

**Board of Education Regular Meeting October
October 19, 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. **Student Artist of the Month**
 - III.2. **Good News**
- IV. **PUBLIC INPUT**
- V. **REPORTS/PRESENTATIONS/DISCUSSIONS**
 - V.1. **Teaching & Learning Spotlight**
 - V.2. **NSBA CUBE Annual Conference**
 - V.3. **COSSBA 2026 Federal Advocacy Conference**
 - V.4. **TSBA Mid-Cumberland Fall District Meeting**
- VI. **APPROVAL OF BOARD AGENDA**
- VII. **APPROVAL OF CONSENT AGENDA**
 - VII.1. **Minutes of Board Meeting dated September 14, 2026**
 - VII.2. **Minutes of Work Session dated October 6, 2026**
- VIII. **BUSINESS BEFORE THE BOARD**
 - VIII.1. **Selection of Board Member Position**
 - VIII.2. **2026 TISA Accountability Report**
 - VIII.3. **Policy Revision: Instructional Program (4.100) - *1st Reading***
 - VIII.4. **Policy Revision: Extracurricular Activities (4.300) - *1st Reading***
 - VIII.5. **Policy Revision: Equal Opportunity Employment (5.104) - *1st Reading***
 - VIII.6. **Policy Revision: Complaints and Grievances (5.501) - *1st Reading***
 - VIII.7. **Policy Revision: Student Goals (6.100) - *1st Reading***
 - VIII.8. **Policy Revision: Rights and Responsibilities of Students (6.301) - *1st Reading***

VIII.9. **Policy Revision: Student Discrimination, Harassment, Bullying, Cyber-Bullying and Intimidation (6.304) - *1st Reading***

VIII.10. **Policy Revision: Title IX & Sexual Harassment (6.3041) - *1st Reading***

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

Arya Ingram, 6th Grade • Poplar Grove Middle School



The October Artist of the Month is Arya Ingram, a 6th-grade student at Poplar Grove Middle School who created this colorful cupcake drawing in Lauren Lowry's art class. Inspired by Wayne Thiebaud's artwork, students practiced oil pastel blending techniques to create shadows and highlights that gave their drawings a realistic quality. Arya used carefully blended shades of pink to define the swirls of frosting and contrasting blues to capture the folds of the cupcake wrapper, finishing the piece with a bright red cherry.

Arya's artwork, along with other pieces by Poplar Grove Middle artists, can be viewed in the Central Office lobby gallery. Our thanks go to Chuck Sugg and Sonic Drive-In for its support of the Student Artist of the Month program.

Recognitions

Jennifer Henderson: Freedom Intermediate School Computer Science teacher Jennifer Henderson has been awarded a \$5,000 TVA STEM Robotics Award to expand robotics opportunities for students. Her proposal was selected from more than 300 applications requesting a combined \$1 million in funding. The awards are sponsored by TVA and Bicentennial Volunteers, Inc., a TVA retiree organization, and administered by the Tennessee STEM Innovation Network. Congratulations to Mrs. Henderson on this outstanding achievement and her continued commitment to STEM education and the robotics program at Freedom Intermediate School.

Franklin Special Board of Education

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

1 APPEALS TO THE BOARD

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

7 APPEARING BEFORE THE BOARD

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

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

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

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

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

Legal References

1. TCA 39-17-306

Cross References

School Board Meetings 1.400
Agendas 1.403
Complaints About School Personnel 5.502



Teaching and Learning

Students First ★ Excellence Always ★ No Exceptions

Date: October 1, 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 October Board Meeting



Spotlight:

Upcoming Social Studies Textbooks 2027-28 Adoption

The process to vet and choose social studies textbooks for recommendation to the board for adoption is underway. Dr. Summer Carlton, Curriculum and Professional Learning Supervisor, has requested and received from the principals the names of educators who will comprise the district social studies textbook adoption committee. By state law, the committee must include teachers, school administrators, and parents. Members of the FSD Teaching and Learning team will provide ongoing support but are not officially on the committee and will not vote for the materials to be recommended for adoption.

This adoption aligns and coincides with the implementation of the revised social studies standards that were approved by the State Board of Education in February 2024. Some key changes between the current social studies standards (in place since July 2017) and the new standards that will be implemented in the 2027-28 school year include:

- Early grades content has been streamlined, with kindergarten standards being reduced from 20 to 18 and first-grade standards lessening from 26 to 24
- Elementary geography will move from third grade to fifth grade
- Content has been redistributed for a better balance between elementary and middle school levels

From the TDOE website: “The State Board of Education is charged under Tennessee statute (T.C.A. § 49-1-311-313) and State Board Policy (Standards Review Policy 3.209) to review and approve the English Language Arts (ELA), math, science, and social studies standards at least every eight years. Each standards review process follows the same almost two-year rigorous, legislatively mandated process to promote collaboration and transparency. This process entails significant public feedback and coordination across educators, state government, and appointed representatives.”

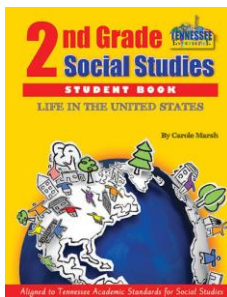
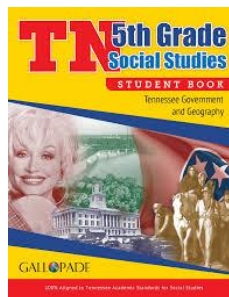
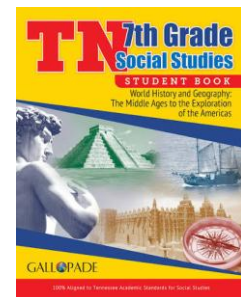
Regarding the new textbooks and resources, the [Tennessee Textbook and Instructional Materials Quality Commission](#) oversees the review process. The commission reviews publisher submissions

through expert panels, hearings, and will then presents adoption lists by grade band to the State Board of Education in fall 2026; at the time of this writing we are awaiting these lists. They are very significant, because the FSD only considers for adoption recommendation those textbooks that have been highly vetted and are 100% aligned to the state standards.

The textbook adoption committee will meet to review and discuss textbooks and ask questions of vendors during this current school year. Each member will also seek feedback from their colleagues school by school and will share this input with the committee. Samples of the textbooks under consideration will be available at each school site for faculty and staff to view the physical copies. Dates will be set (and advertised on the website and social media) on which parents and community members can peruse the textbooks at a district location. In April or May 2027, the group will vote to reach consensus as to which textbooks they recommend to be adopted. If the board approves the recommendation, Dr. Carlton will submit documentation to that effect to the TDOE.

The new textbooks and resources will be purchased and delivered to schools during the summer of 2027, and professional learning will commence and will continue throughout the life of the adoption. This is a point on which the FSD is steadfast – we strive to ensure that teachers have everything they need in the way of materials and support.

A textbook adoption consisting of high-quality instructional materials (HQIM) is a foundational component of our promise. Students first. Excellence always. No exceptions. We treat it as such.



Curriculum & Professional Learning – Summer Carlton

Quarter 1 Discuss & Design Meetings

- Dr. Carlton and Dr. Decker requested feedback from committees at each campus for the Quarter 1 discuss & design meetings. Principals selected members of their committee to represent all grade levels, core content areas, related arts, special populations, counselors, and paraprofessionals. Dr. Decker and Dr. Carlton received valuable feedback from each committee that guided the support of campus needs and the planning of professional learning throughout the fall semester and our district professional learning day on November 3.

i-Ready Beginning-of-the-Year Data Meeting

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

Math and Literacy Coaches September Meeting

- In collaboration with Dr. Looney, Dr. Carlton facilitated a meeting for math and literacy coaches on September 25th. The meeting focused on the needed supports, professional learning, and beginning-of-year data decision-making. The reading and math coaching groups also spent time separated to discuss content-specific questions and needs.

Instructional Rounds at JES

- Dr. Carlton participated and facilitated instructional rounds at Johnson Elementary School on September 22. Instructional rounds are a disciplined process that enables educators to collaborate to improve instruction by combining three common elements of improvement: a network of educators, classroom observations, and an improvement strategy.

TDOE Social Studies Convening

- Dr. Carlton participated in a full-day learning experience designed to support districts as they prepare for the upcoming social studies textbook adoption process and strengthen their shared vision for high-quality instruction. Participants explored practical tools for evaluating instructional materials, examined how the Social Studies Instructional Practice Guide can support local decision-making, and collaborated with colleagues on grade-band needs and implementation planning. This convening took place in Crossville, TN, on September 24.

Communications – Susannah Gentry

During the past month, Ms. Gentry supported district priorities through media relations, family and employee communication, safety messaging, digital content, board communications, recruitment marketing, and community engagement.

Media Relations and Strategic Messaging

- Developed and distributed the media release “FSD Leads Tennessee School Cafeterias into a New Era of Scratch Cooking,” highlighting the installation of Firex automated cooking technology in FSD school kitchens. Coordinated several media interviews related to this announcement.
- Worked with the associate director of schools for teaching and learning on media materials about the grant-funded expansion of FSD’s middle school aerospace program, including advanced flight simulation equipment.
- Promoted local and national coverage of district programs, including stories in *The Tennessean*, *Williamson Source*, *Tech & Learning*, and *Business View Magazine*. Prepared follow-up outreach to partners involved in the *Business View Magazine* feature.
- Prepared stories and recognition content highlighting student accomplishments, innovative instruction, educators, and community partners, including the Poplar Grove School song, playground communication boards, student career exploration and invention presentations, and Franklin Elementary School’s donation from Bob’s Discount Furniture.

Operational and Safety Communications

- Worked with the FSD Transportation department on timely family communication regarding a bus delay.
- Assisted several school leaders with messaging drafts to families on a variety of topics.

Policy, Student Services and Family Outreach

- Assisted the associate director of schools for teaching and learning in coordinating bilingual communication for third-grade families about promotion pathways under the Tennessee Learning Loss Remediation and Student Acceleration Act.
- Worked with the reading and RtI coordinator on family messaging about student screening, dyslexia identification, and academic supports.
- Worked with instructional technology specialists and the technology supervisor to develop family and public-facing materials explaining the board's instructional use of digital devices policy and new state requirements. Prepared a *Connected for Success* social media carousel, information for principals, and assisted the director of schools in preparing an informative correspondence for legislators regarding the district's response to this new law.
- Refined supplemental media permission language for families who opt out of directory information sharing.
- Prepared back-to-school information about menus, meal accounts, meal prices, and free and reduced-price meal applications. Met with Williamson County Schools personnel to answer questions about our use of the ParentSquare platform and implementation.

Social Media, Website and Digital Content

- Produced and adapted content for Facebook, Instagram, LinkedIn, X, and the district website, with messaging suited to each audience and platform.
- Prepared content recognizing a Freedom Intermediate School teacher's TVA STEM Robotics Award, a Freedom Intermediate School teacher named a Tennessee Novice Teacher of the Year finalist, a Freedom Middle School student's all-county cross country honor, and educators featured by outside organizations.
- Reviewed website and digital campaign performance with Finalsité, the technology supervisor, the associate director of schools for teaching and learning, and marketing partners. Reviewed our strategies for recruitment and marketing with this group and monitored progress on ongoing projects.

Brand Video and Enrollment Marketing

- Collaborated with marketing partners and video producers to review and finalize FSD's approximately two-minute brand film and voice-over scripts. Coordinated production schedules, video and photo outputs, and related purchasing.
- Developed a promotional plan connecting the film to FSD's 120th Founders Day on October 27, the districtwide Open House on November 6, and future school choice and tuition communications.
- Worked with district leaders and marketing partners on messages highlighting FSD's schools, programs, and opportunities for prospective families.

Employee Recruitment and Workplace Marketing

- Worked with the associate director of schools for teaching and learning to develop recruitment content for paraprofessional, coaching, and other school support positions, adapting messages for LinkedIn, Facebook, and X.
- Coordinated leadership headshots for website and communication needs.

Board Communications and Community Engagement

- Prepared and posted a website announcement, family and employee notices, social media posts, press release, and media outreach regarding Dr. Alicia Barker's resignation. The

materials recognized her 14 years of board service and explained the process for filling the vacancy.

- Shared coverage of board members being sworn in at the September meeting and the election of board officers. Documented School Board Chairman Robert Blair's interactions with students for a *TSBA Journal* feature.
- Represented FSD at Williamson Inc.'s State of the Schools event and the Bob's Discount Furniture grand opening. Developed content highlighting district leadership's engagement with community organizations.

Attendance – Celby Fletcher

New Skyward Report

- Nichole Johnson and Robb Walters collaborated with Skyward representatives to create a new report that will help streamline the truancy court process. The data in the report include previous truancy filings, if applicable, the number of the student's excused and unexcused absences and tardies, grades, and demographic information.

Attendance Secretaries

- The agenda for the first meeting of 2026-27 included the following topics: SWORD log in, power of attorney for a minor child document review, ParentSquare daily absence call review, Skyward discipline reports, updated legislation pertaining to attendance and truancy, and updates on the FSD truancy process and revised Tier 2 and Tier 3 truancy documents. Mr. Golden attended and shared his knowledge related to the legislation.
- Ms. Fletcher provides continuous support for attendance secretaries regarding intricate family circumstances, parenting plans, and custody inquiries. Additionally, she offers guidance on managing scenarios in which mandatory enrollment documentation has not been submitted.

Safety Items

- Celby's current school safety projects include:
 - Vape detector installation
 - Eversafe laminate installation
 - The weekly safety meeting, Touchpoint
 - A monthly Zoom with WCS safety and security personnel and the SROs
 - Repeater installation for an elementary school
 - Completing documents in ePlan required to gain access to \$53,000 of grant funding provided by the state for safety related projects

Student Support Services – Lee Kirkpatrick

School Counselors

- Counselors attended the Tennessee School Counselor and Administrator Institute from September 27-29 in Murfreesboro. Highlights include keynote speakers Michael McGill, *Unstoppable Selfcare: Harnessing Your Strength to Overcome Burnout and Compassion Fatigue* and Terri Tchorzynski, *Practical Strategies for Building the School Counselor and Administrator Dream Team*. Sessions on student behavior plans, mental health solutions, and navigating legal and ethical dilemmas, as well as additional topics pertinent to the day-to-day work of our school counselors, were part of this annual three-day conference.

Voluntary Pre-K (VPK), Special Education Preschool, and Pre-K Social Workers

- The FSD Early Childhood Education team meets once a month to collaborate on the use of the curriculum, *Teaching Strategies: The Creative Curriculum*. The newest portion of our curriculum is a foundational literacy resource titled Kickstart Literacy, created by Teaching Strategies. Our team collaborations focus on the main work of PLTs, instructional planning, and the evaluation of student work and how this information informs instruction. School-based collaborations also occur once a month with the expectation to share “glows and grows” when the district team convenes.
- The VPK team is focusing on the use of aimswebPlus with our students, the results of which represent the student growth portion for teachers, fulfilling this TDOE evaluation requirement.
- For the first time, all 12 preschool teachers will be evaluated using the CLASS observation model. District and elementary school administrators are required to certify annually, the same requirement as with the TEAM evaluation model.
- Stacey Robertson, Special Populations Supervisor, and Dr. Lee Kirkpatrick, Student Support Services Supervisor, are collaborating in Cohort 6.0 of the Access for All Learning Network (AALN) Preschool Inclusion Grant in conjunction with TDOE and The University of Tennessee. The focus will continue to be on The Preschool Inclusion Strategic Plan developed over the previous three years. The grant included a \$50K award (year one, 2025-26) and aimed at creating equitable learning environments for all children ages 3-5 in early childhood classrooms.

Williamson Inc.

- The State of the Schools was held September 17 at the Williamson County Schools Innovation and Entrepreneur Centers. Williamson, Inc. continues to modify the format for State of the Schools, adding student-focused sections to the agenda. This year Dr. Snowden's address included a student pitch with Max Perkins, 8th grade student at Poplar Grove, wowing the crowd and resulting in a standing ovation. The PGMS choir, directed by Mr. Chris Strelecki, performed the National Anthem as has become the tradition.

English Learners

- The ELL Team will attend the TNTESOL Conference from November 2-3 in Murfreesboro. The conference theme is *Cultures in Bloom, Growing Confident Multilingual Learners*. November 3rd coincides with our district professional learning day and most of the team will participate in the state conference. Some of the session topics are *Instruction for English Learners in the Tier One Setting*, *School Leadership that Moves the Needle for ELs*, and *Beyond Pull-Outs: Building Sustainable ESL-Classroom Collaboration Models*.

Reading & Rtl Coordinator – Gina Looney

Literacy/Rtl Update

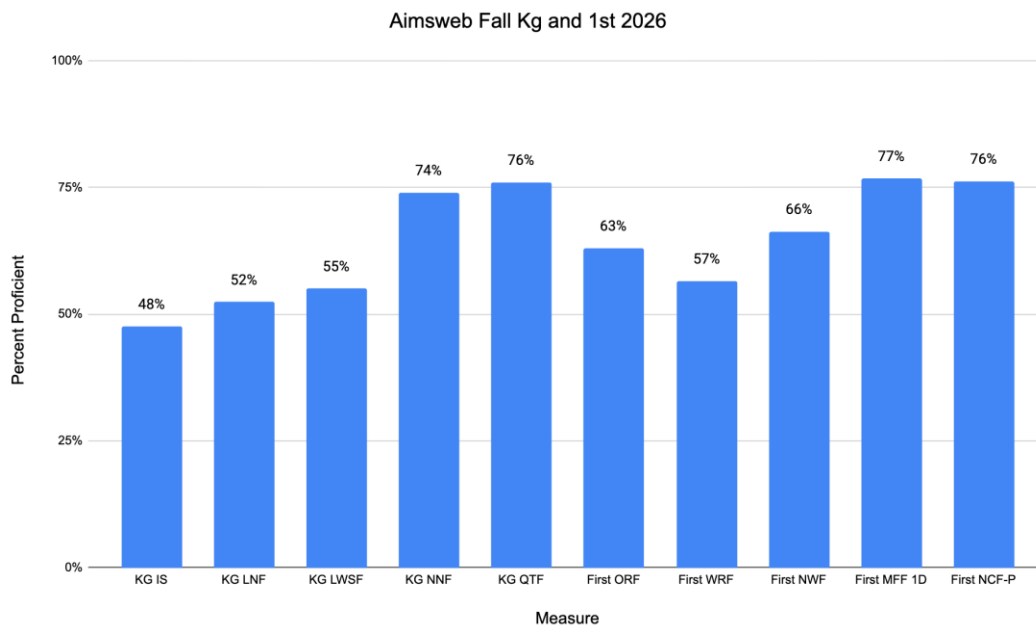
- At the time of this writing, literacy coaches were completing dyslexia screeners and sending correspondence to parents. Interventions have already begun for our students.
- Some students will meet the state requirements for an ILP-D (individual learning plan for dyslexia). Parents of these students will be offered the opportunity for the student to have an Individual Learning Plan. These learning plans are created by our reading coaches in the TN PULSE system.
- This year, Dr. Summer Carlton and Dr. Gina Looney are continuing data meetings with school coaches called coaches action planning meetings. Twice per year, Summer and Gina will meet

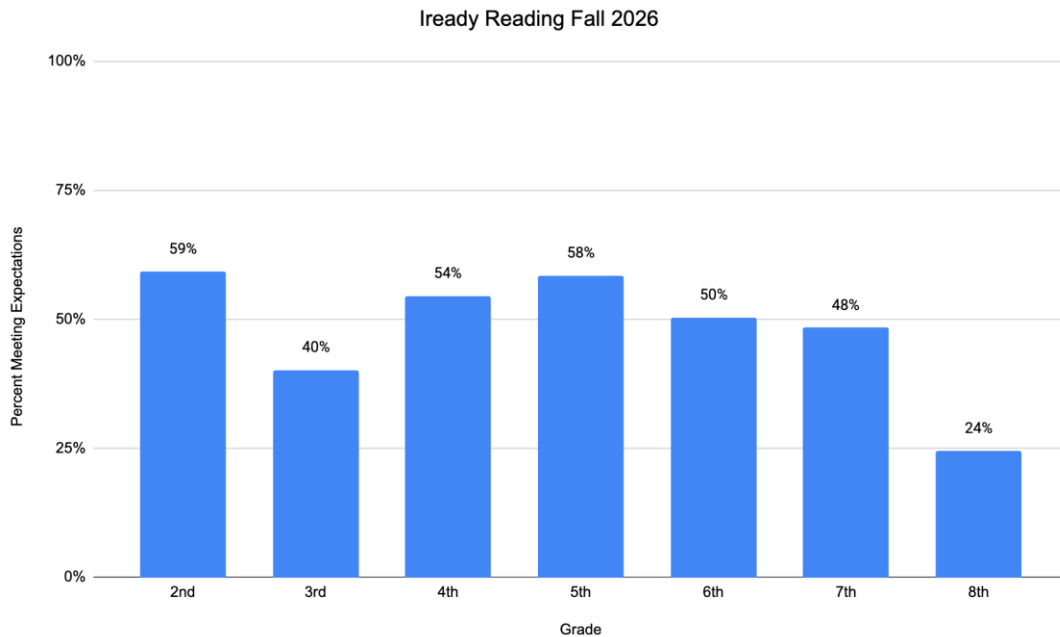
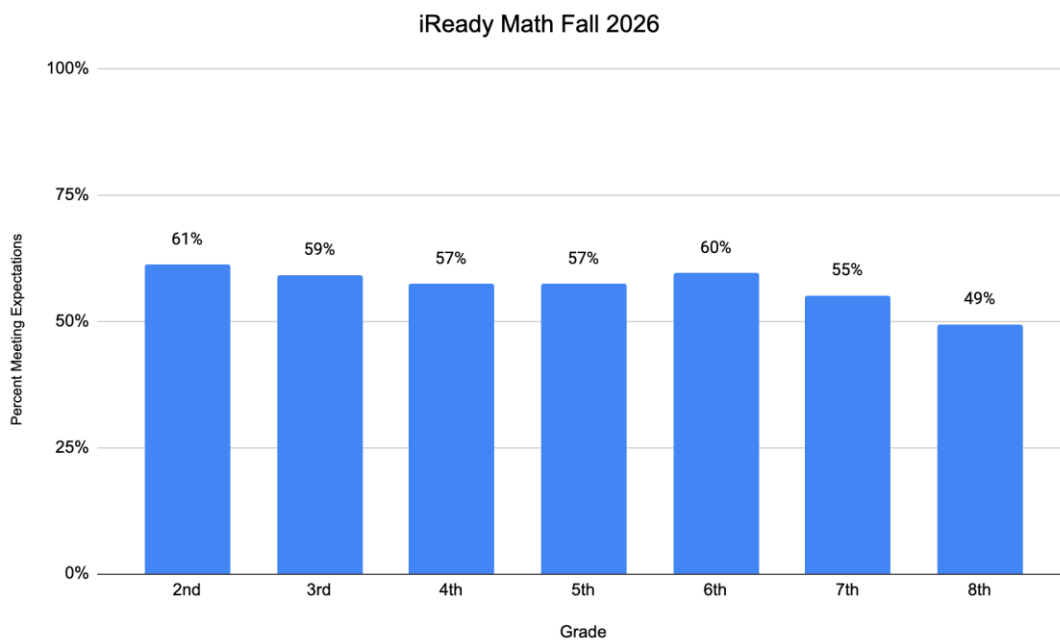
with coaches and administrators (if available) to discuss data, coaches' current work, and visit classrooms.

- The Writing Revolution work continues as coaches work to refine the digital hub to house the lessons created by teachers.
- Literacy coaches have been hard at work adding our newest resource, Magnetic Literacy 2-4, into pacing guides for teachers.

RTI and Data Update

- Fall aimsweb benchmarking is complete for kindergarten and first grade. These assessments provide an early look at students' foundational literacy and numeracy skills and help teachers identify areas for additional instruction and support.
- Kindergarten literacy measures include initial sounds, letter naming, letter-word sounds, and nonsense word reading. Kindergarten students also complete a quantity fluency measure to assess early number sense. Fall proficiency across these measures ranged from **48% to 76%**.
- First-grade measures include oral reading, word reading, and nonsense word fluency, along with math measures assessing mental math facts and number comparison. Fall proficiency ranged from **57% to 77%** across these measures.
- Teachers and reading coaches use these beginning-of-year results to identify student needs, plan targeted instruction and intervention, and monitor student growth throughout the year.





PAC Operations Manager – Jeremy Maxwell
Performing Arts Center

- September brought a steady increase in activity at the FSD Performing Arts Center as the 2026-2027 school year moved into full swing. The PAC hosted a variety of district meetings and training sessions while also welcoming community performing arts organizations for performances and productions. At the same time, work continued behind the scenes to strengthen our event-management processes, expand opportunities for PAC funding, and prepare the remaining details of the 2026-27 rental season.

FSD Events

- Sept. 10 -11: Safety Care training in the connector gallery
- Sept. 14: NOOK meeting
- Sept. 21: NOOK meeting
- Sept. 25: NOOK training

Community Rental Events

- Sept. 11: Local dance group performance
- Sept. 12: Nashville Wind Ensemble - two of our district teachers performed with this group, as well as several from WCS
- Sept. 26-Oct. 4: Local youth theatre group production of *Charlie & the Chocolate Factory*

Other Notes of Interest

- Onboarding continues with IncidentIQ. PAC managers on duty and custodians are now able to sign up to work events through the platform.
- Mr. Maxwell met with Robbin Cross to discuss best practices in grant applications. He believes there is a strong opportunity for additional funding in this area.
- Much work continues with finalizing events, deposits, and contracts for the 2026-27 season.

Special Populations – Stacey Robertson **Statewide Special Education Access Conference**

- Mrs. Robertson and several IEP coaches attended the TDOE Statewide Special Education Access Conference in Chattanooga from August 31 through September 3. The event offered professional learning on high-quality IEP development, specially designed instruction, inclusive practices, and improving educational outcomes for students with disabilities. Sessions also addressed Child Find, special education discipline, Section 504 requirements, and the use of state provided resources to support staff training and compliance. The team explored practical strategies and resources to strengthen FSD's IEP coaching program, support teachers, and improve access to instruction for students with disabilities.

IEP Coaches Meeting

- On September 8, Mrs. Robertson met with the FSD's IEP coaches to finalize revisions to the district's IEP Coaching Tool. The updated tool incorporates Tennessee's Individualized Appropriate IEP Self-Assessment and lessons learned from the first year of implementation. The team also discussed professional learning opportunities and strategies for providing consistent, meaningful feedback to teachers. The coaching process remains focused on strengthening IEP quality and supporting professional growth rather than evaluating individual teachers.

Middle TN Special Education Supervisor's Study Council

- On September 10, Mrs. Robertson participated in the Middle Tennessee Special Education Supervisors Study Council. TDOE representatives provided updates on upcoming fiscal reporting deadlines, maintenance of effort requirements, private school reporting, and the state's revised IEP monitoring process. Regional directors also discussed implementation of new requirements related to outside behavioral service providers in schools, including provider qualifications, documentation, coordination with school personnel, and agreements with outside agencies. Additional discussion addressed speech language pathologist caseloads and common compliance challenges across districts.

CORE Support Meeting

- On September 10, Dr. Looney and Mrs. Robertson met with TDOE CORE Consultant Kim Raybon to review the newly released Tennessee Framework for Student Support (TN-FSS). The framework brings together academic, behavioral, and social personal supports into one coherent system, emphasizing learning acceleration, access to grade-level instruction, and data-based decision making. Discussion focused on the alignment of RtI², special education, and other student support systems, including the importance of coordinated instruction, shared leadership responsibilities, and consistent progress monitoring. The meeting provided an opportunity to examine how the FSD's existing practices align with the state's framework and identify considerations for continued implementation.

Safety Care Training

- On September 10 and 11, FSD behavior consultants and the autism consultant conducted the district's second round of QBS Safety Care certification training for administrators and staff. Safety Care, which replaced the district's previous crisis prevention and restraint training program, emphasizes proactive behavioral supports, prevention and de-escalation strategies, and safe responses to behavioral crises. The training expanded the number of FSD personnel equipped to implement consistent, evidence-based approaches to supporting student and staff safety.

Arivett Special Education Law Conference

- Mrs. Robertson attended the Arivett Education Legal Conference on September 21 and 22. The conference addressed significant education court cases, trends in Tennessee special education due process hearings, 2026 legislative updates, and legal compliance with student disability laws. Additional sessions explored determining the need for related services, Section 504 procedural requirements, and practical strategies for school administrators. The conference provided an opportunity to examine current legal developments and their implications for the FSD's special education practices.

Preschool Access for All Learning Network Walkthrough

- On September 23, Mrs. Robertson and Dr. Kirkpatrick participated in a Preschool Access for All Learning Network walkthrough at an FSD elementary school as part of its continued participation in Cohort 6.0. The walkthrough provided an opportunity to examine inclusive preschool practices, classroom environments, and the implementation of strategies designed to increase access and participation for young children with disabilities. The visit supported the district's ongoing work to strengthen inclusive programming, expand opportunities for students to learn alongside nondisabled peers, and monitor progress toward the goals established in its Preschool Inclusion Leadership team plan.

FSD Special Education Circuit

- On September 23, the FSD launched its inaugural Special Education Circuit, a monthly virtual professional learning series designed to provide staff with practical strategies and resources throughout the school year. The first session introduced the STAR Autism Media Center, a new district resource, and explored instructional and behavioral strategies for supporting students with autism. The session was attended by several staff members and marked the beginning of an ongoing professional learning opportunity focused on strengthening special education practices across the district.

Communication Boards at PGS

- On September 24, Poplar Grove Elementary and Middle Schools celebrated the ribbon cutting for new playground communication boards featuring pictures, symbols, and words to support communication and inclusive play. The boards are especially beneficial for students who use AAC or have difficulty communicating through speech. Special recognition goes to FSD Speech Language Pathologist Amy Kelly, whose advocacy, planning, and design work were instrumental in bringing this project to life and ensuring every student has a voice on the playground.

Instructional Technology – Shelly Robinson

i-Ready

- Shelly Robinson, along with other members of the Teaching & Learning team, met with several representatives from Curriculum Associates to review the fall 2026 diagnostic data. In this data presentation, they saw the progress and growth FSD students have made over the past several years, as well as the projected growth for the 2026-27 school year. From this meeting, Mrs. Robinson identified focus areas when it comes to her support with i-Ready.

Technology with Purpose

- Mrs. Robinson worked closely with Mrs. Gentry, Dr. Whitley, and Mr. Bingham to develop and share a technology guide for families titled [Connected for Success: Answers to your Frequently Asked Questions About District Chromebooks](#) (available in English and Spanish). Timed to coincide with new Tennessee digital device legislation and growing nationwide public concern over technology use in schools, this guide serves as an informational resource for families regarding the district's Chromebook initiative, emphasizing a collaborative approach to digital learning between home and school. Its primary objective is to clarify policies surrounding internet safety filters, student data privacy, and screen time management. Ultimately, the initiative aims to enhance student engagement, personalize instruction, and foster essential digital citizenship and critical thinking skills within a secure, focused environment.

TDOE Social Studies Convening

- On September 24th, Shelly Robinson attended the Tennessee Department of Education Social Studies Convening. There, she had the opportunity to analyze the revised social studies standards, unpack the overall vision for their implementation, and collaborate on effective instructional strategies that support student mastery. Additionally, she participated in discussions focused on establishing key criteria and 'look-fors' for evaluating high-quality instructional materials in preparation for the upcoming statewide social studies textbook adoption that will occur during the 2027–28 school year.

Data Dive

- On September 15th, 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 discussions then help determine actionable takeaways to help set informal goals for the district or individual schools. This specific meeting was focused on analyzing fall diagnostic and universal screening data.

Instructional Technology – Amber Whitley

District Priorities Work

- During the month of September, Dr. Whitley engaged in key district initiatives spanning data analysis, instructional support, administrative technology, and professional learning. A major focus of the month centered on district assessment and data management, which included attending an i-Ready beginning-of-year (BOY) data meeting, creating and managing i-Ready reporting structures for 6th grade social studies and science teachers at one middle school, and providing i-Ready usage information to administrators.

Technology Support

- Dr. Whitley supported school-level instructional needs by arranging for Mastery Connect training at FIS with Dr. Carlton. Other areas of technology support across campuses included troubleshooting customer service issues with vendors such as Pear Deck, Screencastify, and Big Ideas.
- In addition to day-to-day instructional and technical support, Dr. Whitley attended local and regional events. She attended the TDOE Social Studies Convening in Crossville with Dr. Carlton and Mrs. Robinson to prepare for the pending social studies adoption for the 2027-28 school year.
- Dr. Whitley worked alongside Mr. Bingham to create and share a system of collecting dyslexia screener information which will be communicated to parents via report cards. Additionally, she prepared i-Ready data files for Skyward integration which report student percentile information to parents, also located on report cards.
- During September, Dr. Whitley worked with Mr. Bingham and Mrs. Robinson to transition the FSD from Autocrat, a product that is used for out-of-district, out-of-zone, MAC, and WeeMAC applications, to a replacement solution to ensure uninterrupted administrative workflows. The new program, DocAutomator, takes responses from a Google Form and turns that information into PDFs that are automatically emailed to parents and other district staff as needed. This process has streamlined applications across the district over the past few years.
- Additionally, Dr. Whitley was affirmed as incoming secretary for the Middle Tennessee Educator Technology Association (MTETA) mid-month. TETA is a statewide non-profit professional organization dedicated to supporting K-12 educators, instructional coaches, IT specialists, and school district leaders in integrating technology into education.

Instructional Rounds

- The second year of instructional rounds began in September, and Dr. Whitley participated in this work, along with others on the Teaching and Learning team. The goal of this process is to build a shared, system-wide understanding of effective teaching and learning to improve student outcomes across an entire school around a specific problem of practice. At the beginning of September, the teaching and learning team led a training session on instructional rounds to inform teachers and administrators who had not participated in the work during the 2025-26 school year. Three schools hosted the instructional rounds teams during September. Each time the instructional rounds teams complete their work, it is reassuring to see that the process works to help address each school's problem of practice, and administrators walk away with actionable next steps for their buildings.

Student Performance & Federal Programs – Pax Wiemers

Student Performance

- **Data:** Last year, the district began a project to make student assessment results more accessible by importing TCAP scores into the test scores section of Skyward for teachers, administrators, and families. The project also included quarterly benchmark results for K-8 students from i-Ready Reading and Math and aimsweb results for grades K-1. This year, the district has already imported spring TCAP results for students in grades 4-8, along with fall reading and math benchmark results for all grade levels. In late September, a ParentSquare communication was sent to all K-8 families with directions for accessing these results in Skyward, along with general information about the district's assessment program for the school year.
- **Honors:** During the last school year, Dr. Wiemers and Dr. Carlton worked with a team of teachers from the district's 5-8 schools through an honors task force to increase consistency across grades, content areas, and schools. This year, the administrative honors committee has resumed with a new team of teachers, administrators, and parents. At its September meeting, the committee reviewed the board policy for Enrollment in Advanced Courses, which serves as the foundation for the honors program. Proposed revisions primarily focus on improving clarity and reducing redundancy while ensuring that the policy remains current and understandable for families. Following review by the honors committee, a draft of the proposed revisions will be presented to the school board for consideration and approval.
- **ELL:** The beginning of the school year is a particularly active time for the district's ELL teachers as incoming students are screened for potential ESL services. While most screenings involve kindergarten students, students in all grade levels may be screened when they enroll from other countries or when families indicate that a language other than English is spoken at home. This process requires students to be imported into the screening platform and subsequently coded in Skyward when they qualify for ELL services. In addition, ELL teachers and Dr. Wiemers reviewed the coding of all ELL and transition students in Skyward to ensure that students are accurately identified and accounted for in both internal and external reporting.

Federal Programs

- **Budgeting:** The district received its final federal allocations earlier than is typical this year. These allocations are incorporated into the consolidated funding application (CFA) in ePlan, which includes the district's budgets for Title I, Title II, Title III, Title IV, IDEA Part B, and IDEA Preschool. Stacey Robertson, Dr. Lee Kirkpatrick, Dr. Summer Carlton, and Dr. Pax Wiemers each manage specific sections of the application and work collaboratively to make revisions and ensure timely submission. Initial budgets were approved in June. Following the application of carryover funds in August, a budget revision was submitted and subsequently approved. All federal program budgets are now active for the current fiscal year.
- **School Planning:** The state transitioned school planning from the previous planning system to ePlan this year and introduced a streamlined, three-year planning process. Dr. Wiemers provided guidance to schools throughout the summer regarding the transition, and all schools submitted their school improvement plans (SIPs) by the September 2 deadline. School administrators then worked with their teams to develop plans based on school priorities and alignment with the district plan. During September, district leadership reviewed each school's plan and provided feedback. As the requested revisions are completed, plans are finalized and approved. Schools have through the end of October to make necessary revisions before their plans must be in approval status. For the following two years, schools will provide updates on progress and strategies rather than develop new plans.

- **Title I Funding:** In September, the district developed and distributed a Title I funding guide for administrators and bookkeepers at all six Title I schools. The guide provides consistent procedures, resources, and federal funding guidelines to support appropriate and compliant use of Title I funds across the district. The guide will be updated and reviewed throughout the school year as needed. The district's six Title I schools are Freedom Intermediate School, Freedom Middle School, Johnson Elementary School, Liberty Elementary School, Poplar Grove Elementary School, and Poplar Grove Middle School.

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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 School District Board of Education and Local News Media
FROM: David L. Snowden, Ph.D., Director of Schools
DATE: October 8, 2026
RE: Agenda for the Franklin Special District Board of Education meeting to be held on Monday, October 19, 2026 at 6:00 p.m., to be held in the Leadership Room, FSD Central Office, 205 Eddy Lane, Franklin.

- I. MEETING CALLED TO ORDER 6:00 p.m.
- II. PLEDGE OF ALLEGIANCE 6:02 p.m.
- III. RECOGNITIONS/GOOD NEWS 6:05 p.m.
 - 1. Student Artist of the Month
- IV. PUBLIC INPUT Please limit comments to three (3) minutes per speaker 6:10 p.m.
- V. REPORTS/PRESENTATIONS/DISCUSSIONS 6:20 p.m.
 - 1. Teaching and Learning Report
 - 2. NSBA CUBE Annual Conference
 - 3. COSSBA Federal Advocacy Conference
 - 4. TSBA Mid-Cumberland Fall District Meeting
- VI. APPROVAL OF BOARD AGENDA 6:30 p.m.
- VII. APPROVAL OF CONSENT AGENDA 6:35 p.m.
 - 1. Minutes of Board Meeting dated September 14, 2026
 - 2. Minutes of Work Session dated October 6, 2026
- VIII. BUSINESS BEFORE THE BOARD 6:40 p.m.
 - 1. Selection of Board Member Position
 - 2. 2026 TISA Accountability Report
 - 3. Policy Revision: Instructional Program (4.100) - 1st Reading
 - 4. Policy Revision: Extracurricular Activities (4.300) - 1st Reading
 - 5. Policy Revision: Equal Opportunity Employment (5.104) - 1st Reading
 - 6. Policy Revision: Complaints and Grievances (5.501) - 1st Reading
 - 7. Policy Revision: Student Goals (6.100) - 1st Reading
 - 8. Policy Revision: Rights and Responsibilities of Students (6.301) - 1st Reading
 - 9. Policy Revision: Student Discrimination, Harassment, Bullying, Cyber-Bullying and Intimidation (6.304) - 1st Reading
 - 10. Policy Revision: Title IX & Sexual Harassment (6.3041) - 1st Reading
- IX. DIRECTOR OF SCHOOLS REPORT 6:55 p.m.
- X. UPDATES 7:00 p.m.
 - 1. Teaching and Learning
 - 2. Finance and Administration
- XI. ANNOUNCEMENTS 7:05 p.m.
- XII. ADJOURNMENT 7:10 p.m.

All Franklin Special District meetings are open to the public.

EXCELLENCE HAS ITS OWN DISTRICT

September 14, 2026
Franklin, Tennessee

The Franklin Special District Board of Education met at 6:00 p.m. on Monday, September 14, 2026, in the Central Office Leadership Room, 2025 Eddy Lane, Franklin. A link to the recording may be found at <https://youtube.com/live/j-k8Rl67RVg?feature=share>.

The following members were present: Chair Robert Blair, Alicia Barker, Allena Bell, Robin Newman, and Tim Stillings. Kevin Townsel joined the meeting after the Oath of Office.

Others present were: Dr. David Snowden, Dr. Mary Decker, Dr. David Esslinger, Carol Riordan, Amanda Parks, Dr. Amber Whitley, Becca Cline, David Roth, Drew Bingham, Dr. Gina Looney, Jeremy Maxwell, Dr. Lee Kirkpatrick, Leslie Duke, Lisa Chatman, Dr. Pax Wiemers, Robbin Cross, Shelly Robinson, Dr. Summer Carlton, Susannah Gentry, principals and community.

I. MEETING CALLED TO ORDER

The meeting was called to order at 6:00.

II. PLEDGE OF ALLEGIANCE

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

III. OATH OF OFFICE

The City of Franklin Mayor Ken Moore gave the Oath of Office to re-elected members Mrs. Robin Newman, Mrs. Allena Bell and Mr. Tim Stillings. Copies of the signed Oaths and Certificates of Election are on file, as well as the Certification of Election Results for the FSD election held August 6, 2026.

Prior to the Oath of Office, Mayor Moore announced that the City of Franklin has received the All American City Award which the COF has held since 2020 at a recent conference in Denver, the subject of the conference being civic dialogue, and is participating in the Cities Healthy Democracy Project, part of which will have a Youth Advisory Council, of which members will be selected this coming year.

IV. 2026-27 ELECTION OF BOARD OFFICERS

Board Policy 1.200 establishes September as the date the Board organizes through the election of a Chairman, Vice-Chairman, Secretary and Treasurer. As Director of Schools, Dr. Snowden opened the floor for nomination of the 2026-27 Board.

Mr. Townsel made a motion to elect a **slate of officers for 2026-27** as follows:

Chairman: Robert Blair

Vice Chair: Allena Bell
Treasurer: Robin Newman
Secretary: Kevin Townsel

Mr. Stillings **seconded** the nomination. Dr. Snowden asked for other nominations and hearing none, called for the vote.

The slate of officers nominated was elected by roll call vote, 6 ayes and 0 nays.

V. RECOGNITIONS/GOOD NEWS

Student Artist of the Month: PGES 2nd grader **Mae Safar**'s artwork is showcased this month. Art teacher Mallory Hamby led a study of Eric Carle's *The Artist Who Painted a Blue Horse*, exploring how Carle combines words with illustrations.

Thanks to **Chuck Sugg and Sonic Drive-In** for their sponsoring the Student Artist of the Month program with a generous gift card for featured artists.

Recognitions: PGS Singers featuring **Penelope Woodruff, Angelo Pena, Teddy Collins, Lucy Collins, Reed Samuels, Rhett Garrett, Charlie Garrett and Lainey Camperlino**, bringing their school song, "*We're Poplar Grove*" to life. Grammy and Dove Award-winning songwriter and arranger **David Clydesdale** wrote and arranged the song, and Grammy Award-winning producer **Greg Collins** produced it at the Loft Studio in Nashville. **Opening Day Video Team** Kiara Crite, Summer Carlton, Shelly Robinson, Michael Stanley, Amber Whitley and Mary Decker were recognized for their creativity, collaboration and leadership in producing the 2026-27 opening day video, **FSD: Always in Rhythm**.

VI. PUBLIC INPUT

There was no participation in the public input time at this meeting.

VII. REPORTS / PRESENTATIONS / DISCUSSIONS

1. **Teaching and Learning Spotlight** – "FSD Opening Day 2026" – presented by Dr. Decker (on file). This information as well as the complete monthly update from the Teaching & Learning Department were presented to the Board prior to the meeting.
2. **2026-27 Community Pre-K Advisory Council Board Representative** – Robin Newman will serve in this capacity for 2026-27.
3. **2026-27 TSBA Legislative Liaison** – Allena Bell will serve in this capacity for 26-27.
4. **2026 TSBA Convention Delegates** – Allena Bell, Robin Newman and Robert Blair will serve as delegates at the 2026 Annual TSBA Leadership Conference & Annual Convention.
5. **Discussion of Proposed Selection Process for Board Member Vacancy** – Dr. Alicia Barker has resigned her position effective at the end of this meeting. Dr. Snowden

presented a proposed selection process for Board consideration. The Board agreed that letters of interest should be received no later than October 2nd, with an interview work session to be scheduled during the week of October 5th. If an appropriate candidate is identified during the interview process, the candidate will be voted on at the October 19, 2026 meeting. This selection process was added to the Business Before the Board as Item 2 to be officially approved.

VIII. APPROVAL OF BOARD AGENDA

Alicia Barker made a **motion** to approve the Board Agenda as presented, with the addition of Item 2. Under Business Before the Board to approve the Board Member Vacancy Selection Process. Allena Bell **seconded** the motion, which **passed 6-0**.

IX. APPROVAL OF CONSENT AGENDA

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

Approved under Consent Agenda (on file) were:

1. **Minutes of Board Meeting dated August 10, 2026**
2. **Student Disciplinary Hearing Authority Appointment (6.317)** - In accordance with Policy 6.317, administrators will be selected to serve on this panel based on need.
3. **Overnight Field Trip Request – FIS 6th grade - Marine Lab, Key Largo, Florida**
4. **Overnight Field Trip Request – FIS 6th grade - R.E.E.L. Environmental Education Center, Crossville**

X. BUSINESS BEFORE THE BOARD

1. **Annual Contract to Audit Accounts FY 2026-27** – Matlock Clements, P.C. has provided the contracts to conduct financial audits of the FSD for the period July 1, 2026 through June 30, 2027 at a fixed auditor fee of \$29,070. There are two contracts, one for the district accounts and one for the individual school activity funds. The administration recommended approval as presented.

Kevin Townsel made a **motion** to approve **Annual Contract to Audit Accounts FY 2026-27** as presented. Robin Newman **seconded** the motion. By roll call vote, the motion **passed 6-0**.

2. **Approval of the Selection Process for Board Member Vacancy** – The selection process discussed earlier in the meeting was added during approval of the Board agenda. In the selection process, applicants' letters of interest must be received on or before October 2, 2026, with an interview session occurring during the week of October 5, with possible vote of a candidate at the October 19th meeting. The selection process will be posted on the website and other social media outlets for interested candidates.

XI. DIRECTOR OF SCHOOLS REPORT

- **2026 TSBA Mid-Cumberland Fall District Meeting – September 4** - Mr. Blair, Mrs. Bell and Mr. Townsel will be attending this meeting, along with myself and Mrs. Riordan.
- **Williamson County Association of Realtors – August 13** – Along with providing our brochure for realtors for prospective homeowners, I had the opportunity to speak about our district to this group.
- **Director of Schools Advisory Council** - The members of the Director of Schools Advisory Council are in the process of being selected from each site. Our first meeting is scheduled for October 22. The Advisory Council is composed of an employee and alternates from each school, representatives from the central office, FSDEA, maintenance/landscaping and transportation. The meetings offer opportunities to celebrate successes at each site/department, as well as to bring concerns and questions to the Director of Schools.
- **Out of District and Out of County tuition student recap** – (Comparison reports for this year and last several years have been provided prior to the meeting in the Finance & Administration updates area.) **As of the beginning of this year**, we have **55** out of district tuition students approved and **24** out of county tuition students approved.
At the end of the 2025-26 school year, there were 57 out of district tuition students approved and 27 out of county tuition students approved.
At the end of the 2024-25 school year, there were 42 out of district tuition students approved and 21 out of county tuition students approved.
At the end of the 2023-24 school year, there were 36 out of district tuition students that had been approved and 9 out of county tuition students that had been approved.
At the end of the 2022-23 school year, there were 24 out of district tuition students that had been approved and 7 out of county tuition students that had been approved.
- **Employee and Community Partner Waiver student recap – At the beginning of this year**, we have 86 students that are attending in this category.
At the end of the 2025-26 school year, there were 82 students attending that had waivers in this category.
At the end of the 2024-25 school year, there were 83 students attending that had waivers in this category.
At the end of the 2023-24 school year, there were 80 students attending that had waivers in this category.
At the end of the 2022-23 school year, there were 100 students attending with waivers in this category.
- **Complaint Managers for the FSSD** - The Director of Schools has appointed the Associate Directors or their designees as Complaint Managers for the FSD in accordance with the Complaints and Grievances Policy (5.501).
- **Fall Break** - The FSD's student Fall Break will occur October 12-16. District offices will be closed as well during this time.

- Other dates of note were outlined for the Board.

XII. UPDATES

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

- Demographics Report for September 2026

Finance & Administration – Mr. Jason Golden, Associate Director for Finance & Administration, provided the following (on file):

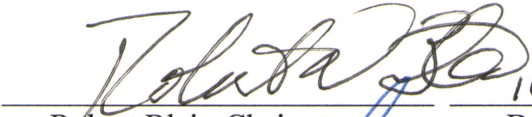
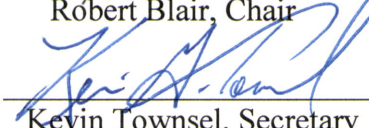
- Personnel Change Report August/September 2026
- Investment Report dated July 31, 2026
- Revenue and Expenditure Reports September 2026
- Sales Tax Revenue Comparison Report for September 2026
- Tuition and tuition waiver student comparison reports
- Free and Reduced Percentages dated August 31, 2026

XIII. ANNOUNCEMENTS / PRESENTATIONS

- Mr. Golden reported that sales tax collection is 4.3% above the budgeted amount for this time of year.
- Dr. Alicia Barker was honored for her service as a Board member from 2012-2026 with comments from Dr. Snowden and other Board members and was presented with a crystal to commemorate her time. Board members and Dr. Snowden noted that Dr. Barker's humanitarianism being an integral part of N.O.O.K., her volunteerism within our schools, her legacy of caring for our students, and broad view for stakeholders will make her an unforgettable part of our FSD history. Dr. Barker noted that serving has been a significant and important part of her life, and appreciates the Board members' different strengths, beliefs and ways to meet in the middle for the benefit of our students.

XIV. ADJOURNMENT

Chair Blair adjourned the meeting at 6:47 p.m.

		10/19/26
	Robert Blair, Chair	Date
ATTEST:		10/19/26
	Kevin Townsel, Secretary	Date

October 6, 2026
Franklin, Tennessee

The Franklin Special District Board of Education met at 5:30 p.m. on Tuesday, October 6, 2026, in the Central Office Leadership Room, 2025 Eddy Lane, Franklin for the purpose of interviewing qualified applicants for completion of the term of the vacated Board position of Dr. Alicia Barker, who resigned at the September meeting.

The following members were present: Chair Robert Blair, Allena Bell, Robin Newman, Tim Stillings and Kevin Townsel. Others present were Dr. David Snowden, Dr. Mary Decker, Jason Golden, Carol Riordan, Dr. Alisha Erickson and media.

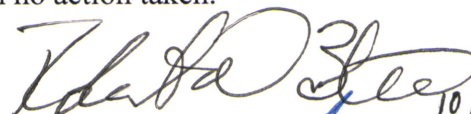
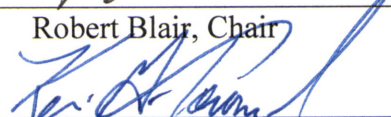
Candidates interviewed were:

Kelly Bandas
Amanda Brown
Michael Fahey, II
Jennifer Fisher
Dr. Vanessa Garcia
Dr. Anna Harutyunyan
Joy Howard
Dr. Amy Potts
Lisa Smith
Jared Sullivan

There was further discussion of continuing in the selection process after candidates were interviewed. The Board will consider the appointment of a Board member from this interview group at the October 19, 2026 Board meeting.

Chair Blair adjourned the meeting at 9:16 pm with no action taken.

ATTEST:

	
Robert Blair, Chair	Kevin Townsel, Secretary
10/19/26	10/19/26
Date	Date

TISA Accountability Plan

Under the Tennessee Investment in Student Achievement (TISA) public school funding formula (established under T.C.A. § 49-3-112), school districts are required to submit an annual TISA Accountability Report detailing student achievement goals, strategies, and resource allocations.

For the current cycle, the Tennessee Department of Education has combined the TISA Accountability Report with the standard Local Education Agency (LEA) Plan into a unified three-year planning process.

To ensure state-level transparency and local oversight, Tennessee law mandates a strict multi-step review process:

1. **Public Review and Comment:** Before submission, the combined TISA/LEA report must be published locally to allow the public, parents, and community members an opportunity to review and submit feedback.
2. **Local School Board Approval:** Following the public comment period, the report must be formally presented to and approved by the local school board.
3. **State Submission:** The finalized, board-approved report must be submitted to the state's electronic planning platform (ePlan) annually by November 1st.

Pursuant to T.C.A. § 49-3-114, each district's report is reviewed annually by the TISA Progress Review Board. This board is tasked with analyzing the data to determine whether the district is taking the proper operational and financial steps to achieve its stated student goals.

Goal 1: Grade 3 ELA (Required)

Franklin Special School District (941) Public District - FY 2027 - LEA Plan - Rev 1

☐ N/A The district does not serve grade 3 students or is a state special school therefore the grade 3 ELA goal does not apply.

- Pursuant to Tenn. Code Ann. § 49-3-112, the target must be at least 70%.

* <input type="text" value="80"/> % of students will score proficient on the 3rd grade TCAP by	* Year <input type="text" value="2029"/>
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Annual Target

Year	Annual Target - At a minimum, targets must be set to increase proficiency by 15% of the gap to 70% in three years.*	Data Sources
2026-27	* 70% or more students will score met or exceeded expectations on the 3rd grade ELA TCAP by 2027.	* 2027 District Assessment File TN Ready 3rd Grade ELA All Students
2027-28	* 75% or more students will score met or exceeded expectations on the 3rd grade ELA TCAP by 2028.	* 2028 District Assessment File TN Ready 3rd Grade ELA All Students
2028-29	* 80% or more students will score met or exceeded expectations on the 3rd grade ELA TCAP by 2029.	* 2029 District Assessment File TN Ready 3rd Grade ELA All Students

* 15% increase in three years is not required for districts who have 70% or more of 3rd grade students proficient in ELA.

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable Enter \$0 if not applicable.	Other funding source and amount, if applicable
Continue to implement and refine effective, standards-aligned Tier I instruction in grades K-3 using the district-adopted high-quality instructional materials (HQIM), which will promote students' academic growth in advance of the 3rd grade ELA TCAP test.	- Diagnostic ELA results (3x/year) for K-3 students in our five elementary schools (tracking student and school proficiency progress) - Ongoing professional learning concerning HQIM and district-adopted curricula is and will continue to be provided - on early dismissal days, during faculty and team meetings, during each summer, and on district professional learning days.	\$ <input type="text" value="30,000.00"/>	

<p>Increase the effectiveness of the PLCs at Work approach. The Teaching and Learning team is doing focused work on building the district guiding coalition to reinforce and refine the PLC at Work approach at every school.</p>	<p>- Progress checks at district guiding coalition meetings (administrators will track the progress of their school PLT and overall school PLC work) - Professional Learning Team (PLT) notes from regular meetings and monthly data meetings at each elementary school, in which teachers discuss student progress on state standards</p>	<p>\$ 22,000.00</p>	<p>Approximately \$105,000 has been spent in FY26 amount Title I schools for ongoing PLC at Work training (sending teachers and administrators to PLC Institutes)</p>
<p>The district Teaching and Learning team will assist school literacy teams and support school-based literacy coaches, particularly via professional learning around the adopted ELA HQIM and Jim Knight's coaching cycles.</p>	<p>- Successful completion of Jim Knight coaching training for school-based literacy coaches - Ongoing support and progress checks for coaches concerning the coaching cycles they are conducting with teachers at their respective schools</p>	<p>\$ 8,000.00</p>	

Goal 2		
Franklin Special School District (941) Public District - FY 2027 - LEA Plan - Rev 1		
Goal 2		
Through intentional strategies, the FSD will improve literacy and math proficiency by 10% and increase student growth in all grade levels as measured by state assessments and district universal screeners. The desired metric by the end of the 2028-29 school year is that the district will achieve a success rate of 62.8% in ELA and 65.9% in math for the All Students metric, in addition to a level 4 or 5 for TVAAS Literacy and Numeracy and subgroup-specific goals.		
State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.		
Annual Target		
Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27		* 2027 District Assessment file TN Ready (All Students and by subgroups) 2027 TVAAS data files 2027 aimswebPlus final diagnostic reports 2027 2nd grade iReady Reading and Math final diagnostic reports

* 1) For 2026-27, the district will meet or exceed our goal/AMO for All Students with 58.8% of students in the 3rd-8th grades scoring at the proficient level (Met/Exceeded Expectations) in ELA. 2) For 2026-27, the district will meet or exceed our goal/AMO for All Students with 61.9% of students in the 3rd-8th grades scoring at the proficient level (Met/Exceeded Expectations) in Math. 3) For 2026-27, the district will achieve a level 4 or 5 TVAAS score in Literacy and Numeracy combined. 4) For 2026-27, the district will meet or exceed the success rate (percent proficiency rates in ELA + Math) AMOs for the following subgroups: - (A) Black/Hispanic/Nat Am (BHN) subgroup with 42.7% of students in 3rd-5th grades scoring at the proficient level; 35.3% of students in 6th-8th grades scoring at the proficient level. - (B) English Learners + Transitional subgroup with 41.3% of students in 3rd-5th grades scoring at the proficient level; 22.5% of students in 6th-8th grades scoring at the proficient level. - (C) Students with Disabilities (SWD) subgroup with 23.2% of students in 3rd-5th grades scoring at the proficient level; 17.9% of students in 6th-8th grades scoring at the proficient level. - (D) Economically Disadvantaged (ED) subgroup with 36.3% of students in 3rd-5th grades scoring at the proficient level; 27.6% of students in 6th-8th grades scoring at the proficient level. 5) For 2026-27, the district will meet or exceed 70% of students proficient on the spring K-1 aimswebPlus literacy measures and on the 2nd grade iReady Reading spring diagnostic. 6) For 2026-27, the district will meet or exceed 70% of students proficient on the spring K-1 aimswebPlus numeracy measures and on the 2nd grade iReady Math spring diagnostic.

2027-28	<p>* 1) For 2027-28, the district will meet or exceed our goal/AMO for All Students with 60.8% of students in the 3rd-8th grades scoring at the proficient level (Met/Exceeded Expectations) in ELA. 2) For 2027-28, the district will meet or exceed our goal/AMO for All Students with 63.9% of students in the 3rd-8th grades scoring at the proficient level (Met/Exceeded Expectations) in Math. 3) For 2027-28, the district will achieve a level 4 or 5 TVAAS score in Literacy and Numeracy combined. 4) For 2027-28, the district will meet or exceed the success rate (percent proficiency rates in ELA + Math) AMOs for the following subgroups: - (A) Black/Hispanic/Nat Am (BHN) subgroup with 43.7% of students in 3rd-5th grades scoring at the proficient level; 36.3% of students in 6th-8th grades scoring at the proficient level. - (B) English Learners + Transitional subgroup with 42.3% of students in 3rd-5th grades scoring at the proficient level; 23.5% of students in 6th-8th grades scoring at the proficient level. - (C) Students with Disabilities (SWD) subgroup with 24.2% of students in 3rd-5th grades scoring at the proficient level; 18.9% of students in 6th-8th grades scoring at the proficient level. - (D) Economically Disadvantaged (ED) subgroup with 37.3% of students in 3rd-5th grades scoring at the proficient level; 28.6% of students in 6th-8th grades scoring at the proficient level. 5) For 2026-27, the district will meet or exceed 72% of students proficient on the spring K-1 aimswebPlus literacy measures and on the 2nd grade iReady Reading spring diagnostic. 6) For 2026-27, the district will meet or exceed 72% of students proficient on the spring K-1 aimswebPlus numeracy measures and on the 2nd grade iReady Math spring diagnostic.</p>	<p>* 2028 District Assessment file TN Ready (All Students and by subgroups 2028 TVAAS data files 2028 aimswebPlus final diagnostic reports 2028 2nd grade iReady Reading and Math final diagnostic reports</p>
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2028-29	<p>* 1) For 2028-29, the district will meet or exceed our goal/AMO for All Students with 62.8% of students in the 3rd-8th grades scoring at the proficient level (Met/Exceeded Expectations) in ELA. 2) For 2028-29, the district will meet or exceed our goal/AMO for All Students with 65.9% of students in the 3rd-8th grades scoring at the proficient level (Met/Exceeded Expectations) in Math. 3) For 2028-29, the district will achieve a level 4 or 5 TVAAS score in Literacy and Numeracy combined. 4) For 2028-29, the district will meet or exceed the success rate (percent proficiency rates in ELA + Math) AMOs for the following subgroups: - (A) Black/Hispanic/Nat Am (BHN) subgroup with 44.7% of students in 3rd-5th grades scoring at the proficient level; 37.3% of students in 6th-8th grades scoring at the proficient level. - (B) English Learners + Transitional subgroup with 43.3% of students in 3rd-5th grades scoring at the proficient level; 24.5% of students in 6th-8th grades scoring at the proficient level. - (C) Students with Disabilities (SWD) subgroup with 25.2% of students in 3rd-5th grades scoring at the proficient level; 19.9% of students in 6th-8th grades scoring at the proficient level. - (D) Economically Disadvantaged (ED) subgroup with 38.3% of students in 3rd-5th grades scoring at the proficient level; 29.6% of students in 6th-8th grades scoring at the proficient level. 5) For 2026-27, the district will meet or exceed 74% of students proficient on the spring K-1 aimswebPlus literacy measures and on the 2nd grade iReady Reading spring diagnostic. 6) For 2026-27, the district will meet or exceed 74% of students proficient on the spring K-1 aimswebPlus numeracy measures and on the 2nd grade iReady Math spring diagnostic.</p>	<p>* 2029 District Assessment file TN Ready (All Students and by subgroup) 2029 TVAAS data files 2029 aimswebPlus final diagnostic reports 2029 2nd grade iReady Reading and Math final diagnostic reports</p>
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Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable Enter \$0 if not applicable.	Other funding source and amount, if applicable

Develop academic growth goals guided by essential standards that establish high expectations and rigor for all students. Campus administrators and instructional coaches will provide ongoing support to professional learning communities around the essential standards, which will be updated each year as needed.	- 80 percent or more of our students will meet Typical Growth, and 50 percent or more of our students will meet Stretch Growth on the three iReady Reading and Math benchmarking assessments. - Progress toward school proficiency goals as measured by common assessments, diagnostic assessments, and state summative assessments	\$ 0.00	
Strengthen the Professional Learning Communities (PLCs) process through professional learning and innovative teaching strategies. Campus administrators and the PLC Guiding Coalition will provide ongoing support to professional learning communities around the PLC process.	- Ongoing work and progress of the district guiding coalition, as evidenced by monthly planning and progress tracking - Records of school staff member attendance and participation at PLC Institutes - Tangible products from school guiding coalitions that improve the PLC approach at their respective schools (resources, collective commitments, records, etc.)	\$ 105,000.00	
Provide professional learning focused on identifying skill deficits and enrichment opportunities during the PLC process.	- Records of staff attendance at professional learning sessions offered within the district - Progress toward school proficiency goals as measured by common assessments, diagnostic assessments, and state summative assessments	\$ 13,000.00	

Goal 3

Franklin Special School District (941) Public District - FY 2027 - LEA Plan - Rev 1

Goal 3

The FSD will support each school in creating and implementing a plan that cultivates well-being and belonging (including behavior) - for staff, students, and families - as evidenced by annual reviews of each strategy. By the end of the 2028-29 school year, the district will meet or exceed the listed, measurable annual targets for the goal of strengthening our students' measurawell-being and belonging.

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* For the 2026-27 school year, each school in the district will meet established annual progress in each of the following areas for all students and by subgroups, as evidenced by annual reviews and tracking of these activities: - Begin analysis and develop follow-up actions from Bloomsights student data - Development of standardized procedures for staff and administrators regarding behavioral expectations of students - 1-2 additional strategies/opportunities that are implemented at each school during the 2026-27 school year for cultivating student well-being and belonging	* - Reduced chronic absenteeism rate across campuses (< 6% COS rate) - Student data from positive behavior support program, including Bloomsights screeners (3x/year) for grades 5-8 - Continue to monitor for decreased (by 10-15%) student referrals to the office - Number and response to social work referrals - Number and response of referrals to guidance counselors and student support facilitators - Anecdotal evidence of the impact of therapy dogs at each school - Number of submissions on the Student Safety Report and administrator responses to these safety reports - Staff and parent survey responses to feelings of safety and well-being at school - Findings from fire marshal audit reports - Internal inspections and dialogue among the district's safety and attendance supervisor, maintenance team, and FSD Leadership Team members concerning the ongoing effectiveness of implemented safety and security measures and next steps in securing our campuses - Completion, analysis, and implementation of action items from the Preschool Inclusion Needs Assessment - Analysis and follow-up actions from Bloomsights student data - Development of standardized procedures for staff and administrators regarding behavioral expectations of students - 1-2 additional enhanced opportunities at each school for cultivating student well-being and belonging

2027-28	<p>* For the 2027-28 school year, each school in the district will meet established annual progress in each of the following areas for all students and by subgroups, as evidenced by annual reviews and tracking of these activities: - Refine analysis and implement follow-up actions from Bloomsights student data - Implementation and monitoring of standardized procedures for staff and administrators regarding behavioral expectations of students - 1-2 additional strategies/opportunities that are implemented at each school during the 2027-28 school year for cultivating student well-being and belonging</p>	<p>* - Reduced chronic absenteeism rate across campuses (< 6% COS rate) - Student data from positive behavior support program, including Bloomsights screeners (3x/year) for grades 5-8 - Continue to monitor for decreased (by 10-15%) student referrals to the office - Number and response to social work referrals - Number and response of referrals to guidance counselors and student support facilitators - Anecdotal evidence of the impact of therapy dogs at each school - Number of submissions on the Student Safety Report and administrator responses to these safety reports - Staff and parent survey responses to feelings of safety and well-being at school - Findings from fire marshal audit reports - Internal inspections and dialogue among the district's safety and attendance supervisor, maintenance team, and FSD Leadership Team members concerning the ongoing effectiveness of implemented safety and security measures and next steps in securing our campuses - Completion, analysis, and implementation of action items from the Preschool Inclusion Needs Assessment - Analysis and follow-up actions from Bloomsights student data - Development of standardized procedures for staff and administrators regarding behavioral expectations of students - 1-2 additional enhanced opportunities at each school for cultivating student well-being and belonging</p>
2028-29	<p>* For the 2028-29 school year, each school in the district will have achieved each year's annual progress in each of the following areas for all students and by subgroups, as evidenced by annual reviews and tracking of these activities: - Broaden analysis and utilize the follow-up actions from Bloomsights student data - Full utilization and ongoing revision of standardized procedures for staff and administrators regarding behavioral expectations of students - Enhanced opportunities at each school for cultivating student well-being and belonging</p>	<p>* - Reduced chronic absenteeism rate across campuses (< 6% COS rate) - Student data from positive behavior support program, including Bloomsights screeners (3x/year) for grades 5-8 - Continue to monitor for decreased (by 10-15%) student referrals to the office - Number and response to social work referrals - Number and response of referrals to guidance counselors and student support facilitators - Anecdotal evidence of the impact of therapy dogs at each school - Number of submissions on the Student Safety Report and administrator responses to these safety reports - Staff and parent survey responses to feelings of safety and well-being at school - Findings from fire marshal audit reports - Internal inspections and dialogue among the district's safety and attendance supervisor, maintenance team, and FSD Leadership Team members concerning the ongoing effectiveness of implemented safety and security measures and next steps in securing our campuses - Completion, analysis, and implementation of action items from the Preschool Inclusion Needs Assessment - Analysis and follow-up actions from Bloomsights student data - Development of standardized procedures for staff and administrators regarding behavioral expectations of students - 1-2 additional enhanced opportunities at each school for cultivating student well-being and belonging</p>

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable Enter \$0 if not applicable.	Other funding source and amount, if applicable
Continue to strengthen and foster district and community partnerships to support student, family, and staff well-being and belonging.	- Increased number of students and families who benefit from our existing partnerships with Mercy Community Healthcare and Volunteer Behavioral Health - Streamlined lists/flyers concerning housing, community, food, and mental health resources for families, social workers, and school counselors - Enhanced resources available for students and families at the schools - Added partnerships with local organizations that benefit students and families	\$ 25,000.00	
Schools will create, monitor, and support safe, inclusive, and welcoming environments for students through deliberate strategies. This process will be launched, implemented, and fully utilized by the 2028-29 school year.	- Analysis and follow-up actions from Bloomsights student data in grades 5-8 - Development of standardized procedures for staff and administrators regarding behavioral expectations of students - Enhanced opportunities at each school for cultivating student well-being and belonging	\$ 16,000.00	
		\$	

Goal 4

Franklin Special School District (941) Public District - FY 2027 - LEA Plan - Rev 1

 ☐ This goal not established.

Goal 4

The FSD will expand community presence, family engagement, and marketing strategies to create a clear understanding of the district's purpose, high standards, and exceptional offerings, as evidenced by annual reviews of each strategy. By the end of the 2028-29 school year, the district will meet or exceed the listed, measurable annual targets for the overarching goal of expanding community presence and family engagement.

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	<p>* Each school in the district, as well as the district team, will meet established annual progress in each of the following areas for all students and by subgroups, as evidenced by annual reviews and tracking of these activities:</p> <ul style="list-style-type: none">- Agendas and follow-up action items from the district PTO group collaboration, including tangible outcomes (such as new family engagement events and participation in community events)- Improved numbers of students transitioning to intermediate/middle schools in the district (by at least 4%)- Identification of parent ambassadors to serve families at each school and development of training for these parents- Development of school transition resources- Enhanced opportunities for families and students to visit/engage with upcoming schools, in order to ease fears regarding school transitions- Surveys of parent/family engagement and satisfaction (with improved percentages of parent connectedness)- Expanded offerings and events outside of school-day hours across the district- Improved training for parents/families regarding the district's digital resources- Development and implementation of a formal marketing/outreach plan for the district	<p>* - PTO Group agendas and meetings notes - Enrollment data for intermediate/middle schools - Identification of a parent ambassador team - Creation of school transition packets and other resources for families entering kindergarten, 5th grade, and 7th grade - Sign-up sheets from school Open House events for prospective families - Flyers, resources, and social media posts created for community events - Digital resource training packets for parents and families (digital and physical) - Marketing and outreach plans as developed by partnership with the Mettle5 team</p>

2027-28	<p>* Each school in the district, as well as the district team, will meet established annual progress in each of the following areas for all students and by subgroups, as evidenced by annual reviews and tracking of these activities:</p> <ul style="list-style-type: none"> - Agendas and follow-up action items from the district PTO group collaboration, including tangible outcomes (such as new family engagement events and participation in community events and positive parent and community feedback regarding both, via surveys and anecdotal conversations) - Improved numbers of students transitioning to intermediate/middle schools in the district (by at least 8%) - Identification of parent ambassadors to serve families at each school and development of training for these parents - Ongoing development of school transition resources - Enhanced opportunities for families and students to visit/engage with upcoming schools, in order to ease fears regarding school transitions - Surveys of parent/family engagement and satisfaction (with improved percentages of parent connectedness) - Expanded offerings and events outside of school-day hours across the district - Improved and continuously updated training for parents/families regarding the district's digital resources - Development and implementation of a formal marketing/outreach plan for the district 	<ul style="list-style-type: none"> * - PTO Group agendas and meetings notes - Enrollment data for intermediate/middle schools - Identification of a parent ambassador team - Creation of school transition packets and other resources for families entering kindergarten, 5th grade, and 7th grade - Sign-up sheets from school Open House events for prospective families - Flyers, resources, and social media posts created for community events - Digital resource training packets for parents and families (digital and physical) - Marketing and outreach plans as developed by partnership with Mettle5 team - Parent and community member surveys - Anecdotal conversations - Content of trainings for parents/families on the district's digital resources
2028-29		<ul style="list-style-type: none"> * - PTO Group agendas and meetings notes - Enrollment data for intermediate/middle schools - Identification of a parent ambassador team - Creation of school transition packets and other resources for families entering kindergarten, 5th grade, and 7th grade - Sign-up sheets from school Open House events for prospective families - Flyers, resources, and social media posts - updated on a regular basis based on feedback and observations - created for community events - Continuously revised digital resource training packets for parents and families (digital and physical) - Marketing and outreach plans, updated based on survey feedback and digital engagement data, as developed by partnership with Mettle5 team

* Each school in the district, as well as the district team, will meet established annual progress in each of the following areas for all students and by subgroups, as evidenced by annual reviews and tracking of these activities: - Agendas and follow-up action items from the district PTO group collaboration, including tangible outcomes (such as new family engagement events and participation in community events). The focus of the family engagement events and the community events in which participation occurs will be adjusted based on the current needs and areas of growth for the district and for students/families. - Improved numbers of students transitioning to intermediate/middle schools in the district (by at least 10%) - Identification of parent ambassadors to serve families at each school and development of training for these parents - Continuous refinement of school transition resources - Enhanced opportunities, developed with feedback from prior events in mind, for families and students to visit/engage with upcoming schools, in order to ease fears regarding school transitions - Surveys of parent/family engagement and satisfaction (with improved percentages of parent connectedness) - Expanded offerings and events - the topics/focues of which will be determined based on input from surveys and in-person meetings - outside of school-day hours across the district - Improved training for parents/families regarding the district's digital resources, revised if those resources change - Development and implementation of a formal marketing/outreach plan for the district

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable Enter \$0 if not applicable.	Other funding source and amount, if applicable
Provide online digital opportunities for all students and families to inform, highlight, and engage the community with a structured communications platform.	- Development and implementation of a formal marketing/outreach plan for the district - Creation and implementation of a training program for parents/families for their optimal use of ParentSquare (the district's new communications platform) and other digital resources	\$ 15,500.00	

Facilitate parent/family connections, across subgroups, to schools and each other. **As evidenced by feedback from stakeholders during the strategic planning process in 2024, our parents and families desire connectedness in the schools in which they have children. They want to have deeper engagement with the schools, including teachers, administrators, and other families. This creates a shared culture of support for families and for our schools.	- Surveys of parent/family engagement and satisfaction (with improved percentages of parent connectedness) - Improved percentages of student enrollment as they transition to new schools in the district - Tangible outcomes as a result of the FSD Executive PTO meetings, such as new family engagement activities - Expanded offerings and events outside of school-day hours across the district - Creation and implementation of a parent advisor at each school that will work in conjunction with the school-level PTO groups and will provide additional outreach and support for families, especially those that are difficult to reach and may not feel a sense of connection to the school	\$ 0.00	
Develop a plan to communicate opportunities for parents and families, across subgroups, during the transitions between FSD schools as well as high school. **School transitions include moving from elementary school (preK-4) to intermediate schools (5-6) and middle school (7-8), as well as from Poplar Grove Elementary (preK-4) to Poplar Grove Middle (5-8). Additionally, students transition from 8th grade in FSD to Williamson County Schools for high school.	- Surveys of parent/family engagement and satisfaction - Improved percentages of student enrollment as they transition to new schools in the district - Development of school transition resources (both online and physical copies) - Enhanced opportunities for families and students to visit/engage with upcoming schools, in order to ease fears regarding school transitions	\$ 0.00	

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Overview

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

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

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

Each district's TISA accountability report, including goals, strategies, and reflections, are required to be presented to the public for review and comment before the report is submitted to the department.

Additionally, the TISA Accountability must be presented for local school board approval. The report must be submitted annually to the department by November 1st.

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

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

Completed reports should be submitted in ePlan by November 1, 2026.

Resources

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

Goal 1

Franklin Special School District (941) Public District - FY 2027 - LEA Plan - Rev 1

Goal Statement 1: 3rd Grade ELA Proficiency

80 %	of students will score proficient on the 3rd grade ELA TCAP by	Year 2025
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District Goal 1

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	60.4% of students will score met or exceeded expectations on the 3rd grade ELA TCAP by 2025.	2024 District Assessment File TN Ready 3rd Grade ELA All Students
Year 2: 2024-2025 school year (Use previous outcome)	64.7% of students will score met or exceeded expectations on the 3rd grade ELA TCAP by 2025.	2025 District Assessment File TN Ready 3rd Grade ELA All Students
Year 3: 2025-2026 school year (Use actual outcome)	66.8% of students met or exceeded expectations on the 3rd grade ELA TCAP in spring 2026. The target for 2025-26 was 80%, but we have made improvements toward that target each year.	2026 District Assessment File TN Ready 3rd Grade ELA All Students

* Check the response that best describes the progress made on the 2025-26 target toward Goal 1.

- ☐ Exceeded target
- ☐ Met target
- ☒ Increased but did not meet target
- ☐ Did not make progress toward target
- ☐ End of year outcome data for 2025-26SY is unavailable at the time of this report

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

We strongly believe in setting aggressive yet attainable goals even though our district did not meet its 2025-26 outcomes target. For the All Students metric on 3rd grade ELA TCAP in the spring of 2026, 66.8% of students were proficient (met or exceeded expectations). However, this was an improvement of 2.1% from the previous school year (2024-25) on the 3rd ELA TCAP test. This will impact our action plan for the coming years by enhancing even further the specialized professional learning on the most effective usage of high-quality instructional materials (HQIM) for ELA. This effort encompasses adopted ELA textbooks and resources, including those utilized for systematic interventions. This will involve consistent high levels of knowledge and support demonstrated by school and district administrators. Having been named only the second district in Tennessee to be a Model PLC at Work District this past school year, our efforts around an authentic PLC at Work approach have been proven to be worthwhile and are ongoing.

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

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
<p>The 2-3 major TISA investments we made in the prior year toward this goal were: 1. ELA professional learning. 2. ELA HQIM. 3. Educators' attendance at PLC at Work Institutes.</p>	<p>\$ 27,668.52</p>	<p>The investment contributed to progressing toward the goal. Although we did not meet the goal, we accomplished a 2.1% improvement from the previous school year (2024-25). We have made consistent growth on this goal since the 2023-24 school year. Again this year, as has been the case since the third grade retention/promotion legislation was enacted in 2021, we have not retained any third grade students. Further, the investment in ELA professional learning and HQIM allowed educators to hone their instructional practices and most effectively utilize their materials and resources, both to maximize student learning and within that learning, equity. We now have three schools named as Model PLC at Work Schools by Solution Tree (one was added during the 2025-26 school year). In addition to our new Model PLC at Work district designation, this is solid evidence that the investment in educators' attendance at PLC at Work Institutes contributed to progressing toward the goal.</p>

Goal 2

Franklin Special School District (941) Public District - FY 2027 - LEA Plan - Rev 1

Goal Statement 2:

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

District Goal 2

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	49% of grades 6-8 students will score met or exceeded expectations on Math TCAP/EOC by 2024.	2024 District Assessment File TNReady Math 6-8 Met/Exceeds
Year 2: 2024-2025 school year (Use previous outcome)	55.2% of grades 6-8 students will score met or exceeded expectations on Math TCAP/EOC by 2025.	2024 District Assessment File TNReady Math 6-8 Met/Exceeds
Year 3: 2025-2026 school year (Use actual outcome)	61.5% of students met or exceeded expectations in 6th-8th grade Math TCAP/EOC The target for 2025-26 was 55%, but that target has now been exceeded this year.	2024 District Assessment File TNReady Math 6-8 Met/Exceeds

* Check the response that best describes the progress made on the 2025-26 target toward Goal 2.

- ☒ Exceeded target
☐ Met target
☐ Increased but did not meet target
☐ Did not make progress toward goal
☐ End of year outcome data for the 2025-26SY is unavailable at the time of this report

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

Our district exceeded the goal. For the All Students metric on 6th-8th grade Math TCAP in the spring of 2026, 61.5% of students were proficient (met or exceeded expectations), which included middle school students who took Algebra I and Geometry EOC tests. This will impact our action plan for the coming years by:

1. Confirming that we should continue to provide and expand upon personalized professional learning emphasizing the consistent and faithful implementation of high-quality instructional materials (HQIM) for math. This professional learning will include topics aligned with our adopted grades 6-8 math textbooks and resources, including those utilized for systematic interventions.
2. Reaffirming that our efforts as a district to continually enhance our Professional Learning Communities (PLC) at Work approach in every school have proven to be worthwhile. When implemented authentically, PLC at Work ensures all students learn at high levels and the math goal result bears this out.
3. Emphasizing the ongoing importance of refining effective standards-aligned Tier I instruction.
4. Highlighting the crucial nature of providing support and relevant professional learning (coaching cycles, data analysis, etc) to school-based math coaches.
5. Demonstrating the imperative to continue supporting skillful use of Mastery Connect as a tool to build rigorous, common assessments that can be used to determine student mastery of essential skills.

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

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
The 2-3 major TISA investments we made in the prior year toward this goal were: 1. Math professional learning. 2. Math HQIM. 3. Educators' attendance at PLC at Work Institutes.	\$ 10,813.22	The investment contributed to progressing toward the goal. The math professional learning concentrated on deepening educators' effective implementation of math HQIM (a guaranteed, viable curriculum), leading to instructional strategies and usage of materials that positively impacted student learning. In addition, educators' attendance at PLC at Work Institutes furthered their ability to have in place assessment and teaching structures that ensure high levels of learning for all students. Three of our eight schools have been named Model PLC at Work Schools and the district is now a Model PLC at Work district (one of two in the state).

Goal 3

Franklin Special School District (941) Public District - FY 2027 - LEA Plan - Rev 1

☐ This goal not established.

Goal Statement 3:

70% of grades 3-8 students will score met or exceeded expectations on TCAP Science by 2025-26. (From 63.7% in 2023.)

District Goal 3

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	65% of students will score met or exceeded expectations on TCAP Science by 2024.	2024 District Assessment File TNReady Science 3-8 Students Met/Exceeded
Year 2: 2024-2025 school year (Use previous outcome)	65.6% of students will score met or exceeded expectations on TCAP Science by 2025.	2024 District Assessment File TNReady Science 3-8 Students Met/Exceeded
Year 3: 2025-2026 school year (Use actual outcome)	66.8% of students met or exceeded expectations in 3rd-8th grade TCAP Science in spring 2026. The target for 2025-26 was 70%, but we have made improvements toward that target each year.	2024 District Assessment File TNReady Science 3-8 Students Met/Exceeded

* Check the response that best describes the progress made on the 2025-26 target toward Goal 3.

- ☐ Exceeded target
- ☐ Met target
- ☒ Increased but did not meet target
- ☐ Did not make progress toward goal
- ☐ End of year outcome data for the 2025-26SY is unavailable at the time of this report

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

The district did not meet the goal, which was for 70% of students to meet or exceed expectations in 3rd-8th grade TCAP Science in spring 2026. 66.8% of students met or exceeded expectations in this goal in 2026, which was a 1.2% improvement from the 2025 results. Moreover, we have increased the percent of students who met or exceeded expectations every year in this goal since the goal was first developed. Based on the progress toward the goal, our action plan includes:

1. A continued focus on refining effective standards-aligned Tier I instruction.
2. Ongoing work to increase effectiveness of the PLCs at Work approach at the district level and in every school. During the 2025-26 year, the Teaching and Learning team formed a guiding coalition to lead the PLC work. For 2026-27, the guiding coalition will be part of the effort to improve the science TCAP result. We now have three Model PLC at Work Schools and the district was named a Model PLC at Work district in 2026 (one of two such districts in the state).
4. Uphold the expectation and support for the faithful implementation of science high-quality instructional materials (HQIM).

5. Increase the most targeted usage of Mastery Connect as a tool to build rigorous, common assessments that can be used to determine student mastery of essential skills. Ensure that teachers new to the district and this resource receive robust professional learning.

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

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
The 2-3 major TISA investments we made in the prior year toward this goal were: 1. Science professional learning. 2. Science HQIM. 3. Educators' attendance at PLC at Work Institutes.	\$ 89,601.60	The investment contributed to progressing toward the goal. The science professional learning concentrated on deepening educators' effective implementation of science HQIM (a guaranteed, viable curriculum), leading to instructional strategies and usage of materials that positively impacted student learning. In addition, educators' attendance at PLC at Work Institutes furthered their ability to have in place assessment and teaching structures that ensure high levels of learning for all students.

Goal 4

Franklin Special School District (941) Public District - FY 2027 - LEA Plan - Rev 1

☐ This goal not established.

Goal Statement 4:

70% of grades 6-8 students will score met or exceeded expectations on TCAP Social Studies by 2025-26. (From 61.9% in 2023.)

District Goal 4

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	65% of students will score met or exceeded expectations on TCAP Social Studies by 2024.	2024 District Assessment File TN Ready Social Students Grades 6-8
Year 2: 2024-2025 school year (Use previous outcome)	63.0% of students will score met or exceeded expectations on TCAP Social Studies by 2025.	2024 District Assessment File TN Ready Social Students Grades 6-8
Year 3: 2025-2026 school year (Use actual outcome)	68.8% of students met or exceeded expectations in 3rd-8th grade TCAP Social Studies in spring 2026. The target for 2025-26 was 70%, but we have made improvements toward that target and are very close to reaching that goal.	2024 District Assessment File TN Ready Social Students Grades 6-8

* Check the response that best describes the progress made on the 2025-26 target toward Goal 4.

- ☐ Exceeded target
- ☐ Met target
- ☒ Increased but did not meet target
- ☐ Did not make progress toward goal
- ☐ End of year outcome data for the 2025-26SY is unavailable at the time of this report

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

The district did not meet the goal, which was for 70% of students to meet or exceed expectations in 3rd-8th grade TCAP Social Studies in spring 2026. 68.8% of students met or exceeded expectations in this goal in 2026, which was a substantial 5.8% improvement from the 2025 results. We were on the brink of reaching the 2025-26 goal of 70%, so our action plan will involve continuing and enhancing our targeted actions, including:

1. Continuing to prioritize the highest quality instructional strategies, reflective of best practices and aligned to the standards.
2. Building on our authentic PLCs at Work approach. The Teaching and Learning team formed the district guiding coalition at the beginning of the 2025-26 school year to lead the PLC at Work effort. This year, school administrators are joining in the development of the district guiding coalition's agendas and goals.
4. Reiterating the expectation for district-adopted social studies high-quality instructional materials (HQIM) to be consistently implemented and providing personalized professional learning around those resources. This action will come into particular focus as we prepare for the social studies adoption in 2027-28.

5. Continuing to provide support for the effective usage of Mastery Connect as a tool to build rigorous, common assessments that can be used to determine student mastery of essential skills.

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

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
1. Social studies professional learning. 2. Social studies HQIM. 3. Educators' attendance at PLC at Work Institutes.	\$ 12,270.28	The investment contributed to progressing toward the goal, as evidenced by the marked improvement in the percentage of students who scored met or exceeded expectations: 5.8% more than the previous year. The social studies professional learning concentrated on deepening educators' effective implementation of social studies HQIM (a guaranteed, viable curriculum), leading to instructional strategies and usage of materials that positively impacted student learning. In addition, educators' attendance at PLC at Work Institutes furthered their ability to have in place assessment and teaching structures that ensure high levels of learning for all students. We now have three schools that have been named Model PLC at Work schools and the district was designated a Model PLC at Work District (only the second one in Tennessee) during the 2025-26 school year.

4.100 INSTRUCTIONAL PROGRAM – *1st Reading*

Public Chapter 938 requires any policy that "includes a reference to a natural person's sex or gender to state that those terms are defined as the immutable characteristics of the person's reproductive system that identify the person as male or female, as determined by anatomy and genetics existing at the time of birth." These changes must be in place by January 1, 2027.

Each of the policies for 1st Reading at this October 19, 2026 board meeting are updates to PC 938. It will be noted in the description if there are additional updates.

Franklin Special Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Instructional Program	Descriptor Code: 4.100	Issued Date: Proposed
		Rescinds: 4.100	Issued: 07/28/25

1 General

2 The Board shall not discriminate on the basis of race, color, religion, sex, national origin, or disability
3 in its instructional program or activities.¹

4 Sex shall be defined as the “immutable characteristics of the person’s reproductive system that identify
5 the person as male or female, as determined by anatomy and genetics existing at the time of birth.”²

6 Discrimination shall include antisemitism, defined as a certain perception of Jews, which may be
7 expressed as hatred toward Jews including, but not limited to, rhetorical and physical manifestations of
8 antisemitism directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish
9 community institutions and religious facilities.²

10 GOALS

11 The Board approves the following instructional goals for students:

- 12 1. To develop the skills necessary to function as a self-directed person;
- 13 2. To know the principles involved in making moral and ethical choices;
- 14 3. To develop the basic skills of reading, writing, mathematics, spelling, speaking, and problem
15 solving;
- 16 4. To develop a positive attitude toward the lifelong endeavor of learning;
- 17 5. To learn to identify personal talents and interests, make appropriate career choices, and develop
18 career skills;
- 19 6. To acquire knowledge and to develop skills in the management of personal and public
20 resources necessary for meeting obligations to self, family, and society;
- 21 7. To learn to act in a responsible manner;
- 22 8. To learn of the rights and responsibilities of citizens of the community, state, nation, and world;
23 and
- 24 9. To learn to understand, respect, and interact with people of different cultures, generations, and
25 races.

Franklin Special Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Instructional Program	Descriptor Code: 4.100	Issued Date: 07/28/25
		Rescinds: 4.100	Issued: 08/15/00

1 General

2 The Board shall not discriminate on the basis of race, color, religion, sex, national origin, or disability
3 in its instructional program or activities.¹ Discrimination shall include antisemitism, defined as a certain
4 perception of Jews, which may be expressed as hatred toward Jews including, but not limited to,
5 rhetorical and physical manifestations of antisemitism directed toward Jewish or non-Jewish individuals
6 and/or their property, toward Jewish community institutions and religious facilities.²

7 GOALS

8 The Board approves the following instructional goals for students:

- 9 1. To develop the skills necessary to function as a self-directed person;
- 10 2. To know the principles involved in making moral and ethical choices;
- 11 3. To develop the basic skills of reading, writing, mathematics, spelling, speaking, and problem
12 solving;
- 13 4. To develop a positive attitude toward the lifelong endeavor of learning;
- 14 5. To learn to identify personal talents and interests, make appropriate career choices, and develop
15 career skills;
- 16 6. To acquire knowledge and to develop skills in the management of personal and public
17 resources necessary for meeting obligations to self, family, and society;
- 18 7. To learn to act in a responsible manner;
- 19 8. To learn of the rights and responsibilities of citizens of the community, state, nation, and world;
20 and
- 21 9. To learn to understand, respect, and interact with people of different cultures, generations, and
22 races.

Legal References

1. [42 USCA § 2000d et seq.](#)
2. [Public Acts of 2025, Chapter No. 293](#)

Cross References

School District Goals 1.700
Student Goals 6.100
Student Concerns 6.305

4.300 EXTRACURRICULAR ACTIVITIES – *1st Reading*

Updates to this policy follow with Public Chapter 938.

Each of the policies for 1st Reading at this October 19, 2026 board meeting are updates to PC 938.

Additional updates to this policy are further describe approval by the Board and approval at the school level, of additional extracurricular programs offered.

Public Chapter 938 requires any policy that "includes a reference to a natural person's sex or gender to state that those terms are defined as the immutable characteristics of the person's reproductive system that identify the person as male or female, as determined by anatomy and genetics existing at the time of birth." These changes must be in place by January 1, 2027.

Franklin Special Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Extracurricular Activities	Descriptor Code: 4.300	Issued Date: Proposed
		Rescinds: 4.300	Issued: 09/18/23

1 General

2 The following shall be adhered to:

- 3 1. The Board shall initially approve extracurricular activities at the district-level to ensure proper
4 support and supervision. [i.e., the Board would approve the creation of a new volleyball program
5 or the ability for students to create 4-H clubs within the district.]
- 6 2. Each student activity shall be under the guidance and direction of a staff member.
- 7 3. All extracurricular activities at the school level shall have the approval of the principal. [i.e., the
8 principal would set the parameters regarding whether there is enough space and/or student
9 interest for clubs, etc.]
- 10 4. Student activities occurring before or after regularly scheduled school hours must be under the
11 supervision of the principal/designee.
- 12 5. Secret organizations shall not be operated in any school.
- 13 6. A student shall not be required to attend an extracurricular activity that is scheduled at a time
14 which conflicts with his/her religious practices.¹
- 15 7. Extracurricular activities during vacation periods shall be restricted to regularly scheduled
16 athletic programs and major events which cannot be scheduled otherwise.
- 17 8. Student groups shall not participate in state or national activities which are not listed as approved
18 activities by a regional accrediting association or the state and national principals' associations
19 without the approval of the Director of Schools.
- 20 9. A student on out-of-school suspension shall not be permitted to participate in extracurricular
21 activities.
- 22 10. Activities which restrict participation because of race, color, religion, sex, disabilities, or national
23 origin are strictly forbidden.² Sex shall be defined as the "immutable characteristics of the
24 person's reproductive system that identify the person as male or female, as determined by
25 anatomy and genetics existing at the time of birth."³

26 STUDENT CLUBS & ORGANIZATIONS^{3 4}

- 1 All students under the age of eighteen (18) shall present a signed and dated statement from their
- 2 parent/guardian before joining any club or organization or participating in activities of a club or
- 3 organization. The Director of Schools shall develop administrative procedures outlining this
- 4 recordkeeping process.

Legal References

1. TCA 49-6-1002(c)
2. 34 CFR § 106.41
3. Public Acts of 2023, Chapter No. 353

Cross References

Special Use of School Vehicles 3.402
Interscholastic Athletics 4.301
Field Trips/Excursions/Competitions 4.302
Attendance 6.200

Franklin Special Board of Education			
Monitoring: Review: Annually, in November	Descriptor Term: Extracurricular Activities	Descriptor Code: 4.300	Issued Date: 09/18/23
		Rescinds: 4.300	Issued: 09/14/98

1 *General*

2 The following shall be adhered to:

- 3 1. The Board shall initially approve extracurricular activities at the district-level to ensure proper
4 support and supervision.
- 5 2. Each student activity shall be under the guidance and direction of a staff member.
- 6 3. All extracurricular activities at the school level shall have the approval of the principal.
- 7 4. Student activities occurring before or after regularly scheduled school hours must be under the
8 supervision of the principal/designee.
- 9 5. Secret organizations shall not be operated in any school.
- 10 6. A student shall not be required to attend an extracurricular activity that is scheduled at a time
11 which conflicts with his/her religious practices.¹
- 12 7. Extracurricular activities during vacation periods shall be restricted to regularly scheduled
13 athletic programs and major events which cannot be scheduled otherwise.
- 14 8. Student groups shall not participate in state or national activities which are not listed as
15 approved activities by a regional accrediting association or the state and national principals'
16 associations without the approval of the Director of Schools.
- 17 9. A student on out-of-school suspension shall not be permitted to participate in extracurricular
18 activities.
- 19 10. Activities which restrict participation because of race, color, religion, sex, disabilities, or
20 national origin are strictly forbidden.²

21 **STUDENT CLUBS & ORGANIZATIONS³**

22 All students under the age of eighteen (18) shall present a signed and dated statement from their
23 parent/guardian before joining any club or organization or participating in activities of a club or
24 organization. The Director of Schools shall develop administrative procedures outlining this
25 recordkeeping process.

Legal References

1. TCA 49-6-1002(c)
2. 34 CFR § 106.41
3. Public Acts of 2023, Chapter No. 353

Cross References

Special Use of School Vehicles 3.402
Interscholastic Athletics 4.301
Field Trips/Excursions/Competitions 4.302
Attendance 6.200

5.104 EQUAL OPPORTUNITY EMPLOYMENT – *1st Reading*

Updates to this policy follow with Public Chapter 938.

Public Chapter 938 requires any policy that "includes a reference to a natural person's sex or gender to state that those terms are defined as the immutable characteristics of the person's reproductive system that identify the person as male or female, as determined by anatomy and genetics existing at the time of birth." These changes must be in place by January 1, 2027.

Franklin Special Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Equal Opportunity Employment	Descriptor Code: 5.104	Issued Date: Proposed
		Rescinds: 5.104	Issued: 04/12/21

Opportunity for employment, as well as continuation and advancement in employment, shall be afforded equally to: ~~members of all races, creeds, colors, sex, religions, ages, national origins, and individuals with disabilities or veteran status~~ (rewritten as)

- members of all races;
- all creeds;
- all colors;
- either sex (Sex shall be defined as the “immutable characteristics of the person’s reproductive system that identify the person as male or female, as determined by anatomy and genetics existing at the time of birth” unless otherwise required by federal law);
- all religions;
- individuals irrespective of age;
- all national origins;
- individuals with disabilities; and
- veteran status

with regard only for qualifications for the position involved.¹

Legal References

1. U.S. Constitution, Amendment XIV; Title VII, Civil Rights Act of 1964; Public Acts of 2026, Chapter No. 938; *Bostock v. Clayton Cnty., Georgia*, 590 U.S. 644, 140 S. Ct. 1731, 207 L. Ed. 2d 218 (2020); Title VI, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Age Discrimination Act of 1967; Section 504 of the Rehabilitation Act of 1973; 42 USCA § 12101-12213; TCA 50-10-101

Cross References

Section 504 and ADA Grievance Procedures 1.802
Recruitment of Employees 5.105
Discrimination/Harassment of Employees 5.500
Complaints and Grievances 5.501

Franklin Special Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Equal Opportunity Employment	Descriptor Code: 5.104	Issued Date: 04/12/21
		Rescinds: 5.104	Issued: 09/14/98

1 Opportunity for employment, as well as continuation and advancement in employment, shall be afforded
2 equally to members of all races, creeds, colors, sex, religions, ages, national origins, and individuals with
3 disabilities or veteran status with regard only for qualifications for the position involved.¹

Legal References

1. U.S. Constitution, Amendment XIV; Title VII, Civil Rights Act of 1964; Title VI, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Age Discrimination Act of 1967; Section 504 of the Rehabilitation Act of 1973; 42 USCA § 12101-12213; TCA 50-10-101 *et seq.*

Cross References

Section 504 and ADA Grievance Procedures 1.802
Recruitment of Employees 5.105
Discrimination/Harassment of Employees 5.500
Complaints and Grievances 5.501

5.501 COMPLAINTS AND GRIEVANCES – *1st Reading*

Updates to this policy follow with Public Chapter 938.

Public Chapter 938 requires any policy that "includes a reference to a natural person's sex or gender to state that those terms are defined as the immutable characteristics of the person's reproductive system that identify the person as male or female, as determined by anatomy and genetics existing at the time of birth." These changes must be in place by January 1, 2027.

Franklin Special Board of Education			
Monitoring: Review: Annually, in March	Descriptor Term: Complaints and Grievances	Descriptor Code: 5.501	Issued Date: Proposed
		Rescinds: 5.501	Issued: 05/11/26

1 EMPLOYMENT-RELATED COMPLAINTS/GRIEVANCES

2 ~~The Board believes that differences of opinions arising in the course of employment should~~ Conflicts
3 ~~shall~~ be resolved as quickly as possible and at the lowest supervisory level.

4 In instances of questions by an individual staff member concerning the interpretation of policies and
5 procedures to that staff member, administrative practices within ~~his/her~~ the staff member's particular
6 school, and relationships with other employees, the staff member concerned ~~must~~ shall consult the
7 administrative or supervisory personnel to whom ~~he/she~~ the staff member is responsible. If a satisfactory
8 resolution of the problem cannot be reached after ample opportunity for consideration of the matter, the
9 staff member concerned may discuss the matter with the next level of supervision up to and including
10 the Director of Schools.

11 In instances where an individual staff member feels, for personal reasons, that the problem ~~he/she~~ cannot
12 be discussed ~~a problem~~ with ~~his/her~~ the immediate superior, ~~he/she~~ the staff member may take the
13 problem directly to the Director of Schools. After review of the case, the Director of Schools shall take
14 action as he/she deems appropriate and within a prompt, reasonable time shall notify all parties
15 concerned of his/~~her~~ decision.

16 HARASSMENT/DISCRIMINATION GRIEVANCES

17 Employees should notify any district complaint manager if they believe the Board, ~~its~~ district
18 employees, or agents have violated their rights guaranteed by the state or federal constitution, state or
19 federal statute, ~~or~~ board policy, ~~including~~ or the following: ^{1,2,3}

- 20 1. Age Discrimination Employment Act;¹
- 21 2. Title II of the Americans with Disabilities Act⁴;
- 22 3. Title IX of the Education Amendments of 1972⁵;
- 23 4. Section 504 of the Rehabilitation Act of 1973⁶; ~~or~~
- 24 5. Claims of sexual harassment under Title VII of the Civil Rights Act of 1964 and
25 Title IX of the Education Amendments of 1972.^{7,5}

26 The complaint manager will endeavor to respond and resolve complaints without resorting to this
27 grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The
28 right of ~~a person~~ an employee to prompt and equitable resolution of the complaint shall not be impaired
29 by the ~~person's~~ employee's pursuit of other remedies. Use of this grievance procedure is not a
30 prerequisite to the pursuit of other remedies, and use of this grievance procedure does not extend any
31 filing deadline related to the pursuit of other remedies.

32 *Filing a Complaint*

1 An employee who wishes to avail himself/herself ~~of~~ to this grievance procedure may do so by filing
2 a complaint with any district complaint manager. The employee may request a complaint manager of the
3 same sex. Sex shall be defined as the “immutable characteristics of the person’s reproductive system that
4 identify the person as male or female, as determined by anatomy and genetics existing at the time of
5 birth” unless otherwise required by federal law.⁸ The complaint manager may assist the employee in
6 filing a grievance.

7 8 *Investigation*

9
10 The complaint manager will investigate the complaint or appoint a qualified person to undertake the
11 investigation on his/her behalf. The complaint and identity of the complainant will not be disclosed
12 except (1) as required by law or this policy; or (2) as necessary to fully investigate the complaint; or (3)
13 as authorized by the complainant. The complaint manager shall file a written report within ten (10) days
14 of the filing of the grievance of his/her findings with the Director of Schools. If a complaint ~~of sexual~~
15 ~~harassment~~ contains allegations involving the Director of Schools, the written report shall be filed with
16 the Board. The Director of Schools shall keep the Board informed of all complaints.

17 18 *Decision and Appeal*

19 After receipt of the complaint manager's report, the Director of Schools shall render a written decision
20 within five (5) days of the receipt of the report which shall be provided to the employee. If the employee
21 is not satisfied with the decision, the employee may appeal the decision to the Board by making a written
22 request to the complaint manager. The complaint manager shall be responsible for promptly forwarding
23 all materials relative to the complaint and appeal to the Board. Thereafter, the Board shall render within
24 thirty (30) days from the date the appeal was received, review the report and affirm, overrule or modify
25 the decision, and render a written finding which shall be provided to the complainant. This grievance
26 procedure shall not be construed to create an independent right to a board hearing.

27 **APPOINTING COMPLAINT MANAGERS**

28 The Director of Schools shall appoint at least two (2) complaint managers, one of each gender. The
29 Federal Rights Coordinator may be appointed as a complaint manager. The Director of Schools shall
30 make employees aware of each complaint manager’s contact information.

31 The Director of Schools has appointed the following as complaint managers: the Associate Director for
32 Teaching & Learning/designee and Associate Director for Finance & Administration/designee. Either
33 may be reached during normal business hours at the FSD Central Office, 205 Eddy Lane, Franklin,
34 Tennessee 37064, 615-794-6624.

Legal References

1. [Age Discrimination Employment Act, 29 USCA § 621; 42 USCA § 6101; 34 CFR § 110.25](#)
2. [Equal Pay Act, 29 USCA § 206\(d\)](#)
3. [Immigration Reform and Control Act, 8 USCA § 1324](#)
4. [Americans with Disabilities Act, 42 USCA § 12101](#)
5. [Title IX of the Education Amendments, 20 USCA § 1681](#)
6. [Section 504 of the Rehabilitation Act, 29 USCA § 701](#)
7. [Title VII of Civil Rights Act, 42 USCA § 2000e](#)
8. [Public Acts of 2026, Chapter No. 938; *Bostock v. Clayton Cnty., Georgia*, 590 U.S. 644, 140 S. Ct. 1731, 207 L. Ed. 2d 218 \(2020\)](#)

Cross References

Section 504 and ADA Grievance Procedures 1.802
Equal Opportunity Employment 5.104
Discrimination/Harassment of Employees 5.500
Title IX & Sexual Harassment 6.3041

Franklin Special Board of Education			
Monitoring: Review: Annually, in March	Descriptor Term: Complaints and Grievances	Descriptor Code: 5.501	Issued Date: 05/11/26
		Rescinds: 5.501	Issued: 10/23/17

1 EMPLOYMENT-RELATED COMPLAINTS/GRIEVANCES

2 The Board believes that differences of opinions arising in the course of employment should be resolved
3 as quickly as possible and at the lowest supervisory level.

4 In instances of questions by an individual staff member concerning the interpretation of policies and
5 procedures to that staff member, administrative practices within his/her particular school, and
6 relationships with other employees, the staff member concerned must consult the administrative or
7 supervisory personnel to whom he/she is responsible. If a satisfactory resolution of the problem cannot
8 be reached after ample opportunity for consideration of the matter, the staff member concerned may
9 discuss the matter with the next level of supervision up to and including the director of schools.

10 In instances where an individual staff member feels for personal reasons that he/she cannot discuss a
11 problem with his/her immediate superior, he/she may take the problem directly to the director of schools.
12 After review of the case, the director of schools shall take action as he/she deems appropriate and within
13 a prompt, reasonable time shall notify all parties concerned of his decision.

14 HARASSMENT/DISCRIMINATION GRIEVANCES

15 Employees should notify any district complaint manager if they believe the Board, its employees or
16 agents have violated their rights guaranteed by the State or federal Constitution, State or federal statute
17 or board policy including: ^{1,3,4}

- 18 1. Title II of the Americans with Disabilities Act²;
- 19 2. Title IX of the Education Amendments of 1972⁷;
- 20 3. Section 504 of the Rehabilitation Act of 1973⁵;
- 21 4. Claims of sexual harassment under Title VII of the Civil Rights Act of 1964 and
22 Title IX of the Education Amendments of 1972.^{6,7}

23 The complaint manager will endeavor to respond and resolve complaints without resorting to this
24 grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The
25 right of a person to prompt and equitable resolution of the complaint shall not be impaired by the person's
26 pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other
27 remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit
28 of other remedies.

- 29 1. *Filing a Complaint* — An employee who wishes to avail himself or herself of this grievance
30 procedure may do so by filing a complaint with any district complaint manager. The employee
31 may request a complaint manager of the same sex. The complaint manager may assist the
32 employee in filing a grievance.

- 1 2. *Investigation* — The complaint manager will investigate the complaint or appoint a qualified
2 person to undertake the investigation on his or her behalf. The complaint and identity of the
3 complainant will not be disclosed except (1) as required by law or this policy; or (2) as necessary
4 to fully investigate the complaint; or (3) as authorized by the complainant. The complaint
5 manager shall file a written report within ten (10) days of the filing of the grievance of his or her
6 findings with the director of schools. If a complaint of sexual harassment contains allegations
7 involving the director of schools, the written report shall be filed with the Board. The director
8 of schools shall keep the Board informed of all complaints.
9
- 10 3. *Decision and Appeal* — After receipt of the complaint manager's report, the director of schools
11 shall render a written decision within five (5) days of the receipt of the report which shall be
12 provided to the employee. If the employee is not satisfied with the decision, the employee may
13 appeal the decision to the Board by making a written request to the complaint manager. The
14 complaint manager shall be responsible for promptly forwarding all materials relative to the
15 complaint and appeal to the Board. Thereafter, the Board shall render within thirty (30) days
16 from the date the appeal was received, review the report and affirm, overrule or modify the
17 decision and render a written finding which shall be provided to the complainant. This grievance
18 procedure shall not be construed to create an independent right to a board hearing.

19 **COMPLAINT MANAGERS**

20 The director of schools shall appoint at least two complaint managers, one of each gender. The Federal
21 Rights Coordinator may be appointed as a complaint manager.

22 The director of schools has appointed the following as complaint managers: the Associate Director for
23 Teaching & Learning/designee and Associate Director for Finance & Administration/designee. Either
24 may be reached during normal business hours at the FSD Central Office, 205 Eddy Lane, Franklin,
25 Tennessee 37064, 615-794-6624.

Legal References

1. Age Discrimination Employment Act, 29 U.S.C. § 621 et seq.
2. Americans with Disabilities Act, 42 U.S.C. § 12101 et seq.
3. Equal Pay Act, 29 U.S.C. § 206(d)
4. Immigration Reform and Control Act, 8 U.S.C. § 1324a et seq.
5. Rehabilitation Act, 29 U.S.C. § 791 et seq.
6. Title VII of Civil Rights Act, 42 U.S.C. § 2000e et seq.
7. Title IX of the Education Amendments, 20 U.S.C. § 1681 et seq.

Cross References

Appeals To and Appearances Before the Board 1.404
Section 504/ADA Grievance Procedures 1.802
Equal Opportunity Employment 5.104
Discrimination/Harassment of Employees 5.500
Workplace Bullying 5.504

6.100 STUDENT GOALS – *1st Reading*

Updates to this policy follow with Public Chapter 938.

Public Chapter 938 requires any policy that "includes a reference to a natural person's sex or gender to state that those terms are defined as the immutable characteristics of the person's reproductive system that identify the person as male or female, as determined by anatomy and genetics existing at the time of birth." These changes must be in place by January 1, 2027.

Franklin Special Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Student Goals	Descriptor Code: 6.100	Issued Date: Proposed
		Rescinds: 6.100	Issued: 10/14/13

In order to establish an environment that is conducive to learning, the Board establishes the following goals:

1. To assure all students the same educational opportunities regardless of race, color, creed, religion, ethnic origin, disabilities, or sex. Sex shall be defined as the “immutable characteristics of the person’s reproductive system that identify the person as male or female, as determined by anatomy and genetics existing at the time of birth”;¹
2. To protect and observe the legal rights of students;
3. To educate students with respect and encouragement;
4. To provide an environment where students can learn personal and civic responsibility for their actions through meaningful experiences;
5. To discipline students in a fair and constructive manner;
6. To provide for the safety, health, and welfare of students; and
7. To promote faithful attendance and diligent effort.

Legal References

1. 20 USCA § 1703; TCA 49-6-3109; Public Acts of 2026, Chapter No. 938

Cross References

School District Goals 1.700
Instructional Program 4.100
Student Discrimination, Harassment, Bullying,
Cyber-bullying, and Intimidation 6.304

Franklin Special Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Student Goals	Descriptor Code: 6.100	Issued Date: 10/14/13
		Rescinds: 6.100	Issued: 09/14/98

In order to establish an environment that is conducive to learning, the Board establishes the following goals:

1. To assure all students the same educational opportunities regardless of race, color, creed, religion, ethnic origin, sex, or disabilities;¹
2. To protect and observe the legal rights of students;
3. To educate students with respect and encouragement;
4. To provide an environment where students can learn personal and civic responsibility for their actions through meaningful experiences;
5. To discipline students in a fair and constructive manner;
6. To provide for the safety, health, and welfare of students; and
7. To promote faithful attendance and diligent effort.

Legal References

1. 20 USCA § 1703; TCA 49-6-3109

Cross References

School District Goals 1.700
 Instructional Program 4.100
 Student Discrimination, Harassment, Bullying,
 Cyber-bullying, and Intimidation 6.304

6.301 RIGHTS AND RESPONSIBILITIES OF STUDENTS – *1st Reading*

Updates to this policy follow with Public Chapter 938.

Public Chapter 938 requires any policy that "includes a reference to a natural person's sex or gender to state that those terms are defined as the immutable characteristics of the person's reproductive system that identify the person as male or female, as determined by anatomy and genetics existing at the time of birth." These changes must be in place by January 1, 2027.

Franklin Special Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Rights and Responsibilities of Students	Descriptor Code: 6.301	Issued Date: Proposed
		Rescinds: 6.301	Issued: 12/09/13

The board expects all employees, students, and parent(s)/guardian(s) to assume the responsibility for appropriate behaviors in the school.

Each student has the right to:

1. Have the opportunity for a free education in the most appropriate learning environment;
2. Be secure in his/her person, papers and effects against unreasonable searches and seizure;
3. Be educated in a safe and secure environment;
4. Have appropriate resources and opportunities for learning;
5. Not be discriminated against on the basis of sex, race, color, creed, religion, national origin or disabilities. Sex shall be defined as the “immutable characteristics of the person’s reproductive system that identify the person as male or female, as determined by anatomy and genetics existing at the time of birth”;¹ and
6. Be fully informed of school rules and regulations.

Each student has the responsibility to:

1. Know and adhere ~~to reasonable rules and regulations established by the board and school officials;~~ to the Board’s policies and the district’s administrative procedures;
2. Respect the human dignity and worth of every other individual; Refrain from libel, slanderous remarks, and obscenity in verbal and written expression;
3. Study and maintain the best possible level of academic achievement;
4. Be punctual and present in the regular school program;
5. Dress and groom in a manner that meets reasonable standards of health, cleanliness, modesty, and safety;
6. Maintain and/or improve the school environment, preserve school and private property, and exercise care while using school facilities;
7. Refrain from behavior which would lead to physical or emotional harm or disrupts the educational process;

- 1 8. Respect the authority of school administrators, teachers, and other authorized personnel in
2 maintaining discipline in the school and at school-sponsored activities;
3
- 4 9. Obey the law and school rules as to the possession or the use of alcohol, illegal drugs, and other
5 unauthorized substances or materials; and
6
- 7 10. Possess on school grounds only those materials which are acceptable under the law and accept
8 the consequences for articles stored in one's locker.

Legal References

1. 20 USCA § 1703; Public Acts of 2026, Chapter
No. 938

Franklin Special Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Rights and Responsibilities of Students	Descriptor Code: 6.301	Issued Date: 12/09/13
		Rescinds: 6.301	Issued: 09/14/98

1 The board expects all employees, students, and parents to assume the responsibility for appropriate behaviors in
2 the school.

3 Each student has the right to:

- 4 1. Have the opportunity for a free education in the most appropriate learning environment;
- 5 2. Be secure in his/her person, papers and effects against unreasonable searches and seizure;
- 6 3. Be educated in a safe and secure environment;
- 7 4. Have appropriate resources and opportunities for learning;
- 8 5. Not be discriminated against on the basis of sex, race, color, creed, religion, national origin or
- 9 disabilities¹; and
- 10 6. Be fully informed of school rules and regulations.

11 Each student has the responsibility to:

- 12 1. Know and adhere to reasonable rules and regulations established by the board and school officials;
- 13 2. Respect the human dignity and worth of every other individual;
- 14 3. Refrain from libel, slanderous remarks, and obscenity in verbal and written expression;
- 15 4. Study and maintain the best possible level of academic achievement;
- 16 5. Be punctual and present in the regular school program;
- 17 6. Dress and groom in a manner that meets reasonable standards of health, cleanliness, modesty, and
- 18 safety;
- 19 7. Maintain and/or improve the school environment, preserve school and private property, and exercise
- 20 care while using school facilities;
- 21 8. Refrain from behavior which would lead to physical or emotional harm or disrupts the educational
- 22 process;
- 23 9. Respect the authority of school administrators, teachers and other authorized personnel in maintaining
- 24 discipline in the school and at school-sponsored activities;
- 25 10. Obey the law and school rules as to the possession or the use of alcohol, illegal drugs and other
- 26 unauthorized substances or materials; and
- 27 11. Possess on school grounds only those materials which are acceptable under the law and accept the
- 28 consequences for articles stored in one's locker.

Legal References

1. 20 USCS § 1703

**6.304 STUDENT DISCRIMINATION, HARASSMENT, BULLYING,
CYBER-BULLYING AND INTIMIDATION – *1st Reading***

Updates to this policy follow with Public Chapter 938.

Public Chapter 938 requires any policy that "includes a reference to a natural person's sex or gender to state that those terms are defined as the immutable characteristics of the person's reproductive system that identify the person as male or female, as determined by anatomy and genetics existing at the time of birth." These changes must be in place by January 1, 2027.

Franklin Special Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Student Discrimination, Harassment, Bullying, Cyber-bullying and Intimidation	Descriptor Code: 6.304	Issued Date: Proposed
		Rescinds: 6.304	Issued: 07/28/25

In order to maintain a safe, civil, and supportive environment in school for students to learn and achieve high academic standards, acts of bullying, cyber-bullying, discrimination (including the definition of antisemitism found in policy 4.100), harassment, hazing or any other victimization of students, based on any actual or perceived traits or characteristics, are prohibited.¹

This policy shall be disseminated annually to all school staff, students, and parent(s)/guardian(s). This policy shall cover employees, employees' behaviors, students and students' behaviors while on school property, at any school-sponsored activity, on school-provided equipment or transportation, or at any official school bus stop. If the act takes place off of school property or outside of a school-sponsored activity, this policy is in effect if the conduct is directed specifically at a student and has the effect of creating a hostile educational environment or otherwise creating a substantial disruption to the educational environment or learning process.²

The principal/designee is responsible for educating and training respective staff and students as to the definition and recognition of discrimination/harassment.³

The Director of Schools shall develop forms and procedures to ensure compliance with the requirements of this policy and state law.

DEFINITIONS⁴

“Bullying/Intimidation/Harassment” is an act that substantially interferes with a student’s educational benefits, opportunities, or performance, and the act has the effect of:

1. Physically harming a student or damaging a student’s property;
2. Knowingly placing a student or students in reasonable fear of physical harm to the student or damage to the student’s property;
3. Causing emotional distress to a student or students; or
4. Creating a hostile educational environment.

Bullying, intimidation, or harassment may also be unwelcome conduct based on a protected class (race, nationality, origin, color, **gender** sex (Sex shall be defined as the “immutable characteristics of the person’s reproductive system that identify the person as male or female, as determined by anatomy and

genetics existing at the time of birth.”⁵, age, disability, religion) that is severe, pervasive, or persistent and creates a hostile environment.

“Cyber-bullying” is a form of bullying undertaken through the use of electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones or other wireless telecommunication devices, text messaging, emails, social networking sites, instant messaging, videos, web sites or fake profiles.

“Hazing” is an intentional or reckless act by a student or group of students that is directed against any other student(s) that endangers the mental or physical health or safety of the student(s) or that induces or coerces a student to endanger his/her mental or physical health or safety. Coaches and other employees of the school district shall not encourage, permit, condone or tolerate hazing activities.⁵

Hazing does not include customary athletic events or similar contests or competitions and is limited to those actions taken and situations created in connection with initiation into or affiliation with any organization.^{-5 6}

COMPLAINTS AND INVESTIGATIONS

Any individual who has knowledge of behaviors that may constitute a violation of this policy shall promptly report such information to the principal/designee.^{6 7}

While reports may be made anonymously, an individual's need for confidentiality shall be balanced with obligations to cooperate with police investigations or legal proceedings, to provide due process to the accused, to conduct a thorough investigation, or to take necessary actions to resolve a complaint. The identity of parties and witnesses may be disclosed in appropriate circumstances to individuals with a need to know.

The principal/designee at each school shall be responsible for investigating and resolving complaints. Once a complaint is received, the principal/designee shall initiate an investigation within forty-eight (48) hours of receipt of the report. If an investigation is not initiated within forty-eight (48) hours, the principal/designee shall provide the Director of Schools with appropriate documentation detailing the reasons why the investigation was not initiated within the required time frame.⁷ The principal/designee shall immediately notify the parent(s)/guardian(s) when a student is involved in an act of discrimination, harassment, intimidation, bullying, or cyber-bullying. The principal/designee shall provide information on district counseling and support services. Students involved in an act of discrimination, harassment, intimidation, bullying, or cyber-bullying shall be referred to the appropriate school counselor by the principal/designee when deemed necessary.⁸

The principal/designee is responsible for determining whether an alleged act constitutes a violation of this policy, and such act shall be held to violate this policy when it meets one of the following conditions:

1. It places the student in reasonable fear or harm for the student's person or property;
2. It has a substantially detrimental effect on the student's physical or mental health;
3. It has the effect of substantially interfering with the student's academic performance; or

4. It has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Upon the determination of a violation, the principal/designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. All investigations shall be completed and appropriate intervention taken within twenty (20) calendar days from the receipt of the initial report.⁷ If the investigation is not complete or intervention has not taken place within twenty (20) calendar days, the principal/designee shall provide the director of schools with appropriate documentation detailing the reasons why the investigation has not been completed or the appropriate intervention has not taken place.⁷ Within the parameters of the federal Family Educational Rights and Privacy Act,^{9 10} a written report on the investigation will be delivered to all involved parties and to the Director of Schools.

RESPONSE AND PREVENTION^{40 11}

The principal/designee shall consider the nature and circumstances of the incident, the age of the individual, the degree of harm, previous incidences or patterns of behavior, or any other factors, as appropriate, to properly respond to each situation.

A substantiated charge against an employee shall result in disciplinary action up to and including termination. The employee may appeal this decision by contacting the Federal Rights Coordinator or the Director of Schools.

A substantiated charge against a student may result in corrective or disciplinary action up to and including suspension. The student may appeal this decision in accordance with disciplinary policies and procedures.

REPORTS

When a complaint is filed alleging a violation of this policy where there is physical harm or the threat of physical harm to a student or a student's property, the principal/designee of each intermediate/middle school shall report the findings and any disciplinary actions taken to the Director of Schools and the Chair of the Board.^{11 12}

By July 1 of each year, the Director of Schools/designee shall prepare a report of all of the bullying cases brought to the attention of school officials during the prior academic year. The report shall also indicate how the cases were resolved and/or the reasons they are still pending. This report shall be presented to the Board at its regular July meeting, and it shall be submitted to the State Department of Education by August 1.^{12 13}

RETALIATION AND FALSE ACCUSATIONS

Retaliation against any person who reports or assists in any investigation of an act alleged in this policy is prohibited. The consequences and appropriate remedial action for a person who engages in retaliation shall be determined by the principal/designee after consideration of the nature, severity, and circumstances of the act.^{13 14}

False accusations accusing another person of having committed an act prohibited under this policy are prohibited. The consequences and appropriate remedial action for a person found to have falsely accused another may range from positive behavioral interventions up to and including expulsion.¹⁴⁻¹⁵

Legal References

1. TCA 49-6-4503(a), (b)(3); 20 USCA §§ 1681 to 1686; TCA 49-50-1801
2. TCA 49-6-4503(b)(11); Public Acts of 2026, Chapter No. 1093
3. TCA 49-6-4503(b)(12)
4. TCA 49-6-4503(b)(2), (13)
5. Public Acts of 2026, Chapter No. 938
6. TCA 49-2-120
7. TCA 49-6-4503(b)(5)
8. TCA 49-6-4503(b)(6)
9. TCA 49-6-4503(b)(14)
10. 20 USCA § 1232g
11. TCA 49-6-4503(b)(4), (7)-(8); Public Acts of 2026, Chapter No. 1093
12. TCA 49-6-4503(d)(3)
13. TCA 49-6-4503(c)(2)(B)
14. TCA 49-6-4503(b)(9)
15. TCA 49-6-4503(b)(10)

Cross References

Section 504 and ADA Grievance Procedures 1.802
 Instructional Programs 4.100
 Staff-Student Relations 5.610
 Student Goals 6.100
 Title IX & Sexual Harassment 6.3041
 Code of Conduct 6.300
 Student Concerns 6.305
 Reporting Child Abuse 6.409
 Emergency Contact Information 6.410
 Student Suicide Prevention 6.415

Franklin Special Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Student Discrimination, Harassment, Bullying, Cyber-bullying and Intimidation	Descriptor Code: 6.304	Issued Date: 07/28/25
		Rescinds: 6.304	Issued: 10/19/20

In order to maintain a safe, civil, and supportive environment in school for students to learn and achieve high academic standards, acts of bullying, cyber-bullying, discrimination (including the definition of antisemitism found in policy 4.100), harassment, hazing or any other victimization of students, based on any actual or perceived traits or characteristics, are prohibited.¹

This policy shall be disseminated annually to all school staff, students, and parent(s)/guardian(s).² This policy shall cover employees, employees' behaviors, students and students' behaviors while on school property, at any school-sponsored activity, on school-provided equipment or transportation, or at any official school bus stop. If the act takes place off of school property or outside of a school-sponsored activity, this policy is in effect if the conduct is directed specifically at a student and has the effect of creating a hostile educational environment or otherwise creating a substantial disruption to the educational environment or learning process.

The principal/designee is responsible for educating and training respective staff and students as to the definition and recognition of discrimination/harassment.³

The Director of Schools shall develop forms and procedures to ensure compliance with the requirements of this policy and state law.

DEFINITIONS⁴

"Bullying/Intimidation/Harassment" is an act that substantially interferes with a student's educational benefits, opportunities, or performance, and the act has the effect of:

1. Physically harming a student or damaging a student's property;
2. Knowingly placing a student or students in reasonable fear of physical harm to the student or damage to the student's property;
3. Causing emotional distress to a student or students; or
4. Creating a hostile educational environment.

Bullying, intimidation, or harassment may also be unwelcome conduct based on a protected class (race, nationality, origin, color, gender, age, disability, religion) that is severe, pervasive, or persistent and creates a hostile environment.

“Cyber-bullying” is a form of bullying undertaken through the use of electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones or other wireless telecommunication devices, text messaging, emails, social networking sites, instant messaging, videos, web sites or fake profiles.

“Hazing” is an intentional or reckless act by a student or group of students that is directed against any other student(s) that endangers the mental or physical health or safety of the student(s) or that induces or coerces a student to endanger his/her mental or physical health or safety. Coaches and other employees of the school district shall not encourage, permit, condone or tolerate hazing activities.⁵

Hazing does not include customary athletic events or similar contest or competitions and is limited to those actions taken and situations created in connection with initiation into or affiliation with any organization.⁵

COMPLAINTS AND INVESTIGATIONS

Any individual who has knowledge of behaviors that may constitute a violation of this policy shall promptly report such information to the principal/designee.⁶

While reports may be made anonymously, an individual's need for confidentiality shall be balanced with obligations to cooperate with police investigations or legal proceedings, to provide due process to the accused, to conduct a thorough investigation, or to take necessary actions to resolve a complaint. The identity of parties and witnesses may be disclosed in appropriate circumstances to individuals with a need to know.

The principal/designee at each school shall be responsible for investigating and resolving complaints. Once a complaint is received, the principal/designee shall initiate an investigation within forty-eight (48) hours of receipt of the report. If an investigation is not initiated within forty-eight (48) hours, the principal/designee shall provide the Director of Schools with appropriate documentation detailing the reasons why the investigation was not initiated within the required time frame.⁷ The principal/designee shall immediately notify the parent(s)/guardian(s) when a student is involved in an act of discrimination, harassment, intimidation, bullying, or cyber-bullying. The principal/designee shall provide information on district counseling and support services. Students involved in an act of discrimination, harassment, intimidation, bullying, or cyber-bullying shall be referred to the appropriate school counselor by the principal/designee when deemed necessary.⁸

The principal/designee is responsible for determining whether an alleged act constitutes a violation of this policy, and such act shall be held to violate this policy when it meets one of the following conditions:

1. It places the student in reasonable fear or harm for the student's person or property;
2. It has a substantially detrimental effect on the student's physical or mental health;
3. It has the effect of substantially interfering with the student's academic performance; or
4. It has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Upon the determination of a violation, the principal/designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. All investigations shall be completed and appropriate intervention taken within twenty (20) calendar days from the receipt of the initial report.⁷ If the investigation is not complete or intervention has not taken place within twenty (20) calendar days, the principal/designee shall provide the director of schools with appropriate documentation detailing the reasons why the investigation has not been completed or the appropriate intervention has not taken place.⁷ Within the parameters of the federal Family Educational Rights and Privacy Act,⁹ a written report on the investigation will be delivered to all involved parties and to the Director of Schools.

RESPONSE AND PREVENTION¹⁰

The principal/designee shall consider the nature and circumstances of the incident, the age of the individual, the degree of harm, previous incidences or patterns of behavior, or any other factors, as appropriate, to properly respond to each situation.

A substantiated charge against an employee shall result in disciplinary action up to and including termination. The employee may appeal this decision by contacting the Federal Rights Coordinator or the Director of Schools.

A substantiated charge against a student may result in corrective or disciplinary action up to and including suspension. The student may appeal this decision in accordance with disciplinary policies and procedures.

REPORTS

When a complaint is filed alleging a violation of this policy where there is physical harm or the threat of physical harm to a student or a student's property, the principal/designee of each intermediate/middle school shall report the findings and any disciplinary actions taken to the Director of Schools and the Chair of the Board.¹¹

By July 1 of each year, the Director of Schools/designee shall prepare a report of all of the bullying cases brought to the attention of school officials during the prior academic year. The report shall also indicate how the cases were resolved and/or the reasons they are still pending. This report shall be presented to the Board at its regular July meeting, and it shall be submitted to the State Department of Education by August 1.¹²

RETALIATION AND FALSE ACCUSATIONS

Retaliation against any person who reports or assists in any investigation of an act alleged in this policy is prohibited. The consequences and appropriate remedial action for a person who engages in retaliation shall be determined by the principal/designee after consideration of the nature, severity, and circumstances of the act.¹³

False accusations accusing another person of having committed an act prohibited under this policy are prohibited. The consequences and appropriate remedial action for a person found to have falsely accused another may range from positive behavioral interventions up to and including expulsion.¹⁴

Legal References

1. [TCA 49-6-4503\(a\), \(b\)\(3\); 20 USCA §§ 1681 to 1686; Public Acts of 2025, Chapter No. 293](#)
2. [TCA 49-6-4503\(b\)\(11\)](#)
3. [TCA 49-6-4503\(b\)\(12\)](#)
4. [TCA 49-6-4503\(b\)\(2\), \(13\)](#)
5. [TCA 49-2-120](#)
6. [TCA 49-6-4503\(b\)\(5\)](#)
7. [TCA 49-6-4503\(b\)\(6\)](#)
8. [TCA 49-6-4503\(b\)\(14\)](#)
9. [20 USCA § 1232g](#)
10. [TCA 49-6-4503\(b\)\(4\), \(7\)-\(8\)](#)
11. [TCA 49-6-4503\(d\)\(3\)](#)
12. [TCA 49-6-4503\(c\)\(2\)\(B\)](#)
13. [TCA 49-6-4503\(b\)\(9\)](#)
14. [TCA 49-6-4503\(b\)\(10\)](#)

Cross References

Section 504 and ADA Grievance Procedures 1.802
Staff-Student Relations 5.610
Student Goals 6.100
Title IX & Sexual Harassment 6.3041
Code of Conduct 6.300
Student Concerns 6.305
Reporting Child Abuse 6.409
Emergency Contact Information 6.410
Student Suicide Prevention 6.415

Elementary Grades Office Discipline Referral 6.300.2-.3
Upper Grades Office Discipline Referral 6.300.4
Incident Investigation Form 6.304.1
Student Network and Internet Use Agreement 6.304.2
Guidelines for Technology Use 6.304.3

6.3041 TITLE IX & SEXUAL HARASSMENT – *1st Reading*

Updates to this policy follow with Public Chapter 938.

Public Chapter 938 requires any policy that "includes a reference to a natural person's sex or gender to state that those terms are defined as the immutable characteristics of the person's reproductive system that identify the person as male or female, as determined by anatomy and genetics existing at the time of birth." These changes must be in place by January 1, 2027.

Franklin Special Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: Title IX & Sexual Harassment	Descriptor Code: 6.3041	Issued Date: Proposed
		Rescinds: 6.3041	Issued: 05/11/26

1 General

2 In order to maintain a safe, civil, and supportive learning environment, all forms of sexual harassment
3 and discrimination on the basis of sex are prohibited.¹ Sex shall be defined as the “immutable
4 characteristics of the person’s reproductive system that identify the person as male or female, as
5 determined by anatomy and genetics existing at the time of birth”.² This policy shall cover employees,
6 employees' behaviors, students, and students' behaviors while on school property, at any school-
7 sponsored activity, on school-provided equipment or transportation, or at any official school bus stop in
8 accordance with federal law. This policy shall be disseminated annually to all school staff, students, and
9 parent(s)/guardian(s).² ³ The Title IX Coordinator as well as any personnel chosen to facilitate the
10 grievance process shall not have a conflict of interest against any party of the complaint.³ ⁴ These
11 individuals shall receive training as to how to promptly and equitably resolve student and employee
12 complaints.³ ⁴

13 All employees shall receive training on complying with this policy and federal law.⁴ ⁵

14 TITLE IX COORDINATOR⁵ ⁶

15 The Title IX Coordinator shall respond promptly to all general reports as well as formal complaints of
16 sexual harassment. He/she shall be kept informed by school-level personnel of all investigations and
17 shall provide input on an ongoing basis as appropriate.

18 Any individual may contact the Title IX Coordinator at any time using the information below:

19
20 Title IX Coordinator
21 Franklin Special District
22 205 Eddy Lane
23 Franklin, TN 37064
24 615-794-6624

25 DEFINITIONS⁴ ⁵

26 “Complainant” is an individual who is alleged to be the victim of conduct that could constitute sexual
27 harassment.

28 “Respondent” is an individual who is reported to be the perpetrator of conduct that could constitute
29 sexual harassment.

1 “~~Sexual~~ Sex-based harassment” is conduct on the basis of sex that satisfies one or more of the
2 following.^{3 4}

- 3 1. A school district employee conditioning an aid, benefit, or service of an education program or
4 activity on an individual’s participation in unwelcome sexual conduct;
5
- 6 2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and
7 objectively offensive that it effectively denies a person equal access to the education program or
8 activity; or
- 9 3. Sexual assault,^{6 7} dating violence,^{7 8} domestic violence,^{8 9} or stalking^{9 10} as defined in state and
10 federal law.

11 Behaviors that constitute sexual harassment may include, but are not limited to:

- 12 1. Sexually suggestive remarks;
13
- 14 2. Verbal harassment or abuse;
15
- 16 3. Sexually suggestive pictures;
17
- 18 4. Sexually suggestive gesturing;
19
- 20 5. Harassing or sexually suggestive or offensive messages that are written or electronic;
21
- 22 6. Subtle or direct propositions for sexual favors; and
23
- 24 7. Touching of a sexual nature.

25 Sexual harassment may be directed against a particular person or persons, or a group, whether of the
26 opposite sex or the same sex.

27 “Supportive measures” are non-disciplinary, non-punitive, individualized services and shall be offered
28 to the complainant and the respondent, as appropriate. These measures may include, but are not limited
29 to, the following:

- 30 1. Counseling;
31
- 32 2. Course modifications;
33
- 34 3. Schedule changes; and
35
- 36 4. Increased monitoring or supervision.

37 The measures offered to the complainant and the respondent shall remain confidential to the extent that
38 maintaining such confidentiality would not impair the ability of the school district to provide the
39 supportive measures.

GRIEVANCE PROCESS

Upon learning of an instance of alleged sexual harassment, even if no formal complaint is filed, the Title IX Coordinator shall:

1. Promptly contact the complainant to discuss the availability of supportive measures;
2. Consider the complainant's wishes with respect to supportive measures;
3. Inform the complainant of the availability of supportive measures; and
4. Explain the process for filing a formal complaint.^{10 11}

While the school district will respect the confidentiality of the complainant and the respondent as much as possible, some information may need to be disclosed to appropriate individuals. All disclosures shall be consistent with the school district's legal obligations and the necessity to investigate allegations of harassment and take disciplinary action.

Disciplinary consequences or sanctions shall not be initiated against the respondent until the grievance process has been completed. Unless there is an immediate threat to the physical health or safety of any student arising from the allegation of sexual harassment that justifies removal, the respondent's placement shall not be changed.^{11 12} If the respondent is an employee, he/she may be placed on administrative leave during the pendency of the grievance process.^{12 13} The Title IX Coordinator shall keep the Director of Schools informed of any employee respondents so that he/she can make any necessary reports to the State Board of Education in compliance with state law.^{13 14}

Complaints

Any individual who has knowledge of behaviors that may constitute a violation of this policy shall immediately report such information to the Title IX Coordinator, however, nothing in this policy requires a complainant to either report or file a formal complaint within a certain timeframe. If the complaint involves the Title IX Coordinator, the complaint shall be filed with the Director of Schools.

If a complaint involves allegations of child abuse, including child abuse on school grounds, appropriate notification shall be made per the board policy on reporting child abuse.

Upon receipt of a formal complaint, the Title IX Coordinator shall promptly:^{14 15}

1. Provide written notice of the allegations, and the grievance process to all known parties to give the respondent time to prepare a response before an initial interview;
2. Inform the parties of the prohibition against making false statement or knowingly submitting false information;
3. Inform the parties that they may have an advisor present during any subsequent meetings; and
4. Offer supportive measures in an equitable manner to both parties.

If the Title IX Coordinator dismisses a complaint, written notice, including the reasons for dismissal, shall be provided to both parties simultaneously.^{+5 16}

Investigations^{+6 17}

NOTE: While the Title IX Coordinator may serve as the investigator, the investigator, decision-maker, and the entity that hears appeals must all be separate persons/entities.

The Title IX Coordinator shall serve as the investigator and be responsible for investigating complaints in an equitable manner that involves an objective evaluation of all relevant evidence. The burden for obtaining evidence sufficient to reach a determination regarding responsibility rests on the school district and not the complainant or respondent.

Once a complaint is received, the Investigator shall initiate an investigation within forty-eight (48) hours of receipt of the complaint. If an investigation is not initiated within forty-eight (48) hours, the investigator shall provide the Title IX Coordinator with appropriate documentation detailing the reasons why the investigation was not initiated within the required timeframe.

All investigations shall be completed within twenty (20) calendar days from the receipt of the initial complaint. If the investigation is not complete within twenty (20) calendar days, the investigator shall provide the Title IX Coordinator with appropriate documentation detailing the reasons why the investigation has not been completed.

All investigations shall:

1. Provide an equal opportunity for the parties to present witnesses and evidence;
2. Not restrict the ability of either party to discuss the allegations under investigation or gather and present relevant evidence;
3. Refrain from requiring, allowing, relying upon, or otherwise using questions or evidence that seek disclosure of information protected under a legally recognized privilege unless such privilege has been waived;⁺⁷⁻¹⁸
4. Provide the parties with the same opportunities to have others present during any grievance proceeding;
5. Provide to parties whose participation is requested written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
6. Provide both parties an equal opportunity to inspect and review any evidence directly related to the allegations in the formal complaint; and
7. Result in the creation of an investigative report that fairly summarizes relevant evidence.

- a. Prior to the completion of the investigative report, the investigator shall send to each party the evidence subject to inspection and review. All parties shall have at least ten (10) days to submit a written response which shall be taken into consideration in creating the final report.

Within the parameters of the federal Family Educational Rights and Privacy Act,^{18 19} the Title IX Coordinator shall keep the complainant and the respondent informed of the status of the investigation process. At the close of the investigation, a written final report on the investigation will be delivered to the parent(s)/guardian(s) of the complainant, parent(s)/guardian(s) of the respondent, and to the Director of Schools.

Determination of Responsibility¹⁹

The respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.^{20 21} The clear and convincing evidence standard shall be used in making this determination.^{21 22}

The Associate Director for Teaching and Learning shall act as the decision-maker. He/she shall receive the final report of the investigation and allow each party the opportunity to submit written questions that he/she wants asked of any party or witness prior to the determining responsibility.

The decision-maker shall make a determination regarding responsibility and provide the written determination to the parties simultaneously along with information about how to file an appeal.

A substantiated charge against a student may result in corrective or disciplinary action up to and including expulsion. A substantiated charge against an employee shall result in disciplinary action up to and including termination.

After a determination of responsibility is made, the Title IX Coordinator shall work with the complainant to determine if further supportive measures are necessary. The Title IX Coordinator shall also determine whether any other actions are necessary to prevent reoccurrence of the harassment.

APPEALS^{22 23}

Either party may appeal from a determination of responsibility based on a procedural irregularity that affected the outcome, new evidence that was not reasonably available at the time of the determination that could affect the outcome, or an alleged conflict of interest on the part of the Title IX Coordinator or any personnel chosen to facilitate the grievance process. Appeals shall be submitted to the Title IX Coordinator within ten (10) days of a determination of responsibility.

Upon receipt of an appeal, the Title IX Coordinator shall:

1. Assign an impartial hearing officer, the Associate Director for Finance and Administration, within five (5) days of receipt of the appeal; and
2. Notify the parties in writing.

1 During the appeal process, the parties shall have a reasonable, equal opportunity to submit written
 2 statements. Within ten (10) calendar days, the hearing officer shall issue a written decision describing
 3 the result of the appeal and the rationale for the result. The written decision shall be provided
 4 simultaneously to both parties.

5 **RETALIATION**²³⁻²⁴

6 Retaliation against any person who makes a report or complaint or assists, participates, or refuses to
 7 participate in any investigation of an act alleged in this policy is prohibited.

Legal References

1. [34 CFR § 106.1](#)
2. [Public Acts of 2026, Chapter No. 938](#)
3. [34 CFR § 106.8\(b\),\(c\)](#)
4. [34 CFR § 106.45\(b\)\(2\); 34 CFR § 106.8\(d\)](#)
5. [34 CFR § 106.2](#)
6. [34 CFR § 106.8\(a\)](#)
7. [20 USCA 1092\(f\)\(6\)\(A\)\(v\); TCA 36-3-601\(12\); TCA 71-6-302](#)
8. [34 USCA 12291\(a\)\(11\)](#)
9. [34 USCA 12291\(a\)\(12\); TCA 40-14-109](#)
10. [34 USCA 12291\(a\)\(36\); TCA 39-17-315; TCA 36-3-601\(11\)](#)
11. [34 CFR § 106.44](#)
12. [34 CFR § 106.44\(h\)](#)
13. [34 CFR § 106.44\(i\)](#)
14. [TRR/MS 0520-02-03-.09\(2\); TCA 49-5-417\(c\)](#)
15. [34 CFR § 106.45\(c\)](#)
16. [34 CFR § 106.45\(d\)](#)
17. [34 CFR § 106.45\(f\); 34 CFR § 106.45\(b\)\(4\)](#)
18. [34 CFR § 106.45\(b\)\(7\)](#)
19. [20 USCA § 1232g](#)
20. [34 CFR § 106.45\(h\)](#)
21. [34 CFR § 106.45\(b\)\(3\)](#)
22. [34 CFR § 106.45\(h\)\(1\)](#)
23. [34 CFR § 106.45\(i\)](#)
24. [34 CFR § 106.71](#)

Cross References

Section 504 and ADA Grievance Procedures 1.802
 Discrimination/Harassment of Employees (Sexual, Racial,
 Ethnic, Religious) 5.500
 Complaints and Grievances 5.501
 Staff-Student Relations 5.610
 Code of Conduct 6.300
 Student Discrimination, Harassment, Bullying, Cyber-
 bullying, and Intimidation 6.304
 Student Concerns 6.305
 Reporting Child Abuse 6.409

Franklin Special Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: Title IX & Sexual Harassment	Descriptor Code: 6.3041	Issued Date: 05/11/26
		Rescinds: 6.3041	Issued: 09/14/20

1 General

2 In order to maintain a safe, civil, and supportive learning environment, all forms of sexual harassment
3 and discrimination on the basis of sex are prohibited.¹ This policy shall cover employees, employees'
4 behaviors, students, and students' behaviors while on school property, at any school-sponsored activity,
5 on school-provided equipment or transportation, or at any official school bus stop in accordance with
6 federal law. This policy shall be disseminated annually to all school staff, students, and
7 parent(s)/guardian(s).² The Title IX Coordinator as well as any personnel chosen to facilitate the
8 grievance process shall not have a conflict of interest against any party of the complaint.³ These
9 individuals shall receive training as to how to promptly and equitably resolve student and employee
10 complaints.³

11 All employees shall receive training on complying with this policy and federal law.⁴

12 TITLE IX COORDINATOR⁵

13 The Title IX Coordinator shall respond promptly to all general reports as well as formal complaints of
14 sexual harassment. He/she shall be kept informed by school-level personnel of all investigations and
15 shall provide input on an ongoing basis as appropriate.

16 Any individual may contact the Title IX Coordinator at any time using the information below:

17
18 Title IX Coordinator
19 Franklin Special District
20 205 Eddy Lane
21 Franklin, TN 37064
22 615-794-6624

23 DEFINITIONS⁴

24 “Complainant” is an individual who is alleged to be the victim of conduct that could constitute sexual
25 harassment.

26 “Respondent” is an individual who is reported to be the perpetrator of conduct that could constitute
27 sexual harassment.

28 “Sexual harassment” is conduct on the basis of sex that satisfies one or more of the following:³

1. A school district employee conditioning an aid, benefit, or service of an education program or activity on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the education program or activity; or
3. Sexual assault,⁶ dating violence,⁷ domestic violence,⁸ or stalking⁹ as defined in state and federal law.

Behaviors that constitute sexual harassment may include, but are not limited to:

1. Sexually suggestive remarks;
2. Verbal harassment or abuse;
3. Sexually suggestive pictures;
4. Sexually suggestive gesturing;
5. Harassing or sexually suggestive or offensive messages that are written or electronic;
6. Subtle or direct propositions for sexual favors; and
7. Touching of a sexual nature.

Sexual harassment may be directed against a particular person or persons, or a group, whether of the opposite sex or the same sex.

"Supportive measures" are non-disciplinary, non-punitive, individualized services and shall be offered to the complainant and the respondent, as appropriate. These measures may include, but are not limited to, the following:

1. Counseling;
2. Course modifications;
3. Schedule changes; and
4. Increased monitoring or supervision.

The measures offered to the complainant and the respondent shall remain confidential to the extent that maintaining such confidentiality would not impair the ability of the school district to provide the supportive measures.

GRIEVANCE PROCESS

Upon learning of an instance of alleged sexual harassment, even if no formal complaint is filed, the Title IX Coordinator shall:

1. Promptly contact the complainant to discuss the availability of supportive measures;
2. Consider the complainant's wishes with respect to supportive measures;
3. Inform the complainant of the availability of supportive measures; and
4. Explain the process for filing a formal complaint.¹⁰

While the school district will respect the confidentiality of the complainant and the respondent as much as possible, some information may need to be disclosed to appropriate individuals. All disclosures shall be consistent with the school district's legal obligations and the necessity to investigate allegations of harassment and take disciplinary action.

Disciplinary consequences or sanctions shall not be initiated against the respondent until the grievance process has been completed. Unless there is an immediate threat to the physical health or safety of any student arising from the allegation of sexual harassment that justifies removal, the respondent's placement shall not be changed.¹¹ If the respondent is an employee, he/she may be placed on administrative leave during the pendency of the grievance process.¹² The Title IX Coordinator shall keep the Director of Schools informed of any employee respondents so that he/she can make any necessary reports to the State Board of Education in compliance with state law.¹³

Complaints

Any individual who has knowledge of behaviors that may constitute a violation of this policy shall immediately report such information to the Title IX Coordinator, however, nothing in this policy requires a complainant to either report or file a formal complaint within a certain timeframe. If the complaint involves the Title IX Coordinator, the complaint shall be filed with the Director of Schools.

If a complaint involves allegations of child abuse, including child abuse on school grounds, appropriate notification shall be made per the board policy on reporting child abuse.

Upon receipt of a formal complaint, the Title IX Coordinator shall promptly:¹⁴

1. Provide written notice of the allegations, and the grievance process to all known parties to give the respondent time to prepare a response before an initial interview;
2. Inform the parties of the prohibition against making false statement or knowingly submitting false information;
3. Inform the parties that they may have an advisor present during any subsequent meetings; and
4. Offer supportive measures in an equitable manner to both parties.

If the Title IX Coordinator dismisses a complaint, written notice, including the reasons for dismissal, shall be provided to both parties simultaneously.¹⁵

Investigations¹⁶

NOTE: While the Title IX Coordinator may serve as the investigator, the investigator, decision-maker, and the entity that hears appeals must all be separate persons/entities.

The Title IX Coordinator shall serve as the investigator and be responsible for investigating complaints in an equitable manner that involves an objective evaluation of all relevant evidence. The burden for obtaining evidence sufficient to reach a determination regarding responsibility rests on the school district and not the complainant or respondent.

Once a complaint is received, the Investigator shall initiate an investigation within forty-eight (48) hours of receipt of the complaint. If an investigation is not initiated within forty-eight (48) hours, the investigator shall provide the Title IX Coordinator with appropriate documentation detailing the reasons why the investigation was not initiated within the required timeframe.

All investigations shall be completed within twenty (20) calendar days from the receipt of the initial complaint. If the investigation is not complete within twenty (20) calendar days, the investigator shall provide the Title IX Coordinator with appropriate documentation detailing the reasons why the investigation has not been completed.

All investigations shall:

1. Provide an equal opportunity for the parties to present witnesses and evidence;
2. Not restrict the ability of either party to discuss the allegations under investigation or gather and present relevant evidence;
3. Refrain from requiring, allowing, relying upon, or otherwise using questions or evidence that seek disclosure of information protected under a legally recognized privilege unless such privilege has been waived;¹⁷
4. Provide the parties with the same opportunities to have others present during any grievance proceeding;
5. Provide to parties whose participation is requested written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
6. Provide both parties an equal opportunity to inspect and review any evidence directly related to the allegations in the formal complaint; and
7. Result in the creation of an investigative report that fairly summarizes relevant evidence.

- a. Prior to the completion of the investigative report, the investigator shall send to each party the evidence subject to inspection and review. All parties shall have at least ten (10) days to submit a written response which shall be taken into consideration in creating the final report.

Within the parameters of the federal Family Educational Rights and Privacy Act,¹⁸ the Title IX Coordinator shall keep the complainant and the respondent informed of the status of the investigation process. At the close of the investigation, a written final report on the investigation will be delivered to the parent(s)/guardian(s) of the complainant, parent(s)/guardian(s) of the respondent, and to the Director of Schools.

Determination of Responsibility¹⁹

The respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.²⁰ The clear and convincing evidence standard shall be used in making this determination.²¹

The Associate Director for Teaching and Learning shall act as the decision-maker. He/she shall receive the final report of the investigation and allow each party the opportunity to submit written questions that he/she wants asked of any party or witness prior to the determining responsibility.

The decision-maker shall make a determination regarding responsibility and provide the written determination to the parties simultaneously along with information about how to file an appeal.

A substantiated charge against a student may result in corrective or disciplinary action up to and including expulsion. A substantiated charge against an employee shall result in disciplinary action up to and including termination.

After a determination of responsibility is made, the Title IX Coordinator shall work with the complainant to determine if further supportive measures are necessary. The Title IX Coordinator shall also determine whether any other actions are necessary to prevent reoccurrence of the harassment.

APPEALS²²

Either party may appeal from a determination of responsibility based on a procedural irregularity that affected the outcome, new evidence that was not reasonably available at the time of the determination that could affect the outcome, or an alleged conflict of interest on the part of the Title IX Coordinator or any personnel chosen to facilitate the grievance process. Appeals shall be submitted to the Title IX Coordinator within ten (10) days of a determination of responsibility.

Upon receipt of an appeal, the Title IX Coordinator shall:

1. Assign an impartial hearing officer, the Associate Director for Finance and Administration, within five (5) days of receipt of the appeal; and
2. Notify the parties in writing.

During the appeal process, the parties shall have a reasonable, equal opportunity to submit written statements. Within ten (10) calendar days, the hearing officer shall issue a written decision describing the result of the appeal and the rationale for the result. The written decision shall be provided simultaneously to both parties.

RETALIATION²³

Retaliation against any person who makes a report or complaint or assists, participates, or refuses to participate in any investigation of an act alleged in this policy is prohibited.

Legal References

1. 34 CFR § 106.1
2. 34 CFR § 106.8(b),(c)
3. 34 CFR § 106.45(b)(1)(iii); 34 CFR § 106.45(b)(10)(D)
4. 34 CFR § 106.30(a)
5. 34 CFR § 106.8(a)
6. 20 USCA 1092(f)(6)(A)(v); TCA 36-3-601(10); TCA 71-6-302
7. 34 USCA 12291(a)(10)
8. 34 USCA 12291(a)(8); TCA 40-14-109
9. 34 USCA 12291(a)(30); TCA 39-17-315; TCA 36-3-601(11)
10. 34 CFR § 106.44(a)
11. 34 CFR § 106.44(c)
12. 34 CFR § 106.44(d)
13. TRR/MS 0520-02-03-.09(2); TCA 49-5-417(c)
14. 34 CFR § 106.45(b)(2)
15. 34 CFR § 106.45(b)(3)
16. 34 CFR § 106.45(b)(5); 34 CFR § 106.45(b)(1)(v)
17. 34 CFR § 106.45(b)(1)(x)
18. 20 USCA § 1232g
19. 34 CFR § 106.45(b)(7)
20. 34 CFR § 106.45(b)(1)(iv)
21. 34 CFR § 106.45(b)(1)(vii)
22. 34 CFR § 106.45(b)(8)
23. 34 CFR § 106.71

Cross References

Section 504 and ADA Grievance Procedures 1.802
 Discrimination/Harassment of Employees (Sexual, Racial, Ethnic, Religious) 5.500
 Staff-Student Relations 5.610
 Code of Conduct 6.300
 Student Discrimination, Harassment, Bullying, Cyberbullying, and Intimidation 6.304
 Child Abuse and Neglect 6.409

General Report of Sexual Harassment 6.3041.1
 Formal Complaint of Sexual Harassment 6.3041.2
 Title IX Coordinator Checklist 6.3041.3
 Investigator Checklist 6.3041.4
 Decision-Maker Checklist 6.3041.5
 Appellate Body Checklist 6.3041.6
 Title IX Flowchart 6.3041.7

FES					JES					LES					MES					PGES												
	Female	Male	Teachers	Avg		Female	Male	Teachers	Avg		Female	Male	Teachers	Avg		Female	Male	Teachers	Avg		Female	Male	Teachers	Avg								
Pre-Kindergarten (P3)	3	4	2	3.5		3	8	2	5.5		2	0	1	2.0		1	5	1	6.0		2	3	1	0								
Pre-Kindergarten (P4)	17	17	1	34.0		11	12	1	23.0		12	15	1	27.0		12	11	1	23.0		8	16	1	24								
Kindergarten	24	23	3	15.7		17	25	3	14.0		41	37	5	15.6		31	41	5	14.4		29	32	4	15.25								
Pre-First			0	0.0				0	0.0				0	0.0				0	0.0				0	0								
Grade 1	27	26	3	17.7		16	24	3	13.3		35	48	5	16.6		40	32	5	14.4		26	34	4	15								
Grade 2	27	28	3	18.3		21	26	3	15.7		24	37	4	15.3		44	38	5	16.4		27	37	4	16								
Grade 3	26	20	3	15.3		26	25	3	17.0		38	47	5	17.0		40	48	5	17.6		31	35	4	16.5								
Grade 4	31	36	4	16.8		21	21	3	14.0		37	38	4	18.8		54	43	5	19.4		28	36	4	16								
Total Students	155	154		309		115	141		256		189	222		411		222	218		440		151	193		344								
American Indian	0		0%			2		1%			3		1%			2		0%			0		0%									
Asian	8		3%			18		8%			19		5%			50		12%			12		4%									
Black or African American	53		20%			42		19%			40		10%			36		9%			15		5%									
Hispanic or Latino	24		9%			74		33%			102		27%			97		24%			109		35%									
Native Hawaiian-Pacific Islander	1		0%			1		0%			0		0%			0		0%			0		0%									
White	182		68%			85		38%			218		57%			226		55%			179		57%									
TOTAL WITHOUT PRE-K	268					222					382					411					315											
FIS					FMS					<table><tr><th>Grade</th><th>Average Size</th></tr><tr><td>K-3</td><td>15.9</td></tr><tr><td>4-6</td><td>18.7</td></tr><tr><td>7-8</td><td>20.1</td></tr></table>										Grade	Average Size	K-3	15.9	4-6	18.7	7-8	20.1	PGMS				
Grade	Average Size																															
K-3	15.9																															
4-6	18.7																															
7-8	20.1																															
	Female	Male	Teachers	Avg		Female	Male	Teachers	Avg												Female	Male	Teachers	Avg								
Grade 5	117	121	12	19.8							38	44	4	20.5																		
Grade 6	132	128	12	21.7							29	34	3	21																		
Grade 7						120	141	12	21.8		32	34	4	16.5																		
Grade 8						108	130	12	19.8		44	45	4	22.25																		
Total Students	249	249		498		228	271		499							143	157						300									
American Indian	0		0%			2		0%		FSD Demographics - 10/2/2026 Student Data as of 10/2/26 @ 2:00pm Teacher List as of 9/30/26 @ 3:50pm											1		0%									
Asian	24		5%			23		5%													11		4%									
Black or African American	66		13%			66		13%													23		8%									
Hispanic or Latino	120		24%			117		23%													126		42%									
Native Hawaiian-Pacific Islander	1		0%			1		0%													0		0%									
White	287		58%			290		58%													139		46%									
TOTAL WITHOUT PRE-K	498					499														300												
TOTAL WITHOUT PRE-K	2895	TOTAL WITH PRE-K				3057	TOTAL PRE-K				162																					

FRANKLIN SPECIAL SCHOOL DISTRICT

Investment Report

August 31, 2026

<i>Local Government Investment Pool</i>

Interest Rate for August 3.72%

General Investment Account

Beginning Balance	\$	6,838,202.46
Interest		20,402.33
Withdrawals		(1,200,000.00)
Deposits		
Total Invested	\$	<u>5,658,604.79</u>

Debt Service Investment Account

Beginning Balance	\$	151,388.57
Interest		478.30
Withdrawals		
Deposits		
Total Invested	\$	<u>151,866.87</u>

Capital Projects Investment Account

Beginning Balance	\$	4,107,195.31
Interest		12,976.48
Withdrawals		
Deposits		
Total Invested	\$	<u>4,120,171.79</u>

Construction Investment Account

Beginning Balance	\$	1,870,074.52
Interest		4,586.54
Withdrawals		(686,000.00)
Deposits		
Total Invested	\$	<u>1,188,661.06</u>

FRANKLIN SPECIAL SCHOOL DISTRICT

Investment Report

August 31, 2026

First Horizon Bank

General Purpose Checking

Beginning Balance	\$	3,075,686.49
Receipts		2,826,264.24
Loan fr Debt Svc		
Interest		3,766.44
Transfer from LGIP		1,200,000.00
Transfer to LGIP		
Pmt of Tax Anticipation Loan to First Horizon		
Loan repayment to Capital		
Loan repayment to Debt Svc.		
Disbursements		(6,200,595.21)
Ending Balance	\$	905,121.96

Debt Service Checking

Beginning Balance	\$	946,273.21
Receipts		28,560.90
Interest		1,514.01
Loan repayment fr GP		
Transfer from Investments		
Transfer to Investments		
Disbursements		
Ending Balance	\$	976,348.12

Capital Projects Checking

Beginning Balance	\$	1,147,255.29
Receipts (Facilities Tax)		93,074.14
Interest		1,793.70
Transfer		
Fraud refund fr First Horizon		
Transfer to LGIP		
Disbursements		(108,558.79)
Ending Balance	\$	1,133,564.34

Construction Checking

Beginning Balance	\$	101,210.12
Interest		806.42
Receipts		
Transfer fr LGIP		686,000.00
Transfer to LGIP		
Transf to Capital		
Disbursements		(697,222.06)
Ending Balance	\$	90,794.48

						2026-27	2026-27	2026-27	September 2026-27	2026-27	Uncollected
						Original Budget	Budget Revisions	Revised Budget	Monthly Activity	FYTD Activity	Balance
141					General Purpose						
141 R 40110	---	---	---	---	Current Year Property Tax	14,697,707.00	0.00	14,697,707.00	0.00	0.00	14,697,707.00
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	13,958.55	39,512.28	30,487.72
141 R 40130	---	---	---	---	Circuit Clerk/C&m-Prior Year	35,000.00	0.00	35,000.00	5,925.88	12,714.34	22,285.66
141 R 40140	---	---	---	---	Interest & Penalty	16,000.00	0.00	16,000.00	1,320.66	3,256.09	12,743.91
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	49.17	74,950.83
141 R 40210	---	---	---	---	Local Option Sales Tax	8,800,000.00	0.00	8,800,000.00	766,657.17	1,531,057.16	7,268,942.84
141 R 40275	---	---	---	---	Mixed Drink Tax (ST)	175,000.00	0.00	175,000.00	14,856.19	32,888.43	142,111.57
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	34,270,083.00	0.00	34,270,083.00	0.00	0.00	34,270,083.00
141 R 40620	---	---	---	---	Prior Year Property Tax	100,000.00	0.00	100,000.00	9,588.55	69,202.97	30,797.03
141 R 40630	---	---	---	---	Interest & Penalty	30,000.00	0.00	30,000.00	1,427.56	5,805.63	24,194.37
141 R 40640	---	---	---	---	Pick-Up Taxes	75,000.00	0.00	75,000.00	3,753.50	21,687.00	53,313.00
141 R 41110	---	---	---	---	Licenses & Permits	600.00	0.00	600.00	71.84	71.84	528.16
141 R 43511	---	---	---	---	Tuition-Regular Day Students	232,808.00	0.00	232,808.00	0.00	124,500.00	108,308.00
141 R 43513	---	---	---	---	Tuition-YSI	190,000.00	0.00	190,000.00	0.00	0.00	190,000.00
141 R 43517	---	---	---	---	Tuition-Other	0.00	0.00	0.00	0.00	0.00	0.00
141 R 43570	---	---	---	---	Receipts From Individual Schoo	30,000.00	0.00	30,000.00	124.19	389.69	29,610.31
141 R 43990	---	---	---	---	Other Charges For Services	0.00	0.00	0.00	0.00	0.00	0.00
141 R 44110	---	---	---	---	Interest Earned	375,000.00	0.00	375,000.00	3,454.82	63,953.42	311,046.58
141 R 44120	---	---	---	---	Lease/Rentals	40,000.00	0.00	40,000.00	3,708.20	4,270.70	35,729.30
141 R 44121	---	---	---	---	Event Lease Revenue	225,000.00	0.00	225,000.00	9,750.00	56,096.00	168,904.00
141 R 44122	---	---	---	---	Membership Sales Revenue	0.00	0.00	0.00	0.00	0.00	0.00
141 R 44123	---	---	---	---	Facilities Fee Revenue	13,000.00	0.00	13,000.00	0.00	800.00	12,200.00
141 R 44124	---	---	---	---	Equipment Rental	0.00	0.00	0.00	0.00	0.00	0.00
141 R 44125	---	---	---	---	Service (Ticket) Fee Revenue	60,000.00	0.00	60,000.00	0.00	4,658.00	55,342.00
141 R 44126	---	---	---	---	Service (Facilities) Fee Reven	7,000.00	0.00	7,000.00	0.00	0.00	7,000.00
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	10,000.00	0.00	10,000.00	473.88	1,979.54	8,020.46
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	6,311.00	8,689.00
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	15.00	395.00	-395.00
141 R 44570	---	---	---	---	Contributions & Gifts	0.00	0.00	0.00	0.00	100.00	-100.00

							2026-27	2026-27	2026-27	September 2026-27	2026-27	Uncollected
							<u>Original Budget</u>	<u>Budget Revisions</u>	<u>Revised Budget</u>	<u>Monthly Activity</u>	<u>FYTD Activity</u>	<u>Balance</u>
Fnd T Acct	Obj	Prj	Loc	Prg	Acct							
141					General Purpose							
141 R 44990	---	---	---	---	Other Local Revenue		500.00	0.00	500.00	21.57	421.68	78.32
141 R 46510	---	---	---	---	TISA		13,408,869.00	0.00	13,408,869.00	1,320,492.23	2,640,984.46	10,767,884.54
141 R 46511	---	---	---	---	Basic Education Program		0.00	0.00	0.00	0.00	0.00	0.00
141 R 46513	---	---	---	---	TISA On-Behalf Payments		0.00	0.00	0.00	0.00	0.00	0.00
141 R 46515	---	---	---	---	Early Childhood Education		307,761.00	0.00	307,761.00	0.00	0.00	307,761.00
141 R 46590	---	---	---	---	Other State Education Funds		0.00	0.00	0.00	0.00	0.00	0.00
141 R 46591	---	---	---	---	Coordinated School Health		0.00	0.00	0.00	0.00	0.00	0.00
141 R 46592	---	---	---	---	Internet Connectivity		0.00	0.00	0.00	0.00	0.00	0.00
141 R 46596	---	---	---	---	Paid Parental Leave		0.00	0.00	0.00	0.00	0.00	0.00
141 R 46610	---	---	---	---	Career Ladder		26,000.00	0.00	26,000.00	0.00	0.00	26,000.00
141 R 46612	---	---	---	---	Extended Contracts		0.00	0.00	0.00	0.00	0.00	0.00
141 R 46790	---	---	---	---	Other Vocational		0.00	0.00	0.00	0.00	0.00	0.00
141 R 46850	---	---	---	---	Mixed Drink Tax		0.00	0.00	0.00	0.00	0.00	0.00
141 R 46980	---	---	---	---	Other State Grants		0.00	0.00	0.00	0.00	0.00	0.00
141 R 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 47240	---	---	---	---	Medicaid		0.00	0.00	0.00	394.90	1,734.55	-1,734.55
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	0.00	0.00	0.00
141 R 48130	---	---	---	---	CONTRIBUTIONS		0.00	0.00	0.00	0.00	0.00	0.00
141 R 48990	---	---	---	---	Other-Citizens Group		45,000.00	0.00	45,000.00	0.00	0.00	45,000.00
141 R 49700	---	---	---	---	Insurance Recovery		0.00	0.00	0.00	0.00	0.00	0.00
141 R 49800	---	---	---	---	Transfers In		15,000.00	0.00	15,000.00	0.00	0.00	15,000.00
141 -	-----	---	---	---	General Purpose		73,345,328.00	0.00	73,345,328.00	2,155,994.69	4,622,838.95	68,722,489.05

							2026-27	2026-27	September 2026-27	2026-27	Encumbered	Unencumbered
							Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
141						General Purpose						
141 E 11130	---	---	---	---	---	Cash	0.00	0.00	0.00	0.00	0.00	0.00
141 E 71100	---	---	---	---	---	Regular Education Program	31,070,022.00	31,070,022.00	2,523,950.95	4,677,837.97	137,549.35	26,254,634.68
141 E 71150	---	---	---	---	---	Alternative Schools	122,769.00	122,769.00	0.00	61,085.00	0.00	61,684.00
141 E 71200	---	---	---	---	---	Special Education Program	9,801,098.00	9,801,098.00	792,269.18	1,273,430.26	586,251.16	7,941,416.58
141 E 71300	---	---	---	---	---	Vocational Education Program	0.00	0.00	42,556.74	104,791.86	73,066.40	-177,858.26
141 E 72110	---	---	---	---	---	Attendance	16,700.00	16,700.00	4,251.46	4,826.46	3,494.00	8,379.54
141 E 72120	---	---	---	---	---	Health Services	912,691.00	912,691.00	74,864.70	127,368.86	21,966.15	763,355.99
141 E 72130	---	---	---	---	---	Other Student Support	1,730,260.00	1,730,260.00	132,334.14	262,258.77	12,070.55	1,455,930.68
141 E 72210	---	---	---	---	---	Regular Instruction Program	3,976,250.00	3,976,250.00	309,124.03	601,907.87	65,587.01	3,308,755.12
141 E 72220	---	---	---	---	---	Special Education Instruction	2,187,858.00	2,187,858.00	175,265.11	305,164.88	67,423.72	1,815,269.40
141 E 72250	---	---	---	---	---	TECHNOLOGY	1,795,616.00	1,795,616.00	211,363.15	552,996.54	40,240.82	1,202,378.64
141 E 72310	---	---	---	---	---	Board Of Education Services	1,976,907.00	1,976,907.00	39,504.40	475,586.51	248,923.50	1,252,396.99
141 E 72320	---	---	---	---	---	Director of Schools	641,399.00	641,399.00	46,516.44	126,687.08	7,257.41	507,454.51
141 E 72410	---	---	---	---	---	Office Of The Principal	4,527,782.00	4,527,782.00	367,522.55	875,920.11	74,246.69	3,577,615.20
141 E 72510	---	---	---	---	---	Fiscal Services	990,292.00	990,292.00	97,177.37	226,191.49	2,260.49	761,840.02
141 E 72520	---	---	---	---	---	Human Resources	465,153.00	465,153.00	32,183.57	71,579.10	9,886.38	383,687.52
141 E 72610	---	---	---	---	---	Operation Of Plant	5,001,809.00	5,001,809.00	391,043.65	1,315,516.96	189,375.71	3,496,916.33
141 E 72620	---	---	---	---	---	Maintenance Of Plant	1,181,403.00	1,181,403.00	101,978.77	261,076.40	124,806.20	795,520.40
141 E 72710	---	---	---	---	---	Transportation	3,431,637.00	3,431,637.00	227,532.73	538,852.63	176,558.58	2,716,225.79
141 E 72810	---	---	---	---	---	Central And Other	446,067.00	446,067.00	18,266.39	81,257.59	31,296.22	333,513.19
141 E 73100	---	---	---	---	---	Food Supplies	0.00	0.00	0.00	0.00	0.00	0.00
141 E 73300	---	---	---	---	---	Community Service	222,182.00	222,182.00	476.03	5,969.09	13,739.20	202,473.71
141 E 73400	---	---	---	---	---	Early Childhood Education	695,659.00	695,659.00	58,072.86	88,769.19	256.00	606,633.81
141 E 76100	---	---	---	---	---	Regular Capital Outlay	0.00	0.00	0.00	78,026.26	0.00	-78,026.26
141 E 81300	---	---	---	---	---	Education Debt Service	0.00	0.00	0.00	0.00	0.00	0.00
141 E 82130	---	---	---	---	---	Principal	0.00	0.00	0.00	0.00	0.00	0.00
141 E 82230	---	---	---	---	---	Interest	10,000.00	10,000.00	0.00	0.00	0.00	10,000.00
141 E 82330	---	---	---	---	---	Other Debt Service	0.00	0.00	0.00	0.00	0.00	0.00
141 -	---	---	---	---	---	General Purpose	71,203,554.00	71,203,554.00	5,646,254.22	12,117,100.88	1,886,255.54	57,200,197.58

						2026-27	2026-27	2026-27	September	2026-27	2026-27	Uncollected
						<u>Original Budget</u>	<u>Budget Revisions</u>	<u>Revised Budget</u>	<u>Monthly Activity</u>	<u>FYTD Activity</u>		<u>Balance</u>
142					Federal Programs							
142 R 47141	---	---	---	---	Title I Part A	412,445.00	0.00	412,445.00	0.00	0.00		412,445.00
142 R 47143	---	---	---	---	Ed Of Handicap_IDEA	722,213.00	0.00	722,213.00	0.00	0.00		722,213.00
142 R 47145	---	---	---	---	IDEA Preschool	26,465.00	0.00	26,465.00	0.00	0.00		26,465.00
142 R 47146	---	---	---	---	Title III Part A	56,134.00	0.00	56,134.00	0.00	0.00		56,134.00
142 R 47147	---	---	---	---	Title IV	24,797.00	0.00	24,797.00	0.00	0.00		24,797.00
142 R 47149	---	---	---	---	Title IX McKinney-Vento	0.00	0.00	0.00	0.00	0.00		0.00
142 R 47189	---	---	---	---	Title II Part A	104,076.00	0.00	104,076.00	0.00	0.00		104,076.00
142 R 47301	---	---	---	---	ESSER Grant	0.00	0.00	0.00	0.00	0.00		0.00
142 R 47303	---	---	---	---	LEA Reopening Grant	0.00	0.00	0.00	0.00	0.00		0.00
142 R 47306	---	---	---	---	Emergency Loss of Income Grant	0.00	0.00	0.00	0.00	0.00		0.00
142 R 47307	---	---	---	---	ESSER 2.0	0.00	0.00	0.00	0.00	0.00		0.00
142 R 47309	---	---	---	---	Literacy Training Teacher Stip	0.00	0.00	0.00	0.00	0.00		0.00
142 R 47311	---	---	---	---	First To The Top	0.00	0.00	0.00	0.00	0.00		0.00
142 R 47401	---	---	---	---	ESSER 3.0	0.00	0.00	0.00	0.00	0.00		0.00
142 R 47402	---	---	---	---	ARP IDEA Part B	0.00	0.00	0.00	0.00	0.00		0.00
142 R 47403	---	---	---	---	ARP IDEA Preschool	0.00	0.00	0.00	0.00	0.00		0.00
142 R 47404	---	---	---	---	ARP Homeless 2.0	0.00	0.00	0.00	0.00	0.00		0.00
142 R 47590	---	---	---	---	Other Federal Through State	0.00	0.00	0.00	0.00	0.00		0.00
142 R 47990	---	---	---	---	Other Direct Federal Revenue	0.00	0.00	0.00	0.00	0.00		0.00
142 R 49800	---	---	---	---	Transfers In	0.00	0.00	0.00	0.00	0.00		0.00
142 -	-----	-----	-----	-----	Federal Programs	1,346,130.00	0.00	1,346,130.00	0.00	0.00		1,346,130.00

							2026-27	2026-27	September 2026-27	2026-27	Encumbered	Unencumbered
							Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
142						Federal Programs						
142 E 71100	---	---	---	---	---	Regular Education Program	269,152.00	269,152.00	32,346.77	78,461.46	25,653.89	165,036.65
142 E 71200	---	---	---	---	---	Special Education Program	596,858.00	596,858.00	58,529.76	85,418.87	17,622.02	493,817.11
142 E 72110	---	---	---	---	---	Attendance	0.00	0.00	0.00	0.00	0.00	0.00
142 E 72120	---	---	---	---	---	Health Services	0.00	0.00	0.00	0.00	0.00	0.00
142 E 72130	---	---	---	---	---	Other Student Support	35,475.00	35,475.00	2,876.79	22,634.74	550.00	12,290.26
142 E 72210	---	---	---	---	---	Regular Instruction Program	263,258.00	263,258.00	10,392.08	50,380.45	66,984.39	145,893.16
142 E 72220	---	---	---	---	---	Special Education Instruction	27,000.00	27,000.00	0.00	0.00	12,749.80	14,250.20
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	24,914.00	24,914.00	2,104.57	2,244.00	500.00	22,170.00
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	129,473.00	129,473.00	0.00	0.00	0.00	129,473.00
142 -	-----	-----	-----	-----	-----	Federal Programs	1,346,130.00	1,346,130.00	106,249.97	239,139.52	124,060.10	982,930.38

							2026-27	2026-27	2026-27	September	2026-27	2026-27	Uncollected
							<u>Original Budget</u>	<u>Budget Revisions</u>	<u>Revised Budget</u>	<u>Monthly Activity</u>	<u>FYTD Activity</u>	<u>Balance</u>	
143						Food Service							
143 R 43521	---	---	---	---	---	Lunch Payments-Children	670,000.00	0.00	670,000.00	79,739.50	131,621.85	538,378.15	
143 R 43522	---	---	---	---	---	Lunch Payments-Adults	60,000.00	0.00	60,000.00	5,162.50	8,274.00	51,726.00	
143 R 43523	---	---	---	---	---	Income From Breakfast	120,000.00	0.00	120,000.00	12,339.00	19,202.85	100,797.15	
143 R 43525	---	---	---	---	---	Ala Carte Sales	273,000.00	0.00	273,000.00	30,519.15	46,182.25	226,817.75	
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	80,000.00	0.00	80,000.00	5,514.24	11,343.32	68,656.68	
143 R 44530	---	---	---	---	---	Sale of Equipment	250.00	0.00	250.00	0.00	278.04	-28.04	
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	5,000.00	0.00	5,000.00	174.24	448.48	4,551.52	
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	935,000.00	0.00	935,000.00	0.00	67,934.33	867,065.67	
143 R 47112	---	---	---	---	---	USDA Commodities	156,560.00	0.00	156,560.00	0.00	0.00	156,560.00	
143 R 47113	---	---	---	---	---	Breakfast	295,000.00	0.00	295,000.00	0.00	18,139.00	276,861.00	
143 R 47114	---	---	---	---	---	USDA Other	155,000.00	0.00	155,000.00	0.00	4,653.02	150,346.98	
143 R 47115	---	---	---	---	---	USDA Food Service Equipment Gr	0.00	0.00	0.00	0.00	0.00	0.00	
143 R 47590	---	---	---	---	---	Other Federal Through State	0.00	0.00	0.00	0.00	0.00	0.00	
143 R 47990	---	---	---	---	---	Other Direct Federal Revenue	0.00	0.00	0.00	18,596.49	54,251.67	-54,251.67	
143 -	-----	-----	-----	-----	-----	Food Service	2,765,810.00	0.00	2,765,810.00	152,045.12	362,328.81	2,403,481.19	

<u>Fnd</u>	<u>T</u>	<u>Acct</u>	<u>Obj</u>	<u>Prj</u>	<u>Loc</u>	<u>Prq</u>	<u>Acct</u>	<u>2026-27</u> <u>Original Budget</u>	<u>2026-27</u> <u>Revised Budget</u>	<u>September</u> <u>Monthly Activity</u>	<u>2026-27</u> <u>FYTD Activity</u>	<u>Encumbered</u> <u>Amount</u>	<u>Unencumbered</u> <u>Balance</u>
143							Food Service						
143	E	73100	---	---	-----	---	Food Supplies	2,795,275.00	2,795,275.00	274,608.49	454,928.48	752,670.54	1,587,675.98
143	E	73300	---	---	-----	---	Community Service	0.00	0.00	0.00	0.00	0.00	0.00
143	-	-----	---	---	-----	---	Food Service	2,795,275.00	2,795,275.00	274,608.49	454,928.48	752,670.54	1,587,675.98

							2026-27	2026-27	2026-27	September 2026-27	2026-27	Uncollected
							<u>Original Budget</u>	<u>Budget Revisions</u>	<u>Revised Budget</u>	<u>Monthly Activity</u>	<u>FYTD Activity</u>	<u>Balance</u>
<u>Fnd</u>	<u>T</u>	<u>Acct</u>	<u>Obj</u>	<u>Prj</u>	<u>Loc</u>	<u>Prg</u>	<u>Acct</u>					
146							Community Service (MAC)					
146	R	43581	---	---	-----	---	Community Services Fees	1,690,780.00	0.00	1,690,780.00	106,201.68	1,372,500.32
146	R	43584	---	---	-----	---	Registration Fees-School Year	33,550.00	0.00	33,550.00	1,000.00	7,350.00
146	R	43585	---	---	-----	---	Registration Fees-Summer	10,800.00	0.00	10,800.00	0.00	10,800.00
146	R	43990	---	---	-----	---	Other Charges For Services	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
146	R	44170	---	---	-----	---	Miscellaneous Refunds	67,200.00	0.00	67,200.00	37.35	67,162.65
146	R	44530	---	---	-----	---	Sale of Equipment	0.00	0.00	0.00	0.00	0.00
146	R	44570	---	---	-----	---	Contributions & Gifts	1,800.00	0.00	1,800.00	0.00	1,317.07
146	R	44990	---	---	-----	---	Other Local Revenue	0.00	0.00	0.00	0.00	0.00
146	R	46590	---	---	-----	---	Other State Education Funds	0.00	0.00	0.00	0.00	0.00
146	R	47590	---	---	-----	---	Other Federal Through State	0.00	0.00	0.00	0.00	0.00
146	-	-----	---	---	-----	---	Community Service (MAC)	1,804,130.00	0.00	1,804,130.00	107,239.03	1,459,130.04

Fnd	T	Acct	Obj	Pri	Loc	Prg	Acct	2026-27 <u>Original Budget</u>	2026-27 <u>Revised Budget</u>	September 2026-27 <u>Monthly Activity</u>	2026-27 <u>FYTD Activity</u>	Encumbered <u>Amount</u>	Unencumbered <u>Balance</u>
146							Community Service (MAC)						
146	E	73300	---	---	-----	---	Community Service	1,689,580.00	1,689,580.00	150,653.30	353,093.95	7,901.74	1,328,584.31
146	E	99100	---	---	-----	---	Operating Transfer	0.00	0.00	0.00	0.00	0.00	0.00
146	-	-----	---	---	-----	---	Community Service (MAC)	1,689,580.00	1,689,580.00	150,653.30	353,093.95	7,901.74	1,328,584.31

Fnd T Acct	Obj	Pri	Loc	Prg	Acct	2026-27 <u>Original Budget</u>	2026-27 <u>Budget Revisions</u>	2026-27 <u>Revised Budget</u>	September 2026-27 <u>Monthly Activity</u>	2026-27 <u>FYTD Activity</u>	Uncollected <u>Balance</u>
156					Debt Service						
156 R 40610	---	---	-----	---	Current Year Property Tax	8,675,262.00	0.00	8,675,262.00	0.00	0.00	8,675,262.00
156 R 40620	---	---	-----	---	Prior Year Property Tax	1,000.00	0.00	1,000.00	2,427.29	23,471.20	-22,471.20
156 R 40630	---	---	-----	---	Interest & Penalty	12,000.00	0.00	12,000.00	361.54	1,968.90	10,031.10
156 R 40640	---	---	-----	---	Pick-Up Taxes	25,000.00	0.00	25,000.00	950.17	7,380.19	17,619.81
156 R 44110	---	---	-----	---	Interest Earned	60,000.00	0.00	60,000.00	1,582.17	5,513.13	54,486.87
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	8,773,262.00	0.00	8,773,262.00	5,321.17	38,333.42	8,734,928.58

<u>Fnd</u>	<u>T</u>	<u>Acct</u>	<u>Obj</u>	<u>Prj</u>	<u>Loc</u>	<u>Prg</u>	<u>Acct</u>	<u>2026-27</u> <u>Original Budget</u>	<u>2026-27</u> <u>Revised Budget</u>	<u>September</u> <u>Monthly Activity</u>	<u>2026-27</u> <u>FYTD Activity</u>	<u>Encumbered</u> <u>Amount</u>	<u>Unencumbered</u> <u>Balance</u>
156							Debt Service						
156	E	72310	---	---	-----	---	Board Of Education Services	173,895.00	173,895.00	81.53	601.92	0.00	173,293.08
156	E	82130	---	---	-----	---	Principal	3,980,000.00	3,980,000.00	0.00	0.00	0.00	3,980,000.00
156	E	82230	---	---	-----	---	Interest	4,218,188.00	4,218,188.00	0.00	0.00	0.00	4,218,188.00
156	E	82330	---	---	-----	---	Other Debt Service	3,000.00	3,000.00	0.00	900.00	0.00	2,100.00
156	-	-----	---	---	-----	---	Debt Service	8,375,083.00	8,375,083.00	81.53	1,501.92	0.00	8,373,581.08

							2026-27	2026-27	September 2026-27	2026-27	Encumbered	Unencumbered
							Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
177						Capital Projects						
177	E	81300	---	---	-----	Education Debt Service	0.00	0.00	0.00	0.00	0.00	0.00
177	E	82130	---	---	-----	Principal	0.00	0.00	0.00	0.00	0.00	0.00
177	E	82230	---	---	-----	Interest	0.00	0.00	0.00	0.00	0.00	0.00
177	E	82330	---	---	-----	Other Debt Service	0.00	0.00	0.00	3,965.26	0.00	-3,965.26
177	E	91300	---	---	-----	Education Capital Projects	4,537,972.00	4,537,972.00	92,174.60	1,698,568.03	1,736,859.80	1,102,544.17
177	E	99100	---	---	-----	Operating Transfer	0.00	0.00	0.00	0.00	0.00	0.00
177	-	-----	---	---	-----	Capital Projects	4,537,972.00	4,537,972.00	92,174.60	1,702,533.29	1,736,859.80	1,098,578.91

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Franklin Special, TN
Revenues (Date: 9/2026)

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						2026-27	2026-27	2026-27	September	2026-27	2026-27	Uncollected
						<u>Original Budget</u>	<u>Budget Revisions</u>	<u>Revised Budget</u>	<u>Monthly Activity</u>	<u>FYTD Activity</u>		<u>Balance</u>
End	T	Acct	Obj	Prj	Loc	Prg	Acct					
Grand Revenue Totals						88,889,660.00	0.00	88,889,660.00	2,496,110.47	5,579,211.02		83,310,448.98

Number of Accounts: 406

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

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Franklin Special, TN
Expenditures (Date: 9/2026)

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<u>Fnd T Acct</u>	<u>Obj</u>	<u>Prj</u>	<u>Loc</u>	<u>Prg</u>	<u>Acct</u>	<u>2026-27</u> <u>Original Budget</u>	<u>2026-27</u> <u>Revised Budget</u>	<u>September 2026-27</u> <u>Monthly Activity</u>	<u>2026-27</u> <u>FYTD Activity</u>	<u>Encumbered</u> <u>Amount</u>	<u>Unencumbered</u> <u>Balance</u>
Grand Expense Totals						89,947,594.00	89,947,594.00	6,270,022.11	14,868,298.04	4,507,747.72	70,571,548.24

Number of Accounts: 5239

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

FRANKLIN SPECIAL SCHOOL DISTRICT
Comparison of Sales Tax Revenue
FY 2025-2026 to FY 2026-2027

Received During	For the Month of	Actual Sales Tax Revenue				Increase (Decrease) FY26-27 from FY25-26		% Chg FY24-25 compared to FY23-24	% Chg FY25-26 compared to FY24-25	% Chg FY26-27 compared to FY25-26	% Chg FY26-27 compared to FY25-26
		FY23-24	FY24-25	FY25-26	FY26-27	Month-to- Month	Year-to- Date	Month-to- Month	Month-to- Month	Month-to- Month	Year-to- Date
Aug	May	\$ 673,793	\$ 684,759	\$ 695,526	\$ 764,400	\$ 68,874	\$ 68,874	1.6%	1.6%	9.9%	9.9%
Sep	June	672,365	666,397	708,779	766,657	\$ 57,878	\$ 126,752	-0.9%	6.4%	8.2%	9.0%
Oct	July	652,325	684,031	732,024	776,898	\$ 44,874	\$ 171,626	4.9%	7.0%	6.1%	8.0%
Nov	Aug	638,368	697,116	715,129							
Dec	Sept	645,418	680,703	726,253							
Jan	Oct	654,065	684,296	740,839							
Feb	Nov	692,106	692,119	745,709							
Mar	Dec	852,757	858,135	901,942							
Apr	Jan	601,380	639,435	679,125							
ADA Adjustment		(107,591)	129,405	(78,176)							
May	Feb	592,528	591,374	661,906							
June	March	646,884	671,142	747,250							
July	April	665,765	719,004	760,939							
Total YTD		\$ 7,880,163	\$ 8,397,916	\$ 8,737,245	\$ 2,307,955	\$ 171,626					
FY 2026-2027 Budgeted Total					\$ 8,800,000						
Actual Over (Under) Budget					\$ (6,492,045)						
% of Budget Received YTD					26.2%						
ADA Adjustment (Sales Tax)											
19-20	-67,495										
20-21	-306,074										
21-22	-763,167										
22-23	287,134										
23-24	-107,591										
24-25	129,405										
25-26	-78,176										

September 30, 2026
Free and Reduced Percentages

Schools	Lunch Code	Total Students	Enrollment	Percentage Free & Reduced	
FES					
	Free	79			
	Reduced	20			
	Paid	210	309	32%	
FIS					
	Free	129			
	Reduced	32			
	Paid	333	494	33%	
FMS					
	Free	131			
	Reduced	35			
	Paid	331	497	33%	
JES					
	Free	113			
	Reduced	38			
	Paid	114	265	57%	
LES					
	Free	105			
	Reduced	27			
	Paid	269	401	33%	
MES					
	Free	114			
	Reduced	29			
	Paid	325	468	31%	
PGES					
	Free	105			
	Reduced	23			
	Paid	222	350	37%	
PGMS					
	Free	85			
	Reduced	31			
	Paid	183	299	39%	
TOTAL of each					
X	Free	861			
Y	Reduced	235	Total Free & Reduced	1096	
Z	Paid	1987			
Totals		3083	35.55%		
W/O PRIVATE	27	3056	35.86%		

If you need the breakdown of SNAP, TANF, FOSTER, Homeless, Medicaid-Free, Medicaid-Reduced please run in the Student Data - Misc-Data Mining (Free and Reduce have those included in this report)