

**Board of Education Regular Meeting**  
**February 9, 2026 6:00 PM**  
FSD Central Office, 205 Eddy Lane, Franklin, TN 37064

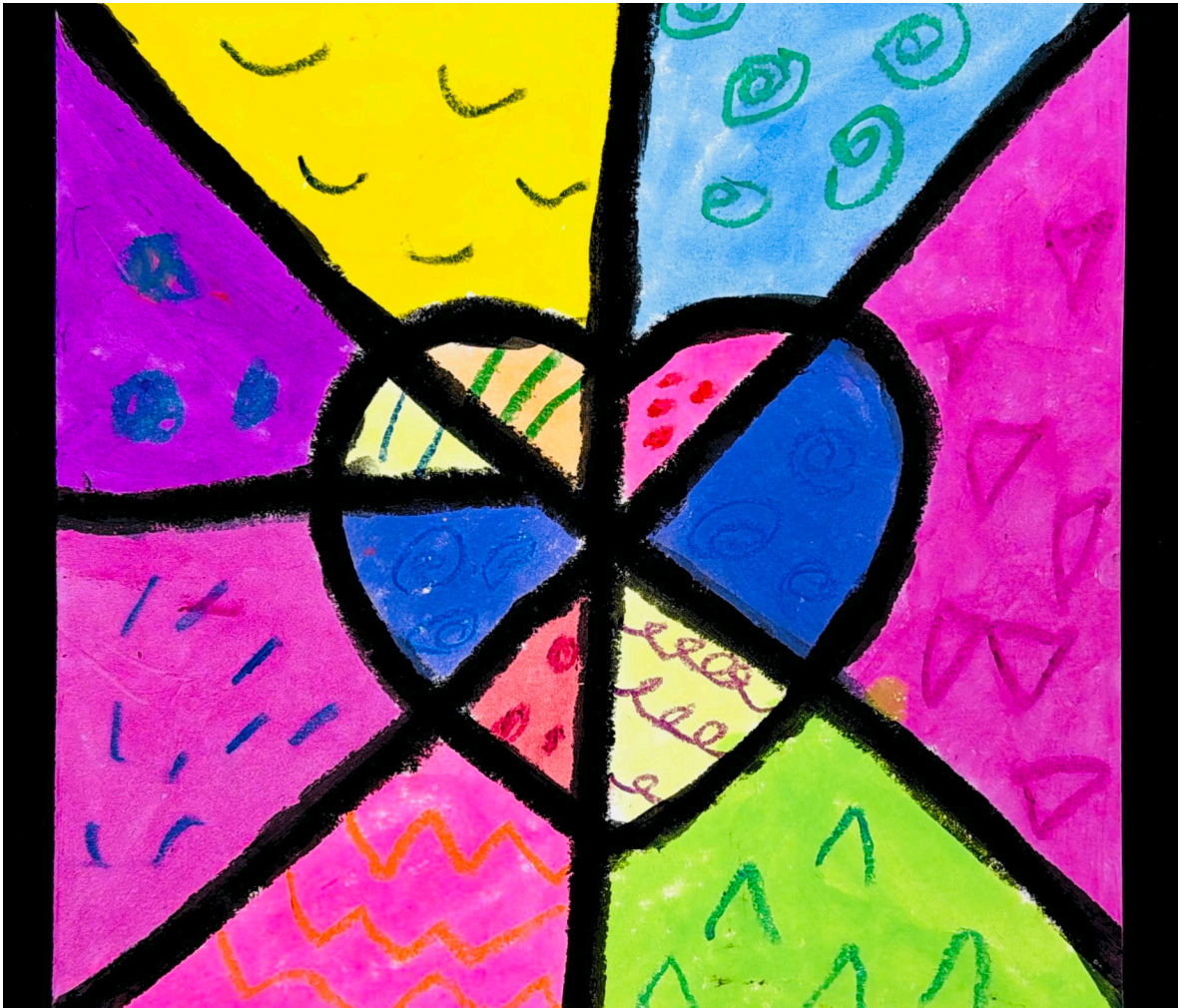
- I. **MEETING CALLED TO ORDER**
- II. **PLEDGE OF ALLEGIANCE**
- III. **RECOGNITIONS/GOOD NEWS AWARDS**
  - III.1. **Artist of the Month - February**
- IV. **PUBLIC INPUT**
- V. **REPORTS/PRESENTATIONS/DISCUSSIONS**
  - V.1. **Teaching & Learning Spotlight**
  - V.2. **NSBA 2026 Advocacy Institute**
  - V.3. **School Board Appreciation Week**
- VI. **APPROVAL OF BOARD AGENDA**
- VII. **APPROVAL OF CONSENT AGENDA**
  - VII.1. **Minutes of Board Retreat dated January 10, 2026**
  - VII.2. **Minutes of Board Meeting dated January 12, 2026**
  - VII.3. **Overnight Field Trip Request - MES 4th Grade Walk to Wellness**
  - VII.4. **Overnight Field Trip Request – Competition Cheer Team Nationals Orlando**
  - VII.5. **Budget Amendments**
- VIII. **BUSINESS BEFORE THE BOARD**
  - VIII.1. **Teachers Recommended for Tenure**
  - VIII.2. **2026-2027 Tuition Rates**
  - VIII.3. **Director of Schools 2024-2025 Performance Review Composite Score**
- IX. **DIRECTOR OF SCHOOLS REPORT**
- X. **UPDATES**
  - X.1. **Teaching and Learning**
  - X.2. **Finance and Administration**

XI. ANNOUNCEMENTS

XII. ADJOURNMENT

# FSD Student Artist of the Month

Miller Sullivan, age 6 • Franklin Elementary School



This month's Franklin Special District Artist of the Month is **Miller Sullivan**, a kindergarten student at Franklin Elementary School. This colorful abstract artwork was created in Alexa Hyssong's art class during a lesson inspired by contemporary pop artist Romero Britto. Students explored line, shape, and color by creating bold sections outlined in black. Artists filled each space with bright colors and playful oil pastel patterns, including dots, swirls, and zigzags. The strong outlines and vibrant colors work together to create a joyful composition that reflects the expressive style of pop art.

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

# Franklin Special Board of Education

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

## 1 APPEALS TO THE BOARD

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

## 7 APPEARING BEFORE THE BOARD

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

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

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

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

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

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### Legal References

1. TCA 39-17-306

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### Cross References

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



# Teaching and Learning

Students First ★ Excellence Always ★ No Exceptions

Date: February 1, 2026  
To: David Snowden, Director of Schools  
From: Mary Decker, Associate Director of Schools for Teaching and Learning  
Subject: Summary of Teaching and Learning Activity for the February Board Meeting



## **Spotlight:**

### **Pocketalk**

Earlier this school year, several members of the Teaching and Learning team vetted a new technological resource that supports families and students who speak a language other than English, [Pocketalk](#). Pocketalk is a real-time, two-way voice translation device that is slightly larger than a smart phone. T&L then broached to principals the idea of providing a Pocketalk for every school, to be housed in the office and thus available to any staff and parents who may benefit from it. The FSD Technology and Instructional Technology departments worked together to secure these translation devices and provide personalized implementation training on the Pocketalks to school staff members.

From the Pocketalk website:

“Pocketalk’s translation services are powered by Prism Language Systems, our proprietary language engine. These translation solutions are used in over 500 school districts worldwide to promote equitable access to learning for all students. We help you translate the essential conversations and the ones you never knew you needed, such as:

- Parent teacher conferences
- IEP meetings
- Instructional support for Multilingual Language Learners
- School board meetings
- Casual conversations at pick-up or drop-off
- Peer communication on the playground or in the cafeteria”

With Pocketalk:

- 92+ languages are supported, including localized dialects and slang.
- The device has two noise-canceling microphones.
- “The camera can take a photo [of a piece of text], and the large touchscreen will display translated text directly on top of the image. Pocketalk can provide an optional audio translation for the camera-translated text as well.”

- “Included is a five-year LTE data plan that provides unlimited data usage.” The FSD PocketaTalks communicate via each school’s Wi-Fi and have a cellular connection.

In Franklin Special, it is extremely important to us that all our students and family members are heard and that they always feel welcomed in our buildings. We agree with PocketaTalk’s vision of “A world where everyone is welcome to the conversation.” Goal 2 of the FSD Aspire 2029 Strategic Plan states that we will cultivate well-being and belonging for staff, students, and families and that, further, we will:

- Create opportunities that promote student well-being and belonging.
- Incorporate regular communication from social and personal competencies support staff (counselors, social workers, community partners, etc.).
- Expand and enhance planned opportunities for parents to attend informational meetings, special events, etc. at FIS and FMS.
- Educators in feeder schools will provide positive messages and school-created communications about the transition to the next school, create enthusiasm, and relieve students’ and parents’ fears.

PocketaTalk robustly supports all of the above. In the FSD, we are committed to removing obstacles, finding solutions, and continuously improving all the ways in which we serve students and families, and PocketaTalks are one piece in that extremely significant puzzle.

## ***Curriculum & Professional Learning – Summer Carlton*** **January 2nd District Professional Learning Day**

- Teachers, paraprofessionals, and other staff engaged in a day of professional learning that included across-district grade-level/content-area collaboration time and the choice of two professional learning opportunities to support them in teaching and learning. The sessions below represent some of the learning opportunities provided to staff on this day.
  - **Teach Like Lasso: Strategies for Positive Classroom Communities Inspired by America’s Favorite Coach – Dr. Joelle Hood, Thriving YOUiversity:** Step into the world of inspiring education with our workshop, "Teach Like Lasso." Drawing inspiration from the iconic character of Coach Ted Lasso from the beloved TV series of the same name, this session is designed to equip educators with innovative strategies for cultivating positive classroom communities, nurturing student growth, and optimizing performance. Whether you're a seasoned educator or just starting your teaching journey, whether you are a fan of the show or have never watched an episode, "Teach Like Lasso" offers valuable insights and practical strategies that will inspire you to lead with passion, purpose, and heart. Join us as we embark on a transformative journey to create classrooms where every student feels seen, heard, and empowered to succeed.
  - **K-8 Savvas Elevate Science Essentials – Savvas Consultants:** This follow-up Elevate Science workshop deepens practices and helps educators get the most out of their print and digital resources.
  - **ViewSonic Board Training – Enrique Hug, ViewSonic Consultant:** This session will provide continued training on using the new ViewSonic boards. The objectives for this training are:
    - Brief Introduction to features
    - Understand what the Embed Player is and when to use it vs. a connected device
    - Understand how to use touch with a connected device
    - Learn basic navigation through touch (web pages, typing, etc.)

- Open Whiteboard and use basic tools
  - Change backgrounds and use pre-built templates
  - Sign in with Cloud Services and Import Content
  - Save and share your content
  - Import non-digital content
  - Create a basic lesson
  - Import images, videos, and text
  - Introduction to moving and editing objects
  - Use handwriting recognition and an immersive reader
  - Get started with math and presentation tools
  - Learn how to use any tool with the Whiteboard
  - Record your lessons ahead of time
- **A Beginner’s Guide to Integrating AI in the Classroom – Dr. Brittany Martin–Brand and Chloe Kim, FIS Teachers:** Join us for a professional development session designed to help teachers confidently and effectively integrate AI into their classrooms. Participants will explore a variety of AI platforms, see real examples of how these tools can streamline planning and enhance instruction, and have dedicated time to practice creating materials for upcoming units. Whether you’re brand new to AI or looking to expand your skills, this session will provide practical strategies you can use right away.
  - **i-Ready Mathematics Content Knowledge Series – Curriculum Associates:** *Intro to Algebraic Thinking* - Educators explore key topics such as patterns and functional thinking, equivalence, equations, expressions, and inequalities—where algebraic thinking and reasoning is essential. During these modules educators learn about algebraic thinking habits that set students up for success as problem solvers, they practice and hone their own algebraic thinking habits and plan for supporting students to develop and use the habits, bringing reasoning and sense-making to students in places that may have previously been focused on rules and memorized procedures. *Integer Meaning and Operations* - Educators refine their understanding of ‘operation sense’ and what it looks like. During these modules, educators use and connect different modes of representations (physical, visual, symbolic, verbal, contextual) as they explore the meaning of operations, properties, and behavior of the operations— addition, subtraction, multiplication, and division, both with whole numbers, fractions, decimals, and percents. *Number Sense: Base Ten Numeration and Place Value*- Educators deepen their understanding of ‘number sense’ and what it looks like. During these modules, educators unpack and explain WHAT the core number concepts are, WHY they are important to know, and HOW they are connected. Educators explore topics such as the early meanings of numbers and foundations for number sense, base-ten numeration and place value, the meaning of fractions, the relationships between fractions, decimals, and percents, and the meaning of ratios, rates, and unit rates.
  - **5<sup>th</sup> – 8<sup>th</sup> Grade Reading Strategies for Social Studies – Dr. Jana Kirchner, TCM Consultant:** Much of the focus in social studies instruction in recent years has been on disciplinary literacy, teaching students to read like a social scientist (i.e. a historian, economist, geographer, or political scientist). But what does that look like in a classroom? In this session, explore strategies for teaching students how to analyze written and visual primary and secondary sources using classroom-tested strategies that work. Learn thinking processes to teach students to analyze maps, political cartoons, graphs, etc. Practice strategies for building background knowledge, determining importance, and synthesizing information from sources.

- **De-Escalation Strategies for Elementary Paraprofessionals – Dr. Starr Wallace, JES Assistant Principal:** This interactive professional learning session is designed specifically for elementary school paraprofessionals who play a vital role in supporting students throughout the school day. Participants will build practical skills and confidence in recognizing, responding to, and reducing escalating behaviors in a safe, supportive, and developmentally appropriate manner. Through real-world examples, collaborative discussion, and hands-on practice, attendees will learn:
  - How to identify early warning signs of escalation in young learners
  - The impact of tone, body language, and environment on student behavior
  - Trauma-sensitive and relationship-based approaches that promote emotional regulation
  - Step-by-step de-escalation techniques tailored to elementary settings
  - Strategies for maintaining calm, setting clear expectations, and offering choices
  - Ways to partner effectively with classroom teachers and support teams during challenging moments

By the end of the session, paraprofessionals will leave with concrete tools they can immediately apply in classrooms, hallways, playgrounds, and small-group settings to help students return to a place of safety, regulation, and learning. This training emphasizes proactive, compassionate practices that strengthen adult–student relationships and contribute to a positive school climate.

- **Multilingual Learners' Strategies in the Secondary Classroom: Connecting Content and Language – Dr. Gina Long, TCM Consultant:** Explore the foundations of language development and delve into the principles of comprehensible input. Teachers will gain practical strategies for seamlessly integrating the four language domains—listening, speaking, reading, and writing—into their instruction. In this session, learners will:
  - Discover engaging research-based strategies to support English learners
  - Examine components of comprehensible output and the importance of productive language
  - Explore strategies for comprehensible input and output that utilize all four language domains
- **411 of Child Abuse – Khloe Davis, Davis House Child Advocacy Center:** The 411 of Child Abuse is a sexual abuse and physical abuse prevention training. This training takes a deep dive into reporting in the state of Tennessee, as well as covering local and national statistics about abuse. This training allows you to identify the different forms of child abuse and neglect, recognize the signs of abuse and trauma, respond appropriately to concerns, and understand Tennessee’s reporting protocols. It is a facilitator-led training that includes a PowerPoint presentation.
- **Get Organized, Teach Happier!! – Kristen Bischoff, MES Teacher and FSD Model Classroom Teacher:** Unlock the power of organization to transform your classroom, boost student success, and protect your own mental health. In this session, you’ll discover simple systems that create smooth classroom routines, increase academic progress, and reduce daily stress. Walk away with ready-to-use strategies and ideas you can implement tomorrow to make teaching feel lighter, calmer, and more joyful.
- **Checking for Gist, Routines, and Great Discussions: Practical Strategies for Maximizing Student Participation – Molly Foster, FES Teacher and FSD Model Classroom Teacher:** Student participation grows when routines create space for every learner’s voice. In this session, you’ll explore practical strategies that increase engagement across subjects—routines that help students capture key ideas, partner structures that get every child talking and listening, and whole-group systems that encourage all students to

share their thinking. You'll also learn easy ways to model and support strong academic talk so students feel confident explaining their reasoning and building on one another's ideas. You'll leave with clear routines and actionable steps that help create a classroom where every student participates, and every voice is valued.

- **Rediscovering Discovery Education – Toni Rush and Kara Langer, Discovery Education:** Join us for an engaging and interactive session designed for K–8 educators across all content areas. Whether you're new to Discovery Education or looking to deepen your understanding, this session will help you unlock the full potential of the platform to enhance teaching and learning. Explore powerful tools such as assessment builders, search, save & sharing options that streamline lesson planning and personalize student learning. Dive into the Careers Hub and Career Connect to discover resources that inspire future-ready skills and career exploration. Learn how to leverage the Instructional Strategies Center to implement research-based practices that make learning sticky. We'll also highlight Curriculum Compliments and Alignment Guides to help you seamlessly integrate Discovery Education content into your existing day-to-day teaching. Walk away with practical strategies and resources to elevate your classroom experience and empower your students.

Focus Areas:

- Highlight DE Tools (Assessments, Search, Save, & Sharing Options)
- Careers Hub + Career Connect
- Instructional Strategies Center
- Curriculum Compliments/Alignment Guides

## ***Communications – Susannah Gentry***

### **Registration**

- District registration begins in February. A communication timeline is set up to promote the process, including open seats available in our schools, out-of-zone waiver requests, tuition requests, and registration of current and new families throughout the month of February.

### **Recruitment and Awareness**

- Digital campaigns are focusing on our February 27 Open House and showcasing the district's unique program opportunities and whole child philosophy.
- Open houses will take place across the district on February 27 from 8:00a.m.-1:00p.m. at the early start (intermediate and middle schools) and 9:00a.m.-2:00p.m. at the late start (elementary) schools. A promotional plan is underway to raise awareness of this event in the community.
- Work with Mettle5 is ongoing to create a few email-targeted campaigns for larger companies and organizations that may have a significant number of employees who travel into the county for work. Our goal is to create awareness and opportunity for these families to explore enrolling their children on a tuition basis with the FSD.

### **Other Communication Efforts**

- FSD Early Learning Programs are being advertised (preschool and pre-K).
- Information was sent to all third-grade families regarding their child's benchmark scores and how those scores might relate to their anticipated performance on the TCAP ELA test. It will also confirm if the student is on an exclusion(s) pathway.

- A short video is in production to update the community on the district's progress toward the goals in the strategic plan, *Aspire 2029*.
- The communications office is brainstorming ways to connect our state legislators with our schools and administrators to foster more dialogue and deepen their understanding of the details involved at the local level in some of the legislation they might encounter. The goal is also for them to see and experience the rich programming happening in the public schools that they represent.

## **Attendance – Celby Glass**

### **Attendance Secretaries**

- The most recent meeting agenda items included extended absences, the attendance manual, and documentation regarding certain processes and protocols.

### **Safety Items**

- On January 22, Celby co-presented to multiple local law enforcement partners with the Williamson County Sheriff's Office regarding a safety project.
- Celby continues to work with Williamson County Emergency Management to obtain a detailed road report when severe weather is predicted and on inclement weather days, and she participates in Zoom calls with Dr. Snowden, Dr. Esslinger, and WCS to discuss school closure and weather updates. Additionally, Celby consults with the Perry Weather (the weather reporting tool for FSD and WCS) meteorologist daily to gather accurate weather reports for Williamson County.
- Celby continues to participate in a monthly meeting led by Sheriff Hughes with the WCSO SRO division.
- Drew Bingham and Celby are collaborating on the following safety and security IT related projects: CRG (critical incident) mapping, electronic visitor management, the upcoming new district-wide phone system, and interior access control.

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

### **Early Childhood Education**

- The voluntary pre-K (VPK) application process for the 2026-2027 school year is currently available on the FSD website. Stacey Robertson created a universal preschool application for all families who have children ages 3-5. Updated links to the English and Spanish application are located at the following link on the FSD website under Parent Information - Early Learning <https://www.fssd.org/academics/early-learning>. The FSD Office of Student Support Services will communicate with applicants and schedule face-to-face sessions to receive the required information. FSD families with a child born on or between August 16, 2021, and August 15, 2022, are eligible to apply. We are also accepting applications for children who miss the age cutoff and have a birthday between August 15 and October 15. The TDOE allows LEAs to serve income-qualifying three-year olds who are ready to function somewhat independently under the close supervision of a VPK teacher and paraprofessional. Approximately 80 student seats will be open to families who meet Tennessee income qualifications.
- The Tennessee Voluntary Pre-K Grant Application was submitted on January 28. Districts should receive notice from TDOE regarding program funding by early April.

### **English Language Learners**

- Administration of the ELPA21 (English Language Proficiency Assessment for the 21st Century) is underway. The testing window runs from February 2 - March 27.

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

- We celebrated the FSD school counselors during National School Counseling Week (February 2-6) with the theme “School Counselors Amplify Student Success.” More information is provided here in this link from the National School Counselor Association- <https://www.schoolcounselor.org/Events-Professional-Development/Events/National-School-Counseling-Week>

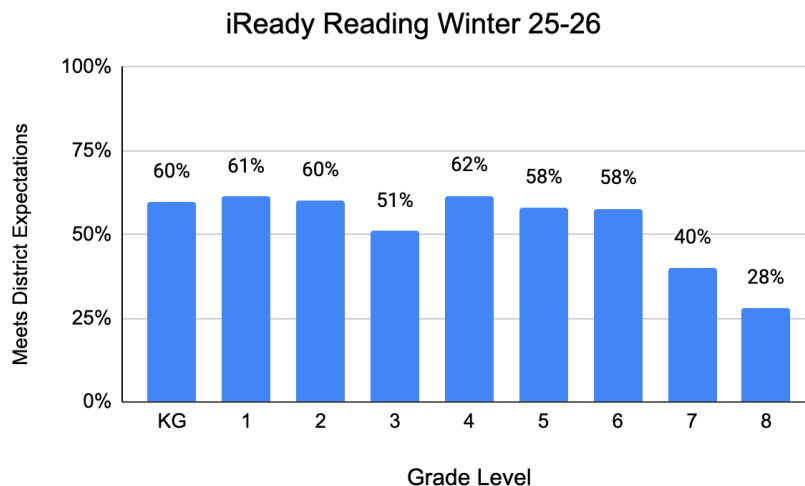
## **Transition to High School**

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

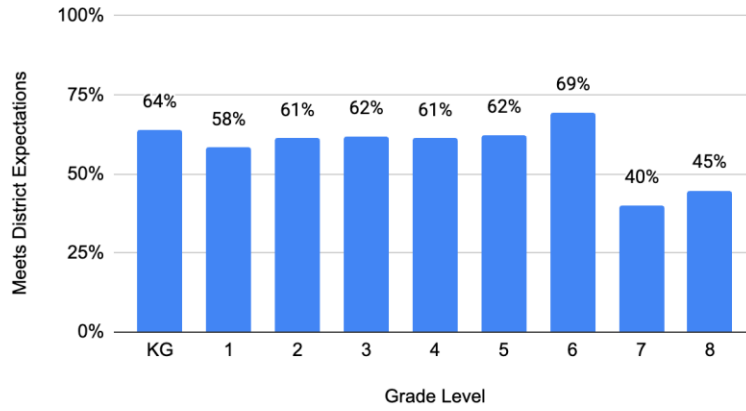
## ***Reading & Rtl Coordinator – Gina Looney***

### **Reading/Data Update**

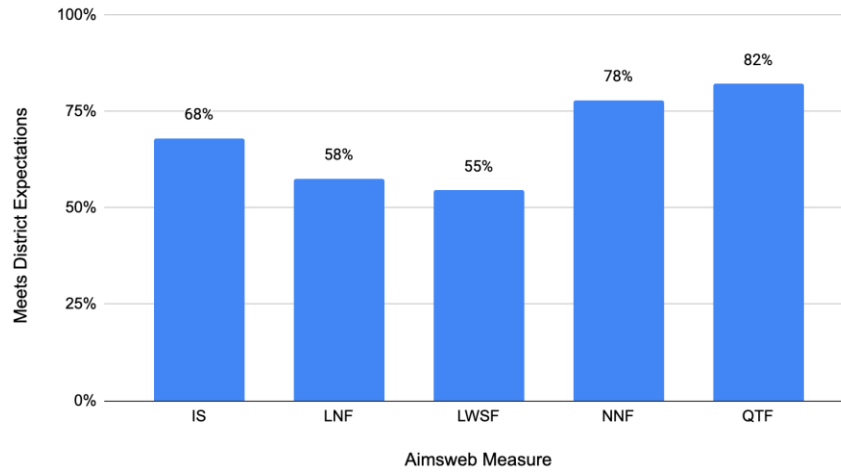
- Instructional coaches continue to work through a book study and learn more about the steps of the coaching cycle. They collaborate with peers at coaches’ meetings.
- Mid-year screening was completed recently, and the aimsweb results for K-1 and the i-Ready results can be found here:



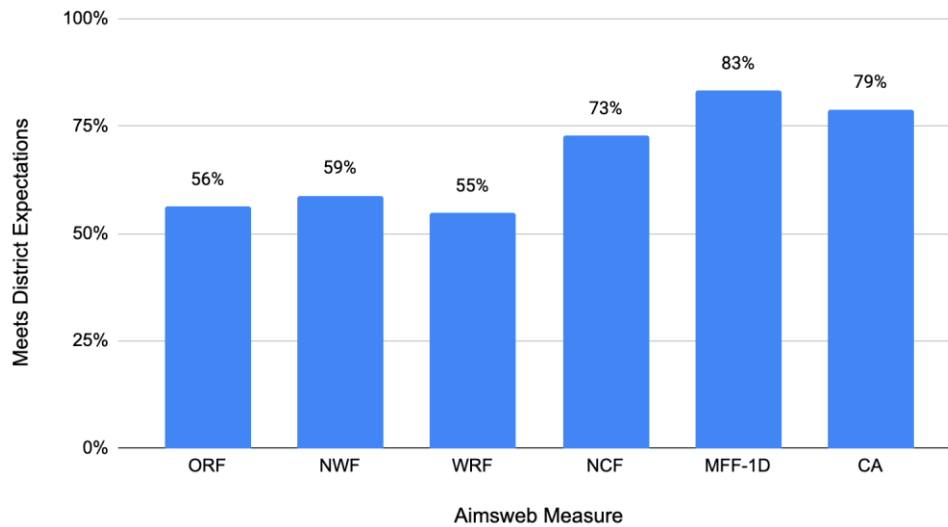
### iReady Math Winter 25-26



### Kindergarten Winter 25-26 Screening



### First Grade Winter 25-26 Screening



## Reading/Core/Data Update

- Math Quest will happen again this year. Math scholars from grades 1-8 across the district will compete in competitions at the PAC on February 25 and 26.

Grades 1-4

## Math Quest Schedule



live stream

FEBRUARY 26
2026

<b>9:15-9:25</b>	<b>WELCOME</b> ↳ in the PAC Auditorium										
<b>9:30-11:25</b>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">WRITTEN</th> <th style="text-align: left;">SPEED</th> </tr> </thead> <tbody> <tr> <td>9:30-9:55.....2nd Grade</td> <td>3rd Grade</td> </tr> <tr> <td>10:00-10:25.....4th Grade</td> <td>2nd Grade</td> </tr> <tr> <td>10:30-10:55.....1st Grade</td> <td>4th Grade</td> </tr> <tr> <td>11:00-11:25.....3rd Grade</td> <td>1st Grade</td> </tr> </tbody> </table>	WRITTEN	SPEED	9:30-9:55.....2nd Grade	3rd Grade	10:00-10:25.....4th Grade	2nd Grade	10:30-10:55.....1st Grade	4th Grade	11:00-11:25.....3rd Grade	1st Grade
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<b>11:30-12:00</b>	<b>LUNCH</b> ↳ Pizza picnic!										
<b>12:05-12:20</b>	<b>AWARDS CEREMONY (on live stream)</b> ↳ in the PAC Auditorium										


Streaming Link

Grades 5-8

## Math Quest Schedule



live stream

FEBRUARY 25
2026

<b>8:45-8:55</b>	<b>WELCOME</b> ↳ in the PAC Auditorium												
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<b>12:05-12:20</b>	<b>AWARDS CEREMONY (on live stream)</b> ↳ in the PAC Auditorium												


Streaming Link

- An exciting professional learning offering will be provided this spring. Teachers were able to choose from the courses listed in this flyer:

# fsd ★ Instructional Learning Series

## Spring 2026

APPLY HERE

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**Strengthen your instruction & earn a \$750 (approx.) stipend!**




**Join a Professional Learning Course!**

**Review course descriptions and apply for your spot!**

**Max of 12 seats per session!**

**Your commitment: 2 face-to-face sessions + allow a brief visit to your classroom to demonstrate your learning (date of your choice)**

**Email your questions to Gina Looney.**

<p style="text-align: center;"><b>Unlocking Text with Read for Gist</b> Grades 2-6</p> <p style="text-align: center; font-size: 0.8em;">Facilitator: Molly Foster, FES</p> <p style="font-size: 0.8em;">In this session, teachers will learn and practice the Read for Gist strategy to help students identify and explain the most important idea of a section of text in their own words. Participants will clarify the difference between gist main idea, theme, and summarizing, and build a simple routine they can implement immediately. Teachers will develop purposeful "gist stops," create exemplar gists using classroom texts, and collaborate to troubleshoot implementation challenges. Read for Gist increases engagement and supports close reading through frequent opportunities for students to think, talk, and write.</p> <div style="text-align: center;">  </div> <p style="text-align: center; font-weight: bold;">Feb 17 and Mar 3 4:00 - 6:00</p>	<p style="text-align: center;"><b>Explicit Instruction</b> Language Arts and Math for K-2 or 3-8</p> <p style="text-align: center; font-size: 0.8em;">Facilitators: KG - 2nd - Katie Giles, LES 3rd - 8th - Christina Kandukur, PGM Lindsee Bernet, FIS</p> <p style="font-size: 0.8em;">Student learning improves when explicit instruction makes the thinking clear and the path to mastery visible. In this session, you'll learn practical strategies to strengthen Tier 1 instruction across grade levels and content areas through clear modeling, think-alouds, guided practice, frequent checks for understanding, and purposeful feedback. You'll leave with clear, actionable routines that increase clarity, engagement, and student success in ELA and math.</p> <div style="text-align: center;">  </div> <p style="text-align: center; font-weight: bold;">Feb 19 and 26 4:00 - 6:00</p>	<p style="text-align: center;"><b>Strategic Teaching</b> Grades 3 - 8</p> <p style="text-align: center; font-size: 0.8em;">Facilitators: Summer Carlton and Gina Looney</p> <p style="font-size: 0.8em;">When students aren't consistently meeting lesson outcomes, the solution isn't always more intervention—it often begins with strengthening Tier 1 core instruction. In this session, teachers will explore high-impact strategies that can be used across content areas to engage students at the beginning, middle, and end of lessons. Participants will deepen their understanding of adolescent learning and leave with a practical toolbox of routines proven to increase engagement and maximize student learning.</p> <div style="text-align: center;">  </div> <p style="text-align: center; font-weight: bold;">March 19 and 26 4:00 - 6:00</p>
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## ***PAC Operations Manager – Jeremy Maxwell***

So much happened in December and January!

### **FSD Events**

- Dec. 2 – A middle school band/orchestra concert
- Dec. 4 – An elementary school holiday extravaganza
- Dec. 8 – A combined elementary/middle school choir concert
- Dec. 9 – A middle school mixed chorus concert
- Dec. 10 – A middle school orchestra rehearsal
- Dec. 11- A middle school orchestra concert



- Dec. 15 – A middle school holiday lunch in the connector gallery
- Dec. 15 – A middle school band rehearsal
- Dec. 15 - A first grade sing-along
- Dec. 16 – A middle school band holiday concert
- Dec. 18 – An elementary school holiday sing-along
- Jan. 15 - NOOK meeting in the connector gallery
- Jan. 16 – A middle school TCAP reward movie showing of *Cars*
- Jan. 22 – A middle school's/intermediate school's "Invention Convention"



### **Community Rental Events**

- Dec. 12-13 – A local dance company performance of *Franklin Nutcracker*
- Dec. 14 – A local church service and evening concert

- Dec. 17-18 – A local dance company *Christmas Spectacular*
- Dec. 19-20 – A local dance company performance of *The Nutcracker*
- Jan. 10 – A local dance company *25/26 Company Kickoff*
- Jan. 17- Fairview High Band Benefit - *Ty Herndon & Friends*
- Jan. 23-31 – A local theatre school performance of *Beetlejuice Jr.*

### **Other Notes of Interest**

- On December 9 Mr. Maxwell hosted a tour of the PAC for Visit Franklin, the Convention and Visitors Bureau for Williamson County. The group was very impressed with the space, and a hopefully fruitful conversation has begun around developing closer ties and promoting the PAC as a venue for meetings and presentations.
- From December 13-14 Mr. Maxwell once again led the FSD presence at the Franklin Dickens of a Christmas Festival. Dressed in Victorian garb, he and Mr. Gilley of PGES entertained families in attendance with a story time performance and improvisational conversation.



- Mr. Maxwell attended the FETC Conference in Orlando, FL from January 11- 13. This was the first conference Mr. Maxwell has attended in his current position and was very informative as he looks to use his experience to lead sessions in other state and national conferences.

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

#### **TAASE Legal Conference**

- In December, Mrs. Robertson attended the TAASE Legal Conference in Pigeon Forge along with several school psychologists and a small group of school administrators. The conference focused on current legal trends in special education and provided practical guidance on IDEA, Section 504, discipline, LRE, evaluation and eligibility, IEP team practices, Title IX, manifestation determinations, and emerging issues such as the use of AI in special education. Sessions were led by experienced education attorneys and Tennessee Department of Education leaders, offering timely legal updates and applied strategies to support compliant, defensible decision-making in schools.

#### **CLASS Observations**

- The Classroom Assessment Scoring System (CLASS®) is a research-based observation tool that focuses on teacher–child interactions across emotional support, classroom organization, and instructional support, and is used to guide coaching, professional development, and evaluation decisions in early learning classrooms. In December, Mrs. Robertson and Dr. Kirkpatrick completed CLASS observations for preschool teachers, meeting the state

requirement of one CLASS observation per teacher per semester. This school year is the first year CLASS observations are required in all 12 VPK and preschool classrooms in both the fall and spring. Districts may conduct CLASS observations alongside TEAM observations or CLASS only, but TEAM-only evaluations will no longer meet state expectations. All individuals conducting CLASS observations must be annually certified, with separate instructional and environment certifications required. Mrs. Robertson has completed the instructional CLASS certification through a multi-day hybrid training and testing process and is currently on a waitlist to complete the environment certification, as state-offered sessions fill quickly.

### **Professional Learning Session - January 2, 2026**

- On the districtwide professional learning day on January 2, Mrs. Robertson led a professional learning session focused on writing effective IEP goals in the social-emotional domain. The session emphasized aligning present levels, instruction, IEP goals, data collection, and mastery decisions using *Data Without Tears* principles. Participants reviewed how to write legally compliant, measurable SEL goals with a focus on observable, skill-based behaviors rather than internal emotional states. The training also addressed practical, defensible data-collection methods and mastery criteria to ensure SEL goals are instructionally meaningful, progress-monitorable, and compliant with state and federal IEP requirements.

### **TDOE January Special Education Director's Call**

- At the January 6 Tennessee Special Education Directors Monthly Call, the Tennessee Department of Education shared statewide updates and reminders related to compliance, data reporting, and upcoming trainings. Key discussion focused on restraint and isolation data trends and updated TN PULSE reporting requirements, including the requirement that designated supervisors approve or deny finalized restraint and isolation reports. The department emphasized the importance of timely review to address a backlog of pending incidents and offered technical assistance and training to support districts in reducing reliance on restraint and isolation.
- Additional updates included revised procedures for creating TN PULSE records for students transitioning from Tennessee Early Intervention System (TEIS), timelines for verifying special education preschool ADM used to determine state grant allocations, upcoming assessment windows and requirements, and available statewide professional learning opportunities related to specially designed instruction (SDI) and early childhood special education.

### **IEP Coaches Meeting**

- At the January IEP coaches meeting, Mrs. Robertson led a focused training and work session on strengthening IEP quality, accuracy, and legal defensibility. The session included guidance on appropriately removing a present level of educational performance (PLEP) when a student moves from exceptional to not exceptional, emphasizing the need to retain the PLEP as “not exceptional” for one annual cycle, include updated supporting data, and clearly document the change in prior written notice. Mrs. Robertson also led discussion on follow-up procedures for IEP submissions, including additional meetings when correctable errors remain unresolved. The meeting further addressed common red flags in annual IEP goals, such as repeated goals without meaningful revision and goals aligned to general grade-level standards rather than identified deficits. Mrs. Robertson reviewed key “look-fors” used by IEP coaches to evaluate goal quality, including strong alignment between present levels and goals, clarity of instructional focus, meaningful impact on student outcomes, and measurable goals that balance clarity with usability. The session emphasized writing fewer, higher-quality goals that

meaningfully improve student access, independence, and progress while supporting compliance with IDEA requirements.

### **Middle Tennessee Special Education Directors Study Council**

- At the January Middle Tennessee Supervisors of Special Education meeting, districts received updates from the Tennessee Department of Education and regional leaders on upcoming trainings, funding requirements, monitoring timelines, and early childhood initiatives. Key topics included Access for All (A4A) collaborative planning sessions, CTE collaborative opportunities, and upcoming SDI training offerings. Districts were reminded to review maintenance of effort, complete semi-annual assurances, monitor Comprehensive Coordinated Early Intervening Services (CCEIS) spending, and ensure timely completion of proportionate share requirements. The state provided updates on Level 1–3 monitoring, corrective action timelines, and Indicator 13 compliance. Additional discussion focused on early childhood funding allocations, ADM verification, mandatory exit procedures, differences between IDEA and Section 504 in preschool, and the expectation that districts continue timely drawdown of funds, as no carryover will be permitted. Supervisors also discussed upcoming Supervisors of Special Education Conference logistics, high-cost reimbursement questions, private school participation obligations, IEA parent notifications, and shared district practices related to behavior programming.

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

- The Franklin Special District continues to work collaboratively with our regional TDOE special education CORE consultant to review data and strengthen current practices. The meeting in December included an ongoing focus on Indicator 5 (Least Restrictive Environment) data, with plans to review this measure and its implications for student access and placement with district administrators at an upcoming leadership meeting.

### **FSD Special Education Newsletter**

- The January FSD Special Education Newsletter may be accessed at the following link:  
<https://app.smore.com/n/vh92t>

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

#### **NGAT**

- Shelly Robinson worked closely with Dr. Wiemers on preparing all the elementary schools for the Naglieri General Ability Tests (NGAT). The NGAT is a series of cognitive assessments (Verbal, Nonverbal, Quantitative) used to identify gifted students. While a similar assessment has been administered yearly to second grade students, this was the first year utilizing NGAT, which was selected by the accelerated learning teachers. Mrs. Robinson and Dr. Wiemers worked with the database manager, Robb Walters, to ensure all second-grade students had access to the platform and accelerated learning teachers were able to pull reports for student identification.
- Mrs. Robinson also worked with Dr. Wiemers to assist the elementary school proctors with administering the assessment.

### **Canva Trainings**

- On January 2, Shelly collaborated with Dr. Whitley to deliver training for all school librarians on Canva for Education. The purpose of this training was to ensure librarians were confident using the platform to support instruction and creativity.

- On January 5, Shelly co-facilitated a central office training on Canva for Education at the request of district leadership, providing targeted support and practical strategies for effective implementation across departments.

### **Math Quest Prep**

- Shelly has been working closely with members of the Teaching & Learning team to develop materials for and assist with planning for the third annual FSD Math Quest. The math competition will take place over two days in February (one day for elementary and one day for secondary). The planning and preparation process included revising and editing all question materials, working through schedules, and more.

### **Data Dive**

- On January 23, Mrs. Robinson met with members of the Teaching & Learning team for a regularly scheduled “Data Dive.” During these meetings, attendees analyze the most recent data available from a variety of sources (including i-Ready, 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 identifying trends and ensuring the FSD is living up to its promise of excellence and rigor for all students.

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

#### **District Professional Learning**

- Teachers were welcomed back from winter break on Friday, January 2, and had the opportunity to attend professional learning across the district. Dr. Whitley and Mrs. Robinson led a brief training for library media specialists covering features available to them in Canva, a graphic design tool available for free to educators. Additionally, Dr. Whitley worked with a ViewSonic representative and Dr. Carlton to plan an interactive session for teachers who have received new interactive panels this school year. Teachers who attended the session experienced learning through the “I do, we do, you do” model. They walked away having had the opportunity to apply their learning immediately. Thank you to Moore Elementary for providing the space for teachers to gather and use their newly installed ViewSonic panels. Additionally, Dr. Whitley recorded the session and edited that recording for teachers who could not attend due to other sessions being offered at the same time.

#### **Teacher Support**

- During the ViewSonic training, teachers expressed an interest in having the My View Board software available to download on their teacher laptops. Dr. Whitley worked with Mr. Bingham to make this available. One teacher, who is also a building level instructional technology leader, is currently testing it out.
- Dr. Whitley and Mrs. Robinson visited another district to learn about a new digital resource that “turns text and assignments from top-rated curricula into interactive, differentiated activities for students and real time data for teachers.” After providing feedback to Dr. Decker and participating in additional informational meetings, the option to pilot this was pitched to one specific grade level to see what impact it might make. These teachers are interested in what this platform may do for students, especially since it is aligned to their district adopted resource. This work is ongoing and looks to be promising.
- Two middle schools recently took part in MTSU's annual Invention Convention, an event that promotes problem-solving, creativity, and entrepreneurship through hands-on invention. This year, in preparation for the local, state, and national showcases, Dr. Whitley mentored

students at one of the schools over several weeks. Dr. Whitley guided the young innovators, meeting with them repeatedly to discuss their product ideas and ask clarifying questions. With each session, the students' products evolved and their self-assurance grew. By the time the MTSU competition arrived in February, the students were fully prepared, armed with a finished product, a compelling pitch, and the confidence to present to the judges.

### **Future of Education Technology Conference**

- Dr. Whitley, along with a few other members of the Teaching and Learning team, attended the Future of Education Technology Conference (FETC) in mid-January. This conference provides sessions for all educators from teachers to coaches to school and district leaders. Dr. Whitley attended sessions with the goal of learning something that could benefit all these individuals within the school district. She participated in sessions focused on how districts have rolled out artificial intelligence (AI), another session on how AI has been integrated into digital resources, and yet another session on the importance of writing good prompts to ensure results are as accurate as possible. As always, the exhibit hall provided an area to meet with existing vendors. This time is valuable as it is a way to discuss feedback and ideas for product enhancements. Additionally, Dr. Whitley used this time to talk with other vendors about products that could be valuable in the future.

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

### **Student Performance**

- **Testing:** As we begin 2026, our focus has shifted fully to preparation for the spring testing season. In February and March, English learner students will participate in ELPA21 assessments to determine whether they have met proficiency standards in English language development. The state now administers these required assessments through the ELPA21 platform, and we are ensuring all students receive appropriate accommodations and supports aligned to their individual needs. At the same time, students with significant cognitive disabilities will begin alternate assessments in English language arts and mathematics through the Dynamic Learning Maps (DLM) platform, as well as TCAP-Alt assessments in science and social studies. We are also finalizing TCAP testing schedules for April and coordinating the many required tasks and trainings that must be completed in advance. A significant portion of this work involves ongoing communication and support for our building testing coordinators (BTCs), a role served by our assistant principals. BTCs are responsible for preparing their schools and staff for TCAP administration, helping ensure a smooth, organized, and successful testing experience for students.
- **Honors:** Each spring, we review honors program qualifications for the upcoming school year for students currently in grades 4–7. This process includes compiling a comprehensive spreadsheet that incorporates the prior spring's TCAP scores along with winter i-Ready Reading and i-Ready Math benchmark results for each student. Scores that fall within the qualifying range are clearly identified, and this information is shared with school administrators at the intermediate and middle school levels. In addition, we update parent-facing presentations and distribute a communication in late January or early February outlining the honors program and the qualification process. This year, we are implementing a significant change in how we communicate individual student qualification information. In previous years, families received a personalized letter by mail detailing qualifying scores. Moving forward, we will utilize Skyward Family Access to share this information. A data table displaying each student's qualifying scores will be available for parents to view directly in Skyward. Families

will be notified of this change, and once the data tables are accessible in March, we will provide clear directions for accessing the information.

### **Federal Programs**

- **Non-Public Survey:** Planning is already underway for federal programs participation by area private and non-public schools for the upcoming school year. In December, certified letters were mailed to eligible private schools, providing them the opportunity to opt into participation in Title programs for the 2026–27 school year. In January and February, we collect required data - including private school enrollment and the number of students eligible for Title I services - and enter this information into the Non-Public Survey in ePlan. The survey is then submitted to the state to ensure readiness for next year's Consolidated Funding Application (CFA), which opens in March. As has been the case for several years, New Hope Academy remains the only area private school participating in Title I services. However, several additional private schools participate through Title II (professional learning) and Title IV (academic enrichment) programs. The Non-Public Survey is due to the state by February 19. At this time, there is uncertainty regarding which federal programs may experience reduced funding or no funding in the coming year.
- **District Improvement Planning:** The state recently announced changes to both the structure and platform used for annual district and school improvement planning. Beginning this year, districts will no longer use the InformTN platform and will instead complete improvement plans as reports within the state's ePlan system. In addition, the TDOE has received federal flexibility that allows districts to shift from annual planning to a three-year planning cycle. Under this new model, districts and schools will develop three-year improvement plans and provide annual progress updates, rather than creating entirely new plans each year. As a result of these changes, the district planning window will open later than usual, beginning in February. Several members of the Teaching and Learning team attended a state training in early February to prepare for the new requirements and to begin drafting the district's three-year plan. The school-level planning cycle will continue to take place during the summer months, as in previous years.
- **Monitoring:** Each year, federal programs (Title, IDEA, and ESSER) complete a monitoring instrument to demonstrate compliance with federal requirements. This year's Level 1 monitoring, conducted as a self-assessment through ePlan, opened in mid-January and will close in mid-February. Program leads are currently submitting required evidence and completing compliance responses within the instrument.

# franklin special

DISTRICT

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

**TO:** Members of the Franklin Special District Board of Education and Local News Media  
**FROM:** David L. Snowden, Ph.D., Director of Schools  
**DATE:** February 5, 2026  
**RE:** Agenda for the Franklin Special District Board of Education meeting to be held on Monday, February 9, 2026 at 6:00 p.m. in the Leadership Room, FSD Central Office, 205 Eddy Lane, Franklin.

*Note: A reception for teachers receiving tenure will be held beginning at 5:30.*

- |              |  |           |
|--------------|--|-----------|
| <b>I.</b>    | <b><u>MEETING CALLED TO ORDER</u></b>  | 6:00 p.m. |
| <b>II.</b>   | <b><u>PLEDGE OF ALLEGIANCE</u></b>   | 6:05 p.m. |
| <b>III.</b>  | <b><u>RECOGNITIONS/GOOD NEWS</u></b><br>1. Student Artist of the Month   | 6:10 p.m. |
| <b>IV.</b>   | <b><u>PUBLIC INPUT</u></b> <i>Please limit comments to three (3) minutes per speaker</i>   | 6:15 p.m. |
| <b>V.</b>    | <b><u>REPORTS/PRESENTATIONS/DISCUSSIONS</u></b><br>1. Teaching and Learning Report<br>2. NSBA 2026 Advocacy Institute<br>3. Board Appreciation Week  | 6:20 p.m. |
| <b>VI.</b>   | <b><u>APPROVAL OF BOARD AGENDA</u></b>   | 6:30 p.m. |
| <b>VII.</b>  | <b><u>APPROVAL OF CONSENT AGENDA</u></b><br>1. Minutes of Board Retreat dated January 10, 2026<br>2. Minutes of Board Meeting dated January 12, 2026<br>3. Overnight Field Trip Request – MES 4 <sup>th</sup> Grade Natchez Trace Walk to Wellness<br>4. Overnight Field Trip Request – PGS Competition Cheer Team to Nationals, Orlando<br>5. Budget Amendments | 6:32 p.m. |
| <b>VIII.</b> | <b><u>BUSINESS BEFORE THE BOARD</u></b><br>1. Teachers Recommended for Tenure<br>2. 2026-2027 Tuition Rates<br>3. Director of Schools 2024-2025 Performance Review Composite Score   | 6:35 p.m. |
| <b>IX.</b>   | <b><u>DIRECTOR OF SCHOOLS REPORT</u></b>   | 6:55p.m.  |
| <b>X.</b>    | <b><u>UPDATES</u></b><br>1. Teaching and Learning<br>2. Finance and Administration   | 7:00 p.m. |
| <b>XI.</b>   | <b><u>ANNOUNCEMENTS</u></b>  | 7:05 p.m. |
| <b>XII.</b>  | <b><u>ADJOURNMENT</u></b>  | 7:10 p.m. |

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

January 10, 2026  
Franklin, Tennessee

The Franklin Special District Board of Education met at 8:30 a.m. on Saturday, January 10, 2026, in the Central Office Leadership Room, 205 Eddy Lane, Franklin. This was a non-voting meeting.

The following members were present: Robert Blair, Alicia Barker, Allena Bell, Kevin Townsel, Robin Newman and Tim Stillings. Others present were: Dr. David Snowden, Dr. David Esslinger, Dr. Mary Decker, Susannah Gentry, Carol Riordan and Drew Bingham. Matt Masters of Williamson Source was present for the legislative portion.

**Policy 5.110 Compensation Guides and Contracts** - State law now permits Boards to determine whether to compensate a teacher's estate or designated beneficiary for unused leave time. If our Board would like to offer this benefit, TSBA recommends adding a provision to this policy. The board did not provide a consensus on this policy but instead discussed scenarios presented.

**aspire 2029 Updates** – Dr. Decker presented the working document to the Board and highlighted portions of each section (on file).

**Branding videos** – The videos that will be shown before all PAC performances were run for the Board's review.

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

- Our legislators were thanked for their service and support to our area and school district.
- Representative Lee Reeves, as part of the K-12 Education Sub-committee, noted the Presidential Fitness Test that Rep. Cepicky is sponsoring. In the House, bills will be limited per member to 10 per year. In past years the number of bills that each could sponsor has been higher.
- Mandated 40 minutes time for physical education/recess - Dr. Snowden noted for the legislators that recess for middle schoolers does not present itself as “play” time. It is hoped that parent comments are respected and noted regarding the 40 minutes required and move to less restrictions on time.
- Senator Johnson spoke on funding; there is a leveling off of revenues. In the past there were significant surpluses resulting in the possibility of one-time expenditures. Recurrent surpluses are being eliminated.
- Education Freedom Act Scholarships – In the first hours that this scholarship program was available for 20,000 scholarships offered this first year, there were 38,000 applications. While this will be subject to appropriations, Governor Lee would like to see a greater number offered. Half of the scholarships given this year were to families with a \$10,000 income limit, the other half did not have an income limit for eligibility. Next year there will be no income limit. If there is 80% utilization after receiving the scholarship, there will be automatic expansion of the program, subject to appropriation, increasing \$5,000. Success will be tracked by parental satisfaction. If the family took advantage of the scholarship after receiving it this year, they will have first options to receive the scholarship the following

year.

- It was requested that our legislators work to be amend the EFA for parents to also have the choice to use funds for tuition charged by public schools to transfer from out of district.
- Education Savings Accounts – this was restricted to Davidson, Shelby and Hamilton Counties. Of the \$15,000 that was available for this program, only \$5,000 was allocated. The comptroller is doing a study to get more utilization of this program and increase awareness.
- Funding for high-performing school districts was mentioned as a benefit for our local districts.
- Teacher shortage, especially in the hard to fill positions – there may be a licensure program coming up for those with associate degrees to work with a provisional license while a 4-year degree is pursued. Another avenue is to help those who move into teaching careers later in life to obtain licensure.
- Lobbyists not allowed for TOSS and TSBA due to having dues paid by school districts who use taxpayer money – this was addressed by Rep. Reeves. The Lobbying Transparency Act – private clients must register, and public entities must also register. Will there be a bill?
- TISA funding model – the economically disadvantaged definition changed to direct serve certification only, where free and reduced was also a way to qualify for funding, can this be reviewed to broaden the definition again? Students that may be free and reduced and are economically disadvantaged are often those students that receive additional educational resources.
- Some of our recent accolades were recounted for the legislators, such as our exemplary status (one of 14 in the state), Unified Champion School District status, no 3<sup>rd</sup> grade retentions.
- Sen. Johnson noted that more communication is valuable. The board and Dr. Snowden invited them to come visit in our schools, such as our typical P.E. classes, our aviation program again, and programs/performances. We should reach out to their offices to schedule visits for best attendance, they are out of session on Fridays generally for day visits.
- The first legislative session begins on January 13.

Mr. Stillings left the meeting at 10:30.


**2027-28 Calendar** – Dr. Decker gave an overview of the calendar process, along with providing a breakdown of the steps that were undertaken. Differences of the presented Versions 1 and 2 of the calendar were outlined, also the WCS calendar was presented as an additional source. The board had time for questions and discussion of the differences in the calendars. The version that the calendar committee preferred will be presented at the next meeting.

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

- **Bond-funded capital projects** (schedule on file)– Updates to this schedule were presented by Dr. Esslinger (on file).
- **Update on the CO Annex Property** – This property is due to begin demolition in February, following Board approval at the December meeting.

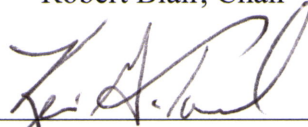
**School Board Academy** – Mrs. Bell wanted to bring the topic of the election this August. Qualifying filing is due by February 19, and ballot is final February 22. It was suggested to add a section to the Board portion of the website for prospective board members to read more about being a public school district board member.

The Board Retreat adjourned at 11:35 with **no action** taken by the Board.

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

2/19/26  
Date

**ATTEST:**

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

2/23/26  
Date

January 12, 2026  
Franklin, Tennessee

The Franklin Special District Board of Education met at 6:00 p.m. on Monday, January 12, 2026 at the Franklin Special District Central Office, 205 Eddy Lane, Franklin. A link to the recording may be found at <https://youtube.com/live/IXdx3v3c9IE?feature=share> .

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

Others present were: Dr. David Snowden, Dr. Mary Decker, Dr. David Esslinger, Carol Riordan, Susannah Gentry, Amanda Parks, Amy Fisher, Chip Sternenberg, David Roth, Dr. Gina Looney, Jeremy Maxwell, Dr. Lee Kirkpatrick, Lisa Chatman, Dr. Pax Wiemers, Robbin Cross, Shelly Robinson, Stacy Robertson, Summer Carlton, principals, media and community.

## **I. MEETING CALLED TO ORDER**

The meeting was called to order at 6:00 by Chair Robert Blair.

## **II. PLEDGE OF ALLEGIANCE**

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

## **III. RECOGNITIONS/GOOD NEWS**

- 1. Student Artists of the Month:** for December, LES student **Annie Nichols** and for January, LES student **Natalia Rodriguez Aldana** were highlighted for holiday and winter themed prints in Mrs. Elizabeth Galaher's art class during a unit on printmaking. Their art will be incorporated in greetings sent to personnel that have December and January birthdays. 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.
- 2. Good News Awards: Dr. Mary Decker**, our Associate Director for Teaching & Learning, has been named a national finalist for the 2026 Women in School Leadership Awards presented by AASA in partnership with Horace Mann Educators Corporation. Dr Decker is one of only two finalists nationwide in the Central Office/Principal category recognizing her outstanding instructional leadership and commitment to student success. Award recipients will be announced at the 2026 AASA National Conference on Education in Nashville.
- 3. Proclamation for School Board Appreciation Week** – Mayor Ken Moore presented a proclamation in honor of our Board members. Prior to reading the proclamation, he expanded on the COF's participation with students in the Healthy Democracy Project as part of the National Civic League and is only one of two cities in America to be a part of this. The purpose is to have more youth involvement. They have hosted FSD students at the Breakfast with the Mayors, and Mayor Moore has had the opportunity to meet with students, recently meeting with student body presidents to help them learn more

about civics.

#### IV. PUBLIC INPUT

There was no one who spoke during this portion of the meeting.

#### V. REPORTS / PRESENTATIONS / DISCUSSIONS

1. **Teaching and Learning Report** – "RISE (Recognizing Inspiring School Employees) Award" – presented by Dr. Mary Decker. More about this topic as well as the complete monthly update from the Teaching & Learning Department, were presented to the Board prior to the meeting and are online in the meeting attachments.
2. **2024-2025 Director of Schools Annual Report** – presented by Dr. Snowden. This report was presented to the Board prior to the meeting and is online in the meeting attachments.

#### VI. APPROVAL OF BOARD AGENDA

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

#### VII. APPROVAL OF CONSENT AGENDA

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

Approved under Consent Agenda (on file) were:

1. **Minutes of Board Meeting dated December 15, 2026**

#### VIII. BUSINESS BEFORE THE BOARD

1. **2024-2025 Audit Reports** - Copies of both the Internal School Funds and District School Funds Annual Financial Report for the FSD were presented for the Board's review. Andy Matlock from Matlock Clements provided an overview of the audits and was present to answer any questions that the Board would have about the reports. For both he gave an unmodified opinion with no significant deficiencies and healthy fund balance. The administration recommended approval of the Audit Reports as presented.

Allena Bell made a **motion** to approve the **2024-2025 Audit Reports** as presented. Robin Newman **seconded** the motion. By **roll call vote**, the motion **passed 5-0**.

2. **2027-28 FSD Calendar** - Provided for thorough review at the Board Retreat on January 10, the 2027-2028 calendar was presented for approval. Dr. Decker, Faith Maxwell, the original calendar committee, and small district team that took part in this process were thanked for their work on the calendar. Top priorities were 1) to align with the WCS calendar, 2) the length of breaks to be: a full week for fall break, Thanksgiving break and spring break, and a two week winter break, and 3) to not begin before August 1. For the 2027-2028 calendar, the administration recommended Version 1.

Kevin Townsel made a **motion** to approve the **2027-28 FSD Calendar Version 1** as presented. Alicia Barker **seconded** the motion. After comments from the Board, the **motion passed by roll call vote 5-0.**

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

- **Exemplary District, Reward Schools and State Report Card School Grade Recognitions** – FSD is only one of fourteen districts across Tennessee with the Exemplary District recognition and the only one in the middle TN region. In addition, all five elementary schools were recognized as **Reward Schools**. Also, Franklin Elementary, Moore Elementary, Poplar Grove Elementary and Freedom Middle all earned the letter grade of A while the remaining FSD schools earned a B letter grade. We are extremely proud of our students, faculty, staff and school and district leaders who are instrumental in these successes.
- **Professional Learning and Administrative Day – January 2 and 5** – We provided both professional learning and administrative days for the opportunity to prepare for the return of students on January 6. Thanks to Dr. Carlton who develops our professional learning session schedule.
- **School Board Appreciation Week in Tennessee** – We will be honoring our Board members in our schools this **January 25-31**. TSBA’s theme this year is “Local Leadership – Lasting Impact”. You will be receiving an invitation to an individual school to be honored and recognized for your service to the students and employees of our district. In recognition of your service, the school district will be donating a book to each of the media centers: Spark by Chris Baron for grades 5-8, and Sallie Bee Writes a Thank You Note by Courtney Sheinmel and Susan Verde for grades K-4. Thank you for all the support, time and dedication each of you devote to our district!
- **Spring Open Houses – February 27** - Interested families may attend at any point during the hours of the Open House. They may tour the schools and there will be individuals who can answer any questions parents may have. Open House hours are: 8:00-1:00 at FIS, FMS and PGS, and 9:00-2:00 at FES, JES, LES and MES. Additionally, the PAC will be available for tours for families that day.
- **Registration FY 2026-27**– Please check our website for detailed information on registering for the 2026-27 school year, which will begin March 2. The out of zone and out of district application link will open on February 16 and will be available through March 19.
- **Statement of Disclosure of Interests to Tennessee Ethics Commission** – As always, please submit your annual statement to the Ethics Commission if you have not. The access to online filing is at <https://apps.tn.gov/conflict/>, with a deadline of January 31.

- **Retiree Valentine’s Day Brunch – Wednesday, February 11** - Invitations will go out shortly for this event. Please mark your calendars to join us on that date if your schedule allows. The brunch will be at Liberty Elementary beginning at 9:30.
- **Conferences and meetings update:**
  - **Legislative and Legal Institute – February 16-17** – Registration open, please let Carol know of your attendance.
  - **COSSBA National Conference – March 12-15 Louisville** – Mr. Blair, Mrs. Bell, Dr. Barker and Mr. Townsel are registered. Please confirm attendance if you have not been registered or have changes to your schedule, as well as letting Carol know of your travel days when you have them scheduled

**X. UPDATES**

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

- Demographics Report dated January 5, 2026

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


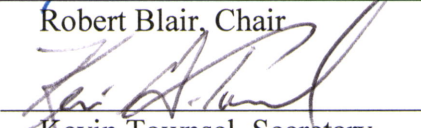
- Personnel Change Report December 2025/January 2026
- Investment Report dated November 30, 2025
- Revenue and Expenditure Reports dated January 6, 2026
- Sales Tax Revenue Comparison Report for January 2026

**XI. ANNOUNCEMENTS**

- Tax collections are up 8.3% month to month, and up 5.4% year to year.
- Leadership Franklin Class of 2026 members attending were recognized: Shane Hall, Vice President of Columbia State Community College, Williamson Campus; Marian Whitney, Operation Andrew Group; Gina Leavell, Banc Card; Summer Sheldon, Southern Events Party Rental; Kalinda Fisher, Advocate Market Research; Dr. Alicia Erickson, Principal Poplar Grove School.

**XII. ADJOURNMENT**

Chair Blair adjourned the meeting at 6:33 p.m.

		2/9/26
	Robert Blair, Chair	Date
<b>ATTEST:</b>		2/23/26
	Kevin Townsel, Secretary	Date

# APPLICATION FOR OVERNIGHT FIELD TRIP

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

SCHOOL: MES GRADE(S): 4 DATE OF REQUEST: 1 / 12 / 26

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

DATES OF FIELD TRIP: 5 / 7 / 26 to 5 / 8 / 26

DESTINATION(S): Natchez Trace

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

(See attached)

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

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

METHOD OF PAYMENT OF SCHOLARSHIPS: Sponsor donations

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

NUMBER PARTICIPATING: Typically 85-90% of class

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

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

Additional 40-45 parents

\* Faculty members

DATE AND TIME OF DEPARTURE: 5 / 7 / 26 at 9 : 00 am pm

DATE AND TIME OF RETURN: 5 / 8 / 26 at 2 : 00 am pm

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

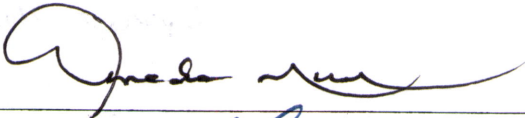
IF MORE THAN ONE, LIST SPECIFIC DETAILS (use additional sheet if necessary):  
\_\_\_\_\_

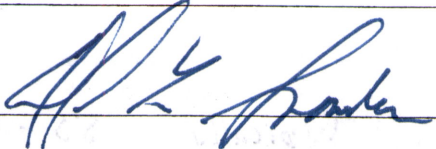
ACCOMMODATION ARRANGEMENTS: The group will spend the night at Moore Elementary


MEAL ARRANGEMENTS: Students provide 2 sack lunches sponsors provide breakfast & dinner

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

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

RECOMMENDED BY PRINCIPAL:  DATE: 1 / 12 / 26

DIRECTOR OF SCHOOLS:  DATE: 1 / 13 / 26

AUTHORIZATION BY FSSD BOARD OF EDUCATION:  DATE: 2 / 9 / 26

Moore Elementary School  
4<sup>th</sup> Grade Walk/Hike to Wellness  
2026

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

*During our 8 weeks of training, we emphasis the proper mechanics of walking. We encourage students to maintain a specific speed or pace that will ensure they keep up with their group and not cause a prolonged space or gap between their group and the group behind them. We are constantly emphasizing that safety comes first while both training and participating in the actual walk. We discourage horseplay or any other actions that might cause harm to one of the participants.*

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

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

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

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

*The student will:*

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

Use responsible behavior in safety procedures for all physical activities

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

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

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

## **Standard: Physical Activity**

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

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

*The student will:*

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

### **Student Performance Indicators:**

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

*At Level 1, the student will:*

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

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

## **Standard: Fitness**

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

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

*The student will:*

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

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

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

evaluate and improve personal levels of health-related fitness

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

recognize the importance of nutrition relative to fitness

### **Student Performance Indicators:**

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

*At Level 1, the student will:*

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

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

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

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

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

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

*At Level 2, the student will:*

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

4.2.2 Identify multiple physiological changes that occur during physical activity

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

4.2.5 Enjoy achievement of health enhancing levels of fitness

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

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

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

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

*The student will:*

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

#### **Student Performance Indicators:**

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

*At Level 1, the student will:*

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

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

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

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

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

*The student will:*

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

**Student Performance Indicators:**

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

*At Level 1, the student will:*

6.1.1 Participate willingly in a variety of physical activities

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

*At Level 2, the student will:*

6.2.1 Describe feelings following participation in physical activity

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

6.2.3 Select physical activities for the purpose of self-expression

6.2.4 Challenge self to higher level of performance

6.2.5 Enjoy participation in group activities

6.2.6 Select a new physical activity for participation

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

*At Level 3, the student will:*

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

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

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

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

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

### **Learning Expectations:**

The student will:

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

### **Performance Indicators:**

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

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

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

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

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

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

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

### **Learning Expectations:**

The student will:

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

### **Performance Indicators:**

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

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

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

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

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

**Learning Expectations:**

The student will:

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

**Performance Indicators:**

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

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

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

**Learning Expectations:**

The student will:

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

**Performance Indicators:**

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

Describe that **adequate water intake** and a nutritious breakfast are essential components of healthy living.

Explain the role of dietary supplements and nutrients including minerals, vitamins, and **water**

## **Emotional, Social, and Mental Health**

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

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

### **Learning Expectations:**

The student will:

8.1 describe how feelings affect behavior.

8.2 **demonstrate respect** for the unique qualities of self and others.

8.3 describe characteristics to be a **responsible friend** and family member.

8.4 identify positive and negative stress.

### **Performance Indicators:**

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

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

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

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

**Teacher Assessment Indicators (examples):**

The teacher may:

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

**Injury Prevention and Safety**

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

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

**Learning Expectations:**

The student will:

- 10.2 explain the **importance of safety rules** and laws.
- 10.3 demonstrate and explain appropriate choices related to reducing **unintentional** injuries.

**Performance Indicators:**

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

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

**Tennessee English Language Arts Standards**

**Effective 2009-2010**

**Grade 4**

**Standard 2 - Communication**

**Grade Level Expectations**

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

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

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

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

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

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

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

### **Speaking**

**0401.2.6** Use rules for polite conversation.

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

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

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

## **Standard 3 – Writing**

### **Grade Level Expectations**

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

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

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

**0401.3.15** Incorporate vivid language into writing.

## **Standard 7 - Media**

### **Grade Level Expectations**

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

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

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

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

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

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

### **State Performance Indicators**

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

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

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

## **Standard 1 – Mathematical Processes**

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

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

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

## **Social Studies - Fourth Grade**

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

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

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

### **Accomplishments**

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

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

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

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

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

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

b. Identify major industries of colonial America.

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

4.2.03 Understand fundamental economic concepts.

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

- b. Describe the relationship of price to supply and demand and how it affected early American history.
- c. Use economic concepts such as supply, demand, and price to help explain events.

## **Geography**

### **Content Standard: 3.0**

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

### **Performance Indicators State:**

As documented through state assessment -

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

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

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

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

APPLICATION FOR OVERNIGHT FIELD TRIP  
FRANKLIN SPECIAL SCHOOL DISTRICT

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

SCHOOL: Poplar Grove GRADE(S): 5-8 DATE OF REQUEST: 1/22/26

TEACHER(S) REQUESTING: Jennifer Hacker

DATES OF FIELD TRIP: 1/28/26 TO 2/3/26

DESTINATION: High School Nationals Orlando, Florida

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

Our competition cheer team competes in numerous competitions to earn a bid to the High School Cheerleading Nationals. This is a prestigious event.

TRIP COST PER CHILD: \$ 900 COLLECTION METHOD: Fundraising/parents

SCHOLARSHIPS NEEDED (#): 4 SCHOLARSHIPS PROVIDED (#): 4

METHOD OF PAYMENT OF SCHOLARSHIPS: NOOK

STUDENT BODY OFFERED TRIP, i.e., grades(s), groups(s): PGS Competition cheer

NUMBER PARTICIPATING: 19

CHAPERONES ATTENDING (NOTE FACULTY MEMBERS): Jennifer Hacker <sup>Faculty</sup>  
(Coach) Lauren Bauer <sup>Faculty</sup> (administrator)

Every girl stays & travels w/ her parent.

DATE AND TIME OF DEPARTURE: 1/28/26 AT 1:00 am (pm)

DATE AND TIME OF RETURN: 2/3/26 AT 4:00 am (pm)

MODE OF TRANSPORTATION: Some families are flying, some are driving. They choose how they travel.  
IF MORE THAN ONE, LIST SPECIFIC DETAILS (use additional sheet if necessary):

ACCOMMODATION ARRANGEMENTS: Westgate town Center

MEAL ARRANGEMENTS: parents handle food

EMERGENCY CONTINGENCY PLAN: I have all parents numbers who are on trip with us, and I have an administrator with me!

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

RECOMMENDED BY PRINCIPAL: Lauren Bauer

DATE: 1/22/2024

DIRECTOR OF SCHOOLS: [Signature]

DATE: 1/22/2026

AUTHORIZATION BY FSSD BOARD OF EDUCATION: Robert W Blain

DATE: 2/9/26

Dear Dr. Snowden and Members of the School Board,

On behalf of myself, the PGS competition cheerleading team, and families, I would like to sincerely thank you for approving the overnight field trip for our middle school cheerleaders to attend Nationals on such short notice on my part.

This opportunity means so much to me and these amazing girls. Competing at the national level is not only a tremendous honor, but also an invaluable experience that promotes teamwork, leadership, discipline, and school pride. Your support allows our athletes to represent our school and community while gaining memories and skills that they will cherish long after the competition.

I truly appreciate the confidence, consideration, and trust you place in this program and these athletes. Your continued support makes a meaningful difference in providing enriching opportunities beyond the classroom.

We were able to move back into the junior high division this year, which is a tough competition but exactly where we need to be competing. This year we also competed in two different divisions; large junior high game day and large junior high intermediate. This was our first time back in the gameday division since 2021, and the girls placed 10th overall. For our traditional routine, we made it to finals and placed 4th in the Nation, so overall it was a fantastic experience, and I am beyond thrilled. I am hopeful that with a 4th place finish, there will be even more girls trying out for the team than we have had in the past. Over 60 girls had the experience of either sideline or competition cheer this year, and I would like to see that number grow. I am so looking forward to continuing to grow this program. None of this would be possible without each of you.

Thank you again for your commitment to our students and for helping make this experience possible.

Respectfully,

Jennifer Hacker  
7th grade ELA teacher  
PGS competition Cheer coach  
FMS sideline cheer coach

**Franklin Special School District  
Budget Amendments  
Fiscal Year 2025-2026**

**General Purpose Fund  
Amendment #1**

Budget Code	Budget Code Description	Increase	Decrease
<b>EXPENDITURES</b>			
141 E 72620 338 000 00000 000	Maintenance & Repair-Vehicles		\$ 2,500.00
141 E 72620 418 000 00000 000	Equipment & Machinery Parts		3,000.00
141 E 72620 499 000 00000 000	Other Supplies & Materials		3,000.00
141 E 72610 399 000 00000 000	Other Contracted Services	8,500.00	
141 E 72210 790 000 14000 000	Other Equipment		1,100.00
141 E 71100 189 000 14000 000	Other Salaries & Wages	1,100.00	
141 E 72250 399 000 10000 000	Other Contracted Services		11,000.00
141 E 72210 189 000 10000 000	Other Salaries & Wages	11,000.00	
141 E 72210 599 000 14000 000	Other Charges		356.00
141 E 71100 499 000 14000 000	Other Supplies & Materials	356.00	
141 E 72810 399 000 22000 000	Other Contracted Services		25,390.00
141 E 72210 790 000 22000 000	Other Equipment	25,390.00	
141 E 72620 336 000 00000 000	Maintenance & Repair-Equipment		5,000.00
141 E 72610 351 000 00000 000	Rentals	5,000.00	
141 E 71100 429 000 20000 000	Instructional Supplies & Materials		350.00
141 E 72130 599 000 20000 000	Other Charges	350.00	
141 E 72210 524 000 14000 000	In-Service/Staff Development		1,255.00
141 E 71100 499 000 14000 000	Other Supplies & Materials	1,255.00	
141 E 71100 429 000 02000 000	Instructional Supplies & Materials		4,348.00
141 E 72210 524 000 02000 000	In-Service/Staff Development	3,662.00	
141 E 72410 524 000 02000 000	In-Service/Staff Development	686.00	
141 E 71100 449 000 00000 000	Textbooks		2,200.00
141 E 72210 599 000 14000 000	Other Charges	2,200.00	
141 E 72210 524 000 15000 000	In-Service/Staff Development		500.00
141 E 71100 499 000 14000 000	Other Supplies & Materials	500.00	
141 E 71100 599 000 02000 000	Other Charges		299.00
141 E 71100 722 000 02000 000	Regular Instructional Equipment		271.00
141 E 72210 524 000 02000 000	In-Service/Staff Development		71.00
141 E 72410 524 000 02000 000	In-Service/Staff Development	641.00	
		\$ 60,640.00	\$ 60,640.00

Explanation: Reclassify budgeted expenditures.

# franklin special

DISTRICT

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

## Teachers Recommended for Tenure Status February 9, 2026

### Franklin Elementary School

Angela Coggins-Hagan  
Sondra Wilson-Martin

### Freedom Intermediate School

Rachel Kotheimer  
Christine McNutt

### Freedom Middle School

Lisa Beard  
Christine Caminiti  
Kelly Lee  
Jodi Suggs  
Kimberly Stinson

### Liberty Elementary School

Andrew Aaroen  
Brooke Bondarenko  
Samantha Carney  
Elizabeth Galaher

### Johnson Elementary School

Takkia Easley  
Karisa Stinson

### Moore Elementary School

Melissa Graham  
Philip Thomas

### Poplar Grove Elementary School

Whitney Rushing  
Gary Lawson



Franklin  
elementary

1501 Figuers Drive, Franklin, TN 37064 ● 615-794-1187 ● [franklinelementary.fssd.org](http://franklinelementary.fssd.org)

January 8, 2026

Dear Dr. Snowden and FSD Board Members,

It is my pleasure to recommend Angela Hagan for tenure. I've had the privilege of working with Mrs. Hagan for 5 years as a math coach, assistant principal, and principal. During that time, Mrs. Hagan has consistently demonstrated excellence in teaching, professionalism, and dedication to student success. Mrs. Hagan is an effective educator who designs engaging standards aligned lessons that meet the diverse academic and social emotional needs of all students.

She uses data to inform her instruction, differentiates learning, and maintains a classroom environment that is both structured and welcoming. Her classroom feels safe, supported, and her students are motivated to learn. One mother shared, "Mrs. Hagan's calm presence builds confidence. Her encouragement fosters growth, and she creates a classroom where every kid feels capable of reaching their goals." Mrs. Hagan excels at engaging third-grade students through interactive lessons, meaningful discussions, and hands-on learning experience that promote curiosity, collaboration, and critical thinking. As a result, students remain engaged and demonstrate positive behavior that supports learning for all.

Mrs. Hagan is a collaborative team member who contributes positively to our school community. She works well with her colleagues, communicates effectively with families, and willingly takes on additional responsibilities such as her third-grade team leader and chair leadership team. Her professionalism and reliability make her a trusted and respected member of our staff. Mrs. Hagan actively seeks feedback, reflects on her instructional practice, and implements new strategies to improve student outcomes. Her strong growth mindset combined with a genuine passion for education aligns closely with the values and expectations of our school and district making her a valuable asset to our school community.

It is for these reasons and many more that I would like to recommend Angela Hagan for tenure in the Franklin Special District without reservation.

Sincerely,

April Carrigan, Ed.D.  
Principal of Franklin Elementary



January 8, 2026

Dear Dr. Snowden and FSD Board Members,

It is my pleasure to recommend Sandra Martin for tenure. I have had the privilege of working with Ms. Martin for 5 years as a math coach, assistant principal, and principal. Throughout this time, Ms. Martin has consistently demonstrated the qualities of an outstanding elementary educator. She is an extremely gifted teacher who is deeply respected by our faculty, staff, and parents in our school community.

Ms. Martin has a passion for her students, is willing to jump into any endeavor, and exudes a positive and enthusiastic energy. She creates a warm, structured, and engaging classroom environment where young learners feel safe, valued, and encouraged to take academic risks. She works hard to build a classroom climate and culture optimal for student learning. Ms. Martin designs lessons that are aligned with standards while meeting the diverse needs of students through differentiation and purposeful use of data. She engages her students by transforming her room and by incorporating intriguing activities. Her instruction supports not only academic growth, but also the social emotional growth of all of her students. She creates memorable learning experiences for her students that are both fun and challenging. A fourth-grade mother shared, "Ms. Martin possesses many traits that are very much needed in education. She values building relationships with her students and holding them at high standards while creating a fun and safe learning environment." By creating special learning experiences for her students, Ms. Martin instills a love of learning in each of them.

She is well-regarded among her peers for her exceptional knowledge regarding English Language Arts and her ability to collaborate well with her team. Beyond the classroom, Ms. Martin is a valued and dedicated member of our school community. Ms. Martin brings positive energy to our faculty through her exceptional event planning, helping to foster culture and a sense of community. Based on Ms. Martin's instructional effectiveness, professionalism, and dedication to students, she is an asset to our school and exemplifies the qualities we seek in a tenure elementary.

It is for these reasons and many more that I would like to recommend Sondra Martin for tenure in the Franklin Special District without reservation.

Sincerely,

April Carrigan, Ed.D.  
Principal of Franklin Elementary



# Freedom Intermediate School

*Embracing Responsibility. Ensuring Growth. Embedding Kindness.*

---

840 Glass Lane  
Franklin, Tennessee 37064

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

January 7, 2026

Dear Board Members and Dr. Snowden,

I am honored to recommend Rachel Kotheimer for tenure in the Franklin Special District.

For the past 5 years she has served Freedom Intermediate School as Special Education teacher, but she has filled a variety of roles. From co-teaching in every subject to running her own math class, her passion for filling the gap and making sure all students experience success has shone through in her work.

Being able to witness students make gains and help them recognize their success is what drives Mrs. Kotheimer to continue improving her practice as a teacher as well.

Granting her tenure, will not only affirm the benefits that drive provides students, it will ensure her positive impact continues to be felt for years to come.

Sincerely,

Joel Hoag, Ed.D.

**A Franklin Special District Campus**

*Students First. Excellence Always. No Exceptions.*

---

Joel Hoag, Ed.D.  
Principal

Amanda Potts, M.Ed.  
Assistant Principal

Tracie Gallon, Ed.S.  
Assistant Principal



# Freedom Intermediate School

*Embracing Responsibility. Ensuring Growth. Embedding Kindness.*

840 Glass Lane  
Franklin, Tennessee 37064

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

January 7, 2026

Dear Board Members and Dr. Snowden,

It is a pleasure to recommend Christine McNutt for tenure in the Franklin Special District.

Dr. McNutt joined Freedom Intermediate School as a 6th-grade ELA teacher. She quickly began collaborating with our Accelerated Learning Teacher to provide as much challenge as possible for the Honors students she served and to use her learning to implement creative challenges for all the students in her classes.

When our Accelerated Learning Teacher role became available, she was a natural choice to help lead our school in serving our highest achieving students. Her impact is felt across the building and the district as she collaborates with teachers from all content areas and serves on the FSD Honors Task Force.

Granting tenure to Dr. McNutt will not only signify the value of her impact, it will allow her to continue her work that benefits all of our learners.

Sincerely,

Joel Hoag, Ed.D.

**A Franklin Special District Campus**

*Students First. Excellence Always. No Exceptions.*

**Joel Hoag, Ed.D.**  
Principal

**Amanda Potts, M.Ed.**  
Assistant Principal

**Tracie Gallon, Ed.S.**  
Assistant Principal



**Freedom**  
middle

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

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

January 7, 2026

Dr. Snowden:

It is with great pleasure that I am writing to recommend Dr. Lisa Beard for tenure in the Franklin Special District. Lisa is an exceptional educator who has served as a 7<sup>th</sup> grade Science Teacher and STEM Teacher during her time at FMS. The innovation and forethought she puts into her instruction provides our students with unique learning opportunities.

Dr. Beard came to FMS after many years teaching at the high school level. Her curricular knowledge coupled with her experience with PLCs at Work had an immediate impact on our school. Lisa helped transform our 7<sup>th</sup> Grade Science PLT into an exemplar for collaboration. The growth of her students was evident. Dr. Beard's last two years in 7<sup>th</sup> Grade Science, she was a Level 5 in TVAAS growth. During this same period of time, her overall Level of Effectiveness in TNCompass also was a Level 5. When Dr. Beard moved to STEM at the beginning of the 2024 school year, she began to consider ways to upgrade equipment to better engage students in their learning. The early results produced a set of drones and multiple 3D printers! Lisa is a master at formulating innovative ideas and asking for support to implement them! Beyond the classroom, Dr. Beard is a founding member of our Guiding Coalition. Her influence among this team has been evident, too. She began the important work of incorporating the tenets of a PLC in Related Arts. Additionally, her recommendation for our school-wide professional learning this year was ultimately where our Guiding Coalition decided to focus as we hone in on student engagement, motivation and rigor.

Dr. Beard is a respected employee that I am lucky to call my colleague. We are fortunate to have her on our team. Again, I recommend her for tenure in the Franklin Special District without reservation.

Sincerely,

Charles E. Farmer, Ph.D.  
Principal



**Freedom**  
middle

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

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

January 8, 2026

To Whom It May Concern:

It is with great pleasure that I am writing to offer my recommendation for tenure for Mrs. Christine Caminiti, who currently serves as a Spanish and French teacher at FMS. During her time at our school, Mrs. Caminiti has consistently demonstrated skill, dedication, and a clear commitment to our students and the broader school community.

Mrs. Caminiti joined the FMS Faculty in late Fall 2022. She was not new to FSD, because she formerly worked at Liberty Elementary School. Although Christine is a native speaker and formally trained as a Spanish Teacher, she excitedly took the opportunity to teach French, too. Her World Language classes provide students with engaging, well-structured instruction that supports language acquisition and cultural understanding. In addition to instructional strengths, Christine actively seeks out professional learning opportunities to enhance her practice. She is open to feedback and demonstrates a genuine desire to continue growing as an educator. This commitment to continuous improvement positively impacts her students. Equally important, Mrs. Caminiti works very hard to follow and uphold school and district policies. She approaches her responsibilities with persistence and reliability.

Based on her instructional effectiveness, dedication to professional growth, and consistent adherence to school and district expectations, I fully support Mrs. Christine Caminiti for tenure. I am confident she will continue to be a valuable asset to Freedom Middle School and the Franklin Special District.

Sincerely,

Charles E. Farmer, Ph.D.  
Principal



**Freedom**  
middle

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

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

January 8, 2026

Dr. Snowden:

It is with great pleasure that I am writing to recommend Ms. Kelly Lee for tenure in the Franklin Special District. Kelly consistently demonstrates excellence, professionalism and a deep commitment to student success.

Ms. Lee came to Freedom Middle School as a veteran ELA teacher who wanted to hone her skills as a credentialed Special Education teacher. I admire when someone challenges themselves outside their comfort zone. Throughout her time at our school, Kelly has proven to be exceptionally thorough in all aspects of her work. Her attention to detail and dedication to high standards reflect a strong understanding of both instructional best practices and legal responsibilities within Special Education. In the classroom, Ms. Lee is supportive and dependable for students and colleagues. Her Special Education documentation is accurate, organized and completed in a timely manner. Ms. Lee's dedication to her students, reliability, and strong work ethic are who she is as a person and professional. I am confident Kelly will continue to make a meaningful impact on our school community for years to come.

I am so glad to have Ms. Kelly Lee as a colleague at Freedom Middle School. Again, I recommend her for tenure in the Franklin Special District without reservation.

Sincerely,

Charles E. Farmer, Ph.D.  
Principal



**Freedom**  
middle

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

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

January 8, 2026

Dr. Snowden:

I writing to offer my strong recommendation for tenure for Mrs. Kim Stinson. After spending more than a decade away from teaching, Kim returned with a strong sense of purpose to once again serve students and colleagues in a meaningful way. That decision has proven to be an asset to our school community.

Mrs. Stinson is exceptionally organized and intentional in her work. This level of organization has contributed to a well-managed learning environment. Her Directed Studies classroom requires students to take ownership of their learning. Kim holds students accountable for their academics and behavior. She provides students with clear expectations that build rapport. Beyond classroom effectiveness, Mrs. Stinson actively looks for opportunities to contribute beyond assigned duties. Kim is currently a member of our School Leadership Team. She is thoughtful about how her strengths can support the broader goals of our school. Rather than simply identifying challenges, Kim routinely offers practical, well-considered solutions and is always willing to lead with implementation. I am glad to have Mrs. Stinson as a colleague at Freedom Middle School.

I recommend Mrs. Kim Stinson for tenure in the Franklin Special District without reservation.

Sincerely,

Charles E. Farmer, Ph.D.  
Principal



**Freedom**  
middle

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

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

January 8, 2026

Dr. Snowden:

It is with great pleasure that I am writing to recommend Mrs. Jodi Suggs for tenure in the Franklin Special District. Jodi is highly respected by her colleagues and deeply valued by her students. She has the uncanny ability to meet kids where they are and still get the most out of them.

When we interviewed Mrs. Suggs out of college, she already had an extensive amount of experience. While completing her student teaching, Jodi essentially assumed full responsibility of her classes, because a teacher at her cooperating school left unexpectedly. The positivity and maturity Jodi showed in her interview explaining her student teaching experiences, in the midst of a difficult situation, told me all I needed to know. We were fortunate to have Mrs. Suggs join our faculty in the Fall of 2020. Jodi continued to refine her craft throughout her first three years at FMS. After a brief hiatus when her husband was transferred, Jodi rejoined the FSD in the Fall of 2024 at PGS. We were fortunate again to have Jodi rejoin the FMS family this past fall. Mrs. Suggs has become an extraordinary math teacher. Jodi's individual TVAAS growth score each of the last three years has been a "5". It does not matter the grade level or school, Jodi has consistently grown her students above the expectations set forth by the TDOE. Even as a novice teacher, Jodi accepted responsibilities beyond the classroom. Largely because of her willingness to engage in solutions-oriented dialogue, I recruited her to be a founding member of our Guiding Coalition in the Spring of 2023. Additionally, she was part of a group of teachers who brought Field Day back to FMS. Of course, the kids loved that! In her return, Jodi has picked up where she left off both in and out of the classroom. Jodi is a ray of sunshine every day. She has a heart of gold that kids and colleagues gravitate to with ease.

It is a privilege to have Mrs. Suggs as a colleague at Freedom Middle School. Again, I recommend her for tenure in the Franklin Special District without reservation.

Sincerely,

Charles E. Farmer, Ph.D.  
Principal



# Johnson elementary

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

Tosha Robinson Baugh - Principal  
Dr. Starr Wallace - Assistant Principal

Dr. Snowden and Members of the FSD Board,

It is with great pleasure that I recommend Ms. Takkia Easley for tenure. Ms. Easley is a second-grade teacher at Johnson Elementary School who consistently demonstrates a strong passion for learning, which is evident in her daily instruction and commitment to student success.

Ms. Easley brings a strong educational background to her role. She holds a Bachelor of Science from Middle Tennessee State University, a Master of Arts in Teaching from Belmont University, and a Master of Education from Austin Peay State University. Her teaching experience includes a fourth-grade internship at Hickman Elementary, a second-grade position at Smith Springs Elementary, and both second- and fourth-grade teaching assignments at Johnson Elementary. This range of experience has strengthened her instructional practice and ability to meet the diverse academic needs of students.

Ms. Easley regularly analyzes student data to refine her instructional practices and ensure academic growth for all students. Her commitment to continuous improvement is reflected in her thoughtful planning and purposeful instruction. She is intentional in using data to inform decisions that positively impact student learning outcomes.

Beyond the classroom, Ms. Easley makes meaningful contributions to our school and community. She tutors students after school, co-chairs the Running Club, serves as a manager for the district's Performing Arts Center, and volunteers with the United Service Organization (USO), an organization dedicated to supporting the well-being of military members and their families. Her service reflects her dedication to supporting students and families both in and beyond the school setting.

Ms. Easley is an asset to Johnson Elementary School and the Franklin Special School District. She meets all requirements to be granted tenure, and I strongly recommend her for this honor.

Respectfully,

Tosha Robinson Baugh, Principal



# Johnson elementary

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

Tosha Robinson Baugh - Principal  
Dr. Starr Wallace - Assistant Principal

Dr. Snowden and Members of the FSD Board,

It is my pleasure to recommend Mrs. Karisa Stinson for tenure. Mrs. Stinson is a third-grade teacher at Johnson Elementary School with over twenty years of teaching experience across first, third, fourth, and fifth grades.

Mrs. Stinson holds a degree in Psychology from Middle Tennessee State University and subsequently completed coursework in Elementary Education. Her strong academic background, combined with her extensive classroom experience, has provided her with a deep understanding of child development and instructional practices that support students both academically and emotionally.

Throughout her career, Mrs. Stinson has taught in Metro Nashville Public Schools, Sumner County Schools, and Hamilton County Schools. This breadth of experience has strengthened her instructional expertise and adaptability, allowing her to effectively meet the diverse needs of students.

At Johnson Elementary, Mrs. Stinson demonstrates effective instructional leadership as the third-grade Professional Learning Team lead. She facilitates weekly meetings and works collaboratively with colleagues to analyze student data, reflect on instructional practices, and implement strategies that improve teaching and learning.

Mrs. Stinson is a lifelong learner and a dedicated educator who consistently supports student achievement and teacher growth. She is a true asset to Johnson Elementary School and the Franklin Special School District. Mrs. Stinson has met all requirements to be granted tenure, and I strongly recommend her for this honor.

Respectfully,

Tosha Robinson Baugh, Principal



# Liberty Elementary School

Amy Patton, M. Ed.  
Principal

Janetta Davenport, Ed. D.  
Assistant Principal

Dear FSD Board of Education,

It is with great pleasure that I write this letter in strong support of Mr. Andrew Aaroen for tenure. Mr. Aaroen has consistently met and exceeded expectations in all areas of professional practice. I have had numerous opportunities over the years to observe his instruction and to see firsthand the positive impact he has on students, colleagues, and the overall school community.

Mr. Aaroen consistently maintains a classroom environment where structure, respect, and student engagement are evident. Clear routines, high behavioral expectations, and strong relationships with students create a safe and productive learning environment where instructional time is maximized and students are actively engaged in learning. His classroom is a safe place for students to learn and grow.

Instructionally, Mr. Aaroen exceeds in pedagogy and content delivery. Lessons are thoughtfully planned, rooted in best practice, and responsive to the diverse needs of his students. He effectively uses assessment data to guide instruction and make adjustments that support student growth and achievement.

What stands out most to me as a principal is Mr. Aaroen's unwavering commitment to students and their academic success. He consistently fosters a culture of high academic expectations paired with meaningful support. Students feel valued, challenged, and encouraged to take ownership of their learning, resulting in both academic progress and increased confidence.

Based on my professional judgment and direct observations, I can state with confidence that Mr. Aaroen is an excellent candidate for tenure. I recommend him without reservation and am confident they will continue to be a highly effective and dedicated educator within our school community.

Sincerely,

A handwritten signature in cursive script that reads "Amy Patton".

Amy Patton  
Principal, Liberty Elementary



# Liberty Elementary School

Amy Patton, M. Ed.  
Principal

Janetta Davenport, Ed. D.  
Assistant Principal

Dear FSD Board of Education,

It is a pleasure to recommend Mrs. Brooke Bondarenko for tenure. I have had the opportunity to work alongside her since 2020, and she is an exceptional music educator whose talent, dedication, and leadership have had a profound impact on our students and school community.

Mrs. Bondarenko is a gifted musician with deep content knowledge and a genuine passion for music. This expertise is evident in her instruction and in the high level of musicianship demonstrated by her students. Her lessons are engaging, well-structured, and thoughtfully designed to develop both technical skill and musical expression. She holds students to high expectations while fostering a love of music that inspires them to grow as performers and as learners.

What truly distinguishes Mrs. Bondarenko is her tireless work ethic and commitment to providing opportunities for students that extend beyond the regular school day. She leads several before-school music clubs, offering students additional avenues to explore their musical interests, collaborate with peers, and build confidence through performance. These clubs have become an important and valued part of our school culture and reflect her dedication to enriching students' educational experiences.

Mrs. Bondarenko meets and exceeds expectations in all areas of professional practice. I recommend her for tenure without reservation and am confident she will continue to inspire students and strengthen our school community through her exceptional work as a music educator.

Sincerely,

A handwritten signature in cursive script that reads "Amy Patton".

Amy Patton  
Principal, Liberty Elementary



# Liberty Elementary School

Amy Patton, M. Ed.  
Principal

Janetta Davenport, Ed. D.  
Assistant Principal

Dear FSD Board of Education,

It is a pleasure to write in support of Mrs. Samantha Carney for tenure. As principal, I have had the opportunity to work closely with Mrs. Carney and to observe her growth and impact throughout her time at Liberty. She is a remarkable educator whose dedication to students, commitment to excellence, and leadership within our district are evident in all that she does.

Mrs. Carney sets high academic and behavioral expectations for her students and supports them in meeting those expectations every day. Her classroom is a place of structure, consistency, and mutual respect, where students are challenged to do their best work and are held accountable in a caring and supportive way. Students rise to these expectations, resulting in strong engagement, positive behavior, and meaningful academic growth.

Instructionally, Mrs. Carney is an exceptional teacher and a true model for others. As a district model teacher, she serves as an example of best practice for colleagues, consistently implementing rigorous, standards-aligned instruction. Her lessons are well-planned, engaging, and responsive to student needs, and she uses data thoughtfully to guide instruction and improve outcomes. Her work reflects both strong content knowledge and a deep understanding of effective pedagogy.

One of the many attributes I admire about Mrs. Carney is her commitment to continuous growth; both for her students and for herself. She is currently pursuing an advanced degree in administration and supervision, a decision that speaks to her passion for learning and her desire to continually strengthen her practice. This dedication enhances her effectiveness in the classroom and sets a powerful example for both students and colleagues.

Based on my observations and professional judgment, I recommend Mrs. Carney for tenure without reservation. She meets and exceeds expectations in all areas of professional practice and is an outstanding educator who will continue to be an asset to our students, school, and district.

Sincerely,

A handwritten signature in cursive script that reads "Amy Patton".

Amy Patton  
Principal, Liberty Elementary



# Liberty Elementary School

Amy Patton, M. Ed.  
Principal

Janetta Davenport, Ed. D.  
Assistant Principal

Dear FSD Board of Education,

I am pleased to recommend Mrs. Elizabeth Galaher for tenure. I have had the privilege of working with Mrs. Galaher since 2022, and she has consistently demonstrated exceptional artistic skill, deep content knowledge, and a profound commitment to her students and the school community.

Mrs. Galaher is a highly talented artist and an equally skilled educator. Her strong foundation in visual arts is evident in the quality of instruction she provides and in the impressive work produced by her students. Lessons are thoughtfully designed to build both technical skill and creative expression, and she skillfully introduces students to a wide range of media, techniques, and artistic concepts. Her passion for the arts is evident and inspires students to take risks, express themselves, and take pride in their work.

Mrs. Galaher's genuine love for her students and dedication to creating a welcoming, inclusive classroom environment is evident in all she does. She fosters a space where all students feel safe, valued, and encouraged to explore their identities through art. Her classroom reflects a balance of high expectations, creativity, and compassion, allowing students to grow not only as artists but also as individuals.

Mrs. Galaher's impact extends well beyond her art classroom. She is the founder and advisor of the Pride Post. This is a student-led after school club where students run a school-wide post office. Through this initiative, she has created opportunities for student voice and connection, which strengthens our school culture and reinforces our commitment to inclusivity and belonging. Her leadership in this area reflects both courage and a deep sense of responsibility to her students.

Based on my observations, I recommend Mrs. Galaher for tenure without reservation. She is an exceptional educator whose artistic expertise, compassion for students, and dedication to our school community make her an invaluable member of our faculty.

Sincerely,

A handwritten signature in black ink that reads "Amy Patton".

Amy Patton  
Principal, Liberty Elementary



**Moore**  
elementary

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

January 7, 2025

Dear FSSD Board of Education,

I am writing to highly recommend Melissa Graham as a candidate for tenure. As the principal of Moore Elementary since July of 2023, I have had the honor of seeing Mrs. Graham in action as a third grade math teacher. Her passion for teaching math, niche for building impactful connections with students, and unyielding efforts to ensure all students grow academically as well as socially and emotionally have all contributed to this tenure recommendation.

While Mrs. Graham has many strengths as an educator, what stands out the most are her consistently high expectations for *all* students, no exceptions. Through accountable talks, she puts a heavy emphasis on intentional interactions that require students to explain, clarify, and justify their thinking through meaningful conversations with peers. She goes above and beyond to plan meaningful math lessons with colleagues that are well aligned to the state standards, and she has been a part of our school leadership team for the past two years. As a lifelong learner herself, Melissa recently completed the coursework necessary to add a gifted education endorsement to her teaching license. Her efforts undoubtedly contributed to Moore Elementary School being named a Reward School the past two years.

In conclusion, I wholeheartedly recommend Melissa Graham for tenure based on her top notch teaching abilities, unwavering dedication to the field of education, and commitment to ensuring high levels of learning for each and every student she serves.

Best,

*Amanda Muniz*

Amanda Muniz, Ed.D  
Principal, Moore Elementary School



**Moore**  
elementary

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

January 7, 2025

Dear FSSD Board of Education,

It is a true honor to recommend Philip Thomas as a candidate for tenure. As the principal of Moore Elementary School since 2023, I have had the pleasure of seeing Mr. Thomas positively impact students in the Physical Education setting on a consistent basis. Philip's passion, commitment, and collaborative spirit play an integral part in his success as an educator.

In addition to his responsibilities as a Physical Education teacher, Mr. Thomas can often be found before or after school working with students as a tutor, as a P.E. Club sponsor, or as a leader of the annual Fourth Grade Walk. As a lifelong learner himself, Philip recently completed the coursework necessary to obtain an Educational Specialist degree in curriculum and instruction. Mr. Thomas is currently representing the district as an active participant in the Adapted Physical Education (APE) Training Cohort designed to enhance inclusive practices and build local capacity in Physical Education. Philip's overall passion for inspiring students to develop a lifelong love of physical activity and a healthy lifestyle is always evident.

It is without reservation that I am recommending Philip Thomas for tenure based on his commitment to students' success in the physical education setting and beyond.

Best,

*Amanda Muniz*

Amanda Muniz, Ed.D  
Principal, Moore Elementary School



# Poplar Grove Elementary School

Principal: Alisha Erickson, Ed.D.

Assistant Principal: Janet Carroll

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

January 2, 2026

Dear FSD Board of Education,

I am writing to offer my strongest recommendation for Whitney Rushing for tenure in the FSD. I have had the privilege of working with Mrs. Rushing since 2020 and have witnessed firsthand her exceptional teaching abilities, unwavering dedication to her students, and outstanding leadership qualities.

Mrs. Rushing joined PGES as an interim second-grade teacher in the midst of the pandemic. From the very beginning, her impact was evident, and due to her exceptional performance, we were proud to offer her a permanent position at the conclusion of her yearlong interim assignment. In her first year as a permanent teacher, she taught third-grade, where her students achieved the highest reading and math scores in the grade level. Notably, her students averaged a 35% growth rate in reading that year. Mrs. Rushing's instruction is highly prescriptive and responsive to individual student needs, and the results are evident not only in academic performance but also in students' behavior, mental health, social development. She is the ultimate professional, deeply respected by colleagues, sought after as a collaborator, and genuinely loved by her students.

This year our school needed a PreK teacher and with Mrs. Rushing's PreK certification and strong connections with students and families she was the obvious choice. In this role, she has completely redefined PreK instruction at our school, elevating the expectations and intentionally integrating the program into the broader school community. Additionally, she has brought a renewed focus on collaboration within PreK, resulting in meaningful learning experiences and strong outcomes for our youngest learners.

In her continued effort to better serve students and families, Mrs. Rushing actively pursues her own professional growth. She is currently working toward becoming bilingual, demonstrating a deep commitment to communicate with the Spanish-speaking students and families in her classroom. Her desire to learn Spanish exemplifies her belief that every child deserves to feel seen, valued, and included.

In conclusion, Whitney Rushing is an exemplary educator who consistently demonstrates dedication, compassion, and professionalism. Her commitment to excellence, growth mindset, and work ethic make her an invaluable asset to the FSD. I am confident she will continue to positively impact students, families, and colleagues for many years to come.

Respectfully,

Alisha Erickson, Ed.D.

Principal, Poplar Grove School



# Poplar Grove Elementary School

Principal: Alisha Erickson, Ed.D.

Assistant Principal: Janet Carroll

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

January 2, 2026

Dear FSD Board of Education,

I am pleased to recommend for Dr. Gary Lawson for tenure. He has made outstanding contributions to teaching and learning during his time, thus far in the FSD. Dr. Lawson served as a teacher at JES for 3 years, a math coach at PGM for 2 years, and we are thrilled to have him back in the classroom now at PGE as a fourth-grade Math and Social Studies teacher, where he is directly impacting students in meaningful and measurable ways.

Dr. Lawson's transition to the lower end of the Poplar Grove campus was seamless. From the moment he joined the PGE staff, he quickly became a highly respected educator among his colleagues and earned the admiration of students. His presence in the classroom is marked by high expectations, strong relationships, and a calm confidence that fosters both academic growth and student engagement.

What truly distinguishes Dr. Lawson is his exceptional ability to analyze and use data to drive instruction. His superb data analysis skills, paired with top-tier instructional pedagogy, allow him to precisely target student needs and adjust instruction to maximize learning outcomes. As a result, his students benefit from lessons that are purposeful, rigorous, and responsive.

Beyond his instructional expertise, Dr. Lawson brings a collaborative spirit to our school community and a calmness that is contagious in his classroom. His background as a math coach has strengthened his leadership capacity and he continues to support colleagues through thoughtful conversations around best practices and student achievement. He models reflective practice and maintains a clear focus on continuous improvement for both himself and those around him.

In summary, Dr. Gary Lawson is a standout educator whose knowledge, professionalism, and commitment to excellence greatly enrich our school community. We are fortunate to have him back in the classroom, where his influence on students is immediate and impactful. I recommend him for tenure without reservation and am confident he will continue to make a lasting, positive difference in the lives of students and staff alike.

Respectfully,

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



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

Franklin Special District  
2026-2027 Tuition Rates  
Approved by the FSD Board  
February 9, 2026

The tuition rate for students residing out of district but within Williamson County shall be \$2,000 per year for the first child, \$1,000 per additional sibling.

The tuition rate for students that reside outside Williamson County shall be \$4,000 per year per student.

# DIRECTORS PERFORMANCE REVIEW

## TOTAL COMPOSITE SCORE

Presented for Board Approval February 2026  
Reflecting the Performance Goals of 2024-2025

Based on the Annual Report Submitted January 2026 for 2024-2025

1. Improvement of Student Performance	35 points
2. Effective Management of District Resources	30 points
3. Execute on the Board's Vision	20 points
4. Provide the Highest Level of Internal and External Communication	15 points

**Board Members:**

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

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

1. 34.75
2. 29.00
3. 20.00
4. 14.75

Total Possible Composite Score: 100

Total Composite Score Awarded: 98.50

Scores totaled by: Carol Riordan, David Esslinger Date: February 4, 2026

Date approved by FSD Board of Education February 9, 2026

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

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

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

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

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

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

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

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

# Franklin Special Board of Education

Monitoring: <b>Review: Annually, in September</b>	Descriptor Term:  <b>Threat Assessment Team</b>	Descriptor Code: <b>3.204</b>	Issued Date: <b>07/28/25</b>
		Rescinds: <b>3.204</b>	Issued: <b>07/17/23</b>

1 *General*<sup>1</sup>

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

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

8 **TEAM MEETINGS**

9 All threat assessment team meetings shall be closed to the public.<sup>2</sup>

10 **RECORDKEEPING**<sup>3</sup>

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

13 A report of the activities of the threat assessment team will be compiled and shared with the Board  
14 before each regular meeting.

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

17 **REPORTING**<sup>4</sup>

18 The Director of Schools shall develop a process for providing parent(s)/guardian(s) information on  
19 credible threats of violence or significantly disruptive behavior directed toward or occurring on the  
20 grounds of the school their student attends. Such reports shall include incidents that are reported to a  
21 state or local law enforcement agency. These reports must be made within forty-eight (48) hours of the  
22 district's report to law enforcement.

23 At least once per quarter, the Director of Schools shall provide the Board with a report listing the total  
24 number of incidents reported to state and local law enforcement agency requiring notice to  
25 parent(s)/guardian(s) for the respective quarter as well as total for the year to date.

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Legal References

1. [TCA 49-6-2701](#)
2. [TCA 49-6-2701\(f\)](#)
3. [TCA 49-6-2702](#)
4. [Public Acts of 2025, Chapter No. 215](#)

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Cross References

School District Records 1.407  
Safety 3.201  
Security 3.205  
Student Records 6.600



FRANKLIN SPECIAL SCHOOL DISTRICT

Investment Report

December 31, 2025

Local Government Investment Pool

Interest Rate for December 3.84%

General Investment Account

Beginning Balance	\$	650.29
Interest		2.12
Withdrawals		
Deposits		
Total Invested	\$	<u>652.41</u>

Debt Service Investment Account

Beginning Balance	\$	990.48
Interest		3.23
Withdrawals		
Deposits		
Total Invested	\$	<u>993.71</u>

Capital Projects Investment Account

Beginning Balance	\$	53,151.52
Interest		173.35
Withdrawals		
Deposits		
Total Invested	\$	<u>53,324.87</u>

Construction Investment Account

Beginning Balance	\$	7,405,350.95
Interest		21,937.00
Withdrawals		(1,035,000.00)
Deposits		
Total Invested	\$	<u>6,392,287.95</u>

## FRANKLIN SPECIAL SCHOOL DISTRICT

## Investment Report

December 31, 2025

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

General Purpose Checking	
Beginning Balance	\$ 1,105,756.88
Receipts	4,984,505.84
Receipts - Loan from First Horizon (Tax Anticipation)	2,200,000.00
Loan fr Capital Proj	500,000.00
Loan fr Debt Svc	280,000.00
Interest	5,633.50
Transfer from LGIP	
Transfer to LGIP	
Pmt of Tax Anticipation Loan to First Horizon	
Loan to Debt Svc.	
Disbursements	(5,776,474.82)
Ending Balance	<u>\$ 3,299,421.40</u>
Debt Service Checking	
Beginning Balance	\$ 289,391.61
Receipts	421,527.22
Interest	528.99
Loan to GP	(280,000.00)
Transfer from Investments	
Transfer to Investments	
Disbursements	
Ending Balance	<u>\$ 431,447.82</u>
Capital Projects Checking	
Beginning Balance	\$ 534,265.86
Receipts	257,774.40
Interest	241.25
Transfer Paid Exp fr Capital	
Loan to GP	(500,000.00)
Transfer fr LGIP	
Disbursements	(24,789.30)
Ending Balance	<u>\$ 267,492.21</u>
Construction Checking	
Beginning Balance	\$ 100,141.67
Interest	565.89
Receipts	
Transfer fr LGIP	1,035,000.00
Transfer to LGIP	
Transf Paid Exp fr Capital	
Transf to Capital	
Disbursements	(1,016,059.21)
Ending Balance	<u>\$ 119,648.35</u>

Fnd T Acct Obj Prj Loc Prg Acct	2025-26	2025-26	2025-26	January 2025-26	2025-26	Uncollected	
	Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance	
141	General Purpose						
141 R 40110	---	---	---	---	---	---	
	Current Year Property Tax	13,923,273.00	0.00	13,923,273.00	6,153,812.25	7,506,101.92	6,417,171.08
141 R 40115	---	---	---	---	---	---	
	Discount on Property Taxes	0.00	0.00	0.00	0.00	0.00	0.00
141 R 40120	---	---	---	---	---	---	
	Trustee's Collections Prior Ye	70,000.00	0.00	70,000.00	7,731.26	73,391.54	-3,391.54
141 R 40130	---	---	---	---	---	---	
	Circuit Clerk/C&m-Prior Year	35,000.00	0.00	35,000.00	3,124.63	20,354.49	14,645.51
141 R 40140	---	---	---	---	---	---	
	Interest & Penalty	15,000.00	0.00	15,000.00	1,223.40	9,040.12	5,959.88
141 R 40161	---	---	---	---	---	---	
	Payments In Lieu Of Taxes-Tva	0.00	0.00	0.00	0.00	0.00	0.00
141 R 40163	---	---	---	---	---	---	
	Payments In Lieu Of Taxes-Othe	75,000.00	0.00	75,000.00	0.00	6,219.30	68,780.70
141 R 40210	---	---	---	---	---	---	
	Local Option Sales Tax	8,600,000.00	0.00	8,600,000.00	740,838.64	4,318,551.29	4,281,448.71
141 R 40275	---	---	---	---	---	---	
	Mixed Drink Tax (ST)	165,000.00	0.00	165,000.00	15,865.98	91,106.55	73,893.45
141 R 40350	---	---	---	---	---	---	
	Interstate Telecomm Tax	0.00	0.00	0.00	0.00	0.00	0.00
141 R 40610	---	---	---	---	---	---	
	Current Year Property Tax	23,915,873.00	0.00	23,915,873.00	7,632,671.97	9,577,486.39	14,338,386.61
141 R 40620	---	---	---	---	---	---	
	Prior Year Property Tax	100,000.00	0.00	100,000.00	26,114.42	140,916.68	-40,916.68
141 R 40630	---	---	---	---	---	---	
	Interest & Penalty	30,000.00	0.00	30,000.00	4,287.57	20,065.53	9,934.47
141 R 40640	---	---	---	---	---	---	
	Pick-Up Taxes	75,000.00	0.00	75,000.00	17,471.50	47,997.02	27,002.98
141 R 41110	---	---	---	---	---	---	
	Licenses & Permits	500.00	0.00	500.00	56.84	374.15	125.85
141 R 43511	---	---	---	---	---	---	
	Tuition-Regular Day Students	150,000.00	0.00	150,000.00	41,789.70	184,467.70	-34,467.70
141 R 43513	---	---	---	---	---	---	
	Tuition-YSI	180,638.00	0.00	180,638.00	94,171.91	93,921.91	86,716.09
141 R 43517	---	---	---	---	---	---	
	Tuition-Other	55,000.00	0.00	55,000.00	13,500.00	68,160.00	-13,160.00
141 R 43570	---	---	---	---	---	---	
	Receipts From Individual Schoo	30,000.00	0.00	30,000.00	961.97	3,871.52	26,128.48
141 R 43990	---	---	---	---	---	---	
	Other Charges For Services	0.00	0.00	0.00	0.00	0.00	0.00
141 R 44110	---	---	---	---	---	---	
	Interest Earned	350,000.00	0.00	350,000.00	10,400.33	132,200.99	217,799.01
141 R 44120	---	---	---	---	---	---	
	Lease/Rentals	30,000.00	0.00	30,000.00	2,085.00	18,760.00	11,240.00
141 R 44121	---	---	---	---	---	---	
	Event Lease Revenue	200,000.00	0.00	200,000.00	6,600.00	115,925.88	84,074.12
141 R 44122	---	---	---	---	---	---	
	Membership Sales Revenue	0.00	0.00	0.00	0.00	0.00	0.00
141 R 44123	---	---	---	---	---	---	
	Facilities Fee Revenue	12,000.00	0.00	12,000.00	1,000.00	4,000.00	8,000.00
141 R 44124	---	---	---	---	---	---	
	Equipment Rental	0.00	0.00	0.00	323.75	623.75	-623.75
141 R 44125	---	---	---	---	---	---	
	Service (Ticket) Fee Revenue	35,000.00	0.00	35,000.00	3,180.00	27,993.00	7,007.00
141 R 44126	---	---	---	---	---	---	
	Service (Facilities) Fee Reven	7,000.00	0.00	7,000.00	0.00	921.00	6,079.00
141 R 44131	---	---	---	---	---	---	
	Concessions Food	0.00	0.00	0.00	0.00	0.00	0.00
141 R 44132	---	---	---	---	---	---	
	Concessions School Merch/T-Sh	0.00	0.00	0.00	0.00	0.00	0.00
141 R 44133	---	---	---	---	---	---	
	Concessions	0.00	0.00	0.00	0.00	0.00	0.00
141 R 44146	---	---	---	---	---	---	
	E-Rate Funding	0.00	0.00	0.00	0.00	0.00	0.00
141 R 44170	---	---	---	---	---	---	
	Miscellaneous Refunds	2,500.00	0.00	2,500.00	21,026.50	25,359.34	-22,859.34
141 R 44520	---	---	---	---	---	---	
	Insurance Recovery	0.00	0.00	0.00	0.00	0.00	0.00
141 R 44530	---	---	---	---	---	---	
	Sale of Equipment	15,000.00	0.00	15,000.00	0.00	1,972.00	13,028.00
141 R 44540	---	---	---	---	---	---	
	Sale of Property	0.00	0.00	0.00	0.00	0.00	0.00
141 R 44560	---	---	---	---	---	---	
	Damage Recovered from Individu	0.00	0.00	0.00	110.00	495.00	-495.00
141 R 44570	---	---	---	---	---	---	
	Contributions & Gifts	0.00	0.00	0.00	0.00	10,320.00	-10,320.00

Fnd T Acct Obj Prj Loc Prg Acct	2025-26	2025-26	2025-26	January 2025-26	2025-26	Uncollected
	Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
141	General Purpose					
141 R 44990 --- --- --- --- --- Other Local Revenue	500.00	0.00	500.00	21.06	287.65	212.35
141 R 46510 --- --- --- --- --- TISA	14,023,793.00	0.00	14,023,793.00	1,402,379.30	8,767,353.80	5,256,439.20
141 R 46511 --- --- --- --- --- Basic Education Program	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46513 --- --- --- --- --- TISA On-Behalf Payments	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46515 --- --- --- --- --- Early Childhood Education	345,000.00	-37,238.80	307,761.20	22,745.58	109,402.60	198,358.60
141 R 46590 --- --- --- --- --- Other State Education Funds	0.00	0.00	0.00	0.00	750,449.87	-750,449.87
141 R 46591 --- --- --- --- --- Coordinated School Health	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46592 --- --- --- --- --- Internet Connectivity	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46596 --- --- --- --- --- Paid Parental Leave	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46610 --- --- --- --- --- Career Ladder	23,000.00	0.00	23,000.00	0.00	16,153.45	6,846.55
141 R 46612 --- --- --- --- --- Extended Contracts	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46790 --- --- --- --- --- Other Vocational	150,000.00	638,478.63	788,478.63	9,152.27	56,552.31	731,926.32
141 R 46850 --- --- --- --- --- Mixed Drink Tax	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46980 --- --- --- --- --- Other State Grants	0.00	77,890.23	77,890.23	0.00	18,937.19	58,953.04
141 R 46981 --- --- --- --- --- Safe Schools	0.00	0.00	0.00	0.00	0.00	0.00
141 R 46990 --- --- --- --- --- Other State Revenue	0.00	0.00	0.00	0.00	0.00	0.00
141 R 47143 --- --- --- --- --- Ed Of Handicap_IDEA	0.00	0.00	0.00	0.00	0.00	0.00
141 R 47145 --- --- --- --- --- IDEA Preschool	0.00	0.00	0.00	0.00	0.00	0.00
141 R 47304 --- --- --- --- --- Remote Technology Grant	0.00	0.00	0.00	0.00	0.00	0.00
141 R 47590 --- --- --- --- --- Other Federal Through State	0.00	0.00	0.00	2,258.77	10,824.02	-10,824.02
141 R 48130 --- --- --- --- --- CONTRIBUTIONS	0.00	0.00	0.00	0.00	0.00	0.00
141 R 48990 --- --- --- --- --- Other-Citizens Group	75,000.00	0.00	75,000.00	0.00	0.00	75,000.00
141 R 49700 --- --- --- --- --- Insurance Recovery	0.00	0.00	0.00	0.00	1,300.64	-1,300.64
141 R 49800 --- --- --- --- --- Transfers In	95,000.00	0.00	95,000.00	0.00	0.00	95,000.00
141 - --- --- --- --- --- General Purpose	62,784,077.00	679,130.06	63,463,207.06	16,234,904.60	32,231,858.60	31,231,348.46

Fnd T Acct	Obj Prj Loc	Prg Acct	2025-26	2025-26	January 2025-26	2025-26	Encumbered	Unencumbered
			Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
141	General Purpose							
141 E 11130	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 E 71100	---	---	29,977,701.00	30,111,874.00	2,327,331.18	14,612,494.23	63,918.87	15,435,460.90
141 E 71150	---	---	117,000.00	117,000.00	59,496.95	116,839.30	0.00	160.70
141 E 71200	---	---	9,077,481.00	9,091,033.39	706,230.19	4,079,509.96	107,723.65	4,903,799.78
141 E 71300	---	---	0.00	290,947.17	6,418.00	37,183.43	107,621.62	146,142.12
141 E 72110	---	---	18,700.00	18,700.00	600.00	8,093.62	0.00	10,606.38
141 E 72120	---	---	905,575.00	907,575.00	64,757.76	412,277.82	3,424.84	491,872.34
141 E 72130	---	---	1,650,579.00	1,650,929.18	134,633.66	827,543.72	17,206.00	806,179.46
141 E 72210	---	---	3,793,713.00	3,836,363.56	281,724.69	1,857,674.17	113,866.90	1,864,822.49
141 E 72220	---	---	2,142,544.00	2,142,544.00	165,168.78	1,014,184.59	87,887.42	1,040,471.99
141 E 72250	---	---	1,617,257.00	1,748,140.90	101,316.09	1,041,843.03	2,807.50	703,490.37
141 E 72310	---	---	1,889,816.00	1,889,816.00	306,944.44	1,134,519.71	145,201.02	610,095.27
141 E 72320	---	---	612,433.00	612,433.00	44,055.96	306,529.62	14,113.18	291,790.20
141 E 72410	---	---	4,337,772.00	4,339,099.00	359,651.38	2,275,845.89	34,943.57	2,028,309.54
141 E 72510	---	---	896,204.00	896,204.00	77,268.26	500,829.54	1,368.40	394,006.06
141 E 72520	---	---	456,355.00	456,355.00	31,894.79	217,935.98	11,996.94	226,422.08
141 E 72610	---	---	4,751,574.00	4,768,611.00	229,528.37	2,669,466.62	109,109.48	1,990,034.90
141 E 72620	---	---	1,003,284.00	1,052,121.84	64,971.49	611,667.54	138,644.38	301,809.92
141 E 72710	---	---	3,120,514.00	3,180,514.00	210,538.59	1,444,881.42	77,781.20	1,657,851.38
141 E 72810	---	---	446,690.00	421,300.00	24,796.71	234,985.69	13,679.86	172,634.45
141 E 73100	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 E 73300	---	---	215,638.00	215,638.00	3,583.31	23,306.20	5,268.52	187,063.28
141 E 73400	---	---	568,300.00	728,487.20	58,198.11	327,238.16	181.54	401,067.50
141 E 81300	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 E 82130	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 E 82230	---	---	8,000.00	8,000.00	0.00	0.00	0.00	8,000.00
141 E 82330	---	---	0.00	0.00	0.00	0.00	0.00	0.00
141 -	---	---	67,607,130.00	68,483,686.24	5,259,108.71	33,754,850.24	1,056,744.89	33,672,091.11

Fnd T Acct	Obj Prj Loc	Prq Acct	2025-26	2025-26	2025-26	January 2025-26	2025-26	Uncollected
			Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
142		Federal Programs						
142 R 47141	---	---	327,238.00	122,577.62	449,815.62	24,013.15	189,133.34	260,682.28
142 R 47143	---	---	852,697.00	216,471.98	1,069,168.98	54,596.11	219,810.30	849,358.68
142 R 47145	---	---	26,295.00	23,917.90	50,212.90	3,104.74	12,476.12	37,736.78
142 R 47146	---	---	47,301.00	32,035.44	79,336.44	6,061.67	59,954.02	19,382.42
142 R 47147	---	---	28,654.00	-28,654.00	0.00	0.00	6,333.27	-6,333.27
142 R 47149	---	---	0.00	37,011.99	37,011.99	1,226.64	9,207.82	27,804.17
142 R 47189	---	---	81,897.00	26,482.87	108,379.87	3,962.24	33,683.00	74,696.87
142 R 47301	---	---	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47303	---	---	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47306	---	---	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47307	---	---	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47309	---	---	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47311	---	---	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47401	---	---	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47402	---	---	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47403	---	---	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47404	---	---	0.00	0.00	0.00	0.00	0.00	0.00
142 R 47590	---	---	0.00	26,391.70	26,391.70	2,161.14	7,417.96	18,973.74
142 R 47990	---	---	0.00	0.00	0.00	0.00	0.00	0.00
142 R 49800	---	---	0.00	0.00	0.00	0.00	0.00	0.00
142 -	---	---	1,364,082.00	456,235.50	1,820,317.50	95,125.69	538,015.83	1,282,301.67

Fnd T Acct	Obj	Prj	Loc	Prg	Acct	2025-26	2025-26	January 2025-26	2025-26	Encumbered	Unencumbered
						Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
142					Federal Programs						
142 E 71100	---	---	---	---	Regular Education Program	198,545.00	312,746.79	17,771.65	169,630.28	44,197.68	98,918.83
142 E 71200	---	---	---	---	Special Education Program	727,444.00	957,562.52	55,846.92	281,137.52	40,934.80	635,490.20
142 E 72110	---	---	---	---	Attendance	0.00	0.00	0.00	0.00	0.00	0.00
142 E 72120	---	---	---	---	Health Services	25,000.00	23,497.80	2,111.09	14,777.63	10,019.30	-1,299.13
142 E 72130	---	---	---	---	Other Student Support	12,129.00	17,278.80	155.78	4,155.66	461.31	12,661.83
142 E 72210	---	---	---	---	Regular Instruction Program	229,286.00	312,150.11	35,093.67	172,337.27	52,361.42	87,451.42
142 E 72220	---	---	---	---	Special Education Instruction	51,849.00	62,119.52	0.00	0.00	0.00	62,119.52
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	0.00	0.00	0.00	0.00	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	22,551.00	29,309.10	1,199.29	8,827.37	0.00	20,481.73
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	97,278.00	105,652.86	0.00	0.00	0.00	105,652.86
142 -	---	---	---	---	Federal Programs	1,364,082.00	1,820,317.50	112,178.40	650,865.73	147,974.51	1,021,477.26

							2025-26	2025-26	2025-26	January 2025-26	2025-26	Uncollected
							Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
Fnd T	Acct	Obj	Prj	Loc	Prq	Acct						
143						Food Service						
143 R	43521	---	---	---	---	Lunch Payments-Children	652,000.00	0.00	652,000.00	50,739.55	374,737.15	277,262.85
143 R	43522	---	---	---	---	Lunch Payments-Adults	55,000.00	0.00	55,000.00	3,708.25	28,630.75	26,369.25
143 R	43523	---	---	---	---	Income From Breakfast	120,000.00	0.00	120,000.00	8,167.35	60,949.20	59,050.80
143 R	43525	---	---	---	---	Ala Carte Sales	260,000.00	0.00	260,000.00	17,993.40	139,776.65	120,223.35
143 R	43546	---	---	---	---	Contract for Food Services w/	0.00	0.00	0.00	0.00	0.00	0.00
143 R	43990	---	---	---	---	Other Charges For Services	75,000.00	0.00	75,000.00	4,613.91	33,978.22	41,021.78
143 R	44530	---	---	---	---	Sale of Equipment	250.00	0.00	250.00	1,551.00	14,568.01	-14,318.01
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	228.64	3,836.27	-3,836.27
143 R	46520	---	---	---	---	School Food Service	16,000.00	0.00	16,000.00	0.00	0.00	16,000.00
143 R	46980	---	---	---	---	Other State Grants	0.00	0.00	0.00	0.00	0.00	0.00
143 R	47111	---	---	---	---	USDA School Lunch Program	929,972.00	0.00	929,972.00	63,280.04	480,219.45	449,752.55
143 R	47112	---	---	---	---	USDA Commodities	158,556.00	0.00	158,556.00	0.00	0.00	158,556.00
143 R	47113	---	---	---	---	Breakfast	295,000.00	0.00	295,000.00	18,485.84	142,506.38	152,493.62
143 R	47114	---	---	---	---	USDA Other	141,455.00	0.00	141,455.00	1,336.84	69,427.14	72,027.86
143 R	47115	---	---	---	---	USDA Food Service Equipment Gr	0.00	0.00	0.00	0.00	14,824.44	-14,824.44
143 R	47590	---	---	---	---	Other Federal Through State	0.00	0.00	0.00	0.00	0.00	0.00
143 R	47990	---	---	---	---	Other Direct Federal Revenue	0.00	0.00	0.00	212,149.99	601,454.20	-601,454.20
143 -		---	---	---	---	Food Service	2,703,233.00	0.00	2,703,233.00	382,254.81	1,964,907.86	738,325.14

Fnd	T	Acct	Obj	Prj	Loc	Prg	Acct	2025-26	2025-26	January 2025-26	2025-26	Encumbered	Unencumbered
								Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
143							Food Service						
143	E	73100	---	---	-----	---	Food Supplies	2,695,981.00	2,695,981.00	377,560.64	1,780,798.66	1,462,131.85	-546,949.51
143	E	73300	---	---	-----	---	Community Service	0.00	0.00	0.00	0.00	0.00	0.00
143	-	-----	---	---	-----	---	Food Service	2,695,981.00	2,695,981.00	377,560.64	1,780,798.66	1,462,131.85	-546,949.51

Fnd	T	Acct	Obj	Prj	Loc	Prg	Acct	2025-26	2025-26	2025-26	January 2025-26	2025-26	Uncollected
								Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
146							Community Service (MAC)						
146	R	43581	---	---	-----	---	Community Services Fees	1,633,711.00	0.00	1,633,711.00	94,147.49	872,691.60	761,019.40
146	R	43584	---	---	-----	---	Registration Fees-School Year	33,550.00	0.00	33,550.00	700.00	30,585.00	2,965.00
146	R	43585	---	---	-----	---	Registration Fees-Summer	10,800.00	0.00	10,800.00	0.00	0.00	10,800.00
146	R	43990	---	---	-----	---	Other Charges For Services	0.00	0.00	0.00	0.00	0.00	0.00
146	R	44120	---	---	-----	---	Lease/Rentals	0.00	0.00	0.00	0.00	0.00	0.00
146	R	44170	---	---	-----	---	Miscellaneous Refunds	51,870.00	0.00	51,870.00	0.00	1,755.92	50,114.08
146	R	44530	---	---	-----	---	Sale of Equipment	0.00	0.00	0.00	0.00	0.00	0.00
146	R	44570	---	---	-----	---	Contributions & Gifts	1,800.00	0.00	1,800.00	623.00	4,779.64	-2,979.64
146	R	44990	---	---	-----	---	Other Local Revenue	0.00	0.00	0.00	0.00	0.00	0.00
146	R	46590	---	---	-----	---	Other State Education Funds	80,000.00	0.00	80,000.00	0.00	38,122.50	41,877.50
146	R	47590	---	---	-----	---	Other Federal Through State	0.00	0.00	0.00	0.00	0.00	0.00
146	-	-----	---	---	-----	---	Community Service (MAC)	1,811,731.00	0.00	1,811,731.00	95,470.49	947,934.66	863,796.34

Fnd T Acct	Obj Prj Loc	Prg	Acct	2025-26	2025-26	January 2025-26	2025-26	Encumbered	Unencumbered
				Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
146			Community Service (MAC)						
146 E 73300	---	---	Community Service	1,658,842.00	1,658,842.00	133,017.26	932,257.28	7,875.65	718,709.07
146 E 99100	---	---	Operating Transfer	0.00	0.00	0.00	0.00	0.00	0.00
146 -	---	---	Community Service (MAC)	1,658,842.00	1,658,842.00	133,017.26	932,257.28	7,875.65	718,709.07

Fnd T Acct	Obj Prj Loc Prq Acct	2025-26	2025-26	2025-26	January 2025-26	2025-26	Uncollected
		Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
156	Debt Service						
156 R 40610	--- --- --- --- Current Year Property Tax	8,574,972.00	0.00	8,574,972.00	2,736,679.19	3,433,989.39	5,140,982.61
156 R 40620	--- --- --- --- Prior Year Property Tax	500.00	0.00	500.00	9,363.33	50,525.36	-50,025.36
156 R 40630	--- --- --- --- Interest & Penalty	8,000.00	0.00	8,000.00	1,537.28	7,194.53	805.47
156 R 40640	--- --- --- --- Pick-Up Taxes	25,000.00	0.00	25,000.00	6,264.37	17,209.24	7,790.76
156 R 44110	--- --- --- --- Interest Earned	75,000.00	0.00	75,000.00	2,061.13	15,579.81	59,420.19
156 R 44990	--- --- --- --- Other Local Revenue	0.00	0.00	0.00	0.00	0.00	0.00
156 R 49800	--- --- --- --- Transfers In	0.00	0.00	0.00	0.00	0.00	0.00
156 -	--- --- --- --- Debt Service	8,683,472.00	0.00	8,683,472.00	2,755,905.30	3,524,498.33	5,158,973.67

Fnd T Acct	Obj Prj Loc	Prg Acct	2025-26	2025-26	January 2025-26	2025-26	Encumbered	Unencumbered
			Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
156		Debt Service						
156 E 72310	---	Board Of Education Services	171,839.00	171,839.00	55,088.74	70,130.34	0.00	101,708.66
156 E 82130	---	Principal	3,810,000.00	3,810,000.00	0.00	0.00	0.00	3,810,000.00
156 E 82230	---	Interest	4,385,975.00	4,385,975.00	0.00	2,192,987.50	0.00	2,192,987.50
156 E 82330	---	Other Debt Service	3,000.00	3,000.00	540.00	540.00	0.00	2,460.00
156 -	-----	Debt Service	8,370,814.00	8,370,814.00	55,628.74	2,263,657.84	0.00	6,107,156.16

Fnd T Acct	Obj Prj Loc	Prq Acct	2025-26	2025-26	2025-26	January 2025-26	2025-26	Uncollected	
			Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance	
177			Capital Projects						
177 R 40210	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
177 R 40390	---	---	700,000.00	0.00	700,000.00	112,080.51	315,964.88	384,035.12	
177 R 44110	---	---	235,000.00	0.00	235,000.00	745.94	191,846.71	43,153.29	
177 R 44120	---	---	84,000.00	0.00	84,000.00	21,481.20	147,841.20	-63,841.20	
177 R 44530	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
177 R 44540	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
177 R 44570	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
177 R 44990	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
177 R 46530	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
177 R 48130	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
177 R 49100	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
177 -	---	---	1,019,000.00	0.00	1,019,000.00	134,307.65	655,652.79	363,347.21	

Fnd T Acct	Obj Prj Loc	Prg Acct	2025-26	2025-26	January 2025-26	2025-26	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	0.00	0.00	0.00	
177 E 91300	---	---	8,494,294.00	8,494,294.00	78,082.77	2,185,512.62	5,782,457.04	526,324.34	
177 E 99100	---	---	0.00	0.00	0.00	0.00	0.00	0.00	
177 -	---	---	8,494,294.00	8,494,294.00	78,082.77	2,185,512.62	5,782,457.04	526,324.34	

<u>Fnd T Acct</u>	<u>Obj</u>	<u>Prj</u>	<u>Loc</u>	<u>Prg</u>	<u>Acct</u>	<u>2025-26</u> <u>Original Budget</u>	<u>2025-26</u> <u>Budget Revisions</u>	<u>2025-26</u> <u>Revised Budget</u>	<u>January 2025-26</u> <u>Monthly Activity</u>	<u>2025-26</u> <u>FYTD Activity</u>	<u>Uncollected</u> <u>Balance</u>
Grand Revenue Totals						78,365,595.00	1,135,365.56	79,500,960.56	19,697,968.54	39,862,868.07	39,638,092.49

Number of Accounts: 401

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

<u>End T Acct</u>	<u>Obj</u>	<u>Prj</u>	<u>Loc</u>	<u>Prg</u>	<u>Acct</u>	<u>2025-26</u> <u>Original Budget</u>	<u>2025-26</u> <u>Revised Budget</u>	<u>January 2025-26</u> <u>Monthly Activity</u>	<u>2025-26</u> <u>FYTD Activity</u>	<u>Encumbered</u> <u>Amount</u>	<u>Unencumbered</u> <u>Balance</u>
Grand Expense Totals						90,191,143.00	91,523,934.74	6,015,576.52	41,567,942.37	8,457,183.94	41,498,808.43

Number of Accounts: 5186

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

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

Received During	For the Month of	Actual Sales Tax Revenue				Increase (Decrease) FY25-26 from FY24-25		% Chg FY23-24 compared to FY22-23	% Chg FY24-25 compared to FY23-24	% Chg FY25-26 compared to FY24-25	% Chg FY25-26 compared to FY24-25
		FY22-23	FY23-24	FY24-25	FY25-26	Month-to- Month	Year-to- Date	Month-to- Month	Month-to- Month	Month-to- Month	Year-to- Date
Aug	May	\$ 630,152	\$ 673,793	\$ 684,759	\$ 695,526	\$ 10,767	\$ 10,767	6.9%	1.6%	1.6%	1.6%
Sep	June	620,525	672,365	666,397	708,779	\$ 42,382	\$ 53,149	8.4%	-0.9%	6.4%	3.9%
Oct	July	605,780	652,325	684,031	732,024	\$ 47,993	\$ 101,142	7.7%	4.9%	7.0%	5.0%
Nov	Aug	586,419	638,368	697,116	715,129	\$ 18,013	\$ 119,155	8.9%	9.2%	2.6%	4.4%
Dec	Sept	597,545	645,418	680,703	726,253	\$ 45,550	\$ 164,705	8.0%	5.5%	6.7%	4.8%
Jan	Oct	584,861	654,065	684,296	740,839	\$ 56,543	\$ 221,248	11.8%	4.6%	8.3%	5.4%
Feb	Nov	616,549	692,106	692,119	745,709	\$ 53,590	\$ 274,838	12.3%	0.0%	7.7%	5.7%
Mar	Dec	753,642	852,757	858,135							
Apr	Jan	583,357	601,380	639,435							
<b>ADA Adjustment</b>		287,134	(107,591)	129,405							
May	Feb	536,943	592,528	591,374							
June	March	649,595	646,884	671,142							
July	April	632,614	665,765	719,004							
<b>Total YTD</b>		<b>\$ 7,685,116</b>	<b>\$ 7,880,163</b>	<b>\$ 8,397,916</b>	<b>\$ 5,064,259</b>	<b>\$ 274,838</b>					
<b>FY 2025-2026 Budgeted Total</b>					<b>\$ 8,600,000</b>						
<b>Actual Over (Under) Budget</b>					<b>\$ (3,535,741)</b>						
<b>% of Budget Received YTD</b>					<b>58.9%</b>						
<b>ADA Adjustment (Sales Tax)</b>											
19-20		-67,495									
20-21		-306,074									
21-22		-763,167									
22-23		287,134									
23-24		-107,591									
24-25		129,405									