



Williamson County Board Policy Committee

May 4, 2026 6:00 PM

Williamson County Administrative Complex Training Center, 1st Floor

Policy Chair - Jay Galbreath

Policy Committee - Drason Beasley, Donna Clements, Dennis Driggers, and Margie Johnson

1. Agenda

2. Board Policies First Reading

- a. 2.803 Salary Deductions
- b. 4.202 Child Find and Special Education

3. Policies for Discussion

- a. 1.402 Notification of Meetings
- b. 6.312 Use of Wireless Communication Devices



POLICY REVIEW OR CREATION REQUEST

This form will be completed for all new policies and all recommendations for revisions to or deletions of policies of the Williamson County Board of Education. Attach any information which would be helpful to understand the proposed changes or actions.

Recommended by: Staff ☒ General Counsel ☐ Board Member ☐ _____

Date Submitted to General Counsel: 1/14/26

Recommendation: add ☐, revise ☒, or delete ☐ the following Policy number(s) and title(s):

Brief summary of the proposed addition or changes: Remove 403b language from policy.

Brief justification of why additions or changes needed or required:

With the passing of the resolution in April to discontinue offering 403b plans to new employees and only offering 457 plans this change is needed for the policy to be accurate.

Staff analysis of the proposed addition or changes in terms of the following:

Legal implications; educational benefits; impact on the staff at the building level; impact on staff at the district level; immediate and future changes in numbers of assignments of personnel; immediate and future budgetary impact.

Only 6 employees have opted for an additional plan in the last 2 years and all chose a 457 and not a 403b. This will be for new employees going forward.

Rachel Faurie

Name of Individual Submitting Policy for Review

4/27/26

Date

Williamson County Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Salary Deductions	Descriptor Code: 2.803	Issued Date: 02/18/19
		Rescinds: 2.803	Issued: 05/19/14

- 1 Specific approval by the Board is required for voluntary payroll deductions, except as otherwise
2 provided by law or policy (such as TCRS and Federal withholding).¹
- 3 Employee requests for voluntary payroll deductions must be made on forms provided by the Board and
4 filed in the office of the Director.²
- 5 An employee may change or terminate any voluntary payroll deduction upon written notification to the
6 payroll department and/or plan administrator. ~~(such as a 403b plan).~~
- 7 Voluntary retirement products under sections ~~403b~~ or 457 of the IRS code will only be available to
8 employees who contribute to the plan through payroll deduction. Williamson County Schools
9 administration will select a vendor or vendors for each such plan through a request for proposal
10 process consistent with IRS regulations. The Superintendent of Schools will appoint a Plan
11 Administrator.
- 12 Employees can also participate in the 401(k)-account offered by the State of Tennessee (through
13 Empower). New teachers hired on or after July 1, 2014 will automatically be enrolled in the 401(k)
14 (Empower) account and contribute 2% of their salary. Teachers may opt out of the automatic amount
15 or choose to contribute a higher amount. The contributions cannot exceed the I.R.S. annual limits.
- 16 ~~Employees can choose to contribute either to a 403(b) or the 401(k) but not to both at the same time.~~
17 ~~Employees can contribute to both a 403(b) and a 457 plan not to exceed the annual limit established by~~
18 ~~the IRS.~~

Legal References

1. TCA 50-1-308
2. TCA 8-50-702(b)(3); TCA 49-5-608

Cross References

Payroll Procedures 2.802
Insurance Management 3.600
Compensation Guides and Contracts 5.110



POLICY REVIEW OR CREATION REQUEST

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Recommended by: Staff ☐ General Counsel ☐ Board Member ☒ _____ Tony Bostic _____

Date Submitted to General Counsel: _____ March 28th 2025 _____

Recommendation: add ☐, revise ☒, or delete ☐ the following Policy number(s) and title(s):

4.202 Special Education

Brief summary of the proposed addition or changes:

Pg 2 line 2 – change language of bullet point 3 to state: *“Interactive planning sessions shall be facilitated with special education and general education teachers, paraprofessionals, and parents or guardians regarding each student’s IEP and in order to ensure a parent’s right to meaningful participation.”*

Pg 2 after line 4 – insert new bullet point language: *“WCS shall notify a student's parent or guardian at least 10 days before the student's individualized education program (IEP) meeting to ensure that the parent or guardian has an opportunity to attend, unless the parent or guardian and a representative of WCS mutually agree to meet prior to 10 calendar days in accordance with rules promulgated by the state board of education.”*

Pg 2 after line 4 – insert another new bullet point language: *“WCS shall provide the following to the parent or guardian of the student who is the subject of the IEP team meeting, at least 48 hours prior to such meeting:*

- (A) A copy of any and all student evaluation reports that are to be used in the determination of the student's eligibility for special education or in the development of the draft IEP.*
- (B) A copy of the student's draft IEP, unless the student's parent or guardian provides written notice to the LEA more than 48 hours prior to the scheduled IEP meeting declining the parent's or guardian's right to receive a copy of the draft IEP.”*

Pg 2 after line 4 – insert another new bullet point language: *“WCS shall establish and maintain Service Delivery Logs (SDL) to document the provision of all special education services as outlined in the student’s IEP, including but not limited to, direct instruction, consultation services, and related services. The log must include the following information for each service session:*

- Date of Service*
- Start and End Time of Service*
- Duration (in minutes)*

- *Brief Description of Service Delivered*
- *Name of Staff Member(s) Providing the Service including signature or initials*
- *Location of Service (if applicable)*
- *Any Notes or Comments (e.g., adjustments, student progress, etc.)*

Should there be any deviation from the scheduled service time or schedule (either over- or under-provision), it must be documented with a brief explanation. All special education services must be provided in accordance with the student's IEP, ensuring that the specified minutes for each service are met consistently throughout the academic year. SDLs should be regularly reviewed by the special education team to ensure full compliance with IEP goals and service delivery. Responsibility for maintaining SDLs belongs to the staff member delivering the service to maintain accurate, timely, and complete logs. SDLs should be maintained for a minimum of 3 years from the date of service delivery, and logs must be accessible to authorized personnel, including special education coordinators, administrators, and parents/guardians when appropriate."

Brief justification of why additions or changes needed or required:

To update our current policy to comply with new state law HB0861/SBSB1073. Also adding in language for Service Delivery Logs to ensure transparency and protection for WCS.

Staff analysis of the proposed addition or changes in terms of the following:

Legal implications; educational benefits; impact on the staff at the building level; impact on staff at the district level; immediate and future changes in numbers of assignments of personnel; immediate and future budgetary impact.

Tony Bostic

3/28/25

Name of Individual Submitting Policy for Review

Date

Williamson County Board of Education

Monitoring: Review: Annually, in November	Child Find and Special Education	Descriptor Code: 4.202	Issued Date: 05/19/25
		Rescinds: 4.202	Issued: 04/16/19

CHILD FIND¹

Child Find is a component of the Individuals with Disability Education Act (IDEA) that requires school districts to identify, locate and evaluate all children with disabilities ages 3 to 21 who need early intervention services or special education services. It is a continuous process of public awareness activities, screenings, and evaluations to locate, identify, and refer children as early as possible. Williamson County Schools performs a countywide Child Find.

SPECIAL EDUCATION

The Board shall provide access to a free appropriate public education to all disabled children ages 3-21, inclusive, residing within the jurisdiction of the school system. The plan for implementation of appropriate instruction and special education services shall be in accordance with the current *Rules, Regulations, and Minimum Standards for the Operation of the School System of the Tennessee State Board of Education*² and state³ and federal⁴ law.

The Board shall develop and periodically update a local plan for providing special education services for disabled students. Specifically, the Board shall ensure the following:

1. All disabled children living within the school system receive a free and appropriate public education and the services to meet their unique needs; and
2. The rights of disabled children and their parents are protected.

The Board recognizes that in order to serve the needs of students with disabilities a variety of instructional strategies and related services must be made available within the school system. The Board strongly supports the need to establish special education services and supports within the school district and offers programs across the entire county.

The Board believes that services to students with disabilities must be coordinated with other programs and that shared responsibility must be taught in the framework of the general education classrooms. Students with disabilities must be taught in framework of the general education curriculum. General education, career and technical education and special education staff shall strive to coordinate their services as designated in each student's Individualized Education Plan (IEP), in order to meet the needs of each student who is eligible for special education supports and services.

The Board supports efforts toward the integration of students with disabilities into general classrooms, believing that integration leads to better educational and social opportunities for all children, greater

1 respect for and understanding of individual differences and an easier assimilation into society with
2 greater success upon the completion of formal public education.

3 The Board shall ensure that the instructional needs of all students are met. This policy is to establish
4 equitable and educationally sound placement for all students, including students with disabilities, in
5 every classroom.

6 **PARENTAL/GUARDIAN NOTIFICATION AND ACCESS TO CERTAIN DOCUMENTS⁵**

7 WCS shall notify a parent/guardian of a student at least ten (10) calendar days before the student's
8 individualized education program (IEP) meeting to ensure that the parent or guardian has an opportunity
9 to attend, unless the parent or guardian and a representative of WCS mutually agree to meet prior to ten
10 (10) calendar days.

11 WCS shall provide the following to the parent/guardian of the student who is the subject of the IEP team
12 meeting, at least forty-eight (48) hours prior to such meeting:

13 1. A copy of the student's evaluation report that is to be used in the determination of the student's
14 eligibility for special education or in the development of the draft IEP; and

15 2. If WCS creates a draft IEP for the student prior to the IEP team meeting, then a copy of the
16 student's draft IEP, unless the student's parent/guardian provides written notice to WCS more
17 than forty-eight (48) hours prior to the scheduled IEP meeting declining his/her right to receive
18 a copy of the draft IEP.

19 **FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)**

20 To ensure the provisions of a free appropriate public education (FAPE) according to state law and the
21 Individuals with Disabilities Education Act (IDEA) are being met, our district proposes the following:

- 22 1. Education placement decisions for all student, including students with disabilities, shall be
23 made based on the instructional needs of the students;
24
- 25 2. Joint staff development and training shall be provided for general education and special
26 education teachers (models, strategies and interventions) for maintain an inclusive classroom;
27
- 28 3. Collaboration shall be facilitated with special education and general education teachers and
29 parents/guardians regarding a student's IEP;
30
- 31 4. Training shall be provided for general education teachers on modifications and
32 accommodations to the IEP;
33
- 34 5. All students in the general education classroom shall have access to the standard textbooks and
35 instructional materials used in the class with alternative or supplemental materials provided as
36 needed.
37

6. Resources, supports, supplemental aid and materials shall be provided to help students progress in the general curriculum and be successful in the general education classroom (e.g. assistive technology devices and services, paraprofessional support, adaptation in the classrooms, etc.);
7. Needed technical assistance shall be provided to general education teachers in order to address the needs of individual students; and
8. Training for paraprofessionals is provided to ensure that they acquire the knowledge and skills necessary to assist students in the general education classroom.

The Board adopts the state and federal regulations in order to implement the provision of special education and related services. This is to ensure compliance with state and federal regulations in providing special education supports and services.

Legal References

1. [Education of Individuals with Disabilities, 20 USCA Sections 1400-1485](#); [34 CFR § 300.111](#); [TRR/MS 0520-01-09](#)
2. [TRR/MS 0520-01-09](#)
3. [TCA 49-10-101](#) et seq.
4. [Education of Individuals with Disabilities, 20 USCA Sections 1400-1485](#); [Section 504 of the Rehabilitation Act of 1973](#)
5. [Public Acts of 2025, Chapter No. 199](#)

Cross References

Compulsory Attendance Ages 6.201
Alternative Education 6.319
Student Communicable Diseases 6.403
Acquired Immune Deficiency Syndrome 6.404

Williamson County Board of Education

Monitoring: Review: Annually, in July	Descriptor Term: Notification of Meetings	Descriptor Code: 1.402	Issued Date: 08/21/23
		Rescinds: 1.402	Issued: 11/26/18

- 1 The Board shall ensure adequate public notice¹ of all regular meetings by publishing a complete
2 schedule for the entire school year. This schedule shall be posted in the central office, each school, and
3 on the school system's website and sent to the president of the local education association.²
- 4 In the event of a special board meeting, notice shall be provided at least forty-eight (48) hours prior to
5 the meeting and shall be posted in the same locations and in the same manner as regular board
6 meetings. All notices of special board meetings shall state the time, place, and purpose of the meeting.
- 7 The only exception permitted is in the case of an emergency, defined for this policy as "a sudden,
8 generally unexpected occurrence or set of circumstances demanding immediate action." In such
9 exceptions, notice shall be given to all appropriate parties as is practical.
- 10 Notification to the local media will occur at the same time as notice to members of the Board.
- 11 Notice of all meetings with actionable items on the agenda, with the exception of teacher disciplinary
12 hearings, shall include information on how community members can participate in the public comment
13 portion of the board meeting. ³

Legal References

1. TCA 8-44-103
2. TCA 49-2-202(c)(1)
3. Public Acts of 2023, Chapter No. 300

Cross References

School Board Meetings and Work Sessions 1.400

Williamson County Board of Education

Monitoring:

Review: Annually, in
March

Descriptor Term:

Use of Wireless Communication Devices

Descriptor Code:

6.312

Issued Date:

11/11/25

Rescinds:

6.312

Issued:

06/16/25

PURPOSE

This policy is required by Tennessee law and establishes clear and consistent expectations for the possession and use of personal wireless communication devices by K–12 students and will take effect August 1, 2026. Its purpose is to ensure that instructional time and school environments remain free from unnecessary distractions and to promote student engagement, well-being, safety, and a positive school environment.

Research and safety experts agree that limiting device use during the school day:

- Improves learning by keeping students focused and engaged.
- Supports well-being by reducing social pressures, bullying, and anxiety.
- Strengthens safety by ensuring students follow staff directions in an emergency. Parents will be notified through the school's emergency communication system. Safety experts caution that parents calling or texting students during an emergency can put students at greater risk by drawing attention to them and disrupting established safety procedures.

DEFINITION

For purposes of this policy, wireless communication devices include but are not limited to:

- Cell phones;
- Smart watches;
- Ear buds / AirPods iPods / MP3 players;
- CD players, Walkmans, or radios;
- Pagers or beepers;
- Handheld electronic games; and
- Non-school issued laptops or tablets or any portable devices capable of communication or gaming.

GENERAL

The district shall develop a procedure by which students' wireless communication devices can be securely stored during the school day, except that students in grades 9-12 will have access to their devices during their assigned lunch period.

SCHOOL SETTING

“School setting” includes all areas of the campus or school-sponsored environments during the school day, whether instruction is actively occurring or not, including but not limited to:

- Classrooms and libraries;
- Lunch areas and auditoriums;
- Gymnasiums and physical education areas (indoor and outdoor);
- Performing arts areas;
- Locker rooms;
- Administrative offices;
- Nurse’s office, counseling/medical/psychological spaces; or
- Bathrooms School Buses and other district-provided transportation for field trips/travel during school day.

Leaving class during instructional time to use a device in another school setting is a violation of this policy.

EXCEPTIONS

Students may use personal communication devices only when:

1. Authorized by a teacher for a specific educational purpose. A “specific educational purpose” means that the device is being used as a tool directly tied to the learning objectives of the lesson and under active teacher supervision.

Examples include:

- a. Accessing a teacher-directed digital resource not otherwise available on school-issued technology.
- b. Using translation or accessibility applications as part of instructional activities.
- c. Documenting a project, experiment, or performance when directed by the teacher.
- d. Participating in structured class activities (e.g., polling software, classroom response systems) where the teacher requires device access.

Educational purpose does not include:

- a. Free or unsupervised internet browsing.
- b. Listening to music, playing games, or watching videos unrelated to instruction.
- c. Messaging, social media, or personal communication.
- d. Using the device as a reward or filler activity in lieu of teacher-directed instruction.

Teacher authorization may not be granted for the purpose of convenience when school-issued devices or classroom materials are available for instructional purposes. Permission to use a personal device is an exception, not the norm, and should be revoked immediately if misused.

2. To manage the student’s health, as documented in the student’s individual healthcare plan;
3. When the possession or use is required by the student’s Individual Education Program (IEP), active 504 plan, or individual learning plan; or
4. The device is being used by a student with a disability for the operation of assistive technology to increase, maintain, or improve the student’s functional capabilities.

PROHIBITED USES

Students are prohibited from:

1. Using devices in any manner that threatens academic integrity, disrupts learning, or violates privacy rights.
2. Using devices to cyberbully, harass, or threaten another student.
3. Taking, sending, sharing, viewing, or possessing pictures, text messages, emails, or other material depicting sexual activity, as defined in Tennessee Code Annotated § 39-17-1003 and related statutes (including § 39-17-1002), while the student is on school grounds, at school-sponsored events, or on school buses or vehicles provided by the district.
4. Recording or photographing without consent.
5. Students may not use personal devices to access the internet through unauthorized means (e.g., personal hotspots, VPNs, or circumvention of school network filters).
6. Charging devices using school resources during the school day.

STAFF EXPECTATIONS

Teachers and staff members will consistently and fairly enforce this regulation. Teachers will clearly designate storage areas in classrooms for students who cannot store devices in backpacks, lockers, or purses/bags.

Teachers and staff will not use phone breaks as student rewards.

Teachers and staff should model appropriate device use by refraining from personal use during instructional time.

STUDENT AND FAMILY RESPONSIBILITIES

Bringing a personal wireless communication device to school is strictly optional. These devices are not required for instruction and do not enhance learning during the school day.

Students are solely responsible for any personal wireless communication devices they choose to bring to school or school-sponsored events. The school district will not assume responsibility for loss, theft, damage, or unauthorized use of these devices.

CONSEQUENCES

Any visible device during school hours may be confiscated. Confiscated devices will be secured and returned to the student at the end of the school day.

Violations of this policy will result in disciplinary action. Repeated violations will lead to progressive consequences. Final determination of disciplinary measures rests with school administration.

Elementary School

- First Offense: Device placed in cubby/backpack. Teacher/staff member communicates with student and family, reteaching of expectations. Device goes home with student at end of day.
- Second Offense: Device sent to administrator. Administrator communicates with student and family, reteaching of expectations. Device returned to student at end of day.
- Third Offense: Device sent to administrator. Administrator communicates with student and family, reteaching of expectations. Parent/guardian required to pick up the device.

Middle School

- First Offense: Teacher/staff member redirects student to put device away. Reteaching of expectations. Student stores device away until end of class/day.
- Second Offense: Teacher/staff member confiscates device and delivers to administration. Parent notified; parent must pick up device at end of day.
- Third Offense: Escalated consequences for non-compliance, which may include loss of privilege (device held in office), demerits, or detention, or in-school suspension.

High School

- First Offense: Teacher/staff member redirects student to put device away. Reteaching of expectations. Student stores device away until end of class/day.
- Second Offense: Devices confiscated and delivered to administrator who notifies parent and reviews expectations with student. Parent conference held as needed.
- Third Offense: Escalated consequences for repeated non-compliance. Focus shifts to addressing pattern of behavior. Examples of escalated consequences include loss of privilege (device held in office), detention, or in-school suspension.

Additional Consequences (All Grades)

- Referral to law enforcement may occur if device use involved content or behavior that violates state or federal law.
- Progressive consequences beyond the third offense may be applied at the discretion of the school administration in alignment with the Student Code of Conduct.

EMERGENCY COMMUNICATION

All staff members have access to communication devices during the school day and may contact the school office in case of an emergency. In an emergency, school staff will initiate established communication protocols to notify parents/guardians by text message, email, and/or phone call. Students will also be permitted to contact a parent/guardian once it is safe to do so under staff direction.

Safety experts strongly caution against parents calling or texting students during an active school emergency, as this can draw attention to students' locations and interfere with their ability to follow safety instructions. Parents are urged to await official communication from the school.

- 1 In non-emergency situations, parents/guardians will be contacted by school officials via text message,
- 2 email, or phone call.

Legal References

1. [Public Acts of 2025, Chapter No. 103](#)

Cross References

Code of Conduct 6.300