

Board of School Trustees
Monday, January 12, 2026 6:00 PM Eastern

FCMS - Auditorium
625 Grizzly Cub Drive
Franklin, IN 46131

Debbie Gill: Present
Brett Jones: Present
Jennifer Mann: Present
Becky Nelson: Absent
David Yount: Present

Present: 4, Absent: 1.

1. SCHOOL FINANCE REVIEW BOARD - 5:15 pm
 - 1.A. Elect a President and Secretary
 - 1.B. 2025 Annual Investments and Fiscal Indicators Report
2. WATCH MEETING LIVE - 6:00 pm
3. CALL THE MEETING TO ORDER
4. 2026 BOARD OF SCHOOL TRUSTEES REORGANIZATION
 - 4.A. Election of President
 - 4.B. Election of Vice President & Secretary
 - 4.C. Board Member Compensation
 - 4.D. Board Meeting Schedule
 - 4.E. Appointment / Board Member for Superintendent Committees
 - 4.F. Appointment of Treasurer
 - 4.G. Appointment of Deputy Treasurer
5. RECOGNITION
 - 5.A. Individual Student Growth
 - 5.B. Collaboration
6. CONSENT AGENDA
 - 6.A. Public Comments on any Consent Agenda Item
 - 6.B. Allowance of Claims and Vouchers
 - 6.C. Amendment to Supplemental Retirement Plan (401a)
 - 6.D. Approve Minutes
 - 6.E. Donations
 - 6.F. FCS Professional Development Travel
 - 6.G. Grant Summary Sheet
 - 6.H. Hardscape Improvements - FCHS, FCMS, Needham Elementary
 - 6.I. Locke Commercial Vehicle Lease Agreement
 - 6.J. Overnight and/or Out of State Trip
 - 6.K. Personnel Report
 - 6.L. Software Renewals
 - 6.M. Western Governors University
 - 6.N. Consent Agenda Vote
7. SUPERINTENDENT REPORTS
 - 7.A. Year End Close Transfers
 - 7.B. Quarterly Financial Report

- 7.C. Committee Updates
 - Communications

8. ACTION ITEMS

- 8.A. Public Comments on any Action Item
- 8.B. Franklin Cub Academy Rates
- 8.C. FCHS New Courses 2026
- 8.D. Resolution for Education Fund to Operation Fund Transfers
- 8.E. Updated Vision Insurance Plans & Memorandum of Understanding with Franklin Community Teachers Association
- 8.F. Special Education School Board Seminar Series
- 8.G. Policies - Guidelines

9. DISCUSSION

- 9.A. Resolution Creating a School Corporation Police Department
- 9.B. Security 101 Proposal
- 9.C. JCPL Memorandum of Agreement
- 9.D. Public Comments on Discussion Items

10. BOARD / ADMINISTRATIVE COMMENTS

- 10.A. Board Comments
- 10.B. Administrative Comments

11. CALENDAR

- 11.A. Calendar of Events

12. ADJOURNMENT

13. 11. I.C. 5-14-9-1

David Yount is an appointed member of the Franklin Community School Corporation Board of School Trustees representing Needham Township appointed by Franklin Community School Board. The date of appointment was January 30, 2025, and the term expires December 31, 2026.

**Board of Finance
Of the Franklin Community Schools
2025 Annual Investment Report**

State Statute requires a written report detailing the year's investments on behalf of the corporation. This report contains the name of each financial institution, government agency or instrumentality, or other person with whom our corporation invested money during the previous calendar year, the investment type, and the interest earned for the year. I have included the investment results from 2022, 2023, 2024 and 2025 to give you some comparative data.

2022

Location	Financial Institution	Investment Type	Interest Earned
Cafeteria	First Merchants Bank	Checking/Savings	\$14,125.94
Corporation	First Merchants Bank	Checking/Savings	\$179,956.39
Extended Education	First Merchants Bank	Checking/Savings	\$3,108.85
Corporation R.D.	First Merchants Bank	Checking/Savings	\$50,477.87
Performing Arts Center	First Merchants Bank	Checking/Savings	\$1,951.80
Total Interest Earned			\$249,620.85

2023

Location	Financial Institution	Investment Type	Interest Earned
Cafeteria	First Merchants Bank	Checking/Savings	\$51,725.98
Corporation	First Merchants Bank	Checking/Savings	\$418,729.77
Extended Education	First Merchants Bank	Checking/Savings	\$8,767.13
Corporation R.D.	First Merchants Bank	Checking/Savings	\$176,545.03
Performing Arts Center	First Merchants Bank	Checking/Savings	\$8,183.19
Total Interest Earned			\$663,951.10

2024

Location	Financial Institution	Investment Type	Interest Earned
Cafeteria	First Merchants Bank	Checking/Savings	\$71,788.89
Corporation	First Merchants Bank	Checking/Savings	\$606,188.49
Extended Education	First Merchants Bank	Checking/Savings	\$15,692.75
Corporation R.D.	First Merchants Bank	Checking/Savings	\$331,717.48
Performing Arts Center	First Merchants Bank	Checking/Savings	\$17,918.10
Total Interest Earned			\$1,043,305.71

2025

Location	Financial Institution	Investment Type	Interest Earned
Cafeteria	First Merchants Bank	Checking/Savings	\$48,639.59
Corporation	First Merchants Bank	Checking/Savings	\$538,072.14
Extended Education	First Merchants Bank	Checking/Savings	\$16,166.60
Corporation R.D.	First Merchants Bank	Checking/Savings	\$279,699.28
Performing Arts Center	First Merchants Bank	Checking/Savings	\$13,675.38
Total Interest Earned			\$896,252.99

STATE OF INDIANA

DISTRESSED UNIT APPEAL BOARD



INDIANA GOVERNMENT CENTER NORTH
100 N. SENATE AVENUE ROOM 1058
INDIANAPOLIS, IN 46204
(317) 234-2273

MEMORANDUM

TO: All School Corporations

FROM: Distressed Unit Appeal Board

DATE: September 1, 2023

RE: School Corporation Fiscal Indicators Annual Update Released

The Distressed Unit Appeal Board (“DUAB”) today released the annual update of the School Corporation Fiscal Indicators (“Indicators”) as required by Indiana law. This update includes calendar year 2022 financial information. The Indicators for all Indiana public school corporations can be accessed at <https://www.in.gov/duab/school-corporation-fiscal-indicators/dashboard>. Links to supporting documentation, including instructions on how to use the indicators and downloadable data are available at <https://www.in.gov/duab/school-corporation-fiscal-indicators>. The Indicators are updated annually with new financial information.

Per [IC 5-13-7-8](#), the superintendent of the school corporation (or the superintendent’s designee) shall submit a written report to their board that assesses the financial condition of the school corporation using the Indicators. Although the statute refers to the annual board of finance meeting in January, DUAB suggests presenting this information sooner rather than later so it is more timely. A specific format for this report is not outlined in statute. However, the superintendent or designee should utilize the Indicators as the foundation for this report and can then add additional details or explanations as needed to provide the board with an assessment of the school corporation’s overall financial condition.

Questions or comments on the Indicators can be sent to DUAB at indicators@duab.in.gov.

SCHOOL CORPORATION FISCAL INDICATORS

DATA SOURCES

(for August 2023 Release)

Data displayed in the School Corporation Fiscal Indicators (“Indicators”) has been queried from the data sources listed below without modification. Where errors or omissions may exist in the below data sources, such errors or omissions may impact the accuracy and comprehensiveness of the Indicators.

School Contact Information

2022-2023 Indiana School Directory, Updated May 15, 2023, Indiana Department of Education (“IDOE”) webpage (<https://www.in.gov/doi/it/data-center-and-reports/>)

Student Demographics

Free and Reduced Price Lunch: Corporation Enrollment by Ethnicity and Free/Reduced Price Meal Status, ending year of the school year corresponds to the year listed (ex. 2022-23 school year will be displayed as 2023), IDOE webpage (<https://www.in.gov/doi/it/data-center-and-reports/>)

Special Education and English Language Learners: Corporation Enrollment by Special Education and English Language Learners, ending year of the school year corresponds to the year listed (ex. 2022-23 school year will be displayed as 2023), IDOE webpage (<https://www.in.gov/doi/it/data-center-and-reports/>)

Net Assessed Value

Certified net assessed value data for the General Fund (0101) or for the Education Fund (3101) for the calendar year listed, Indiana Department of Local Government Finance webpage (<https://www.in.gov/dlgf/reports-and-data/reports/>)

Population Estimates

National Center for Education Statistics (<https://nces.ed.gov/programs/edge/Demographic/ACS>)

Average Daily Membership (“ADM”)

Average Daily Membership data provided by the Indiana Department of Education.

For years 2012 through 2013, ADM was used to determine calendar year funding of tuition support for school corporations. The ADM shown is the ADM that applied to the calendar year listed.

Since 2014, two count days have occurred – one in September and one in February. For all years displayed but 2018 and 2019, tuition support was adjusted based on each count. For years 2018 and 2019, the February count did not impact tuition support, but the counts are displayed on this indicator for informational purposes.

Starting the Fall 2015 count for fiscal year 2016, full day kindergarten students were counted as 1. Prior to that time, these students were counted as ½.

Beginning with the fall count date for the 2019-2020 school year (shown as the fall count for calendar year 2020), school corporations differentiated between students that receive instruction in-person and students that receive instruction virtually. The level of tuition support differs for those students attending virtually. For the 2020-2021 school year, students who received instruction virtually due to COVID-19 are included in the in-person count for the purposes of this indicator, as tuition support funding for these students was the same as students attending in-person.

Fund References

Fund references for data displayed tie to the IDOE Chart of Accounts; below are the references for the time periods listed.

- Through 2018 ties to the IDOE Chart of Accounts for January to June 2018;
- 2019 ties to the IDOE Chart of Accounts for January to June 2019;
- 2020 ties to the IDOE Chart of Accounts for January to June 2020;
- 2021 ties to the IDOE Chart of Accounts for January to June 2021; and
- 2022 ties to the IDOE Chart of Accounts for January to June 2022.

Fund classifications

Fund classifications for the data displayed are listed below.

Fund Classification	Fund No.	Fund	Through 2018	2019	2020	2021	2022
General Fund	0100	General Fund	x				
Education Fund	0101	Education Fund		x	x	x	x
Operational Funds	0150	Racial Balance Fund	x				
	0300	Operations Fund		x	x	x	x
	0350	Capital Projects Fund	x				
	0410	Transportation Fund	x				
	0420	School Bus Replacement Fund	x				
	1600-1649	Art Association	x				
	1700	Historical Society	x				
	1750	Playground Fund	x				
Rainy Day Fund	0610	Rainy Day Fund	x	x	x	x	x
Debt Funds	0200	Debt Service Fund	x	x	x	x	x
	0210	Debt Service Reserve Fund	x				
	0250	Retirement/Severance Bond Fund Debt Service Fund	x	x	x	x	x
	0290	Exempt Debt (Lake and St. Joseph Counties Only)	x	x			
	0291	Exempt Pension Debt (Lake and St. Joseph Counties Only)	x	x			
	0620	Retirement/Severance Bond Fund Debt Service Fund	x	x	x	x	x

	0630	Post-Retirement/Severance Future Benefits Fund	x	x	x	x	x
Capital Funds	0700-0799	Construction Fund	x	x	x	x	x
	1000	Repair & Replacement Fund	x				
	2800-2899	Construction/Remodel/Equip/Building Fund	x				
Operating Referendum Fund	0160	Operating Referendum Tax Levy Fund	x	x	x	x	x
	0161	Referendum Tax Levy Fund	x				
Capital Referendum Fund	0170	Referendum Controlled Project Tax Levy Fund		x	x	x	x
	0292	Referendum Fund - Exempt Capital Fund	x	x	x	x	x
	0293	Referendum Debt- Post 2009			x	x	x
School Safety Referendum Fund	0220	School Safety Referendum Fund			x	x	x
Self-Insurance Funds	1100	Self Insurance Fund	x				
	1100-1110	Self Insurance Fund		x	x	x	x
Local Funds		All funds through Fund 2999 not included in other fund classifications	x	x	x	x	x
State Funds	3000-3999	All funds from Fund 3000 through Fund 3999	x	x	x	x	x
Federal Funds	4000-7999	All funds from Fund 4000 through Fund 7999, excluding federal stimulus funds	x	x	x	x	x
Federal Stimulus Funds	7868-7949	All funds from Fund 7868 through Fund 7949			x	x	x

Fund Balances

Form 9 data as submitted by the school corporations to IDOE, Section 6, Ending Cash Balance as of December (Period 2) of the calendar year listed.

Annual Deficit/Surplus

Revenues: Form 9 data as submitted by the school corporations to the IDOE, Section 1, receipts for selected funds for Period 1 and Period 2 of the calendar year listed

Expenditures: Form 9 data as submitted by the school corporations to the IDOE, Section 2, expenditures for selected funds for Period 1 and Period 2 of the calendar year listed

Fund Balance: Form 9 data as submitted by the school corporations to the IDOE, Section 6, Ending Cash Balance as of December (Period 2) of the calendar year listed

Fund Balances as Percent of Expenditures

Fund Balance: Form 9 data as submitted by the school corporations to the IDOE, Section 6, Ending Cash Balance as of December (Period 2) of the calendar year listed

Expenditures: Form 9 data as submitted by the school corporations to the IDOE, Section 2, expenditures for selected funds for Period 1 and Period 2 of the calendar year listed

The funds and fund classifications included in the *Fund Balances as Percent of Expenditures* are as follows:

Fund Classification	Fund No.	Fund	Through 2018	2019	2020	2021	2022
General Fund	0100	General Fund	x				
Education Fund	0101	Education Fund		x	x	x	x
Operational Funds	0150	Racial Balance Fund	x				
	0300	Operations Fund		x	x	x	x
	0350	Capital Projects Fund	x				
	0410	Transportation Fund	x				
	0420	School Bus Replacement Fund	x				
	1600-1649	Art Association	x				
	1700	Historical Society	x				
	1750	Playground Fund	x				
Rainy Day Fund	0610	Rainy Day Fund	x	x	x	x	x
Operating Referendum Fund	0160	Operating Referendum Tax Levy Fund	x	x	x	x	x
	0161	Referendum Tax Levy Fund	x				

Revenue by Type

Local Tax Revenue: Form 9 data as submitted by the school corporations to IDOE, Section 1, Local Property Taxes (1110), Local Income Taxes (1130), Other Taxes (1190), License Excise Tax (1211), Commercial Vehicle Excise Tax (1212), Financial Institutions Tax (1231), Local Option - Property Tax Replacement (1232), Local Income Taxes – County Surplus (1233), Revenue in Lieu of Taxes (1280) and Other Taxes (1290) receipts for selected funds (excluding Federal Stimulus Funds) for Period 1 and Period 2 of the calendar year listed

Operating Referendum Revenue: Form 9 data as submitted by the school corporations to IDOE, Section 1, Local Property Taxes (1110), Local Income Taxes (1130), Other Taxes (1190), License Excise Tax (1211), Commercial Vehicle Excise Tax (1212), Financial Institutions Tax (1231), Local Option - Property Tax Replacement (1232), Local Income Taxes – County Surplus (1233), Revenue in Lieu of Taxes (1280) and Other Taxes (1290) receipts for Funds 0160 and 0161 for Period 1 and Period 2 of the calendar year listed

Other Local Revenue: Form 9 data as submitted by the school corporations to IDOE, Section 1, receipts 1300 through 1999, Disposal of Real Property (5310), Disposal of Personal Property (5320), Other (5390), Return of Petty Cash (6010), Return of Cash Change (6020), Other (6400), Insurance (6410), Other (6600) and Other (33200) for selected funds (excluding Federal Stimulus Funds) for Period 1 and Period 2 of the calendar year listed

Debt Revenue: Form 9 data as submitted by the school corporations to IDOE, Section 1, Bond Principal and Bank Loan Principal (5110), Premium or Accrued Interest on the Issuance of Bonds (5120), Tax Anticipation Warrant Premiums (5130), Bond Anticipation Notes (5140), Veteran's Memorial Funds Advance (5410), Common School Fund Advance (5420), Emergency Loan Principal (5440), School Bus Loans (5460) Grant Anticipation Notes (5470), Energy Savings (5480), Other (5490), Capital Lease Proceeds (5500) and Other Long-Term Debt Proceeds (5600) for selected funds (excluding Federal Stimulus Funds) for Period 1 and Period 2 of the calendar year listed

State Revenue: Form 9 data as submitted by the school corporations to IDOE, Section 1, receipts 2100 through 3990 for selected funds (excluding Federal Stimulus Funds) for Period 1 and Period 2 of the calendar year listed

Federal Revenue: Form 9 data as submitted by the school corporations to IDOE, Section 1, receipts 4100 through 4990 for selected funds (excluding Federal Stimulus Funds) for Period 1 and Period 2 of the calendar year listed

Federal Stimulus Revenue: Form 9 data as submitted by the school corporations to IDOE, Section 1, all receipts for Federal Stimulus Funds for Period 1 and Period 2 of the calendar year listed

Operating Referendum Revenue as Percent of Total Revenue

Operating Referendum Revenue: Form 9 data as submitted by the school corporations to IDOE, Section 1, Operating Referendum Fund (0160, 0161) receipts for Period 1 and Period 2 of the calendar year listed

Total Revenues: Form 9 data as submitted by the school corporations to IDOE, Section 1, receipts for selected funds for Period 1 and Period 2 of the calendar year listed

Franklin Community Schools
January 9, 2026

Financial Indicators Update

2024-25



School Corporation Financial Indicators

1

Enrollment &
Demographics

2

Fund Balances

3

Annual Deficit /
Surplus

4

Fund Balances as a %
of Expenditures

5

Revenue by Type

6

Operating Referendum
Revenue

Basic Information

2024-25 Fall Student
Count (ADM)

4,821.3

2025 Net Assessed Value

\$2,269,183,574

Estimated Population

31,728

Distressed Unit Appeal Board (DUAB) Website

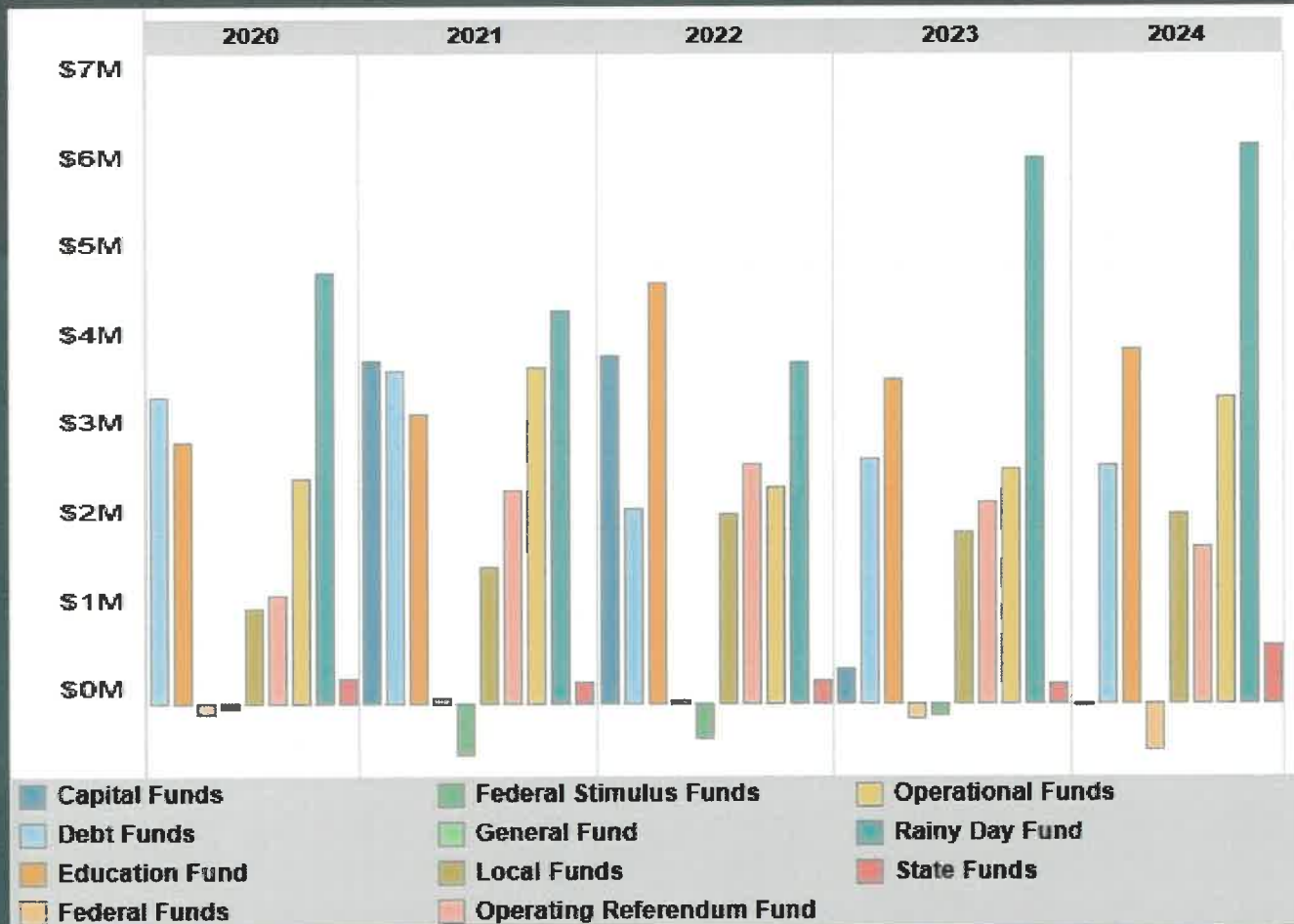
www.in.gov/duab/school-corporation-fiscal-indicators/

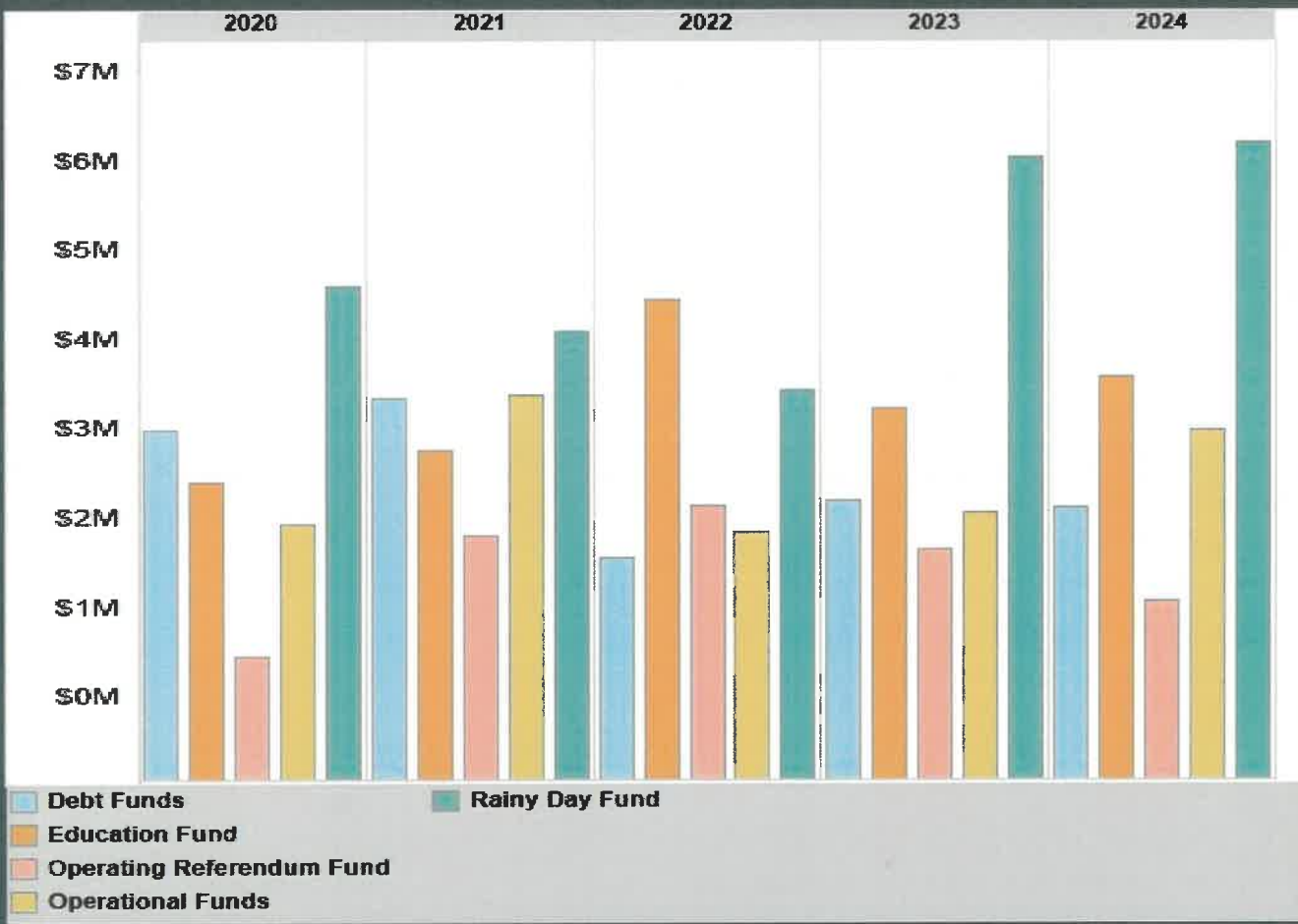
1. Enrollment & Demographics: Five Year Enrollment

	2020-21		2021-22		2022-23		2023-24		2024-25		2025-26	
Semester	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Virtual	8	10	33	43	21	22	10	11	130	124	121	2/1/26
In-Person	4,929	4,863	4,850	4,705	4,851	4,781	4,811	4,751	4,761	4,749	4814	2/1/26
Total	4937	4873	4883	4748	4872	4803	4821	4762	4891	4873	4935	2/1/26

Demographics	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Free/Reduced Lunch	40.0%	37.3%	45.9%	46.5%	50.8%	47.4%
Special Education	17.2%	19.7%	20.2%	19.33	22.1%	22.8%
English Language Learners	1.5%	1.9%	2.1%	2.4%	2.6%	2.9%

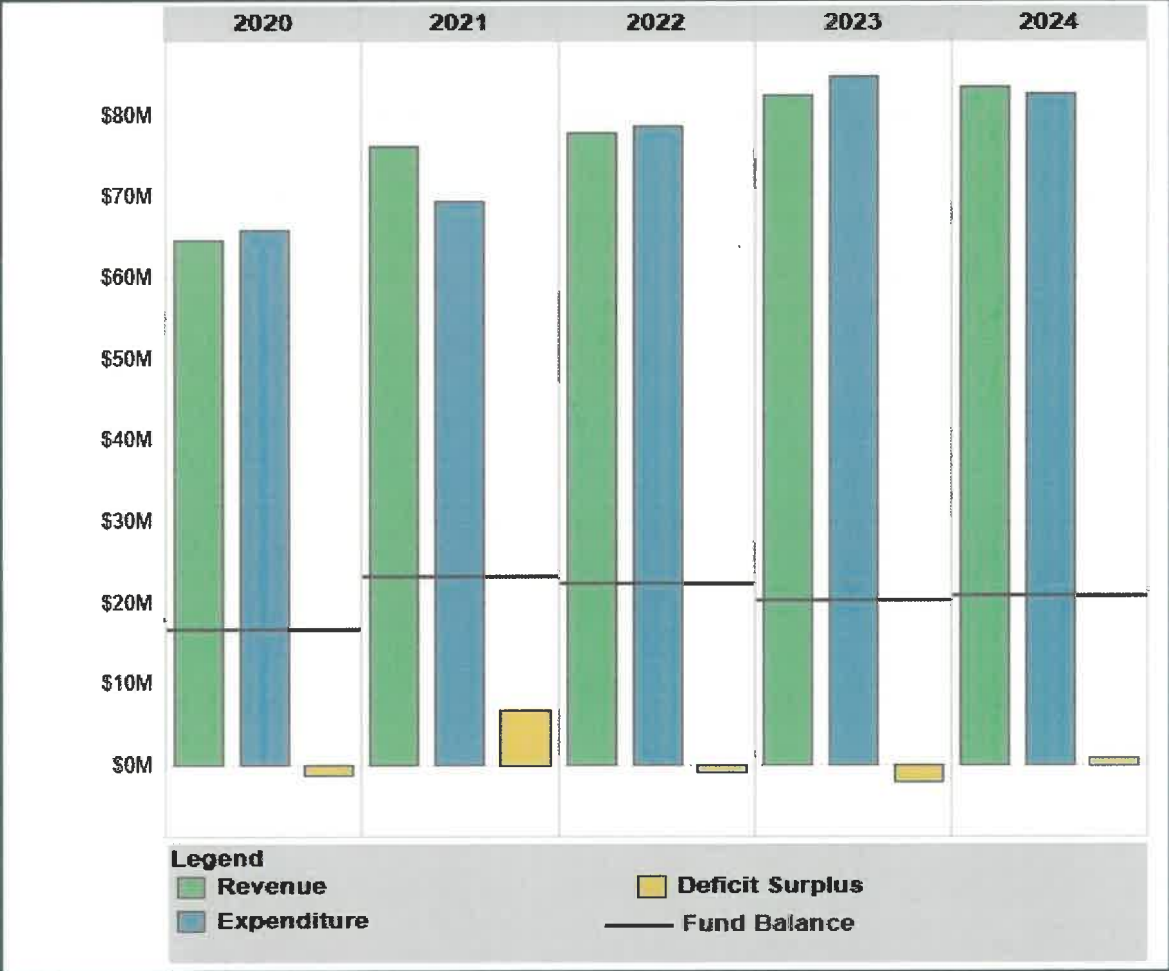
2. Fund Balances



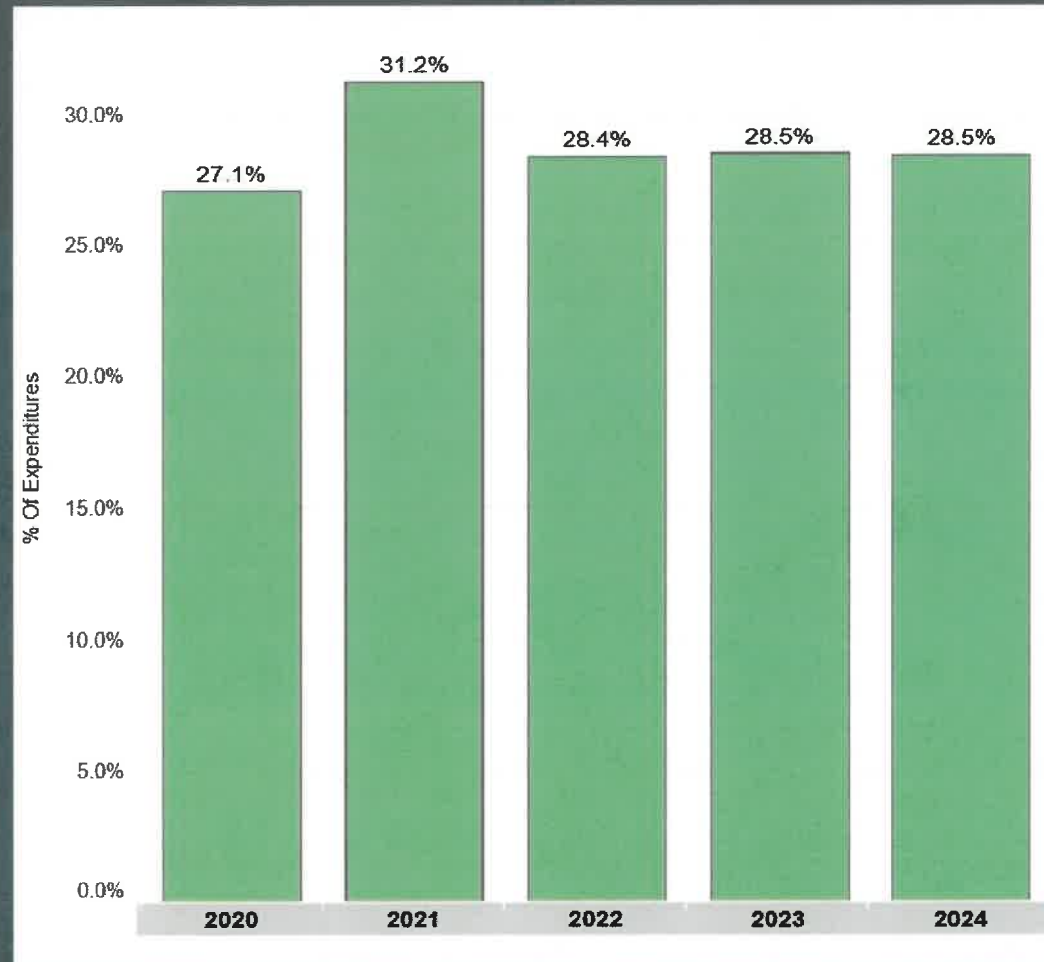


Fund Classification	2020	2021	2022	2023	2024
Debt Funds	\$3,496,941	\$3,815,832	\$2,229,779	\$2,792,117	\$2,731,860
Education Fund	\$2,981,864	\$3,304,413	\$4,808,552	\$3,714,090	\$4,045,204
Operating Referendum Fund	\$1,248,415	\$2,440,623	\$2,742,885	\$2,305,533	\$1,791,163
Operational Funds	\$2,571,348	\$3,846,554	\$2,484,449	\$2,678,500	\$3,500,538
Rainy Day Fund	\$4,936,318	\$4,484,565	\$3,902,414	\$6,232,825	\$6,386,104

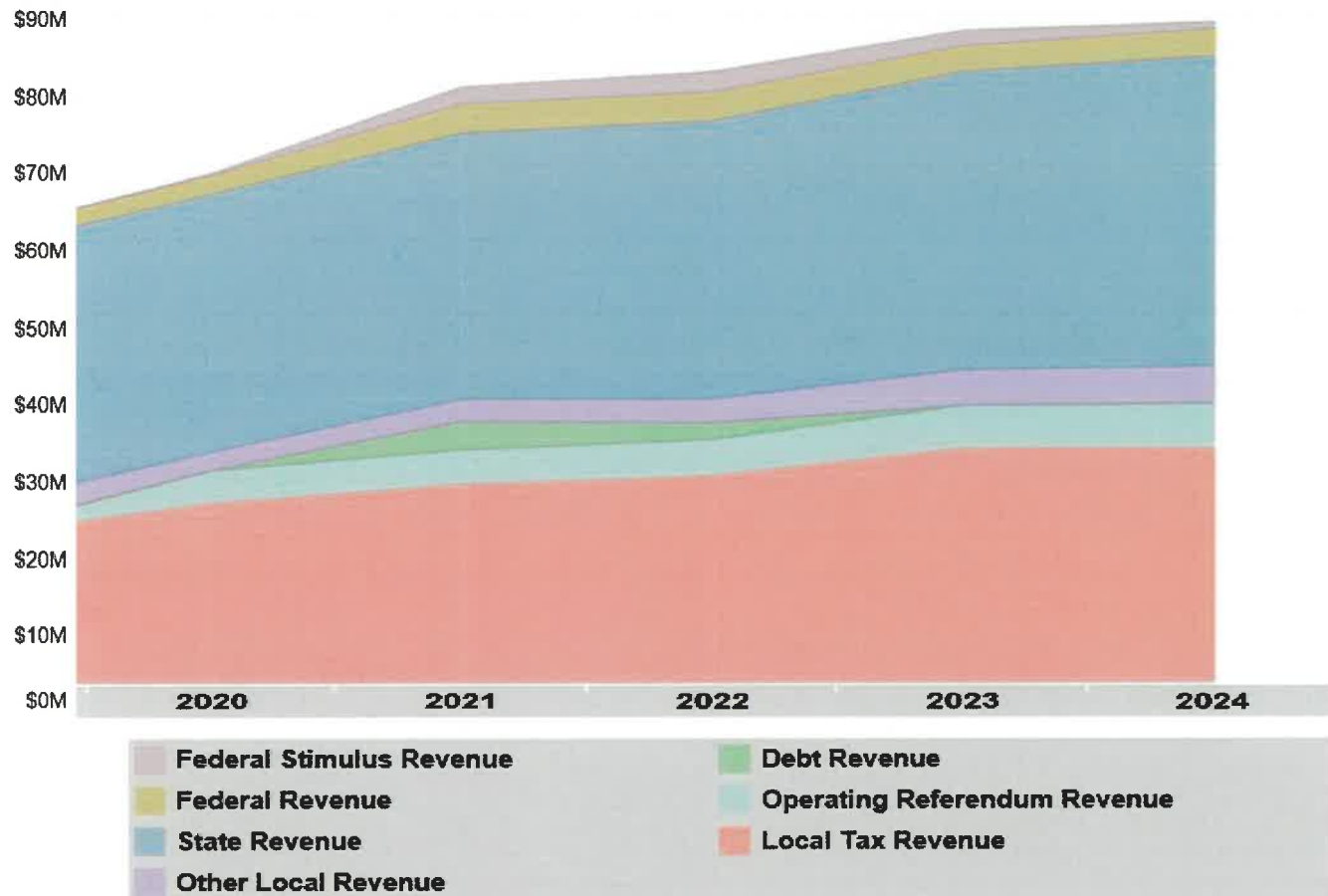
3. Annual Deficit/Surplus



4. Fund Balance % of Expenditures

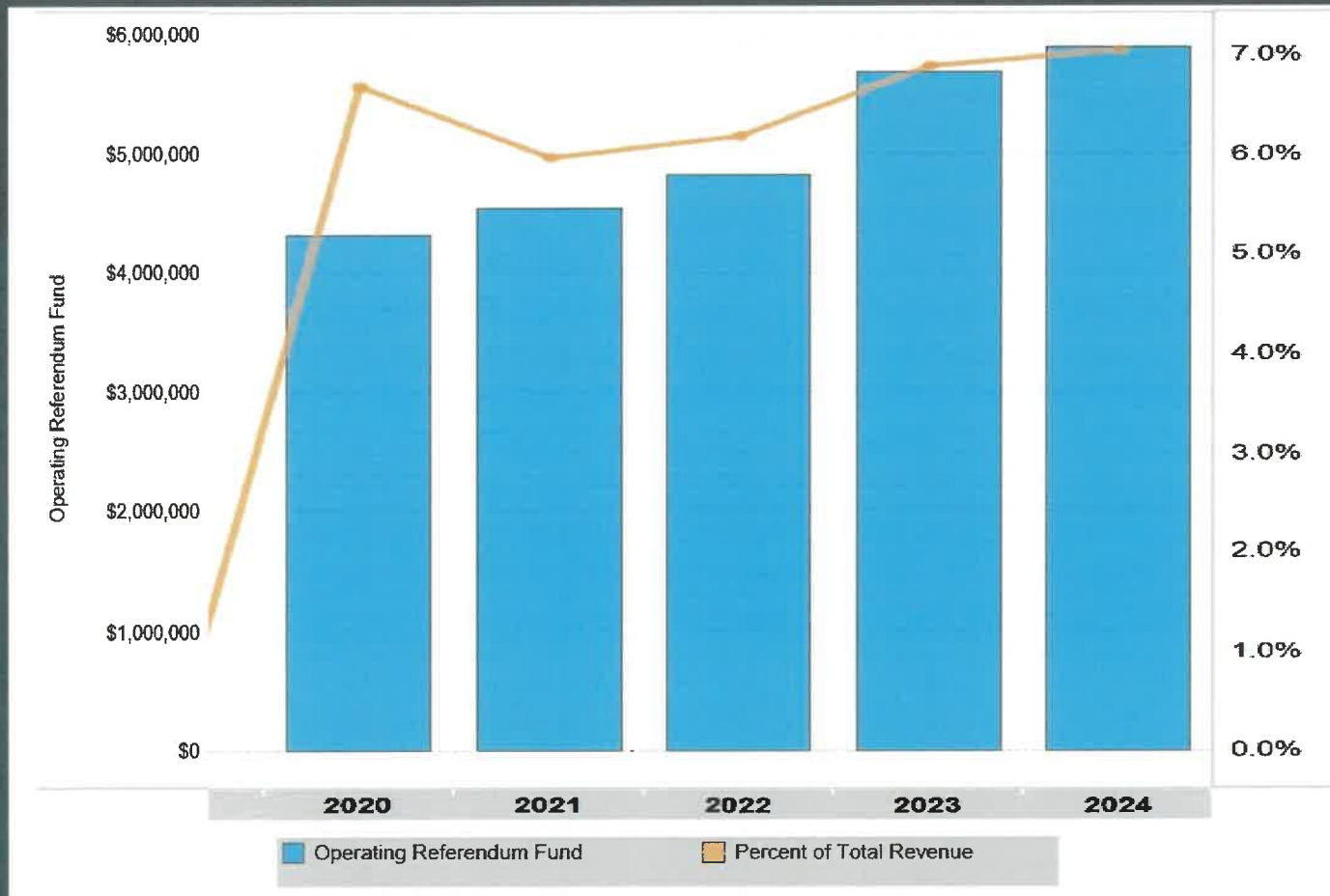


5. Revenue by Type



Fund Classification	2020	2021	2022	2023	2024
Federal Stimulus Revenue	119,193	2,225,760	2,660,090	2,127,358	1,095,839
Federal Revenue	2,615,272	4,026,128	3,891,653	3,416,308	3,580,130
State Revenue	34,779,570	35,915,170	37,566,054	40,194,487	41,964,518
Other Local Revenue	2,603,601	2,901,043	3,224,376	4,893,222	5,078,333
Debt Revenue	2,178	3,987,487	2,261,297	39,254	11,255
Operating Referendum Revenue	4,319,299	4,547,406	4,821,423	5,687,952	5,891,862
Local Tax Revenue	24,430,492	27,046,264	28,256,436	31,842,419	31,792,079

6. Operating Referendum Revenue



Fund Classification	2020	2021	2022	2023	2024
Operating Referendum Fund	4,319,299	4,547,528	4,821,423	5,691,705	5,893,308
Total Fund	64,550,310	76,101,856	77,859,909	82,513,051	83,522,156
% of Total Revenue	6.7%	6.0%	6.2%	6.9%	7.1%



BOARD OF SCHOOL TRUSTEES
BOARD MEETING DATES
2026

January 12, 2026

February 9, 2026

March 9, 2026

April 13, 2026

May 11, 2026

June 8, 2026

July 13, 2026

August 10, 2026

September 14, 2026

October 19, 2026

November 9, 2026

December 14, 2026

January 11, 2027

Meetings will start at 6:00 pm.
Location of meeting: FCMS Auditorium

Marnie Moore

“

I am extremely excited and grateful to be named a Lilly Endowment Scholar in Johnson County! All of the constant support I have received from this town is what has motivated me and made this scholarship possible for me. I am so honored to represent Franklin Schools as another Lilly Scholar, and I look forward to the opportunities it will bring me.

”



2026 Johnson County Lilly Endowment Community Scholar





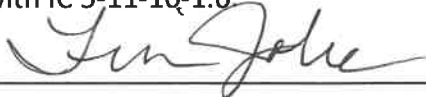
School Board Appreciation Month

January 2026



ALLOWANCE OF CLAIMS

I hereby certify that each of the listed claims and the invoices, or bills attached thereto, are true and correct and I have audited same in accordance with IC 5-11-10-1.6

January 12, 2026 
Tina Jobe, Fiscal Officer

We have examined the claims on the foregoing register of claims, consisting of pages, and except for claims not allowed as shown on the register such claims are hereby allowed in the total amount of \$ 1,837,614.83. Dated this 12th day of

January, 2026.


President


Vice President


Secretary


Member


Member

Approved by the state board of accounts November 1996 for: Franklin Community School Corporation.

Check Date 12/04/2025

FUND / OBJECT SUMMARY

FUND	OBJECT	DESCRIPTION	AMOUNT
0101	1100	CERTIFIED SALARIES	792,449.83
	1200	NONCERTIFIED SALARIES	207,872.25
	1300	TEMPORARY SALARIES	28,893.49
	1401	NON-CERT OVERTIME SALARIES	56.34
	1420	ADDITIONAL COMPENSATION	6,085.03
	2110	SOCIAL SECURITY	60,252.10
	2115	MEDICARE	14,091.26
	2140	PUBLIC EMPLOYEES RETIREMENT FU	12,775.60
	2150	TEACHERS RETIREMENT	764.59
	2160	TEACHERS RETIREMENT	72,705.71
2410	LOCAL RETIREMENT CONTRIBUTIONS	17,267.22	
		Fund 0101 Total	1,213,213.42
0160	1100	CERTIFIED SALARIES	24,033.92
	1200	NONCERTIFIED SALARIES	107,531.28
	1401	NON-CERT OVERTIME SALARIES	332.61
	1420	ADDITIONAL COMPENSATION	10,000.00
	2110	SOCIAL SECURITY	8,350.17
	2115	MEDICARE	1,952.86
	2140	PUBLIC EMPLOYEES RETIREMENT FU	12,732.95
	2150	TEACHERS RETIREMENT	73.43
	2160	TEACHERS RETIREMENT	2,050.69
	2410	LOCAL RETIREMENT CONTRIBUTIONS	531.61
		Fund 0160 Total	167,589.52
0300	1100	CERTIFIED SALARIES	13,521.04
	1200	NONCERTIFIED SALARIES	160,651.69
	1300	TEMPORARY SALARIES	2,393.21
	1401	NON-CERT OVERTIME SALARIES	32,249.89
	1420	ADDITIONAL COMPENSATION	1,391.39
	2110	SOCIAL SECURITY	11,895.17
2115	MEDICARE	2,888.43	

Check Date 12/04/2025

FUND	OBJECT	DESCRIPTION	AMOUNT
	2140	PUBLIC EMPLOYEES RETIREMENT FU	10,402.76
	2150	TEACHERS RETIREMENT	234.00
	2160	TEACHERS RETIREMENT	1,087.66
	2190	DENTAL INSURANCE	-53.00
	2200	VISION INSURANCE	-7.88
	2210	LIFE INSURANCE	-8.80
	2220	MEDICAL INSURANCE	-1,853.10
	2410	LOCAL RETIREMENT CONTRIBUTIONS	902.55
	2430	LONG TERM DISABILITY INSURANCE	-23.45
		Fund 0300 Total	235,671.56
0800	1200	NONCERTIFIED SALARIES	56,894.71
	2110	SOCIAL SECURITY	3,425.35
	2115	MEDICARE	801.10
	2140	PUBLIC EMPLOYEES RETIREMENT FU	2,269.87
	2410	LOCAL RETIREMENT CONTRIBUTIONS	73.57
		Fund 0800 Total	63,464.60
1300	1100	CERTIFIED SALARIES	4,208.31
	1200	NONCERTIFIED SALARIES	3,211.09
	2110	SOCIAL SECURITY	434.08
	2115	MEDICARE	101.52
	2140	PUBLIC EMPLOYEES RETIREMENT FU	359.64
	2160	TEACHERS RETIREMENT	399.81
	2410	LOCAL RETIREMENT CONTRIBUTIONS	94.69
		Fund 1300 Total	8,809.14
1720	1200	NONCERTIFIED SALARIES	22,062.51
	1300	TEMPORARY SALARIES	1,040.56
	2110	SOCIAL SECURITY	1,404.92
	2115	MEDICARE	328.57
	2140	PUBLIC EMPLOYEES RETIREMENT FU	1,453.66

Check Date 12/04/2025

FUND	OBJECT	DESCRIPTION	AMOUNT
		Fund 1720 Total	26,290.22
1730	1420	ADDITIONAL COMPENSATION	3,347.20
	2110	SOCIAL SECURITY	189.51
	2115	MEDICARE	44.33
	2160	TEACHERS RETIREMENT	317.98
		Fund 1730 Total	3,899.02
1745	1420	ADDITIONAL COMPENSATION	1,500.00
	2110	SOCIAL SECURITY	82.58
	2115	MEDICARE	19.32
	2140	PUBLIC EMPLOYEES RETIREMENT FU	183.00
		Fund 1745 Total	1,784.90
2046	1420	ADDITIONAL COMPENSATION	3,000.00
	2110	SOCIAL SECURITY	183.32
	2115	MEDICARE	42.87
	2160	TEACHERS RETIREMENT	285.00
		Fund 2046 Total	3,511.19
2500	1200	NONCERTIFIED SALARIES	2,893.31
	1201	NON-CERTIFIED SALARY	4,306.44
	1401	NON-CERT OVERTIME SALARIES	1,564.20
	2110	SOCIAL SECURITY	527.42
	2115	MEDICARE	123.34
	2140	PUBLIC EMPLOYEES RETIREMENT FU	347.70
		Fund 2500 Total	9,762.41
3250	1200	NONCERTIFIED SALARIES	4,364.91
	2110	SOCIAL SECURITY	270.62
	2115	MEDICARE	63.29

Check Date 12/04/2025

FUND	OBJECT	DESCRIPTION	AMOUNT
		Fund 3250 Total	4,698.82
3270	1200	NONCERTIFIED SALARIES	2,400.80
	2110	SOCIAL SECURITY	142.80
	2115	MEDICARE	33.40
	2140	PUBLIC EMPLOYEES RETIREMENT FU	268.88
		Fund 3270 Total	2,845.88
3780	1420	ADDITIONAL COMPENSATION	625.00
	2110	SOCIAL SECURITY	36.73
	2115	MEDICARE	8.59
	2140	PUBLIC EMPLOYEES RETIREMENT FU	70.00
		Fund 3780 Total	740.32
4137	1100	CERTIFIED SALARIES	14,344.50
	1200	NONCERTIFIED SALARIES	7,453.91
	1300	TEMPORARY SALARIES	2,647.73
	1401	NON-CERT OVERTIME SALARIES	8.08
	1420	ADDITIONAL COMPENSATION	750.00
	2110	SOCIAL SECURITY	1,468.72
	2115	MEDICARE	343.49
	2140	PUBLIC EMPLOYEES RETIREMENT FU	623.46
	2160	TEACHERS RETIREMENT	1,362.75
		Fund 4137 Total	29,002.64
5203	1100	CERTIFIED SALARIES	27,412.06
	1200	NONCERTIFIED SALARIES	9,395.75
	2110	SOCIAL SECURITY	2,128.79
	2115	MEDICARE	497.85
	2140	PUBLIC EMPLOYEES RETIREMENT FU	1,052.32
	2160	TEACHERS RETIREMENT	2,346.79
	2410	LOCAL RETIREMENT CONTRIBUTIONS	517.12

Check Date 12/04/2025

<u>FUND</u>	<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
		Fund 5203 Total	43,350.68
5401	1100	CERTIFIED SALARIES	963.21
	2110	SOCIAL SECURITY	56.74
	2115	MEDICARE	13.27
	2160	TEACHERS RETIREMENT	91.51
	2410	LOCAL RETIREMENT CONTRIBUTIONS	21.67
		Fund 5401 Total	1,146.40
5824	1100	CERTIFIED SALARIES	797.10
	2110	SOCIAL SECURITY	44.21
	2115	MEDICARE	10.34
	2160	TEACHERS RETIREMENT	75.72
		Fund 5824 Total	927.37
6460	1200	NONCERTIFIED SALARIES	14,905.15
	2110	SOCIAL SECURITY	904.50
	2115	MEDICARE	211.53
	2140	PUBLIC EMPLOYEES RETIREMENT FU	875.97
		Fund 6460 Total	16,897.15
6849	1100	CERTIFIED SALARIES	3,422.61
	2110	SOCIAL SECURITY	212.20
	2115	MEDICARE	49.63
	2160	TEACHERS RETIREMENT	325.15
		Fund 6849 Total	4,009.59
		Summary total	1,837,614.83
O B J E C T S U M M A R Y			
<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>	

Check Date 12/04/2025

OBJECT	DESCRIPTION	AMOUNT
1100	CERTIFIED SALARIES	881,152.58
1200	NONCERTIFIED SALARIES	599,637.36
1201	NON-CERTIFIED SALARY	4,306.44
1300	TEMPORARY SALARIES	34,974.99
1401	NON-CERT OVERTIME SALARIES	34,211.12
1420	ADDITIONAL COMPENSATION	26,698.62
2110	SOCIAL SECURITY	92,009.93
2115	MEDICARE	21,624.99
2140	PUBLIC EMPLOYEES RETIREMENT FU	43,415.81
2150	TEACHERS RETIREMENT	1,072.02
2160	TEACHERS RETIREMENT	81,048.77
2190	DENTAL INSURANCE	-53.00
2200	VISION INSURANCE	-7.88
2210	LIFE INSURANCE	-8.80
2220	MEDICAL INSURANCE	-1,853.10
2410	LOCAL RETIREMENT CONTRIBUTIONS	19,408.43
2430	LONG TERM DISABILITY INSURANCE	-23.45
	Summary total	1,837,614.83

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

ALLOWANCE OF CLAIMS

I hereby certify that each of the listed claims and the invoices, or bills attached thereto, are true and correct and I have audited same in accordance with IC 5-11-10-1.6.

January 12, 2026


Tina Jobe, Fiscal Officer

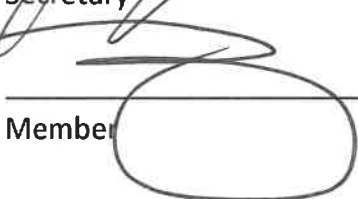
We have examined the claims on the foregoing register of claims, consisting of pages, and except for claims not allowed as shown on the register such claims are hereby allowed in the total amount of \$ 2,884,354.04. Dated this 12th day of

January, 2026.


President


Vice President


Secretary


Member

Member

Approved by the state board of accounts November 1996 for: Franklin Community School Corporation.

Check Date 12/18/2025

FUND / OBJECT SUMMARY

FUND	OBJECT	DESCRIPTION	AMOUNT
0101	1100	CERTIFIED SALARIES	794,297.39
	1200	NONCERTIFIED SALARIES	145,946.59
	1250	TERMINAL LEAVE	2,576.83
	1300	TEMPORARY SALARIES	60,833.45
	1401	NON-CERT OVERTIME SALARIES	132.14
	1420	ADDITIONAL COMPENSATION	149,792.17
	2110	SOCIAL SECURITY	68,171.07
	2115	MEDICARE	15,943.15
	2140	PUBLIC EMPLOYEES RETIREMENT FU	12,277.96
	2150	TEACHERS RETIREMENT	910.47
	2160	TEACHERS RETIREMENT	84,287.49
	2190	DENTAL INSURANCE	12,380.79
	2200	VISION INSURANCE	2,832.47
	2210	LIFE INSURANCE	1,892.61
	2220	MEDICAL INSURANCE	344,939.31
	2410	LOCAL RETIREMENT CONTRIBUTIONS	86,817.95
	2430	LONG TERM DISABILITY INSURANCE	5,248.31
	2760	CUB ACADEMY TUITION BENEFIT	7,908.29
		Fund 0101 Total	1,797,188.44
0160	1100	CERTIFIED SALARIES	24,033.92
	1200	NONCERTIFIED SALARIES	111,477.92
	1401	NON-CERT OVERTIME SALARIES	1,546.76
	1420	ADDITIONAL COMPENSATION	296,564.96
	2110	SOCIAL SECURITY	25,603.10
	2115	MEDICARE	5,996.13
	2140	PUBLIC EMPLOYEES RETIREMENT FU	20,089.83
	2150	TEACHERS RETIREMENT	247.43
	2160	TEACHERS RETIREMENT	15,322.19
	2190	DENTAL INSURANCE	2,200.50
	2200	VISION INSURANCE	455.15
	2210	LIFE INSURANCE	196.90
	2220	MEDICAL INSURANCE	62,739.90

Check Date 12/18/2025

FUND	OBJECT	DESCRIPTION	AMOUNT
	2410	LOCAL RETIREMENT CONTRIBUTIONS	1,707.20
	2430	LONG TERM DISABILITY INSURANCE	705.02
	2760	CUB ACADEMY TUITION BENEFIT	1,860.00
		Fund 0160 Total	570,746.91
0300	1100	CERTIFIED SALARIES	13,521.04
	1200	NONCERTIFIED SALARIES	159,103.16
	1300	TEMPORARY SALARIES	1,008.42
	1401	NON-CERT OVERTIME SALARIES	18,440.20
	1420	ADDITIONAL COMPENSATION	500.00
	2110	SOCIAL SECURITY	10,906.59
	2115	MEDICARE	2,857.77
	2140	PUBLIC EMPLOYEES RETIREMENT FU	9,593.84
	2150	TEACHERS RETIREMENT	234.00
	2160	TEACHERS RETIREMENT	1,087.66
	2190	DENTAL INSURANCE	2,777.75
	2200	VISION INSURANCE	544.56
	2210	LIFE INSURANCE	180.35
	2220	MEDICAL INSURANCE	73,154.60
	2410	LOCAL RETIREMENT CONTRIBUTIONS	9,064.03
	2430	LONG TERM DISABILITY INSURANCE	548.23
		Fund 0300 Total	303,322.20
0800	1200	NONCERTIFIED SALARIES	36,630.94
	2110	SOCIAL SECURITY	2,207.37
	2115	MEDICARE	516.28
	2140	PUBLIC EMPLOYEES RETIREMENT FU	1,653.28
	2190	DENTAL INSURANCE	473.00
	2200	VISION INSURANCE	94.50
	2210	LIFE INSURANCE	31.90
	2220	MEDICAL INSURANCE	9,708.47
	2410	LOCAL RETIREMENT CONTRIBUTIONS	73.57
	2430	LONG TERM DISABILITY INSURANCE	28.82

Check Date 12/18/2025

FUND	OBJECT	DESCRIPTION	AMOUNT
		Fund 0800 Total	51,418.13
1300	1100	CERTIFIED SALARIES	4,208.31
	1200	NONCERTIFIED SALARIES	3,211.09
	2110	SOCIAL SECURITY	438.53
	2115	MEDICARE	102.57
	2140	PUBLIC EMPLOYEES RETIREMENT FU	359.64
	2160	TEACHERS RETIREMENT	399.81
	2190	DENTAL INSURANCE	100.66
	2200	VISION INSURANCE	21.15
	2210	LIFE INSURANCE	12.22
	2220	MEDICAL INSURANCE	3,732.51
	2410	LOCAL RETIREMENT CONTRIBUTIONS	378.74
	2430	LONG TERM DISABILITY INSURANCE	40.36
		Fund 1300 Total	13,005.59
1720	1200	NONCERTIFIED SALARIES	14,780.42
	1300	TEMPORARY SALARIES	613.53
	2110	SOCIAL SECURITY	932.43
	2115	MEDICARE	218.03
	2140	PUBLIC EMPLOYEES RETIREMENT FU	950.27
	2190	DENTAL INSURANCE	223.00
	2200	VISION INSURANCE	39.37
	2210	LIFE INSURANCE	13.20
	2220	MEDICAL INSURANCE	5,338.25
	2430	LONG TERM DISABILITY INSURANCE	54.71
		Fund 1720 Total	23,163.21
2040	1420	ADDITIONAL COMPENSATION	58.50
	2110	SOCIAL SECURITY	3.34
	2115	MEDICARE	0.78
		Fund 2040 Total	62.62

Check Date 12/18/2025

FUND	OBJECT	DESCRIPTION	AMOUNT
2500	1200	NONCERTIFIED SALARIES	2,893.31
	1201	NON-CERTIFIED SALARY	2,991.98
	1401	NON-CERT OVERTIME SALARIES	-3,760.80
	2110	SOCIAL SECURITY	124.30
	2115	MEDICARE	29.08
	2140	PUBLIC EMPLOYEES RETIREMENT FU	324.05
	2190	DENTAL INSURANCE	53.00
	2200	VISION INSURANCE	7.88
	2210	LIFE INSURANCE	3.30
	2220	MEDICAL INSURANCE	2,003.22
	2430	LONG TERM DISABILITY INSURANCE	18.81
		Fund 2500 Total	4,688.13
2710	2110	SOCIAL SECURITY	114.35
	2115	MEDICARE	26.73
	2140	PUBLIC EMPLOYEES RETIREMENT FU	71.00
	2160	TEACHERS RETIREMENT	138.39
	2750	OTHER EMPLOYEE BENEFITS	1,956.79
		Fund 2710 Total	2,307.26
3250	1200	NONCERTIFIED SALARIES	2,769.81
	2110	SOCIAL SECURITY	171.73
	2115	MEDICARE	40.16
		Fund 3250 Total	2,981.70
3270	1200	NONCERTIFIED SALARIES	2,400.80
	2110	SOCIAL SECURITY	141.30
	2115	MEDICARE	33.05
	2140	PUBLIC EMPLOYEES RETIREMENT FU	268.89
	2190	DENTAL INSURANCE	42.50
	2200	VISION INSURANCE	7.88
	2210	LIFE INSURANCE	2.20
	2220	MEDICAL INSURANCE	1,033.29

Check Date 12/18/2025

<u>FUND</u>	<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
	2430	LONG TERM DISABILITY INSURANCE	15.62
		Fund 3270 Total	3,945.53
3769	1420	ADDITIONAL COMPENSATION	2,000.00
	2110	SOCIAL SECURITY	117.05
	2115	MEDICARE	27.38
	2160	TEACHERS RETIREMENT	190.00
		Fund 3769 Total	2,334.43
4137	1100	CERTIFIED SALARIES	14,344.50
	1200	NONCERTIFIED SALARIES	4,679.41
	1300	TEMPORARY SALARIES	1,687.16
	1420	ADDITIONAL COMPENSATION	3,000.00
	2110	SOCIAL SECURITY	1,394.01
	2115	MEDICARE	326.01
	2140	PUBLIC EMPLOYEES RETIREMENT FU	328.35
	2160	TEACHERS RETIREMENT	1,647.75
		Fund 4137 Total	27,407.19
5203	1100	CERTIFIED SALARIES	27,412.06
	1200	NONCERTIFIED SALARIES	9,395.75
	2110	SOCIAL SECURITY	2,151.90
	2115	MEDICARE	503.26
	2140	PUBLIC EMPLOYEES RETIREMENT FU	1,052.32
	2160	TEACHERS RETIREMENT	2,346.80
	2190	DENTAL INSURANCE	459.25
	2200	VISION INSURANCE	107.34
	2210	LIFE INSURANCE	67.87
	2220	MEDICAL INSURANCE	12,457.30
	2410	LOCAL RETIREMENT CONTRIBUTIONS	1,985.97
	2430	LONG TERM DISABILITY INSURANCE	208.82
		Fund 5203 Total	58,148.64

Check Date 12/18/2025

FUND	OBJECT	DESCRIPTION	AMOUNT
5401	1100	CERTIFIED SALARIES	963.21
	2110	SOCIAL SECURITY	57.14
	2115	MEDICARE	13.36
	2160	TEACHERS RETIREMENT	91.51
	2190	DENTAL INSURANCE	14.55
	2200	VISION INSURANCE	3.82
	2210	LIFE INSURANCE	2.67
	2220	MEDICAL INSURANCE	310.98
	2410	LOCAL RETIREMENT CONTRIBUTIONS	86.68
		Fund 5401 Total	1,543.92
5824	1100	CERTIFIED SALARIES	797.10
	2110	SOCIAL SECURITY	45.84
	2115	MEDICARE	10.72
	2160	TEACHERS RETIREMENT	75.72
		Fund 5824 Total	929.38
5825	1300	TEMPORARY SALARIES	749.40
	2110	SOCIAL SECURITY	46.46
	2115	MEDICARE	10.87
		Fund 5825 Total	806.73
6460	1200	NONCERTIFIED SALARIES	9,645.21
	2110	SOCIAL SECURITY	583.84
	2115	MEDICARE	136.54
	2140	PUBLIC EMPLOYEES RETIREMENT FU	564.56
	2190	DENTAL INSURANCE	149.00
	2200	VISION INSURANCE	31.49
	2210	LIFE INSURANCE	6.60
	2220	MEDICAL INSURANCE	5,214.60
	2430	LONG TERM DISABILITY INSURANCE	12.60
		Fund 6460 Total	16,344.44

Check Date 12/18/2025

<u>FUND</u>	<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
6849	1100	CERTIFIED SALARIES	3,422.61
	2110	SOCIAL SECURITY	212.21
	2115	MEDICARE	49.62
	2160	TEACHERS RETIREMENT	325.15
		Fund 6849 Total	4,009.59
		Summary total	2,884,354.04

O B J E C T S U M M A R Y

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
1100	CERTIFIED SALARIES	883,000.14
1200	NONCERTIFIED SALARIES	502,934.41
1201	NON-CERTIFIED SALARY	2,991.98
1250	TERMINAL LEAVE	2,576.83
1300	TEMPORARY SALARIES	64,891.96
1401	NON-CERT OVERTIME SALARIES	16,358.30
1420	ADDITIONAL COMPENSATION	451,915.63
2110	SOCIAL SECURITY	113,422.56
2115	MEDICARE	26,641.49
2140	PUBLIC EMPLOYEES RETIREMENT FU	47,533.99
2150	TEACHERS RETIREMENT	1,391.90
2160	TEACHERS RETIREMENT	105,912.47
2190	DENTAL INSURANCE	18,874.00
2200	VISION INSURANCE	4,145.61
2210	LIFE INSURANCE	2,409.82
2220	MEDICAL INSURANCE	520,632.43
2410	LOCAL RETIREMENT CONTRIBUTIONS	100,114.14
2430	LONG TERM DISABILITY INSURANCE	6,881.30
2750	OTHER EMPLOYEE BENEFITS	1,956.79
2760	CUB ACADEMY TUITION BENEFIT	9,768.29
	Summary total	2,884,354.04

Check Date 12/18/2025

OBJECT **DESCRIPTION** **AMOUNT**

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

ALLOWANCE OF VOUCHERS

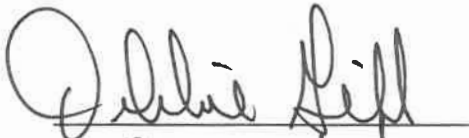
I HEREBY CERTIFY THAT EACH OF THE ABOVE LISTED VOUCHERS AND THE INVOICES, OR BILLS ATTACHED THERETO,
ARE TRUE AND CORRECT AND I HAVE AUDITED SAME IN ACCORDANCE WITH IC 5-11-10-1.6.

JAN 12, 2026



TINA JOBE
FISCAL OFFICER

WE HAVE EXAMINED THE VOUCHERS LISTED ON THE FOREGOING ACCOUNTS PAYABLE VOUCHER REGISTER, CONSISTING OF
PAGES, AND EXCEPT FOR VOUCHERS NOT ALLOWED AS SHOWN ON THE REGISTER SUCH VOUCHERS ARE HEREBY ALLOWED
IN THE TOTAL AMOUNT OF **\$3,267,231.63** DATED THIS **12th DAY OF JANUARY, 2026.**



PRESIDENT



VICE PRESIDENT



SECRETARY

MEMBER



MEMBER



Check Nbr	Vendor Name	Check Date	Check Amount
16490	HILLVIEW COUNTRY CLUB	12/09/2025	920.00
16491	THE LEGENDS GOLF CLUB	12/09/2025	2,543.56
2	Computer	Check(s) For a Total of	3,463.56

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	2	Computer	Checks For a Total of	3,463.56
Total For	2	Manual, Wire Tran, ACH &	Computer Checks	3,463.56
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	3,463.56

Check Nbr	Vendor Name	Check Date	Check Amount
250000821	BLICK ART MATERIALS	12/11/2025	2,456.00
250000822	CONSTELLATION NEW ENERGY	12/11/2025	7,991.19
2	ACH	Check(s) For a Total of	10,447.19

Check Nbr	Vendor Name	Check Date	Check Amount
16492	CENTERPOINT ENERGY	12/11/2025	6,057.36
16493	DUKE ENERGY	12/11/2025	1,109.45
16494	FOOD SERVICES	12/11/2025	131,567.15
16495	FRANKLIN COMM SCHOOL	12/11/2025	1,390.30
16496	FRANKLIN COMM SCHOOL	12/11/2025	71.07
16497	FRANKLIN COMM SCHOOL	12/11/2025	414.78
16498	INDIANA-AMERICAN WATER CO INC.	12/11/2025	1,979.29
16499	WM CORPORATE SERVICES INC.	12/11/2025	387.82
8	Computer	Check(s) For a Total of	142,977.22

Check Nbr	Vendor Name	Check Date	Check Amount
202501135	GFS	12/11/2025	27,472.52
1	Wire Transfer Check(s) For a Total of		27,472.52

	0	Manual	Checks For a Total of	0.00
	1	Wire Transfer	Checks For a Total of	27,472.52
	2	ACH	Checks For a Total of	10,447.19
	8	Computer	Checks For a Total of	142,977.22
Total For	11	Manual, Wire Tran, ACH & Computer	Checks	180,896.93
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	180,896.93

Check Nbr	Vendor Name	Check Date	Check Amount
250000823	BRIGHTSPEED	12/18/2025	15.26
250000824	METRONET	12/18/2025	8,080.31
2	ACH	Check(s) For a Total of	8,095.57

Check Nbr	Vendor Name	Check Date	Check Amount
16500	BEST WAY DISPOSAL	12/18/2025	1,462.43
16501	Vendor Continued Check	12/18/2025	0.00
16502	Vendor Continued Check	12/18/2025	0.00
16503	Vendor Continued Check	12/18/2025	0.00
16504	CITY OF FRANKLIN INDIANA	12/18/2025	18,968.33
16505	DUKE ENERGY	12/18/2025	12,018.11
16506	INDIANA-AMERICAN WATER CO INC.	12/18/2025	1,989.12
16507	PETRO'S CULLIGAN	12/18/2025	48.74
16508	JOHNSON COUNTY REMC	12/18/2025	1,400.85
16509	RUMPKE	12/18/2025	2,890.14
16510	VERIZON WIRELESS	12/18/2025	2,868.50
11	Computer	Check(s) For a Total of	41,646.22

Check Nbr	Vendor Name	Check Date	Check Amount
202501136	BMO ACH PAY	12/18/2025	0.00
202501137	M.A. ROONEY FOUNDATION INC.	12/18/2025	0.00
202501138	SYNCHRONY BANK/AMAZON	12/18/2025	0.00
202501139	GFS	12/18/2025	26,948.90
202501144	SO CENTRAL IND SCHOOL TRUST	12/18/2025	0.00
202501147	VSP - IN	12/18/2025	0.00
6	Wire Transfer Check(s) For a Total of		26,948.90

	0	Manual	Checks For a Total of	0.00
	6	Wire Transfer	Checks For a Total of	26,948.90
	2	ACH	Checks For a Total of	8,095.57
	11	Computer	Checks For a Total of	41,646.22
Total For	19	Manual, Wire Tran, ACH &	Computer Checks	76,690.69
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	76,690.69

Check Nbr	Vendor Name	Check Date	Check Amount
16511	Vendor Continued Check	12/18/2025	0.00
16512	Vendor Continued Check	12/18/2025	0.00
16513	LOWE'S	12/18/2025	2,387.68
3	Computer	Check(s) For a Total of	2,387.68

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	3	Computer	Checks For a Total of	2,387.68
Total For	3	Manual, Wire Tran, ACH & Computer	Checks	2,387.68
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	2,387.68

Check Nbr	Vendor Name	Check Date	Check Amount
16514	IN COLLEGE CHOICE ADVISOR 529	12/18/2025	3,745.00
1	Computer	Check(s) For a Total of	3,745.00

Check Nbr	Vendor Name	Check Date	Check Amount
202501141	IND ST TCH RET FUND	12/18/2025	107,304.37
202501142	INTERNAL REVENUE SERVICE	12/18/2025	409,249.97
202501143	PUBLIC EMP RET FUND	12/18/2025	58,453.09
202501145	TOTAL ADMINISTRATIVE SERVICE C	12/18/2025	3,492.62
202501146	AMERICAN TRUST CUSTODY	12/18/2025	144,642.62
5	Wire Transfer Check(s) For a Total of		723,142.67

	0	Manual	Checks For a Total of	0.00
	5	Wire Transfer	Checks For a Total of	723,142.67
	0	ACH	Checks For a Total of	0.00
	1	Computer	Checks For a Total of	3,745.00
Total For	6	Manual, Wire Tran, ACH & Computer	Checks	726,887.67
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	726,887.67

Check Nbr	Vendor Name	Check Date	Check Amount
16515	AMERICAN UNITED LIFE INSURANCE	12/18/2025	8,070.82
16516	CIL - FRANKLIN ED FOUNDATION	12/18/2025	1,480.00
16517	FCSC CUB ACADEMY	12/18/2025	9,768.29
16518	FRANKLIN COMM SCHOOL CORP	12/18/2025	536.82
16519	FRANKLIN COMMUNITY SCHOOL CORP	12/18/2025	229.80
16520	GUARDIAN LIFE INSURANCE	12/18/2025	10,553.20
16521	JOHNSON COUNTY CLERK	12/18/2025	100.00
16522	UNITED WAY OF JOHNSON COUNTY	12/18/2025	842.20
16523	Vendor Continued Check	12/18/2025	0.00
16524	VSP - IN	12/18/2025	7,235.67
10	Computer	Check(s) For a Total of	38,816.80

Check Nbr	Vendor Name	Check Date	Check Amount
202501125	IND DEPT OF REVENUE	12/04/2025	66,461.45
202501129	SO CENTRAL IND SCHOOL TRUST	12/04/2025	58,678.10
202501140	IND DEPT OF REVENUE	12/18/2025	81,709.83
202501144	SO CENTRAL IND SCHOOL TRUST	12/18/2025	607,828.65
4	Wire Transfer Check(s) For a Total of		814,678.03

	0	Manual	Checks For a Total of	0.00
	4	Wire Transfer	Checks For a Total of	814,678.03
	0	ACH	Checks For a Total of	0.00
	10	Computer	Checks For a Total of	38,816.80
Total For	14	Manual, Wire Tran, ACH & Computer	Checks	853,494.83
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	853,494.83

Check Nbr	Vendor Name	Check Date	Check Amount
16525	DUKE ENERGY	12/23/2025	42,472.31
16526	IN DEPT OF EDUCATION	12/23/2025	130.72
16527	INDIANA-AMERICAN WATER CO INC.	12/23/2025	4,668.88
16528	JOHNSON COUNTY REMC	12/23/2025	4,426.21
4	Computer	Check(s) For a Total of	51,698.12

Check Nbr	Vendor Name	Check Date	Check Amount
202501148	IND DEPT OF REVENUE	12/23/2025	5.59
202501149	INTERNAL REVENUE SERVICE	12/23/2025	96.71
202501150	PUBLIC EMP RET FUND	12/23/2025	56.66
202501151	INTERNAL REVENUE SERVICE	12/23/2025	112.47
202501152	SO CENTRAL IND SCHOOL TRUST	12/23/2025	16,973.17
202501153	FRANKLIN COMMUNITY SCHOOL CORP	12/23/2025	0.00
6	Wire Transfer Check(s) For a Total of		17,244.60

	0	Manual	Checks For a Total of	0.00
	6	Wire Transfer	Checks For a Total of	17,244.60
	0	ACH	Checks For a Total of	0.00
	4	Computer	Checks For a Total of	51,698.12
Total For	10	Manual, Wire Tran, ACH &	Computer Checks	68,942.72
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	68,942.72

Check Nbr	Vendor Name	Check Date	Check Amount
16529	DUKE ENERGY	01/02/2026	30,193.36
16530	JOHNSON COUNTY REMC	01/02/2026	34.75
2	Computer	Check(s) For a Total of	30,228.11

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	2	Computer	Checks For a Total of	30,228.11
Total For	2	Manual, Wire Tran, ACH & Computer	Checks	30,228.11
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	30,228.11

Check Nbr	Vendor Name	Check Date	Check Amount
16531	IN COLLEGE CHOICE ADVISOR 529	01/02/2026	3,745.00
1	Computer	Check(s) For a Total of	3,745.00

Check Nbr	Vendor Name	Check Date	Check Amount
202600070	IND ST TCH RET FUND	01/02/2026	87,187.40
202600071	INTERNAL REVENUE SERVICE	01/02/2026	320,132.15
202600072	PUBLIC EMP RET FUND	01/02/2026	50,414.83
202600074	TOTAL ADMINISTRATIVE SERVICE C	01/02/2026	3,985.24
202600075	AMERICAN TRUST CUSTODY	01/02/2026	78,539.52
5	Wire Transfer Check(s) For a Total of		540,259.14

	0	Manual	Checks For a Total of	0.00
	5	Wire Transfer	Checks For a Total of	540,259.14
	0	ACH	Checks For a Total of	0.00
	1	Computer	Checks For a Total of	3,745.00
Total For	6	Manual, Wire Tran, ACH &	Computer Checks	544,004.14
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	544,004.14

Check Nbr	Vendor Name	Check Date	Check Amount
260000002	BRIGHTSPEED	01/08/2026	15.26
260000003	CONSTELLATION NEW ENERGY	01/08/2026	13,767.78
260000004	METRONET	01/08/2026	3,474.18
3	ACH	Check(s) For a Total of	17,257.22

Check Nbr	Vendor Name	Check Date	Check Amount
16532	BARGERSVILLE UTILITIES	01/08/2026	306.79
16533	CENTERPOINT ENERGY	01/08/2026	998.15
16534	DUKE ENERGY	01/08/2026	1,706.41
16535	FRANKLIN COMM SCHOOL	01/08/2026	38.93
16536	FRANKLIN COMM SCHOOL	01/08/2026	500.06
16537	TOTAL ADMINISTRATIVE SERVICE C	01/08/2026	488.07
16538	VERIZON WIRELESS	01/08/2026	2,892.59
7	Computer	Check(s) For a Total of	6,931.00

Check Nbr	Vendor Name	Check Date	Check Amount
202600029	SYNCHRONY BANK/AMAZON	01/08/2026	0.00
202600078	FRANKLIN WRESTLING CLUB	01/08/2026	0.00
202600079	GFS	01/08/2026	24,108.05
202600080	FRANKLIN COMMUNITY SCHOOL CORP	01/08/2026	0.00
4	Wire Transfer Check(s) For a Total of		24,108.05

	0	Manual	Checks For a Total of	0.00
	4	Wire Transfer	Checks For a Total of	24,108.05
	3	ACH	Checks For a Total of	17,257.22
	7	Computer	Checks For a Total of	6,931.00
Total For	14	Manual, Wire Tran, ACH & Computer	Checks	48,296.27
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	48,296.27

Check Nbr	Vendor Name	Check Date	Check Amount
202600003	WCEPS	01/08/2026	150.00
202600004	CHEWY INC.	01/08/2026	480.26
202600005	WAL-MART	01/08/2026	1,017.99
202600006	BMO ACH PAY	01/08/2026	6,853.43
202600007	O'REILLY AUTOMOTIVE INC	01/08/2026	91.63
202600008	LOCKE DE-ICING SOLUTIONS LLC	01/08/2026	4,704.00
202600009	FERGUSON	01/08/2026	1,290.09
202600010	IMPERIAL DADE	01/08/2026	5,578.00
202600011	TRACTOR SUPPLY	01/08/2026	532.45
202600012	FIKES FRESH BRANDS LLC.	01/08/2026	5,608.34
202600013	SEWER OR SEPTIC SERVICE INC	01/08/2026	172.11
202600014	CINTAS CORP	01/08/2026	1,024.10
202600015	SPEAR CORPORATION	01/08/2026	444.07
202600016	B & H ELECTRIC AND SUPPLY INC.	01/08/2026	148.60
202600017	CARQUEST	01/08/2026	748.20
202600018	JACOBI SALES, INC	01/08/2026	47.41
202600019	PLUMBERS SUPPLY COMPANY	01/08/2026	595.14
202600020	RG MOBILE 1 LLC.	01/08/2026	65.98
202600021	KOENIG EQUIPMENT INC	01/08/2026	55.35
202600022	GRAINGER	01/08/2026	60.24
202600023	VEX ROBOTICS, INC	01/08/2026	104.54
202600024	SCHOOL AI INC	01/08/2026	12,006.00
202600026	COLUMBUS INDUSTRIAL ELECT	01/08/2026	660.63
202600027	GREEN ELECTRICAL SUPPLY LLC	01/08/2026	219.15
202600028	CRESCENT ELECTRIC SUPPLY	01/08/2026	160.28
202600029	SYNCHRONY BANK/AMAZON	01/08/2026	1,590.01
202600030	STORYBOARD THAT	01/08/2026	32.97
202600031	MARK'S VACUUM INC	01/08/2026	500.00
202600032	IRISH BROTHERS INC	01/08/2026	690.00
202600033	CARROT-TOP INDUSTRIES	01/08/2026	347.86
202600037	KROGER LIMITED PARTNERSHIP	01/08/2026	148.77
202600038	FOOTWEAR SUPPLY	01/08/2026	700.00
202600039	BWS INC	01/08/2026	1,925.00
202600040	OPEN AI LLC	01/08/2026	20.00
202600041	SAM'S CLUB DIRECT	01/08/2026	386.79
202600042	OAK SECURITY GROUP	01/08/2026	565.87
202600043	CHICAGO'S PIZZA	01/08/2026	159.74
202600044	TEYVAH MINISTRIES LLC.	01/08/2026	3,650.00
202600045	MEIJER STORES LMTD PARTNERSHIP	01/08/2026	108.88
202600046	THEATREWORLD BACKDROPS, LLC	01/08/2026	765.00
202600047	MAIN & MADISON LLC	01/08/2026	431.65
202600048	THE WEBSTAUANT STORE INC	01/08/2026	923.58
202600049	SCHOOL NUTRITION ASSOCIATION	01/08/2026	655.00
202600050	WRIGHT TECH	01/08/2026	1,567.12
202600051	OFFICE 360	01/08/2026	84.26
202600053	BUREAU OF MOTOR VEHICLES	01/08/2026	15.00
202600054	ATLAS PHYSICAL & DRUG TESTING	01/08/2026	195.00
202600055	CLARK SAFETY FIRST AID	01/08/2026	127.40
202600056	UNITY SCHOOL BUS PARTS INC	01/08/2026	4,227.75
202600057	JACKS DONUTS OF FRANKLIN	01/08/2026	75.09

Check Nbr	Vendor Name	Check Date	Check Amount
202600058	RUSH TRUCK CENTERS OF INDIANA	01/08/2026	9,351.50
202600059	LIBERTY FASTCO LLC.	01/08/2026	27.70
202600060	CDW COMPUTER	01/08/2026	997.90
202600061	RENEWED VISION LLC.	01/08/2026	1,323.00
202600062	APPLE INC	01/08/2026	346.71
202600063	DELL INC	01/08/2026	564.18
202600064	PITNEY BOWES	01/08/2026	502.08
202600065	INDIANA SCHOOL BOARDS ASSOC	01/08/2026	450.00
202600066	IMEA	01/08/2026	460.00
202600067	IAPSS	01/08/2026	225.00
202600068	ENZO PIZZA	01/08/2026	253.80
202600076	PAIGE'S MUSIC	01/08/2026	293.80

62 Wire Transfer Check(s) For a Total of 77,506.40

	0	Manual	Checks For a Total of	0.00
	62	Wire Transfer	Checks For a Total of	77,506.40
	0	ACH	Checks For a Total of	0.00
	0	Computer	Checks For a Total of	0.00
Total For	62	Manual, Wire Tran, ACH & Computer	Checks	77,506.40
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	77,506.40

Check Nbr	Vendor Name	Check Date	Check Amount
260000005	ACORN DISTRIBUTORS INC.	01/12/2026	2,018.06
260000006	BENNETT, PATRICK R	01/12/2026	11.34
260000007	BERNETT, CHELSEA	01/12/2026	5,475.00
260000008	BOTKIN, TAI MARIE	01/12/2026	174.20
260000009	BRANT, MELANIE D	01/12/2026	71.12
260000010	BRIGHT, MICHELLE L	01/12/2026	49.41
260000011	BUERGELIN, CHELSEA R	01/12/2026	96.88
260000012	CENTRAL INDIANA ED SRVC CNTR	01/12/2026	129,440.00
260000013	CHURCH CHURCH HITTLE & ANTRIM	01/12/2026	260.00
260000014	CHURCH, MARIA E	01/12/2026	17.01
260000015	CINCY SPEECH AND LANGUAGE SERV	01/12/2026	5,000.00
260000016	CINTAS CORP	01/12/2026	215.57
260000017	COMMERCIAL FOOD SYSTEMS INC	01/12/2026	3,419.33
260000018	CURRY, AMBER L	01/12/2026	41.65
260000019	DIVE TECH	01/12/2026	6,163.92
260000020	DIVERSIFIED ROOFING SERVICES L	01/12/2026	1,394.11
260000021	EDMENTUM INC.	01/12/2026	500.00
260000022	EPIC INSURANCE MIDWEST	01/12/2026	61,567.25
260000023	EVERDRIVEN TECHNOLOGIES LLC	01/12/2026	4,332.00
260000024	FASIG, MEGAN E	01/12/2026	22.12
260000025	FENIMORE, BREANNA E	01/12/2026	116.62
260000026	FOOTWEAR SUPPLY	01/12/2026	300.00
260000027	FRANKLIN COMMUNITY HIGH SCHOOL	01/12/2026	522.05
260000028	GRECO, AMBER	01/12/2026	231.63
260000029	HALL, MARIE A	01/12/2026	15.12
260000030	INDIANA TESTING	01/12/2026	680.00
260000031	JACKSON, TAMARA E	01/12/2026	98.00
260000032	JOHNSON CONTROLS	01/12/2026	876.38
260000033	Vendor Continued Check	01/12/2026	0.00
260000034	KLOSTERMAN'S BAKING	01/12/2026	4,636.69
260000035	KORRECK, ANDREA G	01/12/2026	303.17
260000036	LAWSON, PAIGE C	01/12/2026	38.85
260000037	LEE, TARA M	01/12/2026	36.54
260000038	LEE COMPANY INC	01/12/2026	31,750.00
260000039	LUNA LANGUAGE SERVICES	01/12/2026	160.40
260000040	MACALLISTER MACHINERY CO INC	01/12/2026	365.99
260000041	MCCLAIN, NICHOLAS C	01/12/2026	18.06
260000042	MCCRARY, JEFFREY S	01/12/2026	61.60
260000043	MES SERVICE COMPANY LLC	01/12/2026	270.00
260000044	MIDWEST MOTOR SUPPLY CO	01/12/2026	1,082.12
260000045	MIDWEST TRANSIT EQUIPMENT OF I	01/12/2026	1,329.96
260000046	MINDFUL GROWTH LLC	01/12/2026	12,060.69
260000047	MURRAY, JAMIE M	01/12/2026	232.79
260000048	NBJ SECURITY LLC	01/12/2026	537.50
260000049	OFFICE 360	01/12/2026	23.69
260000050	BOTTLING GROUP LLC	01/12/2026	1,069.14
260000051	Vendor Continued Check	01/12/2026	0.00
260000052	Vendor Continued Check	01/12/2026	0.00
260000053	PIAZZA PRODUCE	01/12/2026	26,991.71
260000054	Vendor Continued Check	01/12/2026	0.00

Check Nbr	Vendor Name	Check Date	Check Amount
260000055	Vendor Continued Check	01/12/2026	0.00
260000056	PRAIRIE FARMS DAIRY	01/12/2026	20,414.15
260000057	PREMIER AG CO-OP INC	01/12/2026	17,204.80
260000058	RECEIVABLES MANAGEMENT PARTNER	01/12/2026	1,090.63
260000059	RIPPERGER, JAMIE A	01/12/2026	41.86
260000060	ROBOTICS EDUCATION & COMPETITI	01/12/2026	340.00
260000061	ROE, KATRINA B	01/12/2026	225.75
260000062	SCHMIDT ASSOCIATES INC	01/12/2026	71,203.17
260000063	SEALS, JENNIFER M	01/12/2026	73.92
260000064	SOLIANT HEALTH LLC	01/12/2026	10,212.50
260000065	SOUTHARD, RACHEL A	01/12/2026	20.16
260000066	SPARKS, RANDILYNN N	01/12/2026	3.78
260000067	SPENDBRIDGE	01/12/2026	270.00
260000068	SPOTLIGHT STRATEGIES	01/12/2026	145.00
260000069	ST JOSEPH INSTITUTE FOR DEAF	01/12/2026	10,000.00
260000070	SWANAGAN-FRAZER, GENA L	01/12/2026	23.38
260000071	SYNOVIA SOLUTIONS LLC	01/12/2026	2,332.80
260000072	THE STEPPING STONES GROUP LLC	01/12/2026	4,016.25
260000073	TILLAR, MELISSA A	01/12/2026	151.27
260000074	TORRANCE & SONS LLC	01/12/2026	1,165.00
260000075	US SIGNAL COMPANY LLC	01/12/2026	3,814.49
260000076	VAUGHT, ADAM T	01/12/2026	77.70
260000077	VINSON, ASHTEN E	01/12/2026	28.56
260000078	WORLAND, BROOKE A	01/12/2026	100.07

74 ACH Check(s) For a Total of 447,032.91

Check Nbr	Vendor Name	Check Date	Check Amount
16539	ACCESS JOHNSON COUNTY	01/12/2026	472.00
16540	ALLIED-OTT PETROLEUM EQUIPMENT	01/12/2026	312.50
16541	AMERIGAS	01/12/2026	11,054.17
16542	BAILEY, HANNAH	01/12/2026	40.00
16543	BALL STATE UNIVERSITY	01/12/2026	1,567.00
16544	BEACON PSYCHOLOGY SERVICES LLC	01/12/2026	2,025.00
16545	BEHAVIOR MAPPING LLC	01/12/2026	1,300.00
16546	BMI	01/12/2026	552.66
16547	BRADEN BUSINESS SYSTEMS INC	01/12/2026	14,023.67
16548	BRIDGEFIELD CASUALTY INSURANCE	01/12/2026	30,015.54
16549	BRIDGING THE BLIND GAP	01/12/2026	387.50
16550	CUB ACADEMY	01/12/2026	3,600.00
16551	ELSNER, TARA	01/12/2026	1,596.00
16552	FCHS BAND	01/12/2026	3,260.00
16553	FCHS CHOIR	01/12/2026	10,680.00
16554	FILTER SERVICES OF INDIANA	01/12/2026	4,991.13
16555	FIRST CLASS ELEVATORS	01/12/2026	1,028.25
16556	FLEET PRIDE	01/12/2026	2,845.00
16557	FLINN SCIENTIFIC INC	01/12/2026	23.58
16558	FOOD SERVICES	01/12/2026	122.52
16559	FRANKLIN CHAMBER OF COMM	01/12/2026	400.00
16560	FRANKLIN APPLIED BEHAVIOR SERV	01/12/2026	20,097.00
16561	ASSETWORKS RISK MANAGEMENT INC	01/12/2026	8,627.49
16562	GOLD MEDAL INDIANAPOLIS ML80	01/12/2026	705.70
16563	HOBART CORPORATION	01/12/2026	4,249.13
16564	HYDRONIC & STEAM EQUIPMENT	01/12/2026	458.00
16565	JACKSON CONTROL CO INC	01/12/2026	1,355.66
16566	JLA EXCAVATING LLC.	01/12/2026	3,850.00
16567	JOSTENS INC	01/12/2026	2,845.45
16568	KERLIN BUS SALES & LEASING INC	01/12/2026	75.00
16569	LOCKE DE-ICING SOLUTIONS LLC	01/12/2026	4,447.10
16570	MOUNT SAINT JOSEPH UNIVERSITY	01/12/2026	4,355.00
16571	Vendor Continued Check	01/12/2026	0.00
16572	CORDS COMMERCIAL ENT.	01/12/2026	1,869.90
16573	PLYMOUTH COMMUNITY SCHOOL CORP	01/12/2026	964.74
16574	SAFE HIRING SOLUTIONS LLC	01/12/2026	3,323.95
16575	SHARES INC	01/12/2026	590.00
16576	SHOWCHOIRSTOCK.COM.	01/12/2026	443.00
16577	Vendor Continued Check	01/12/2026	0.00
16578	SOUTHSIDE SPECIAL SERVICES OF	01/12/2026	51,000.00
16579	ST ROSE OF LIMA SCHOOL	01/12/2026	3,125.00
16580	STERICYCLE INC	01/12/2026	142.90
16581	SUTTON-GARTEN CO	01/12/2026	88.20
16582	VANCO COMMERCIAL SERVICE	01/12/2026	2,139.98
16583	YOUNG AND YOUNG	01/12/2026	2,350.00

45 Computer Check(s) For a Total of 207,399.72

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	74	ACH	Checks For a Total of	447,032.91
	45	Computer	Checks For a Total of	207,399.72
Total For	119	Manual, Wire Tran, ACH & Computer	Checks	654,432.63
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	654,432.63

**AMENDMENT NUMBER FOUR TO THE
FRANKLIN COMMUNITY SCHOOL CORPORATION
SUPPLEMENTAL RETIREMENT PLAN**

THIS AMENDMENT NUMBER FOUR to the Franklin Community School Corporation Supplemental Retirement Plan ("Plan") is hereby adopted by Franklin Community School Corporation, an Indiana public school corporation ("School Corporation").

WITNESSETH:

WHEREAS, the School Corporation established the Plan pursuant to Code Section 401(a) and most recently amended and restated the Plan effective September 1, 2015;

WHEREAS, the School Corporation reserved the right to amend the Plan pursuant to Article 13 of the Plan, and has amended the Plan three times; and

WHEREAS, the School Corporation now desires to further amend the Plan to make certain discretionary changes.

NOW, THEREFORE, the Plan is hereby amended as follows effective as set forth below:

1. Paragraph (d) of Section 2.02, Definitions, is amended to be and read as follows:

(d) "Contract" means a collectively bargained agreement, memorandum of understanding, employment agreement, fringe benefit document, employee handbook, or similar written agreement between the Employer and an employee, group of employees, or an employee association, as amended from time to time.

2. Section 4.02, Employer Supplemental Contribution and Matching Contribution (Layer I), is amended to be and read as follows:

Section 4.02. Employer Supplemental Contribution and Matching Contribution (Layer I). The Employer shall contribute to the Plan for the Eligible Employee an amount equal to the sum of the following: (i) a specified percentage of the Eligible Employee's Plan Compensation as set forth in the applicable Contract, and (ii) 100% of the Eligible Employee's salary reduction contributions to the Franklin Community School Corporation 403(b) Plan up to a percentage of the Eligible Employee's Plan Compensation as set forth in the applicable Contract. For any Eligible Employee not covered by a Contract, the Employer shall determine the amount (if any) to be contributed to the Plan for the Plan Year in its sole and absolute discretion.


Such contributions for the Plan Year shall be credited to each Participant as of the end of each school year, and thereafter allocated to the Layer I Account of each Participant pursuant to Section 5.02; provided, however, that effective for the 2024/2025 school year, such contributions shall be credited to each Participant each pay period, and thereafter allocated to the Layer I Account of each Participant pursuant to Section 5.02. The Employer shall pay to the Plan Trustees the contributions required under this Section not later than fourteen (14) days after

each applicable date.

3. In all other respects the Plan shall be and remain unchanged.

IN WITNESS WHEREOF, the School Corporation has caused this Amendment Number Four to be executed by its duly authorized representative as of the date written below, but effective as provided herein.

FRANKLIN COMMUNITY SCHOOL
CORPORATION

By: 

Printed Name: Debbie Gill

Title: Board of School Trustees, President

Date: January 12, 2026



December 8, 2025
Board of School Trustees

FCMS - Auditorium
625 Grizzly Cub Drive
Franklin, IN 46131
6:00 PM

1. **WATCH MEETING LIVE**
You Tube Live Stream
2. **CALL THE MEETING TO ORDER**
Becky Nelson called the meeting to order.
3. **RECOGNITION**
Dr. Clendening & Dr. Worland
Individual Student Growth
 - Webb Elementary & Franklin Rotary
 - FFA Soils Team
 - Central Nine Students of the Month
Collaboration
 - Literacy Educator Excellence Award
Webb Elementary & Franklin Rotary
FFA Soils Team
Central Nine Students of the Month
4. **CONSENT AGENDA**
Board President
There were no public comments.
 - A. **Public Comments on any Consent Agenda Item**
Public comments regarding consent agenda items are limited to 3 minutes.
There were no public comments.
 - B. **Administrative Revised Benefits**
 - C. **Administrative Salary Corrections**
 - D. **Allowance of Claims and Vouchers**
 - E. **Approve Minutes**
November 10, 2025
 - F. **Attorney Engagement Agreement**
 - G. **Donations**
 - H. **Franklin College Pool Usage Agreement**

- I. Ice Miller Arbitrage Engagement Letter
- J. Independent Contractor Agreement - Speech & Language Pathologist
- K. Johnson County Health Department Annual Agreement
- L. Microsoft Volume Licensing
- M. Overnight / Out of State Trips
- N. Personnel Report
- O. STR/SEG - FCMS Roof Design
- P. Schmidt Letter of Agreement - CBIS & FCHS Boiler Replacements
- Q. Software Renewals
- R. Superintendent Evaluation Rating 2024-2025 School Year
- S. Verizon Contract Renewal
- T. Your Money Line Contract Renewal
- U. Consent Agenda Vote
 Motion to approve the consent agenda. This motion, made by Brett Jones and seconded by Debbie Gill, Passed.
 Debbie Gill: Yea
 Brett Jones: Yea
 Jennifer Mann: Yea
 Becky Nelson: Yea
 David Yount: Yea

Yea: 5, Nay: 0

At the last board meeting, part of the CBA was not included in the administrative salaries for administrators. That is now included, and we are asking for approval for the administrative salary corrections. Mr. Roger Young has agreed to be our school attorney for another year. Annually, the board meets for Dr. Clendening's evaluation, and the board determined that his rating was highly effective. Mr. Yount stated for the record that he reviewed the Independent Contractor Agreement-Speech & Language Pathologist as a school board member and not as an attorney.

5. SUPERINTENDENT REPORTS

- A. FEC National Park Presentation
 Dustin Huddleston
 We partnered with local community donors and Franklin Education Connection to make this experiential learning trip possible for the students. Along with two chaperones, seven FCHS students were able to experience the National Parks.
- B. Teacher Appreciation Grant (TAG)
 Dr. Brooke Worland
 Dr. Worland presented on the Teacher Appreciation Grant (TAG). The TAG program was established to attract, reward, and remain Indiana's effective and highly effective teachers who significantly impact student outcomes. The

most significant change is that the grant is no longer guaranteed for all effective/highly effective teachers. Eligibility now depends on specific criteria met by the teacher. Furthermore, only 20% of our certified staff may be awarded the grant. The new process establishes a tiered structure, meaning the dollar amount a teacher receives is no longer based solely on their evaluation rating but on their fulfillment of the new criteria. We have developed an application process to help ensure fairness. There are some implications of this new system and some corporations have chosen to opt out due to the complexity and perceived unfairness of the new system. We have a data-support team in place to help with this new process. We are engaging with IDOE in a feedback loop to ensure faculty voices are heard. Digital teacher submissions are due January 9th, and the approved TAG funds will be distributed to corporations from IDOE on April 15th.

C. Committee Updates

- Music Council
- Communications
- Central Nine

Music Council: The Mary Poppins musical was a great success. Discussed the costs and fees for band and choir. Winter concerts are ongoing. Practice for the spring musical has started.

Communications: Discussed how FCS communicates well, areas that we can improve, and how we can extend our communication in the community. Discussed the different ways that the buildings get information out.

C9: Recently had an open house and the next one is scheduled for January 29th. Students are studying for certification exams. Enrollment has started for the spring semester. C9 teachers also receive the TAG grants and have been discussing how they will be distributed.

6. **ACTION ITEMS**

A. Public Comments on any Action Item

Public comments regarding action items are limited to 3 minutes.
There were no public comments.

B. Year End Transfers

Tina Jobe

Motion to approve the resolution/ordinance to transfer appropriations. This motion, made by David Yount and seconded by Brett Jones, Passed.

Debbie Gill: Yea

Brett Jones: Yea

Jennifer Mann: Yea

Becky Nelson: Yea

David Yount: Yea

Yea: 5, Nay: 0

Tina Jobe requested approval of the resolution to transfer appropriations. We can't close out the year with negative balances in our accounts. We will transfer funds between accounts to avoid any negative balances. In January, we will transfer the funds back.

C. Additional Appropriation

Tina Jobe

Motion to approve the additional appropriation. This motion, made by Jennifer Mann and seconded by Brett Jones, Passed.

Debbie Gill: Yea

Brett Jones: Yea

Jennifer Mann: Yea

Becky Nelson: Yea

David Yount: Yea

Yea: 5, Nay: 0

Ms. Tina Jobe requested approval of the additional appropriations exceeding the current year's budget. Our assessed value came in higher than predicted, and the education fund experienced a higher increase than we had predicted. Requesting that the board approve an increase of \$400,000 in the Education Fund and \$600,000 in the Operations Fund.

D. Education Advanced for Pathways

Ryan Wagner & Brian Hansen

Motion to approve the Education Advanced Pathways Program. This motion, made by Brett Jones and seconded by David Yount, Passed.

Debbie Gill: Yea

Brett Jones: Yea

Jennifer Mann: Yea

Becky Nelson: Yea

David Yount: Yea

Yea: 5, Nay: 0

Dr. Worland requested that the board approve the Education Advanced Pathways Program. This program will help track students' graduation progress. We will fund this program using Title IV funds.

E. Rascal's Fun Zone Event Contract

Dr. Brooke Worland

Motion to approve the Rascals's Fun Zone contract for NW & ND. This motion, made by David Yount and seconded by Brett Jones, Passed.

Debbie Gill: Yea

Brett Jones: Yea

Jennifer Mann: Yea

Becky Nelson: Yea

David Yount: Yea

Yea: 5, Nay: 0

Dr. Brooke Worland requested that the board approve the Rascal's Fun Zone event contracts for Northwood Elementary and Needham Elementary. This contract will be used for all elementaries moving forward.

F. Recommendation to Hire an Individual Under SEA 342

Dr. David Clendening

Motion to approve the SEA. This motion, made by Jennifer Mann and seconded by Brett Jones, Passed.

Debbie Gill: Yea

Brett Jones: Yea

Jennifer Mann: Yea

Becky Nelson: Yea

David Yount: Yea

Yea: 5, Nay: 0

After June 30, 2023, the state legislators and the general assembly gave us the ability to hire people with a minor infraction. We must conduct a separate vote focused on the recommendation to hire the candidate proposed under SEA 342. This vote will be independent of other hiring decisions to ensure clarity and transparency in our selection process. The infraction was disclosed during the hiring process.

G. Support Staff Pay Increases & Stipends

motion to approve the support staff loaylaty stipend if they received an effective or highly effective rating for the 2024-2025 evaluation period. The stipend will be received on December. This motion, made by Brett Jones and seconded by Jennifer Mann, Passed.

Debbie Gill: Yea

Brett Jones: Yea

Jennifer Mann: Yea

Becky Nelson: Yea

David Yount: Yea

Yea: 5, Nay: 0

Ms. Tina Jobe requested that the board approve the support staff pay increases and stipends. We are requesting a 2.25 % base pay raise for those support staff who were employed and received an effective or highly effective rating for the 2024-2025 evaluation period. This pay raise will be effective for the 12-21-25 to 1-3-26 pay period, and paid on the January 15, 2026 paycheck. The district is also requesting board approval to disburse loyalty stipends on the December 18, 2025 paycheck for support staff who were employed and received an effective or highly effective rating for the 2024-2025 evaluation period and received on the December 18, 2025 paycheck.

The district is also requesting board approval for a 2.25 % base pay raise for those food services support staff in manager, assistant manager, and office staff roles who were employed and received an effective or highly effective rating for the 2024-2025 evaluation period. This pay raise will be effective for the 12-21-25 to 1-3-26 period and paid on the January 15, 2026 paycheck. The district is requesting a \$1 per hour pay raise for all other

employees in Food Services Staff positions. This pay raise will be effective for the 12-21-25 to 1-3-26 pay period and paid on the January 15, 2026 paycheck. The district is also requesting board approval to disburse loyalty stipends on December 18, 2025 paycheck to all food services support staff who were employed and received an effective or highly effective rating for the 2024-2025 evaluation period.

H. Worker's Compensation Proposal

Motion to approve the workers' compensation proposal. This motion, made by Debbie Gill and seconded by Brett Jones, Passed.

Debbie Gill: Yea

Brett Jones: Yea

Jennifer Mann: Yea

Becky Nelson: Yea

David Yount: Yea

Yea: 5, Nay: 0

Tina Jobe requested approval of the workers' compensation proposal from the Summit group through Bridgefield Casualty Insurance Company. This would be a guaranteed cost policy of \$199,867.

7. **DISCUSSION**

A. Public Comments on Discussion Items

Public comments regarding discussion items are limited to 3 minutes.

There were no public comments.

B. FCHS New Courses 2026

Dr. Worland presented new courses to be added to the FCHS catalog for 2026.

C. Policies - Guidelines - Forms

Dr. David Clendening

Dr. Clendening presented policies and guidelines as first readings. In reviewing F225-Fundraising & Crowdfunding, all fundraising must now be approved by the superintendent. Anyone associated with FCS must fill out the fundraising form.

D. Special Education School Board Seminar Series

Dr. David Clendening

In preparation for our next strategic planning cycle, Dr. Clendening reached out to Angie Balsley, former executive director of Earlywood, to host a seminar in February. The seminar would focus on special education foundations, current pressures, and long-range strategic considerations. The session is designed to strengthen the Board's understanding of the historical, legal, instructional, behavioral, and fiscal dimensions of special education while surfacing the critical questions that will guide the district over the next five to seven years.

E. Franklin Cub Academy Rates

Katie Smith presented on the Cub Academy program history and the need to revisit the weekly fee. We want to retain and pay highly qualified staff. The rising cost of food and supplies impacts purchasing. Starting in 2023, the weekly fee to present is \$195 per week. The fees include morning and afternoon daycare, preschool instruction, morning and afternoon snacks, consumables supplies and staffing. Cub Academy program fee proposal for 2026:

- Full day school year - \$240 weekly fee
- Full day 3 days school year - \$150 weekly fee
- Half day AM/PM school year - \$100 weekly fee
- Full day year-round - \$240 weekly fee
- Kindergarten before/after school care - \$100 weekly fee

Cub Academy upcoming timeline:

- Late January - current families reenroll
- February 24th - New FCS employee families
- March 3rd - New families enroll
- Early August - Ribbon cutting & open house
- August 10th - Tentative building opening

We will come back in January with different options on the fee structure.

8. **BOARD / ADMINISTRATIVE COMMENTS**

A. Board Comments

Becky Nelson wished everyone a Merry Christmas & Happy Holidays.

B. Administrative Comments

With inclement weather (delays & closings), we hope to notify parents no later than 5:30 am. Notifications will go out through ParentSquare, social media, and the phone system.

Happy Holidays!!

- ISBA Fall Regional Meeting
- Franklin Education Connection

9. **CALENDAR**

A. Calendar of Events

- Winter Break Begins at Dismissal: December 19
- School Resumes for Students: January 6
- Martin Luther King Day - NO School & Central Office Closed: January 19

Winter Break Begins at Dismissal: December 19

School Resumes for Students: January 6

Martin Luther King Day - NO School & Central Office Closed: January 19

10. **ADJOURNMENT**

motion made at 7:48 pm. This motion, made by Brett Jones and seconded by Becky Nelson, Passed.

Debbie Gill: Yea

Brett Jones: Yea

Jennifer Mann: Yea

Becky Nelson: Yea

David Yount: Yea

Yea: 5, Nay: 0

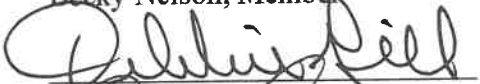
Motion was made to adjourn the meeting at 7:48 pm.

11. 11. I.C. 5-14-9-1

David Yount is an appointed member of the Franklin Community School Corporation Board of School Trustees representing Needham Township appointed by Franklin Community School Board. The date of appointment was January 30, 2025, and the term expires December 31, 2026.

Board of School Trustees

Becky Nelson, Member



Debbie Gill, Member

Jennifer Mann, Member

Brett Jones, Member

David Yount, Member



DONATIONS FOR APPROVAL
January 2026

Needham Elementary

Amount: \$100
For: School Lunch Debt
From: David Smith

Webb Elementary

Amount: \$100
For: School Lunch Debt
From: David Smith

FCHS

Amount: \$150
For: Boys Basketball – Misc. Use
From: Matthew & Chastity Hall

Amount: \$711.85
For: Athletic Misc. Use
From: McDonald's Digital Fundraiser

District

Amount: \$250
For: School Lunch Debt
From: Wendell & Arlene Britt

Agriculture Facility

Franklin FFA Alumni and Supporters - \$8,055
Robbie Armstrong memorial match and donations - \$3,460
Kokomo Grain - \$2,500
Brian Lamphire memorial - \$110
Wood Auto - \$100
Public donations from the annual plant sale - \$2,000
Mutual Savings and Loan - \$2,000
Chris and Sandy Wilhelm - \$5,000
Johnson County Farm Bureau - \$6,000
Innovative Casting Technology - \$25,000
The Patrons of Main and Madison Café - \$11,405.55
Premier Ag - \$5,000

Agriculture Facility *continued*

Farm Credit Services - \$10,000

Land O'Lakes - \$5,000

Indiana Harness Racing Association - \$1,000

Marilla Norton - \$500

The CISCO Companies - \$3,883.70

Multiple anonymous donations received by JCCF - \$188,343.54

Uplifting – Community Building Fitness - \$250

Anonymous donation of grain - \$4,392.21

Huddleston and Huddleston - \$500

Don & Jeri-Lyn Line - \$5,500

Kent Grose & Johna Norton - \$10,000

JCCF/Lilly Endowment, Inc. – Matching Grant - \$100,000



Professional Development / Conference
Employee Travel Request Form

Building: Administration

Name(s): 1. Adam VAUGHT 2. _____
3. _____ 4. _____
5. _____ 6. _____

Event / Conference: Arigilon Unity Access Training - in person - instructor led

Travel Destination (City/State): Allen, TX

Date(s): Leave: 1-26-2026 Return: 1-29-2026

Registration Approximate Total Cost: \$ 0 / \$ 0 per person

Hotel Approximate Total Cost: \$ 400 / \$ _____ per person

Flight Approximate Total Cost: \$ 500 / \$ _____ per person

Car Rental Approximate Cost: \$ 250

Pre-Travel Approval Signatures

Principal: _____ Date: _____

Superintendent: Dr. David Clendening Date: 12-17-25

FCS Board of School Trustees: Dulcie Bell Date: 1-12-26

Grant Writer: <i>Elizabeth Edwards</i>	Grant Summary Sheet Submit completed form to: Cammy Hoffman Assistant Deputy Treasurer Submit prior to application deadline Phone: 346-8748	
Grant Manager: <i>Elizabeth Edwards</i>		
School/Department: <i>PCS Food Service Dept.</i>		Phone: <i>x 8728</i>
Email: <i>edwardsel@franklin.schools.org</i>		Fax:

GRANT DESCRIPTION

Funding Agency: <i>School Nutrition Foundation</i>	Funding Source: <input type="checkbox"/> State <input type="checkbox"/> Federal <input checked="" type="checkbox"/> Foundation <input type="checkbox"/> Other:	Grant type: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation
Funding Agency Website: <i>schoolnutrition.org/snf</i>	Indirect Cost: \$	
Project Title: <i>LAC Scholarship</i>		

App. Deadline: <i>1-16-26</i>	Award Date: <i>12-9-25</i>	Project Start Date: <i>March 8, 2026</i>	Project End Date: <i>March 10, 2026</i>
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Project Targets: (Check all that apply) <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Art <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Other (List Below) <i>Food Service</i>	Check all pertinent budget items included in project: <input type="checkbox"/> Salaries (i.e. Stipends, substitutes, etc.) <input type="checkbox"/> Additional staff List: <input type="checkbox"/> Benefits (Must be included with salaries) <input type="checkbox"/> Consultants <input type="checkbox"/> Purchase/Maintenance Agreements <input checked="" type="checkbox"/> Travel <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Technology - Computers/Software <input type="checkbox"/> Transportation (Student) <input type="checkbox"/> Equipment/Furniture <input type="checkbox"/> Facilities	Amount of Funding Requested: <i>n/a... grant is reimbursed \$ for total costs, travel, lodging, registration, meals up to \$1400</i>
	Required Signatures: <input type="checkbox"/> Principal <input type="checkbox"/> Superintendent <input type="checkbox"/> Other (List Below) <input type="checkbox"/> Matching Funds/In-Kind Cont. (List below) <i>n/a</i>	

Identify any District obligations after funding ends: *none*

Summarize the overall purpose of the grant and indicate how this grant will support your school improvement plan and/or District Strategic Plan

The purpose of this grant is to defray the costs associated with attending Legislative Action Conference.

I will have the opportunity to Meet personally with lawmakers to discuss the policies directly affecting school nutrition, advocate for our profession, and see the legislative process firsthand.

The information provided accurately represents the intended project: <i>Elizabeth Edwards</i> <i>12-10-25</i> Grant Writer/Manager Date	Approved: _____ Principal or Administrator Date
Reviewed by: _____ Business Office Date	Approved: <i>[Signature]</i> <i>12-11-25</i> Superintendent Date



SPECIALTY ENGINEERING GROUP LLC
2647 WATERFRONT PKWY. EAST DR.
SUITE 185
INDIANAPOLIS, IN 46214
T: 262-253-4700 www.str-seg.com

November 21, 2025

Mr. William Betts
Franklin Community School Corporation
998 Grizzly Cub Drive
Franklin, IN 46131

Re: Proposal 62274 for Hardscape Improvements Multiple Sites

Dear Mr. Betts:

Specialty Engineering Group LLC (STR-SEG) is pleased to submit the following proposal to Franklin Community School Corporation, hereinafter referred to as Owner, for the design services of the hardscape improvements at the following three sites: Franklin Community High School, Franklin Community Middle School and Needham Elementary School.

STR-SEG proposes the following scope of services:

DESIGN DEVELOPMENT

- STR-SEG will review the Owner's requirements and related information including, but not limited to, schedule, budget, service life expectations, traffic loads and patterns, history, building usage, contractor preferences, and contractor insurance requirements.
- STR-SEG will conduct a pre-design survey of the subject hardscape areas to evaluate existing conditions. Based on the survey, recommendations will be made on the scope of work required along with options and opinions of probable cost.
- STR-SEG will discuss the recommendations with the Owner and come to a consensus on the final recommendation and opinion of probable cost prior to the start of design.
- If it is determined that investigative coring is required, STR-SEG will provide locations of cores and analyze data provided by a subcontracted geo testing firm. Costs for coring shall either be direct billed to the Owner or passed through as an additional cost.

CONSTRUCTION DOCUMENTS and BIDDING

- STR-SEG will prepare a Specification Package from the data obtained during the pre-design survey. The specifications will outline the components included in the design. The package will include a site plan, paving sections and details along with information on other related components that may be part of the design. It will be prepared to promote competitive bidding by qualified contractors.
- STR-SEG will assist the Owner in soliciting bids for the project from qualified paving contractors.
- STR-SEG will attend a Pre-bid Meeting to be held at the job site to answer bidder questions and make clarifications for equivalent competitive bids.
- STR-SEG will assist in the analysis of the Bids.

CONTRACT ADMINISTRATION

- STR-SEG will provide contract administration services commencing at project award. These services will include:
 - Review of shop drawings and submittals.
 - Review of permits and licensing.
 - Review of the contractor's application for payment and change orders.





- Review of contractor warranties and project closeout documentation.
- STR-SEG will conduct a Project Start-up Meeting to review the project and Owner requirements and conditions.
- A qualified representative of STR-SEG will make periodic site visits at various times during construction to observe the quality and progress of the work and will apprise the Owner of construction activities and issues that may arise.
- STR-SEG will prepare a punch list of deficient or outstanding items at substantial completion. Upon notification by the contractor that the project is complete we will conduct a final review of the completed work prior to acceptance.

PROFESSIONAL FEES

Compensation for professional services, described above and pursuant to the attached STR-SEG General Conditions, shall be a lump sum fee of Twenty-Four Thousand Six Hundred-Forty Dollars (\$24,640). Invoicing shall be provided as follows:

- 30% of the total fee upon completion of Design Development.
- 40% of the total fee upon completion of Construction Documents and Bidding.
- 30% due upon completion of project closeout.

Additional services may be required by State or local municipalities not covered by this proposal. SEG will assist the owner in securing these services on a time and material basis per our rate sheet. They may include, but are not limited to the following:

- Professional services by a land surveyor or Civil engineer
- Variance meeting or required permitting with related governing bodies regarding hardscape design agreements, site water calculations, lighting or photometric services, erosion control layout, right of way restrictions, landscape islands requisites, perimeter curbing requirements, parking lot layout compliance, parking stall approvals, etc.

Reimbursable expenses are in addition to fees for professional services and represent STR-SEG's out-of-pocket expenses made in the interest of the project not included in the base fee per the attached General Conditions. Reimbursable expenses will be invoiced at cost.

AUTHORIZATION

STR-SEG will proceed based on your written acceptance. Please sign and return the Authorization page along with a purchase order, if applicable. We will then schedule the work.

Should you have any questions regarding this proposal, please do not hesitate to call. We appreciate this opportunity to serve you and look forward to working with you on this project.

A C C E P T E D

Yours truly,
Specialty Engineering Group LLC

Patrick Wells
Account Manager

Franklin Community School Corporation

By:

Title: Board of School Trustee, President

Date: January 12, 2025

Cc: Ty Nicholson STR-SEG

GENERAL CONDITIONS TO THE CONTRACT

1. **PARTIES AND SCOPE OF WORK:** Specialty Engineering Group, LLC (herein after referred to as SEG) shall include said company, and its subcontractors performing the work. "Work" means the specific SEG services as set forth in the proposal. Unless otherwise stated in writing, the Client assumes sole responsibility for determining whether the quantity and the nature of the work ordered by the Client is adequate and sufficient for the Client's intended purpose. The authorization of the work by the Client shall constitute acceptance of the terms of the proposal and these General Conditions.
2. **TESTING:** Any necessary testing of existing or newly installed materials shall be done outside of the accepted proposal terms and the costs of these tests will be born by the Client.
3. **SCHEDULING OF WORK:** The services set forth in the proposal will be accomplished in a timely, workmanlike and professional manner by SEG personnel as per the prices quoted.
4. **ACCESS TO SITE:** Client will arrange and provide such access to the sites as is necessary for SEG to perform the work.
5. **RESPONSIBILITY:** SEG's work shall not include determining, supervising or implementing the means, methods, techniques, sequences or procedures of construction. SEG shall not be responsible for evaluating, reporting or affecting job conditions concerning health, safety or welfare. SEG's work or failure to perform same shall not in any way excuse any contractor, subcontractor or supplier from performance of its work in accordance with the contract documents.
6. **PAYMENT:** Client shall be invoiced for work performed to date as outlined in the proposal. Client agrees to pay each invoice within thirty (30) days of receipt. Payment made beyond this period shall be subject to interest at Prime Rate plus 5% APR.
7. **TERMINATION:** This Agreement may be terminated by either party upon seven day's prior written notice. In the event of termination, Client shall compensate SEG for all services performed up to and including the termination date, including reimbursable expenses.
8. **SERVICES:** SEG's services will be performed and documents prepared in accordance with its proposal, Client's acceptance thereof, these General Conditions, and with generally accepted principles and practices in performing its professional services. SEG will use that degree of care and skill ordinarily exercised under similar circumstances by members of its professions. Statements made in SEG's reports are opinions based upon professional judgment and are not to be construed as representations of fact.
9. **LIMITS OF LIABILITY:** The Client agrees that the total liability of SEG for any claims arising out of services performed under this Agreement shall be limited to a maximum of the net fee received by SEG, exclusive of reimbursable expenses, consultants' fees and expenses.
10. **PROVISIONS SEVERABLE:** In the event any of the provisions of these general conditions should be found to be unenforceable it shall be stricken and the remaining provisions shall be enforceable.
11. **ENTIRE AGREEMENT:** This Agreement constitutes the entire understanding of the parties, and there are no representations, warranties or undertaking made other than as set forth herein. This Agreement may be modified only in writing, signed by each of the parties hereto.
12. **SEG shall have no responsibility for the presence, discovery, removal or exposure of persons to hazardous materials of any kind, including asbestos or other toxic substances.**

Commercial Vehicle Lease Agreement

LOCKE TRUCKING INC (Lessor), Located at 650 Industrial Dr, Bargersville, IN 46106, Leases to FRANKLIN COMMUNITY SCHOOL CORPORATION (Lessee), Located at 998 Grizzly Cub Drive, Franklin, IN 46131

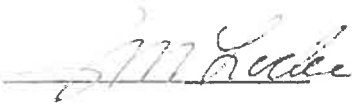
2017 Kenworth T680 for the dates listed on the attached form

1. This agreement becomes effective for the said vehicle for the time period listed on the attached sheet.
2. Lessee shall be responsible to Lessor for any and all losses or damage to the vehicle, excluding normal wear, tear, and depreciation. Without limitation, Lessee shall furnish Lessor with a copy of an insurance certificate/policy reflecting the liability limits.
3. Lessor shall not remove the vehicle from the lower 48 states.
4. Title to the vehicle under this agreement shall not pass to Lessee. This is not a sale. Lessee shall keep the vehicle free and clear of all levies, liens, and incumbrances arising from lessee's debts.
5. Lessee promises to operate the Vehicle only in the normal and ordinary course of Lessee's business, and not in Violation of any law. Rule, regulation, statute, or ordinance. Lessee shall indemnify, defend, and hold Lessor harmless from and against all fines, forfeitures, seizures, confiscations, and penalties arising out of any violations.
6. Lessor shall not be responsible for any contents being transported.
7. Lessor agrees to have the vehicle full of fuel upon Lessee picking up the Vehicle. Lessee agrees to return the vehicle full of fuel to the lessor's location.

Locke Trucking, Inc.

Franklin Community School Corporation

Signature: _____



Signature: _____



Title: Vice President

Title: Board of School Trustees, President

Lease for 2017 Kenworth T680

VIN 1NXKYD49S8HJ169093

Charge for use: \$0

Dates requested for use:

- Jan 2 & 3*
- Jan 10*
- Jan 17*
- Jan 24*
- Feb 7*
- Feb 14 - Noblesville
- Feb 21 - Franklin Central
- Feb 25 - FCMS Performance
- Feb 28*
- March 7 - Franklin Community
- March 14-15 - WGI Regional
- March 21 - Prelims
- March 28 - State Finals
- April 9*
- April 16-18 - WGI World Championships

*Dates denote rehearsal weekend, unsure if we will need to rehearse at FCMS, CBIS, etc. If we rehearse at FCHS, the truck will not be required. If the truck is needed for a rehearsal weekend at one of the other FCS schools, the truck will be loaded on the Friday before the rehearsal date.

FRANKLIN COMMUNITY SCHOOL CORPORATION
998 Grizzly Cub Drive
Franklin, IN 46131

Student Trip Request Form – Overnight and/or Out of State Trips

Teacher: Alicia Geesey School: FCHS
Date(s) of Trip: 5/2/26-5/8/26 Destination El Reno, Oklahoma
Departure Time: 5:00am Return Time: 9:00pm
Number of Students: 4 Number of Staff/Chaperones: 2
Purpose of Trip: Compete at the National Land Judging Contest Name of Student Group: FFA
Corporation Cost: Cost of Bus Student Cost: Snacks and meals

FCSC Vehicles Vehicle Use Approved Commercial Vehicles

List of Trip Activities (Itinerary):

The 2026 National Land Judging Contest is hosted by the National Soil and Water Conservation District in Oklahoma City, Oklahoma. The students must qualify for this contest, as only the top 5 teams from each state is eligible to compete. It is very rewarding to get to experience this contest after putting in so much work throughout the season. The contest is held during the first week of May and the universities host two full day of practice sites on the days leading up to the actual contest. I also try to take the students to visit a few universities and take a few industry tours while we are out west, as well.

Pre-Trip Activities Pertaining to the Trip:

Have parents meeting in April 2026.

Post Trip Summary Activities Pertaining to the Trip:

None.

Principal : Approved Not Approved [Signature] Initials Date: 1/6/26
Supt. : Approved Not Approved M Initials Date: 1/6/26
Board : Dut Approved Not Approved Date: 1-12-26

Note: This request must be received at the Superintendent's Office on the Thursday prior to the regular monthly School Board meeting in order to be considered for approval.

Personnel Report 1/12/2026

Changes since 12/8/2025

NAME	BUILDING/POSITION Explanation	EFF. DATE	SALARY
CERTIFIED PERSONNEL			
<i>New Hires</i>			
Adam Baysinger	FCMS- Math Teacher Replacing Michelle Giles position change	1/5/2026	\$53,500.00
Isaiah Boyer	FCMS- World Cultures Teacher Replacing Katie Suttles resignation	1/5/2026	\$50,000.00
Mattie Satter	FCMS- Ag Teacher (part-time)- Long-term sub Replacing Riley Mahan LTS	1/5/2026	LTS pay
<i>Staff Changes</i>			
Elisha Robertson	To: FCMS- Art Teacher- Long-term sub From: FCMS- ELA Teacher- Long-term sub Replacing Elizabeth White LOA	12/1/2025	
Elisha Robertson	To: FCMS- ELA Teacher- Long-term sub From: FCMS- Art Teacher- Long-term sub Replacing Presleigh Heuchan LOA	1/5/2026	
Jordan Sharp	To: CBIS- Interim Dean of Students (Teacher on Special Assignment) From: CBIS- PE Teacher Replacing Brian Harbin resignation	1/19/2026	
Wyatt Strain	To: FCMS- Art Teacher- Long-term sub From: FCMS- World Cultures Teacher- Long-term sub Replacing Elisha Robertson position change (Beth White LOA)	1/5/2026	
<i>Resignation/Termination</i>			
Brian Harbin	CBIS- Dean of Students (Teacher on Special Assignment) Resignation	1/16/2026	
Kylie Nuthak	Northwood- 4th Grade Teacher Resignation	12/16/2026	
<i>Retirement</i>			
<i>none</i>			
<i>Leave of Absence</i>			
Lori Lecher	Needham- Kindergarten Teacher FML	3/9/2026-6/1/2026 Tentative	
Logan Liffick	CBIS- 5th Grade Math Teacher FML	5/21/2026-10/30/2026 Tentative	
Thomas Maxwell	FCHS- World Languages Teacher FML	8/1/2025-5/22/2026 Tentative, intermittent	
CLASSIFIED PERSONNEL			
<i>New Hires</i>			
Brandi Catellier	Creekside - Essential Skills Assistant Replacing Kay-lynn Terkhorn position change	1/6/2026	\$17.55/hour
Florence Corbin	CBIS - Food Services Replacing Kayla Christian	12/10/2025	14.00/hour
William Creviston	FCHS - 2nd Shift Custodian Replacing Lissa House	1/6/2026	\$16.75/hour

Personnel Report 1/12/2026
Changes since 12/8/2025

NAME	BUILDING/POSITION	EFF. DATE	SALARY
Kimberly Hoskins	FCMS - Food Services Replacing Christana Lumbert position change	1/6/2026	\$15.00/hour
David Pratt	Transportation - Bona Fide Bus Driver Replacing Juanita Whiteman	1/6/2026	\$31.29/hour
Alexandra Smith	Needham - Kindergarten Assistant Replacing Grace Shepherd	1/6/2026	\$15.45/hour
Ashley Tilson	FCHS - Secretary to the Principal Replacing Jamie Green	1/5/2026	\$20.00/hour
Bianca Tisdale	FCHS - Mental Health Support Team Replacing Carly Geis	1/5/2026	\$54,048.91 annually
<u>Staff Changes</u>			
Ella Burgett	To: CBIS - Alternative Education Assistant From: Northwood - Special Education Assistant Replacing Brookeline McCorkle	1/6/2026	\$17.41/hour
Mildred Coahran	To: Creekside - Food Services From: FCMS - Food Services Replacing Danielle S. Smith position change	1/6/2026	\$16.00/hour
Florence Corbin	To: District-wide - Food Services Sub From: CBIS - Food Services New position	12/12/2025	\$14.00/hour
Molly Graham	To: Northwood - Essential Skills Assistant From: Northwood - Special Education Assistant Restructured position	1/6/2026	\$16.29/hour
Christana Lumbert	To: FCMS - Cafeteria Manager From: FCMS - Food Services Replacing Tara Wilson	1/5/2026	\$19.22/hour
Ana Muller	To: CBIS - Food Services From: District-wide - Food Services Sub Replacing Kelly Winkel	1/6/2026	\$15.00/hour
Danielle S. Smith	To: FCMS - Food Services From: Creekside - Food Services Replacing Mildred Coahran position change	1/6/2026	\$15.21/hour
Kay-Lynn Terkhorn	To: Creekside - STEM Assistant From: Creekside - Essential Skills Assistant Replacing Shannon (Lori) Peckinpugh position change	1/5/2026	\$20.13/hour
Kennedi Toloday	To: Union - ASL Interpreter (5 days per week) From: Union - ASL Interpreter (4 days per week) Replacing Madison Abrams	1/6/2026	\$25.87/hour
<u>Resignation/Termination</u>			
Madison Abrams	Union - ASL Interpreter Resignation	12/19/2025	
Brianna Berry	District-wide - Alternative Education Skills Specialist Resignation	12/9/2025	

Personnel Report 1/12/2026

Changes since 12/8/2025

NAME	BUILDING/POSITION	EFF. DATE	SALARY
Selena Flanagan	Webb - Cub Academy Assistant	11/25/2025	
	Resignation		
Teresa Fries	District-wide - Occupational Therapist	1/9/2026	
	Resignation		
Ashley Hunter	Northwood - Essential Skills Assistant	12/19/2025	
	Resignation		
Colin Mothersead	District-wide - Aquatics Director	12/8/2025	
	Resignation		
Morgan Rice	CBIS - Special Education Assistant	12/9/2025	
	Quit w/o notice		
Grace Shepherd	Needham - Kindergarten Assistant	12/19/2025	
	Resignation		
Tara Wilson	FCMS - Cafeteria Manager	12/15/2025	
	Employer terminated		
	Retirement		
	<i>none</i>		
	Leave of Absence		
Kimberly (Karter) Link	FCMS - 2nd Shift Custodian	11/7/2025 - unknown	
	FML		
Sherry Robb	FCMS - 2nd Shift Custodial Supervisor	12/24/2025 - unknown	
	FML		
	ECA		
	New Hires		
Bailey Barrett	FCMS- Boys Basketball Varsity Assistant Coach	12/8/2026	ECA Stipend
	Replacing Marcus Smith resignation		
Chloe Castellano	FCMS- Winter Cheer Coach	1/5/2026	ECA Stipend
	Replacing Keirsten Taylor resignation		
Bethany Chandler	CBIS- Club Sponsor	12/4/2026	ECA Stipend
	Replacing Christa Roberts resignation		
Griffin Edwards	FCMS- Swimming Assistant Coach	12/11/2026	ECA Stipend
	Replacing Colin Mothersead resignation		
Kaitlyn Hollis	FCMS- Journalism	12/1/2026	ECA Stipend
	Replacing Carla Taylor resignation		
Kaitlyn Hollis	FCMS- Digital News Club	12/1/2026	ECA Stipend
	Replacinig Cassidy Hunter resignation		
Cassidy Hunter	FCMS- Yearbook (2)	11/14/2026	ECA Stipend
	Replacing Sydney Barnett resignation		
Jessica Meier	Creekside- Club Sponsor	1/6/2026	ECA Stipend
	New position		
Samantha Pearson	Creekside- Club Sponsor	1/6/2026	ECA Stipend
	New position		

Personnel Report 1/12/2026

Changes since 12/8/2025

NAME	BUILDING/POSITION	EFF. DATE	SALARY
Emily Robertson	Needham- Club Sponsor	1/6/2026	ECA Stipend
	Replacing Rebecca McCain resignation		
Staff Changes			
<i>none</i>			
Resignation/Termination			
Patrick Carlson	FCHS- Girls Volleyball Coach	11/26/2026	
	Resignation		
Cassidy Hunter	FCMS- Digital News Club	12/1/2026	
	Resignation		
Brooke Jernigen	FCHS- FCCLA	12/9/2026	
	Resignation		
Colin Mothersead	FCHS- Swimming Assistant Coach	12/8/2026	
	Resignation		
Colin Mothersead	FCMS- Swimming Assistant Coach	12/8/2026	
	Resignation		
Lori Peckinpaugh	Creekside- Club Sponsor	12/5/2026	
	Position change		
Carla Taylor	FCMS- Journalism	12/1/2026	
	Resignation		
Keirsten Taylor	FCMS- Winter Cheer Coach	12/16/2026	
	Resignation		
Keirsten Taylor	FCMS- Fall Cheer Coach	12/16/2026	
	Resignation		
**Acronym Key Guide			

Quit: No notice was given by the employee - quit either by phone or in person effective immediately

Resignation: Received letter from employee stating termination of employment with FCSC

LTS = Long Term Substitute

SWP = Suspension With Pay

SWOP = Suspension With Out Pay

FML = Family Medical Leave

FTE = Full Time Equivalent

LOA = Leave of Absence

January 2026 Board Meeting

"March 2026" Software Renewals

- **Oxford University (Grove Art, Grove Music)**
 - **\$1,210.24**
- **Faronics**
 - **\$199.66**
- **Screencastify**
 - **\$114.00**
- **Follett (Destiny)**
 - **\$17,990.35**



Western Governors University

4001 South 700 East, Suite 700, SLC, UT 84107

PLACEMENT AGREEMENT

This Placement Agreement (“Agreement”) is made between Western Governors University, a Utah nonprofit corporation (“University” or “WGU”), and **Franklin Community Schools** (“District”), and is effective as of the date of District’s signature below (“Effective Date”). WGU and District may be referred to herein individually as a “Party” and collectively as the “Parties.”

WGU is nationally accredited by the Northwest Commission on Colleges and Universities (“NWCCU”). University Educator Preparation programs are further accredited by the Council for the Accreditation of Educator Preparation (“CAEP”) and the Association for Advancing Quality in Educator Preparation (“AAQEP”). University represents that each Candidate assigned to District for Early Clinical, Advanced Clinical, Student Teaching One, and Student Teaching Two is validly enrolled in a current University educator preparation program and meets District’s background requirements.

A. Definitions. For the purposes of this Agreement, capitalized terms* shall have the following meanings:

1. **“Candidate”** means a student enrolled in a University program that leads to an education credential.
2. **“Mentor Teacher”** means a District employee who is the teacher presiding in the classroom to which the Candidate is assigned. Standards for Mentor Teachers are explained in Section G of this Agreement.
3. **“Clinical Supervisor”** means a qualified individual who is an employee or independent contractor of WGU. The individual will supervise the Candidate. Standards for Clinical Supervisors are explained in Section H of this Agreement.
4. **“Initial Licensure Program”** means a program that results in a professional license.
5. **“Advanced Program”** means an advanced licensure or endorsement program that may result in an additional license.
6. **“Clinical Experience”** means the active participation by a Candidate in a wide range of virtual and in-classroom experiences to develop the skills and confidence necessary to be an effective teacher and prepare for Early Clinical, Advanced Clinical, Student Teaching One, and Student Teaching Two.
 - a. **“Early Clinical”** means a Candidate’s first supervised opportunity to observe a classroom setting.
 - b. **“Advanced Clinical”** means supervised classroom-based activities in a classroom setting where Candidates observe, collaborate, and reflect with a Mentor Teacher.
 - c. **“Student Teaching One”** and **“Student Teaching Two”** (collectively **“Student Teaching”**) means the active participation by a Candidate in the duties and functions of classroom teaching under the direct supervision and instruction of a Mentor Teacher and a Clinical Supervisor.
7. **“Practicum”** means the University Clinical Experience requirements for advanced licensure programs.
8. **“Professional Dispositions and Responsibilities”** means standards of behavior expected of Candidates and University faculty and staff, as follows:

○ All Individuals Can Learn	○ Communication
○ Belonging	○ Integrity
○ Empathy	○ Professionalism
○ Growth Mindset	○ Intellectual Courage
9. **“LEA”** means Local Education Agency.
10. **“SEA”** means State Education Agency.

*References to “District” shall include the school.

B. Mutual Expectations. A placement site is a District where University places Candidates for a Clinical Experience with Mentor Teachers that align with the Candidate’s licensure area with an aim to co-construct a mutually beneficial arrangement for clinical preparation and the continuous improvement of Candidates, and to share accountability for Candidate outcomes. A Clinical Supervisor will be assigned to observe and provide support to the Candidate. The District and Mentor Teacher will have the opportunity to provide critical feedback to inform program improvement through surveys at the end of each experience.

C. Mutually Beneficial Activities. The Parties agree to participate, to the extent feasible, in the activities outlined below:

1. When available, University staff may participate in District employee events and conferences, as appropriate, and District agrees to inform University of such opportunities.
2. University will provide District with recruitment and talent acquisition planning and support from University's Career & Professional Development service(s) team, based on District compliance with University's [Employer Recruiting & Guidelines](#).
 - Whenever possible, District will respond to quarterly survey requests from University's Career & Professional Development team about hiring plans and new hires from University.
3. University and District employees will co-select Mentor Teachers and Clinical Supervisors based on University requirements.
4. University will notify District of learning opportunities where University will provide optional professional development to District's employees for their career and skill enrichment.
5. District employees who have been admitted to University may apply to receive aid so long as they meet scholarship eligibility requirements (University will retain sole discretion in funding and award decisions).
6. University may invite District employees to participate in a focus group to:
 - provide feedback for improvement and continuous development of observation and evaluation instruments of Candidates, Mentor Teachers, and Clinical Supervisors, criteria for selection of Mentor Teachers and Clinical Supervisors, and curriculum development;
 - review data on Clinical Experiences and Candidate success to potentially modify selection criteria, determine future assignments of Candidates, and make changes in Clinical Experiences;
 - review how the depth, breadth, diversity, coherence, and duration data on Clinical Experiences are linked to Candidate outcomes and Candidate performance.

D. Recordings. District recognizes that University requires the utilization of video recordings for both observations and teacher performance assessments. District also recognizes that video recordings may be utilized for Educative Teacher Performance Assessment ("edTPA") in states where required. District agrees to allow video recording and/or live streaming for completion of observations and teacher performance assessments for all University programs consistent with the conditions set forth in **Exhibit A** ("Video Recording").

E. University Responsibilities. University shall:

1. Place qualified Candidates who have been prepared with the appropriate educational background, knowledge, skills, and professional disposition to participate in a Clinical Experience.
2. Provide Mentor Teacher with an honorarium for participation in Clinical Experience as described in this Agreement. The Mentor Teacher may also receive professional development hours connected to the successful completion of University, and any state required, Mentor Teacher training.
3. Be responsible for the selection, assignment, training, and compensation of Clinical Supervisors.
4. Require Candidates to have a current, fully cleared background check as would be required by law or district policy of a teacher licensed to teach in the public schools of the State of Indiana and Franklin Community School Corporation. Upon request, WGU will provide a report of a WGU background clearance for the Candidate.
5. Where required by state regulation or District policy, ensure Candidates have a current tuberculosis ("TB") risk assessment and/or examination. Upon request, Candidates will be required to provide documentation to District prior to participating in a Clinical Experience.
6. Provide opportunities for feedback regarding improvement of University Candidate preparation.
7. Provide professional development training to Mentor Teachers regarding University processes and procedures.
8. Maintain an online site for support, resources, and training for Mentor Teachers and Clinical Supervisor.
9. Facilitate course instruction and support for the Candidates during their Clinical Experience. Including, the final performance assessment, specific task requirements and peer interactions in a weekly cohort seminar.
10. Maintain general responsibility for instruction, academic evaluation, and related academic matters concerning Candidate participation in the Clinical Experience, including evaluation and grading.

F. District Responsibilities. District shall:

1. Nominate one or more qualified Mentor Teacher(s) by providing a completed copy of the Mentor Teacher Nomination Form to University's Clinical Placement Team.
2. Allow the Clinical Supervisor access to the host school and classroom, including virtual settings, for the specific purpose of observing Candidates.
3. Where applicable and where a Candidate will serve as a contracted teacher, District agrees to provide a Mentor Teacher during Clinical Experience.
4. Notify University about any changes to District policies that would impact Candidate's placement (e.g., COVID and other healthcare policies).
5. Placement must align with the Candidates' Program. District must notify University about any changes to the Candidate's assigned Mentor Teacher or classroom placement.
6. Provide Candidates with any District policies and procedures to which Candidates are expected to adhere during the Clinical Experience and while on District premises.
7. Through the involvement of the Mentor Teacher, participate with the Clinical Supervisor and Candidate in two evaluations pursuant to WGU's grading rubric. University shall be responsible for the format of evaluations.
 - See Advanced Programs Practicum section below for evaluation requirements for Educational Leadership and English Language Learning.
8. Provide Candidates opportunities to observe, assist, tutor, instruct, implement effective teaching strategies, and conduct research, as appropriate, during the Clinical Experience.
9. Provide opportunities, when possible and appropriate, for Candidates to use technology to enhance student learning and monitor student progress and growth.
10. Provide opportunities, when possible and appropriate, for Candidates to experience working with diverse student populations, including English language learners and students with exceptional learning needs.
11. Encourage Mentor Teachers to participate in University's training to understand University policies, processes, procedures, and how to effectively mentor adult learners.
12. Encourage administrators and Mentor Teachers to participate in University feedback surveys (offered at the end of the Clinical Experience) to report on Candidate quality and preparation and to provide program feedback to University for continuous improvement.
13. Report any concerns related to the Candidate's performance, conduct, or attendance promptly to the Clinical Supervisor. Identify a teacher or other school administrator to evaluate Candidates for Embedded Work Based Learning.
14. Adhere to any then-applicable state requirements related to training/professional development.
15. *For California Districts Only:* As required by the California Commission on Teacher Credentialing ("CTC") Program Sponsor Alert ("PSA") 19-05, Mentor Teacher has documented completion of training/professional development equivalent to ten (10) hours that includes: a two (2)-hour orientation to program curriculum, and eight (8) hours training in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.
 - *As part of programmatic requirements, Candidates must take and pass an approved literacy assessment.* Mentor teacher, WGU faculty, and WGU staff advise Candidates of the expectation to take and pass a Commission approved literacy performance assessment that includes foundational literacy skills and additional cross cutting themes in literacy. Mentor teacher, WGU faculty, and WGU staff advise on available options to work with students at risk for literacy-related disabilities, provide opportunities to learn about screening and diagnostic techniques, provide opportunities to observe and practice concepts in the California Dyslexia Guidelines, inform of the expected timeline for completion, and ensure that Candidates have opportunity to practice the instruction of oral and written language including meaning making, language development, and effective expression.

G. Mentor Teacher Standards. District, in collaboration with University, shall provide the Candidate with a Student Teaching assignment under the direct supervision and instruction of a Mentor Teacher who meets the following minimum requirements:

1. Holds a teaching credential or license: (i) for the subject area and/or grade level being taught; and (ii) in the state where Student Teaching occurs.
2. Has: (i) a minimum of three (3) years of content area teaching experience, with (ii) two (2) or more years teaching in the placement school and/or District, and (iii) a demonstrated record of strong performance.
3. Documented evidence of positive impact on student learning in the classroom as demonstrated by ratings at or above effective (or equivalent) when a state, district, or school provides such ratings.
4. Has positively impacted and mentored student teachers, colleagues, and/or other adults.
5. Competently uses technology for communicating via email and completing online evaluation forms.
6. Demonstrates and models WGU's Professional Dispositions and Responsibilities.
7. Completes University training to understand policies, processes, procedures, and how to mentor adult learners, and completes any required State training.
8. *For California Districts Only:* As required by the California Commission on Teacher Credentialing ("CTC") Program Sponsor Alert ("PSA") 19-05, Mentor Teacher has documented completion of training/professional development equivalent to ten (10) hours that includes: a two (2)-hour orientation to program curriculum, and eight (8) hours training in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.
 - *As part of programmatic requirements, Candidates must take and pass an approved literacy assessment.* Mentor teacher, WGU faculty, and WGU staff advise Candidates of the expectation to take and pass a Commission approved literacy performance assessment that includes foundational literacy skills and additional cross cutting themes in literacy. Mentor teacher, WGU faculty, and WGU staff advise on available options to work with students at risk for literacy-related disabilities, provide opportunities to learn about screening and diagnostic techniques, provide opportunities to observe and practice concepts in the California Dyslexia Guidelines, inform of the expected timeline for completion, and ensure that Candidates have opportunity to practice the instruction of oral and written language including meaning making, language development, and effective expression.

H. Clinical Supervisor Standards. The University, in collaboration with District, shall select a Clinical Supervisor who provides guidance, support, on-site and/or virtual assistance, assessment, and feedback to a Candidate throughout Advanced Clinical, Student Teaching One and Student Teaching Two of the Clinical Experience. To act in this role, a Clinical Supervisor must have:

1. A minimum of three (3) years teaching experience in K-12.
2. A master's degree in education or related field.
3. A current teaching license in the content area of supervision.
4. Experience teaching in the content area of supervision.
5. Successfully completed a background clearance.
6. Ability to consistently demonstrate and model Professional Dispositions and Responsibilities.

I. Advanced Programs Practicum.

1. Candidates are licensed teachers who are in most cases completing the Practicum in their own school using a qualified individual as a Clinical Supervisor who meets the applicable qualifications and requirements.
2. Each Candidate shall:
 - identify a school with which he/she has (i) an established relationship with and (ii) obtained district approval for placement. All identified placements are subject to University approval.
 - identify preferred Clinical Supervisor, subject to approval of University's Clinical Experience team to ensure the Clinical Supervisor meets program requirements.
 - complete a valid background clearance, provide proof of liability insurance, and a valid teaching license.
 - comply with all other applicable District requirements.
3. Evaluations of Candidates are as follows:
 - Educational Leadership – a minimum of four (4) evaluations
 - English Language Learning – a minimum of three (3) observations or evaluations.
 - Early Childhood Education – a minimum of one (1) observation

J. Confidentiality & Education Records

1. District acknowledges that the education records of assigned Candidates are protected by the Family Educational Rights and Privacy Act ("FERPA") and agrees to comply with FERPA and limit access to those employees or agents with a need to know. Pursuant to FERPA, and for the purposes of this Agreement, University designates District as a "school official" with a legitimate educational interest in such records.
2. University shall instruct Candidates of the necessity of maintaining the confidentiality of all District student records, including instruction on FERPA compliance and requirements as it relates to personally identifiable student information. District shall not grant Candidates or University employees access to individually identifiable student information unless the affected student's parent or guardian has first given written consent using a form approved by District that complies with FERPA and other applicable law.

K. Additional Terms

1. Term. This Agreement shall commence on the Effective Date and shall continue for three (3) years from the Effective Date, or until such time as either Party gives the other Party thirty (30) days advance written notice of its intent to terminate the Agreement. In the event of termination, any Candidates at District as of the date of such notice shall be permitted to complete their Student Teaching or Practicum.
2. Points of Contact. Each Party shall designate a point of contact for communication and coordination of Student Teaching or Practicum. Contact information is set forth following the signature block.
3. Right to Accept or Terminate a Placement. District may refuse to accept placement, or may terminate the placement, of any Candidate based upon its good faith determination that the Candidate is not meeting performance standards or is otherwise deemed unacceptable to District. In such cases, District shall notify University Point of Contact (listed at the bottom of this Agreement) in writing immediately and state the reasons for such decision.
4. Insurance.
 - o University Insurance. University represents and warrants that it provides and maintains general liability insurance with limits of at least \$1,000,000 per occurrence and \$2,000,000 annual aggregate and, upon District's request, shall provide a certificate of insurance as evidence of coverage. University shall maintain, at its sole expense, workers' compensation insurance as required by law.
 - o Professional Liability Insurance. Candidates will be responsible for procuring and maintaining, at their own expense, professional liability insurance for the duration of the Clinical Experience with minimum limits of either: (i) \$1,000,000 per occurrence and \$3,000,000 annual aggregate, or (ii) \$2,000,000 per occurrence and \$2,000,000 annual aggregate.
5. Status of Parties. Nothing in this Agreement is intended to or shall be construed to constitute an agency, employer/employee, partnership, or fiduciary relationship between the Parties. Neither Party will have the authority to, and will not, act as agent for or on behalf of the other Party or represent or bind the other Party in any manner. No Candidate or other third Party shall be a beneficiary of or have any right to enforce the terms of this Agreement.
6. Non-Discrimination. Each Party agrees to comply with all applicable non-discrimination laws, and will accept, assign, supervise, and evaluate qualified Candidates regardless of race, sex, sexual orientation, religion, creed, national origin, age, disability, veteran status, or any other basis protected by law.
7. Entire Agreement. This Agreement represents the entire understanding between the Parties relating to the subject matter and supersedes all prior oral or written agreements. This Agreement may be modified only in writing, signed by both Parties.

The Parties have executed this Agreement as of the Effective Date.

UNIVERSITY

By: _____

Title: Senior Manager, Clinical Experience, School of Education

Point of Contact:

District and Funded Partnerships

Email: tc_outreach@wgu.edu

For notice purposes:

Attn: Contracts Manager

Western Governors University

4001 South 700 East, Suite 700

Salt Lake City, UT 84107-2533

Email: contracts@wgu.edu

DISTRICT

By: _____

Title: _____

Date: _____

Point of Contact:

Email:

Phone:

For notice purposes:

Email:

Exhibit A

Video Recording

1. Teacher Performance Assessment. District acknowledges that Candidates must complete a teacher performance assessment, which includes the submission of real artifacts (such as lesson plans and student work samples). District also recognizes that in states where the edTPA is required, video recordings of the Candidate teaching in the classroom will be utilized and included in the submission.
2. Clinical Observation / Evaluation. University utilizes a secure, interactive, online, cloud-based platform to accommodate for the changing classroom environment and protect the health and safety of participants. Candidates upload recorded video submissions or participate in livestreams for feedback, scoring, and critiquing of video assignments, and Clinical Supervisors leave time-stamped feedback.
3. Guidelines. The following guidelines are provided to Candidates. District understands that Candidates are not employees or agents of University and that any further precautions regarding the privacy of District students should be agreed directly between the District and Candidates.

Teacher Candidate Guidelines for Video Recordings

- Ensure recordings are kept confidential and in compliance with FERPA.
- Secure appropriate permission from the parents/guardians of your students and from adults who appear in the video recording.
- To protect confidentiality, remove your name and use pseudonyms or general references (e.g., "the district") for your state, school, district, and Mentor Teacher. Mask or remove all names on any typed or written material (e.g., commentaries, lesson plans, student work samples) that could identify individuals or educator preparation programs. During video recording, use only the first names of students.
- You must follow appropriate protocol to submit recordings to University.
- You may not display the video publicly (i.e., personal websites, YouTube, Facebook).
- You may not use any part of the recordings for any personal or professional purposes outside of performance evaluation.
- You must destroy all video recordings once the evaluation is complete.

Financial Report for Month Ending		December 31, 2025			
BUDGET		2025 Budget	Amts. Exp. to Date	Unexpended Balance	% Spent
EDUCATION FUND					
1100000	Regular Programs	\$22,883,191.00	\$22,439,919.02	443,271.98	98.06%
1200000	Special Programs	\$5,675,566.00	\$5,377,743.99	297,822.01	94.75%
1390000	Finish Strong Program	\$101,969.00	\$85,652.35	16,316.65	84.00%
1400000	Summer School	\$59,075.00	\$64,288.08	(5,213.08)	108.82%
1600000	Remediation	\$20,000.00	\$13,334.00	6,666.00	66.67%
1700000	Payments to Other Gov. Units	\$1,220,000.00	\$1,257,874.58	(37,874.58)	103.10%
2100000	Support Serv. Students	\$4,228,041.00	\$4,285,249.07	(57,208.07)	101.35%
2200000	Support Serv. Instruction	\$853,664.90	\$715,989.05	137,675.85	83.87%
2400000	Support Serv. School Admin.	\$3,223,343.00	\$3,329,675.23	(106,332.23)	103.30%
2500000	Curricular Materials	\$1,036,042.00	\$1,077,977.24	(41,935.24)	104.05%
3300000	Athletic Coaches	\$583,223.00	\$600,257.01	(17,034.01)	102.92%
REFERENDUM FUND					
1100000	Regular Programs	\$490,731.00	\$155,093.46	335,637.54	31.60%
1200000	Special Programs	\$534,116.00	\$437,082.23	97,033.77	81.83%
1600000	Remediation	\$398,367.00	\$406,717.34	(8,350.34)	102.10%
2100000	Support Serv. Students	\$17,778.00	\$0.00	17,778.00	0.00%
2573000	Loyalty Stipends/FICA/TRF/PERF	\$0.00	\$338,900.12	(338,900.12)	0.00%
2600000	Operations (Custdl/Grounds/Maint)	\$5,949,664.00	\$5,416,108.43	533,555.57	91.03%
4700000	Equipment Purchases	\$10,000.00	\$0.00	10,000.00	0.00%
53000	Debt. Serv. Lease Rentals	\$16,940,000.00	\$16,940,000.00	0.00	100.00%
59200	Debt Serv Bond Bank Fee/Agent	\$1,700.00	\$0.00	1,700.00	0.00%
OPERATIONS FUND					
23000	Support Serv. Gen. Admin.	\$1,186,073.00	\$1,027,677.77	158,395.23	86.65%
25000	Support Serv. Business/Technology	\$3,366,358.42	\$3,180,330.13	186,028.29	94.47%
26000	Operation/Maint of Plant Serv.	\$3,115,974.00	\$3,049,987.68	65,986.32	97.88%
	Transp. Support Serv.	\$4,086,145.00	\$4,280,213.60	(194,068.60)	104.75%
27400	Bus Replacement	\$0.00	\$0.00	0.00	0.00%
43000	Professional Services	\$20,000.00	\$30,543.25	(10,543.25)	152.72%
45000	Bldg Improvements/Equip Rental	\$116,000.00	\$48,947.37	67,052.63	42.20%
47000	Equipment Purchases	\$108,650.00	\$80,157.90	28,492.10	73.78%
49000	Emergency Allocation	\$0.00	\$0.00	0.00	0.00%
53000	Bus Lease	\$369,532.00	\$369,532.64	(0.64)	100.00%
	Rainy Day	\$250,000.00	\$249,463.78	536.22	99.79%
TOTALS		\$76,845,203.32	\$75,258,715.32	1,586,488.00	97.94%
60100	ED Trans from One Fund to Another	\$4,049,568.83	\$4,049,568.83	0.00	
60200	ED Loans from One Fund to Another			0.00	
60100	DS Trans from One Fund to Another			0.00	
60100	OP Transfers from One Fund to Ano	\$3,750.00	\$3,750.00	0.00	
60100	RD Transfers from One Fund to Another			0.00	
60200	RD Loans from One Fund to Another			0.00	
TOTALS		\$80,898,522.15	\$79,312,034.15	1,586,488.00	
FUNDS					
		2025 Budget	Amts. Exp. to Date	Unexpended Balance	
	Education Fund	\$39,884,114.90	\$39,247,959.62	636,155.28	98.40%
	Referendum Fund	\$7,400,656.00	\$6,753,901.58	646,754.42	91.26%
	Debt. Serv. Fund	\$16,941,700.00	\$16,940,000.00	1,700.00	99.99%
	Operations Fund	\$12,368,732.42	\$12,067,390.34	301,342.08	97.56%
	Rainy Day	\$250,000.00	\$249,463.78	536.22	0.00%
TOTALS		\$76,845,203.32	\$75,258,715.32	1,586,488.00	97.94%
ACTUAL CASH AND BANK BALANCES					
	Jan. 1, 2025 Balance on Hand	Misc. Receipts	Amts. Exp. to Date	Balance on Hand	
EDUCATION FUND	\$4,045,204.21	\$42,634,264.07	\$43,297,528.45	3,381,939.83	
REFERENDUM	\$1,791,163.27	\$6,196,250.65	\$6,753,901.58	1,233,512.34	
Debt.Serv.	\$2,731,859.94	\$18,977,446.80	\$16,940,000.00	4,769,306.74	
OPERATIONS FUND	\$3,500,537.93	\$12,713,688.42	\$12,071,140.34	4,143,086.01	
Rainy Day Fund	\$4,768,103.75	\$544,948.12	\$249,463.78	5,063,588.09	
Rainy Day <small>2013 East Side Property Proceed</small>	\$1,618,000.00	\$0.00	\$0.00	1,618,000.00	
2022 LEASE BOND	\$93.40	\$0.00	\$93.40	0.00	
2025 PRE-K BOND	\$0.00	\$3,800,000.00	\$2,715,168.76	1,084,831.24	
School Lunch	\$1,109,546.24	\$3,302,223.13	\$3,494,145.57	917,623.80	
Levy Excess	\$0.00	\$0.00	\$0.00	0.00	
SPED SHARED SERVC	\$0.00	\$226,127.51	\$271,341.70	(45,214.19)	
Cub Care	\$45,837.76	\$1,460.29	\$44,481.48	2,816.57	
SCIST	\$0.00	\$24,150.00	\$24,150.00	0.00	
Cub Academy	\$256,803.62	\$605,816.35	\$586,647.50	275,972.47	
Cub Quest	\$56,314.25	\$53,243.87	\$48,727.38	60,830.74	
CITY IT SUPPORT	\$21,392.18	\$37,916.67	\$32,951.17	26,357.68	
EMPLOYER OF CHOICE	\$125,103.86	\$170,037.80	\$169,295.41	125,846.25	
KUJI JAPAN TRIP	\$0.00	\$0.00	\$0.00	0.00	
E & H STUDENT TRIP	(\$2,192.97)	\$3,200.00	\$0.00	1,007.03	
NAT PARK STUDENT TRIF	\$0.00	\$9,451.72	\$9,451.72	0.00	
FOOD SERV CATERING	\$0.00	\$23,269.02	\$20,521.30	2,747.72	
Ed. Lic. Plates	\$2,598.75	\$468.75	\$0.00	3,067.50	
Misc 1900	\$0.00	\$0.00	\$0.00	0.00	
Donations & Misc 2000	\$208,683.50	\$168,945.03	\$222,141.66	155,486.87	
PAC	\$355,698.30	\$379,672.95	\$486,858.32	248,512.93	
St Grants 3000	\$672,926.33	\$520,799.24	\$850,289.56	343,436.01	
Fed Grants 4000-6999	(\$533,749.76)	\$3,355,602.91	\$2,905,392.68	(83,539.53)	
TOTALS	\$20,773,924.56	\$93,748,983.30	\$91,193,691.76	23,329,216.10	
Ins Clearing Acct (Early Retirees)				(668.48)	
Unremitted Deductions				3,657.14	
TOTALS	\$20,773,924.56			23,332,204.76	
DEPOSITORY				Balance on Hand	
First Merchants Bank				\$23,506,045.66	
Prepaid Food Accounts				\$173,840.90	
TOTALS				\$23,332,204.76	

CORPORATION FINANCIAL REPORTS
4th Quarter Ending December 31, 2025
Cash Flows Results

Fund	Beginning Balance 1/1/2025	Plus: Revenue/ Transfers In 12/31/2025	Minus: Expenditures 12/31/2025	Minus: Transfers to Operation Fund 12/31/2025	Fund Balance 12/31/2025	Increase/ Decrease Fund Balances
Education Fund	\$ 4,045,204	\$ 42,634,264	\$ 39,247,960	\$ 4,049,568	\$ 3,381,940	\$ (663,264)
Operations Fund	\$ 3,500,538	\$ 12,713,688	\$ 12,071,140	\$ 0.00	\$ 4,143,086	\$ 642,548
Referendum Fund	\$ 1,791,163	\$ 6,196,250	\$ 6,753,901	\$ 0.00	\$ 1,233,512	\$ (557,651)
Debt Service Fund	\$ 2,731,860	\$ 18,977,446	\$ 16,940,000	\$ 0.00	\$ 4,769,306	\$ 2,037,446
Totals	\$ 12,068,765	\$ 80,521,648	\$ 75,013,001	\$ 4,049,568	\$ 13,527,844	\$ 1,459,079

Comparison To Previous Year

Fund	Beginning 1/1/2024	Plus: Revenue/ 12/31/2024	Minus: Expenditures 12/31/2024	Minus: Transfers to Operation Fund 12/31/2024	Fund Balance 12/31/2024	Increase/ Decrease Fund Balances
Education Fund	\$ 3,714,090	\$ 40,776,851	\$ 36,973,673	\$ 3,472,063	\$ 4,045,205	\$ 331,115
Operations Fund	\$ 2,678,500	\$ 12,983,173	\$ 12,161,136	\$ 0.00	\$ 3,500,537	\$ 822,037
Referendum Fund	\$ 2,305,533	\$ 5,893,308	\$ 6,407,677	\$ 0.00	\$ 1,791,164	\$ (514,369)
Debt Service Fund	\$ 2,792,117	\$ 17,347,905	\$ 17,408,163	\$ 0.00	\$ 2,731,859	\$ (60,258)
Totals	\$ 11,490,240	\$ 77,001,237	\$ 72,950,649	\$ 3,472,063	\$ 12,068,765	\$ 578,525

Important Comparisons:

Increase in Starting Fund Balance for Education/Operations/Referendum Fund from 2024 vs 2025	\$ 638,782
Increase in Revenues for Education/Operations/Referendum Fund in 2025	\$ 1,890,870
Increase in Expenses for Education/Operations/Referendum Fund in 2025	\$ 2,530,515
Fund Balance increase overall	\$ 1,459,079
Decrease in Fund Balance for Education & Referendum Funds 2024 vs 2025	\$ (1,220,917)
Increase in Fund Balance for Operations Fund 2024 vs 2025	\$ 642,549

CORPORATION FINANCIAL REPORTS
3rd Quarter Ending December 31, 2025
Budget Results

Fund	Budget Total	Expenditure Total	Budget Remaining	% Spent	Notes:
Education Fund	\$ 39,884,115	\$ 39,247,960	\$ 636,155	98.4%	
Operations Fund	\$ 12,368,732	\$ 12,067,390	\$ 301,342	97.6%	
Referendum Fund	\$ 7,400,656	\$ 6,753,902	\$ 646,754	91.3%	
Debt Service Fund	\$ 16,941,700	\$ 16,940,000	\$ 1,700	100.0%	
Totals	\$ 76,595,203	\$ 75,009,252	\$ 1,585,951	97.93%	

Comparison To Previous Year

Fund	Budget Total	Expenditure Total	Budget Remaining	% Spent	Notes:
Education Fund	\$ 36,974,246	\$ 36,973,673	\$ 573	100%	
Operations Fund	\$ 12,300,119	\$ 12,151,851	\$ 148,268	99%	
Referendum Fund	\$ 6,596,086	\$ 6,407,677	\$ 188,409	97%	
Debt Service Fund	\$ 17,410,038	\$ 17,408,163	\$ 1,875	100%	
Totals	\$ 73,280,489	\$ 72,941,364	\$ 339,125	99.54%	

Important Comparisons:

Total Budget Increase 2024 vs 2025	\$ 3,314,714	\$2.6M increase in Ed Fund & \$1.8M increase in Ref fund; stipends for all employees budgeted in referendum
Education Fund Spending at an Increased Rate in 2025	\$ 2,274,287	Pay raises; transitioning teaching positions from ESSER
Finished 2% under budget	\$ 1,585,951	

Cub Academy



Cub Academy Program Fee Proposal

2026/27 and 2027/28 Fee Proposal (Revised)

Full Day 5 Days - \$230 Weekly Fee

Full Day 3 Days - \$150 Weekly Fee

Full Day 2 Days - \$100 Weekly Fee

Kindergarten Before/After School Care - \$100 Weekly Fee

Discounts - School Employee, Multi Family, and Current Military



Cub Academy Upcoming Timeline

Late January - Current Families Reenroll

February 24th - New FCS Employee Families

March 3rd - New Families Enroll



New Courses

Course Code	Class	Grade	Required Prerequisites	Credits	Course Descriptions	Dual Credit	Notes	Board Approved?
7218	Technical Math	10-12	Algebra I	2	Technical Math designed to help students develop mathematical reasoning and real-world skills in analyzing verbal and written descriptions, translating them into algebraic, geometric, trigonometric, and statistical statements and applying them to solve problems in fabrication, manufacturing, and business. The course will include at least six lab activities or projects to allow faculty and students to apply mathematics principles to work-related situations.		Provides a new option for students to complete their math credits under the new graduation requirements	
7162	Teaching and Learning (EDUC 201)	10-12	Principles of Teaching	2	This course provides students the opportunity to apply many of the concepts that they have learned throughout the Education Professions pathway. In addition to a focus on best practices, this course will provide an introduction to the role that technology plays in the modern classroom. Through hands-on experience with educational software, utility packages, and commonly used microcomputer hardware, students will analyze ways to integrate technology as a tool for instruction, evaluation, and management.	Ivy Tech - 3 Credits	1 of the 2 concentrators needed for a student to complete the education/teaching pathway	
7145	Digital Marketing	10-12	Principles of Business Management	2	This course provides an introduction to the world of e-commerce and digital marketing media. The course covers how to integrate digital media and e-commerce into organizational and marketing strategy. Students will explore e-commerce applications and the most popular digital marketing tactics and tools. Emphasizes familiarity with executing digital media, understanding the marketing objectives that digital media can help organizations achieve, and establishing and enhancing an organization's digital marketing presence.		Adds an alternative to accounting for the business pathway completion	
4042	Jewelry 2	9-12	Jewelry 1	1	This course will continue your education in the art and craft of jewelry design and fabrication. You will learn essential techniques in beadwork, metal, wire wrapping, use of clay and other various materials while exploring both traditional and contemporary methods creatively.			
1096	Technical Communication	10-12		1	Technical Communication, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the processes and conventions needed for effective technical writing-communication. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. The course can be offered in conjunction with a literature course, or schools should embed Indiana Academic Standards for English/Language Arts reading standards within the curriculum.		Fulfills new expectation in the new graduation requirements	
2566	Pre-Calculus: Trigonometry	10-12	Algebra II	1	Pre-Calculus: Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered in many disciplines, including music, engineering, medicine, finance, and nearly all other STEM disciplines. Trigonometry consists of six strands: Unit Circle; Triangles; Periodic Functions; Identities; Polar Coordinates and Complex Numbers; and Vectors. Students will advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates.		Adds an additional level of pre-calc for college-bound students	
7157	Child and Adolescent Development	10-12	Principles of Teaching	2	This course examines the physical, social, emotional, cognitive, and moral development of the child from birth through adolescence with a focus on the middle years through adolescence. Basic theories of child development, biological and environmental foundations of development, and the study of children through observation and interviewing techniques are explored. The influence of parents, peers, the school environment, culture, and the media are discussed.		Necessary concentrator course for the Education CTE pathway	
7278	Community Health Worker	10-12	Principles of Human Services	2	Community Health Worker (Advance Social and Community Services) provides students with the opportunity to increase their effectiveness in helping people. Students will examine the helping process in terms of skill, helping stages, and issues involved in a helping relationship. Additionally, background knowledge of the field of intellectual and developmental disabilities and issues pertaining to the field will be provided.		Necessary concentrator course for the Social and Community Services CTE pathway	
7256	Business Administration Capstone	12	Marketing Fundamentals and either Accounting Fundamentals or Digital Marketing	2-6	The Business Administration Capstone course will allow students to explore advanced topics in business leadership including Human Resources and International Business. Additionally students will have the chance to complete Managerial Accounting. Throughout the course students will develop business communication skills through work on projects, labs, and simulations. All of these courses represent key business competencies required by nearly all postsecondary Business schools.		Capstone course for our in-house business CTE pathway	
7308	Radio & TV Broadcasting Capstone	12	Mass Media	2-6	This course will cover a variety of domains further building on skills in video production, and broadcast industry practices specific to radio, television, and digital media. Attention will be given to cross-industry synergies, emerging technologies, and the global market for media. Students are highly encouraged to do a video newscast or radio practicum to gain real world experience. In most cases this practicum may be completed through a school-based enterprise.		Capstone course for our in-house Radio & TV CTE pathway	
7242	Construction Trades Capstone	12	Construction Trades: Framing & Finishing	2-6	The Construction Trades Capstone course covers the basics of electricity and working with concrete. Electrical topics include the National Electric Code, electrical safety, electrical circuits, basic electrical construction drawings, and residential electrical services. Students may also gain an understanding of concrete properties, foundations, slab-on-grades, and vertical and horizontal formwork. The course prepares students for the NCCER Carpentry Forms Level 3 and Electrical Level 1 certificates.		Capstone course for our in-house construction trades CTE pathway	
7267	Education Professions Capstone	12	Teaching and Learning; Child and Adolescent Development	2-6	The Education Professions Capstone provides an extended opportunity for field experience to further apply concepts that have been presented throughout the pathway. Students will also have the opportunity to explore the topics of the exceptional child and literacy development through children's literature. Students will gain a deeper understanding of inclusive teaching techniques along with policies, theories, and laws related to special education. Students interested in pursuing a career in Elementary Education are encouraged to also study the benefits of using children's literature in the classroom. This course may be further developed to include specific content for students interested in pursuing a career in secondary education. The course should include a significant classroom observation and assisting experience.		Capstone course for our in-house Education CTE pathway	

7279	Social and Community Services Capstone	12 Community Health Worker	<p>Social and Community Services Capstone introduces professional development and employment opportunities for Community Health Workers and Case Managers. The course includes assessment strategies and treatment planning in addition to examining theories and research related to behavioral health and abnormal behavior in the healthcare setting. Primary emphasis will be on symptoms, communication strategies, and interaction with individuals. The course will explore fundamental concepts of diversity, intellectual and developmental disabilities, addiction, and wellness as they apply to quality of life across the adult lifespan. In this course students will explore care coordination, case management, coaching, cultural competencies, Human Services Code of Ethics, and issues pertaining to community social services. This course will provide practical and useful information regarding service availability and community resources for individuals and families' quality of life.</p>		<p>Capstone course for our in-house Social and Community Services CTE pathway</p>	
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RESOLUTION TO TRANSFER AMOUNTS FROM EDUCATION FUND TO THE
OPERATIONS FUND
(Monthly Distributions)

WHEREAS, the Board of School Trustees is the governing body of Franklin Community School Corporation, Franklin, Indiana, and

WHEREAS, HB 1009 required the governing body of each school corporation to establish an Education Fund for the payment of expenses allocated to student instruction and learning under IC 20-42.5, and

WHEREAS, HB 1009 required the governing body of each school corporation to establish an Operations Fund for the payment of expenses that are not allocated to student instruction and learning under IC 20-42.5;

WHEREAS, HB 1009 requires that distributions of tuition support and other miscellaneous revenues be received in the Education Fund.

THEREFORE BE IT RESOLVED, that the Board of School Trustees authorizes the Treasurer of Franklin Community School Corporation to transfer an amount not to exceed fifteen percent (15%) of the monthly Education Fund revenues to the Operations Fund, to reimburse the Operations Fund for expenses that are not allocated to student instruction and learning under IC 20-42.5. These transfers will commence in January 2026 and will be made monthly. (The purpose of these transfers is to distribute a proportionate share of dollars from the education fund to the operations fund).

This resolution was duly made, seconded and adopted this 12th day of January 2026.



President, Board of School Trustees

ATTEST:



Secretary, Board of School Trustees

FCSC Vision Insurance

Certified & Classified: Basic Plan

Payroll Deductions: 24

	Employee Only	Employee + Spouse	Employee + Children	Family
Rate	\$6.17	\$12.35	\$13.21	\$21.11
Total Annual Premium	\$74.04	\$148.20	\$158.52	\$253.32
Board Contribution - Annual	\$73.04	\$73.04	\$73.04	\$104.04
Monthly Benefit	\$6.09	\$6.09	\$6.09	\$8.67
Employee Annual Premium	\$1.00	\$75.16	\$85.48	\$149.28
Monthly Deduction		\$6.26	\$7.12	\$12.44
Per Pay Deduction		\$3.13	\$3.56	\$6.22

Certified & Classified: Plus Plan

Payroll Deductions: 24

	Employee Only	Employee + Spouse	Employee + Children	Family
Rate	\$9.79	\$19.59	\$20.96	\$33.50
Total Annual Premium	\$117.48	\$235.08	\$251.52	\$402.00
Board Contribution - Annual	\$73.04	\$73.04	\$73.04	\$73.04
Monthly Benefit	\$6.09	\$6.09	\$6.09	\$6.09
Employee Annual Premium	\$44.44	\$162.04	\$178.48	\$328.96
Monthly Deduction	\$3.70	\$13.50	\$14.87	\$27.41
Per Pay Deduction	\$1.85	\$6.75	\$7.44	\$13.71

18-Pay Classified: Basic Plan

Payroll Deductions: 18

	Employee Only	Employee + Spouse	Employee + Children	Family
Rate	\$6.17	\$12.35	\$13.21	\$21.11
Total Annual Premium	\$74.04	\$148.20	\$158.52	\$253.32
Board Contribution - Annual	\$73.04	\$73.04	\$73.04	\$104.04
Monthly Benefit	\$6.09	\$6.09	\$6.09	\$8.67
Employee Annual Premium	\$1.00	\$75.16	\$85.48	\$149.28
Monthly Deduction		\$8.35	\$9.50	\$16.59
Per Pay Deduction		\$4.18	\$4.75	\$8.29

18-Pay Classified: Plus Plan

Payroll Deductions: 18

	Employee Only	Employee + Spouse	Employee + Children	Family
Rate	\$9.79	\$19.59	\$20.96	\$33.50
Total Annual Premium	\$117.48	\$235.08	\$251.52	\$402.00
Board Contribution - Annual	\$73.04	\$73.04	\$73.04	\$73.04
Monthly Benefit	\$6.09	\$6.09	\$6.09	\$6.09
Employee Annual Premium	\$44.44	\$162.04	\$178.48	\$328.96
Monthly Deduction	\$4.94	\$18.00	\$19.83	\$36.55
Per Pay Deduction	\$2.47	\$9.00	\$9.92	\$18.28

Essential Skills Assistant: Basic Plan

Payroll Deductions: 18

	Employee Only	Employee + Spouse	Employee + Children	Family
Rate	\$6.17	\$12.35	\$13.21	\$21.11
Total Annual Premium	\$74.04	\$148.20	\$158.52	\$253.32
Board Contribution - Annual	\$73.04	\$73.04	\$73.04	\$104.04
Monthly Benefit	\$6.09	\$6.09	\$6.09	\$8.67
Employee Annual Premium	\$1.00	\$75.16	\$85.48	\$149.28
Monthly Deduction		\$8.35	\$9.50	\$16.59
Per Pay Deduction		\$4.18	\$4.75	\$8.29

Essential Skills Assistant: Plus Plan

Payroll Deductions: 18

	Employee Only	Employee + Spouse	Employee + Children	Family
Rate	\$9.79	\$19.59	\$20.96	\$33.50
Total Annual Premium	\$117.48	\$235.08	\$251.52	\$402.00
Board Contribution - Annual	\$73.04	\$73.04	\$73.04	\$73.04
Monthly Benefit	\$6.09	\$6.09	\$6.09	\$6.09
Employee Annual Premium	\$44.44	\$162.04	\$178.48	\$328.96
Monthly Deduction	\$4.94	\$18.00	\$19.83	\$36.55
Per Pay Deduction	\$2.47	\$9.00	\$9.92	\$18.28

Administration: Basic Plan

Payroll Deductions: 24

	Employee Only	Employee + Spouse	Employee + Children	Family
Rate	\$6.17	\$12.35	\$13.21	\$21.11
Total Annual Premium	\$74.04	\$148.20	\$158.52	\$253.32
Board Contribution - Annual	\$73.04	\$147.20	\$157.52	\$252.32
Monthly Benefit	\$6.09	\$12.27	\$13.13	\$21.03
Employee Annual Premium	\$1.00	\$1.00	\$1.00	\$1.00
Monthly Deduction				
Per Pay Deduction				

Administration: Plus Plan

Payroll Deductions: 24

	Employee Only	Employee + Spouse	Employee + Children	Family
Rate	\$9.79	\$19.59	\$20.96	\$33.50
Total Annual Premium	\$117.48	\$235.08	\$251.52	\$402.00
Board Contribution - Annual	\$116.48	\$234.08	\$250.52	\$252.32
Monthly Benefit	\$9.71	\$19.51	\$20.88	\$21.03
Employee Annual Premium	\$1.00	\$1.00	\$1.00	\$149.68
Monthly Deduction				\$12.47
Per Pay Deduction				\$6.24

Retiree: Basic Plan
Payroll Deductions: 0

	Employee Only	Employee + Spouse	Employee + Children	Family
Rate	\$6.17	\$12.35	\$13.21	\$21.11
Total Annual Premium				\$253.32
Board Contribution	\$0.00	\$0.00	\$0.00	\$9.48
Monthly Benefit	\$0.00	\$0.00	\$0.00	\$0.79
Employee Annual Premium	\$74.04	\$148.20	\$158.52	\$243.84
Monthly Premium	\$6.17	\$12.35	\$13.21	\$20.32

Retiree: Plus Plan
Payroll Deductions: 0

	Employee Only	Employee + Spouse	Employee + Children	Family
Rate	\$9.79	\$19.59	\$20.96	\$33.50
Total Annual Premium	\$117.48	\$235.08	\$251.52	\$402.00
Board Contribution	\$0.00	\$0.00	\$0.00	\$0.00
Monthly Benefit	\$0.00	\$0.00	\$0.00	\$0.00
Employee Annual Premium	\$117.48	\$235.08	\$251.52	\$402.00
Monthly Premium	\$9.79	\$19.59	\$20.96	\$33.50

MEMORANDUM OF UNDERSTANDING
BETWEEN FRANKLIN COMMUNITY SCHOOLS (FCS)
AND FRANKLIN COMMUNITY TEACHERS ASSOCIATION (FCTA)

1. **Parties:** This Memorandum of Understanding (hereinafter referred to as "MOU") is made and entered into by and between the Board of School Trustees of the Franklin Community School Corporation, herein referred to as the Board, and the Franklin Community Teachers Association, herein referred to as the FCTA.

2. **Purpose:** The purpose of this MOU is to formally amend Vision insurance rates for teachers for the 2025-2026 school year, with an effective of March 1, 2026. Our Medical Trust (South Central Indiana School Trust) has provided a plan that will save teachers premiums by adding an Employee/Spouse and Employee/Child(ren) options for basic coverage. The trust is also providing an additional plan that offers extended coverage, but it does cost the employee more in premiums. Enrollment in this more extended plan, in which the premiums will increase, is definitely optional for the employee. The Open Enrollment window extends from February 2, 2026 to February 9, 2026, with an effective date of March 1, 2026. The negotiation window set by the General Assembly (September 15, 2025 to November 15, 2025) prevents the necessary time for enrollment changes and the subsequent recordkeeping both for our corporation and the Trust.

The tables below outline the new premiums for both the existing Basic Pan and the new Plus Plan:

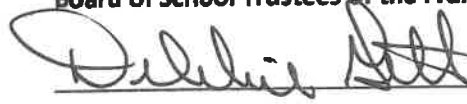
Certified Staff: Basic Plan
Payroll Deductions: 24

	Employee Only	Employee + Spouse	Employee + Children	Family
Rate	\$6.17	\$12.35	\$13.21	\$21.11
Total Annual Premium	\$74.04	\$148.20	\$158.52	\$253.32
Board Contribution - Annual	\$73.04	\$73.04	\$73.04	\$104.04
Monthly Benefit	\$6.09	\$6.09	\$6.09	\$8.67
Employee Annual Premium	\$1.00	\$75.16	\$85.48	\$149.28
Monthly Deduction		\$6.26	\$7.12	\$12.44
Per Pay Deduction		\$3.13	\$3.56	\$6.22

Certified Staff: Plus Plan				
Payroll Deductions: 24				
	Employee Only	Employee + Spouse	Employee + Children	Family
Rate	\$9.79	\$19.59	\$20.96	\$33.50
Total Annual Premium	\$117.48	\$235.08	\$251.52	\$402.00
Board Contribution - Annual	\$73.04	\$73.04	\$73.04	\$73.04
Monthly Benefit	\$6.09	\$6.09	\$6.09	\$6.09
Employee Annual Premium	\$44.44	\$162.04	\$178.48	\$328.96
Monthly Deduction	\$3.70	\$13.50	\$14.87	\$27.41
Per Pay Deduction	\$1.85	\$6.75	\$7.44	\$13.71

- 3. Term of MOU:** This MOU is effective upon the day and date last signed and executed by the duly authorized representatives of the parties to this MOU and shall remain in full force and effect for not longer than June 30, 2026.
- 4. Responsibilities of the Board:** It is the intent of the Board to establish Vision insurance rates for teachers for the 2025-2026 school year, with an effective date of March 1, 2026. Further, the Board desires to set a reenrollment window that allows for a reasonable amount of time for consideration of reenrollment options as well as the execution of said enrollment.
- 5. Responsibilities of FCTA:** It is the intent of Franklin Community Teachers Association to ratify the Vision insurance rates for the 2025-2026 school year, with an effective date of March 1, 2026, as well as provide a reasonable amount of time for reenrollment.
- 6. Signatures:** In witness whereof, the parties to this MOU through their duly authorized representatives have executed this MOU on the days and dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this MOU as set forth herein.

Board of School Trustees of the Franklin Community School Corporation



 School Board President

1-12-26

 Date

Franklin Community Teachers Association



 Joseph Setnor, FCTA President

1-15-2026

 Date

Angela L. Balsley, Ed. D

Pie Town, NM • 574.933.3705 • angie@unifiedleadership.org • [linkedin.com/in/angela-balsley](https://www.linkedin.com/in/angela-balsley)

Professional Skills

- Strategic planning
- Human Resources
- Law & Policy
- Compliance Monitoring
- Change Management
- Operational Processes
- Facilities Management
- Budget Development
- Workplace Culture
- Grant Procurement
- Community Collab
- Facilitation & Mediation

Professional Experience

CEO, Unified Leadership LLC (2023 - Current)

- Conducts special education dispute resolution research
- Provides Leadership Coaching and School Administrator Mentoring
- Conducts risk assessments on special education legal issues
- Analyzes programs and provides recommendations
- Investigates State special education complaints
- Engages with organizations for keynote speaking & professional training
- Facilitates the IDEA Think Tank
- Serves as a subject matter expert

Senior Consultant, Center for Appropriate Dispute Resolution in Special Education (2023-present)

- Provides professional development on dispute resolution & conflict engagement
- Conducts needs assessments & research
- Collaborates with stakeholders on systemic improvements

Past President, Indiana Council of Administrators of Special Education (2019 - 2025)

- Led the vision, alignment, and execution of the strategic priorities with 400+ members
- Boldly innovated synergist solutions to the educator shortage
- Recognized by CASE as the number one state unit in the country two consecutive years

Executive Director, Earlywood Educational Services (2012 -2024)

- Innovated program practices and use of resources
- Prepared and executed multi-million dollar budgets
- Collaboratively created a culture of trust, high expectations, and a growth mindset
- Established working conditions that promoted work-life balance & retention
- Developed, implemented, and monitored policies and procedures
- Successfully negotiated contracts and led formal Teacher Association Discussions
- Recruited, developed, retained, and evaluated 80+ employees
- Facilitated contemporary professional development
- Resolved disputes via facilitation, mediation, and negotiation
- Secured supplemental funds through grants
- Spearheaded county-wide community collaborations between schools and businesses
- Oversaw facility operations and management

Director of Special Services, Bremen Public Schools (2007 - 2012)

- Administered district-wide Special Education, Title III, Title IX, alternative learning, Response to Instruction, and Section 504 programs
- Allocated financial resources by managing local, state, and federal budgets and grants
- Recruited, developed, and evaluated departmental personnel
- Coordinated the provision of curriculum, instruction, services and alternative programming
- Interpreted and ensured compliance with federal statutes, school law, and state regulations

Special Education Teacher, Elkhart County Special Education Cooperative (1998-2007)

Education

Ed. D., Educational Leadership & Policy Studies, Indiana University (2018)

M.S., Strategic Management, Indiana University Kelley School of Business (2017)

M.S., School Administration, Indiana University (2002)

B.S., Special Education, Ball State University (1998)

Leadership & Volunteer Experiences

Indiana University Educational Leadership Advisory Board

Member (since 2025)

Girl Coalition of Indiana

Chairperson (2024-2025)

Indiana Council of Administrators of Special Education (ICASE)

Presidential Tenure (July 1, 2019- 2025)

Chair, Dispute Res. Committee (2018-2022)

Chair, Fiscal Man. Committee (2015-2017)

Member, Teacher Evaluation Committee (2010-2012)

Unified Member (Since 2007)

Council for Administrators of Special Education (CASE)

Chair, Policy & Legislative Com. (2022-2004)

Executive Committee Member (2022-2004)

Policy & Legislative Committee (2019-2004)

Member (Since 2007)

Council for Exceptional Children (CEC)

Member (Since 1996)

National Alliance for Medicaid in Education (NAME)

Member (Since 2012)

Kiwanis International

Member (2007-2013)

Board of Directors, Bremen, IN (2010-2012)

Key Club Faculty Advisor, Bremen (2010-2012)

Girl Scouts of America

Adult Development Trainer, (2000-2010)
Troop Leader (1999-2003)

Camp Millhouse

Volunteer (1988-2003)
Board Member/Secretary (2001-2002)

Recognition and Awards

Distinguished Service Award

Indiana Council of Administrators of Special Education (2024)

Distinguished Humanitarian

Kiwanis Club of Bremen (2010)

Outstanding Leader Award

Indiana Lakeland Girl Scout Council (2000)

Distinguished Community Service Award

Assoc. for the Disabled of Elkhart Co. (1999)

Publications

Bateman, D., Balsley, A. L., & Puldeski, S. (2025). *Rethinking special education dispute resolution at IDEA's 50th anniversary*. AASA, The School Superintendents Association.

Balsley, A., Rauscher, K., & Reese, M. (2025). Moving the Needle: Administrators' Perspectives on School Districts' Needs and Opportunities to Improve Special Education Dispute Resolution Capacity. Published by the Center for Appropriate Dispute Resolution in Special Education. Available at <https://www.cadreworks.org/media/6708/download?attachment>.

Balsley, A. (2024). CASE in point: With a little help from my friends. *Journal of Special Education Leadership*, Vol 37, Issue 1, p 52-54.

Balsley, A. (2018). *Special education directors' experiences preventing and responding to requests for due process hearings*

Professional Presentations

Engaging with Enduring Conflict: The Work of Adaptive Leaders

OCALICON (Nov. 2025)

Tools & Resources for Juggling Instruction & Compliance

Georgia Council of Administrators of Special Education State Conference (Nov. 2025)

Communication, Conflict, and Compliance

CASE New Directors Network (Nov. 2025)

Inclusive Special Education Practices

Indiana Curriculum & Resource Network (Nov. 2025)

Engaging with Enduring Conflict: The Work of Adaptive Leaders

Council for Administrators of Special Education Annual Conference (Nov. 2025)

Conflict & Communication

Council for Administrators of Special Education Annual Conference (Nov. 2025)

Adversarial Advocates

Council for Administrators of Special Education Annual Conference (Nov. 2025)

Mapping Opportunities to Improve LEA Early Dispute Resolution Capacity

CADRE National Symposium (October 2025)

Practical Strategies for School Leaders to Prevent and Navigate Future Conflicts

CADRE National Symposium (October 2025)

Strengthening Collaboration & Professional Learning for Impactful Leadership

CASE Special Education Leadership Institute (October 2025)

The Intersection of MTSS & Special Education

Indiana Aspiring Special Education Teacher Licensure Program (October 2025)

Keynote: Leading with Clarity, Connection, & Courage

Colorado Department of Education Annual Special Education Directors Conference (Sept. 2025)

Engaging with Enduring Conflict: The Work of Adaptive Leaders in Special Education

Colorado Department of Education Annual Special Education Directors Conference (Sept. 2025)

Engaging with Enduring Conflict: The Work of Adaptive Leaders in Special Education

Washington Association of School Administrators (May 2025)

Administrators' Perspectives for Improving Their Special Education Dispute Resolution Capacity

CASE Academy of Law & Leadership, Pre-conference workshop (April 2025)

Ambush Advocates: Navigating Aggressive Tactics in Special Education

CASE Academy of Law & Leadership (April 2025)

This IEP Meeting Is Brought To You By the Letter A

CASE Academy of Law & Leadership (April 2025)

Leadership Strategies to Promote Collaboration

Indiana Aspiring Special Education Teacher Licensure Program (April 2025)

Engaging With Enduring Conflict: The Work of Adaptive Leaders

Kentucky Department of Education State Webinar (March 2025)

Engaging Partners: Utilizing CADRE's District Self-Assessment for Collaborative & Early Dispute Resolution Processes

California Alternative Dispute Resolution Conference (March 2025)

Opportunities to Improve District Early Dispute Resolution Capacity

California Alternative Dispute Resolution Conference (March 2025)

Special Education Cost Efficiencies

Unified Leadership Webinar (Feb. 2025)

Drivers & Levers of Special Education Legal Costs
Educational Services Centers Risk Funding Trust (Jan & Feb, 2025)

Collaborative Communication
National Resource Center for Paraeducators Annual Conference (Feb. 2025)

Creating Meaningful Family Engagement with SEPACS
Indiana Council of Administrators of Special Education Spring Conference (Feb. 2025)

Keynote: Collaborative Communication
Virginia Council for Exceptional Children Annual Conference (Nov. 2024)

Alternative Dispute Resolution: Building Positive Parent and School Partnerships
Council for Administrators of Special Education Annual Conference (Nov. 2024)

Opportunities To Improve Early Dispute Resolution Capacity
Council for Administrators of Special Education Annual Conference (Nov. 2024)

Navigating Rising Special Education Disputes: Practical Strategies for School Attorneys
National School Attorneys Association (October 2024)

The Intersection of MTSS & Special Education
Indiana Aspiring Special Education Teacher Licensure Program (October 2024)

Etiology of Special Education Disputes
Indiana Council of Administrators of Special Education Conference (September 2024)

Building Capacity for Alternative Dispute Resolution & Collaborative Relationships Between Schools & Families: Practical Skills & Essential Resources
Indiana Council of Administrators of Special Education Conference (September 2024)

There's Got To Be A Better Way: What LEA s Need to Address Conflict at the Local Level
Federal Office of Special Education (OSEP) Leadership Conference (August 2024)

Advocacy
Hands In Autism Education ECHO (July 2024)

The History of Special Education
Indiana Aspiring Special Education Teacher Licensure Program (July 2024)

Keynote: Show Up & Lean In: Leadership & Advocacy
Kentucky Council of Administrators of Special Education (July 2024)

Building Capacity for Alternative Dispute Resolution & Collaborative Relationships Between Schools and Families: Practical Skills and Essential Resources
CASE Academy of Law & Leadership (April 2024)

Leadership Strategies to Promote Collaboration
Indiana Aspiring Special Education Teacher Licensure Program (April 2024)

Educator Efficacy and UDL to Optimize Learner Success
RTM with Goalbook (March 2024)

Treasure Chest of Resources

Indiana Council for Administrators of Special Education Spring Conference (Feb. 2024)

Parent & School Conflicts: Do We Have the Right Tools or Is It Time for a New Toolbox

Council for Administrators of Special Education Annual Conference (Nov. 2023)

Be AT the Table: WHY We Must All Engage in Policy Work & How To Do It

Council for Administrators of Special Education Annual Conference (Nov. 2023)

The History of Special Education

Indiana Aspiring Special Education Teacher Licensure Program (July 2023)

Redefining Support for the Special Educator

Arizona State University Next Education Workforce Summit (Feb. 2023)

Be the Leader People Follow, Pre-Conference Workshop

Indiana Council for Administrators of Special Education (Feb. 2023)

How To Prevent Attorney Involvement In Special Education Disputes

Center for Appropriate Dispute Resolution National Symposium (Oct. 2022)

Keeping the Relationship Front & Center

Council of Chief State School Officers (Jan. 2022)

Educator Efficacy & UDL to Optimize Inclusion & Equity

Council for Exceptional Children National Conference (Jan. 2022)

Educator Efficacy in UDL Implementation

CAST UDL-IRN International Summit (April 2021)

Dispute Resolution: Improving Practices

California Alternative Dispute Resolution Conference (March 2021)

Complaints, Mediation, & Parents

Indiana Council for Administrators of Special Education Law Conference (Nov. 2020)

Hidden Challenges In Resolving Special Education Dispute

Indiana School Boards & Indiana Public School Superintendents State Conference (Nov. 2019)

Requests for Impartial Due Process: A Study of Special Education Directors' Experiences

Center for Appropriate Dispute Resolution National Symposium (Oct. 2017)

Evaluating Certified Special Education Personnel

Standard for Success Teacher Evaluation Conference (June 2014)

Teacher Evaluation for Special Educators

Council for Exceptional Children National Conference (April 2014)

Evaluating Special Ed. Personnel

Indiana School Boards Association State Conference (Nov. 2012)

Podcasts

Balsley, A. L., & Bateman, D. (2025, November 20). *PEP Talk Episode 42: Rethinking special education dispute resolution at IDEA's 50th Anniversary* [Audio podcast episode]. In Sturdevant, K. (Host), *PEP Talk*. Available at: <https://www.aasa.org/resources/resource/pep-talk-episode-42--rethinking-special-education-dispute-resolution-at-idea-s-50th-anniversary>.

Balsley, A. L. (2025, July 3). *Literacy Mindset: Bridging Policy and Practice for Better Outcomes in Special Education* [Audio podcast episode]. In Pendleton, J. (Host). *MindPlay*. Available at: <https://www.youtube.com/watch?v=LLX579KFvoU>.

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**Rethinking Special Education
Dispute Resolution at IDEA's
50th Anniversary**





Executive Summary

The Individuals with Disabilities Education Act (IDEA) marks its fiftieth anniversary this year—a milestone in the nation’s ongoing commitment to educational equity and civil rights. Yet, the very system intended to uphold its central promise of a free appropriate public education (FAPE) is showing clear signs of strain. What began as a procedural safeguard to ensure fairness and accountability has, over time, evolved into an increasingly adversarial, inequitable, and financially unsustainable process—one that too often diverts resources from classrooms to courtrooms.

This report revisits the AASA, The School Superintendents Association’s (AASA) 2013 publication *Rethinking the Special Education Due Process System* and situates its recommendations within today’s far more complex legal and policy landscape. Since 2013, litigation has intensified, costs have escalated, and inequities in access to dispute resolution have deepened. Landmark rulings—*Andrew F. v. Douglas County School District* (2017), *Perez v. Sturgis Public Schools* (2023), and *Loper Bright Enterprises v. Raimondo* (2024), *A..J.T. v Osseo Area Schools* (2025)—have collectively heightened litigation risk, expanded enforcement pathways, and introduced new uncertainty for both schools and families. At the same time, IDEA has not been reauthorized since 2004, leaving districts and parents to navigate a twenty-year-old statutory framework in an educational environment transformed by evolving disability definitions, digital access issues, and heightened procedural expectations.

The result is a system that disproportionately benefits families with financial means, imposes unsustainable burdens on schools, and fails to deliver improved educational outcomes for students. Without reform, IDEA risks devolving into a vastly inequitable system that does not lead to improved outcomes for students and consumes taxpayer dollars at a rate that threatens the financial stability of some districts.

This report concludes with policy recommendations to modernize dispute resolution under IDEA by expanding preventive and collaborative mechanisms—such as IEP facilitation, mediation, and early-resolution models—while improving the training, oversight, and consistency of hearing officers. The goal is to resolve problems faster, fairer, and closer to the student, while preserving full access to the U.S. Department of Education’s Office for Civil Rights (OCR), the Department of Justice (DOJ), and federal courts for discrimination claims. It also calls for reauthorization of IDEA with updated provisions that reflect today’s legal and educational realities and ensure equitable access for all families. These reforms are rights-affirming, not rights-reducing: they strengthen accountability, bring problem-solving closer to the IEP table, and raise the floor for equity, efficiency, and transparency—never serving as a pretext to narrow procedural safeguards or weaken the civil-rights protections at the core of IDEA.

Introduction

The passage of the Education for All Handicapped Children Act (EAHCA) in 1975, later renamed IDEA, was a watershed moment in American education. For the first time, children with disabilities were guaranteed access to public education and their parents were afforded the legal right to challenge school districts if those rights were denied (Yell, 2019). IDEA institutionalized procedural safeguards, which included mechanisms to ensure access to remedies for students and for families to hold schools accountable with processes such as state complaints, mediation, and impartial due process hearings (Mueller & Carranza, 2011).

The original rationale for accountability measures was compelling. In the early 1970s, children with disabilities were often excluded from schools or placed in inadequate settings. Landmark cases such as *Pennsylvania Association for Retarded Children (PARC) v. Pennsylvania (1971)* and *Mills v. Board of Education (1972)* challenged exclusionary practices which violated constitutional protections and students' entitlement to an "appropriate" education in public schools (Zirkel, 2011). These rulings shaped Congress's intent in crafting EAHCA: access, parental involvement, and procedural safeguards, all which drive accountability.

Over the ensuing five decades, IDEA has profoundly changed education. Today, more than 95% of children with disabilities are educated in public schools (National Center for Education Statistics (2024)). Yet the very system created to ensure equity has become a source of inequity. Due process hearings—designed as a last resort safeguard, rooted in civil rights enforcement, and designed to ensure fairness, equity, and accountability between families and schools— are now lengthy, adversarial, and costly (Wettach & Sanders, 2021). Educators describe them as stressful; administrators see them as a drain on resources, and families without means often cannot access them at all (Berens, 2024; Gomez, Morgan, Schanding, & Cheramie, 2022). Parents themselves consistently report feeling intimidated, excluded, and overwhelmed by the process (Mueller, 2009; Mueller & Carranza, 2011; Lake & Billingsley, 2000). Many describe hearings as emotionally exhausting and financially devastating, with outcomes that rarely translate into improved services for their children. Rather than fostering collaboration, families often emerge disillusioned and mistrustful, perceiving the process as one that rewards those with legal expertise and resources rather than one that delivers educational justice (CADRE, 2017; Turnbull et al., 2015).

The purpose of this report is to update the 2013 AASA analysis of the special education due process system, situating its insights within the current legal and policy context. The central question is clear —when conflicts over a child's education cannot be resolved at the IEP table, does the due process system, as currently structured, serve as the safety net that makes IDEA's promise enforceable—ensuring fairness, accountability and equity - or does it perpetuate inequities and inefficiencies?

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Rather than fostering collaboration, families often emerge disillusioned and mistrustful, perceiving the process as one that rewards those with legal expertise and resources rather than one that delivers educational justice.

Where We've Come in 50 Years

The trajectory of special education rights in the United States reflects both advocacy and judicial action. Before 1975, only about 20% of students with disabilities were educated in public schools, and many states had laws that explicitly excluded children with certain conditions (Yell, 2019). Following PARC and Mills, Congress enacted EAHCA, establishing due process as the primary enforcement mechanism. Parents were empowered to request evaluations, consent to services, and challenge school decisions through impartial hearings. This approach was groundbreaking, placing enforcement directly in the hands of parents (Mueller & Carranza, 2011).

Over time, IDEA was amended to emphasize not only access but also accountability. The 1997 amendments stressed alignment with state standards and the general education curriculum. The 2004 amendments, in response to the No Child Left Behind Act, reinforced the role of data and accountability in measuring progress. Yet the core structure of due process remained largely unchanged.

While hearings were originally intended to be quick, informal proceedings, they have become increasingly judicialized. Research shows hearings now mirror courtroom litigation, with formal rules of evidence, cross-examinations, and reliance on expert witnesses (Zirkel, Karanxha, & D'Angelo, 2007). Wettach and Sanders' (2021) national survey of special education attorneys confirmed hearings are widely perceived as too complex, too expensive, and too lengthy, limiting accessibility and undermining their effectiveness.

Recent research confirms that the length of special education due process hearings has increased substantially, often rendering outcomes less meaningful for students. Wettach and Sanders (2021) surveyed special education attorneys nationwide and found that most described the process as “too lengthy to serve families effectively,” citing continuances, scheduling challenges, and administrative backlogs as primary causes of delay. A recurring theme in their study

was that students frequently advanced to a new grade—or even transitioned to a different school—before their cases were resolved, undermining the educational relevance of the remedies provided.

Similarly, Gomez, Morgan, Schanding, and Cheramie (2022) reviewed case-level data for students with emotional disturbance and reported an average time to decision of approximately 9.5 months. They found that cases involving attorneys on both sides lasted nearly twice as long as those in which parents represented themselves or reached early settlement, demonstrating that legal complexity is a major factor in delay. Data from the Center for Appropriate Dispute Resolution in Special Education (CADRE, 2023–2025) further reinforce these findings, showing steady increases in median days to resolution for both complaints and hearings. In 2023, more than 80% of due process cases exceeded the statutory 45-day deadline, with some states—including New York, California, and Illinois—reporting average durations approaching 300 to 400 days for fully adjudicated hearings.

As AASA (2013) argued more than a decade ago, the irony is stark: while due process was created to safeguard students' rights, the current system drains resources, is burdensome for all parties, exacerbates inequities, and in the end does not often resolve education issues. What began as a straightforward procedural safeguard has evolved into a high-stakes legal enterprise—one that consumes time, money, and personnel that should instead be directed toward instruction and support. The procedural mechanisms that once empowered families now too often overwhelm both parents and educators, replacing collaboration with confrontation and shifting the focus from improving outcomes for students to defending positions in a quasi-judicial process. In effect, the due process system that once symbolized accountability and fairness has, over time, become a structural barrier to the very equity and access it was designed to protect.



Legal and Policy Shifts Since 2013

Since 2013, a series of Supreme Court decisions has steadily changed the way special education rights are enforced in the United States, broadening the options available to families and shifting how schools must respond. In *Endrew F.*, the Supreme Court clarified the FAPE standard, holding IEPs must be “reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances” (Yell & Bateman, 2017). This decision raised the bar for schools, requiring more ambitious, individualized goals and gave parents stronger grounds to challenge inadequate IEPs. Then in *Perez v. Sturgis Public Schools* (2023), the Court ruled that families do not have to go through IDEA’s due process procedures before filing an Americans with Disabilities Act (ADA) lawsuit for damages. The decision opened the door for families to seek relief outside IDEA, creating parallel enforcement pathways and increasing the legal complexity districts face (Weber, 2023).

That pathway was widened again in *A.J.T. v. Osseo Area Schools* (2025), when the Court rejected a long-standing rule that made it difficult for families to win discrimination claims against schools. Instead of requiring parents to prove a school acted with “bad faith or gross misjudgment,” the Court said schools should be held to the same ADA and Section 504 standards that apply in workplaces, housing, or public services. This lowered the barrier for families to bring claims when schools fail to provide accommodations.

Finally, *Loper Bright Enterprises v. Raimondo* (2024) reshaped the legal environment more broadly by ending what is known as the Chevron deference. For decades, courts gave weight to federal agencies’ interpretations of education and civil rights laws, including guidance from the U.S. Department of Education. Without Chevron, courts will interpret statutory language independently (Bateman, 2024), which may lead to less consistency and more uncertainty until Congress updates the statute.

Taken together, these rulings have eroded the exclusivity of IDEA’s due process system, broadening the avenues for enforcement. Families now have multiple legal avenues to enforce their children’s rights, and schools are under greater pressure to meet higher standards while also facing more complex litigation risks. Wettach and Sanders (2021) note families now view OCR complaints and ADA lawsuits as viable alternatives to IDEA, creating overlapping enforcement systems.

Despite these significant legal shifts, IDEA itself has not been reauthorized since 2004. The statute predates digital learning, the heightened FAPE standards established by the courts, and the expanded enforcement of rights under the ADA and Section 504. As a result, schools and families are left to navigate outdated provisions in a far more complex legal environment — one that carries additional layers of accountability and higher stakes financially, legally, and relationally. For policymakers, the takeaway is clear: without an updated IDEA, the balance between fairness for families and sustainability for schools will continue to tip in unpredictable and often inequitable ways.



Escalation of Litigation and Costs

National data from the U.S. Department of Education show a sharp escalation in dispute resolution activity over the last decade. Between 2013 and 2023, dispute resolution events rose nearly 90% (CADRE, 2025). Written state complaints have surged, climbing from an average of about 5,500 annually to nearly 10,000 in 2023, a 79% increase over the 10-year average. Mediation also reached record highs in 2023, with nearly 13,000 requests filed. While mediation continues to show strong agreement rates- over 70% when not tied to a due process hearing- its overall share of dispute resolution use has dropped, suggesting that families and schools are increasingly turning to more adversarial channels (CADRE, 2025). Due process complaints (DPCs) likewise continue to grow, rising to more than 12,000 cases filed in 2023 (excluding New York, which accounts for nearly 70% of national filings). Although the majority of these cases were withdrawn, dismissed, or settled before a full hearing, the percentage of cases going to full adjudication reached its highest point since 2019. Together, these trends highlight the mounting reliance on formal legal processes to resolve disputes, rather than collaborative or preventive approaches. For schools, this means rising financial and administrative burdens. For families, it signals both increased use of procedural safeguards and an environment where adversarial conflict, rather than collaboration, is becoming the norm.

The costs associated with this rise in dispute resolution activity are significant. AASA's 2013 survey reported average hearing costs of \$10,512 in legal fees and nearly \$24,000 in settlements (Pudelski, 2013). More recent estimates suggest defense costs of \$20,000–\$40,000 per case, with settlements frequently exceeding \$100,000 in tuition reimbursement disputes (Gomez et al., 2022). These expenses drain resources that could otherwise support classrooms, staff training, or inclusive programming. Small and underfunded districts face disproportionate burdens. A single hearing can destabilize their budgets, forcing them to cut services elsewhere.

As Berens (2024) noted in her study of teacher workload, the administrative and emotional strain of hearings compounds existing challenges in retaining special educators. For districts already struggling with staffing shortages, litigation can accelerate attrition and reduce capacity to serve students (Zagata, et al. 2023).

Most concerning, hearings show little evidence of improving student outcomes. Studies consistently conclude litigation produces winners and losers but does not translate into better academic achievement (Gomez et al., 2022; Zagata, et al, 2023). As Wettach and Sanders (2021) emphasize, the process has become judicialized, adversarial, and ineffective as an educational enforcement mechanism.

Equity Gaps Deepening

While litigation is expensive and stressful for all involved, its inequities are also a troubling trend that has evolved. Families with financial means are far more likely to pursue due process, hire attorneys, and prevail. By contrast, low-income families, families in rural areas, and those with limited English proficiency encounter formidable barriers. Research has consistently shown parents who access due process tend to be wealthier, English-speaking, and more educated (Almazan, Feinstein, & Marshall, 2017). For these families, the system can be navigated successfully, though not without difficulty. But for parents who lack financial resources, the odds of prevailing are slim. The inability to afford attorneys or expert witnesses often makes hearings inaccessible in practice. Wettach and Sanders' (2021) national survey of special education attorneys underscored this inequity: while district attorneys identified the high cost of plaintiffs' attorney fees as a systemic problem, parent attorneys emphasized the unaffordability of expert witnesses, which prevents many families from even filing cases.

Geographic disparities further exacerbate inequities. A child in New York City, where thousands of hearings are filed annually, may have greater access to attorneys and advocates. By contrast, a child in Mississippi or Idaho, where hearings are rare, may have virtually no access to due process at all (Zirkel & Skidmore, 2014). This creates a patchwork of enforcement where rights are unevenly available depending on geography.

The cumulative effect is the emergence of a system in which families with means use litigation to secure robust services, while disadvantaged families either lack access altogether or face long delays and inadequate remedies. In this sense, the very system designed to ensure equity perpetuates inequity.



A child in New York City, where thousands of hearings are filed annually, may have greater access to attorneys and advocates. By contrast, a child in Mississippi or Idaho, where hearings are rare, may have virtually no access to due process at all

Systemic Impacts on Schools

The strain of due process extends beyond the courtroom, touching every aspect of school functioning. Educator stress is one of the most frequently cited consequences. The demands of preparing documentation, testifying under oath, and defending professional decisions create intense anxiety. Berens (2024) documented special educators already face high burnout due to paperwork and workload; litigation only magnifies these pressures.

Administrators also face significant burdens. Administrators divert hours of time to case preparation rather than focusing on instructional leadership. Hours spent preparing for hearings are hours not spent on classroom observations, teacher support, professional development, addressing chronic absenteeism, or fostering a safe and positive building culture. Leaders who should be driving instructional improvement and cultivating conditions for learning are instead consumed with managing litigation risk. This diversion of attention erodes schools' capacity to address systemic challenges and undermines efforts to build inclusive, supportive environments where students and staff can thrive.

The educator shortage compounds these challenges, creating a vicious cycle in which due process both results from and intensifies staffing instability. The U.S. Department of Education (2023) reports nearly every state faces shortages of certified special educators, related service providers, and paraprofessionals. Chronic vacancies force districts to rely on long-term substitutes, itinerant contractors, or unlicensed personnel—conditions that increase procedural errors and make districts more vulnerable to litigation. When disputes do occur, staff are pulled away from instruction to prepare for testimony, compile documentation, and meet with attorneys, further eroding instructional capacity. For teachers already carrying caseloads far above recommended levels, the additional burden of litigation often becomes a breaking point. Berens (2024) found that teachers who participate in

hearings are almost twice as likely to consider leaving special education within the following year.

This attrition fuels the shortage, leading to inexperienced or underprepared replacements, which in turn heightens the likelihood of compliance errors and additional disputes. In effect, due process litigation has become both a symptom and a driver of the special education staffing crisis—diverting scarce human capital away from students and perpetuating a cycle that no amount of procedural reform can resolve without addressing workforce sustainability. Simply put, without qualified staff, schools cannot serve students, and no dispute resolution process—no matter how well designed—can compensate for a system that lacks the human resources to deliver the services guaranteed under IDEA. The staffing spiral is a systems failure, not a parent failure: when the only effective pathway is adversarial, both sides are forced into litigation that drains the very capacity needed to deliver FAPE.

Perhaps most damaging is the erosion of trust between parents and schools. The adversarial nature of hearings undermines collaboration, a cornerstone of effective IEP development. Even when districts prevail, relationships with families are often irreparably harmed. Wettach and Sanders (2021) found attorneys on both sides—district and parent—viewed hearings as corrosive to long-term relationships. This erosion of trust complicates future collaboration, making it harder to resolve disputes informally.

Finally, litigation drains financial resources from classrooms. Settlements and attorney fees consume dollars that could otherwise fund inclusive programming, co-teaching initiatives, or behavioral supports. For every dollar spent on litigation, there is one less dollar available for preventive measures that might reduce disputes in the first place.

Taken together, these trends point toward a troubling trajectory. Litigation is becoming the default pathway for resolving disputes, even though it was never intended to function that way. What was envisioned as a last-resort safeguard has evolved into a primary enforcement mechanism, consuming millions of taxpayer dollars annually.

The implications are profound. Without reform, the system will continue to tilt toward affluence, leaving disadvantaged families behind. Schools will continue to divert scarce resources into litigation rather than instruction. Educators will continue to leave special education at alarming rates, exacerbating shortages in an already high-turnover field.

The United States is, in effect, on a path toward runaway litigation costs. As Wettach and Sanders (2021) concluded, the due process system is “overly complex, prohibitively expensive, and excessively lengthy,” making it ineffective as an enforcement mechanism. Unless systemic reform is undertaken, IDEA risks becoming a hollow promise—an aspirational statute undermined by inequitable and unsustainable enforcement.



Policy Recommendations

To address these systemic challenges, this report proposes a set of reforms designed to rebalance fairness, efficiency, and educational focus within IDEA's dispute system. Reforming IDEA's dispute resolution system is not only urgent—it is foundational to preserving the law's legitimacy as the primary federal education statute designed to ensure the appropriate education of students with disabilities. A half-century after its passage, IDEA's enforcement mechanisms no longer align with its purpose or today's educational landscape. Building from the AASA (2013) recommendations, and incorporating subsequent legal, fiscal, and policy developments, the following legislative recommendations outline a multi-tiered reform agenda for IDEA that restores fairness, efficiency, and educational focus to special education dispute resolution.

1 Expand Preventive Mechanisms and Early Resolution

The first and most cost-effective step in dispute reform is to prevent conflicts from escalating to formal hearings.

- **Universal IEP Facilitation:** IDEA should require States to have, and fund, trained facilitators who are available for any district to utilize. Facilitation should be offered automatically when disagreements arise during IEP development, rather than waiting for a parent to file a complaint.
- **Pre-Mediation Case Review:** IDEA should allow for SEA-funded “pre-mediation reviews” which could allow a neutral professional to help both sides clarify facts and identify shared interests before mediation begins.
- **Data Transparency:** IDEA should require SEAs to publish annual data on the number, type, and outcome of facilitated IEPs and mediations, to identify patterns of success and areas needing technical assistance.
- **Notice of Rights:** IDEA should require all early-resolution invitations to include a one-page multilingual notice stating: ‘Participation is voluntary and does not limit your right to file with OCR, request IDEA due process, or pursue 504/ADA remedies.’

Early, structured collaboration restores trust and preserves relationships, which are critical to long-term student success.



2 Establish Expert Panel-Based Resolution Systems

The central IDEA reform must be a nationally modeled panel-based dispute resolution structure—replacing the fragmented hearing officer model with a consistent, expert-driven approach.

STRUCTURE:

- **State-Level Expert Panels:** Each state would establish standing panels of three qualified members: one education expert, one parent or disability-rights representative, and one neutral legal professional trained in IDEA and Section 504.
- **Panel Rotation:** Panels would be assigned randomly to prevent bias and maintain integrity.
- **Regional Pool:** In smaller states or those with limited caseloads, regional or multi-state panels could be established through interstate compacts.

FUNCTIONS:

- **Tiered Review:**
 - **Fact-Finding:** Panels would review documentation and written arguments within 30 days of filing.
 - **Collaborative Resolution Session:** Panels would conduct a structured, facilitated meeting with both parties to identify potential resolution points.
 - **Binding Decision or Advisory Opinion:** If unresolved, the panel would issue a written decision within 15 days. States could allow advisory decisions in lower-level disputes and binding rulings in high-stakes cases.
 - **Family Opt-Out & Appeal:** At any time, families may opt out of the panel process and pursue IDEA due process, OCR complaints, or 504/ADA litigation. Final panel decisions are appealable to state/federal court to the same extent as hearing-officer decisions.

ADVANTAGES:

- Promotes educational—not adversarial—expertise.
- Reduces procedural variability across states.
- Balances parent and school perspectives through shared panel representation.
- Decreases cost and time by eliminating redundant hearings and appeals.

The establishment of such standing panels would ensure consistent, high-quality adjudication, preserve due process integrity, and refocus the system on educational solutions rather than litigation strategies.



3 Develop Consultant-Driven Resolution Models

Beyond formal panels, IDEA should encourage States to pilot consultant-based resolution systems to manage recurring disputes efficiently.

- **State-Approved Consultants:** Qualified experts—often retired administrators, former hearing officers, or special education professors—could serve as independent evaluators empowered to recommend remedial IEPs or service plans.
- **Trial Implementation:** Both parties would implement the consultant’s recommended plan for a defined period (e.g., 45 school days), after which progress data would determine continuation or modification.

This model prioritizes resolution over adjudication and ties dispute outcomes directly to student progress rather than procedural victories.

4 Improve Hearing Officer Quality, Training, and Oversight

If hearings remain part of IDEA’s framework, their quality and consistency must be dramatically improved.

- **Uniform National Standards:** IDEA should mandate the development of minimum qualifications for hearing officers, including demonstrated expertise in special education instruction, law, and disability rights as well as mandatory re-certification and professional development for hearing officers. Hearing officers should complete federally approved certification programs and annual continuing education in current case law, disability equity, and trauma-informed approaches.
- **Performance Review Panels:** IDEA should require SEAs to establish oversight committees to review decision quality, timeliness, and equity patterns, ensuring accountability without compromising independence.
- **Public Reporting:** IDEA should require SEAs to report annually on anonymized decision outcomes, timelines, and appeal rates to increase transparency.

Quality, consistency, and neutrality are prerequisites for public confidence in the system.

5 Advance Equity and Accessibility in Enforcement

Equity must move from rhetoric to structural design.

- **Assistance to Families:** Maintain funding for protection and advocacy centers who can guide parents towards effective dispute resolution models for their child.
- **Language Access and Cultural Competence:** All dispute processes should guarantee access to translation, interpretation, and culturally responsive facilitators.
- **Geographic Access Solutions:** States with low caseloads should collaborate regionally to pool dispute resolution resources and ensure families in rural or underserved areas can participate meaningfully.
- **Data Disaggregation:** IDEA must require the disaggregation of dispute data by race, income, language, and disability category to monitor systemic disparities and target technical assistance accordingly.

Without structural equity, procedural rights remain theoretical.



6 Reauthorize IDEA with Modernized Dispute Resolution Provisions

- **Incorporate Judicial Precedent:** IDEA's reauthorization must codify modernization in statute—not merely through regulation—while ensuring that congressional intent, not shifting judicial interpretation, defines the law's core protections. Congress should explicitly clarify the relationship among IDEA, Section 504, and the ADA, reinforcing that families retain independent access to the U.S. Department of Education's Office for Civil Rights (OCR), the Department of Justice (DOJ), and federal courts regardless of participation in state dispute-resolution alternatives. Rather than simply adopting recent judicial interpretations such as *Endrew F.*, *Perez v. Sturgis*, or *A.J.T. v. Osseo*, reauthorization should refine the standards they addressed—restoring coherence, fairness, and alignment with IDEA's original purpose of ensuring meaningful educational benefit and equitable access.
- **Reduce Procedural Duplication and Fragmentation:** Reauthorization should reduce redundant processes by improving coordination—not alignment—among IDEA, Section 504, ADA, and OCR enforcement mechanisms. Families and districts too often navigate parallel complaints, mediations, and investigations over the same set of facts, leading to conflicting outcomes, prolonged uncertainty and duplicative disputes and litigation that redirect limited district resources towards litigation rather than remedies. A reauthorized IDEA should amend Section 504 and ADA to make dispute resolution more coherent, not slower—resolving issues once, correctly, and as close to the student as possible.
- **Embed Panel and Facilitation Models:** The new statute should authorize states to replace or supplement traditional due process hearings with expert panel or consultant-driven models, with federal pilot funding to support transition.
- **Expand the Work of the National Center for Appropriate Dispute Resolution In Special Education (CADRE):** Federal funding for CADRE should be expanded to coordinate training, collect data, and provide model procedures and templates for states.

This modernization would reestablish IDEA as a living, adaptive statute—responsive to the legal, fiscal, and educational realities of today's schools.

7 Federal-State Accountability Alignment

Finally, reform must include mechanisms to ensure implementation fidelity and continuous improvement.

- **Continuous Improvement Cycle:** States should use dispute data to inform professional development, family engagement strategies, and special education quality improvement initiatives.
- **Rights-Preservation Certification:** Federal support for dispute system reform must be contingent on states' formal certification that families' rights under IDEA, Section 504, ADA, and OCR remain intact and unrestricted. States must provide transparent, multilingual notice of these protections to ensure informed participation by all families.

Accountability must extend beyond compliance to outcomes—ensuring that dispute systems actually support educational benefit.

Civil-Rights Backstop Remains Essential. IDEA is the federal education law; Section 504/ADA and OCR are the nation’s civil-rights backstop against disability discrimination. Our proposals assume and depend on OCR’s continued authority and adequate resourcing. Early-resolution models are designed to reduce the need for federal intervention by fixing problems sooner—they are not substitutes for civil-rights enforcement, and nothing herein should be construed to curtail OCR’s role.

Conclusion

IDEA’s fiftieth anniversary is both a milestone and a warning. The law has transformed American education, ensuring millions of children with disabilities have access to public schooling. IDEA’s dispute resolution system began as a safeguard for fairness. Over time, it has become adversarial and inequitable.

The evidence is clear. Litigation is concentrated in a few states, disproportionately benefits affluent families, consumes enormous resources, and delivers little evidence of improved outcomes for students. Educators are stressed and burned out, administrators are distracted from instructional leadership, and schools are drained of resources that should be invested in prevention and inclusion.

With reform, the next fifty years can be different. By expanding preventive mechanisms, improving fairness and consistency, and reauthorizing IDEA with updated dispute resolution provisions, policymakers can restore the balance between safeguarding rights and ensuring sustainability.

Reform must be rights-affirming: modernization should expand early, collaborative solutions while explicitly preserving every federal civil-rights avenue, including OCR, Section 504/ADA, and IDEA due process. It also must acknowledge the funding and capacity constraints of districts: dispute systems cannot substitute for a qualified workforce nor the intense budgetary and personnel pressures districts are facing.

AASA sounded the alarm in 2013. A decade later, the same warning rings louder: to keep IDEA’s promise alive, dispute resolution must evolve—from adversarial battles to collaborative, equitable, and preventive systems that put students first.



About the Authors

David Bateman, PhD, is a nationally recognized expert in special education dispute resolution and legal compliance. He has ten-years of experience as a due process hearing officer and complaint investigator and has since served as a second-tier hearing officer in multiple states. In addition, over the past ten years, he has worked as a mediator in seven states and one U.S. territory. Dr. Bateman is the lead author of one of the primary books on special education dispute resolution (Bateman et al., 2023) and is the co-author of one of the most widely visited blogs on special education legal issues. He is a former special education classroom teacher and building-level administrator, and the parent of two adult children—one who had an IEP in school and the other who had a Section 504 plan.

Angela L. Balsley, Ed.D., is a nationally recognized leader in special education administration, dispute resolution, and systems-level improvement. She is the founder of Unified Leadership, where she provides leadership coaching, conducts research on special education dispute resolution, serves as a subject matter expert, and advises organizations on risk management, compliance, and program analysis. Dr. Balsley also serves as a Senior Consultant for the Center for Appropriate Dispute Resolution in Special Education (CADRE), where she facilitates national initiatives to strengthen conflict engagement and early resolution practices. Dr. Balsley is a Past President of the Indiana Council of Administrators of Special Education (ICASE) and served as the Chairperson for the national CASE Policy Committee. She is a licensed teacher, principal, special education director, and superintendent.

Sasha Pudelski is the Director of Advocacy for AASA where she has led the association's policy and advocacy work on special education and related issues since 2010. She has also overseen the organization's efforts in coordinating amicus curiae submissions before the United States Supreme Court in connection with significant litigation concerning special education law.

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Rethinking Special Education Dispute Resolution at IDEA's 50th Anniversary



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703.875.0748 | www.aasa.org





December 2, 2025

Dear Dr. Clendening:

Thank you for the opportunity to support Franklin Community Schools as the district prepares for its next strategic planning cycle. I appreciate the leadership team's candor about the significant stressors you are experiencing—particularly the rise in student behavioral needs, the operational pressures on special education systems, and the financial constraints.

In response to our conversations, I am pleased to share a proposed scope of work for a Board education session focused on special education foundations, current pressures, and long-range strategic considerations. This session is designed to strengthen the Board's understanding of the historical, legal, instructional, behavioral, and fiscal dimensions of special education while surfacing the critical questions that will guide the district over the next five to seven years.

The presentation will highlight:

- The history of special education and students' rights under federal law
- Student behaviors, discipline requirements, and today's emerging patterns
- The case conference committee process and its implications for practice
- Transportation as a related service and the operational realities districts face
- The economic landscape of special education, including cost drivers and levers for sustainability

Our goal is to ensure Board members are well-oriented to the systems and pressures shaping special education so they are equipped to engage confidently in strategic discussions ahead. The session will be tailored specifically to Franklin Community Schools' current context, challenges, and aspirations.

I look forward to collaborating with you and your team and to supporting a productive, forward-looking conversation with the Board.

Thank you again for the opportunity to partner in this important work.

Sincerely,

Angela S. Balsley



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Board Work Session: Special Education Foundations, Pressures, and strategic Direction

Prepared for: Franklin Community Schools

Prepared by: Dr. Angela Balsley, CEO, Unified Leadership

Purpose of the Board Work Session

Franklin Community Schools is preparing to launch a new strategic planning cycle while also navigating rising student behavioral needs, economic pressures, and the increasing complexity of special education compliance and programming. This Board work session is designed to:

- Strengthen the Board's foundational understanding of special education law, rights, and responsibilities.
- Build shared awareness of current conditions—student behaviors, staffing demands, transportation considerations, and financial realities.
- Surface critical questions that will inform district strategy for the next five to seven years.
- Equip the Board with clarity and confidence to engage in future decision-making related to systems, resources, and student outcomes.

This session is educational in nature and will not require decision-making; instead, it will orient the Board toward a cohesive strategic frame.

Session Components

The History and Foundations of Special Education

A concise, accessible overview covering:

- Federal milestones shaping today's systems (ESEA, IDEA, Section 504).
- Students' rights to access, inclusion, and meaningful progress.
- Key obligations of local school boards and districts.
- How these rights intersect with modern expectations for accountability.

Outcome: Board members gain grounding in why special education exists, what it guarantees, and how it has evolved.

Understanding Student Behaviors and Discipline in Today's Context

- Legal and ethical guardrails for disciplining students with disabilities.
- Manifestation determination reviews (MDRs): purpose and process.

- Systems-level contributors to behavior escalation.
- What boards should look for in strong district behavior frameworks.

Outcome: Board members understand the dynamics behind rising behaviors, appropriate responses, and how the district can build preventive systems.

The Case Conference Committee (CCC) Process

- Step-by-step walkthrough of referral, evaluation, eligibility, and IEP development.
- Role of families and procedural safeguards.
- How general education and special education partner in the CCC process.
- Points where system efficiency, communication, and clarity have the highest impact.

Outcome: Board members understand how decisions about services are made and where districts can build coherence and consistency.

Transportation for Students with Disabilities

- Legal obligations for transportation as a related service.
- Determining when specialized transportation is necessary.
- Cost considerations and staffing requirements.
- Safety, training, and supervision expectations.
- Operational challenges districts commonly face and promising approaches.

Outcome: The Board understands how transportation decisions are made and how they contribute to both student access and resource use.

The Economics of Special Education

- Overview of state and federal funding streams (Part B, APC, Medicaid, etc.).
- Cost drivers: staffing, contracted services, transportation, low-incidence needs, due process.
- Fiscal pressures facing districts statewide.
- Strategic levers districts can pull to manage costs while improving outcomes.
- How operational and instructional systems influence long-term sustainability.

Outcome: Board members are equipped with a realistic view of the economic landscape and strategic options.

Deliverables

- Full Day Board Work Session Presentation and Discussion Facilitation
 - On-site, 6-7 hour session during the week of February 2-6, 2026
- Customized presentation deck tailored to Franklin Community Schools' context
- Pre-session virtual planning with district leadership



Book	POLICIES
Section	Section C - Students
Title	C525 - Medical Needs at School
Code	
Status	Active

C525

MEDICAL NEEDS AT SCHOOL

Emergency Medical Authorization

The Corporation will distribute annually to parents or guardians of all students the Emergency Medical Authorization Form.

The Emergency Medical Authorization Form will be kept in an easily accessible file in each school building during the school year.

Any time the student is taken out of the Corporation by Corporation employees to participate in a school event (such as field trips, academic contests, music, or athletic trips), the staff in charge of the event will take the Emergency Medical Forms for that student. This does not include student spectators at events.

The Corporation will follow the instructions of the Emergency Medical Authorization Form in the event of a medical emergency, provided, however, that the Corporation will defer to instructions provided by licensed health care professionals and/or first responders on the scene.

Student Emergencies and Accidents

If an accident or emergency occurs on school property; off school grounds at a school activity, function, or event; or traveling to or from school for a school activity, function, or event, the Board directs Corporation employees to take all necessary steps to render assistance to the student in good faith, which may include

summoning medical assistance, administering first aid by persons trained to administer first aid, notifying administration, notifying the student's parent, and filing accident reports.

Employees should administer first aid , **emergency stock medication, or overdose intervention drugs** within the limits of their knowledge of recommended practices. The Superintendent may provide for an in-service program on first aid and CPR procedures.

The administrator in charge must submit an accident report to the Superintendent on all accidents.

Administering Medicine at School

The administration of prescribed medication and/or medically-prescribed treatments to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication or treatment were not made available during school hours, or the child has a medical condition and/or disability and as a result, requires medication to benefit from his/her educational program.

All medication needed during school hours or at school functions that are supervised by school staff, except those subject to I.C. 20-33-8-13 (student possession and self-administration), will be administered by the nurse, administrator, or designated trained staff under the following conditions:

1. A written authorization form for medication administration must be completed by the parent/guardian and be on file before any medication transported to the health clinic (prescription or nonprescription) will be administered.
 - a. Medication shall be administered in accordance with the instructions printed on the bottle (in the case of non-prescription medicine) or the physician's order (in the case of prescription medicine).
 - b. The consent of the parent shall be valid only for the period specified on the consent form and in no case longer than the current school year.
2. All non-prescription medicine must be kept in its original container accompanied by the package label or package information.
3. All prescription medicine, including medication administered by injection, and diabetes monitoring of a student must be accompanied by a physician's order, which is current and correct to the way that the student is to be administered the medicine. The nurse may require additional information prior to administering medication.
4. All medication administration will be documented and kept on file in the health office.
5. If the medication is to be terminated prior to the date on the prescription, a withdrawal of consent of the parent is required. The written consent of the parent and the written order of the physician shall be kept on file in the health office.

The Corporation does not honor requests by parents or physicians to administer over-the-counter herbs, minerals and vitamins and other homeopathic products as there is currently no standardization relative to these products and no FDA approval and guidelines.

Any unused medication which is unclaimed by the parent/guardian will be destroyed within five school days by the Corporation when a prescription is no longer to be administered according to the authorization form, or at the end of the school year.

All designated staff responsible for administering medication to students will be trained by a registered nurse on the proper administration of medication and/or diabetes care. A record of this training will be kept on file in the health office.

All medication, both prescription and non-prescription, must be brought into the nurse's office by a parent or guardian. Only students meeting the criteria of Indiana code who have valid medical authorization and parent permission on file in the school office will be permitted to carry medications and self-administer such substances. These exceptions are explicitly stated in the law and detailed below.

The Corporation may fill a prescription or statewide standing order for epinephrine, and a federal Food and Drug Administrative approved opioid overdose reversal medication, including nasal spray (collectively, "emergency medications") if such emergency medications are prescribed for schools or school corporations by an Indiana-licensed healthcare provider whose scope of practice includes the prescribing of medication or if the state health commissioner or the health commissioner's legally authorized designee, if any, issues a statewide standing order for such emergency medication for schools or school corporations. Injectable epinephrine that is filled and used in accordance with this policy must have an expiration date of not less than twelve (12) months from the date that the pharmacy dispenses the injectable epinephrine to the Corporation.

All emergency medication must be stored in a safe location where only school employees have access.

A school nurse may administer emergency medication obtained under this policy to a student, employee, or visitor of the school if such individual is demonstrating signs or symptoms of a life-threatening emergency and the individual does not have emergency medication at the school or the individual's prescription is not available. Such administration must be within the manufacturer's guidelines.

A school employee may administer emergency medication obtained under this policy to a student, employee, or visitor of the school if the administering employee has voluntarily received training in recognizing a life threatening emergency and in the proper administration of the emergency medication administration. Such training must be by a health care provider who is licensed or certified in Indiana, for whom the administration of emergency medication is within the health care provider's scope of practice, who has received training in the administration of emergency medication, and who is knowledgeable in recognizing the symptoms of a life-threatening emergency and the administration of emergency medication. Such administration must be within the manufacturer's guidelines.

All emergency medication administration will be documented and kept on file in the health office.

Indiana law permits an individual or entity in a position to assist an individual who, there is reason to believe, is at risk of experiencing an opioid-related overdose, to administer an overdose intervention drug to an individual who is suffering an overdose.

The Corporation, in good faith, believes it is an entity in a position to assist an individual who there is a reason to believe is at risk of experiencing an opioid-related overdose; therefore, it may obtain an overdose intervention drug from a prescriber or entity acting under a standing order issued by a prescriber and may maintain such intervention drug on-site in school facilities to provide such assistance.

All overdose intervention drug medication administration will be documented and kept on file in the health office.

Chronic Disease or Medical Condition

In accordance with Indiana statute, a student with a chronic disease or medical condition may possess and self-administer medication for the chronic disease or medical condition on school grounds immediately before or during school hours, or immediately after school hours, or at any other time when the school is being used by a school group; off school grounds at a school activity, function, or event; or traveling to or from school for a school activity, function, or event, if the following conditions are met:

1. The student's parent/guardian has filed an authorization for the student to possess and self-administer the medication. The authorization must include the physician's statement described below in #2.
2. A physician states in writing that:
 - a. the student has an acute or chronic disease or medical condition for which the physician has prescribed medication;
 - b. the student has been instructed in how to self-administer the medication; and
 - c. the nature of the disease or medical condition requires emergency administration of the medication.

The authorization and statement described in subsection (2) must be filed with the clinic/building nurse.

The Board is not liable for civil damages as a result of a student's self-administration of medication for an acute or chronic disease or medical condition except for an act or omission amounting to gross negligence or willful and wanton misconduct.

Students with diabetes, seizures, or chronic diseases shall be appropriately accommodated per Indiana statutes. An appropriate plan for the student, which may be a Section 504 Plan, individual health plan, or

IEP, will be developed and implemented.

Transportation of Medications by Students

Medication that is possessed by a school for administration during school hours or at school functions for a student may be released to:

1. The student's parent or guardian;
2. An individual who is at least eighteen years of age and designated in writing by the student's parent or guardian to receive the medication; or
3. The student, if the student's parent provides written permission for the student to receive the medication. (Note: This section does not apply to medication possessed by a student for self-administration under Indiana Code as specified above).

Do Not Resuscitate (DNR) Orders / Physician Orders for Scope of Treatment (POST) Forms

Each student with a potentially life-threatening medical condition should have a health care plan and/or emergency medical plan. Corporation employees shall follow normal procedures for addressing emergencies occurring while students are on Corporation property (including being transported in vehicles owned, leased, or operated by the Corporation); and during Corporation events, even if held outside of Corporation property (for example, prom or field trips).

Corporation employees will not adhere to Do Not Resuscitate (DNR) Orders or Physician Orders for Scope of Treatment (POST) forms which prohibit individuals from administering resuscitation (CPR) or medical interventions measure to a student. This policy shall not interfere with a health care provider's obligations under Indiana law.

If the school is presented with a DNR order or POST form, the parent or guardian should be advised of the Corporation's policy and should be directed to the hospital(s) in the area where the student may be transported in an emergency and advised to discuss the order with such facility.

Student Concussions and Sudden Cardiac Arrest

Corporation employees shall abide by legal obligations regarding student athletes and avoiding injuries, including informing and educating coaches, student athletes, and parents of student athletes regarding the nature and risk of concussion, head injury, and sudden cardiac arrest to student athletes. Corporation employees shall additionally abide by legal obligations regarding students in extracurricular activities and sudden cardiac arrest. The following individuals must complete a sudden cardiac arrest training course (approved by the Indiana Department of Education) ~~including training in the use of an automated external defibrillator (AED)~~: head coach or assistant coach who coaches an athletic activity, , a marching band

leader, a drama or musical leader, and a leader of an extracurricular activity in which students have an increased risk of sudden cardiac arrest activity as determined by the Indiana Department of Education in consultation with an appropriate organization. Such individuals may not lead or coach an activity in which students have an increased risk of sudden cardiac arrest until such training is complete . The provider of the training course shall provide a **and must complete the training every two (2) years thereafter. The training must include signs and symptoms, response, the use of automated external defibrillators (AEDs), and be approved by the IDOE.** certificate of completion, and the Corporation shall maintain all certificates of completion for each individual required to undergo sudden cardiac arrest training. ~~The Board has determined that it may enhance school safety to have an AED placed in building(s) within the Corporation for use by employees with proper training.~~

In addition to completing the training as required above, a head coach, assistant coach, who coaches an activity, including cheerleading, marching band leader, drama, or musical leader shall”

- Ensure an operational AED present at the venue for each event in which s/he is providing coaching or leadership, and
- Inform all individuals who are coaching or providing leadership at the event of the location of the AED.

The Corporation shall:

- Develop a venue specific emergency action plan for sudden cardiac arrest which includes detailed instructions regarding how to respond to sudden cardiac arrest that includes elements recommended by the American Heart Association, Heart Safe Schools Program, or other nationally recognized evidence based program and indicates the location of the nearest AED at the venue.
- Share the plan with each head coach, assistant coach, and marching band, drama, or musical leader.
- Share the plan with students, before the beginning of the season for each athletic, band, drama, or musical activity.

Communicable Diseases

The Corporation will collaborate with and follow guidance from the Indiana Department of Health to meet its obligations to control communicable diseases impacting the school community. See *Policy A325 Communicable Disease*.

Immunizations

Consistent with state law, the School Board requires that all students be immunized in accordance with the requirements of the Indiana Department of Health.

The Superintendent shall require parents to furnish to their child's school, no later than the first day of school attendance, proof of the student's immunization status, either as a written document from the health

care provider who administered the immunization or documentation provided from the state immunization data registry. Students whose parents do not provide the required documentation by the first day of school attendance may be granted a twenty (20) school day waiver. However, if the student remains unimmunized at the close of the twenty (20) school day waiver period, the student may not be permitted to attend school, unless the parents have filed a religious or medical exemption in accordance with state law.

The Superintendent or his or her designee will provide information concerning meningococcal disease (meningitis) and its vaccines to students and parents or guardians at the beginning of each school year. The Corporation shall provide, via the school corporation website, information prescribed by the state department of health concerning the link between cancer and the human papillomavirus (HPV) infection and that an immunization against the human papillomavirus (HPV) infection is available.

The Corporation shall provide materials concerning immunizations and immunization preventable diseases to parents and guardians of students. Posting the materials on the school building's website shall satisfy the distribution requirement.

The Superintendent shall ensure that all applicable immunization information is complete in the state immunization data registry (**CHIRP**) no later than the first Friday in February each year.

Examinations

The Corporation may conduct student physical examinations or screenings required by federal or state law (such as hearing and vision screening). In addition, the Corporation may require physical examinations or screenings for voluntary participation in athletic programs. The Corporation will also, with parental consent, administer physical examinations (such as a physical or occupational therapy evaluations) that are necessary for determining a student's need for related services as part of a Free, Appropriate Public Education (FAPE). Examinations or screenings administered by the Corporation will be conducted by appropriately qualified examiners.

Mental Health Treatment Notification

Prior to referring a student to a provider of mental health services due to a pattern of aberrant or abnormal behavior, a school official will contact a student's parent. A school official shall also hold a conference with the student and the student's parent prior to referring student to a provider of mental health services.

I.C. 20-34-3-18

I.C. 20-34-3-21

I.C. 20-34-3-26

I.C. 20-33-8-13

I.C. 20-34-7 *et. seq.*

I.C. 20-34-8

I.C. 34-30-12-1

I.C. 16-36-5-19

I.C. 16-36-6 *et. seq*

I.C. 20-34-5

I.C. 20-34-4.5

I.C. 34-30-14-6

I.C. 16-42-27-1 *et seq.*

511 IAC 7-36-9

Franklin Community School Corporation

Adopted: 1-8-24

Revised: 5-12-25



Book	POLICIES
Section	Section D - Human Resources
Title	D300 - Alcohol and Controlled Substance Policy for Commercial Driver's License (CDL) and Safety Sensitive Positions
Code	
Status	Active

D300

ALCOHOL AND CONTROLLED SUBSTANCE POLICY FOR COMMERCIAL DRIVER'S LICENSE (CDL) AND SAFETY SENSITIVE POSITIONS

It is the policy of the Franklin Community School Corporation that its drivers (CDL Drivers) and employees in safety sensitive positions be free of substance abuse and alcohol abuse. Employees who hold a CDL license (Commercial Driver's License) and who drive a school bus or other vehicle that qualifies under 49 C.F.R. Part 382, and employees in safety sensitive positions, must participate in the Corporation's controlled substance and alcohol testing program. Participation in this program is a requirement of each qualified employee and is a condition of employment. A copy of this policy and information packet regarding the harmful effects of controlled substances and alcohol (Drivers Packet) will be provided to all employees. The Transportation Director is designated to answer questions regarding this policy.

FCSC Transportation
Director 317-346-8770

SAFETY-SENSITIVE FUNCTION (Categories of employees subject to testing)

A driver or employee in a safety sensitive position may be tested at any time s/he performs a safety sensitive function. *Safety-sensitive function* includes all time spent either waiting to be dispatched; inspecting equipment or otherwise inspecting, servicing, and/or conditioning any commercial motor vehicle; driving; in or upon a commercial motor vehicle; loading/unloading a vehicle, supervising or assisting in the loading/unloading process, attending a vehicle being loaded/unloaded, remaining in readiness to operate a vehicle, or giving or receiving receipts for shipments loaded/unloaded; performing accident-related duties; or repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle. A supervisor, mechanic or clerk, etc., who is on call to perform safety-sensitive functions may be tested at any time they are on call, ready to be dispatched while on-duty (§382.305).

TESTING PROGRAM

Participation includes initial screening for existing employees, pre-employment screening, participation in a random testing program, post-accident analysis, return to duty testing, and follow-up testing associated with alcohol or controlled substance misuse, and employees who are suspected of controlled substance and/or alcohol use. Any driver who tests positive will be subject to a minimum of six (6) follow-up tests in the first twelve (12) months. The follow-up testing period shall not exceed sixty (60) months.

All individuals hired for safety-sensitive positions will be subject to a pre-employment query of the Commercial Driver's License Drug and Alcohol Clearinghouse prior to beginning employment. In addition, all individuals hired for safety-sensitive positions will be subject to a pre-employment screening.

Refusal to submit to alcohol/controlled substance testing will be recorded as a positive test. An employee refuses to take a drug test if they fail to appear for a test within a reasonable amount of time; fail to remain at the testing site until the testing process is complete; fail to provide a urine specimen or sufficient specimen without an adequate medical explanation for the failure; fail to permit the observation or monitoring of the provision of a specimen; fail to take an additional drug test as directed by the Corporation or a collector; fail to undergo a medical evaluation as directed by the Medical Review Officer (MRO); fail to cooperate; fail to follow directions during collection; or is reported by the MRO as having a verified adulterated or substituted test result.

It is incumbent on the driver to report to his/her supervisor use of any prescription or over-the-counter controlled substances that may affect job performance or the safety of others.

Transportation supervisors and mechanics will be trained in the detection of alcohol and controlled substance use. Information obtained in the course of testing drivers is confidential and will not be made part of the driver's personnel file or made available to a third party (excluding corporation legal counsel) without direct written consent of the driver.

If a driver is involved in an accident while driving a Corporation vehicle, the driver must immediately contact the Supervisor regarding appropriate transport and testing under the DOT post-accident testing protocols.

The Corporation will strictly adhere to all standards of confidentiality and assures that drivers' testing records and results will be released only to those authorized under §382.405.

Detailed information on the following Corporation testing procedures can be found in the Corporation's FMCSA/DOT DRUG AND ALCOHOL TESTING PROGRAM Manual, which is incorporated into this policy by reference and will be the subject of annual training for transportation staff:

- Procedure for performance of controlled substance tests , including split specimen collection and analysis for controlled substances

- Procedure for performance of alcohol tests, including whether breath or saliva screening tests will be performed
- Employee privacy protections Testing process integrity
- Procedures for assuring test results will be attributed to the correct driver

The following is the contact information for the Medical Review Officer:

Amanda Martin
998 Grizzly Cub Drive
Franklin, IN 46131
317-346-8700

DRIVERS WITH AN ALCOHOL CONCENTRATION OF 0.02 OR GREATER BUT LESS THAN 0.04

Consistent with 49 C.F.R. 382.505, any driver who has an alcohol concentration of 0.02 or greater but less than 0.04 shall not perform or continue to perform safety-sensitive functions for an employer until the start of the driver's next regularly scheduled duty period, but not less than 24 hours following administration of the test. No employer shall take any action against a driver based solely on test results showing an alcohol concentration of less than 0.04. This provision is listed in compliance with Federal Motor Carrier Safety Administration ("FMCSA") regulations and does not prohibit the Corporation from taking any action otherwise consistent with the law.

No action shall be taken under FMCSA or DOT authority against the driver based solely on test results showing an alcohol concentration of less than 0.02. Alcohol concentration results of less than 0.02 are considered negative for the purposes of this employer testing program. No employer may penalize a driver based on a test result of less than 0.02 alcohol concentration conducted under Federal requirements.

COSTS

All Corporation employees who test positive for controlled substances and/or alcohol, will assume responsibility for all incurred testing fees. This includes positive results on Pre-employment, Probable Cause, Random, Post-Injury and Post-Accident testing.

All employees who request that split specimens be forwarded to another laboratory will be responsible for the cost.

Any employee who tests positive and is referred for an evaluation by a Substance Abuse Professional (SAP), will be required to incur the costs for the Return to Duty testing and all Follow-up testing required by FMCSA/DOT and/or Corporation. Corporation will pay for all negative controlled substance and alcohol testing.

PROHIBITED BEHAVIOR

The following shall be considered “prohibited conduct” for purposes of this policy:

- No employee shall report for duty or remain on duty while having an alcohol concentration greater than 0.00.
- No employee shall use alcohol while performing safety-sensitive functions.
- No employee shall perform safety-sensitive functions within eight (8) hours after using alcohol. FMCSA regulations require four (4) hours; however, the Corporation is choosing a more stringent requirement for the safety of all students.
- No employee required to take a post-accident alcohol test shall use alcohol for eight (8) hours following the accident or until he/she undergoes a post-accident alcohol test, whichever occurs first.
- No employee shall refuse to submit to a post-accident, a random, a reasonable suspicion, return-to-duty, follow-up, or post-injury breath alcohol or urine-controlled substance test.
- No employee shall report for duty or remain on duty when the employee uses any controlled substance, except when use is pursuant to the instructions of a physician who has advised the

employee that the substance does not adversely affect the employee’s ability to operate a commercial motor vehicle or perform a safety-sensitive function.

If the Corporation has actual knowledge or has reason to believe that an employee has engaged in prohibited conduct, the Corporation may require the employee to submit to controlled substance and/or alcohol testing. If an employee engages in prohibited conduct, the employee is not qualified to drive a commercial motor vehicle or to perform a safety-sensitive function and shall be immediately removed from service. Corporation may in its discretion, at the request of the employee, keep the employee’s position open while such employee attempts to become re-qualified. Corporation may also, at its discretion, take action against the employee up to and including termination.

CONSEQUENCES

The Board mandates that drivers and other employees covered under 49 C.F.R. Part 382, must cooperate with school officials in the execution of Alcohol and Controlled Testing Procedures. Failure to cooperate with school officials or their agent(s) will be considered insubordination and the driver shall be terminated as a driver subject to applicable laws. Drivers or other employees who have a positive controlled substance test result or have an alcohol concentration of 0.04 or greater shall be immediately removed from his or her safety-sensitive function and subject to discipline, which may include termination of employment, an unpaid suspension, or administrative leave/paid suspension. Any driver who has a verified positive controlled substances test result, has an alcohol concentration of 0.04 or greater, or refuses to submit to a test must also be evaluated by a substance abuse professional.

EMPLOYEE TRAINING

Corporation shall provide educational materials that explain the requirements of 49 C.F.R. 382.601, consequences of violating the regulations, materials that explain the harmful effects of alcohol and

controlled substance abuse, and the employer's policies and procedures with the respect to meeting these requirements. The materials supplied to employees may include information on the effects of alcohol misuse and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol problem; and available methods of intervening when an alcohol and/or controlled substance problem is suspected; available methods of intervening when an alcohol or controlled substance problem is suspected, including confrontation, referral to any employee assistance program and/or referral to management; additional employer policies with respect to the use or possession of alcohol or controlled substances, for example, the consequences for an employee found to have a specified alcohol or controlled substances level based on the employer's authority independent of 49 C.F.R. 382.601.

Employees who suspect they may have an alcohol or other drug abuse problem are encouraged to seek counseling and information on a confidential basis, and may contact the Human Resources Office for a list of available resources.

COMMERCIAL DRIVER'S LICENSE DRUG AND ALCOHOL CLEARINGHOUSE

The Corporation will collect, maintain, and report to the Commercial Driver's License Drug and Alcohol Clearinghouse the following personal information:

- a. A verified positive, adulterated, or substituted drug test result;
- b. An alcohol confirmation test with a concentration over 0.00;
- c. A refusal to submit to any test required by subpart C of this part;
- d. An employer's report of actual knowledge, as defined at 49 C.F.R. 382.107;
- e. On duty alcohol use pursuant to 49 C.F.R. 382.205;
- f. Pre-duty alcohol use pursuant to 49 C.F.R. 382.207;
- g. Alcohol use following an accident pursuant to 49 C.F.R. 382.209; and
- h. Controlled substance use pursuant to 49 C.F.R. 382.213;
- i. A SAP report of the successful completion of the return-to-duty process;
- j. A negative return-to-duty test; and
- k. An employer's report of completion of follow-up testing.

The Corporation shall ensure that each employee is required to sign a statement certifying that he/she has received a copy of these materials described in 49 C.F.R. 382.601.

The Superintendent is authorized to develop administrative guidelines to implement this policy.

49 C.F.R. Part 382

Federal Motor Carrier Safety Administration - *Implementation Guidelines for Alcohol and Drug Regulations in Highway Transportation*

FMCSA/DOT Drug and Alcohol Testing Program Manual

Franklin Community School Corporation

Adopted: 5-13-24

Revised:



Book	POLICIES
Section	Section F - Fiscal Management
Title	F100 - Internal Controls and Reporting Losses, Shortages, Variances, or Thefts
Code	
Status	Active

F100

INTERNAL CONTROLS AND REPORTING LOSSES, SHORTAGES, VARIANCES, OR THEFTS

Reporting Losses, Shortages, Variances, or Thefts

All members of the school community need to be watchful for fraud, theft, or misuse of the resources of the Franklin Community Schools. All Corporation employees or contractors must report any known or suspected loss, shortage, variance, or theft of Corporation funds or property to the employee's supervisor or to the Chief Financial Officer.

The Chief Financial Officer shall take appropriate steps to investigate and remedy any loss, shortage, variance, or theft. The Chief Financial Officer shall document and maintain a file on any reported incident that includes for each incident, at minimum, a narrative of the situation, communication with authorities, relevant dates, the estimated amount of variance and any individuals involved.

As soon as any material loss, shortage, variance, or theft of Corporation funds or property is substantiated, the Chief Financial Officer shall immediately report the incident to the State Board of Accounts.

A loss, shortage, variance, or theft is "material" if it amounts to more than \$500. These materiality thresholds apply to cash or to the fair market value of other Corporation assets. If there is doubt about whether a loss, shortage, variance, or theft meets the "material" threshold, it should be reported to the State Board of Accounts.

Additionally, Indiana law requires that any individual who holds, receives, disburses, or is required to keep account of funds on behalf of a public school corporation and who has actual knowledge of or reasonable cause to believe that there has been a misappropriation of public funds or assets of the school corporation to immediately send written notice of the misappropriation to the state board of accounts and the local prosecuting attorney. This requirement is not subject to any materiality threshold.

Internal Controls

The Board hereby adopts *State Board of Accounts, Uniform Internal Control Standards for Indiana Political Subdivisions* and directs the superintendent, with the Chief Financial Officer, to implement internal control standards and procedures consistent with this State Board of Accounts guidance, and to ensure that Corporation personnel receive training concerning the internal control standards and procedures. The administration shall develop and utilize written procedures for determining the allowability of costs in accordance with 2 CFR Subpart E – Cost Principles and the terms and conditions of the federal award. A minimum of 2 staff members trained in internal controls must review all financial transactions before processing, and such review shall be consistently documented.

Authorized Signatures

Authorized signatures for checks and warrants of the school corporation shall be the Chief Financial Officer. Authorized signatures for extra-curricular checks shall be the ~~Chief Financial Officer and the~~ school principal **and school treasurer**. In the absence of the principal, the Chief Financial Officer may sign extra-curricular checks.

Legal References:

IC 5-11-1-27

IC 5-11-1-16(c) & (d)

State Board of Accounts Directive 2015-6

State Board of Accounts, Uniform Internal Control Standards for Indiana Political Subdivisions

Franklin Community Schools

Adopted: 7-8-24



Book	POLICIES
Section	Section F - Fiscal Management
Title	F125 - Purchasing Procedures and Capital Assets
Code	
Status	Active
Last Revised	May 12, 2025

F125

PURCHASING PROCEDURES AND CAPITAL ASSETS

PUBLIC PURCHASING

Every purchase of goods or supplies by a school must comply with Indiana public purchasing and contract laws. The Board hereby designates the Chief Financial Officer as purchasing agent or designee for the Board. The following procedures along with current Indiana law and guidance published by the Indiana State Board of Accounts shall be generally followed by school administrators for the purchase of products or supplies (i.e. equipment, goods, and materials):

- I. **Specifications** — Prior to obtaining proposals for goods or supplies, the purchasing agent or designee will prepare specifications describing the goods or supplies. Specifications should be prepared in such a manner to promote overall economy and to encourage competition. Duplicative or unnecessary items will not be purchased. Consideration should be given to consolidating or breaking out procurement to obtain a more economical purchase.
- II. **Good Faith Requirement** — Each purchasing agent or designee shall negotiate, perform, or administer each contract in good faith.
- III. **Rules and Policies** — The school may adopt additional guidelines to regulate purchases which may supplement, but may not be inconsistent with Indiana law. The school corporation may also establish additional written policies for purchases. Written policies may apply to all purchases generally or to a specific purchase.
- IV. **Electronic Transmission** — The purchasing agent or designee may give and receive notices and offers electronically.

- V. **Trusts** - If the purchasing agent or designee receives an offer from a trust, the purchasing agent or designee must require the trust to identify the beneficiaries of the trust and settlor empowered to revoke or modify the trust prior to accepting an offer to determine if a conflict of interest may exist.

- VI. **No Artificial Division** — Purchases may not be artificially divided to avoid any requirement of the public purchasing law or any other applicable law. Artificial division to avoid any requirement could result in personal responsibility for the purchasing agent or designee and possible criminal charges.

- VII. **Invitation for Bids** — Unless another purchase method is allowed by statute and prior to obtaining proposals for goods or supplies **over \$150,000**, a purchasing agent or designee must normally issue an invitation for bids and which must include the following information:
 - A. A description for the goods or supplies to be purchased which may include specifications attached to or made a part of the solicitation;
 - B. All contractual terms and conditions that apply to the purchase;
 - C. A statement of the evaluation criteria that will be used in the review of responses including any inspection, testing, quality, workmanship, delivery, or suitability standards;
 - D. The time and place for opening of bids;
 - E. A statement concerning whether the bid must be accompanied by a certificate check or other evidence of financial responsibility; and
 - F. A statement concerning the conditions under which a bid may be cancelled or rejected in whole or in part.

- VIII. **Evaluation Criteria** — Evaluation criteria that will affect the bid price and will be considered in the bid evaluation process must be objectively measurable. A purchasing agent or designee may only use criteria specified in the bidding documents and applicable laws to evaluate the bids.

- IX. **Evidence of Financial Responsibility** — The purchasing agent or designee may specify in a solicitation that an offeror must provide evidence of financial responsibility. Evidence of financial responsibility may be a bond, certified check, or other evidence specified by the purchasing agent or designee in the solicitation. A bond or certified check may not be set at more than ten percent (10%) of the contract price.

- X. **Public Notice** — When total project cost is over \$150,000, The purchasing agent or designee must give newspaper notice of any invitation for bids in accordance with IC 5-3-1 and currently requires a notice must be published two (2) times at least one (1) week apart with the second notice at least seven (7) days prior to the opening of bids.

- XI. **Public Opening** - The purchasing agent or designee shall open bids publicly. Offers may be opened after the noticed date if the school board determines in writing that it is in its best interest and the time and place is announced at the originally scheduled opening.

- XII. **Prohibited Changes** — The purchasing agent or designee may not permit changes in bid prices or other material provisions of bids after the bid opening.

- XIII. **Contract Decision** — ~~The purchasing agent or designee must award the contract promptly by written notice to the lowest responsible and responsive bidder or reject all bids submitted.~~ If the **Board purchasing agent or designee** awards a contract to a bidder other than the lowest bidder, the reason for the award must be stated in the minutes of the board meeting at the time the award is

made and written notification provided to all bidders should include the factors used to determine which bidder is the lowest responsible and responsive bidder.

A. Responsible Bidder

The purchasing agent or designee must determine whether an offeror is "responsible" and if not, that determination must be made in writing. The following factors can be considered:

- i. whether an offeror fails to provide information required to determine whether they are responsible;
- ii. the ability and capacity of the offeror to provide the goods or supplies;
- iii. the integrity, character, and reputation of the offeror; and
- iv. the competency and experience of the offeror.

Unless exempt, registration with the Indiana Secretary of State to do business in Indiana and adequate insurance as determined by the Corporation is required to be considered responsible.

B. Responsive Bidder

The purchasing agent or designee must determine whether an offeror is responsive. The purchasing agent or designee may consider the following factors:

- i. whether the offer confirms in all material respects to the specifications;
- ii. whether the offer complies specifically with the solicitation and the instruction to offerors; and
- iii. whether the offeror has complied with all applicable statutes, ordinances, resolutions, or rules pertaining to the award of a public contract.

- XIV. **Unconditional Acceptance** — Bids must be unconditionally accepted without alteration or correction, with limited exceptions. If a bidder inserts contract terms or bids on items not specified in the invitation, the purchasing agent or designee shall treat the additional material as a proposal for addition to the contract and may either declare the bidder nonresponsive, permit the bidder to withdraw the proposed additions to the contract, or be willing to accept any of the proposed additions to the contract. However, a purchasing agent or designee may not accept proposed additions that **violate Indiana law** or are prejudicial to the school or to fair competition.
- XV. **Purchase Order** - Within thirty (30) days after the acceptance of an offer, the purchasing agent or designee shall deliver notice to the successful offeror a purchase order and retain a copy for public inspection.
- XVI. **Length of Goods/Supplies Contract** — A contract for goods or supplies may be entered into for a period not to exceed four (4) years and must specify that obligations of the school are subject to the appropriation and availability of funds.
- XVII. **Contract Renewal** — A contract that contains a provision for escalation of the price of the contract may be renewed only if the price escalation is linked to a commonly accepted index or a formula set forth in the contract. The term of a renewed contract may not be longer than the initial term of the contract.

XVIII. **Advance Payments** — The Corporation may not make payment in advance of receipt of goods or services unless permitted by applicable law. The Corporation may only make payment in advance of receipt of goods and services when allowed by Indiana law and IN State Board of Accounts guidelines.

XIX. — **Prohibited Items** - Under no circumstances is the Corporation or any of its agents or employees permitted to use funds for purchases of tobacco, alcohol, or illegal substances.

ALTERNATIVE PURCHASING METHODS

The purchasing agent or designee may when allowed under the public purchasing and public contract laws consider use of the following alternative purchasing methods. Any purchase that does not qualify for an alternative purchasing method must be made through a public bidding process.

I. Requests for Specifications — The school board may make a written finding that the development of specifications is not feasible and may grant a purchasing agent or designee approval to issue a request for specifications. Requests for specifications should be published in accordance with IC 5-3-1 which requires that a **newspaper** notice must be published two (2) times at least one (1) week apart.

Requests must include the following:

- A. the factors or criteria that will be used in evaluating the specifications;
- B. a statement concerning the relative importance of the evaluation factors; and
- C. a statement concerning whether discussions may be conducted with persons proposing specifications to clarify the specification requirements.

All entities proposing specifications must be accorded fair and equal treatment with respect to any opportunity for discussions and revisions of proposed specifications.

II. Request for Proposals ("RFP")

The purchasing agent or designee may also and is encouraged to issue a request for proposals.

An RFP must include at least the following:

- A. the factors or criteria that will be used in evaluating the proposals;
- B. a statement concerning the relative importance of price and other evaluation factors (only these evaluation factors may be considered in the evaluation of proposals);
- C. a statement concerning whether the proposal must be accompanied by evidence of financial responsibility; and
- D. a statement concerning whether discussion may be conducted with responsible offerors who submit proposals determined to be reasonably susceptible of being selected for award.

Requests for proposals should be published in accordance with IC 5-3-1 which requires that a **newspaper** notice must be published two (2) times at least one (1) week apart. In addition to publishing the request

for proposal, nothing shall prevent the Corporation from sending the Request for proposals directly to known suppliers and/or contractors inviting the supplier or contractor to submit a proposal.

If an RFP is issued, the purchasing agent or designee must prepare a register of proposals which must be open to the public inspection after the contract is awarded. The register must include at least the following:

- A. a copy of the RFP;
- B. a list of all persons to whom copies were given;
- C. a list of all proposals received, including the name and address of all offerors, the dollar amount of each offer, and the name and dollar amount of the successful offeror;
- D. the basis on which the award was made; and
- E. the entire contents of the contract file, except for proprietary information included with an offer.

As provided in the request for proposals or under the rules or policies of the school, discussions may be conducted with, and best and final offers obtained from, responsible offerors who submit proposals determined to be reasonably susceptible of being selected for award. The RFP must be awarded to the responsible offeror whose proposal is determined in writing to be the most advantageous to the school. Awards may be made to more than one offeror if the proposals are determined in writing to be advantageous to the school.

The purchasing agent or designee must treat each offeror fairly and equally with respect to any opportunity for discussion and revision of proposals. In conducting discussions with an offeror, the purchasing agent or designee may use information derived from other proposals in discussion only if the identity of the offeror providing the information is not disclosed to others. Equivalent information must be provided to all offerors with which the purchasing agent or designee chooses to have discussions.

- III. **Purchasing Organizations** - If the school is a participant in a cooperative purchasing organization, a purchasing agent or designee may work with the organization to solicit proposals for the supplies, goods, and services.
- IV. **Reverse Online Auctions** - The purchasing agent or designee may conduct a reverse auction for the purchase of supplies by using an internet purchasing site to issue an invitation for bids and receive bids in accordance with Indiana law.
- V. **Special Purchases**- Special Purchases without soliciting bids or proposals are permitted under IC 5-22-10 if made with competition as practicable under the circumstances and:
 - A. Certain emergency conditions exist;
 - B. Unique opportunity to obtain supplies or services at a substantial savings to School;
 - C. Auction;
 - D. Data processing contract or licensing agreement (such as software programs);

- E. Concerns over compatibility of equipment and only 1 source meets reasonable requirements; F. Purchasing method seriously impairs the functioning of school
 - G. No responsive offers received under correct use of other purchasing methods;
 - H. A governmental discount of established price;
 - I. Only single source of supply is available
 - J. Efficiency & economic advantages (such as federal GSA pricing)
 - K. Vendor is an entity with contract with federal agency or purchase is from federal government or public utility
 - L. Acceptance of a Gift
- VI. **Micro Purchases (Under \$10,000 Using Federal Funds)**- This section applies only if the purchasing agent or designee expects the purchase to be less than \$10,000 when federal funds are used to purchase supplies *and* services. A purchasing agent or designee may award without soliciting competitive price or rate quotations if the purchasing agent or designee deems the price reasonable based on research, experience, purchase history, or other information and documents maintained by the Corporation.
- VII. **Small Purchases (Under \$50,000 Using Non-Federal Funds)**-Purchases under \$50,000 using nonfederal funds may be made through the open market, or using any other method established under this Policy and deemed appropriate by the purchasing agent or designee.
- VIII. **Request for Quotes (Federal Purchases Between \$10,000-\$150,000 or Non-Federal Purchases Between \$50,000 and \$150,000)**- This section applies only if the purchasing agent or designee expects a non-federal purchase to be between \$50,000 and \$150,000, or a federal purchase to be between \$10,000 and \$150,000.
- A purchasing agent or designee may purchase supplies by inviting quotes from at least three (3) persons known to deal in the lines or classes of supplies to be purchased.
 - The purchasing agent or designee shall mail an invitation to quote to these persons at least seven (7) days before the time fixed for receiving quotes.
 - If the purchasing agent or designee receives a satisfactory quote, the purchasing agent or designee shall award a contract to the lowest responsible and responsive offeror for each line or class of supplies being requested. The purchasing agent or designee may reject all quotes.
 - If the purchasing agent or designee does not receive a quote from a responsible and responsive offeror, the purchasing agent or designee may purchase the supplies under IC 5-22-10-10.

ADDITIONAL PROVISIONS ON PROCUREMENT USING FEDERAL FUNDS

The Superintendent shall maintain a procurement and contract administration system in accordance with the federal procurement requirements (2 CFR 200), including verification that vendor/contractor has not been suspended or debarred from participation in federal programs, and the prohibition of use of statutorily or administratively imposed state, local or tribal geographical preferences in the evaluation of bids or proposals, except where applicable federal statutes expressly mandate or encourage geographic preference,

for the administration and management of Federal grants and Federally-funded programs. The Corporation shall maintain a contract administration system that requires contractors to perform in accordance with the terms, conditions, and specifications of their contracts, applicable laws, and/ or purchase orders. Except as otherwise noted or as required by applicable laws, procurement transactions shall conform to the provisions of this policy and related guidelines.

The Superintendent/Treasurer shall review applicable laws with regards to grant opportunities and prepare applications for programs deemed appropriate and beneficial to the students and the School. The Superintendent/Treasurer shall approve each such proposal prior to its submission, and the Board shall approve receipt of all grants resulting from such proposals.

MATERIALITY & CAPITAL ASSETS

It is the School Board's intent to maintain a fixed asset capitalization plan utilizing the following guidelines. In addition to establishing this capitalization policy, the Corporation, according to Indiana State Board of Accounts guidance, maintains a Capital Assets Ledger; identifies capital assets by activity; identifies capital assets by major class; confirms beginning balance; reports additions to capital assets; reports reductions in capital assets; compares ending balance to Capital Assets Ledger; documents basis for valuation and estimated useful life; and has established internal controls (see Policy F100 on Internal Controls).

Definitions and Provisions

For the purpose of this policy, the following definitions apply unless the context clearly indicates or requires a different meaning.

"Tangible Assets" - Assets which can be observed by one or more of the physical senses.

"Fixed Asset" - Tangible assets of a durable nature employed in the operating activities of the Corporation and are relatively permanent and are needed for the production or sale of goods or services are termed property, plant and equipment or fixed assets. These assets are not held for sale in the ordinary course of operations. This group is usually separated into classes according to the physical characteristics of the items (e.g. land, buildings, improvements other than buildings, machinery and equipment, furniture and fixtures).

"Capital Outlays" - Expenditures which benefit both the current and future fiscal periods. Includes costs of acquiring land or structures; construction or improvement of buildings, structures or other fixed assets; and equipment purchases having an appreciable and calculable period of usefulness. These are expenditures resulting in the acquisition of or addition to the government's general fixed assets.

I. Land

Corporation will capitalize land purchases, regardless of cost. Original cost of land will include the full value transferred to the grantor, including relocation, closing costs incidental to the purchase (including title insurance commitment and insurance) appraisal and negotiation fees, surveying and costs for preparing the land for its intended purpose (including contractors and/or school workers salary and benefits, such as demolishing buildings, excavating, clean up, and/or inspection).

Corporation will record donated land at fair market value on the date of conveyance plus any associated costs. Purchases made using federal or state funding will follow the source funding policies and above procedures. **II. Machinery and Equipment**

Machinery and equipment includes an apparatus, tool, or conglomeration of pieces to form a tool. The tool will stand alone and not become a part of a basic structure or building.

Corporation will capitalize and tag items with an individual value equal to or greater than \$10,000. Machinery combined with other machinery to form one unit with a total value greater than the above mentioned limit will be one unit.

Shipping charges, consultant fees, and any other cost directly associated with the purchase, delivery, or set up, (including contractors and/or school workers salary and benefits), which makes such equipment operable for its intended purpose will be capitalized.

Improvements or renovations to existing machinery and equipment will be capitalized only if the result of the change meets all of the following conditions:

1. total costs exceeds \$10,000,
2. the useful life is extended two or more years, and
3. the total costs will be greater than the current book value and less than the fair market value.

III. Buildings

Corporation will capitalize buildings at full cost with no subcategories for tracking the cost of attachments. Attachment can include roofs, heating, cooling, plumbing, lighting, or sprinkler systems, or any part of the basic building. Corporation will include the cost of items designed or purchased exclusively for the building.

Corporation's new building will be capitalized only if it meets the following conditions: 1) the total cost exceeds \$10,000, and 2) the useful life is greater than two years.

Corporation while improving or renovating an existing building will capitalize the cost only if the result meets all of the following conditions:

1. the total cost exceeds \$10,000,
2. the useful life is extended two or more years, and
3. the total cost will be greater than the current book value and less than the fair market value.

Capital building costs will include preparation of land for the building, architectural and engineering fees, bond issuance fees, interest cost (while under construction), accounting costs if material, and any costs directly attributable to the construction of a building.

Corporation will record donated buildings at fair market value on the date of transfer with any associated costs. Purchases made using federal or state funding will follow the source funding policies and above procedures.

IV. Improvements Other than Buildings

These improvements to land are for better enjoyment, attached or not easily removed, and will have a life expectancy of more than two years. Examples include walks, parking areas and drives, fencing, retaining walls, pools, outside fountains, and other similar items.

Corporation will capitalize new improvements other than buildings if it meets the following conditions: the total cost exceed \$10,000, and the useful life is greater than two years.

Corporation will capitalize improvements or renovations to existing improvements other than buildings if it meets the following conditions:

1. the total cost exceeds \$10,000,
2. the assets' useful life is extended two or more years, and
3. the total cost will be greater than the current book value and less than the fair market value.

Corporation's donated improvements other than buildings will be recorded at fair market value on the date of transfer with any associated costs. Purchases made using federal or state funding will follow the source funding policies and above procedures.

"Historical Cost" - The cash equivalent price exchanged for goods or services at the date of acquisition. Land, buildings, equipment, and most inventories are common examples of items recognized under the historical cost attribute.

Recording and Accounting

Corporation will classify capital expenditures as capital outlays within the fund from which the expenditure was made in accordance with the chart of accounts of the latest version of Accounting and Financial Regulatory Reporting Manual for political subdivisions. The cost of property, plant and equipment includes all expenditures necessary to put the asset into position and ready for use. For purposes of recording fixed assets of the Corporation, the valuation of assets shall be based on historical cost or where the historical cost is indeterminable, by estimation for those assets in existence.

In addition, an asset register using SBOA prescribed forms shall be maintained to provide a detail record of the capital assets of the Corporation.

When it is not possible to determine the historical cost of capital assets owned by Corporation, the following procedure should be followed. Corporation will develop and inventory of all capital assets which are significant for which records of the historical costs are not available. Corporation will obtain an estimate of the replacement costs of these assets. Through inquiry Corporation determines the year or approximate year of acquisition. Then Corporation multiplies the estimated replacement cost by the factor for the year of acquisitions from the Table of Cost Indexes published by the Indiana State Board of Accounts. The resulting amount will be the estimated cost of the asset.

In some cases, estimated replacement cost can be obtained from insurance policies; however, if estimated replacement costs are not available from insurance policies, Corporation should obtain or make an estimate of the replacement costs. **Safeguarding of Assets**

Accounting controls shall be designed and implemented to provide reasonable assurances that:

1. Capital expenditures made by the Corporation be in accordance with board's authorization as documented in the board meeting minutes.
2. Adequate detail records be maintained to assure accountability for Corporation assets.
3. Access to assets be permitted in accordance with the board's authorization.
4. The recorded accountability for assets be compared with the existing assets at least every two years and appropriate action be taken with respect to any differences.

PUBLIC WORKS PROJECTS

Advance Payments

The Corporation may make advance payments to contractors to enable the contractors to purchase materials needed for a public works project of the Corporation. The solicitation of the public works contract providing for such advance payment must include the following information:

- A. That the Corporation may make advance payments to contractors with approval of the Board of School Trustees to enable such contractors to purchase materials;
- B. Any limitations on the amount of advance payments that will be made;
- C. Requirements for documentation relating to making advance payments to contractors for materials; and
- D. Any other information about advance payment for materials the political subdivision considers useful to contractors that make offers.

Such advance payments may not exceed the lesser of fifty percent (50%) of the entire cost of the contract or two million dollars (\$2,000,000.00).

Required Construction Procedures

If the cost of a construction project exceeds \$300,000, the Corporation will follow the statutory provisions for design-build, construction manager as constructor, competitive bid, or guaranteed energy savings contract.

ADVANCE PAYMENTS FOR GOODS AND SERVICES

The Corporation authorizes the making of advanced payments for goods before delivered or services before completed. If such advance payments are made, the ~~local fiscal officer or designee~~ purchasing agent must do all of the following relating to such advance payments:

- A. Track prepayments by defining the prepayment on a purchase order;
- B. Create a prepayment invoice that is associated with the purchase order;
- C. Require insurance or a surety bond in the amount of prepayment if the amount of prepayment is more than one hundred fifty thousand dollars (\$150,000.00).

Such advance payments may not exceed the lesser of fifty percent (50%) of the entire cost of the contract or two million dollars (\$2,000,000.00).

SBOA Uniform Compliance Guidelines Manual for Schools, Chapter 1

2 CFR 200.318s

I.C. 5-11-1-27

I.C. 5-22-7

I.C. 5-22-8

IC 5-22-10

IC 5-30-1 et seq.

IC 5-32-1 et seq.

I.C. 36-1-7

IC 36-1-12

IC 36-1-12.5

I.C. 5-11-10-1.6

Franklin Community School Corporation

Adopted: 7-8-24 Revised: May 12, 2025



Book	POLICIES
Section	Section F - Fiscal Management
Title	F225 - Fundraising & Crowdfunding
Code	
Status	Active
Adopted	September 9, 2024

F225

FUNDRAISING & CROWDFUNDING

The School Corporation recognizes that staff and student organizations may need to raise funds to support various educational and other instructional-based initiatives. The Corporation also acknowledges the utility and convenience of online fundraising or crowdfunding/crowdsourcing sites. The School Board authorizes the Superintendent or designee to approve all fundraisers and inform the School Board at its next regular meeting. When considering what methods to employ when fundraising, students and staff must consider:

- Only using crowdfunding sites/services that have been vetted and approved by the Superintendent or designee in writing; and
- Whether the proposed fundraising or crowdfunding site takes a portion of the raised funds or requires fundraising goals be met prior to releasing funds.

Fundraising and use of online fundraiser/crowdsourcing sites are subject to all Corporation policies and procedures on fundraising generally, as well as the specific requirements for *online* fundraising below:

1. All fundraising campaigns must support educational or instructional-based initiatives.
2. All crowdfunding campaigns must comply with other board policies and applicable laws, including student privacy and anti-harassment laws. Postings may not include a student's personally identifiable information without parental consent.
3. No Corporation staff may receive any cash payments for fundraising campaigns (except for reimbursement to teachers for verified reasonable project costs).
4. Corporation staff must keep and submit, upon request, records of all funds and items obtained to the Superintendent or his or her designee. A financial report shall be submitted to the Superintendent or

designee at the conclusion of the fundraiser.

5. Funds and/or property received through fundraising (online or otherwise) become property of the Corporation, will be inventoried in the same manner as other Corporation materials and equipment, and will remain in the classroom.
6. Any item purchased with the funds received is Corporation property and must fit/be compatible with Corporation technology.
7. If a teacher has obtained educational resources through fundraising and then moves to another school building within the Corporation, the teacher and building principal will work to mutually agree if the materials should follow the teacher to the new building or remain with the original building. The teacher and principal should take into consideration the best interests, curriculum, and grade level of the students at each building.
8. If the teacher moves to another school corporation, the materials remain in the school building.

Employees who launch fundraising campaigns in violation of this policy do so at their own risk and may not act on behalf of, or hold themselves out as acting on behalf of, their school or the Corporation. Such employees are subject to discipline, up to and including termination/cancellation of employment contract.

The Superintendent or his or her designee may develop administrative guidelines to implement the above policy.

Franklin Community School Corporation

Adopted: 9-9-24

Revised:



Book	GUIDELINES
Section	Section F - Fiscal Management
Title	F225-R - Online Fundraising & Crowdfunding Administrative Guidelines
Code	
Status	Active
Adopted	March 10, 2025

F225-R

ONLINE FUNDRAISING & CROWDFUNDING ADMINISTRATIVE GUIDELINES

The following procedures must be complied with for all online or crowdfunding campaigns that are conducted or overseen by School Corporation staff members. Corporation staff members who launch crowdfunding campaigns without first complying with these procedures do so at their own risk and may not act on behalf of, or hold themselves out as acting on behalf of, their school or the Corporation. Such staff members are subject to discipline, up to and including termination/cancellation of employment contract.

These crowdfunding guidelines also apply to parents, and/or students who wish to raise funds for a specific classroom, school, or school activity through a crowdfunding campaign. While these guidelines do not directly apply to Corporation-affiliated organizations (e.g. PTA/PTO, Athletic/Band Booster Groups), significant deviation from these guidelines by an affiliated organization may be cause for the Corporation to refuse donations from such organization.

Authorized Platforms

Online or crowdfunding campaigns may only be conducted using ~~DonorsChoose or GoFundMe~~ crowdfunding sites/services that have been vetted and approved in writing by the Superintendent or designee.

Request and Approval Process

Prior to beginning a campaign and making the initial posting of the project ~~on either DonorsChoose or GoFundMe~~, the staff member must submit to and obtain approval of an application from the Principal that includes the following information:

1. A description of the items the staff member is seeking to obtain, the value of the items, the timeline for the project, a description of how the project will be administered, and information on action

that will be taken if goal is not met in project timeline (obtainment of some of the requested items, extension of timeline, return of funds, etc.).

2. A description of how the items or funds will support educationally-related initiatives or programs (including extra-curricular activities),
3. A copy of any narratives that will be used to solicit the funds on the website along with any photos that the staff member wants to use on the crowdfunding site. A proposed posting describing the purpose and rationale for the crowdfunding campaign that reflects negatively upon the Corporation, its programs and services, or its staff and students shall not be approved. Staff members are prohibited from including identifiable student images, identifying specific students and/or their areas of disability or need. Any photos and any information contained in the narratives must protect student privacy and comply with all state and Federal privacy laws, including FERPA. The Corporation encourages staff members to limit pictures to empty classrooms, the staff member, and/or photos of students when the students are not identifiable (e.g., the back of their heads or hands). If a staff member must use students' names and/or images, which is discouraged, the staff member must: provide an explanation for why the students' names and/or images are necessary and obtain written authorization from the students' parents/guardians. The written authorizations must be included with the application.
4. A copy of the profile that will be utilized by the staff member on the crowdfunding site. Confirmation that the funds raised and/or the items purchased by the crowdfunding site will go directly from the crowdfunding site to the Principal of the school that will be benefitted by the funds/items.
5. of the school that will be benefitted by the funds/items.
6. If the campaign is for the purchase of technology, an approval from the Technology Department assuring compatibility with the Corporation's system and Corporation capacity to provide technical support for the devices/software.
7. If feasible, the staff member shall include in the posting a link to this Board policy/guideline.

The Principal will review the application to confirm compliance with the above procedures and to verify the proposed project and posting: will not create any legal liabilities; complies with Board policy and guidelines; and does not violate State and Federal laws and regulations. The Superintendent or designee will verify the proposed posting does not infringe on student privacy rights and intellectual property laws. If the Principal identifies an issue that may have legal implications, s/he will notify the Superintendent or designee so that legal counsel may be consulted prior to rendering a decision on the proposal or posting.

If the Principal approves an application, the Principal shall forward it on to the Superintendent or designee. The Superintendent or designee shall have final decision-making authority on a crowdfunding proposal or posting.

If the project is approved, the staff member/sponsor will provide the Superintendent or designee with any information needed for the Corporation to receive donated funds directly from the crowdfunding site.

The staff member must keep the Principal informed of the status of the campaign as it progresses and at its conclusion. The Principal shall review the campaign website from time to time to verify the information posted is the same as set forth in the application.

Staff members may only work on crowdfunding activities during the work day with written permission

from their Principal. Campaigns may not extend past the time period set forth in the application. The Corporation is not responsible for the tax benefits and/or consequences of the donation. Under no circumstances will the Corporation issue documentation to donors to the crowdfunding site concerning the tax implications of any donations to the site. If the staff member desires to provide a reward, perk, or thank you gift to donors, the staff member must include in his/her application a description of any rewards, perks, or thank you gifts that will be provided to donors, including the cost and source of the reward, perk or thank you gift. The staff member is then responsible for making sure any awards, and/or appreciate recognition is sent to the appropriate donors.

Once the funds or supplies/equipment are purchased by the crowdfunding site with the proceeds of the campaign, they will be made available to the staff member for the express purpose of fulfilling the stated purpose of the project. The staff member, in conjunction with the Principal, is responsible for making sure any funds received are used for the express purpose for which they were raised; the staff member must submit to the Principal documentation of any expenditures of the funds, including any purchases made with those funds. Such documentation must be submitted within one (1) week of the expenditure. Failure to produce documentation will jeopardize the staff member's ability to engage in crowdfunding in the future.

All funds raised and materials donated are considered the property of the Corporation and shall remain in the Corporation in the event the staff member who ran the crowdfunding campaign ends his/her employment with the Corporation.

A staff member who violates the Corporation's Online Fundraising & Crowdfunding Policy or this guideline is subject to disciplinary action, up to and including termination/cancellation of employment contract.

Franklin Community School Corporation
Adopted:

Revised:



Book	GUIDELINES
Section	Section F - Fiscal Management
Title	F250-R - Travel Expenses
Code	
Status	Active
Adopted	June 10, 2024

F250-R

TRAVEL EXPENSES

Use of Credit Cards

Please see *School Board Policy F150* and *Administrative Guideline F150-R*.

Reimbursable Expenses

Actual, reasonable expenses will be reimbursed subject to the limits set forth in these guidelines.

A. Personal automobiles

Personal vehicle travel shall be reimbursed at the IRS rate in effect at the time of travel (see [IRS Standard Mileage Rates](#)). The School Corporation utilizes the IRS standard reimbursement rate for personal auto use, for fuel, insurance, depreciation, and any other costs of usage. Parking and tolls should be itemized separately and receipts should be included. For two or more persons traveling in the same vehicle, only one person will be reimbursed. Reimbursement requests should be submitted to the Business Department using a Mileage Reimbursement Form and an Accounts Payable Voucher.

Automobile insurance is required if driving a personal vehicle on Corporation business. An employee involved in an auto accident while on Corporation business and driving his/her own car is covered by his/her own automobile policy for damage to the vehicle and property. An employee involved in an auto accident while on Corporation business must notify the Superintendent or Designee within 24 hours of the accident, in addition to notifying his or her insurance company.

B. Rental cars

Automobile rentals should be limited to situations where other means of transportation are not practical, economical, or available. All Liability and Physical Damage coverage should be declined when renting a car in the name of the Corporation. The Corporation maintains comprehensive collision and liability insurance on all vehicles rented or leased for official business. It is mandatory to enter “Franklin Community Schools” as well as the individual’s name on the rental forms. If a rented vehicle is involved in an accident, the employee must notify the Superintendent or Designee within 24 hours of the accident, in addition to notifying the car rental agency. Reimbursable costs include the daily rental fee, taxes, gasoline charges, parking and tolls.

Travelers should refill gas tanks before returning the vehicles. Rental companies levy a charge for refueling, far more than the price of gas. Avoid drop charges by returning the vehicle to the renting location. Compare the cost of air travel versus driving and drop charges.

C. Rideshare, Bus, Train, and Taxi ~~and Limousine~~ Services

A receipt should be requested to document these expenses. Indicate on the receipt the starting and ending point for the trip and a brief description of the purpose of the trip. Limousine service (including to and from airports) should only be used when **given prior written approval by the CFO** ~~other means of transportation are not tactical or available~~.

D. Commercial Air Travel

Commercial air travel expense is reimbursed on the basis of the actual cost incurred by the traveler. All Corporation approved travel will be at the most economical rates, ~~not first or business class~~. Travelers are expected to take the least costly fare offered that realistically meets scheduling needs. Air carrier selection cannot be biased by a traveler’s frequent flyer program membership status. **Long term airport parking subject to reimbursement**. Submit an itemized receipt for airline tickets to the Corporation Treasurer.

Any increase in fares due to extension of a trip for personal reasons should be reimbursed to the Corporation or excluded when requesting reimbursement.

E. Lodging

Reimbursable lodging will be limited to a single room rate (for individual travelers) plus tax. **Travelers are expected to choose the most economic rate that realistically meets needs**. Hotel rooms should not be reserved until the rates have been approved by the **Superintendent or Designee**.

Original itemized hotel receipts are required for reimbursement.

F. Conference Registration

The payment of conference registration fees by the Corporation requires either an official invoice or receipts/proof of payment.

G. Meals and Incidentals

The Corporation will reimburse expenses associated with meals, **including reasonable tips (maximum 20%)**, up to \$100 per day. Itemized receipts required. Exceptions should be approved in advance. Expenses not approved would be the responsibility of the employee. **If meals are included in the conference registration fee, reimbursements for additional meal expenses will not be approved.**

~~Alcoholic beverages will not be reimbursed and must be on a separate receipt.~~

~~H. Miscellaneous Expenses~~

~~Miscellaneous reimbursable expenses include charges for long-term airport parking, baggage handling, storage, and tips (maximum of 18%).~~

Non-Reimbursable Expenses

Non-reimbursable expenses include, but are not limited to:

- Personal entertainment expenses (movies, games, health club, golf outings, and other optional conference activities not included in the general conference fee), including in-room hotel services that are not necessary for business purposes
- Valet parking, unless the hotel or venue prohibits guests from parking their own vehicles or unless no other parking is readily available
- Travel accident insurance premiums
- Costs incurred by failure to cancel transportation or hotel reservations
- Traffic and/or parking violation fines
- Repairs to personal vehicles used for Corporation travel
- Spouse or other family member expenses
- Commuting costs between home and the Corporation
- Laundry service (unless the trip is longer than 5 days)

Franklin Community Schools

Adopted: 6-10-24

Revised:



Book POLICIES
Section Section F - Fiscal Management
Title F325 - Debt Management Pollicy
Code
Status Active

F325

DEBT MANAGEMENT POLICY

The purpose of the Corporation’s Debt Management Policy (“Debt Policy”) is to establish and maintain well-defined guidelines around issuing new debt and considerations for outstanding debt to protect the fiscal stability of the Corporation. The Chief Operating Officer/Treasurer and the School Board of Finance shall review this Debt Policy annually to determine if any adjustments are needed during the annual Board of Finance meeting.

Definitions:

For purposes of this policy, the following definitions apply:

Amended and Restated Post Issuance Compliance Procedures shall mean the post-issuance procedures approved by the School Board President, School Board Secretary, and Chief Operating Officer/Treasurer.

Corporation shall mean the Franklin Community School Corporation.

Corporation Debt shall include short-term debt, long-term debt or any related school building corporation debt.

Finance Team shall mean the Superintendent, Chief Operating Officer/Treasurer, municipal advisor, and bond counsel.

School Board shall mean the Franklin Community Schools Board of School Trustees.

Objectives:

In order to achieve its purpose, the Debt Policy has the following objectives:

- To guide the Corporation's Finance Team;
- To set forth operating principles minimizing the cost of government and financial risk;
- To maintain appropriate financial capacity for present and future needs; and
- To protect the Corporation's credit rating and provide for adequate resources to meet the obligations of the Corporation debt.

Guidelines for Debt:

Financing Team

The Corporation employs various professionals for assistance with its debt issuance. These professionals include underwriters, trustees, consultants, municipal advisors and attorneys. For these professional services, the Corporation, through its Chief Operating Officer/Treasurer, will evaluate its professionals as needed. When evaluating the professionals, the Corporation will consider general municipal financing expertise and qualifications, as well as the specific understanding of the Corporation's debt structure, finances, legal covenants, and familiarity with the Corporation.

Debt Limits

The Corporation will observe state constitutional and statutory restrictions applicable to any debt issued by the Corporation. The Corporation shall not be subject to any additional local debt limitation, but as a policy goal, the Corporation will target a maximum non-exempt debt service levy tax rate (excludes debt approved by referendum) **exceed \$0.64999 ("Maximum Targeted Rate"). \$ ~~0.74999~~ +/- \$0.05 ("Targeted Range")**. The Corporation will monitor other debt measurements in conjunction with the issuance of additional bonds, including debt compared to gross assessed value and debt per capita.

The Corporation, with the assistance of, and oversight by the Finance Team, will work to maintain the Targeted Range, and any changes to this policy goal must be approved by the School Board.

Refunding Bonds

The Corporation may refund outstanding debt to achieve interest cost savings, remove or change burdensome bond covenants, adjust interest rates, release funds or a lien on building corporation property, restructure the stream of debt service payments and for any other reason deemed in the best interests of the Corporation, as determined by the Finance Team and the School Board.

If the Corporation determines it will refund outstanding debt to achieve cost savings, then such cost savings should target savings or benefit to the Corporation of five percent (5%); however, smaller savings amounts may be evaluated for financings where there are significant present value savings and the interest rate environment is increasing.

Tax-Exempt or Taxable Debt

Most debt will be issued as tax-exempt when permitted under federal law. To qualify as tax-exempt, the terms of the issuance and the use of issuance proceeds must comply with IRS regulations. Bond counsel will review the transaction and intended use of bond proceeds with the Finance Team and make a determination on the tax status of the bonds under consideration. The Corporation will take the necessary steps to maintain the tax-exempt status of the bonds after issuance (in accordance with its Tax Compliance Procedures, which are contained in bond transcripts for the applicable tax-exempt financing).

The Corporation may issue taxable debt for projects or uses that do not meet federal and/or state regulations for tax-exempt funding. In some instances, the use of tax-exempt debt might not be cost-effective, leading to the use of a taxable issuance as the lowest possible cost of funds. The Finance Team shall determine the most cost-effective way to finance the project for each financing. The following items should be considered when the Corporation plans to issue taxable debt:

- Conventional call provisions in the taxable market can differ materially from those included in the tax-exempt market, and, if deemed appropriate, the Corporation will consider the economic benefits and costs of a make whole call or issuing non-callable bonds, both of which are common in the taxable bond market.
- Consideration should be given to whether the Corporation would benefit from using a blend of tax-exempt bonds and taxable bonds on a particular financing. Analysis should be completed prior to the bond sale regarding as to structure would produce the lowest cost for a given maturity when considering applicable legal options.

Debt Considerations:

Debt Structure

All capital improvements financed through the issuance of debt will be financed for a period, in general, not to exceed the useful economic life of the improvements and in consideration of the ability of the Corporation.

Long-term debt, payable from ad valorem taxes, is limited to the maximum allowable time period under law. Call features should be evaluated based on market conditions and other considerations at the time debt is issued. The Corporation will evaluate call features with the Finance Team, with the advice of its municipal advisor, and will determine what is in the Corporation's best interest based upon an assessment of the municipal bond market at the time of the financing.

The Corporation only plans to issue fixed rate debt and will not issue variable rate debt. Should future market conditions change to make variable rate debt a more attractive option for the Corporation, then the School Board will re-evaluate this portion of the Debt Policy at that time.

Bond Ratings

In connection with a bond financing, the Finance Team shall evaluate whether there is a benefit to have one or more ratings assigned to the bond issue. When making this assessment, the Finance Team shall determine whether the estimated cost of securing the rating or ratings is likely to result in an estimated reduction in the total interest cost. The estimated reduction in interest cost should exceed the estimated costs to secure the rating, including the cost of professional services needed to assist with the rating process.

Additionally, the Finance Team shall respond to any inquiries from the rating agencies after the debt has been issued to provide the rating agencies with accurate and timely information that is relevant to the financial position of the Corporation. The Chief Operating Officer/Treasurer, with the assistance of its municipal advisor, shall maintain a relationship with one or more rating agencies on a consistent basis to keep the rating agencies informed of capital plans, upcoming debt issuance or other information that is pertinent to the Corporation's finances.

Management of Bond Proceeds

When bonds are issued, the bond proceeds will be deposited into the accounts as set forth in the authorizing document for the bond financing, which may include the construction fund and an escrow fund for refundings. Monies allocated to these funds may be invested until needed. The investment strategy for each fund will depend, in part, on federal and state statutes and regulations governing the types of instruments permitted to be used and will consider any tax covenants associated with tax-exempt debt. The funds will be invested in accordance with the School Board's Investment Policy, F200 – Investment Income, and the Business Department, with assistance from its municipal advisor and bond counsel, shall determine the appropriate investments of bond proceeds for the applicable bond issue which will meet these state and federal requirements.

Post Issuance Compliance

The Corporation will adhere to its Amended and Restated Post Issuance Compliance Procedures, which may be revised from time to time to ensure compliance with its continuing disclosure undertakings, including timely filings of required financial information, audits and reportable events on the Municipal Securities Rulemaking Board's EMMA website.

Franklin Community School Corporation

Adopted: 4-14-25



Book POLICIES
Section Section F - Fiscal Management
Title F350 - Cash Balance and Liquidity
Policy Code
Status Active
Adopted September 9, 2024

F350

CASH BALANCE ~~RESERVE~~ AND LIQUIDITY POLICY

The purpose of the Corporation’s Cash Balance and Liquidity Policy (“Policy”) is to provide the School Board and School Administration with shared objectives and parameters for the management of its funds, to maintain and improve the financial stability of the Corporation and maintain sufficient liquidity of the Corporation’s funds to provide an adequate cushion against unexpected temporary revenue shortfalls or unpredicted one-time expenditures while maintaining stable property tax rates. It is also the intent that this Policy will signal to credit rating agencies, investors, and the capital markets that the Corporation is well-managed and has budgetary flexibility. This Policy shall be reviewed annually to determine if any adjustments are needed by the Chief Financial Officer/Treasurer and the School Board of Finance during the annual Board of Finance meeting.

Definitions:

For purposes of this policy, the following definitions apply:

Available Fund Balance shall be defined as the amount, measured in dollars, of available cash balance of the Corporation as measured by the balance remaining after the total expenditures are subtracted from the end- of-year balance in each Unrestricted Fund (“Available Fund Balance”).

Corporation shall mean the Franklin Community School Corporation.

Cash Balance Target shall mean target level (measured as a percentage) of Available Fund Balance divided by Unrestricted Funds expenditures.

School Administration shall mean the management team of Franklin Community School Corporation, specifically the Superintendent, the Chief Financial Officer/Treasurer, and the School Board.

School Board shall mean the Franklin Community School Corporation Board of School Trustees.

Unrestricted Funds shall be defined as the Corporation’s Education Fund and Operations Fund.

Cash Balance Target:

When assessing the Available Fund Balance for the Corporation, the Corporation shall consider the Corporation's Unrestricted Funds. Unrestricted Funds are available for operational needs of the Corporation and may be considered when setting a Cash Balance target for the Available Fund Balance for a combined minimum target goal of fifteen percent (15%) ("Cash Balance Target"). The Corporation will use the Rainy Day Fund for non-recurring expenses. The Chief Financial Officer/Treasurer or their designee will measure compliance with this Policy as of June 30 each year, or as soon as practical after final fiscal year-end account balances become available in conjunction with the preparation of the Corporation's budget. For the purposes of this Policy, the current year's actual operating expenses will exclude significant capital outlays and non-recurring items. The Cash Balance Target will also be actively monitored by the Chief Financial Officer/Treasurer or their designee throughout the year.

If the Cash Balance Target is not met or is projected to not be met at some point within a five-year time horizon, then during the annual budgeting process Available Fund Balances and Cash Balance levels will be considered and a plan to replenish the Available Fund Balance to a level consistent with the Cash Balance Target will be established based on the requirements outlined in this Policy.

Maintaining Cash Balance Target:

In order to provide liquidity adequate to meet the needs and demands of providing government services, the Cash Balance Target will be maintained and managed through a method to minimize the need to borrow in the event of unforeseen financial challenges, including changes in revenue streams and expenses and weathering significant economic downturns or enrollment declines. The Cash Balance Target will generally be funded or replenished by excess revenues over expenses or one-time revenues.

It is the intent of this Policy to limit use of cash balance to address unanticipated, non-recurring needs. Cash balance shall not normally be applied to recurring annual operating expenses. Cash balance may, however, be used to allow time for the Corporation to restructure its operations in a deliberate manner as might be required in the event of an economic downturn, enrollment decline, or increase in operational costs due to an increase in enrollment, maintain employees, or inflationary pressures. Such use of cash balance should only take place in the context of an adopted long-term financial plan.

Maintaining Liquidity:

This Policy sets forth the minimum risk management measures that the Corporation must implement to ensure its current and future liquidity position is managed in a prudent manner. Liquidity is the amount of cash and the ease of converting assets to cash with minimum loss of the value of the asset to meet the financial obligations of the Corporation. The marketability or the ability to buy or sell an asset without incurring significant losses to access the funds determines the liquidity and availability of the asset. Adequate liquidity shall be evaluated by the Chief Financial Officer/Treasurer to ensure the Corporation is able to meet foreseeable and unforeseeable financial obligations. This Policy is implemented to provide guidance on the minimum liquidity level that the Corporation should maintain.

There are various tools to help manage cash flow. The three most prominent are:

- Using a government's cash balance;
- Interfund borrowing; and

- Borrowing funds externally, as permitted by state law.

The use of Available Fund Balances should comply with this Policy.

A. Key Considerations for Interfund Borrowing

Interfund borrowing may be used for non-restricted funds of the Corporation, but only to the extent allowed by state law. The following are prudent considerations:

- Confirm that interfund borrowing is allowed under the governing statutes and then consult the Indiana State Board of Accounts' guidance and review for any limitations or restrictions;
- Document each interfund loan along with a repayment schedule;
- Place a term limit on the loan; and
- Maintain appropriate accounting records that reflect the balances of loans in every fund affected by the transaction.

B. Key Considerations for Minimum Required Liquidity

The following constitutes key elements to consider when determining whether the Corporation has adequate liquidity:

- An evaluation of all commitments resulting from liabilities related to employees' rights and benefits, including post-employment benefits, accrued paid time off and insurance;
- Cash Balance Target is evaluated as outlined in this Policy;
- Ability to repay outstanding debt obligations, including bonds, lease rental payments and other financial commitments to repay debt; and
- A level of cash available for the normal operational expenditures to ensure the Corporation will be able to withstand fluctuations in monthly revenues/expenditures, to enable the Corporation to be able to timely meet its financial obligations. Two months' operational expenditures should be available in cash or cash equivalent.

Policy Modifications:

The School Board may modify this Policy and may make exceptions to any of its guidelines, including the Cash Balance Target, at any time to the extent that the management of the cash balance and liquidity achieves the goals of the Corporation and as long as such exceptions or changes are consistent with the state and local laws.

Franklin Community School Corporation

Adopted: 9-9-24

Revised:



Book	POLICIES
Section	Section G - Operations and Facilities
Title	G125 - Criminal Organization Activity
Code	
Status	Active
Adopted	September 9, 2024

G125

CRIMINAL ORGANIZATION ACTIVITY

Prohibited Conduct

The Franklin Community School Corporation prohibits criminal organization activity and similar destructive or illegal group behavior on school property, or school buses, or at school-sponsored functions.

The Corporation prohibits reprisal or retaliation against individuals who report suspected criminal organization activity and similar destructive or illegal group behavior or who are victims, witnesses, bystanders, or others with reliable information about criminal organization activity and similar destructive or illegal group behavior.

Definitions

“Criminal Organization”: a formal or informal group with at least three members that specifically either:

- (1) promotes, sponsors, or assists in; or participates in;
- (2) requires as a condition of membership or continued membership; or
- (3) has as one of its goals;

the commission of a felony or an act that would be a felony if committed by an adult or a battery offense included in IC 35-42-2.

“Criminal Organization activity”: a student who knowingly or intentionally actively participates in a criminal organization, or a student who knowingly or intentionally solicits, recruits, entices, or intimidates another individual to join a criminal organization.

Procedures for Reporting and Investigating

Corporation employees are required by law to report any incidence of suspected criminal organization activity, criminal organization intimidation, or criminal organization recruitment to the principal and school safety specialist.

The principal or designee shall conduct a thorough and complete investigation for each report of suspected criminal organization activity.

~~Each school within the Corporation shall record the number of investigations disposed of internally and the number of cases referred to local law enforcement, disaggregated by race, ethnicity, age, and gender. Each school shall report this information to the Superintendent or his or her designee, who shall submit a written report to the Indiana Department of Education by June 1 of each year.~~

Consequences

A confirmed dent of criminal organization activity is a violation of the Corporation's code of conduct. The principal or the principal's designee shall respond to criminal organization activity, according to the parameters described in the Corporation's code of student conduct and policy.

Intervention Services

The principal may provide intervention or relevant support services to a student involved in, or suspected of being involved, in criminal organization activity. The following types of services, including family support services, are available: counseling, establishing training programs to reduce criminal organization activity and enhance school climate, enlist parent cooperation and involvement, community and faith-based organizations and civic groups, after-school programs developed in collaboration with other stakeholders, school sanctioned/facilitated extra-curricular activities, or other appropriate action.

The Superintendent or his or her designee shall ensure that notice of this policy appears in the student handbooks and on the Corporation's website.

I.C. § 20-19-3-12

I.C. § 20-26-18 *et. seq.*

I.C. § 20-33-9-10.5

I.C. § 35-45-9-1

Franklin Community School Corporation

Adopted: 9-9-24

Revised:

**RESOLUTION CREATING A SCHOOL
CORPORATION POLICE DEPARTMENT**

WHEREAS, in order to provide for the safety and welfare of the students, staff and visitors utilizing Franklin Community School Corporation (“School”) facilities, the Franklin Community Board of School Trustees (“Board”) has, in the past, employed qualified police officers to act as school resource officers; and,

WHEREAS, the Board has been advised that the law enforcement agencies that provided school resource officers will no longer be in a position to provide those officers; and,

WHEREAS, in order to provide for the safety and promote the welfare of students, staff and visitors utilizing school facilities, the Board now determines that it would be in the best interests of the School Corporation to create and staff a School Corporation Police Department pursuant to Ind. Code §20-26-16, to prescribe the duties and direct the conduct of the officers, to prescribe distinctive uniforms, and to provide emergency vehicles; and,

WHEREAS, the Board will create, adopt, and implement policies and procedures to ensure individuals appointed as Officers successfully complete at least: 1) the pre-basic training course established under Ind. Code §5-2-1-9(f) and 2) the minimum basic training and educational requirements adopted by the law enforcement training board under Ind. Code §5-2-1-9 as necessary for employment as a law enforcement officer; and,

WHEREAS, Officers retained by the Board will 1) be a law enforcement officer (i.e. Ind. Code §5-2-1-2(1); 2) must take an appropriate oath of office in a form and manner prescribed by the Board; 3) serve at the Board’s pleasure; and 4) perform the duties the Board assigns; and,

WHEREAS, Officers appointed by the Board will have general police powers, including the power to arrest, without process, all persons who within their view commit any offense. They have the same common law and statutory powers, privileges, and immunities as sheriffs and constables, except that they are empowered to serve civil process only to the extent authorized by the Board; however, any powers may be expressly forbidden them by the Board employing them; and,

WHEREAS, in addition to any other powers or duties, Officers shall enforce and assist the educators and administrators of School in the enforcement of the rules and regulations of the School and assist and cooperate with other law enforcement agencies and officers; and,

WHEREAS, Officers may exercise the powers granted under Indiana law only upon any property owned, leased, or occupied by School, including the streets passing through and adjacent to School property unless additional jurisdiction is established by agreement with the Chief of Police of the City of Franklin, Indiana, the Sheriff of Johnson County, Indiana, or the appropriate law enforcement agency where School property is located.

BE IT THEREFORE RESOLVED by the Franklin Community Board of School Trustees that:

1. The Board, on behalf of the School, hereby approves and establishes a Police Department pursuant to Ind. Code §20-26-16.

2. The School's Superintendent, Assistant Superintendent, and designated representatives are empowered and authorized to work with the School's legal representatives, consultants, contractors, and advisors ("designated representative") to establish, implement, maintain, and operate the Police Department.

3. The School's Superintendent, Assistant Superintendent, and designated representatives are authorized and empowered to execute any documents necessary to establish, implement, maintain, and operate the Police Department, to ensure personnel, policies, and procedures comply with and satisfy applicable laws in both form and operation, and to create and maintain the status of the Police Department under applicable laws.

4. The School shall interview, hire, and employ Officers at such time and in such manner as may be needed by the School in its discretion.

5. The School's Superintendent, Assistant Superintendent and designated representatives shall have the power to perform every act necessary or appropriate for the purposes of the Police Department including the powers outlined in Ind. Code §30-5-5-2 with respect to real property transactions; §30-5-5-3 with respect to tangible personal property transactions; §30-5-5-6 with respect to business operating transactions; §30-5-5-7 with respect to insurance transactions; and §30-5-5-14 with respect to records, reports, and statements.

6. All actions heretofore taken by the School's Superintendent, Assistant Superintendent, and designated representatives to establish, implement, maintain, and operate the Police Department are hereby approved and ratified.

7. The School's Superintendent, Assistant Superintendent, and designated representatives shall have the power to perform every act necessary or appropriate for the purposes of the Police Department including, by way of illustration and not of limitation, the powers to represent the School in administrative and legal proceedings, to receive and inspect confidential information, and to perform acts the School can perform with respect to the matters relating to its Police Department.

8. The School's Superintendent and Assistant Superintendent are hereby authorized and directed to take any and all actions necessary or appropriate to effect the foregoing resolutions and to comply with all applicable law and regulations.

Adopted this 12th day of January, 2026.

FRANKLIN COMMUNITY SCHOOL CORPORATION
BOARD OF SCHOOL TRUSTEES

ATTEST:

Secretary:

**FRANKLIN COMMUNITY
SCHOOLS POLICE
DEPARTMENT**

FCSPD

RATIONALE

- **Push from State Level**
- **Leadership**
- **Liability**

PROCESS

- **In order to create a school police department the Indiana Law Enforcement Academy requires these steps to be taken:**
- **The School District then prepares a declaration through the School Board Attorney.**
 - **Name a Police Chief**
- **Officers enrolled in the academy**
- **MOU's/SOP's developed**
- **FCS PD Branding**
 - **Uniforms**
 - **Badges**
 - **Decals**
 - **Cars**
 - **Equipment**

THANK YOU



Franklin Community Schools (admin)

Project Location

Franklin Community Schools (admin)

998 Grizzly Cub Drive

Franklin, IN 46131

S101 - Franklin Community School Corp. - Connect One

Proposal No.: 281285.0

Tuesday, December 16, 2025

Prepared For

Douglas Kirby



Security 101 - Indianapolis

201 N. Delaware

Indianapolis, IN 46204



General Description

Proposal #281285.0 S101 - Franklin Community School Corp. -
Connect One

Security 101 will be providing Connect One Unified Intelligence for the Bosch Intrusion system installed at Franklin Community Schools.



Clarifications

Proposal #281285.0 S101 - Franklin Community School Corp. -
Connect One

Proposal is for Connect One only and is separate from the Bosch Intrusion system.



Terms and Conditions

Proposal #281285.0 S101 - Franklin Community School Corp. - Connect One

Limited Warranty: Exclusions and Disclaimers

1. To the extent not otherwise warranted pursuant to an applicable manufacturer's warranty, Security 101 warrants all equipment and installation labor rendered as part of the Work against defects in materials and labor, not inherent in the quality required or permitted by the Agreement, for a period of twelve (12) months (the "Warranty Period") from the date of substantial completion of the installation of the Work. Security 101's warranty specifically excludes remedy for damage or defect to expendable supplies, equipment or parts or any portions of the Work caused by misuse, abuse, modifications not executed by Security 101, improper or insufficient maintenance, improper operation, Acts of God, alteration, modification, manipulation, tampering or vandalism by any other party. Any and all warranty claims must be made by written notice to Security 101 within the Warranty Period and any defect claimed will be repaired or replaced at the sole option of Security 101. Notwithstanding anything contained herein to the contrary, Security 101's sole liability for any warranty claims hereunder shall be limited to the repair or replacement of the work or any portion thereof.

2. THE WARRANTY DESCRIBED IN SUBSECTION 1A ABOVE IS THE ONLY WARRANTY COVERING THE INSTALLATION LABOR, MATERIALS AND EQUIPMENT OR ANY OTHER PORTION OF THE WORK AND IS GIVEN IN LIEU OF ANY AND ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, STATUTORY OR COMMON LAW, AND ALL SUCH WARRANTIES, INCLUDING, BUT NOT LIMITED TO WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND HABITABILITY ARE HEREBY EXCLUDED AND SPECIFICALLY DISCLAIMED.

3. Except to the extent otherwise provided in Subsection 2A below, in no event shall Security 101 be liable to Customer or any third party for actual, special, incidental, consequential, exemplary, punitive damages or any other type of damages or for lost profits, lost sales, injury to person or property or any other cause as a result of defect in the installation labor, equipment, materials or other supplies with respect to any item furnished under the Agreement, the malfunction or non-function of any system, wrongful performance of or failure to perform any acts included in the Work, transportation delays, breach of warranty or any criminal or other activities by third parties resulting there from.

4. Customer acknowledges that no warranty, representation, or statement by any representative of Security 101 not expressly stated herein shall be binding. The Agreement and the document or documents attached hereto or to which this writing is a part, shall constitute the final expression of the parties' agreement and is a complete and exclusive statement of the terms of the Agreement.

Limitation of Liability

5. To the extent of Security 101's insurance coverage and subject to the limitations contained in Subsections 2B and 2C below, Security 101 agrees to indemnify, defend and hold harmless Customer for, from and against all claims, damages, losses, costs or injury to property occurring during the installation of the Work under the Agreement, but only to the extent caused by the negligence of Security 101, its subcontractors or anyone employed by either of them. Customer and Security 101 agree that the indemnification given herein shall be limited to the amount of loss suffered by the indemnitees or the amount of Security 101's insurance coverage, whichever is less, which amount is stipulated by the parties to bear a reasonable commercial relationship to this Agreement and is hereby incorporated into the specifications for this project.

6. The parties acknowledge and agree that: (a) the Work is intended to constitute or be a part of a security system designed to reduce risk of loss for the Customer; (b) Customer has selected, accepted and approved the Scope of the Work after considering and balancing the levels of protection afforded by various types of systems and services available to it and the related costs of them; (c) neither Security 101 nor any person engaged by Security 101 to perform any portion of the Work shall be construed to be an insurer of the person or property of Customer, its employees, agents, contractors, assigns, customers, invitees or any other person at the location(s) where the Work is performed (the "Locations"); (d) the Price and Payment Terms are based solely on the cost and value of Security 101 providing the Work and are unrelated to the value of property of Customer or others located at the Locations; (e) the Price and Payment Terms do not contemplate any payment being made or consideration being given to Security 101 for any guarantee, warranty or insuring agreement by any one or more of them to Customer with respect to the person or property of anyone; and (f) Security 101 MAKES NO GUARANTEE OR WARRANTY OF ANY KIND THAT THE WORK (INCLUDING ANY MATERIALS AND EQUIPMENT SUPPLIED AS PART OF THE WORK) WILL AVERT OR PREVENT OCCURRENCES, CRIMINAL EVENTS, VANDALISM OR CONSEQUENCES THEREFROM WHICH THE WORK IS DESIGNED TO DETECT OR AVERT. CONSEQUENTLY, THE PARTIES ACKNOWLEDGE AND AGREE THAT SECURITY 101 IS NOT AN INSURER AND CUSTOMER WILL OBTAIN FROM ITS OWN INSURER ANY INSURANCE THAT IT DESIRES TO PROTECT ITS PROPERTY OR PERSONS FROM ANY SUCH EVENTS OR OCCURRENCES. CUSTOMER HEREBY WAIVES ALL SUBROGATION AND OTHER RIGHTS OR RECOVERY AGAINST SECURITY 101 THAT ANY INSURER OR OTHER PERSON MAY HAVE AS A RESULT OF PAYING ANY CLAIM OR LOSS OR INJURY TO ANY OTHER PERSON.

7. Notwithstanding the limited warranty and the limitation on liability provisions contained herein, in the event Security 101 is found liable for personal injury or property loss or damage caused by a failure to perform by Security 101 or the failure of any materials or equipment in any respect whatsoever or a court of competent jurisdiction determines the limitations on warranty or liability are inapplicable, then Customer agrees that the aggregate maximum liability of Security 101 under or with respect to the Agreement, the Work performed hereunder and any warranty provided for herein, shall be limited to a sum equal to the total Price paid by Customer under the Agreement, this liability shall be exclusive, and the provisions of this Subsection shall apply if loss or damage, irrespective of cause or origin, results directly or indirectly to persons or property, from performance or nonperformance of the Work, from breach of warranty, or from negligence, active or otherwise of Security 101.

Design Development, Programming, Drawings, Ownership, and Software License(s)



Terms and Conditions (cont.)

Proposal #281285.0 S101 - Franklin Community School Corp. - Connect One

8. Design Development. Customer and Security 101 have together developed or will develop the design and specifications for the Work. When Customer has accepted or approved the design and specifications, the sole and final responsibility for the design and specifications shall be Customer's. Security 101 shall have no liability to Customer for any loss or damage claimed against or incurred by Customer or any employee, agent or licensee of Customer because of any defect or alleged defect in the design or specifications or the failure of the equipment or the Work to perform as desired or anticipated by Customer, except as otherwise set forth herein.

9. Programming. Security system programming is an essential element of the systems operation and performance. Customer acknowledges and agrees that security system programming is an ever-changing process, and in significant part subject to Customer's day-to-day and other business operations and parameters and the changes or modifications to them. To the extent required by the design and specifications of the Work, Security 101 shall:

- (i) Load a configuration program that will allow Customer's security system to perform basic access control operation, door timers, lock timers, and basic alarm functions; and
- (ii) Provide a total number of hours of personnel training regarding Customer's security system as specified in the Agreement; if a number of hours is not specified, the total number of hours of training shall not exceed fifteen (15). Personnel training may include training of operators, administrators, or other personnel designated by Customer. Training subjects shall be dictated by Work specifications but may include password configuration, door identification, timers, alarms and reports. Additional training, programming or related consulting services provided by Security 101 at Customer's request shall be provided at an above contract cost.

10. Drawings.

- (i) To the extent required by the design and specifications of the Work, Security 101 shall provide reasonable descriptions of the functional operation of the system(s) being provided by the Work by furnishing riser diagram drawings.
- (ii) Unless otherwise stated in schedule of work, Security 101 may provide, at Customer's request and at an above contract cost, detail drawings utilizing industry standard electronic floor plans.

11. Ownership prior to completion of the Work, any drawings, specifications and equipment lists developed in connection with the design for the Work shall remain the property of Security 101 whether the Work for which they were made is executed or not. Drawings, specifications and equipment lists shall be returned to Security 101 on demand at any time prior to substantial completion of the Work. Prior to substantial completion of the Work, any drawings, specifications and equipment lists: (a) shall be considered confidential information and trade secrets of Security 101 unless they constitute information which is exempted or excluded by law from confidential and trade secret status; (b) shall not be used by Customer on other projects or extensions of a project included within the Work, or to obtain other bids, except by agreement in writing and with appropriate compensation to Security 101; and (c) are not to be reproduced in whole or in part without prior written consent of Security 101. Upon substantial completion of the Work and final payment in full by Customer, ownership of drawings, specifications and equipment lists shall become Customer's.

12. Software License(s). Software required to operate systems are governed by the License Agreement provided by the system manufacturer(s).

13. Security 101 reserves the right to adjust the prices set forth in this Agreement in the event of any increase in the cost of parts, materials, components or other inputs directly resulting from the imposition of, or increase in, tariffs, duties, or other governmental levies imposed after the Date of Acceptance. Any such price adjustment shall be reasonably proportionate to the increased cost incurred by Security 101 and shall be communicated to the Customer in writing with reasonable supporting documentation.

Additional Terms & Conditions

Installation

- 14. All required installation documents are included.
- 15. Installation of all required equipment and materials with on-site supervision of project is included.
- 16. Labor quoted assumes normal eight (8) hour working days, excluding weekends, holidays and overtime.
- 17. Idle time incurred by Security 101 employees and their subcontractors due to escorts, clearances, inability to enter workspace, and other factors beyond our control, will be invoiced at our current labor rates.
- 18. This proposal includes travel to and from the site to perform our stated scope of work. Additional or duplicate site visits required due to factors beyond our control, will be first approved by Customer before invoiced at Security 101 current labor rates.



Terms and Conditions (cont.)

Proposal #281285.0 S101 - Franklin Community School Corp. -
Connect One

19. Customer to coordinate with local Security 101 staff to provide safe and timely right-of-passage in the work area during cable run and system installation.

20. Client to provide and coordinate 110 VAC electrical service where needed.

21. All LAN/WAN connections, addressing and network functionality are the responsibility of the Customer.

22. Any telephone lines or LAN/WAN connections must be installed and operational prior to Security 101 commencing work. The local Security 101 representative will verify the availability and functionality of all connections prior to starting work.

Changes in Scope of Work

23. Any changes in the understood scope of work will be communicated and approved in writing (by an authorized Customer representative), prior to commencing work.

Permits/Bonding/Sealed Engineered Drawings

24. Permits, bonds, and other requirements by any government agency are not included.

Miscellaneous

25. The bold headings and numbered paragraphs are for convenience only, have no legal significance, and shall not be deemed to alter or effect any provision of this Agreement.

26. Neither party shall be liable in damages or have the right to terminate this Agreement for any delay or default in performing hereunder if such delay or default is caused by conditions beyond its control including, but not limited to Acts of God, Government restrictions (including the denial or cancellation of any export or other necessary license), wars, insurrections and/or any other cause beyond the reasonable control of the party whose performance is affected.

27. Neither party shall be liable for any failure or delay in performance under this Agreement (other than for delay in the payment of money due and payable hereunder) to the extent said failures or delays are proximately caused by causes beyond that party's reasonable control and occurring without its fault or negligence, including, without limitation, failure of suppliers, subcontractors, and carriers, or party to substantially meet its performance obligations under this Agreement, provided that, as a condition to the claim of non-liability, the party experiencing the difficulty shall give the other prompt written notice, with full details following the occurrence of the cause relied upon. Dates by which performance obligations are scheduled to be met will be extended for a period of time equal to the time lost due to any delay so caused.

28. In the event that any one or more of the provisions contained herein shall, for any reason, be held to be invalid, illegal or unenforceable in any respect, such invalidity, illegality or unenforceability shall not affect any other provisions of this agreement, but this agreement shall be construed as if such invalid, illegal or unenforceable provisions had never been contained herein, unless the deletion of such provision or provisions would result in such a material change so as to cause completion of the transactions contemplated herein to be unreasonable.



Acceptance

Proposal #281285.0 S101 - Franklin Community School Corp. -
Connect One

SERVICES							
Description	Term	Bill	Cycle	Year 1	Year 2	Year 3	Total
Recurring "other" : Connect One Subscription for Bosch Intrusion System	3 Year	\$2,160.00	Annually	\$2,160.00	\$2,160.00	\$2,160.00	\$6,480.00
Services Totals:				\$2,160.00	\$2,160.00	\$2,160.00	\$6,480.00

Plus applicable taxes

Franklin Community Schools (admin)

Security 101 - Indianapolis

Authorized Customer Signature (date)

Authorized Signature (date)

Printed Name

Printed Name

Title

Title

Purchase Order Number

MEMORANDUM OF AGREEMENT BETWEEN JOHNSON COUNTY PUBLIC LIBRARY AND FRANKLIN COMMUNITY SCHOOLS

This Memorandum of Agreement (“Agreement”) is made and entered into this on **March 1, 2026**, between Franklin Community Schools (“FCS”) located at 998 Grizzly Cub Drive, Franklin, Indiana 46131 and Johnson County Public Library (“JCPL”) located at 49 E. Monroe Street, Franklin, Indiana 46131.

BACKGROUND

Over the last several years, FCS and JCPL staff have built strong relationships at the school level. In order to develop a more comprehensive, strategic, and sustainable collaboration that will strengthen both organizations and benefit the community by increasing literacy and educational success, JCPL seeks to strengthen the relationships that already exist and build a strong relationship at the administrative level in order to work together more collaboratively and demonstrate measurable impact.

By developing an infrastructure that will allow all FCS students to access and use JCPL’s digital resources freely, JCPL and FCS will leverage our collaboration for innovative and cost-effective ways to better utilize the County’s limited resources to serve FCS students, their families, and staff.

Both FCS and JCPL understand that such services shall be provided at no cost to FCS.

The term of this Agreement is from the date first written above through cancellation by either party.

HISTORY OF RELATIONSHIP

JCPL and FCS have a long history of working together as educational partners, with JCPL serving as an extension of the classroom – providing students with access to books, computers, reading programs, and dozens of other important educational resources during out-of-school time. Additionally, both organizations are focused on literacy and are committed to creating a community of readers, empowering individuals with free access to information, building a welcoming place where reading, learning, and imagination thrive, maximizing student achievement, and preparing every child to lead a rich and productive life.

The parties enter this Agreement to confirm their agreements regarding these matters.

AGREEMENT

For and in consideration of the mutual promises set forth in this Agreement, the parties do mutually agree as follows:

Obligations of JCPL

In connection with this Agreement, JCPL agrees to the following:

1. JCPL will streamline student access to digital resources by integrating FCS student email information and JCPL library accounts through the SMART Program initiative, allowing every student in FCS instant access to JCPL digital resources. Implementation will include training for students and staff on JCPL’s educational resources. In addition, JCPL will curate specific digital content to support FCS curriculum goals.
2. JCPL will work collaboratively with FCS to further deepen the partnership between the agencies.

3. JCPL will provide FCS with data about student participation in the annual Summer Learning Program, including student name, school, and grade.

Obligations of FCS

In connection with this Agreement, the FCS agrees to the following:

1. FCS will support the implementation of the SMART Program initiative by providing to JCPL: Student email information, first and last name, graduation year, and address of each student enrolled in FCS. This database will be updated monthly beginning in August 2026 as new students enroll in the district.
2. In collaboration with JCPL staff, FCS will help to facilitate the introduction of professional development opportunities for FCS teachers regarding the SMART Program initiative and other library projects.

CONFIDENTIALITY

1. All student and staff data or information provided by FCS is considered confidential under this Agreement as well as under the Family Educational Rights and Privacy Act (FERPA), and any other federal or state regulations pertaining to students' education records. To the extent that the JCPL has access to any personally identifiable information from students' education records, JCPL agrees that it shall not use such information except for the legitimate educational purpose of providing services pursuant to this Agreement and that it shall not redisclose this information to any other party for any reason. JCPL's staff agrees to comply with all applicable federal and state regulations governing the student records, including FERPA.
2. JCPL's staff will sign statements in which they agree to keep confidential all FCS student record information.

GENERAL PROVISIONS

1. Project Coordinator: Emily Silverman, Library Media Specialist, is designated as the Project Coordinator for FCS. The Project Coordinator shall be FCS's representative in connection with JCPL's performance under this Agreement.
2. JCPL Supervisor: Erin Kirchhoff, Digital Services Manager, is designated as the JCPL Supervisor for JCPL. The JCPL Supervisor is fully authorized to act on behalf of JCPL in connection with this Agreement.
3. Expenses: Any expenses related to the provision of services incurred by JCPL shall be the sole responsibility of JCPL incurring such costs.
4. Termination of Convenience: Either party shall have the further right, without assigning any reason therefore, to terminate any work under this Agreement, in whole or in part, at any time at its complete discretion by providing ten days notice in writing to the other party.
5. No Partnership: The provisions of this Agreement are not intended to create, and shall not be interpreted to create joint venture, a partnership or any similar relationship between the parties. No officer, manager, director, employee, agent, affiliate or other person shall be deemed to be an officer, manager, director, employee, agent, contractor, or sub-contractor of School Corporation. Neither party will have any right, power, or authority, express or implied, to bind the other party.
6. Governing Law and Venue: This Agreement shall be interpreted and construed in accordance with and governed by the laws of the State of Indiana. Any controversies or legal problems arising out of this agreement and any action involving the enforcement or interpretation of any rights hereunder shall be submitted to the jurisdiction of the State of Indiana in the Circuit or Superior Court of Johnson County, Indiana.

7. There are no third-party beneficiaries to this agreement.
8. There will be a periodic review of available online resources and student use by FCSC.

IN WITNESS HEREOF, the parties hereto have caused this Agreement to be executed as of the day and year first above written.

THE FRANKLIN COMMUNITY SCHOOLS BOARD OF EDUCATION

Signature: _____

Name: _____

Title: _____

JOHNSON COUNTY PUBLIC LIBRARY

Signature: Sarah Taylor _____

Name: Sarah Taylor _____

Title: Assistant Director _____



Introducing the SMART Account: Your child's free passport to books, databases, magazines, and so much more at the Johnson County Public Library! Learn more at: <https://www.pageafterpage.org/franklin-community-schools>

How can my child access his or her new virtual account?

All students will be given a unique electronic barcode number consisting of their email address before the @ symbol and a standard prefix (FCS). Pin Number will equal the four digits in the email address.

Ex: email address is smit1234@franklinschools.org

SMART account: FCSsmit1234 **PIN:** 1234

What if my child already has a card?

That's great! Your child can have both accounts. They'll be issued a new SMART Account that makes it easier to use their account in the classroom. Their original card will not be replaced.

What does this cost?

Nothing! This account is completely free for students. Since it's a digital-only card, you'll never have due dates to remember or fees to pay.

Can my child use this account to check out print books at the library?

The SMART account is for digital resources only. All Franklin students are eligible to get a regular JCPL card to check out physical materials. You can do that [here](#) or at any JCPL branch.

Can I use my child's SMART Account?

Parents can get their own JCPL account online [here](#) or at any JCPL branch. We recommend saving your child's SMART account for materials they'll need for school.

Why are you providing a virtual card instead of a physical library card?

The virtual SMART accounts will be easy to memorize, containing your student's unique ID number. Since there's no physical card to keep track of or remember, this will make it easier for students to use the resources.

How will teachers use SMART Accounts in the classroom?

JCPL staff are working with school staff to help integrate these newly accessible materials into the classroom. When all students have a library account, classrooms will more easily access library materials on school-issued devices.

What if we don't live in Johnson County?

All Franklin students will receive SMART accounts, no matter where they live.

Can I opt-out of this program?

SMART accounts will make it easier for students to access digital resources in the classroom. If you do not want your child to participate in this program, you can opt-out by contacting JCPL's Digital Services Manager, Erin Kirchhoff, ekirchhoff@jcpln.org, 317-738-9835.



Johnson County Public Library
SMART