LGIP	612,662.00
Transfer to LGIP	
Transf fr GP (Refund-COF)	
Transf to Capital	
Disbursements	(612,721.82)
Ending Balance	<u>\$ 149,129.64</u>

Fnd T Acct Obj Prj Loc Prg Acct	2024-25	2024-25	2024-25	March 2024-25	2024-25	Uncollected
	Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
141	General Purpose					
141 R 40110	---	---	---	---	---	---
141 R 40115	---	---	---	---	---	---
141 R 40120	---	---	---	---	---	---
141 R 40130	---	---	---	---	---	---
141 R 40140	---	---	---	---	---	---
141 R 40161	---	---	---	---	---	---
141 R 40163	---	---	---	---	---	---
141 R 40210	---	---	---	---	---	---
141 R 40275	---	---	---	---	---	---
141 R 40350	---	---	---	---	---	---
141 R 40610	---	---	---	---	---	---
141 R 40620	---	---	---	---	---	---
141 R 40630	---	---	---	---	---	---
141 R 40640	---	---	---	---	---	---
141 R 41110	---	---	---	---	---	---
141 R 43511	---	---	---	---	---	---
141 R 43513	---	---	---	---	---	---
141 R 43517	---	---	---	---	---	---
141 R 43570	---	---	---	---	---	---
141 R 43990	---	---	---	---	---	---
141 R 44110	---	---	---	---	---	---
141 R 44120	---	---	---	---	---	---
141 R 44121	---	---	---	---	---	---
141 R 44122	---	---	---	---	---	---
141 R 44123	---	---	---	---	---	---
141 R 44124	---	---	---	---	---	---
141 R 44125	---	---	---	---	---	---
141 R 44126	---	---	---	---	---	---
141 R 44131	---	---	---	---	---	---
141 R 44132	---	---	---	---	---	---
141 R 44133	---	---	---	---	---	---
141 R 44146	---	---	---	---	---	---
141 R 44170	---	---	---	---	---	---
141 R 44520	---	---	---	---	---	---
141 R 44530	---	---	---	---	---	---
141 R 44540	---	---	---	---	---	---
141 R 44560	---	---	---	---	---	---
141 R 44570	---	---	---	---	---	---

Fnd T Acct	Obj Prj Loc	Prg Acct	2024-25	2024-25	2024-25	March 2024-25	2024-25	Uncollected
			Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
141		General Purpose						
141 R 44990	---	---	500.00	0.00	500.00	4.51	101.26	398.74
141 R 46510	---	---	14,374,324.00	0.00	14,374,324.00	1,437,432.42	11,807,221.88	2,567,102.12
141 R 46511	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46513	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46515	---	---	307,654.00	37,040.41	344,694.41	25,361.38	167,624.63	177,069.78
141 R 46590	---	---	0.00	0.00	0.00	1,000,000.00	1,000,000.00	-1,000,000.00
141 R 46591	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46592	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46596	---	---	0.00	0.00	0.00	0.00	11,291.38	-11,291.38
141 R 46610	---	---	40,000.00	0.00	40,000.00	0.00	20,647.10	19,352.90
141 R 46612	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46790	---	---	0.00	916,543.67	916,543.67	12,719.02	129,782.12	786,761.55
141 R 46850	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46980	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46981	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46990	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 47143	---	---	0.00	178,201.02	178,201.02	0.00	178,201.02	0.00
141 R 47145	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 47304	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 47590	---	---	0.00	0.00	0.00	3,716.15	42,623.10	-42,623.10
141 R 48130	---	---	0.00	0.00	0.00	500.00	500.00	-500.00
141 R 48990	---	---	65,000.00	0.00	65,000.00	0.00	43,537.50	21,462.50
141 R 49700	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 R 49800	---	---	40,000.00	0.00	40,000.00	0.00	2,217.97	37,782.03
141 -	---	---	61,070,462.00	1,131,785.10	62,202,247.10	18,405,009.09	53,703,013.07	8,499,234.03

Fnd T Acct	Obj Prj Loc Prg Acct	2024-25	2024-25	March 2024-25	2024-25	Encumbered	Unencumbered
		Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
141	General Purpose						
141 E 11130	--- --- --- --- Cash	0.00	0.00	0.00	0.00	0.00	0.00
141 E 71100	--- --- --- --- Regular Education Program	29,320,136.00	29,596,875.00	2,322,705.94	18,516,070.95	20,096.98	11,060,707.07
141 E 71150	--- --- --- --- Alternative Schools	117,000.00	117,000.00	0.00	55,860.15	0.00	61,139.85
141 E 71200	--- --- --- --- Special Education Program	8,136,791.00	8,298,492.02	648,771.60	4,955,311.50	124,342.10	3,218,838.42
141 E 71300	--- --- --- --- Vocational Education Program	0.00	364,849.17	29,789.92	63,328.90	16,224.45	285,295.82
141 E 72110	--- --- --- --- Attendance	15,700.00	15,700.00	0.00	7,700.01	944.19	7,055.80
141 E 72120	--- --- --- --- Health Services	855,477.00	855,477.00	70,200.74	543,881.72	2,236.21	309,359.07
141 E 72130	--- --- --- --- Other Student Support	1,524,967.00	1,524,667.00	133,658.47	1,009,983.41	10,331.39	504,352.20
141 E 72210	--- --- --- --- Regular Instruction Program	3,672,432.00	3,687,687.50	294,349.86	2,372,640.18	87,592.98	1,227,454.34
141 E 72220	--- --- --- --- Special Education Instruction	2,103,890.00	2,120,390.00	160,321.62	1,267,327.79	61,979.51	791,082.70
141 E 72250	--- --- --- --- TECHNOLOGY	1,608,276.00	1,808,276.00	105,434.11	1,203,144.00	14,829.38	590,302.62
141 E 72310	--- --- --- --- Board Of Education Services	1,563,424.00	1,563,424.00	383,221.78	1,542,030.93	192,397.93	-171,004.86
141 E 72320	--- --- --- --- Director of Schools	586,833.00	586,833.00	44,395.32	384,409.06	12,033.28	190,390.66
141 E 72410	--- --- --- --- Office Of The Principal	4,153,841.00	4,153,841.00	338,044.38	2,869,586.12	20,274.97	1,263,979.91
141 E 72510	--- --- --- --- Fiscal Services	901,838.00	901,838.00	72,991.29	617,238.98	1,253.67	283,345.35
141 E 72520	--- --- --- --- Human Resources	438,303.00	438,303.00	32,328.95	282,723.18	20,458.09	135,121.73
141 E 72610	--- --- --- --- Operation Of Plant	4,400,859.00	4,350,859.00	356,808.87	3,294,185.05	114,206.53	942,467.42
141 E 72620	--- --- --- --- Maintenance Of Plant	917,300.00	967,300.00	56,818.42	710,949.61	77,811.39	178,539.00
141 E 72710	--- --- --- --- Transportation	2,936,372.00	2,996,372.00	209,257.49	1,817,034.13	71,755.71	1,107,582.16
141 E 72810	--- --- --- --- Central And Other	367,802.00	367,802.00	28,778.85	249,055.92	18,545.23	100,200.85
141 E 73100	--- --- --- --- Food Supplies	0.00	0.00	0.00	0.00	0.00	0.00
141 E 73300	--- --- --- --- Community Service	187,682.00	187,682.00	4,195.12	25,864.99	12,835.40	148,981.61
141 E 73400	--- --- --- --- Early Childhood Education	671,558.00	708,598.41	59,190.49	432,236.04	152.75	276,209.62
141 E 81300	--- --- --- --- Education Debt Service	0.00	0.00	0.00	0.00	0.00	0.00
141 E 82130	--- --- --- --- Principal	18,688.00	18,688.00	0.00	18,688.00	0.00	0.00
141 E 82230	--- --- --- --- Interest	8,014.00	8,014.00	0.00	14.00	0.00	8,000.00
141 E 82330	--- --- --- --- Other Debt Service	0.00	0.00	0.00	0.00	0.00	0.00
141 -	--- --- --- --- General Purpose	64,507,183.00	65,638,968.10	5,351,263.22	42,239,264.62	880,302.14	22,519,401.34

Fnd T Acct	Obj Prj Loc	Prg Acct	2024-25	2024-25	2024-25	March 2024-25	2024-25	Uncollected
			Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
142		Federal Programs						
142 R 47141	---	---	334,249.00	20,993.60	355,242.60	15,884.58	217,283.57	137,959.03
142 R 47143	---	---	897,771.00	-25,807.70	871,963.30	60,716.28	399,656.57	472,306.73
142 R 47145	---	---	26,958.00	17,498.79	44,456.79	2,093.17	6,913.86	37,542.93
142 R 47146	---	---	46,462.00	6,258.65	52,720.65	0.00	26,303.78	26,416.87
142 R 47147	---	---	26,879.00	-21.69	26,857.31	150.00	13,275.85	13,581.46
142 R 47149	---	---	0.00	30,752.78	30,752.78	2,943.52	12,716.02	18,036.76
142 R 47189	---	---	82,409.00	47,196.92	129,605.92	7,006.67	101,292.21	28,313.71
142 R 47301	---	---	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47303	---	---	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47306	---	---	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47307	---	---	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47309	---	---	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47311	---	---	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47401	---	---	0.00	33,659.70	33,659.70	0.00	33,659.70	0.00
142 R 47402	---	---	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47403	---	---	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47404	---	---	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47590	---	---	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47990	---	---	0.00	0.00	0.00	0.00	0.00	0.00
142 R 49800	---	---	0.00	0.00	0.00	0.00	0.00	0.00
142 -	---	---	1,414,728.00	130,531.05	1,545,259.05	88,794.22	811,101.56	734,157.49

Fnd T Acct	Obj Prj Loc	Prg Acct	2024-25	2024-25	March 2024-25	2024-25	Encumbered	Unencumbered	
			Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance	
142		Federal Programs							
142 E 71100	---	---	Regular Education Program	223,144.00	266,905.65	16,751.48	181,202.99	15,542.48	70,160.18
142 E 71200	---	---	Special Education Program	859,294.00	896,722.43	57,305.68	453,487.25	6,793.75	436,441.43
142 E 72110	---	---	Attendance	0.00	0.00	0.00	0.00	0.00	0.00
142 E 72120	---	---	Health Services	25,000.00	25,000.00	6,148.80	18,446.40	6,553.56	0.04
142 E 72130	---	---	Other Student Support	7,867.00	8,989.70	0.00	5,523.50	146.84	3,319.36
142 E 72210	---	---	Regular Instruction Program	225,964.00	312,214.35	16,635.49	235,896.04	9,026.28	67,292.03
142 E 72220	---	---	Special Education Instruction	0.00	0.00	0.00	0.00	0.00	0.00
142 E 72250	---	---	TECHNOLOGY	0.00	0.00	0.00	0.00	0.00	0.00
142 E 72320	---	---	Director of Schools	0.00	0.00	0.00	0.00	0.00	0.00
142 E 72410	---	---	Office Of The Principal	0.00	0.00	0.00	0.00	0.00	0.00
142 E 72510	---	---	Fiscal Services	0.00	0.00	0.00	0.00	0.00	0.00
142 E 72520	---	---	Human Resources	0.00	0.00	0.00	0.00	0.00	0.00
142 E 72610	---	---	Operation Of Plant	608.00	150.00	0.00	150.00	0.00	0.00
142 E 72620	---	---	Maintenance Of Plant	0.00	0.00	0.00	0.00	0.00	0.00
142 E 72710	---	---	Transportation	17,415.00	23,462.19	2,704.03	13,722.89	297.98	9,441.32
142 E 73100	---	---	Food Supplies	0.00	0.00	0.00	0.00	0.00	0.00
142 E 73300	---	---	Community Service	0.00	0.00	0.00	0.00	0.00	0.00
142 E 73400	---	---	Early Childhood Education	0.00	0.00	0.00	0.00	0.00	0.00
142 E 76100	---	---	Regular Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00
142 E 99100	---	---	Operating Transfer	55,436.00	12,214.73	0.00	2,217.97	0.00	9,996.76
142 -	---	---	Federal Programs	1,414,728.00	1,545,659.05	99,545.48	910,647.04	38,360.89	596,651.12

Fnd T Acct	Obj	Prj	Loc	Prg	Acct	2024-25	2024-25	2024-25	March 2024-25	2024-25	Uncollected
						Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
143					Food Service						
143 R	43521	---	---	---	Lunch Payments-Children	653,625.00	0.00	653,625.00	55,204.80	451,307.40	202,317.60
143 R	43522	---	---	---	Lunch Payments-Adults	60,000.00	0.00	60,000.00	4,027.50	35,996.25	24,003.75
143 R	43523	---	---	---	Income From Breakfast	121,500.00	0.00	121,500.00	9,593.30	81,059.05	40,440.95
143 R	43525	---	---	---	Ala Carte Sales	185,000.00	0.00	185,000.00	21,876.25	174,695.00	10,305.00
143 R	43546	---	---	---	Contract for Food Services w/	40,000.00	0.00	40,000.00	3,703.60	29,209.80	10,790.20
143 R	43990	---	---	---	Other Charges For Services	75,000.00	0.00	75,000.00	6,139.20	46,379.76	28,620.24
143 R	44530	---	---	---	Sale of Equipment	300.00	0.00	300.00	0.00	855.00	-555.00
143 R	44560	---	---	---	Damage Recovered from Individu	0.00	0.00	0.00	0.00	0.00	0.00
143 R	44570	---	---	---	Contributions & Gifts	0.00	0.00	0.00	0.00	0.00	0.00
143 R	44990	---	---	---	Other Local Revenue	0.00	0.00	0.00	5,966.75	75,351.98	-75,351.98
143 R	46520	---	---	---	School Food Service	16,473.00	0.00	16,473.00	15,704.06	15,704.06	768.94
143 R	46980	---	---	---	Other State Grants	0.00	0.00	0.00	0.00	0.00	0.00
143 R	47111	---	---	---	USDA School Lunch Program	986,125.00	0.00	986,125.00	82,879.01	670,544.05	315,580.95
143 R	47112	---	---	---	USDA Commodities	164,868.00	0.00	164,868.00	0.00	0.00	164,868.00
143 R	47113	---	---	---	Breakfast	306,349.00	0.00	306,349.00	25,484.92	210,263.98	96,085.02
143 R	47114	---	---	---	USDA Other	140,000.00	0.00	140,000.00	12,455.50	106,786.27	33,213.73
143 R	47115	---	---	---	USDA Food Service Equipment Gr	0.00	0.00	0.00	0.00	13,695.06	-13,695.06
143 R	47590	---	---	---	Other Federal Through State	0.00	0.00	0.00	0.00	0.00	0.00
143 -		---	---	---	Food Service	2,749,240.00	0.00	2,749,240.00	243,034.89	1,911,847.66	837,392.34

Fnd T Acct	Obj Prj Loc	Prg Acct	2024-25	2024-25	March 2024-25	2024-25	Encumbered	Unencumbered
			Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
143		Food Service						
143 E 73100	---	---	2,791,184.00	2,791,184.00	242,781.27	1,894,898.32	394,792.19	501,493.49
143 E 73300	---	---	0.00	0.00	0.00	0.00	0.00	0.00
143 -	---	---	2,791,184.00	2,791,184.00	242,781.27	1,894,898.32	394,792.19	501,493.49

Fnd T Acct	Obj Prj Loc	Prg Acct	2024-25	2024-25	2024-25	March 2024-25	2024-25	Uncollected
			Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
146		Community Service (MAC)						
146 R 43581	---	---	1,626,907.00	0.00	1,626,907.00	148,500.53	1,000,833.20	626,073.80
146 R 43584	---	---	29,615.00	0.00	29,615.00	780.00	24,740.00	4,875.00
146 R 43585	---	---	12,125.00	0.00	12,125.00	2,745.00	2,945.00	9,180.00
146 R 43990	---	---	300.00	0.00	300.00	285.00	3,950.19	-3,650.19
146 R 44120	---	---	0.00	0.00	0.00	0.00	0.00	0.00
146 R 44170	---	---	47,000.00	0.00	47,000.00	0.00	0.00	47,000.00
146 R 44530	---	---	0.00	0.00	0.00	0.00	0.00	0.00
146 R 44570	---	---	0.00	0.00	0.00	1,190.00	2,126.00	-2,126.00
146 R 44990	---	---	0.00	0.00	0.00	0.00	0.00	0.00
146 R 46590	---	---	80,000.00	0.00	80,000.00	4,276.85	32,080.63	47,919.37
146 R 47590	---	---	0.00	0.00	0.00	0.00	0.00	0.00
146 -	---	---	1,795,947.00	0.00	1,795,947.00	157,777.38	1,066,675.02	729,271.98

Fnd T Acct	Obj Prj Loc	Prg Acct	2024-25	2024-25	March 2024-25	2024-25	Encumbered	Unencumbered
			Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
146		Community Service (MAC)						
146 E 73300	---	Community Service	1,788,487.00	1,788,487.00	139,398.87	1,236,742.28	14,273.55	537,471.17
146 E 99100	---	Operating Transfer	0.00	0.00	0.00	0.00	0.00	0.00
146 -	-----	Community Service (MAC)	1,788,487.00	1,788,487.00	139,398.87	1,236,742.28	14,273.55	537,471.17

Fnd T Acct Obj Prj Loc Prg Acct	2024-25	2024-25	2024-25	March 2024-25	2024-25	Uncollected
	Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
156	Debt Service					
156 R 40610 --- --- --- --- ---	7,861,082.00	0.00	7,861,082.00	3,664,009.78	7,199,848.17	661,233.83
156 R 40620 --- --- --- --- ---	45,000.00	0.00	45,000.00	4,129.51	-198.83	45,198.83
156 R 40630 --- --- --- --- ---	10,500.00	0.00	10,500.00	717.28	4,575.47	5,924.53
156 R 40640 --- --- --- --- ---	25,000.00	0.00	25,000.00	285.47	12,203.78	12,796.22
156 R 44110 --- --- --- --- ---	50,000.00	0.00	50,000.00	15,511.94	52,804.89	-2,804.89
156 R 44990 --- --- --- --- ---	0.00	0.00	0.00	0.00	0.00	0.00
156 R 49800 --- --- --- --- ---	0.00	0.00	0.00	0.00	0.00	0.00
156 - --- --- --- --- ---	7,991,582.00	0.00	7,991,582.00	3,684,653.98	7,269,233.48	722,348.52

Fnd	T	Acct	Obj	Prj	Loc	Prg	Acct	2024-25	2024-25	March 2024-25	2024-25	Encumbered	Unencumbered
								Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
156							Debt Service						
156	E	72310	---	---	-----	---	Board Of Education Services	158,476.00	158,476.00	73,466.46	144,501.28	0.00	13,974.72
156	E	82130	---	---	-----	---	Principal	3,650,000.00	3,650,000.00	0.00	0.00	0.00	3,650,000.00
156	E	82230	---	---	-----	---	Interest	4,545,228.00	4,545,228.00	0.00	2,272,613.75	0.00	2,272,614.25
156	E	82330	---	---	-----	---	Other Debt Service	1,500.00	1,500.00	0.00	900.00	0.00	600.00
156	-	-----	---	---	-----	---	Debt Service	8,355,204.00	8,355,204.00	73,466.46	2,418,015.03	0.00	5,937,188.97

Fnd T Acct	Obj Prj Loc	Prg Acct	2024-25	2024-25	2024-25	March 2024-25	2024-25	Uncollected
			Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
177		Capital Projects						
177 R 40210	---	---	0.00	0.00	0.00	0.00	0.00	0.00
177 R 40390	---	---	600,000.00	0.00	600,000.00	60,539.74	412,836.14	187,163.86
177 R 44110	---	---	401,500.00	0.00	401,500.00	39,782.91	554,289.54	-152,789.54
177 R 44120	---	---	0.00	0.00	0.00	42,120.00	63,180.00	-63,180.00
177 R 44530	---	---	0.00	0.00	0.00	0.00	0.00	0.00
177 R 44540	---	---	8,000,000.00	0.00	8,000,000.00	0.00	1,638,015.00	6,361,985.00
177 R 44570	---	---	0.00	0.00	0.00	0.00	0.00	0.00
177 R 44990	---	---	0.00	0.00	0.00	0.00	0.00	0.00
177 R 46530	---	---	0.00	0.00	0.00	0.00	0.00	0.00
177 R 48130	---	---	0.00	0.00	0.00	0.00	0.00	0.00
177 R 49100	---	---	0.00	0.00	0.00	0.00	0.00	0.00
177 -	-----	-----	9,001,500.00	0.00	9,001,500.00	142,442.65	2,668,320.68	6,333,179.32

Fnd T Acct	Obj Prj Loc	Prg Acct	2024-25	2024-25	March 2024-25	2024-25	Encumbered	Unencumbered
			Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
177		Capital Projects						
177 E 81300	---	---	0.00	0.00	0.00	0.00	0.00	0.00
177 E 82130	---	---	0.00	0.00	0.00	0.00	0.00	0.00
177 E 82230	---	---	0.00	0.00	0.00	0.00	0.00	0.00
177 E 82330	---	---	0.00	0.00	0.00	26,055.21	0.00	-26,055.21
177 E 91300	---	---	16,404,062.00	16,404,062.00	851,037.03	13,786,497.86	2,226,904.48	390,659.66
177 E 99100	---	---	0.00	0.00	0.00	0.00	0.00	0.00
177 -	---	---	16,404,062.00	16,404,062.00	851,037.03	13,812,553.07	2,226,904.48	364,604.45

<u>Fnd T Acct</u>	<u>Obj Prj Loc</u>	<u>Prg</u>	<u>Acct</u>	<u>Original Budget</u>	<u>Budget Revisions</u>	<u>Revised Budget</u>	<u>Monthly Activity</u>	<u>FYTD Activity</u>	<u>Uncollected Balance</u>
Grand Revenue Totals				84,023,459.00	1,262,316.15	85,285,775.15	22,721,712.21	67,430,191.47	17,855,583.68

Number of Accounts: 386

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

<u>Fnd T Acct</u>	<u>Obj</u>	<u>Prj</u>	<u>Loc</u>	<u>Prg</u>	<u>Acct</u>	<u>2024-25</u> <u>Original Budget</u>	<u>2024-25</u> <u>Revised Budget</u>	<u>March 2024-25</u> <u>Monthly Activity</u>	<u>2024-25</u> <u>FYTD Activity</u>	<u>Encumbered</u> <u>Amount</u>	<u>Unencumbered</u> <u>Balance</u>
Grand Expense Totals						95,260,848.00	96,523,564.15	6,757,492.33	62,512,120.36	3,554,633.25	30,456,810.54

Number of Accounts: 4922

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

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

Received	For the	Actual Sales Tax Revenue				Increase (Decrease) FY24-25 from FY23-24		% Chg FY22-23 compared to FY21-22	% Chg FY23-24 compared to FY22-23	% Chg FY24-25 compared to FY23-24	% Chg FY24-25 compared to FY23-24
		During	Month of	FY21-22	FY22-23	FY23-24	FY24-25	Month-to- Month	Year-to- Date	Month-to- Month	Month-to- Month
Aug	May	\$ 596,966	\$ 630,152	\$ 673,793	\$ 684,759	\$ 10,966	\$ 10,966	5.6%	6.9%	1.6%	1.6%
Sep	June	620,365	620,525	672,365	666,397	\$ (5,968)	\$ 4,998	0.0%	8.4%	-0.9%	0.4%
Oct	July	619,147	605,780	652,325	684,031	\$ 31,706	\$ 36,704	-2.2%	7.7%	4.9%	1.8%
Nov	Aug	606,729	586,419	638,368	697,116	\$ 58,748	\$ 95,452	-3.3%	8.9%	9.2%	3.6%
Dec	Sept	637,185	597,545	645,418	680,703	\$ 35,285	\$ 130,737	-6.2%	8.0%	5.5%	4.0%
Jan	Oct	634,248	584,861	654,065	684,296	\$ 30,231	\$ 160,968	-7.8%	11.8%	4.6%	4.1%
Feb	Nov	674,124	616,549	692,106	692,119	\$ 13	\$ 160,981	-8.5%	12.3%	0.0%	3.5%
Mar	Dec	829,679	753,642	852,757	858,135	\$ 5,378	\$ 155,393	-9.2%	13.2%	0.6%	3.0%
Apr	Jan	581,999	583,357	601,380	639,435	\$ 38,055	\$ 199,416	2.0%	3.1%	6.3%	3.4%
ADA Adjustment		(763,167)	287,134	(107,591)	129,405	\$ 236,996	\$ 404,706	-137.6%	-137.5%	-220.3%	7.4%
May	Feb	580,125	536,943	592,528	-						
June	March	598,238	649,595	646,884	-						
July	April	603,419	632,614	665,765	-						
Total YTD		\$ 6,819,057	\$ 7,685,116	\$ 7,880,163	\$ 6,416,396	\$ 441,410					

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

Actual Over (Under) Budget \$ (1,483,604)

% of Budget Received YTD 81.2%

ADA Adjustment (Sales Tax)

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