



Williamson County Board Work Session

June 11, 2026 6:00 PM

Support Services Building - Professional Development Room

1. Call to Order

2. Consent Agenda

- a. Approval of the May 18, 2026 School Board Meeting Minutes
- b. Board Policies Second Reading
 - I. 4.202 Child Find and Special Education
- c. Approval of ePlan Applications for FY2027 to include ESEA Grants as Amended by Every Student Succeeds Act, IDEA, Part B, IDEA Pre-School, and Carl Perkins (Perkins V) Grants
- d. Approval of Building Modification for a Shade Structure at Amanda North Elementary
- e. Recommendation for Field Trip Fee Requests

3. Superintendent's Report (45 minutes)

Jason Golden

- a. Salary Study Update

4. Operations Report (5 minutes)

Brian King

5. Board Chair Report (10 minutes)

Josh Brown

- a. Discussion of Superintendent's Goals for the 2026–2027 school year

6. New Business

- a. Evaluation of Superintendent (Annual Agenda Item) Josh Brown
- b. Superintendent Contract Review and Extension (Annual Agenda Item) Josh Brown
- c. 2025-26 School Board Budget Rachel Farmer
 - I. Approval of General Purpose School Fund Amendment 06.26 Summer Learning Camps Grant in the amount of \$5,198,896.00.
 - II. Approval of General Purpose School Fund Amendment 06.26 Fine Arts Donation from Gibson Gives in the amount of \$42,975.00
 - III. Approval of General Purpose School Fund Amendment 06.26 Public School Construction and Maintenance (PSCM) in the amount of \$1,025,319.86.
 - IV. Approval of Central Cafeteria Fund Amendment 06.26 in the amount of \$252,895.94.
 - V. Approval of 2025-2026 Budget Adjustments Final Year End Intra-Category
- d. Approval of Resolution of 2026-2027 Capital Request in the amount of \$13,665,250.00
- e. Board Policy First and Final Reading Jason Golden
 - I. Approval of 3.401 Student Transportation Jason Golden

f. Approval of Differentiated Pay Plan (Annual Agenda Item)

Jason Golden

g. Approval of PECCA Memorandum of Understanding (Annual Agenda Item)

Jason Golden

7. Monthly Reports & Miscellaneous Information

a. Year To Date Financial Report

b. End of the Month Purchasing Report

c. Overnight Field Trip Report

8. Upcoming Annual Agenda Items for August

- **Approval of Sick Leave Bank Trustees (TCA § 49-5-804)**
- **Approval of Outstanding Purchase Orders for School Activity Funds (TCA § 49-2-203)**
- **Superintendent's Goals and Objectives**
- **Approval of Annual Agenda (Board Policy 1.4051)**



Williamson County School Board Meeting
May 18, 2026 6:30 PM
Williamson County Administrative Complex - Auditorium

Attendance Taken at 6:32 PM.

Mr. Drason Beasley:	Absent
Mr. Tony Bostic:	Present
Mr. Joshua Brown:	Absent
Mr. Dan Cash:	Present
Mrs. Donna Clements:	Present
Dr. Dennis Driggers:	Present
Mr. Jay Galbreath:	Present
Mrs. Tonja Hibma:	Present
Dr. Margie Johnson:	Present
Mrs. Claire Reeves:	Present
Mr. Eric Welch:	Present
Mrs. Melissa Wyatt:	Present

Present: 10, Absent: 2.

Call to Order

Madam Chair Reeves called the meeting order. She asked the Board members to record their attendance. Reeves thanked the Sheriff's Deputies Eddie Coutras and Peter Magargee for attending the meeting. She called upon Board Member Jay Galbreath to lead the Pledge of Allegiance, followed by a moment of silence.

Record Attendance

Pledge of Allegiance and a Moment of Silence

c.

Items of Particular Public Interest (Public Comment)

Board Chair Reeves called upon the following individuals who signed up before the meeting began, to speak during public comment.

- Bill Barksdale spoke about resolution 6.26 and the historical pattern of supplemental amendments to the OCS Legal account.
- Ally Lifsey spoke about technology in the classroom, with a focus on analog learning.
- Bonnie Barksdale spoke about Special Education governance, IEP team consultation practices, and the connection to Resolution 06.26 and the Transition 2 program.

- Brad Davis spoke about school safety.
- Jackie Tulumaris cell phones & Chromebook usage in our schools.
- Melissa Hogan spoke about the Transition 2 clustering program.
- Scott Ballew spoke about the Ravenwood Indoor Percussion program.
- Kristee Bailey spoke about Special Education.

Approval of Agenda

Madam Chair Reeves presented the agenda for approval. The Board voted in favor by saying aye.

Motion Passed: Motion by Mr. Tony Bostic to approve the agenda. A second was made by Mrs. Donna Clements.

Mr. Drason Beasley: Absent

Mr. Joshua Brown: Absent

Mrs. Melissa Wyatt: Yes

Mr. Dan Cash: Yes

Mr. Jay Galbreath: Yes

Mrs. Donna Clements: Yes

Mr. Eric Welch: Yes

Mr. Tony Bostic: Yes

Dr. Dennis Driggers: Yes

Mrs. Tonja Hibma: Yes

Dr. Margie Johnson: Yes

Mrs. Claire Reeves: Yes

Yes: 10, Nay: 0, Absent: 2

Approval of Consent Agenda

Madam Chair Reeves presented the consent agenda for approval. The Board voted in favor by saying aye.

Motion Passed: Motion by Dr. Dennis Driggers to approve the consent agenda. A second was made by Mr. Jay Galbreath.

Mr. Drason Beasley: Absent

Mr. Joshua Brown: Absent

Mr. Dan Cash: Yes

Mr. Jay Galbreath: Yes

Mrs. Donna Clements: Yes

Mr. Eric Welch: Yes

Mr. Tony Bostic: Yes

Dr. Dennis Driggers: Yes

Mrs. Tonja Hibma: Yes

Dr. Margie Johnson: Yes

Mrs. Claire Reeves: Yes

Mrs. Melissa Wyatt: Yes

Yes: 10, Nay: 0, Absent: 2

Approval of April 20, 2026 School Board Meeting Minutes

Board Policies - First and Final Reading

2.803 Salary Deductions

Recommendation for Field Trip Fee Requests

Communications to the Board

Superintendent's Report

Superintendent Golden thanked the School Board for attending and the families for speaking during the public comment time. He spoke about the Screen Time Committee and the 3 key points they discussed this year; 1. Cell Phone Use, 2. Use of Devices, 3. Resources for Parents. He stated that technology is only used when it enhances learning and monitoring screen time is an ongoing effort.

Superintendent Golden spoke about Special Education and the Transition 2 program, and the goal is to do the right thing. He also spoke about a recent media interview about bullying. WCS has set up an environment for reporting bullying behaviors and has intervened. WCS did expect the reported incidents to increase.

In Student Spotlights, the district celebrated more than a dozen students who earned a perfect composite ACT score; [winners at the DECA International Career Development Conference](#); [State winners at the TSA State Leadership Conference](#); [high school State speech and debate winners](#); [students who won first place at the Tennessee State Science Olympiad](#); and [Centennial High's State champions from the first Tennessee high school eSports tournament](#).

In School Spotlights, both Sunset Elementary and Legacy Middle were recognized as Best Buddies Outstanding Elementary and Middle School Chapters of the Year, respectively.

In Staff Spotlights, Woodland Middle's Aurora Foster, Centennial High's Trevor Baxter and Page High's Taylor Kollmeier were named Country Music Association Foundation Music Teachers of Excellence.

Board Chair Report

New Business

2025-26 School Board Budget

Approval of General Purpose School Fund Amendment 05.26 TCAT Donation Dual Enrollment in the amount of \$8,278.79.

Madam Chair Reeves called upon Superintendent Golden who recommended approval of General Purpose School Fund Amendment 05.26 TCAT Donation Dual Enrollment in the amount of \$8,278.79.

Motion Passed: Motion by Mr. Jay Galbreath to approve. A second was made by Mrs. Donna Clements.

Mr. Drason Beasley: Absent

Mr. Joshua Brown: Absent

Mr. Jay Galbreath: Yes

Mrs. Donna Clements: Yes

Mr. Eric Welch: Yes
Mr. Tony Bostic: Yes
Dr. Dennis Driggers: Yes
Mrs. Tonja Hibma: Yes
Dr. Margie Johnson: Yes
Mrs. Claire Reeves: Yes
Mrs. Melissa Wyatt: Yes
Mr. Dan Cash: Yes

Yes: 10, Nay: 0, Absent: 2

Approval of General Purpose School Fund Amendment 05.26 MTSU Donation Dual Enrollment in the amount of \$6,500.00.

Madam Chair Reeves called upon Superintendent Golden, who recommended approval of General Purpose School Fund Amendment 05.26 MTSU Donation Dual Enrollment in the amount of \$6,500.00.

Motion Passed: Motion by Mr. Dan Cash to approve. A second was made by Mr. Tony Bostic.

Mr. Drason Beasley: Absent
Mr. Joshua Brown: Absent
Mrs. Donna Clements: Yes
Mr. Eric Welch: Yes
Mr. Tony Bostic: Yes
Dr. Dennis Driggers: Yes
Mrs. Tonja Hibma: Yes
Dr. Margie Johnson: Yes
Mrs. Claire Reeves: Yes
Mrs. Melissa Wyatt: Yes
Mr. Dan Cash: Yes
Mr. Jay Galbreath: Yes

Yes: 10, Nay: 0, Absent: 2

Approval of General Purpose School Fund Resolution 06.26 Letter Grade Bonus in the amount of \$4,000,000.00.

Madam Chair Reeves called upon Superintendent Golden, who recommended approval of General Purpose School Fund Resolution 06.26 Letter Grade Bonus in the amount of \$4,000,000.00.

Motion Passed: Motion by Mr. Tony Bostic to approve. A second was made by Dr. Dennis Driggers.

Mr. Drason Beasley: Absent
Mr. Joshua Brown: Absent
Mr. Eric Welch: Yes

Mr. Tony Bostic: Yes
Dr. Dennis Driggers: Yes
Mrs. Tonja Hibma: Yes
Dr. Margie Johnson: Yes
Mrs. Claire Reeves: Yes
Mrs. Melissa Wyatt: Yes
Mr. Dan Cash: Yes
Mr. Jay Galbreath: Yes
Mrs. Donna Clements: Yes
Yes: 10, Nay: 0, Absent: 2

Approval of General Purpose School Fund Resolution 06.26 Trustee Commission in the amount of \$300,000.00.

Madam Chair Reeves called upon Superintendent Golden, who recommended approval of General Purpose School Fund Resolution 06.26 Trustee Commission in the amount of \$300,000.00.

Motion Passed: Motion by Dr. Dennis Driggers to approve. A second was made by Mrs. Tonja Hibma.

Mr. Drason Beasley: Absent
Mr. Joshua Brown: Absent
Mr. Tony Bostic: Yes
Dr. Dennis Driggers: Yes
Mrs. Tonja Hibma: Yes
Dr. Margie Johnson: Yes
Mrs. Claire Reeves: Yes
Mrs. Melissa Wyatt: Yes
Mr. Dan Cash: Yes
Mr. Jay Galbreath: Yes
Mrs. Donna Clements: Yes
Mr. Eric Welch: Nay
Yes: 9, Nay: 1, Absent: 2

Approval of General Purpose School Fund Resolution 06.26 ESCO Payment in the amount of \$1,183,842.58.

Madam Chair Reeves called upon Superintendent Golden, who recommended approval of General Purpose School Fund Resolution 06.26 ESCO Payment in the amount of \$1,183,842.58.

Motion Passed: Motion by Mrs. Donna Clements to approve. A second was made by Mr. Jay Galbreath.

Mr. Drason Beasley: Absent
Mr. Joshua Brown: Absent

Dr. Dennis Driggers: Yes
Mrs. Tonja Hibma: Yes
Dr. Margie Johnson: Yes
Mrs. Claire Reeves: Yes
Mrs. Melissa Wyatt: Yes
Mr. Dan Cash: Yes
Mr. Jay Galbreath: Yes
Mrs. Donna Clements: Yes
Mr. Eric Welch: Yes
Mr. Tony Bostic: Yes

Yes: 10, Nay: 0, Absent: 2

Approval of General Purpose School Fund Resolution 06.26 Additional Insurance Expenses in the amount of \$2,400,000.00.

Madam Chair Reeves called upon Superintendent Golden, who recommended approval of General Purpose School Fund Resolution 06.26 Additional Insurance Expenses in the amount of \$2,400,000.00.

Motion Passed: Motion by Dr. Dennis Driggers to approve. A second was made by Mr. Eric Welch.

Mr. Drason Beasley: Absent
Mr. Joshua Brown: Absent
Mrs. Tonja Hibma: Yes
Dr. Margie Johnson: Yes
Mrs. Claire Reeves: Yes
Mrs. Melissa Wyatt: Yes
Mr. Dan Cash: Yes
Mr. Jay Galbreath: Yes
Mrs. Donna Clements: Yes
Mr. Eric Welch: Yes
Mr. Tony Bostic: Yes
Dr. Dennis Driggers: Yes

Yes: 10, Nay: 0, Absent: 2

Approval of General Purpose School Fund Resolution 06.26 Additional Student Support Services Expenses in the amount of \$200,000.

Madam Chair Reeves called upon Superintendent Golden, who recommended approval of General Purpose School Fund Resolution 06.26 Additional Student Support Services Expenses in the amount of \$200,000.

Motion Passed: Motion by Mr. Jay Galbreath to approve. A second was made by Mr. Eric Welch.

Mr. Drason Beasley: Absent

Mr. Joshua Brown:	Absent
Dr. Margie Johnson:	Nay
Mrs. Claire Reeves:	Yes
Mrs. Melissa Wyatt:	Yes
Mr. Dan Cash:	Yes
Mr. Jay Galbreath:	Yes
Mrs. Donna Clements:	Yes
Mr. Eric Welch:	Yes
Mr. Tony Bostic:	Yes
Dr. Dennis Driggers:	Yes
Mrs. Tonja Hibma:	Yes

Yes: 9, Nay: 1, Absent: 2

Board Policies - First Reading (10 minutes)

4.202 Child Find and Special Education

Madam Chair Reeves called upon Superintendent Golden, who recommended approval of Board Policy 4.202 Child Find and Special Education as amended on first reading.

Motion Passed: Motion by Mr. Tony Bostic to approve as amended. A second was made by Mrs. Donna Clements.

Mr. Drason Beasley:	Absent
Mr. Joshua Brown:	Absent
Mrs. Melissa Wyatt:	Yes
Mr. Dan Cash:	Yes
Mr. Jay Galbreath:	Yes
Mrs. Donna Clements:	Yes
Mr. Eric Welch:	Nay
Mr. Tony Bostic:	Yes
Dr. Dennis Driggers:	Yes
Mrs. Tonja Hibma:	Yes
Dr. Margie Johnson:	Yes
Mrs. Claire Reeves:	Yes

Yes: 9, Nay: 1, Absent: 2

Amendment to the Motion Passed: Motion by Mr. Tony Bostic to amend the motion to add WCS shall establish and maintain Service Delivery Logs (SDL) to document the provision of all services for Occupational Therapy, Physical Therapy, & Speech Therapy outlined in the student's IEP, including but not limited to, consultation services, and related services. The log must include the following information for each session:

- Date of Service, Start and End Time of Service, Duration (in minutes) Brief Description of Service Delivered Location of Service Name of Service Provider Any Notes or Comments (e.g. adjustments, student progress, etc.) Should there be any

deviation from the scheduled service time or schedule 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. A second was made by Mrs. Donna Clements.

Mr. Drason Beasley:	Absent
Mr. Joshua Brown:	Absent
Mrs. Claire Reeves:	Yes
Mrs. Melissa Wyatt:	Yes
Mr. Dan Cash:	Yes
Mr. Jay Galbreath:	Yes
Mrs. Donna Clements:	Yes
Mr. Eric Welch:	Nay
Mr. Tony Bostic:	Yes
Dr. Dennis Driggers:	Yes
Mrs. Tonja Hibma:	Yes
Dr. Margie Johnson:	Yes

Yes: 9, Nay: 1, Absent: 2

Approval of School Board Meeting Dates

Madam Chair Reeves called upon Superintendent Golden, who recommended approval of the 2026-27 School Board meeting dates.

Motion Passed: Motion by Mr. Jay Galbreath to approve. A second was made by Mr. Tony Bostic.

Mr. Drason Beasley:	Absent
Mr. Joshua Brown:	Absent
Mr. Dan Cash:	Yes
Mr. Jay Galbreath:	Yes
Mrs. Donna Clements:	Yes
Mr. Eric Welch:	Yes
Mr. Tony Bostic:	Yes
Dr. Dennis Driggers:	Yes
Mrs. Tonja Hibma:	Yes
Dr. Margie Johnson:	Yes
Mrs. Claire Reeves:	Yes
Mrs. Melissa Wyatt:	Yes

Yes: 10, Nay: 0, Absent: 2

Approval of High Performing School District Flexibility Act

Madam Chair Reeves called upon Superintendent Golden, who recommended approval of the High Performing School District Flexibility Act for 2026.

Motion Passed: Motion by Mrs. Tonja Hibma to approve. A second was made by Mrs. Donna Clements.

Mr. Drason Beasley: Absent

Mr. Joshua Brown: Absent

Mr. Jay Galbreath: Yes

Mrs. Donna Clements: Yes

Mr. Eric Welch: Yes

Mr. Tony Bostic: Yes

Dr. Dennis Driggers: Yes

Mrs. Tonja Hibma: Yes

Dr. Margie Johnson: Yes

Mrs. Claire Reeves: Yes

Mrs. Melissa Wyatt: Yes

Mr. Dan Cash: Yes

Yes: 10, Nay: 0, Absent: 2

Adjournment

There being no further business, Madam Chair Reeves adjourned the meeting at 8:28 p.m.

Chairperson

Superintendent

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

1 CHILD FIND¹

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

7 SPECIAL EDUCATION

8 The Board shall provide access to a free appropriate public education to all disabled children ages 3-21,
9 inclusive, residing within the jurisdiction of the school system. The plan for implementation of
10 appropriate instruction and special education services shall be in accordance with the current *Rules,*
11 *Regulations, and Minimum* Standards for the Operation of the School System of the Tennessee State
12 Board of Education² and state³ and federal⁴ law.

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

- 15 1. All disabled children living within the school system receive a free and appropriate public
16 education and the services to meet their unique needs; and
17
- 18 2. The rights of disabled children and their parents are protected.

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

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

29 The Board supports efforts toward the integration of students with disabilities into general classrooms,
30 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.

WCS shall establish and maintain Service Delivery Logs (SDL) to document the provision of all services for Occupational Therapy, Physical Therapy, & Speech/Language Therapy outlined in the student's IEP, ~~including but not limited to, consultation services, and related services.~~ The log must include the following information for each session:

- Date of Service
- Start and End Time of Service
- ~~Duration (in minutes)~~
- Brief Description of Service Delivered
- ~~Location of Service~~ School name
- Name of Service Provider
- Any Notes or Comments (e.g. adjustments, student progress, etc.)

Should there be any deviation from the scheduled service time or schedule 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~~ building administrative 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.

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 support 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](#)

Cross References

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

5. [Public Acts of 2025, Chapter No. 199](#)

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Franklin, Tennessee 37064-3700
Phone (615) 472-4000
Fax (615) 472-4190
Website: <http://www.wcs.edu>



MEMORANDUM

TO: Williamson County School Board

FROM: Jason Golden, Superintendent

DATE: June 15, 2026

RE: Approval of ePlan Applications for FY2027 to include ESEA Grants as Amended by Every Student Succeeds Act, IDEA, Part B, IDEA Pre-School, and Carl Perkins (Perkins V) Grants

This memo is to request the approval of the FY2027 Federal Fund 142 ePlan Applications and Budgets with the following statement, allowing superintendent approval of revisions and amendments:

“The Williamson County Board of Education approves the FY2027 ePlan Applications and Budgets for ESEA Grants (Titles I-A, I-Delinquent, I-Neglected, IIA, III, III-IMMIGRANT, IV), IDEA, Part B, IDEA Pre-School, IDEA Partnership for Systemic Change (K-12) and Perkins V (Carl Perkins Basic, Perkins Reserve) Grants and authorizes the superintendent to file any necessary budget revisions, plan addenda, or transfer requests.”

2026-2027 BUDGET FOR 142 SCHOOL FEDERAL PROJECTS

WILLIAMSON COUNTY BOARD OF EDUCATION APPROVAL JUNE 15, 2026

(Includes Special Education IDEA-Part B, IDEA Pre-School, IDEA Partnership for Systemic Change (K-12), CTE Perkins Basic, CTE Perkins Reserve and ESEA Grants (Titles I, Part A, Delinquent LEA, Part I-Neglected, IIA, III, IV) as amended by Every Student Succeeds Act)

REVENUES

47131	CTE Perkins Basic Grant	\$	464,766.72
47141	Title IA, I-Neglected, I-Delinquent Grants to States	\$	1,050,219.95
47143	Special Education Grants to States	\$	8,294,801.00
47145	Special Education Pre-School	\$	163,558.00
47146	Title III, English Language Acquisition	\$	125,061.44
47189	Title IIA, Eisenhower Professional Development	\$	762,231.63
47590	Title IV, (Student Support and Academic Enrichment)	\$	<u>55,542.78</u>

TOTAL REVENUES \$ **10,916,181.52**

EXPENDITURES

71100	Regular Instruction Program	\$	908,395.30
71200	Special Education Instruction Program	\$	4,735,766.41
71300	Vocational Education Program	\$	313,780.51
72120	Health Services	\$	1,146,921.00
72130	Other Student Support	\$	129,375.38
72210	Other Instruction Support	\$	960,689.71
72220	Special Education Support	\$	2,171,789.59
72230	Vocational Support	\$	20,449.59
72410	Office of the Principal	\$	64,441.00
72710	Transportation	\$	112,836.59
99100	Transfers Out (Indirect Cost)	\$	<u>352,406.44</u>

TOTAL EXPENDITURES \$ **10,916,851.52**

WILLIAMSON COUNTY BOARD OF EDUCATION APPROVAL
ESEA as amended by Every Student Succeeds Act
2026-2027 PROPOSED BUDGET

Category	DESCRIPTION		TITLE I-A	TITLE I-A NEGLECTED	TITLE I-A DELINQUENT	TITLE IIA	TITLE III	TITLE IV	TOTALS BY CATEGORY
REVENUE									
47141	Title I, Grants to Local Education Agencies		1,031,434.93	3,236.01	15,549.01	-	-	-	1,050,219.95
47146	Title III, English Language Acquisition		-	-	-	-	125,061.44	-	125,061.44
47189	Title IIA, Eisenhower Prof Development		-	-	-	762,231.63	-	-	762,231.63
47590	Title IV, Other Federal Through State		-	-	-	-	-	55,542.78	55,542.78
			<u>\$ 1,031,434.93</u>	<u>\$ 3,236.01</u>	<u>\$ 15,549.01</u>	<u>\$ 762,231.63</u>	<u>\$ 125,061.44</u>	<u>\$ 55,542.78</u>	<u>\$ 1,993,055.80</u>
EXPENDITURES									
		Object Code							
71100 REGULAR INSTRUCTION									
	Teachers	116	560,645.00	-	-	-	-	-	
	Educational Assistants	163	-	-	-	-	26,456.00	-	
	Other Salaries & Wages	189	80,000.00	-	-	-	2,150.00	-	
	Social Security	201	34,772.00	-	-	-	1,774.00	-	
	State Retirement	204	36,093.00	-	-	-	2,681.00	-	
	Life Insurance	206	246.00	-	-	-	41.00	-	
	Medical Insurance	207	72,000.00	-	-	-	12,000.00	-	
	Dental Insurance	208	3,000.00	-	-	-	500.00	-	
	Employer Medicare	212	9,290.00	-	-	-	415.00	-	
	Instructional Materials & Supplies	429	-	-	5,155.05	-	2,293.09	32,432.78	
	Other Charges	599	25,213.00	-	-	-	1,238.38	-	
	TOTAL REGULAR INSTRUCTION		<u>\$ 821,259.00</u>	<u>\$ -</u>	<u>\$ 5,155.05</u>	<u>\$ -</u>	<u>\$ 49,548.47</u>	<u>\$ 32,432.78</u>	<u>\$ 908,395.30</u>
72130 OTHER STUDENT SUPPORT									
	Other Salaries & Wages	189	600.00	-	-	-	-	-	
	Social Security	201	38.00	-	-	-	-	-	
	State Retirement	204	48.00	-	-	-	-	-	
	Employer Medicare	212	9.00	-	-	-	-	-	
	In-Service Staff Development	524	9,619.35	-	-	-	-	20,000.00	
	Other Charges	599	-	-	-	-	-	-	
	TOTAL OTHER STUDENT SUPPORT		<u>\$ 10,314.35</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 20,000.00</u>	<u>\$ 30,314.35</u>
72210 INSTRUCTION SUPPORT									
	Education Media Personnel	137	-	-	-	71,186.00	-	-	
	Secretary(s)	161	-	-	-	26,905.80	-	-	
	Other Salaries and Wages	189	-	-	-	304,757.96	-	-	
	Teacher Training	196	-	-	-	115,200.00	-	-	
	Social Security	201	-	-	-	31,444.16	-	-	
	State Retirement	204	-	-	-	40,260.00	-	-	
	Life Insurance	206	-	-	-	205.00	-	-	
	Medical Insurance	207	-	-	-	30,000.00	-	-	
	Dental Insurance	208	-	-	-	2,500.00	-	-	
	Employer Medicare	212	-	-	-	7,354.07	-	-	
	Consultants	308	-	-	-	-	70,011.97	-	
	Mileage	355	-	-	-	3,500.00	-	-	
	Other Contracted Services	399	-	-	-	2,500.00	-	-	
	Other Materials/Supplies	499	92,311.08	-	590.83	-	-	-	
	In-Service Staff Develop.	524	43,697.00	3,127.49	9,282.13	81,977.01	3,000.00	2,000.00	
	Other Charges	599	-	-	-	18,879.21	-	-	
	TOTAL INSTRUCTION SUPPORT		<u>\$ 136,008.08</u>	<u>\$ 3,127.49</u>	<u>\$ 9,872.96</u>	<u>\$ 736,669.21</u>	<u>\$ 73,011.97</u>	<u>\$ 2,000.00</u>	<u>\$ 960,689.71</u>
72710 TRANSPORTATION									
	Bus Drivers	146	12,250.00	-	-	-	-	-	
	Social Security	201	760.00	-	-	-	-	-	
	State Retirement	204	1,075.00	-	-	-	-	-	
	Employer Medicare	212	178.00	-	-	-	-	-	
	Contracts with Parents	313	1,500.00	-	-	-	-	-	
	Contract with Vehicle Owner	315	1,500.00	-	-	-	-	-	
	Diesel Fuel	412	12,000.00	-	-	-	-	-	
	TOTAL TRANSPORTATION		<u>\$ 29,263.00</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 29,263.00</u>
99100 TRANSFERS OUT									
	Indirect Cost	504	34,590.50	108.52	521.00	25,562.42	2,501.00	1,110.00	
	TOTAL TRANSFERS OUT		<u>\$ 34,590.50</u>	<u>\$ 108.52</u>	<u>\$ 521.00</u>	<u>\$ 25,562.42</u>	<u>\$ 2,501.00</u>	<u>\$ 1,110.00</u>	<u>\$ 64,393.44</u>
	TOTALS		<u>\$ 1,031,434.93</u>	<u>\$ 3,236.01</u>	<u>\$ 15,549.01</u>	<u>\$ 762,231.63</u>	<u>\$ 125,061.44</u>	<u>\$ 55,542.78</u>	<u>\$ 1,993,055.80</u>

**WILLIAMSON COUNTY BOARD OF EDUCATION APPROVAL
INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)
2026-2027 PROPOSED BUDGET**

Category	DESCRIPTION	Object Code	IDEA Partnership for Systemic Change (K-12)			TOTALS BY CATEGORY
			IDEA, PART B	PRESCHOOL		
REVENUE						
47143	Special Education - Grants to States		8,294,801.00	-		8,294,801.00
47145	Special Education - Preschool Grants		-	163,558.00	-	163,558.00
			\$ 8,294,801.00	\$ 163,558.00	\$ -	\$ 8,458,359.00
EXPENDITURES						
71200 SPECIAL EDUCATION INSTRUCTION						
	Teachers	116	-	61,999.00	-	
	Educational Assistants	163	1,856,596.65	26,968.00	-	
	Other Salaries & Wages	189	266,794.00	-	-	
	Social Security	201	204,264.00	5,516.00	-	
	State Retirement	204	309,705.00	7,607.00	-	
	Life Insurance	206	4,257.00	82.00	-	
	Medical Insurance	207	1,247,900.00	24,000.00	-	
	Dental Insurance	208	51,913.00	1,000.00	-	
	Employer Medicare	212	47,771.00	1,291.00	-	
	Contract w/Private Agencies	312	320,437.60	3,271.16	-	
	Instructional Supplies/Mat	429	1,670.00	4,675.83	-	
	Other Supplies/Materials	499	5,000.00	824.17	-	
	Other Charges	599	255,820.00	3,404.00	-	
	Special Education Equipment	725	20,000.00	3,000.00	-	
	TOTAL SPECIAL EDUCATION INSTRUCTION		\$ 4,592,128.25	\$ 143,638.16	\$ -	\$ 4,735,766.41
72120 HEALTH SERVICES						
	Medical Personnel	131	866,987.00	-	-	
	Social Security	201	53,753.00	-	-	
	State Retirement	204	70,659.00	-	-	
	Life Insurance	206	451.00	-	-	
	Medical Insurance	207	132,000.00	-	-	
	Dental Insurance	208	5,500.00	-	-	
	Employer Medicare	212	12,571.00	-	-	
	Travel-Mileage	355	5,000.00	-	-	
	TOTAL HEALTH SERVICES		\$ 1,146,921.00	\$ -	\$ -	\$ 1,146,921.00
72220 SPECIAL EDUCATION SUPPORT						
	Psychological Personnel	124	163,143.00	-	-	
	Secretary(s)	161	58,231.00	-	-	
	Instructional Coaches	172	689,341.00	-	-	
	Other Salaries/Wages	189	599,540.00	-	-	
	Social Security	201	93,636.00	-	-	
	State Retirement	204	127,870.00	-	-	
	Life Insurance	206	738.00	-	-	
	Medical Insurance	207	216,000.00	-	-	
	Dental Insurance	208	9,000.00	-	-	
	Employer Medicare	212	21,899.00	-	-	
	Contract w/Private Agencies	312	148,017.75	-	-	
	Travel-Mileage	355	9,501.00	-	-	
	Other Contracted Services	399	-	-	-	
	Other Supplies & Materials	499	-	500.00	-	
	In-Service/Staff Development	524	20,000.00	4,314.00	-	
	Other Equipment	790	-	10,058.84	-	
	TOTAL SPECIAL EDUCATION SUPPORT		\$ 2,156,916.75	\$ 14,872.84	\$ -	\$ 2,171,789.59
72410 OFFICE OF THE PRINCIPAL						
	Assistant Principal(s)	139	55,649.00	-	-	
	Social Security	201	3,450.00	-	-	
	State Retirement	204	4,535.00	-	-	
	Employer Medicare	212	807.00	-	-	
	TOTAL OFFICE OF THE PRINCIPAL		\$ 64,441.00	\$ -	\$ -	\$ 64,441.00
72710 TRANSPORTATION						
	Bus Drivers	146	37,864.00	-	-	
	Social Security	201	2,348.00	-	-	
	State Retirement	204	3,586.00	-	-	
	Life Insurance	206	41.00	-	-	
	Medical Insurance	207	12,000.00	-	-	
	Dental Insurance	208	500.00	-	-	
	Employer Medicare	212	549.00	-	-	
	TOTAL TRANSPORTATION		\$ 56,888.00	\$ -	\$ -	\$ 56,888.00
99100 TRANSFERS OUT						
	Indirect Cost	504	278,176.00	5,047.00	-	
	TOTAL TRANSFERS OUT		\$ 278,176.00	\$ 5,047.00	\$ -	\$ 283,223.00
TOTAL			\$ 8,295,471.00	\$ 163,558.00	\$ -	\$ 8,459,029.00

WILLIAMSON COUNTY BOARD OF EDUCATION APPROVAL
CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006
as amended by the Strengthening Career Technical Education for the 21st Century Act (Perkins V)
2026-2027 PROPOSED BUDGET

Category	DESCRIPTION	Object Code	<u>CTE PERKINS BASIC</u>	<u>PERKINS RESERVE</u>	<u>TOTALS BY CATEGORY</u>
REVENUE					
47131	Vocational Education - Grants to States		414,766.72	50,000.00	
			<u>\$ 414,766.72</u>	<u>\$ 50,000.00</u>	<u>\$ 464,766.72</u>
EXPENDITURES					
71300 CAREER AND TECHNICAL EDUCATION					
	Teachers	116	120,953.00	-	
	Clerical Personnel	162	23,699.00	-	
	Social Security	201	8,968.00	-	
	State Retirement	204	12,101.00	-	
	Life Insurance	206	78.00	-	
	Medical Insurance	207	22,500.00	-	
	Dental Insurance	208	938.00	-	
	Other Supplies & Materials	499	-	13,500.00	
	Employer Medicare	212	2,441.00	-	
	Instructional Equipment	730	79,502.51	29,100.00	
	TOTAL CAREER AND TECH EDUC		<u>\$ 271,180.51</u>	<u>\$ 42,600.00</u>	<u>\$ 313,780.51</u>
72130 OTHER STUDENT SUPPORT					
	Other Salaries & Wages	189	10,000.00	-	
	Social Security	201	620.00	-	
	State Retirement	204	813.00	-	
	Employer Medicare	212	145.00	-	
	Other Contracted Services	399	-	7,400.00	
	In Service/Staff Development	524	23,815.28	-	
	Other Charges	599	56,267.75	-	
	TOTAL OTHER STUDENT SUPPORT		<u>\$ 91,661.03</u>	<u>\$ 7,400.00</u>	<u>\$ 99,061.03</u>
72230 CAREER/TECH EDUC SUPPORT					
	Clerical Personnel	162	7,901.00	-	
	Social Security	201	490.00	-	
	State Retirement	204	748.00	-	
	Life Insurance	206	5.00	-	
	Medical Insurance	207	1,500.00	-	
	Dental Insurance	208	63.00	-	
	Employer Medicare	212	115.00	-	
	In-Service Staff Develop.	524	9,627.59	-	
	TOTAL CAREER/TECH EDUC SUPPORT		<u>\$ 20,449.59</u>	<u>\$ -</u>	<u>\$ 20,449.59</u>
72710 TRANSPORTATION					
	Contracts with Vehicle Owners (CTSO)	315	26,685.59	-	
	TOTAL TRANSPORTATION		<u>\$ 26,685.59</u>	<u>\$ -</u>	<u>\$ 26,685.59</u>
99100 TRANSFERS OUT					
	Indirect Cost	504	4,790.00	-	
	TOTAL TRANSFERS OUT		<u>\$ 4,790.00</u>	<u>\$ -</u>	<u>\$ 4,790.00</u>
	<u>TOTAL</u>		<u><u>\$ 414,766.72</u></u>	<u><u>\$ 50,000.00</u></u>	<u><u>\$ 464,766.72</u></u>



MEMORANDUM

June 2, 2026

To: Williamson County Board of Education

CC: Jason Golden, Superintendent of Schools
Brian King, Assistant Superintendent of Operations

From: Eric J. Gardner, P.E., Director of Facilities & Construction

Re: Amanda North Elementary School Shade Structure Request

Amanda North Elementary School is requesting permission to install two shade structures in the playground. The project is fully funded by Amanda North Elementary School.

Staff recommends approval.



GENERAL NOTES

DESIGN LOADS

BUILDING CODE	INTERNATIONAL BUILDING CODE 2021
LIVE LOADS	5 PSF
SNOW LOAD	5 PSF, STEEL FRAME WITH FABRIC ATTACHED
	10 PSF, STEEL FRAME WITH FABRIC REMOVED
WIND LOADS	115 MPH*
	3-Sec. Gust, RISK CATEGORY II & EXPOSURE C

* 115 MPH ACCORDING TO THE BASIC WIND SPEED MAPS OF ASCE 7-16 IS EQUIVALENT TO THE ALLOWABLE STRESS DESIGN WIND SPEED OF 90 MPH ACCORDING TO ASCE 7-16 AND IBC 2021 EQ 16-17.

STRUCTURAL STEEL

- ALL STRUCTURAL SHAPES SHALL BE COLD FORMED HSS ASTM A500 GRADE C UNLESS OTHERWISE NOTED. TYPICAL MECHANICAL PROPERTIES FOR HSS PRODUCTS:
SQUARE AND RECTANGULAR 50,000 PSI YIELD / 62,000 PSI TENSILE
ROUND PIPE 50,000 PSI YIELD / 62,000 PSI TENSILE
- ALL GALVANIZED STEEL TUBE PRODUCTS ARE MANUFACTURED PER ASTM A500, TYPICAL MECHANICAL PROPERTIES ACHIEVED FOR GALVANIZED TUBE PRODUCTS:
ROUND TUBE 50,000 PSI YIELD / 62,000 PSI TENSILE
- ALL PLATES SHALL COMPLY WITH ASTM A572 GRADE 50.
- ALL STEEL TUBING SHALL BE TRIPLE COATED FOR RUST PROTECTION USING THE IN-LINE ELECTROPLATING COAT PROCESS. TUBING SHALL BE INTERNALLY COATED WITH ZINC AND ORGANIC COATINGS TO PREVENT CORROSION AS MANUFACTURED BY ALLIED TUBE & CONDUIT.
- STRUCTURAL STEEL SHALL BE DETAILED, FABRICATED AND ERECTED IN ACCORDANCE WITH A.I.S.C. SPECIFICATIONS.
- ALL SHOP WELDS SHALL BE EXECUTED IN ACCORDANCE WITH THE LATEST EDITION OF THE AMERICAN WELDING SOCIETY (AWS) D1.1 SPECIFICATIONS. ALL WELDS SHALL BE CONTINUOUS WHERE LENGTH IS NOT GIVEN, UNLESS OTHERWISE SHOWN OR NOTED ON DRAWINGS. ALL WELDS SHALL DEVELOP THE FULL STRENGTH OF THE WEAKER MEMBER. ALL WELDS SHALL BE MADE USING E70XX GAS WIRE.
- SHOP CONNECTIONS SHALL BE WELDED UNLESS NOTED OTHERWISE. FIELD CONNECTIONS SHALL BE AS INDICATED ON THE DRAWINGS (IF REQUIRED). ALL FILLET WELDS SHALL BE A MINIMUM OF 3/16" UNLESS OTHERWISE NOTED. FIELD WELDS SHALL NOT BE ALLOWED.
- ALL HIGH STRENGTH BOLTS SHALL COMPLY WITH ASTM F3125 GRADE A325 (GALVANIZED). ALL NUTS SHALL COMPLY WITH ASTM A563CH, AND WASHERS SHALL COMPLY WITH ASTM F436.
- ALL HIGH STRENGTH BOLTS SHALL BE TIGHTENED TO A SNUG TIGHT CONDITION.
- ALL STAINLESS STEEL BOLTS / STUDS SHALL COMPLY WITH ASTM F-953, ALLOY GROUP 1 OR 2. ALL NUTS SHALL COMPLY WITH ASTM F-594 ALLOY GROUP 1 OR 2.
- ALL STRUCTURAL STEEL SHALL BE POWDER COATED WITH ONE SHOP COAT (2.5 MILS MIN.) OF ZINC-RICH PRIMER, UNDERCOAT, AND FINISH COAT, OR EQUIVALENT PAINT SYSTEM. THIS COAT IS A WEATHER RESISTANT POWDER COATING BASED ON POLYESTER TGIC (MANUFACTURED BY SHERWIN WILLIAMS, ASKO NOBEL, PPG OR TIGER DRYLAC). TO ACHIEVE OPTIMUM ADHESION, IT IS RECOMMENDED THAT THE PROPER TREATMENT AND DRYING TAKE PLACE BEFORE COATING. POLYESTER POWDER (TGIC) SPECIFICATIONS SHALL BE AS FOLLOWS:
* PENCIL HARDNESS (ASTM D-3363).
* HUMIDITY (ASTM D-2247).
* SOLVENT RESISTANCE (PCI METHOD) - 50 DBL RUBS SL, SOFTNESS.

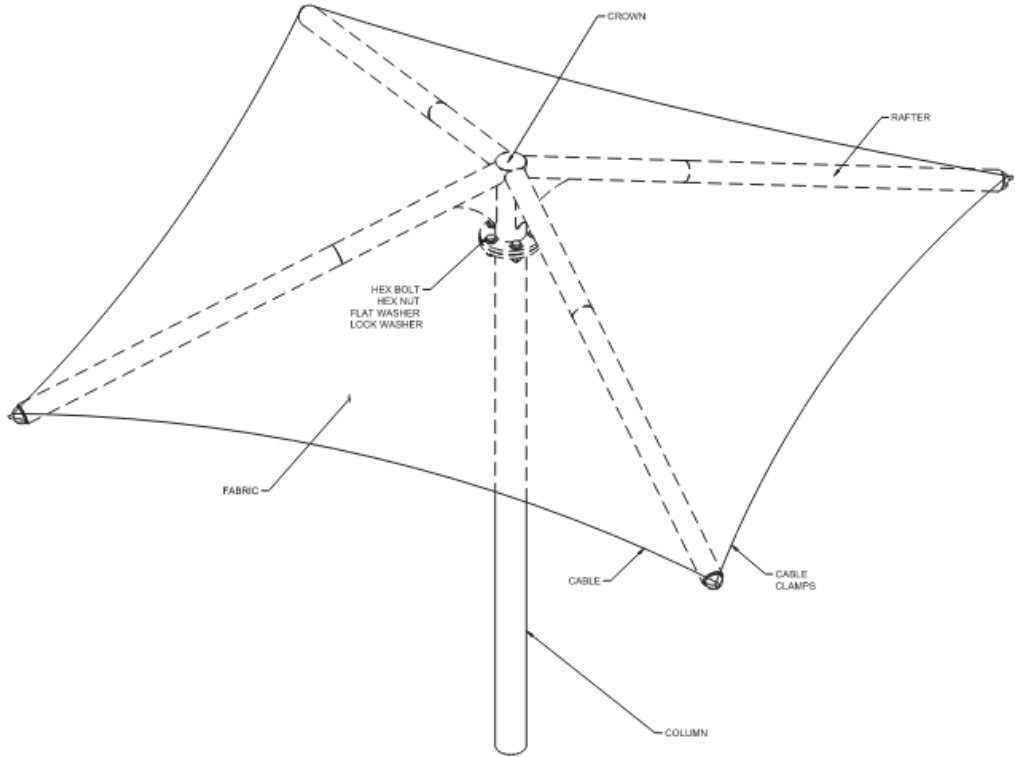
FABRIC SPECIFICATION

- FABRIC SHALL BE A HIGH DENSITY POLYETHYLENE WITH ULTRA VIOLET ADDITIVES, WITH MONOPLAMENT AND TAPE CONSTRUCTION GIVING A STABLE MATERIAL AND RACHET KNITTED TO ENSURE MATERIAL WILL NOT UNRAVEL IF CUT
- | | SOLID COLORS | STRIPED COLORS |
|----------------|--------------------------------------|--------------------------------------|
| TEAR STRENGTH | WARP 220,4622 LB
WEFT 462,9707 LB | WARP 182,9836 LB
WEFT 401,2413 LB |
| BURST STRENGTH | 37,7098 PSIA | 33,0666 PSIA |
| FADING | MINIMUM FADING AFTER 5 YEARS | |

LIFE EXPECTANCY: A MINIMUM OF 8 YEARS CONTINUOUS EXPOSURE TO THE SUN
- FIRE TEST ON FABRIC: NFPA 701 TEST 2 AND ASTM E 84
- THREAD-PTFE (TEFLON) USED MEET THE FOLLOWING SPECIFICATIONS: HIGH STRENGTH, LOW SHRINKAGE, WIDE TEMPERATURE RANGE, FLEX, ABRASION RESISTANT AND UV RADIATION IMMUNITY. LOCKSTITCH - 1200 DENIER, CHAINSTITCH THREAD - 2400 DENIER.

AIRCRAFT CABLE

- WIRE ROPE CABLE SHALL BE 7x19 STRAND CORE GALVANIZED WIRE ROPE WITH A BREAKING STRENGTH VALUE OF 7,000 LBS (1/4" DIAMETER)
- CABLES SHALL BE FED THROUGH THE FABRIC SLEEVES AROUND THE PERIMETER OF THE CANOPY AND TENSIONED UNTIL THE FABRIC PANELS (DESIGNED PURPOSEFULLY UNDERSIZED) REACH A TAUT APPEARANCE. ANY LONG TERM CABLE SAG SHALL BE MINIMIZED DURING THE MAINTENANCE RE-TIGHTENING VISITS AS REQUIRED.



ISOMETRIC VIEW

LIST OF MATERIALS

ITEM	QTY	DESCRIPTION	S&P PART No.
BOLT	5	5/8" HEX 3/4" x 3" S&P ASTM A325	307973
HEX NUT	5	1/2" HEX 3/4" S&P ASTM A325	307987
WASHER	10	WASHER PLAT 3/4" S&P ASTM F436	307924
SPLIT LOCK WASHER	5	WASHER SPLIT LOCK 3/4" S&P	307932
CABLE CLAMP	4	CLAMPS CABLE 1/4" DP CLV	307933
COLUMN	1	0.0 GA 07 RD TUBING	SPUC-006-100
FABRIC	1	Fabric Shadecrete 100 ECR	FABRIC 100
CABLE	1	WIRE ROPE, 7x19, 1/4", GALV	307934
RAFTER	4	3.0 GA 00 RD TUBING	SPF-350-77
CROWN	1	UNPAINTED SPFPC-350-F3-1	SPFPC-350-F3-1

NOTICE

- MESH FABRIC TOP NEEDS TO BE REMOVED IF SNOW EXCEEDING 5 PSF IS ANTICIPATED.
- MESH FABRIC TOP NEEDS TO BE REMOVED IF WINDS EXCEEDING 115 MPH ARE ANTICIPATED. SEE NOTES FOR DESIGN LOADS.

CODE ANALYSIS

BUILDING	OCCUPANCY	CONSTRUCTION TYPE	AREA (SQFT)	OCCUPANT LOAD
SHADE STRUCTURE 10' 0" x 10' 0"	U	V-B	100	N/A



THESE PLANS AND SPECIFICATIONS ARE THE PROPERTY OF USA SHADE AND FABRIC STRUCTURES AND SHALL NOT BE REPRODUCED WITHOUT THEIR WRITTEN PERMISSION.



CORPORATE HEADQUARTERS
2580 ESTERS BLVD., SUITE 100
DFW AIRPORT, TX 75261
800-965-5025

CERTIFICATIONS:
IAS CERTIFICATION No: FA-428
CLARK COUNTY MANUFACTURER
CERTIFICATION NUMBER (NEVADA):
356

CUSTOMER:
Williamson County Schools
PROJECT NAME:
99371 - Amanda North
LOCATION:
Spring Hill TN
PROJECT NUMBER:
Q-122501

STRUCTURE TYPE:
Single Post Pyramid 103
SIZE:
10' 0" x 10' 0" x 9' 0"
SCALE: AS NOTED
DRAWING SIZE
B

REV	DESCRIPTION	DATE	DRW	CHK	ENG
1	RELEASE FOR CONSTRUCTION		DD	MB	MB

Eng. By: MB
Design By: GD
Approved By: MB
DRAWING DESCRIPTION:
NOTES / LOM
DWG.
PAGE
1000
REV
NC

TABLE OF DIMENSIONS

W	L	H	C	HT	CL	RL
10' 0"	10' 0"	9' 0"	2' 3"	11' 3"	0' 8"	6' 5"

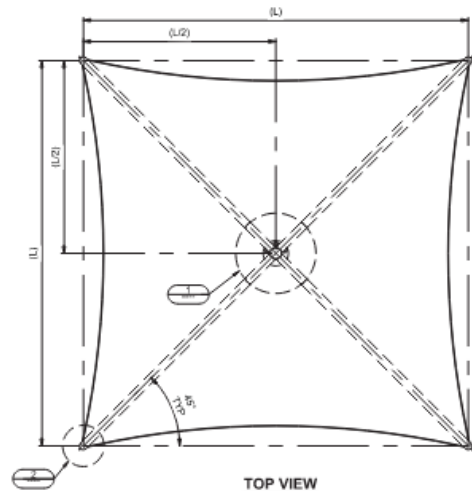
TABLE OF DIMENSIONS KEY

W	WIDTH
L	LENGTH
H	ENTRY HEIGHT
C	SHADE HEIGHT
HT	TOTAL HEIGHT
CL	FABRIC CATENARY - LENGTH
RL	RAFTER LENGTH

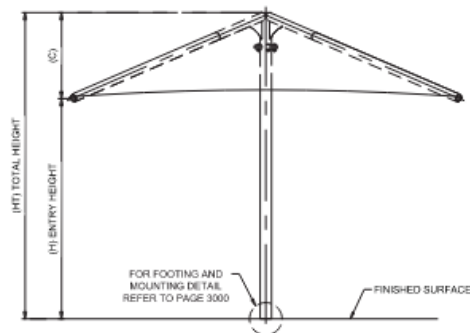
PLAN NORTH



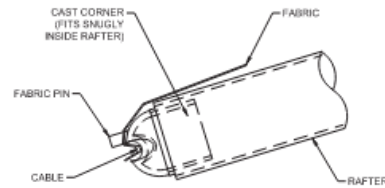
FOR TRUE NORTH
SEE CUSTOMER'S
SITE PLAN



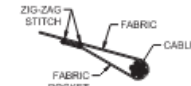
TOP VIEW



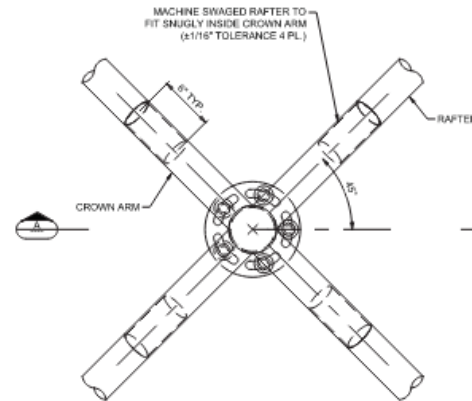
SIDE & FRONT ELEVATION



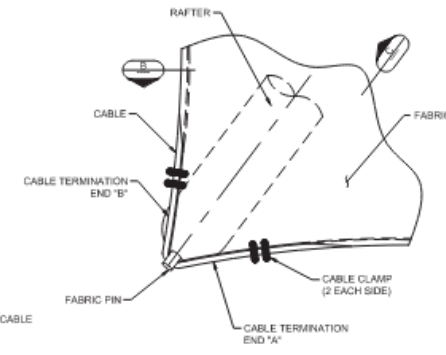
VIEW C-C



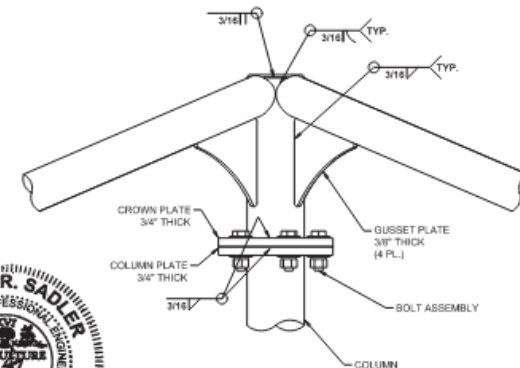
SECTION B-B



DETAIL 1



DETAIL 2



VIEW A-A



Thomas R. Sadler

Digitally signed by Thomas R. Sadler
Date: 2025.05.08 15:38:15 -05'00'

THESE PLANS AND SPECIFICATIONS
ARE THE PROPERTY OF USA SHADE
AND FABRIC STRUCTURES AND
SHALL NOT BE REPRODUCED
WITHOUT THEIR WRITTEN
PERMISSION



CORPORATE HEADQUARTERS
2540 ESTERS BLVD., SUITE 100
DFW AIRPORT, TX 75261
800-966-5005

CERTIFICATIONS:

IAS CERTIFICATION No. FA-428
CLARK COUNTY MANUFACTURER
CERTIFICATION NUMBER (NEVADA):
305

CUSTOMER:

Wilkeson County Schools

PROJECT NAME:

90371 - Amanda North

LOCATION:

Spring Hill TN

PROJECT NUMBER:

Q-122501

STRUCTURE TYPE:

Single Post Pyramid 103

SIZE:

10' 0" x 10' 0" x 9' 0"

SCALE: AS NOTED

DRAWING SIZE

B

REV	ENG	CHK	DRW	DATE	DESCRIPTION
1	MB	MB	OD		RELEASE FOR CONSTRUCTION

Eng By:	MB
Design By:	OD
Approved By:	MB

DRAWING DESCRIPTION:

ELEVATIONS AND DETAILS

DWS.

PAGE

2000

REV

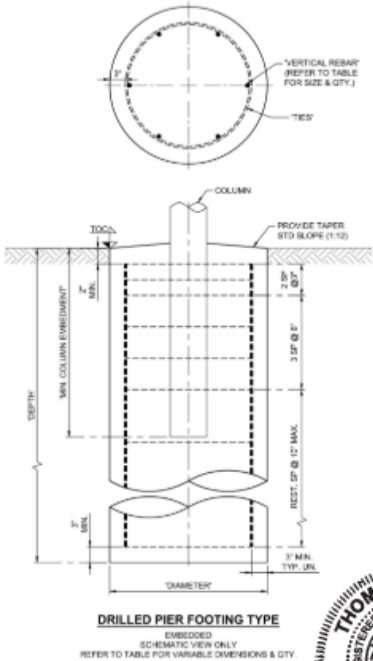
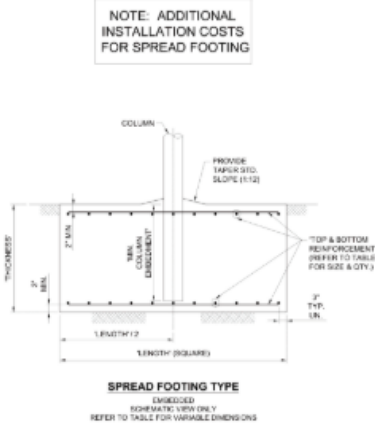
NC

REINFORCED CONCRETE NOTES

- CONCRETE WORK SHALL BE EXECUTED IN ACCORDANCE WITH THE LATEST EDITION OF THE AMERICAN CONCRETE INSTITUTE SPECIFICATION FOR STRUCTURAL CONCRETE ACI 301 AND BUILDING CODE ACI 318. CONCRETE SPECIFICATIONS SHALL BE AS FOLLOWS:
 - 28 DAY STRENGTH: 2500 PSI
 - SLUMP: 3-5
 - PORTLAND CEMENT SHALL CONFORM TO C-150
 - AGGREGATE SHALL CONFORM TO ASTM C-33
- ALL REINFORCEMENT STEEL SHALL CONFORM TO ASTM A-615 GRADE 60, AND SHALL BE DETAILED, FABRICATED AND PLACED IN ACCORDANCE WITH THE LATEST ACI SPECIFICATION FOR STRUCTURAL CONCRETE ACI 301, ACI DETAILING MANUAL, AND CRSI MANUAL OF STANDARD PRACTICE.
- ALL ANCHOR BOLTS SET IN NEW CONCRETE (WHEN APPLICABLE) SHALL COMPLY WITH ASTM F-1554 GRADE 55 (GALVANIZED).
- ALL NON-SHRINK GROUT SHALL HAVE A MINIMUM 28 DAYS COMPRESSIVE STRENGTH OF 5000 PSI, AND SHALL COMPLY THE REQUIREMENTS OF ASTM C109, ASTM C939, ASTM C1080, ASTM C1107, WHEN APPLICABLE.
- 50% PARAMETERS FOR FOOTING ANALYSIS, TABLE 1006.2, CLASS 5 - 1500(PSP)
- FOR SPREAD FOOTING, EDGE OF COLUMN OR ANCHOR BOLTS MUST BE SET AT LEAST 12" FROM THE EDGE OF SPREAD FOOTING EDGE.
- SPREAD FOOTING ALLOWED TO BE ROTATED AS REQUIRED.

TABLE FOR SPREAD FOOTING									
LENGTH	THICKNESS	TOP AND BOTTOM REINFORCEMENT					MIN. COLUMN EMBEDMENT (EMBED)	MIN. ANCHOR EMBEDMENT (RECESS & SURFACE)	
		QTY	SIZE	SPACING (IN)					
(FT)	(FT)			@		D.C.F.W.	(IN)	(IN)	
3.50	3.00	5	#5	@	9.00		33	19	

TABLE FOR NON-CONSTRAINED DRILLED PIER FOOTING								
DIAMETER	DEPTH	VERTICAL REBAR		TIES		MIN. COLUMN EMBEDMENT (EMBED)	MIN. ANCHOR EMBEDMENT (RECESS & SURFACE)	
(FT)	(FT)	QTY	SIZE	QTY	Ø LOOP (FT)	SIZE	(IN)	
2.00	4.00	6.00	#6	9	1.50	#3	36	



Designed by: Thomas R. Sadler
Date: 2026.05.08
15:38:47 -05'00'



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CERTIFICATIONS:
IAS CERTIFICATION No: FA-428
CLARK COUNTY MANUFACTURER
CERTIFICATION NUMBER (NEVADA): 305

CUSTOMER:
Williamson County Schools
PROJECT NAME:
95971 - Amanda North
LOCATION:
Spring Hill TN
PROJECT NUMBER:
Q-122501

STRUCTURE TYPE:
Single Post Pyramid 103
SIZE:
10' 0" x 10' 0" x 9' 0"
SCALE: AS NOTED
DRAWING SIZE:
B

REV	INC	DESCRIPTION	DATE	DRW	CHK	ENG
		RELEASE FOR CONSTRUCTION				

Eng. By:	MB
Design By:	QD
Approved By:	MB
DRAWING DESCRIPTION:	
FOOTING DETAILS	
DWG. PAGE:	3000
REV	NC

TRIP FINDER - June School Board Field Trip Approval Report *(Field Trips With Student Fees Over \$100)*

Trip ID	Origin	Trip Date	Return Date	Date Requested	Cost	Trip Name	Trip Type	Activity Type	#	Destination
9305	Centennial High	07/09/2026	07/12/2026	05/13/2026	Over \$100 No Driver	UDA Dance Camp	ATHLETIC OVERNIGHT	Dance Team	8	University of Louisville
Notes/Fees	<i>Cost is \$499 per student. Team fundraising will be used to cover this cost.</i>									
9284	Franklin HS Fine Arts Overnight	01/13/2027	01/16/2027	05/08/2026	Over \$100 No Driver	Franklin Band All-State	FINE ARTS OVERNIGHT	Concert	8	Garylord Opryland Resort and Convention Center
Notes/Fees	<i>Annual All-State Conference (moved from April to January). No buses needed - students provide their own transportation to and from the event. Cost for students is pending how many make it and how many we can combine with orchestra and choir from FHS or other WCS schools to lower their hotel room costs.</i>									
9366	Grassland Middle	03/18/2027	03/22/2027	05/21/2026	Over \$100 No Driver	FHS/GMS Orlando	FINE ARTS OVERNIGHT	Chorus/Choir	60	Universal Studios Florida
Notes/Fees	<i>The GMS choir program has been invited to join the FHS choir program on their approved trip to Orlando. Students will participate in in the Universal Studios STARS workshop "Music and the Art of Foley Workshop". Designed to explore performance and professional interests, this workshop provides students with a hands-on experience lead by professionals. The immersive workshop is aligned with the National Core Arts Standards and supports career readiness. Endorsed by NAFME and designed by Robert W. Smith to reinforce the National Core Arts Standards, the GMS choir students will experience life as working movie musicians performing on vocal underscores, creating Foley effects, and selecting digital sound effects for animated movie scenes in a clip from the movie "Despicable Me".</i>									

Friday, May 29, 2026

LEAN FROG

CONSULTING SERVICES

COMPENSATION STUDY

Williamson County Schools

Compensation Study: Board Summary

Findings and Recommendations

Prepared by LEAN Frog Business Solutions

Board Work Session draft

June 2026

theleanleap.com

info@theleanleap.com

(877) 853-4543

Study Purpose and Scope

What this study is designed to deliver

PURPOSE

- Evaluate the structural integrity of WCS compensation across all employee groups
- Benchmark WCS pay against peer districts and the relevant labor market
- Identify internal equity, compression, and inversion concerns
- Develop recommendations for schedule design and implementation

SCOPE

- Certified staff: Teachers, Psychologists, Curriculum Specialists
- Leadership: Assistant Principals, Principals, Central Office Directors, Assistant Superintendents
- Classified staff: 54 salary schedules covering hourly and annual pay structures
- Incentive pay programs and placement rules for experience credit
- Retirement eligibility analysis across 5,494 full-time employees (excludes part-time, seasonal, interim, and rehired-retiree staff)

Compensation Study Process

Three-phase methodology applied to all employee groups

01

DATA GATHERING

- Compensation program and pay data review
- Documentation of all schedules and placement rules
- Retirement eligibility analysis by position group
- Collaborative benchmark position selection

02

ANALYSIS AND REVIEW

- Peer district benchmarking across 8 Tennessee districts
- Market analysis using third-party survey data
- Internal equity, compression, and inversion review
- Policy review for new hires, promotions, and transfers

03

REPORTING AND DISCUSSION

- Iterative findings reviews with district leadership
- Workshop presentation of overall findings
- Board progress update delivered June 11, 2026
- Final report with recommendations and roadmap

Executive Summary

What we found, what to do, and how to sequence implementation

SIGNIFICANT FINDINGS

- Teacher pay starts competitive but loses ground by mid-career. WCS cannot sustain market position against neighboring districts beyond Step 10.
- Schedules are structurally shorter than peers across every employee group. Career-long earning potential is constrained, and competitiveness erodes mechanically as peer schedules continue.
- Promotion premiums are positive at entry but invert with tenure, discouraging advancement where succession risk is highest.
- Long-tenured employees have no defined pay path. Hundreds are paid above formal schedules.
- Market position varies by position group. School leaders, non-teaching professional roles, and central office leadership lead the market. Maintenance trades, food service, and school secretary positions lag significantly.

STRATEGIC INSIGHT

- The largest opportunity is design, not market position.
- Starting pay and documented placement rules are strengths to preserve.
- Schedule architecture, progression logic, and top-of-scale treatment are the primary drivers of competitiveness gaps and internal compression.
- Solutions are available through redesign rather than broad percentage increases.

RECOMMENDED DIRECTION

- Five recommendations across schedule architecture, promotion progression, and targeted equity adjustments.
- Phased implementation can be used to manage fiscal impact while addressing the highest-risk gaps first.

Where We Are in the Study

All analytical phases complete; recommendations and implementation ahead



PART 1

Key Findings

Key Findings

Four structural themes plus one position-level finding

01

STRUCTURAL THEME

Teacher Pay Competitiveness

Starting BA lags 2 of 9 peers. By Step 10, WCS lags all peers except Hamilton.

02

STRUCTURAL THEME

Promotion Compression in Leadership Path

Premiums are positive at entry but compress with tenure. Assistant Principal to Principal and Senior Principal to Executive Director invert to a pay cut by Year 5.

03

STRUCTURAL THEME

Banded Progression and Limited Schedule Length

Classified schedules deliver 5 pay changes across 16 years. Peer average is 26 tiers across 25 steps.

04

STRUCTURAL THEME

Top of Scale Pay Inconsistency

Every WCS schedule ends before the average career does. 663 Teachers are paid above scale.

05

POSITION-LEVEL FINDING

Market Position by Position Group Is Mixed

School leaders and professional roles lead the market. Maintenance trades, food service, and school secretary positions lag significantly.

Teacher Pay Competitiveness

Starting pay lags direct geographic competitors; cost of living amplifies the gap

DIRECT PEER PAY (BA)

- WCS starting BA \$51,102; trails only Franklin Special and Metro Nashville
- By Step 10, WCS falls behind all peers except Hamilton
- Rutherford pays \$5,033 above WCS at Step 10
- WCS Teacher schedule has only 21 steps; peer schedules average 25 to 30
- Most WCS annual steps increase 0.99 to 2.0 percent; the Step 21 jump exceeds 10 percent and is the only step where WCS exceeds all peers

COST OF LIVING CONTEXT

- Williamson County median home value is the highest in the peer region
- Median rent also exceeds all peer counties
- After housing adjustment, most peer districts exceed WCS purchasing power at multiple career stages
- Knox, Hamilton, Maury, and Sumner effectively exceed WCS by 19 to 28 percent at starting pay on a housing-adjusted basis

[peer list](#)

Peer Salary Schedule Ranking (25/26): Teacher

Starting Salary and Step 10

STARTING SALARY (BA)

School System	Salary	Variance
Franklin Special	\$53,736	\$2,634
Metro Nashville	\$53,610	\$2,508
Williamson County	\$51,102	—
Sumner County	\$50,500	(\$602)
Maury County	\$50,006	(\$1,096)
Hamilton County	\$50,000	(\$1,102)
Rutherford County	\$49,565	(\$1,537)
Knox County	\$48,532	(\$2,570)
Wilson County	\$48,419	(\$2,683)

STEP 10 SALARY (BA)

School System	Salary	Variance
Metro Nashville	\$65,445	\$7,963
Rutherford County	\$62,515	\$5,033
Knox County	\$62,327	\$4,845
Franklin Special	\$61,783	\$4,301
Wilson County	\$58,195	\$713
Maury County	\$58,008	\$526
Sumner County	\$57,747	\$265
Williamson County	\$57,482	—
Hamilton County	\$56,659	(\$823)

WCS starts third of nine peers in BA pay. By Step 10, WCS falls to eighth of nine. The peer schedule structure (25 to 30 steps with consistent annual increases) outpaces WCS once early-career advantage erodes.

Peer Salary Schedule Ranking (25/26): Teacher

Step 20 and Step 21

STEP 20 SALARY (BA)

School System	Salary	Variance
Knox County	\$76,044	\$6,700
Metro Nashville	\$75,386	\$6,042
Franklin Special	\$75,114	\$5,770
Rutherford County	\$71,483	\$2,139
Williamson County	\$69,344	—
Wilson County	\$67,507	(\$1,837)
Maury County	\$67,396	(\$1,948)
Sumner County	\$66,036	(\$3,308)
Hamilton County	\$65,951	(\$3,393)

STEP 21 SALARY (BA)

School System	Salary	Variance
Williamson County	\$76,578	—
Knox County	\$76,044	(\$534)
Metro Nashville	\$75,717	(\$861)
Franklin Special	\$75,377	(\$1,201)
Rutherford County	\$72,020	(\$4,558)
Wilson County	\$68,903	(\$7,675)
Maury County	\$68,420	(\$8,158)
Sumner County	\$66,927	(\$9,651)
Hamilton County	\$65,951	(\$10,627)

WCS regains the top rank only at Step 21, due to the 10 percent end-of-schedule jump. This is a structural artifact, not sustained market competitiveness. Peers reach higher pay through more steps, not through a single end-of-schedule increase. WCS Teachers above Step 21 receive only COLA.

Peer Comparisons Adjusted for Cost of Living

Housing-adjusted BA salary at starting and Step 10

HOUSING ADJUSTMENT FACTOR

School System	Median Home	Median Rent	Weight
Williamson	\$751,900	\$1,895	1.00
Franklin SSD	\$751,900	\$1,895	1.00
Wilson	\$428,000	\$1,370	1.16
Metro Nashville	\$417,400	\$1,485	1.15
Sumner	\$393,100	\$1,339	1.19
Rutherford	\$382,600	\$1,405	1.18
Maury	\$355,700	\$1,206	1.24
Knox	\$320,900	\$1,180	1.27
Hamilton	\$312,800	\$1,163	1.28

ADJUSTED BA SALARY (STARTING)

School System	Adjusted	Variance
Hamilton	\$64,134	\$13,032
Maury	\$62,047	\$10,945
Knox	\$61,719	\$10,617
Metro Nashville	\$61,554	\$10,452
Sumner	\$59,996	\$8,894
Rutherford	\$58,482	\$7,380
Wilson	\$56,376	\$5,274
Franklin SSD	\$53,736	\$2,634
Williamson	\$51,102	—

ADJUSTED BA SALARY (STEP 10)

School System	Adjusted	Variance
Knox	\$79,262	\$21,780
Metro Nashville	\$75,142	\$17,660
Rutherford	\$73,761	\$16,279
Hamilton	\$72,675	\$15,193
Maury	\$71,976	\$14,494
Sumner	\$68,606	\$11,124
Wilson	\$67,758	\$10,276
Franklin SSD	\$61,783	\$4,301
Williamson	\$57,482	—

Promotion Compression and Inversion in Leadership Path

Promotion premiums are front-loaded and invert for the most experienced movers

QUANTIFIED COMPRESSION

- Premiums compress with tenure: the longer a leader waits to promote, the smaller the raise, until it inverts
- Assistant Principal to Principal: inverts by Year 5 and reaches a 5% to 9% cut at the top of the Assistant Principal schedule
- Principal to Executive Director: a cut at the top step for Middle (1% to 2%) and High School (6% to 8%) Principals; High School inverts by Year 5
- Root cause: placement rules credit a promoted leader only for experience comparable to the higher role, not time in the current one

DOLLAR IMPACT AND SUCCESSION RISK

- Principals: 10 of 52 are eligible to retire within the year
- District Leaders: 11 of 52 are eligible to retire within the year
- Current architecture discourages internal promotion at the stages with greatest succession risk
- Replacing retiring leaders with external hires increases cost and reduces institutional knowledge
- WCS is already experiencing pipeline failure: internal Assistant Principals pass on Principal openings, and external replacements often do not retain

Promotion Compression in Leadership Path

Values = percent change vs the prior role's entry rate, at each experience benchmark. All figures are based on daily rate.
Green = gain, red = pay below the prior role.

Promotion Path	Entry	Year 5	Year 10	Max	Pattern
TEACHER TO ASSISTANT PRINCIPAL					
Teacher → Assistant Principal	+66.4 to +91.4%	+57.1 to +80.7%	+49.6 to +72.0%	+12.3 to +29.1%	Strong gain at every stage
ASSISTANT PRINCIPAL TO PRINCIPAL					
AP Elementary → Principal Elementary	+4.0 to +7.3%	-1.5 to +1.6%	-4.0 to -1.0%	-8.6 to -5.7%	Below prior role by Year 10
AP Middle → Principal Middle	+4.0 to +7.0%	-1.6 to +1.3%	-3.9 to -1.1%	-8.2 to -5.5%	Below prior role by Year 10
AP High → Principal High	+3.9 to +6.7%	-1.6 to +1.1%	-3.8 to -1.1%	-7.8 to -5.3%	Below prior role by Year 10
PRINCIPAL TO EXECUTIVE DIRECTOR					
Principal Elem (≤20 staff) → Exec Director	+21.6%	+15.2%	+12.4%	+7.0%	Strong gain at every stage
Principal Elem (21–40) → Exec Director	+19.8%	+13.6%	+10.8%	+5.6%	Strong gain
Principal Elem (>40) → Exec Director	+17.9%	+11.9%	+9.2%	+4.2%	Strong gain, narrows by Max
Principal Middle (≤30) → Exec Director	+13.2%	+7.4%	+4.8%	+0.1%	Gain, flat by Max
Principal Middle (31–50) → Exec Director	+11.6%	+5.9%	+3.4%	-1.2%	Gain; slight cut at Max
Principal Middle (>50) → Exec Director	+10.0%	+4.5%	+2.0%	-2.4%	Gain; cut by Max
Principal High (≤50) → Exec Director	+5.9%	+0.3%	-1.9%	-6.0%	Compresses by Year 10
Principal High (51–70) → Exec Director	+4.5%	-1.0%	-3.1%	-7.1%	Compresses by Year 5
Principal High (>70) → Exec Director	+3.1%	-2.2%	-4.3%	-8.2%	Compresses by Year 5
EXECUTIVE DIRECTOR TO ASSISTANT SUPERINTENDENT					
Executive Director → Asst Superintendent	+14.3%	+14.3%	+14.3%	+14.3%	Strong gain

Scale: near flat Target role for Principals = Executive Director (daily rate \$598.33). Detail by school size: see Appendix.

Banded Progression and Limited Schedule Length

Classified schedules use banded structure across a shortened career window

WCS CLASSIFIED SCHEDULES

- 5 pay changes across 16 years of service
- Banded progression means most classified employees receive no step increase in most years
- Top of scale reached at Year 16
- Long-tenured classified employees receive no step-based progression beyond Year 16, only COLA increases

PEER DISTRICT PRACTICE

- Franklin Special, Metro Nashville, Wilson, and Rutherford use 25 to 26 step schedules
- Most peers provide annual step increases through Year 25 or beyond
- Peer average for classified schedules is approximately 26 tiers across 25 steps
- WCS is an outlier in using banded structure over a shortened schedule

Top of Scale Pay Inconsistency

Every WCS schedule ends before the average career does

WHERE WCS SCHEDULES END

- Teachers: Step 21
- Classified: Year 16
- Assistant Principals and Principals: Year 15
- Departmental Directors and above: flat rate, 0 steps
- Every WCS schedule ends before the average career does

WHAT HAPPENS AT TOP OF SCALE

- Once employees reach the final step, annual COLA increases compound on individual salaries with no schedule guidance
- New hire Teachers are credited for experience up to 21 years only
- 663 10-month Teachers are paid above Step 21, with only COLA increases
- \$35,000 informal pay spread above the formal schedule, demonstrates potential inequity
- 43 classified employees are paid above their schedules

Market Position by Position Group Is Mixed

Where WCS pays above, at, and below the market across employee groups

WHERE WCS LEADS THE MARKET

- School leadership daily rates exceed peer averages across all Assistant Principal and Principal positions, with WCS leads of 13 to 25 percent at end of scale
- Curriculum Specialist leads peers by 27 percent at start, 6 percent at end
- Central Office leaders, Nurse RN, Social Worker, and Speech Language Pathologist all lead peer averages
- Recruitment positioning for these groups is a strength to preserve

WHERE WCS LAGS THE MARKET

- Classified Support Positions:
 - Maintenance Plumber, Electrician, HVAC, and General Maintenance lag at start and are 15 to 18 percent below at end of scale
 - Food Service Cafe Manager lags 10 to 25 percent below peer at every step
 - School Secretary lags 5 percent at start, 22 percent at end

POSITION-LEVEL PATTERN

These position-level gaps reinforce the structural pattern. Many Classified positions start at or above peer average and fall behind as peer schedules continue beyond Year 16. The benchmark comparison slides that follow show this dynamic at the position level for Classified, Professional, School and Central Office Leadership.

Support / Classified

Peer schedule comparison; sorted by Start/Low variance ascending

Position	Salary Grade	Emp.	Type	Start	Mid 1	Mid 2	End
Food Service Cafe Manager (Peer Min)	Grade 1F	47	Hourly	(14.81%)	(17.36%)	(18.42%)	(25.29%)
Food Service Cafe Manager (Peer Max)	Grade 1F	47	Hourly	(10.32%)	(12.58%)	(10.86%)	(17.76%)
Maintenance Plumber	Grade 5H A	10	Hourly	(9.98%)	(11.56%)	(8.28%)	(14.93%)
Maintenance Electrician	Grade 5H B	9	Hourly	(9.91%)	(11.93%)	(8.73%)	(15.18%)
School Secretary	Grade 2H A	72	Hourly	(5.47%)	(11.76%)	(15.65%)	(21.65%)
Department Assistant (Peer Max)	Grade 5H A	30	Hourly	(5.17%)	(4.08%)	(1.84%)	(11.89%)
Maintenance HVAC Technician	Grade 5H B	10	Hourly	(4.23%)	(5.44%)	(2.69%)	(12.34%)
Maintenance General	Grade 3H A	19	Hourly	(3.93%)	(11.84%)	(11.50%)	(18.14%)
Maintenance Painter	Grade 4H A	4	Hourly	(1.29%)	(11.96%)	(5.01%)	(9.99%)
Attendance Secretary	Grade 2H A	n/a	Hourly	(0.41%)	(9.49%)	(11.38%)	(18.25%)
Food Service Associate	Grade 1F	36	Hourly	1.31%	(4.18%)	(4.31%)	(14.82%)
Department Assistant (Peer Min)	Grade 5H A	36	Hourly	1.81%	(0.38%)	1.06%	(6.19%)

Percent variances reflect WCS pay relative to peer average. Negative values indicate WCS pays below peer average. Maintenance trades and school clerical positions show the widest end-of-scale gaps.

Support / Classified

Peer schedule comparison continued; sorted by Start/Low variance ascending

Position	Salary Grade	Emp.	Type	Start	Mid 1	Mid 2	End
Accountant (Peer Min)	Grade 6H A	3	Annual	1.88%	(10.85%)	(10.15%)	(9.48%)
School Bookkeeper (Peer Max)	Grade 4H A / 5H A	51	Hourly	1.99%	(1.16%)	1.57%	(7.24%)
Accounting Clerk (Peer Max)	Grade 6H A	6	Hourly	2.43%	(2.31%)	2.87%	(5.22%)
School Bookkeeper (Peer Min)	Grade 4H A / 5H A	51	Hourly	4.46%	(2.02%)	(0.57%)	(10.45%)
Maintenance Foreman	Not in schedule	12	Annual	5.31%	(2.03%)	2.68%	1.37%
Bus Driver	Grade 1T	212	Hourly	8.22%	4.62%	11.50%	(1.07%)
Accounting Clerk (Peer Min)	Grade 6H A	6	Hourly	8.49%	0.75%	6.02%	0.12%
Accountant (Peer Max)	Grade 6H A	3	Annual	9.86%	0.39%	5.23%	3.02%
Paraprofessional Special Ed	Grade 3H B	755	Hourly	10.90%	(3.75%)	(0.09%)	(10.27%)
Paraprofessional General Ed	Grade 2H A	126	Hourly	11.17%	(3.92%)	0.66%	(9.88%)
Network Technician	Grade 1IT	32	Annual	12.97%	0.17%	3.18%	(5.17%)

Many positions start at or above peer average but fall behind by end of scale. This reinforces Finding 3 (banded progression and limited schedule length) and Finding 4 (top-of-scale inconsistency). The end-of-scale gap is the most consistent indicator of structural drift.

Support / Classified

Market consensus comparison; WCS salary schedule shown as percent of Combined Data Market Consensus; sorted by Start % of Market ascending.

Position	Salary Grade	Emp.	Basis	Market Consensus	Start (% of Market)	End (% of Market)	Market Position
Maintenance - Electrician	Grade 5H B	9	Hourly	\$27.96	73.97%	101.09%	Below start, within at end
Maintenance - General	Grade 3H A	19	Hourly	\$24.28	75.42%	94.53%	Below start, within at end
Maintenance - HVAC Technician	Grade 5H B	10	Hourly	\$26.70	77.45%	105.84%	Below start, within at end
Maintenance - Plumber	Grade 5H A	10	Hourly	\$25.46	79.70%	108.92%	Below start, within at end
Department Assistant	Grade 5H A	30	Hourly	\$25.31	80.17%	109.57%	Below start, within at end
Maintenance - Foreman	Not in schedule	12	Annual	\$66,958	80.58%	113.36%	Below start, above at end
Maintenance - Painter	Grade 4H A	4	Hourly	\$23.77	82.85%	107.34%	Below start, within at end
Mechanic	Grade 1T	4	Hourly	\$24.29	85.08%	116.32%	Below start, above at end
Accountant	Grade 6H A	3	Annual	\$69,605	88.78%	119.85%	Below start, above at end
Accounting Clerk	Grade 6H A	6	Hourly	\$23.97	94.22%	129.39%	Within start, above at end

Support positions are competitive at the top of the schedule but lag at the start. Nine of ten positions begin below the market consensus range, with starting steps between 74 and 89 percent of market, while every position reaches within range or above by the ending step. Maintenance trades show the widest starting gaps, and only Accounting Clerk starts within range. As with other employee groups, the exposure is concentrated in compressed starting pay rather than ending pay.

Percentages reflect WCS salary schedule starting and ending steps relative to the Combined Data Market Consensus. Values below 90 percent fall below the market consensus range of 90 to 110 percent and are shown in red. Basis is hourly except Accountant and Maintenance Foreman, which are salaried and shown annually. Employee counts reflect positions in each schedule.

Non-Teaching Professional

Peer schedule comparison; sorted by Start/Low variance ascending

Position	Emp.	Type	Start	Mid 1	Mid 2	End
Speech Language Pathologist (10M) - Certified	62	Annual	3.95%	(0.66%)	7.79%	3.40%
Social Worker (10M) - Master's	13	Annual	14.97%	8.05%	16.68%	12.93%
Nurse (RN) - Bachelor's	45	Annual	24.30%	7.45%	8.75%	4.91%
Curriculum Specialist - Master's	25	Annual	27.44%	22.17%	13.26%	6.14%

Professional positions are a comparative strength for WCS. Curriculum Specialist and Nurse roles lead peers substantially at starting pay. However, the lead narrows at the end of scale, particularly for Curriculum Specialist (27 percent above peers at start, 6 percent above at end). This compression of lead-to-peers reinforces the structural pattern observed across all employee groups.

Non-Teaching Professional

Market consensus comparison; WCS salary schedule shown as percent of Combined Data Market Consensus; sorted by Start % of Market ascending.

Position	Emp.	Market Consensus (Hourly)	Start (% of Market)	End (% of Market)	Market Position
Speech Language Pathologist (10M) - Certified	62	\$43.35	97.77%	142.89%	Within range, above at end
Nurse (RN) - Bachelor's	45	\$37.28	99.51%	125.63%	Within range, above at end
Nurse (RN) - Master's	10	\$38.03	102.83%	129.82%	Within range, above at end
Occupational Therapist (10M)	39	\$46.72	105.39%	142.28%	Within range, above at end
Social Worker (10M) - Master's	13	\$30.78	131.87%	195.42%	Above market throughout

On an hourly basis, all five positions meet or exceed the market consensus range at the starting step and rise well above it by the ending step. Four positions start within the market range of 90 to 110 percent and Social Worker starts above it, while every position ends above 110 percent of market. This hourly view is materially stronger than the annual view, in which the same positions start below market. The difference reflects WCS work calendars, which reduce annualized pay relative to competitive hourly rates.

Percentages reflect WCS salary schedule starting and ending steps relative to the Combined Data Market Consensus (hourly). Values above 110 percent exceed the market consensus range of 90 to 110 percent. Employee counts reflect positions in each schedule.

School Leadership

Peer schedule comparison; sorted by Start/Low variance ascending (daily rates, Master's degree)

Position	Emp.	Type	Start	Mid 1	Mid 2	End
Assistant Principal Elementary (Peer Max)	38	Daily	35.99%	30.99%	20.74%	13.06%
Assistant Principal Elementary (Peer Min)	38	Daily	37.31%	32.19%	21.76%	13.99%
Assistant Principal Middle (Peer Max)	23	Daily	41.39%	36.31%	23.68%	15.86%
Assistant Principal Middle (Peer Min)	23	Daily	42.50%	37.32%	24.53%	16.63%
Assistant Principal High (Peer Max)	40	Daily	57.45%	49.97%	31.86%	24.23%
Assistant Principal High (Peer Min)	40	Daily	59.19%	51.52%	33.06%	25.33%
Principal Elementary (Peer Min)	29	Daily	36.75%	30.23%	20.43%	13.88%
Principal Elementary (Peer Max)	29	Daily	37.09%	30.67%	20.97%	14.50%
Principal Middle (Peer Min)	12	Daily	38.56%	32.37%	21.95%	15.49%
Principal Middle (Peer Max)	12	Daily	39.53%	33.37%	22.98%	16.58%
Principal High (Peer Max)	11	Daily	47.84%	39.98%	25.89%	18.96%
Principal High (Peer Min)	11	Daily	50.12%	41.90%	27.28%	20.14%

WCS leads peers across all school leadership positions on daily rate, with the lead widest at High School Assistant Principal (over 57 percent). End-of-scale lead remains positive but narrowed. This positions school leaders well from a recruitment standpoint but reinforces the promotion compression observed in Finding 2 (promotion compression in leadership path).

Central Office Leadership

Peer schedule comparison; WCS flat annual salary compared to peer annual salary ranges; sorted by leadership tier

Position	Peers	WCS Annual	Peer Range (Annual)	Peer Avg Midpoint	WCS vs Midpoint	Vs Peer Max
Director - Food Service	5	\$137,024	\$58,533 - \$155,123	\$99,718	+37.4%	Above 4 of 5
Director - Transportation	5	\$137,024	\$49,759 - \$155,123	\$101,466	+35.0%	Above 3 of 5
Director - Maintenance	5	\$137,024	\$46,826 - \$155,123	\$103,459	+32.4%	Above 3 of 5
Exec Director - IT	6	\$155,566	\$64,386 - \$155,123	\$111,688	+39.3%	Above all 6
Exec Director - Student Support	5	\$155,566	\$87,389 - \$161,472	\$128,743	+20.8%	Above 4 of 5
Asst Superintendent - Elem/Sec	4	\$177,890	\$98,575 - \$171,163	\$137,516	+29.4%	Above all 4
Asst Superintendent - Finance	4	\$177,890	\$93,923 - \$171,550	\$134,004	+32.8%	Above all 4

Across all seven central office and operational leadership roles, WCS pays a single flat salary rather than a step range. On an annual basis WCS sits 21 to 39 percent above the peer average midpoint in every role and exceeds the maximum of most peers. For both Assistant Superintendent roles and the Executive Director of Information Technology, WCS exceeds every peer maximum. This reflects a deliberate flat-salary structure for senior leadership rather than positioning within a market range.

Peer range spans the lowest peer minimum to the highest peer maximum among comparable positions identified (annual, BA or MA schedule where applicable). Peer average midpoint is the mean of each peer range midpoint. WCS values reflect flat salary. Schedules were unavailable for several peers, so peer counts vary by role.

Central Office Leadership

Market consensus comparison; WCS salary schedule shown as percent of Combined Data Market Consensus; sorted by Start % of Market ascending.

Position	Emp.	Type	WCS Annual	Market	WCS % Market	Position
Assistant Superintendent - Finance	1	Annual	\$177,890	\$203,986	87.21%	Below
Executive Director - Information Technology	1	Annual	\$155,566	\$142,681	109.03%	Within
Director - Maintenance	1	Annual	\$137,024	\$113,605	120.61%	Above

Central Office leaders are paid flat salaries with no step schedule, so comparison is framed against market consensus rather than peer averages. Where comparison data exists: Assistant Superintendent Finance is below market consensus (87 percent); Director of Maintenance is above (121 percent); Executive Director IT is within range.

Differentiated Pay Programs

Where WCS stands relative to 21 Tennessee school systems

WCS PROGRAMS IN PLACE

- Sign-on bonus: \$6,000 early signing; \$1,000 general hiring bonus
- Retention: \$600/year general HTS; \$1,200/year Special Education
- National Board Certification: \$2,500/year
- Sixth Section Supplement, Career Ladder, Extended Contract Pay
- Classified Longevity: \$50 per year of service after 5 years
- Building level leadership role: \$700 to \$3650 based on the role

PEER LANDSCAPE

- 13 of 21 school systems implemented hard-to-staff pay programs
- 20 of 21 school systems implemented instructional role stipends
- 10 of 21 school systems offer sign-on or recruitment bonuses
- Jackson-Madison County is the only school system with performance-based pay
- Sign-on bonuses range from \$2,000 (Bartlett) to \$10,000 (Arlington, Jackson-Madison Self-Contained SpEd)
- WCS is the only school system with a differentiated SpEd retention rate (double the general hard-to-staff rate)

PART 2

Recommendations

Extend Teacher Salary Schedule Architecture

WHAT WAS FOUND

- WCS Teacher schedule has 21 steps versus a peer average of 25 to 30
- Annual step increases are 0.99 to 2.0 percent except for the Step 21 jump exceeding 10 percent
- WCS leads peers only at Step 21 due to this artificial end-of-schedule increase, then falls behind as peers continue to add steps

RECOMMENDED ACTION

- Extend Teacher schedule from 21 to 25 steps minimum
- Smooth annual increases to 2.0 to 2.5 percent across the schedule, eliminating the Step 21 jump
- Maintain BA, BA+, MA, MA+, EDS, and DR degree lanes
- Revise placement rules to credit external Teacher experience up to 25 years
- Validate compared to peer schedule structures (Rutherford, Knox, Metro Nashville)

Repair Leadership Promotion Progression

WHAT WAS FOUND

- Promotions pay a premium at entry, but the premium compresses with tenure and inverts for the most experienced movers
- Assistant to Principal: a 5% to 9% cut at the top of the Assistant Principal scale, inverting by Year 5. Senior High School Principal to Executive Director: a 6% to 8% cut at the top, inverting by Year 5
- With 10 of 52 Principals and 11 of 52 district leaders eligible to retire within the year, the structure discourages experienced internal candidates from advancing

RECOMMENDED ACTION

- Establish a minimum promotion differential rule: no internal promotion may result in a pay cut at entry
- Reset the experience credit ceiling for leadership positions to account for administrative experience in a standard manner
- Apply revised rules prospectively to new promotions and on a defined cycle to current incumbents

Redesign/Realign Classified Schedules Extending Length and Progression Logic

WHAT WAS FOUND

- Classified schedules deliver 5 banded pay changes across 16 years, then end
- Peer average is 26 tiers across 25 steps
- Most peer Classified employees receive a pay change in nearly every year of service; WCS is an outlier in using a banded structure over a shortened schedule
- Step/level increases for Classified schedules currently vary from grade to grade
- Within the WCS Classified schedules, some share equal rates. Of the 23 schedules with annual pay, 17 are unique. Of the 31 schedules with hourly pay, 19 are unique

RECOMMENDED ACTION

- Replace banded structure with annual step progression on all Classified schedules
- Extend Classified schedules from 16 to 25 years of service minimum
- Standardize Classified salary differentials by job grade, position, and education credit
- Collapse and/or regrade positions using comparison data for guidance
- Adopt consistent step increase logic across all Classified schedules
- Migrate existing employees by mapping systematically to ensure equity

Formalize Top of Scale Pay Logic Across All Employee Groups

WHAT WAS FOUND

- Every WCS schedule ends before the average career does
- 663 ten-month Teachers and 43 Classified employees are paid above formal schedule with no defined logic beyond COLA
- The district cannot describe a defined pay path for long-tenured employees in any category; this is a \$35,000 informal pay spread above the Teacher schedule

RECOMMENDED ACTION

- Define a longevity progression rule for each employee group beyond the schedule end
- Adopt 1 of 3 options: (a) formal longevity steps every 5 years, (b) percentage-based annual longevity supplement, or (c) extended schedule (preferred if Recommendations 1 and 3 are adopted) and credit full experience with new hires
- Apply consistent rule across Teachers, Classified, and Leadership groups

Targeted Adjustments for Lagging Classified Positions

WHAT WAS FOUND

- Specific Classified positions start below peer averages, while other align with the market
- A subset falls below peer averages throughout the salary range, not only at the starting rate
- These positions are operationally critical and exposed to active labor market competition

RECOMMENDED ACTION

- Adjust starting pay for positions below peer and market comparisons
- Evaluate regrading or grade tier adjustments for positions where current compensation trails peer averages, prioritizing the largest competitive gaps
- Adjust correlated positions and grades together to preserve equity and avoid compression
- Apply targeted adjustments in coordination with Recommendation 3 (Classified redesign) to avoid duplicative changes
- Make additional regrade reassignments where comparison data supports them as Recommendation 3 (Classified Redesign) is completed.

QUESTIONS AND DISCUSSION

Williamson County Schools

Compensation Study Board Summary

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Methodology: Study Scope and Analysis Types

Benchmark positions were selected across functional areas and levels. Each position was analyzed using peer comparison, published market survey data, or both.

38

Benchmark positions
analyzed

84.8% of all WCS employees
represented

BENCHMARK POSITIONS (38 ROLES)

Certified / Professional

Curriculum Specialist, Nurse (RN), Occupational and Speech Therapists, Social Worker, Psychologist-aligned roles

School & Central Office Leadership

Assistant Principal, Principal, Assistant Superintendent, Executive and Program Directors

Classified / Support

Accountant, Bookkeeper, Bus Driver, Food Service, Maintenance trades, Mechanic, Paraprofessionals, IT and Network roles

ANALYSIS TYPES

Peer Comparison

Compared to peer-district salary schedules. Used where market matches are limited (e.g., Assistant Principal, Principal, Assistant Superintendent, Bus Driver, several paraprofessional and instructional-support roles).

Market Survey

Compared to published salary-survey consensus, geographically adjusted for Williamson County.

Peer + Market (most roles)

Both methods applied, providing the broadest competitive view for the majority of benchmark positions.

Benchmark positions represent 4,886 of 5,762 employees (84.8%) in the employee data provided.

Methodology: Peer Systems and Job Matching

Peer School System	# Students	# Schools	Grad Rate (2025)	Econ. Disadv. %
Williamson County Schools	40,992	52	97.4%	3%
Franklin Special School District	3,027	8	unavailable	10%
Hamilton County Schools	44,855	82	94.2%	32%
Knox County Schools	58,329	93	92.0%	19%
Maury County Schools	12,752	24	90.6%	24%
Metro Nashville Public Schools	78,040	159	83.6%	33%
Rutherford County Schools	51,318	54	96.8%	15%
Sumner County Schools	30,232	53	97.0%	14%
Wilson County Schools	20,410	25	97.6%	11%

Source: TDOE report cards, SY2024-25.

JOB-MATCHING APPROACH

Data Sources

Published survey data (base salary and bonus) and actual peer salary schedules.

Weighted Matching Factors

Job content, education requirements, internal hierarchy, organization size and profile, industry, and geographic region.

Matching Principle

Positions matched on duties and relevant peers, not job title alone.

[Link to return to slide 8](#)

Methodology: Market Data Sources and Consensus Logic

MARKET CONSENSUS DEFINITIONS

Education Surveys Market Consensus

Published education-industry surveys, geographically adjusted for Williamson County, TN.

All Industries Surveys Market Consensus

Published surveys with no specific industry, geographically adjusted for Williamson County, TN.

Combined Market Consensus

Average of the Education and All Industries consensus values.

HOW MARKET VALUE IS DETERMINED

Mean simple average of the data points.

Median middle value (50th percentile).

Market Consensus average of mean and median; the best estimate of market value.

Competitive range within +/- 10% of the market value for the position.

PUBLISHED SURVEY SOURCES

Survey	Publisher	Year	Scope / Geography
Salary Assessor	ERI (Economic Research Institute)	2025	Education and All Industries; ZIP 37064
CompAnalyst	Salary.com Subscription Service	2025	Education and All Industries; ZIP 37064
OEWS Query System	U.S. Bureau of Labor Statistics	2024	All Industries; Nashville-Davidson-Murfreesboro-Franklin MSA

Cost of Living Adjustment Methodology

How peer salaries were adjusted to reflect Williamson County purchasing power

HOW THE ADJUSTMENT IS CALCULATED

1. **Compare housing to Williamson.** Each district's median home value and median gross rent are divided by Williamson's. Williamson is the benchmark at 1.00.
2. **Average into one housing figure.** The home and rent ratios are averaged 50/50 into a single balanced housing measure, reflecting both buyers and renters.
3. **Weight housing at 30 percent of the budget.** Housing is about 30 percent of a typical household budget; the rest is treated as equal across the metro. Factor = $0.70 + 0.30 \times (\text{Williamson housing} / \text{peer housing})$.
4. **Apply the factor to each peer salary.** This restates peer pay in Williamson purchasing power terms. A higher adjusted figure means that district's pay buys more locally.

INPUTS AND KEY CHOICES

- **Data source:** U.S. Census ACS 5 year estimates, median home value and median gross rent, county level.
- **Housing only:** regional price levels are effectively identical across the nearest peers, so housing is the one large, measurable difference.
- **Balanced 50/50:** home value and rent weighted equally to capture both ownership and rental cost.
- **30 percent weight:** reflects housing's approximate share of household spending.
- **Applied at each step:** starting, Step 10, Step 21, and ending pay, for both BA and MA lanes.

WORKED EXAMPLE (*Rutherford, starting BA*)

Rutherford housing averages about 63 percent of Williamson's, so Williamson costs about 1.6 times as much. Factor: $0.70 + 0.30 \times 1.6 = \text{about } 1.18$. Rutherford \$49,565 $\times 1.18 = \text{about } \$58,482$ in Williamson terms, roughly \$7,380 above WCS actual starting pay of \$51,102.

How to read it: Adjusted figures show what each peer salary is worth in Williamson purchasing power terms. Nominal salaries are retained for transparency. On this basis, most peers exceed WCS at multiple career stages.



MEMORANDUM

To: Williamson County School Board

From: Jason Golden, Superintendent

Date: June 11, 2026

Subject: Discussion topics for 2026-27 Superintendent / District Goals

Board Members, to prepare for our August discussion of Superintendent Goals, I recommend as a starting point that the Board consider discussion of the following, referencing where appropriate the three main Commitments of our Strategic Plan, Strategic Commitment No. 1: Preparing Students for Life After WCS, Strategic Commitment No. 2: Team Quality, and Strategic Commitment No. 3: Learning Environment. These topics for discussion come from both our leadership team's work and recommendations from a few Board members. These are not fully refined but are again submitted as topics for discussion to prepare for the August Board Meeting:

1. **Data Dashboard for Board Member access:** Implement a data dashboard or dashboards accessible to all Board members that provides timely, ongoing access to key performance indicators (KPIs) metrics across student outcomes, operations, and finance. Additionally, robust board-facing reporting and dashboard capability will be established as a required criterion in the district's selection of a new Student Information System, ensuring long-term transparency and oversight infrastructure is built into the district's core technology.
2. **Salary Study Implementation:** Establish a five-year prioritization plan for implementation of 2026 professional salary study, with annual focus points to be considered for each year's budget, by November 1, 2026.
3. **Innovative Delivery Models:** Explore and Evaluate Innovative Instructional Delivery Models and Schedules for WCS Students that have the potential to meaningfully improve student outcomes, including the following:
 - a. An athletics period at our high schools
 - b. Block scheduling for one or more high schools
 - c. A district-created charter school, identifying whether there is an academic focus that is needed in the community that is not currently available but could be met by a charter school model.

- d. Expand our Least Restrictive Environment (LRE) continuum for IEP teams by creating a district-wide program center for our students whose IEP teams identify as having a need for a more restrictive environment than the general education setting

4. **Student Achievement and Growth Measure:**

- a. Decrease the percentage of K-2 students district-wide who are identified as Tier 3 in AimsWeb from the Fall to Spring Screener by ~%. (Results will be available by end of school year)
- b. Increase the percentage of third grade students who meet or exceed grade level expectations in reading and math TCAP “quick scores” by ~%. (Results should be available by end of school year.)

5. **Family Engagement Groups:** Establish family engagement groups with quarterly meetings on at least three district-wide or grade band topics that do not currently exist, introducing potential district initiatives or parent-led requests for district initiatives. (Topics and measures to be discussed prior to publishing August Board packet.)

80% Weighted Questions

Goal 1:	5	Goal 2:	5	Goal 3:	5	Goal 4:	5
<i>Salary Study</i>	5	<i>Corp/Community</i>	5	<i>Screen Time</i>	5	<i>Innovative Instruct.</i>	5
	3	<i>Sponsorships</i>	5	<i>Committee</i>	4	<i>Model</i>	4
	3		4		4		4
	3		3		3		3
	3		3		3		3
	3		3		3		2
	3		2		3		2
	3		2		3		2.5
	3		2.5		3		1
	3		2.5		3.5		1
	2		1		2.5		1.5
Total	39		38		42		34
/12	3.25		3.17		3.50		2.83

20% Weighted Questions

<i>Student Achievement</i>	5	<i>Board Relations</i>	5	<i>Community Relationships</i>	5	<i>Staff & Personnel Relationships</i>	5	<i>Facilities, Finance, and HR</i>	5
	5		5		5		5		5
	5		4		5		4		5
	5		4		4		4		4
	5		4		4		3		4
	4		3		4		3		4
	4		3		4		3		4
	4		2		3		3		4
	4		2		3		3		3
	4		2		3		3		3
	4		2		3.5		2		3
	2		2.5		2		2		2
Total	51		38.5		45.5		40		46
/12	4.25		3.21		3.79		3.33		3.83

Average Per Category	Weight %	Score Value
3.19	80%	2.55
3.68	20%	0.74
Overall Final Score		3.29

PERFORMANCE GOALS (80%)		AVERAGE
Performance Goal 1: Conduct professional salary study and make recommendations that evaluate the competitiveness of compensation across all WCS employee groups. Deliverable: Professional salary study document with recommendations.		3.25
Performance Goal 2: Develop corporate and community partnerships to support new programs or supplement existing budget items. Deliverable: Analysis report of current corporate support and action plan for soliciting ongoing/future support.		3.17
Performance Goal 3: Leverage the Screen Time Committee's recommendations to establish guidelines for student use of technology. Deliverable: K-12 Framework with screen time guidelines and developmentally appropriate activities by grade bands.		3.50
Performance Goal 4: Establish committee to analyze innovative instructional delivery models. Deliverable: Committee Report summarizing opportunities, resource and student development implications, and suggested priorities for deeper exploration.		2.83
		12.75
OVERALL AVERAGE		3.19

Performance Goals: 80%

Performance Goal 1: Conduct professional salary study and make recommendations that evaluate the competitiveness of compensation across all WCS employee groups.							
<u>Deliverable:</u> Professional salary study document with recommendations.	5- Significantly Above Expectations	4-Above Expectations	3-At Expectations	2-Below Expectations	1-Significantly Below Expectations	Total	Average
Number Board Members who scored	2		9	1		12	
Total Score	10		27	2		39	3.25

Comments:

District 1 Tony Bostic	While Mr. Golden successfully initiated this goal by hiring an external firm to conduct the salary study, the expected deliverable has not been met within the evaluation period. To date, the Board has only received a brief, preliminary progress report indicating that the study is still underway, and no actionable recommendations have been provided. Because the final report and compensation recommendations are not projected for completion until August, the core objective of this performance goal remains unfulfilled at this time. Mr. Golden should ensure the August timeline is strictly met and provide the Board with a comprehensive presentation of the final recommendations as soon as they are available.

District 2 Dan Cash	According to the the compensation study so far, we are competitive with new hires out of college. At 5 years we start dropping in salary. I have maintained for years now that we accelerate pay increases from years 1-15. It just takes to long for increases to support retention of teachers. In order to change our salary structure and compete with many of the school systems we are being compared to we have to have more increases in years 5-15. We are blessed to live in Williamson County with a huge Fiscal Capacity. This also works against us for federal dollars because Federal funding is sent to the more rural communities that have more lower income students, lower reading scores, poor student outcomes, and lower test scores. Unfortunately our funds fall on the backs of our local tax base. Sometimes I feel over the past 30 years of dedicated people making WCS one of the top 10 school districts in the state hurts our funding. We can't put the blame on Superintendents or our local Commissioners, but it is time to fix our pay structure.
District 4 Josh Brown	Mr. Golden and his team successfully completed a reputable, professional survey with meaningful recommendations on how to make WCS more competitive.
District 5 Margie Johnson	The Director of Schools made meaningful progress toward the goal of conducting a comprehensive professional salary study and developing recommendations to evaluate the competitiveness of compensation across all WCS employee groups. The study was completed in a fiscally responsible manner, with a total cost of \$20,000, demonstrating thoughtful stewardship of district resources. The initial findings presented during the May work session provided valuable insights and highlighted several areas for consideration. The information shared was informative and has the potential to significantly influence future compensation decisions. I look forward to reviewing the final report and engaging in deeper analysis of the data and recommendations. As we continue this work, one area for improvement is the process for sharing materials in advance of board discussions. Providing the PowerPoint presentation prior to the work session would allow board members time to review and reflect on the content. This would enable meeting time to be used more effectively for high-level discussion, questions, and strategic dialogue rather than a slide-by-slide presentation. Additionally, while this goal represents an important project completed within the year, I recommend that future superintendent goals be structured as SMART goals (see examples provided at the October 2025 work session meeting), potentially spanning multiple years when appropriate. This approach would provide greater clarity, measurability, and alignment with long-term district priorities. I am encouraged by the direction of this work and look forward to using the study's findings to inform the development of salary schedules and the 2027–2028 budget. It is especially important that we ensure WCS employees—particularly those who work most closely with students on a daily basis—are competitively and appropriately compensated.

District 6 Jay Galbreath	The salary study was completed and provides valuable information to the Board. However, the stated deliverable included recommendations regarding the competitiveness of compensation across employee groups. Those recommendations are not expected until August. While meaningful progress has been made, I do not believe the goal is fully complete until the Board receives and evaluates those recommendations.
District 7 - Melissa Wyatt	Mr. Golden has overseen the district through a much-needed professional salary study, and I look forward to hearing the recommendations. The information from the study will help us better understand the competitiveness of our compensation and guide our future budget discussions.
District 8 Donna Clements	While I appreciate the merits of this goal and study, we unfortunately weren't able to fully accomplish this goal because of time restraints. Hopefully our new format of having the superintendent goals to Jason Golden sooner will help with this.
District 9 Claire Reeves	The four goals evaluated in this instrument were approved in November 2025, providing approximately six months for execution. That compressed timeline is reflected in scoring where appropriate. I also recognize that strong governance is a shared responsibility. My evaluation is an honest assessment of progress, areas of concern, and clear expectations for 2026-27. Looking ahead, I would like to see the Board establish a more structured mid-year review process for 2026-27 so that feedback is continuous rather than concentrated at year end. With respect to the first goal, the salary study is in progress with LeanFrog Consulting. Phases 1–3 (discovery, current state analysis, and peer benchmarking across 8 Tennessee districts) are complete, and preliminary findings were presented at the May Work Session. The final report will be presented in August. In my opinion, a score of 2 would be unfair given that the goals were approved in November and progress has been made. A score of 3 is appropriate. The work is on track to be completed soon. I look forward to receiving the final report and discussing implementation in advance of the 2026-27 school year. Please share the final report with the Board as soon as the report is ready.
District 10 Eric Welch	Superintendent Golden demonstrated strong leadership in advancing a comprehensive compensation review across all WCS employee groups. He proactively engaged external firms to conduct competitive salary analyses at the national, state, and regional levels and ensured that findings were clearly communicated to the Board and relevant district staff. His consistent emphasis on maintaining competitive compensation has strengthened the Board's understanding of market conditions and positioned WCS to make informed budget decisions aligned with long-term workforce needs.

District 11 Tonja Hibma	I found the salary information shared at our May work session to be both interesting and highly informative. I look forward to hearing the full presentation of the study this month, as well as reviewing the LeanFrog recommendation when they come forward in August. I am confident this salary study will give us fresh eyes and a more strategic framework for addressing our district's staffing challenges and salary structure. Even though this is an ongoing project, and we are being asked to evaluate work that is still in progress, I am very glad the board has reached a consensus to shift the planning and approval of next year's goals and objectives to June and August. This timeline adjustment is a great step forward, as it will give the superintendent and his leadership team a full calendar year to focus on the annual goals. This salary review is a good example of why these annual goals should be approved at the beginning of the school year with the expectation that the work would be completed by the time the superintendent board evaluation is submitted in June.
District 12 Drason Beasley	Mr. Golden has made excellent efforts to eliminate bullying across the district. He was instrumental in aligning the districts goals with measurable outcomes to ensure our goals are met. Mr. Golden is currently equipping educators with tools to identify early interventions to prevent bullying. Mr. Golden promotes fair and consistent disciplinary actions across the district

Performance Goals: 80%

Performance Goal 2: Develop corporate and community partnerships to support new programs or supplement existing budget items. Deliverable: Analysis report of current corporate support and action plan for soliciting ongoing/future support.	5- Significantly Above Expectations	4-Above Expectations	3-At Expectations	2.5	2-Below Expectations	1-Significantly Below Expectations	Total	Average
Number Board Members who scored	3	1	3	2	2	1	12	
Total Score	15	4	9	5	4	1	38	3.17

Comments:

District 1 Tony Bostic	The success of the Innovation Center is a commendable achievement for our district, and the corporate and community partnerships secured for it are certainly worth celebrating. However, because this specific project was approved back in 2023, the focus for this evaluation period felt overly reliant on a past initiative rather than pioneering new avenues of support. The intent of this goal was to expand our corporate and community footprint to support multiple programs or supplement various existing budget items. Given our unique position in Music City, there is a significant, untapped opportunity to approach local industries for partnerships that could potentially support and elevate our arts programs. Moving forward, the focus should shift beyond the Innovation Center to explore and identify these new, diverse areas of opportunity across the district, ensuring a more comprehensive action plan for ongoing partnerships.
District 2 Dan Cash	One great step in the right direction is the opening of the Inovation Center. This is a way to bring Corporate money into the schools through providing teachers and equipment to support different programs. I would like to see more opportunities moving forward on Corporate donations. I have suggested another Megatronics course for Summit HS. We have the room and I believe the area needs more technology made available to students,
District 3 Dennis Driggers	Works tirelessly with county commissioners to get funding.

District 4 Josh Brown	The work done to establish the new Innovation Center and secure corporate support and partnerships is a model and best practice for the whole state. This work will pay dividends for years to come and provide meaningful opportunities for our students. And the funding secured for these programs will allow our existing budget dollars to be used for other important district programming.
District 5 Margie Johnson	The Director of Schools demonstrated some effort in developing corporate and community partnerships, particularly through the work associated with the new Innovation Center. Dr. Qualls and his team are to be commended for their extensive outreach, relationship-building, and negotiation that resulted in meaningful partnerships supporting this initiative. This work reflects a clear commitment to expanding opportunities for students through collaboration with the broader community. However, while the Innovation Center partnerships are noteworthy, they represent only a portion of the stated goal. The defined deliverable for this performance goal was the development of an analysis report outlining current corporate support across the district, along with a comprehensive action plan for soliciting ongoing and future partnerships. To date, the information provided to the Board has been limited to the Innovation Center, with no broader analysis of existing partnerships across other schools or programs within the district. Additionally, the expected action plan for sustaining and expanding corporate and community partnerships was not presented. Without a clear, system-wide analysis and a strategic plan for future engagement, it is difficult to fully assess the district's current partnership landscape or ensure equitable and intentional growth of these relationships. While there are strong indications of progress in specific areas, particularly with the Innovation Center, the absence of the full deliverable as outlined means this goal was not fully met. Moving forward, it will be important to provide a comprehensive district-wide analysis and a clearly defined action plan to guide and strengthen corporate and community partnerships in alignment with district priorities.
District 6 Jay Galbreath	The Innovation Center is a significant accomplishment, and I appreciate the work of Jason, Jeremy Qualls, and district staff in bringing that vision to reality. However, I did not view the Innovation Center as the primary purpose of this goal. My expectation was broader progress in developing corporate, community, and philanthropic partnerships that could support district programs and supplement district resources. While some work has occurred, I saw limited evidence of a comprehensive strategy or measurable progress toward the deliverables identified in the goal.
District 7 Melissa Wyatt	The opportunities provided to students at WCS are outstanding. Under Mr. Golden's leadership, the classes offered at the Entrepreneurship & Innovation Center have grown and include many community partnerships. The coordination between area businesses, colleges, and professionals will positively impact our students and prepare them for life after WCS.

District 8 Donna Clements	I appreciate Superintendent Golden's and Jeremy Qualls work with engaging community partnerships for the Innovative Center. The Innovative Center, however, should have been a narrow part of this goal. It would have been admirable to have pursued what the school board clearly laid out as a goal: engaging local businesses so private entities could develop a public/private partnership as investors in our school district at every level, ideally in the fine arts program as that is a significant driver in our community.
District 9 Claire Reeves	The launch of the Innovation Center is a genuine achievement and one the district should be proud of. It brings together state funding, corporate funding, industry-provided instructors, dual enrollment pathways, and strong student interest across all five program areas. It is the kind of community investment that takes real effort to build. That work deserves recognition. However, "an analysis report of current corporate support and an action plan for soliciting ongoing/future support" (the stated deliverable for this goal) was not presented. The Innovation Center partnerships, while impressive, were largely developed prior to this evaluation year. Establishing a public foundation (a 501(c)(3) to support the district) is an important part of this goal (it was in part a continuation of one of last year's goals). A well-structured foundation with a mission focused on serving all students could meaningfully extend the district's capacity to fund programs and new opportunities. Getting a foundation off the ground is a shared effort that I am committed to help make happen. Even so, another year has passed without meaningful progress toward a functioning foundation structure. Presenting the formal deliverable for this goal and showing real momentum on a foundation would have earned an above expectations rating.
District 10 Eric Welch	Superintendent Golden has significantly advanced WCS's corporate and community partnership strategy. Under his leadership, the Entrepreneurship Innovation Center has grown into the Entrepreneurship Innovation Campus, expanding to multiple CCTE pathways supported by committed corporate sponsors. This work has strengthened one of the premier programs of its kind nationally and broadened opportunities for students across the district. In athletics, WCS continues to lead the state as the only district with a comprehensive apparel sponsorship, generating more than a million dollars in savings for the district and for families. This partnership model remains unique in Tennessee. In the arts, the district has deepened collaborations with local musicians, arts organizations, and community partners, enhancing programming and expanding access for students. These efforts reflect a strategic, proactive approach to cultivating partnerships that strengthen existing programs, create new opportunities, and reduce financial pressure on the district.

District 11 Tonja Hibma	I am highly supportive of the progress being made on the Innovation Center. This program provides an excellent, non-traditional education model that focuses on hands-on learning, student collaboration, and teacher-led instruction. Skills like teamwork and clear communication make our students highly valuable in the workforce. Superintendent Golden has done a good job collaborating with the local businesses to establish this partnership to support our students and community in previous years. However, my rating of 2.5 reflects the fact that many of these cornerstone corporate partnerships were already built into previous initiatives, and I would like to see more proactive, original growth in this area moving forward. Specifically, given the continued growth of our Arts Department, there is an untapped opportunity for the superintendent to forge new, creative partnerships with local businesses and community organizations to support our fine arts students. Expanding our community network to match the growing needs of the arts could be a critical area of focus for next year.
District 12 Drason Beasley	Mr. Golden has made an initiative to discuss these efforts with the board on several occasions. Mr. Golden's idea is to identify local businesses that align with WCS values and create partnerships to supplement the budget and support the needs of WCS. I have not heard the full plan at this time. Mr. Golden's idea is to sustain funding and expand funding for the arts, academics and athletics.

Performance Goals: 80%

Performance Goal 3: Leverage the Screen Time Committee's recommendations to establish guidelines for student use of technology. <u>Deliverable:</u> K-12 Framework with screen time guidelines and developmentally appropriate activities by grade bands	5- Significantly Above Expectations	4-Above Expectations	3.5	3-At Expectations	2.5	2-Below Expectations	1-Significantly Below Expectations	Total	Average
	2	2	1	6	1			12	
	10	8	3.5	18	2.5			42	3.50

Comments:

District1 Tony Bostic	The Screen Time Committee undertook a long and in-depth process, and the resulting guidance document successfully meets the core deliverable of providing a K-12 framework. While the document is technically still in draft form, the foundation has been laid. However, regarding student cell phone usage, the committee's recommendations fell a little short of the Board's intent. The pilot program essentially maintains the status quo (shoe pockets) for many of our schools rather than exploring robust restrictions. By limiting storage options to backpacks, shoe pockets, or Faraday cases—and excluding "stored off the body" methods like a secure central storage location or lockers—the implementation misses the mark on the policy as the Board wrote it. While the goal is technically met, future execution must more strictly align with the Board's vision for reducing tech distractions.
District 2 Dan Cash	I feel so much of the committee's recommendations are in the SOP. We are still experiencing students using proxy sites to get around in their computers and how is it possible to vet 6 or 700 sites in our inventory. I suggest more stringent rules on screen time.
District 4 Josh Brown	I applaud Mr. Golden for following through on a priority of the board to develop and staff this committee for over a year that included board-selected parents from across the county as well teachers and WCS administrative professionals. The process was thorough and the board was kept well informed of the committee's progress and ultimate recommendations.

District 5 Margie Johnson	The Director of Schools successfully met the goal of leveraging the Screen Time Committee's recommendations to establish guidelines for student use of technology, resulting in the development of a K–12 framework that includes screen time guidance and developmentally appropriate activities by grade bands. This work stands out as a strong example of effective leadership in addressing complex and evolving issues within the district. A particular strength of this process was the intentional inclusion of diverse stakeholders. School board members were actively engaged by recommending parent representatives, ensuring peer representation, and receiving consistent monthly updates throughout the committee's work. This level of transparency and collaboration fostered trust, strengthened community engagement, and contributed to a more thoughtful and well-rounded final product. At the same time, it is important to acknowledge a concern with the process. It was disappointing that school board members needed to advocate for and insist upon the inclusion of community and family voices, rather than this being the standard and expected approach from the outset. Too often, the district's typical way of working has leaned toward leadership making decisions in isolation. This instance demonstrates the value of a different approach and highlights an opportunity for growth in how decisions are made across the system. This effort exemplifies the idea that meaningful, sustainable solutions are best achieved through collective input and shared ownership. The collaborative approach taken reflects a model worth replicating across the district. As the district continues to navigate complex challenges, I strongly recommend adopting similar stakeholder-driven processes for other key areas such as special education programming, district rezoning, and student discipline. By continuing to leverage the high level of engagement among families and the broader community, the district can ensure that decisions are both inclusive and aligned with the needs of all students. This goal represents a clear success and provides a strong framework for how future district initiatives should be approached.
District 6 Jay Galbreath	The committee completed its work and produced recommendations and a framework for the district. I appreciate the effort invested by staff and committee members. At the same time, I believe the structure and composition of the committee made the ultimate outcome somewhat predictable. The consensus-based approach often appeared to minimize viewpoints that differed from the majority perspective. As a result, the final recommendations, including those related to cell phone use, more closely reflected staff and teacher preferences than many of the concerns raised by parents and some Board members. The work was completed, but I believe there were opportunities for a more balanced process.
District 7 - Melissa Wyatt	The discussions in our communities about technology have changed a lot over the past few years. WCS was celebrated during the pandemic for our technology use that kept students and teachers connected. Now that we've had a few years to study those habits, we know that students need less technology and need our help to make their learning environments free of digital distractions. The Screen Time Committee – made up of parents, teachers, administrators, and board members – represents our stakeholders well. Mr. Golden supported the Screen Time Committee's work and suggestions. I am encouraged by our recent discussions about Chromebooks and personal devices – I expect the 2026-2027 school year to look different for our students as we move away from screens.

District 8 Donna Clements	I appreciate the thoroughness of the committee and the thoughtfulness to the layout of the format. While I am appreciative of the reduced Chromebook usage among our youngest students, considering all the feedback we have been given by parents whose children have been exposed to inappropriate material via the students' Chromebooks, I wish this had come sooner and was even more restrictive.
District 9 Claire Reeves	The WCS Technology Use Guidance document was delivered. However, the stated deliverable called for a K-12 framework that included both screen time guidelines and “developmentally appropriate activities by grade band”. The document establishes some grade-band distinctions around device access and daily screen time limits but does not define what developmentally appropriate technology activities look like by grade band. The framework for determining when technology meaningfully enhances learning relies heavily on individual educator judgment, without objective criteria or measurable standards, which risks uneven implementation across classrooms. I acknowledge the effort that went into this document but expect future committee processes to reflect more balanced stakeholder representation, transparent reporting of differing viewpoints, and a deliverable that fully meets the specified criteria.
District 10 Eric Welch	Superintendent Golden provided clear leadership in advancing the work of the Screen Time Committee and directing staff to develop a comprehensive framework grounded in current research and informed by parent and district collaboration. The resulting guidelines offer developmentally appropriate expectations by grade band and provide a consistent structure for technology use across the district. It is now the Board's decision whether we incorporate or ignore their hard work and recommendations.

District 11 Tonja Hibma	As a board, our primary role is to set the vision and governance directives for this district, which the administration then implements. When it comes to our technology guidelines, the proper governance sequence should have started here. The board should have first established and voted on a clear directive regarding the scope and boundaries of digital devices in the K-12 classroom. Once that foundational policy was set, the administration could then use our parameters to build out the operational guidance. To be clear, much of the essential information shared in committee remains the same, we absolutely agree on the need for robust data security, vetting the efficacy of classroom apps, and ensuring our teachers are fully trained on filtering tools like Securly. However, because the administration led the process, the resulting framework leaves technology deeply embedded as a structural default in our schools. Over the past several months, I have looked closely at the “online penalty” in student testing and what the neuroscience of reading tells us about how children retain information. Simply clicking on a computer screen to answer questions is a tool for measuring metrics; it is not how children learn. By leading with a board directive first, we could have prioritized low-tech, no-tech analog fundamentals. When a state law says primary instruction that leaves 49% open for technology in the classroom for K-5th grade. I believe our district is moving in the right direction, and I truly appreciated the work and information that was shared and discussed in the technology meetings. It was very enlightening, and where improvements were needed, the administration took the lead and provided solid solutions. Ultimately, I am assigning a score of 3 on this specific standard because this process was a valuable lesson for me as a board member. It highlighted the importance of speaking up early and ensuring the board drives the policy directive from the beginning.
District 12 Drason Beasley	It is evident the most important objective for Mr. Golden is to see the success of students of WCS. I see his efforts clearly daily. Mr. Golden is constantly retrieving data to identify what areas the students can improve and what new goals are obtainable for WCS students to achieve. Screen time is one of the most important topics that Mr. Golden has taken serious and has made efforts to review data and create subcommittees to identify clear ways to reduce screen time for students.

Performance Goals: 80%

Performance Goal 4: Establish committee to analyze innovative instructional delivery models. <u>Deliverable:</u> Committee Report summarizing opportunities, resource and student development implications, and suggested priorities for deeper exploration.	5- Significantly Above Expectations	4-Above Expectations	3-At Expectations	2.5	2-Below Expectations	1.5	1-Significantly Below Expectations	Total	Average
	2	2	2	1	2	1	2	12	
	10	8	6	2.5	4	1.5	2	34	2.83

Comments:

District1 Tony Bostic	There is no evidence that the requested committee was ever established, and the required formal report summarizing opportunities, resource impacts, and student development implications was not provided. While a brief list of ideas to be "explored in the coming year" was submitted, the exploration and analysis were supposed to occur during this evaluation cycle. Board Member Reeves gave guidance for a potential area of focus to be on outdoor learning back in October. Also at that time, Board Member Galbreath suggested a potential focus on the possibility of a district-created charter school. Mr. Golden referenced the charter school in his summary document to the Board, but only as a potential idea for future consideration and exploration. Furthermore, the specific concepts mentioned in the summary document—such as an athletics period and block scheduling—were only first introduced to the Board during this past Monday's policy meeting. It appears that no tangible, structured work was performed on this goal throughout the year beyond recent, preliminary discussions. Because both the process (the committee) and the deliverable (the comprehensive report) were completely omitted, this goal significantly missed expectations.
District 2 Dan Cash	I believe we are on the right track with more trades curriculum. These are the jobs most needed today,

District 4 Josh Brown	Mr. Golden and team have given reasonable consideration to offering a diverse set of offerings across the district to ensure students have choices in terms of how they learn and what career path they may choose. The ideas brought forward for future exploration are creative and would add real value and choices for WCS students and families in the years to come.
District 5 Margie Johnson	The Director of Schools did not meet this goal as the stated deliverable was not met. While a one-page overview was provided that highlighted several existing innovative delivery models and identified a few areas for potential exploration, it did not rise to the level of a comprehensive committee report as outlined in the goal. Specifically, the expected deliverable included a summary of opportunities, analysis of resource implications, consideration of student development impacts, and clearly defined priorities for deeper exploration. This level of analysis and documentation was not presented, making it difficult to fully evaluate the scope, depth, and potential impact of the work. Additionally, at the beginning of the year, there was a strong and consistent emphasis—both in discussions and within the LEA plan—on addressing the needs of unique learners. Given that focus, it is unclear why there was not a more explicit connection between this goal and the exploration or implementation of innovative instructional delivery methods to better support these students. The absence of this alignment represents a missed opportunity to leverage this work in a way that could have had a meaningful impact on student outcomes. Moving forward, it will be important to ensure that identified priorities, such as supporting unique learners, are clearly integrated into related initiatives and that deliverables are fully developed and presented as outlined. A more comprehensive and strategic approach to this work would strengthen the district's ability to evaluate and implement innovative instructional models that meet the diverse needs of all students.
District 6 Jay Galbreath	I do not see evidence that the committee contemplated in the goal was formally established or that a substantive evaluation of innovative instructional delivery models was completed. Most of the topics identified when the goal was adopted remain future discussion items. While I appreciate the recent discussion regarding an athletic period and other instructional opportunities, those conversations occurred near the end of the evaluation period. I expected more meaningful progress on these and other identified topics before the end of the school year.
District 7 - Melissa Wyatt	I am thankful for Mr. Golden's leadership over the many different instructional delivery models currently offered to our students. WCS is an encouraging school environment that supports the needs of all students. I look forward to the discussions where we consider an athletic period, block scheduling, a charter school, and expanding our LRE continuum.

District 8 Donna Clements	To date, there has not been a committee established to analyze innovative instructional models. From how I understand the goal, this doesn't/ shouldn't include any models that are the status quo. While there are many praiseworthy programs within our district (IB, Entrepreneurship Center, and mechatronics), this goal was to explore and provide a community report summarizing opportunities, resources, and student development implications, and suggested priorities. Over a year ago, I suggested we should explore the block schedule for our high school students. This would provide longer classes and less transitions, providing more instruction time with less interruptions. Most districts around us already employ this model, so it wouldn't fall under "innovative," but it would be a positive change for us. I'm thankful that our district is beginning to look at the benefits of this model.
District 9 Claire Reeves	The deliverable for this goal, "a committee report summarizing opportunities for innovative delivery models, resource and student development implications, and suggested priorities for deeper exploration" was not presented. While I recognize that approving four goals in November left only six months for execution, Goal 4 showed the least progress of any goal this year. The Board's first substantive exposure to specific instructional delivery models (an athletics period and block scheduling) came from the Athletic Director at the June policy meeting. The Superintendent's memo lists areas the leadership team intends to explore, which is a useful starting point, but does not constitute the deliverable. In my view, a formal committee was not a prerequisite for progress on this goal. The leadership team could have initiated this work earlier. That could have included researching models used in comparable districts, gathering input from educators and families, and developing preliminary options for Board consideration. That kind of leadership-driven exploration is exactly what the goal was designed to produce. This work should be a clear priority in 2026-27.
District 10 Eric Welch	Superintendent Golden established and led a committee that produced a clear report on innovative instructional delivery models. The report summarized current options, identified priority areas for further study, and outlined considerations for future decision making.

District 11 Tonja Hibma	This past Monday night's policy meeting was the first time I heard about a committee report tasked with analyzing innovative instructional delivery models. While I distinctly remember our board brainstorming many of these exact ideas back in the fall, the Superintendent's final report to the board lacked substantive evidence of progress. The document did not provide an analysis or update from the list provided in the fall. Instead, the board was only given a brief summary at our policy meeting discussing the addition of a high school athletic period, which appeared to be the only example where an innovative model was remotely explored. There were simply no measurable deliverables provided for the broader initiatives we discussed. Furthermore, this lack of operational follow-through was evident when the district was present with a unique outdoor education opportunity. A local horticulturist offered to install perennial gardens at five of our elementary schools, creating hands-on outdoor science labs for students to study plants, insects, and wildlife. The district's only obligation was to secure a minimal \$1,200 match per school through PTOs or alternative community funding, a resource the administration unexpectedly claimed was unavailable. Ultimately, these examples reveal a persistent gap between the innovative ideas discussed by the board and the tangible deliverables executed by the administration, which directly informs my evaluation of this standard.
District 12 Drason Beasley	Mr. Golden has created a team of highly educated administrators that has also involved stakeholders input on how to be innovative while developing appropriate instructional models for our students. Mr. Golden has been clear on his approach by sharing his vision about being innovative. Mr. Golden never fails to evaluate other districts' achievements and failures and collects data to identify what would work for our high achieving district.

Demonstrable Characteristics (20%)		AVERAGE
Student Achievement		4.25
Board Relationships		3.21
Community Relationships		3.79
Staff and Personnel Relationships		3.33
Facilities, Finance and Human Resources		3.83
TOTAL		18.41
OVERALL AVERAGE		3.68

Demonstrable Characteristics: 20%

<u>Student Achievement</u>	5- Significantly Above Expectations	4-Above Expectations	3-At Expectations	2-Below Expectations	1-Significantly Below Expectations	Total	Average
	5	6		1		12	
	25	24		2		51	4.25

Comments:

District 1 Tony Bostic	Williamson County Schools continues to demonstrate exceptional academic achievement and remains among the highest-performing school districts in Tennessee. The district's strong student outcomes, high graduation rates, and outstanding college and career readiness indicators reflect a clear commitment to academic excellence.
District 2 Dan Cash	It is for these reasons that WCS excels in all areas of education.
District 3 Dennis Driggers	Superintendent Golden leads the finest school district in Tennessee. He stays focused on "students first" despite many daily distractions.
District 4 Josh Brown	Under Mr. Golden's leadership, WCS continues to set academic records and build upon the previous successes that have established as the best or one of the best districts in the state in nearly every academic category. This year the district achieved the highest ever numbers of reward schools and schools with letter A designations per the state's measurements as well as the highest ever numbers in all aspects of Advanced Placement. The district thoughtfully and strategically employs the best tools and resources to ensure that our instruction is at the highest level. And our district continues to excel and set high marks in both athletics and the arts. I've been impressed and encouraged by the work being done across the district to establish diverse and non-traditional pathways for students to move from the classroom to careers.

Williamson County Schools continues to demonstrate strong overall student achievement outcomes, as evidenced by the district's National Merit Finalists, students earning perfect ACT composite scores, and consistently high performance on state assessments. These accomplishments reflect the dedication of our educators, students, and families and should be celebrated as indicators of academic excellence within the district.

The district also provides students with a variety of innovative learning opportunities through programs such as the Entrepreneurship & Innovation Center, Renaissance High School, and the WCS Virtual School. These programs demonstrate a commitment to preparing students for diverse postsecondary pathways and evolving workforce demands.

While the district's overall academic performance remains strong, there is limited evidence available to the Board regarding the specific systems and processes used to monitor and continuously improve student achievement throughout the school year. Although instructional coaches are utilized across the district to support teaching and learning, little information has been presented regarding the impact of their work, the strategies being implemented, or measurable outcomes associated with those efforts.

Additionally, districtwide benchmark or formative assessment data has not been routinely shared with the Board. The primary student achievement data presented has been state assessment results, which serve as end-of-year indicators rather than tools for monitoring ongoing student progress. Establishing and regularly reporting district benchmark measures would provide greater visibility into student growth, allow for earlier intervention when needed, and strengthen the Board's ability to monitor progress toward district student achievement goals.

Similarly, there has been limited evidence presented regarding how student achievement is evaluated and reported throughout the year or how child development and learning theories are used to inform curriculum and instructional decisions. While these practices may be occurring within the district, additional communication and reporting would provide greater transparency and understanding of the district's efforts to support student learning.

One area of concern continues to be achievement gaps among student subgroups. While overall district performance remains strong, disaggregated assessment data reveals persistent disparities in achievement outcomes. Continued focus on targeted instructional strategies, interventions, and accountability measures will be necessary to ensure that all students have access to high-quality learning experiences and opportunities for success.

I also believe there is an opportunity to strengthen the district's curriculum implementation process. Currently, Tennessee academic standards are released approximately one year before textbook adoption, yet educator training on new standards often coincides with the adoption year. Exploring a model in which teachers begin learning and implementing new standards as soon as they are released would provide educators with greater familiarity prior to textbook selection and adoption. This approach could better support instructional planning and informed decision-making regarding curriculum resources. Moving forward, greater transparency regarding student achievement data, progress-monitoring systems, instructional support initiatives, and curriculum implementation strategies would enhance the Board's ability to fulfill its governance responsibilities and support continuous improvement efforts. While the district's academic accomplishments are significant, sustained success will require a continued focus on equitable outcomes, data-informed decision-making, and proactive communication regarding student achievement initiatives.

District 6 Jay Galbreath	Student achievement remains one of the district's greatest strengths. While these results are ultimately the product of students, parents, teachers, principals, and district leadership working together, I believe Jason has played an important role in maintaining a culture that prioritizes academic excellence and continuous improvement. Williamson County Schools continues to perform at a very high level academically while also expanding opportunities for students through Advanced Placement, career and technical education, athletics, and the arts. The district's continued success reflects a sustained commitment to providing students with opportunities to excel. I appreciate Jason's support of the instructional leadership team and his focus on maintaining high expectations for student learning across the district.
District 7 - Melissa Wyatt	Our WCS students continue to raise the bar in academics, the arts, and athletics. The achievements by our individual schools (Reward Schools and "A" letter grade) speak to a dedicated team of professionals successfully working together to support students.
District 8 Donna Clements	Our school district has been wildly successful in this arena thanks to our phenomenal teachers and administrators as well as our excellent community. While it may be difficult as a board member to speak at a granular level regarding monitoring, evaluating, and reporting student achievement, in the aggregate, I am appreciative of the work of our well-trained professionals and our community. Our communications department has done a fantastic job sharing the successes of our students, teachers, and schools. Our high school students benefit from some fabulous school to career programs such as Mechatronics at Fairview High School, the Entrepreneur Center, the soon to be opened Innovative Center, and the specialized arts department at Renaissance High School. All of these programs, minus the Innovative Center, have been established for years, and as a board member I am thankful we have been leading in this arena not only statewide, but nationally.
District 9 Claire Reeves	Student outcomes this year are genuinely exceptional across academics, athletics, and the arts. Record numbers of Reward Schools, 33 'A' designations (up from 24 to 29 to 33 over three years), AP participation and passage rates at all-time highs, 4 TSSAA State Championships, and 130 All-State arts honorees reflect a district performing at a consistently high level. The Innovation Center launch meaningfully expands career pathways for students and is a highly commendable achievement.
District 10 Eric Welch	The results speak for themselves. WCS continues to lead the state in both academic achievement and academic growth. Graduation rates, ACT scores, offered scholarships, and new records continue to be set like the total number of reward schools. Supt. Golden has done this in a time when the Board is still struggling to understand its role as a policy-making body instead of an operational one and support for public education from our Governor and legislature are at historic lows, making these accomplishments all that more impressive

District 11 Tonja Hibma	Superintendent Gold continues to lead our district forward as a highly rated school system that provides a truly supportive environment for excellence. Each year, the board gets to see that excellence firsthand during our Executive Meetings, where the Communications department highlights student and school awards. Under Mr. Golden's leadership, WCS continues to shine with historic achievements in Academics, Athletics and the Arts. I am also proud to note that our Transition II program celebrated 32 graduates this past year. While there have been notable concerns this year regarding the communication and implementation of the upcoming fall pilot program, I highly encourage our Student Support Services team to keep pushing forward. We must continue to pursue the absolute best educational and training environment for our T2 students, ensuring these graduates have every opportunity to successfully engage and work withing our WC community.
District 12 Drason Beasley	It is evident the most important objective for Mr. Golden is to see the success of students of WCS. I see his efforts clearly daily. Mr. Golden is constantly retrieving data to identify what areas the students can improve and what new goals are obtainable for WCS students to achieve

Demonstrable Characteristics: 20%

<u>Board Relationships</u>	5- Significantly Above Expectations	4-Above Expectations	3-At Expectations	2.5	2-Below Expectations	1-Significantly Below Expectations	Total	Average
	2	3	2	1	4		12	
	10	12	6	2.5	8		38.5	3.21

Comments:

District 1 Tony Bostic	Mr. Golden consistently maintains a professional demeanor in his interactions and conduct. However, there is a concerning lack of responsiveness to specific, critical requests made by Board members. Essential items—including a Central Office organizational chart, data directly relevant to Board decision-making, and the timely receipt of presentations and reports ahead of meetings—are routinely not provided. A successful governance team requires transparency and mutual support. At times, the current dynamic creates the impression that the superintendent and his administration are working in opposition to the Board's requests and directives rather than in partnership. To return to "At Expectations," there must be a concerted effort to prioritize the Board's information needs, ensure timely delivery of meeting materials, and foster a more collaborative working relationship.
District 2 Dan Cash	As the Leader of our school system I wish Jason would quit trying to make everyone on the board happy. Sometimes we have to be more direct with people and give a ya or nay to some of the request.
District 3 Dennis Driggers	I have never been denied any request for data or a meeting. Once the Board votes, he starts to work with his staff to execute the new or revised policy.
District 4 Josh Brown	Mr. Golden is responsive to the board and provides information and explanation as needed for the issues coming before the board and other relevant matters. He treats board members with respect and makes himself available to board members both publicly and one on one to ensure the board is prepared and informed.

The Director of Schools continues to demonstrate several strengths in building and maintaining positive relationships with the Board of Education. Throughout the year, he has consistently provided professional recommendations on items requiring board action, supported board policies and decisions publicly, maintained a respectful working relationship with board members and staff, and refrained from criticizing individual board members. His leadership style remains professional, calm, and respectful, particularly during challenging discussions or situations involving differing viewpoints. These qualities contribute positively to the governance culture of the district and foster mutual respect between the administration and the Board.

One of the Director's greatest strengths is his ability to provide thoughtful recommendations to the Board on matters requiring action. Board members are routinely presented with clear administrative recommendations that appear to be based on thorough analysis and consideration. Additionally, he has consistently supported the decisions of the Board once made, regardless of whether those decisions align with his personal recommendations. This demonstrates a strong commitment to the governance process and reinforces trust in district leadership.

While these strengths are noteworthy, concerns remain regarding communication, transparency, and the consistent flow of information to board members. Board members should be proactively informed about district operations, initiatives, and ongoing work in a manner that supports effective governance. Too often, information requested by board members is either delayed or never provided. In some instances, information has been discussed during meetings with assurances that follow-up materials would be distributed, yet those materials have not been received.

For example, during the August planning meeting, I requested a document that connected the district's three Strategic Plan commitments to the various initiatives supporting each commitment, along with a brief explanation of how those initiatives aligned with the strategic priorities. Despite multiple follow-up requests throughout the year, this information has not been provided. Similarly, I have requested a comprehensive district technology plan on multiple occasions over several years and have yet to receive one. While there may be valid reasons these documents are unavailable, timely communication regarding their status would be preferable to repeated follow-up requests without resolution. When information is promised but not delivered, it can create frustration and diminish confidence in the communication process.

As noted in last year's evaluation, there remains an opportunity to improve institutional transparency through the development of formal documentation for major district initiatives. Areas such as technology integration, instructional coaching, professional learning communities, and other significant strategic efforts should be documented in a manner that allows board members to independently access information without relying on individual meetings or informal updates. Such documentation would improve transparency, support continuity during board transitions, and create a shared understanding of district priorities and progress.

I also continue to believe there is room for improvement regarding board member engagement and inclusion. Board members who express interest in participating in committees, review processes, or district initiatives should be included whenever possible. Meaningful opportunities for participation strengthen collaboration, increase board understanding of district operations, and promote shared ownership of district goals. Ensuring that interested board members have opportunities to contribute can enhance trust and strengthen the partnership between the Board and district leadership.

Overall, the Director demonstrates professionalism, respect for governance roles, and strong support for Board actions. Continued growth in proactive communication, transparency, responsiveness to information requests, and board engagement would further

District 5 strengthen the relationship between the administration and the Board and enhance the Board's ability to fulfill its governance responsibilities effectively.
Margie Johnson

District 6 Jay Galbreath	I trust Jason and appreciate that he is always willing to have direct conversations, even when we disagree. He keeps Board members informed, responds to questions, and respects the Board's role in governance. One theme that stood out as I reviewed several years of evaluations is my continued concern regarding consensus building. Disagreement is inevitable, but I believe the Superintendent has an important role in helping the Board find common ground on difficult issues. Too often, discussions begin after positions have already become firmly established, making consensus difficult to achieve. My concern is not with the outcome of any particular vote. Rather, I would like to see more effort devoted to bringing stakeholders and Board members together before issues become divisive. I continue to believe there are opportunities for stronger leadership in helping the Board work toward greater alignment on important issues facing the district.
District 7 Melissa Wyatt	Mr. Golden is a considerate leader with the Board. He encourages us to work together and makes recommendations based on thorough study and analysis. One suggestion for keeping Board members informed: there should be a running list of Board Member requests for staff, including a proposed delivery date, date completed, etc. This available list could inform the Board of progress and deter duplicate requests.
District 8 Donna Clements	On a monthly basis I met with Superintendent Golden, and I am appreciative of him taking time to help me grow in my understanding of how our district works. While I know his job is highly demanding, there have been times where we as a board have requested information, but we needed to make multiple asks before action steps were made. Example: For over three years, I've been requesting an organizational chart with names and contact information to be readily available on the website. It has only appeared on the website within the last month or so. While I am so thankful for this step, I know the stakeholders would greatly appreciate names and contact information (email) to accompany the organizational chart. Also, as a board, we have discussed multiple times the use of "Board Directives," yet this still has not come to fruition.
District 9 Claire Reeves	Superintendent Golden is respectful and professional in his interactions with the Board and responds well when board members follow up directly. However, a consistent pattern across this evaluation period is that information and action tend to be reactive rather than proactive. Information, data, and updates that should come to the Board as a matter of course often require a prompt or request from a board member first. As a Board member, I am committed to channeling priorities through collective direction from the Board and expect the Superintendent to meet that structure with proactive partnership.
District 10 Eric Welch	Superintendent Golden continues to be transparent and proactively provide all information to the Board needed to make policy decisions, as well as responsive to additional requests. This is a difficult challenge he navigates well given the Board's ongoing struggle to understand it's role as a policy-making and not operational body.

District 11 Tonja Hibma	Superintendent Golden is highly knowledgeable about the daily operations of our school district and does a great job communicating incidents to the board in a timely manner. In our on-on-one meetings, he is always responsive, answering my questions and addressing my personal requests directly. However, this past year has brought more friction regarding certain campus incidents and policy matters we have deliberated on one-to-one and as a board. There have been times this year, as well as last year, where I felt he could have backed the board's direction in a more authoritative way. As Superintendent, it is vital that he firmly supports the explicit will of the board and effectively conveys that unified direction to both the district and the broader community.
District 12 Drason Beasley	Mr. Golden does a great job communicating to the board on a daily basis. It is imperative that Mr. Golden continues this consistent relationship with the board to also maintain the trust of the board. Mr. Golden has always been transparent during board communications. Mr. Golden is thoughtful and always prepared to answer questions that we may have about the district. If Mr. Golden does not have the answer at that moment, it will not take long before he has exposed the concern and found a solution.

Demonstrable Characteristics: 20%

<u>Community Relationships</u>	5- Significantly Above Expectations	4-Above Expectations	3.5	3-At Expectations	2-Below Expectations	1-Significantly Below Expectations	Total	Average
	3	4	1	3	1		12	
	15	16	3.5	9	2		45.5	3.79

Comments:

District 1 Tony Bostic	Mr. Golden maintains a professional demeanor in public settings and has successfully supported several of our established community partnerships. This performance meets the essential requirements of the role. However, while I'm giving a rating of "At Expectations", there is room for improvement regarding proactive community engagement. A primary example was the rollout of changes to the T2 program, which resulted in widespread frustration among parents, T2 teachers, and aides. This situation arose due to a lack of meaningful input from stakeholders and the Board, which directly complicates the Board's ongoing efforts to ensure public resources and funds are being utilized wisely and transparently. To maintain an "At Expectations" rating in the future, major program shifts must be approached with greater transparency. Mr. Golden must ensure that the community is consulted early and that the Board is fully informed before changes are finalized.
District 2 Dan Cash	I believe Jason is doing a fine job with the transparency in our schools.
District 3 Dennis Driggers	He remains calm, civil, and tactful in all dealings.
District 4 Josh Brown	Mr. Golden is incredibly well respected in the community and carries himself professionally and competently when engaging with the county commission, business leaders, parents and other stakeholders. He is an extraordinarily effective advocate for the district and an outstanding ambassador for WCS to the community at large.

The Director of Schools continues to serve as an effective representative and spokesperson for Williamson County Schools. Throughout the year, he has maintained a visible presence across the community by attending school events, civic meetings, and stakeholder gatherings. His professionalism, composure, and commitment to representing the district positively have strengthened community confidence in the school system and contributed to productive relationships with various organizations and stakeholders throughout Williamson County.

The district has also demonstrated success in leveraging community resources to support district initiatives and student success. Strong parent involvement through school PTOs continues to be one of Williamson County Schools' greatest assets. These organizations provide significant financial support, volunteer resources, and partnership opportunities that benefit students and schools. Additionally, efforts such as the Screen Time Committee and the Textbook Adoption Committees have successfully engaged parents, educators, and community members in meaningful discussions on important issues facing the district. These initiatives reflect a willingness to incorporate stakeholder perspectives into district decision-making and serve as positive examples of community engagement.

The Director has also worked to build relationships with public and private agencies throughout the community. While his visibility and participation in community organizations are evident, the Board would benefit from a clearer understanding of how these partnerships translate into measurable outcomes for students and schools. Collaborative efforts such as the district's partnership with local agencies regarding student safety and e-transportation demonstrate the potential value of these relationships. Additional reporting on the impact and results of community partnerships would help illustrate how they support district goals.

The district has demonstrated responsible stewardship of public funds, and this year included efforts to examine expenditures more closely and identify opportunities for cost savings. Moving forward, I would encourage a deeper evaluation of district programs and initiatives to ensure that resources are consistently aligned with student outcomes. When programs cannot demonstrate measurable impact, consideration should be given to reallocating resources toward strategies that more directly support student achievement and district priorities.

While the district has made progress in fostering community engagement, opportunities remain to strengthen stakeholder involvement and responsiveness. As noted in prior evaluations, I continue to believe parental involvement should extend beyond traditional PTO participation and include broader opportunities for engagement in district-level decision-making processes. Committees such as the Screen Time and Textbook Adoption Committees provide strong models for how diverse stakeholder groups can be convened to address complex issues. I encourage the district to build upon these successes and make stakeholder engagement a more consistent component of major initiatives and organizational change efforts.

A recurring concern throughout the year has been stakeholder communication and follow-through. Several situations highlighted challenges in maintaining communication with families and community members once concerns were raised. In some instances, stakeholders received initial responses or assurances that matters would be investigated, but updates were not consistently provided, even after multiple follow-up inquiries. While investigations and complex issues often require time to resolve, maintaining communication throughout the process is essential to preserving trust and demonstrating responsiveness to community concerns.

	Examples during the year included concerns raised by families regarding school-level issues, recurring public comments related to bullying and harassment, and the implementation of changes to the T2 program. In each case, community members expressed concerns not only about the underlying issue itself, but also about the perception that communication, stakeholder engagement, and transparency were insufficient. In particular, the T2 program changes generated significant concern among affected families, many of whom felt they were informed of decisions after they had already been made rather than being meaningfully included in the decision-making process. Regardless of the merits of the decision itself, the situation highlighted the importance of proactive communication, stakeholder engagement, and effective change management when implementing significant programmatic changes. As noted previously, I believe the district would benefit from developing a culture in which diverse stakeholder groups are routinely convened when addressing complex issues that significantly impact students, families, and staff. Meaningful engagement early in the process can strengthen trust, improve decision-making, and reduce misunderstandings within the community. The success of committees such as the Screen Time and Textbook Adoption Committees demonstrates that Williamson County Schools has the ability to effectively engage stakeholders when intentional structures are established.
District 5 Margie Johnson	Overall, the Director continues to represent the district professionally and maintains strong community visibility. Continued growth in stakeholder communication, responsiveness, transparency, and meaningful engagement in decision-making processes would further strengthen community trust and enhance the district's ability to build collaborative partnerships that support student success.
	Jason is an effective ambassador for Williamson County Schools and represents the district well throughout the community. He has built strong relationships with elected officials, community leaders, parents, teachers, and business leaders. One area where I believe Jason deserves credit is the effort to welcome parents and volunteers back into our schools following COVID. Parent involvement remains one of the district's greatest strengths, and I believe his leadership helped reinforce a culture where parents feel welcome and engaged. At the same time, I would like to see more willingness to lead the community through difficult or innovative changes before broad support has fully developed. While community input is important, there are times when I believe the Superintendent should help shape the conversation rather than wait for the conversation to evolve on its own.
District 6 Jay Galbreath	
District 7 - Melissa Wyatt	Mr. Golden represents WCS well in county-wide discussions and has a collaborative spirit with our community.
District 8 Donna Clements	One of Superintendent Golden's greatest strengths is being our district's spokesperson. I appreciate his willingness to communicate and obtain resources that benefit our students and community.
District 9 Claire Reeves	Superintendent Golden is an effective spokesperson for the district and is professional in his interactions with the community.

District 10 Eric Welch								
District 11 Tonja Hibma	Superintendent Golden represents Williamson County Schools effectively and with professionalism. He has built strong, respectful relationships with our elected officials and local business leaders, using that community connection to support the district's needs. He consistently brings parents in by inviting them to serve on district committees, ensuring their voices are part of the process. Furthermore, his gratitude for our community volunteers is on full display every year at the Shining Apple Awards, where he makes a point to personally thank the volunteers who dedicate their time to our schools.							
District 12 Drason Beasley	Mr. Golden has always represented the school district with complete professionalism in every role that he has been involved with WCS. He maintains a visible and approachable presence within our WCS community. Mr. Golden communicates district goals clearly and with confidence. Mr. Golden is often faced with controversial issues throughout the district, and he never fails to listen to the diverse viewpoints and offers the most reasonable feedback. I believe Mr. Golden is ethical in the decisions he makes for our schools. Mostly, in this role, Mr. Golden promotes student and staff success publicly.							

Demonstrable Characteristics: 20%

<u>Staff and Personnel Relationships</u>	5- Significantly Above Expectations	4-Above Expectations	3-At Expectations	2-Below Expectations	1-Significantly Below Expectations	Total	Average
	2	2	6	2		12	
	10	8	18	4		40	3.33

Comments:

District 1 Tony Bostic	While it is understood that a superintendent cannot be everywhere at once, a rating of "Below Expectations" reflects a need to address growing culture and morale concerns within certain schools and programs. Feedback indicates a disconnect between staff and leadership, with various teachers expressing that they do not always feel sufficiently supported by building-level or senior district administration. Additionally, concerns have been raised that some staff feel hesitant to voice problems due to a perceived risk of negative repercussions. Establishing a culture of open, safe communication must be a priority moving forward. This disconnect is particularly evident within the Special Education department. Staff feedback suggests they frequently feel left out of the loop, with a perception that key programmatic decisions are being made without sufficient input from those with practical classroom experience in special education. The superintendent should work to ensure senior leadership is actively collaborating with these specialized staff members before finalizing changes. Furthermore, fostering a supportive environment requires visible, reassuring leadership during challenging times. Following the tragic assassination of Charlie Kirk, when some staff members made disparaging and troubling remarks and social media posts, the district needed a more definitive and unifying stance from leadership than what was provided. Navigating complex, emotionally charged situations requires a courageous and timely response to maintain boundaries of professionalism. To improve, the superintendent must focus on building an environment free from apprehension, ensuring professional staff conduct, and cultivating a mutually respectful atmosphere for both students and staff.
District 2 Dan Cash	This is an area of continuous improvement depending on circumstances in the everyday life of WCS.
District 3 Dennis Driggers	He removes staff when appropriate.

District 4 Josh Brown	By all accounts and observation, Mr. Golden has the respect of the staff and employees throughout WCS and leverages the talents and strengths of his leadership team to reinforce the work of the district. He is good about allowing his leadership team and others to be heard and display their work to the board and the public. He doesn't make the work about himself but rather is quick to point out the role of others on this team in bringing about district achievements and successes.
District 5 Margie Johnson	The Director of Schools has demonstrated a commitment to distributed leadership by delegating authority to cabinet members and central office leaders and empowering them to oversee their respective areas of responsibility. Throughout the year, it has been evident that members of the executive leadership team are entrusted with significant decision-making authority and are expected to provide leadership within their departments. This approach supports organizational efficiency and allows district leaders to utilize their expertise in advancing district priorities. The collaborative relationships among central office leadership also appear to be a strength. There is evidence that cabinet-level leaders work together to address district initiatives, engage in shared decision-making, and support one another in carrying out the district's mission. This collaborative culture at the leadership level contributes to organizational stability and creates opportunities for collective problem-solving. At the same time, leadership culture is often reflected throughout an organization, and there are opportunities to strengthen shared leadership beyond the central office level. While authority is delegated within the administrative structure, concerns have been raised regarding whether school-based educators and staff consistently feel included in decision-making processes that directly affect their work. Effective organizations cultivate leadership at all levels by ensuring that those closest to students have meaningful opportunities to provide input and help shape decisions. Expanding structures for teacher and staff voice could further strengthen trust, collaboration, and ownership throughout the district.
District 5 Margie Johnson	One example frequently cited during the year involved the implementation of the T2 pilot programming changes. Based on feedback received from school-based personnel, there appears to have been limited support among educators directly impacted by the decision. While leadership is sometimes required to make difficult decisions that will not achieve universal agreement, the situation highlights the importance of engaging staff early in the process, soliciting feedback, and ensuring that employees feel their expertise and perspectives are valued when significant changes are considered. The district has demonstrated a commitment to professional learning through initiatives such as professional learning communities (PLCs), instructional coaching, and ongoing staff development efforts. However, the Board has received limited information regarding the specific focus, implementation, and effectiveness of these initiatives. While professional development may be aligned with district goals and student learning priorities, more comprehensive reporting on outcomes would provide greater confidence in the effectiveness of these investments. In particular, data regarding the impact of instructional coaching, educator perceptions of professional development, and evidence of improved instructional practices would help demonstrate alignment between professional learning efforts and student achievement goals. Surveying teachers regarding the value and effectiveness of instructional coaching and professional development could provide useful feedback for continuous improvement and inform future decision-making.

District 5 Margie Johnson	The district has also engaged in conversations regarding the role of technology in teaching and learning, most notably through the work of the Screen Time Committee. This committee reflects a willingness to examine instructional practices and evaluate the appropriate use of technology in schools. As educational research and best practices continue to evolve, it will be important for the district to regularly assess whether technology integration is being used to meaningfully enhance student engagement, critical thinking, collaboration, and learning outcomes rather than simply replacing traditional instructional tools. As noted in last year's evaluation, I continue to believe there is an opportunity to strengthen a culture of servant leadership throughout the organization. The most effective organizations empower employees closest to the work to exercise professional judgment, contribute ideas, and participate in decisions that impact students and families. Continued efforts to build trust, encourage staff voice, and expand shared leadership opportunities at the school level would further strengthen the district's culture and reinforce a commitment to collaboration and collegiality. Overall, the Director has established a leadership structure that delegates authority and promotes collaboration among central office leaders. Continued growth in elevating educator voice, measuring the effectiveness of professional learning initiatives, and fostering meaningful shared leadership opportunities for school-based staff would further strengthen relationships throughout the organization and support a culture focused on continuous improvement and student success.
District 6 Jay Galbreath	One of Jason's greatest strengths is his support of teachers, administrators, and staff. Throughout his tenure, he has invested in mentoring, instructional coaching, professional learning communities, and other efforts designed to help employees grow and succeed. Jason has built a strong leadership team and has empowered others to lead throughout the organization. Many of the district's successes are the direct result of talented principals, teachers, and administrators who have been given the support and autonomy needed to serve students well. At the same time, I continue to believe there are opportunities to provide more visible leadership around strategic priorities and difficult issues. His collaborative leadership style has many strengths, but there are times when stronger direction from the Superintendent can help move the organization forward more effectively.
District 7 Melissa Wyatt	We cover a lot of topics during our Work Sessions and Board Meetings because of the wide-range of expertise in Mr. Golden's Leadership Team. The answers to Board Member questions usually include multiple people because Mr. Golden is quick to include his team and thoughtful with his contributions. It is evident that Mr. Golden has built a team of hard-working professionals who care deeply about our students.
District 8 Donna Clements	Superintendent Golden has had some extra challenges in this area lately. The district has continued to operate smoothly thanks to strong site-based management at the school level. For years we've celebrated the collaborative spirit of teaching. I appreciate our long-standing attention to this necessary element of education.
District 9 Claire Reeves	Superintendent Golden is respected by his staff and delegates responsibilities appropriately.

District 10 Eric Welch	
District 11 Tonja Hibma	The Superintendent's approach to delegating authority and sharing leadership is clear in our committee work. We regularly see Assistant Superintendents and staff members leading these committees, researching the issues, and coming directly to the board with their presentations and recommendations. This setup puts a lot of responsibility in the hands of department leaders and makes them the main drivers of the information we receive.
District 12 Drason Beasley	Mr. Golden is an excellent communicator to his staff members as well as the WCS school board. Mr. Golden treats everyone with respect and relates to anyone he meets on their level. Mr. Golden delegates authority appropriately. He also leads routine open discussions with us as a team and treats all department heads as equals. It is apparent he trusts them to follow up and carry out specific team driven objectives because he has provided them the tools to do so. Most of all, Mr. Golden recognizes efforts made and provides feedback.

Demonstrable Characteristics: 20%

<u>Facilities, Finance and Human Resources</u>	5- Significantly Above Expectations	4-Above Expectations	3-At Expectations	2-Below Expectations	1-Significantly Below Expectations	Total	Average
	3	5	3	1		12	
	15	20	9	2		46	3.83

Comments:

District 1 Tony Bostic	The superintendent has demonstrated steady oversight in the areas of facilities, finance, and human resources, maintaining a stable baseline of operations that meets the district's current needs. However, there is some room for improvement and strategic growth in these areas moving forward. On the operational and financial planning front, I concur with the request made by Board Member Johnson at a previous board meeting regarding the need for a formal, comprehensive technology plan. Moving forward with this plan is a necessary next step to ensure better long-term budgeting, strategic asset planning, and robust cybersecurity protections for our district's data and infrastructure. Regarding facilities, greater care and proactive attention must be given to aging infrastructure and athletic spaces. Specifically, the overall conditions at Fairview Elementary—our district's oldest facility—and the baseball fields and facilities at Fairview Middle require targeted upkeep and improvement. I'm encouraged that a new elementary school in Fairview is in the plans. To maintain or exceed expectations in the future, the superintendent should focus on delivering on past board requests and developing a more visible, proactive maintenance strategy that ensures all district facilities reflect a high standard of care.
District 2 Dan Cash	With the on going budget issues we have faced this year and still on going. As the districts overseer we have a great team with Jason, Rebecca and team.
District 3 Dennis Driggers	He does a good job at handling personnel, technology, budget, planning, facilities, and curriculum.

District 4 Josh Brown	Mr. Golden has an exceptional handle on the financial, operational and capital needs of the district and keeps the board and other stakeholders regularly informed. Our budgeting process is much improved over previous years and I feel the board is more involved and engaged than at any time in my five years on the board. He has an excellent team of professionals who prioritize planning and who stay on top of the needs of the district. He empowers them to do what is necessary and instills confidence that WCS is strategically and thoughtfully managing its assets and finances for the well being of the students and in the best interests of the longevity of our buildings and equipment.
District 5 Margie Johnson	management, financial stewardship, technology infrastructure, and human resources. Throughout the year, the district has continued to maintain safe and functional learning environments while managing substantial operational demands associated with a fairly large school system. The Board has also benefited from regular presentations and updates on a variety of district initiatives, helping to provide insight into district operations and priorities. One area of strength this year was the continued improvement in transportation operations. Compared to previous years, constituent concerns regarding transportation were limited, and issues that did arise were generally addressed in a timely and professional manner. This reflects positively on district leadership and the efforts of staff responsible for overseeing these critical services. The district also continues to demonstrate sound financial management practices. Financial reports are provided regularly to the Board, and district leadership has maintained appropriate oversight of the system's fiscal responsibilities. In particular, I want to acknowledge the outstanding work of the Chief Financial Officer and finance team, whose expertise and attention to detail contribute significantly to the district's financial stability and operational success. While the district provides regular financial updates, there is an opportunity to increase transparency and provide greater detail regarding the financial condition of the school system. Other districts often provide more comprehensive financial reporting that allows board members to better understand spending trends, budget assumptions, program investments, and long-term financial implications. Additional reporting and analysis would strengthen the Board's ability to fulfill its oversight responsibilities and make informed decisions regarding resource allocation. Similarly, there is an opportunity to strengthen transparency and stakeholder engagement in the budget development process. Budget development is one of the most important responsibilities of district leadership, and involving a limited number of board members in the budget planning process, along with hosting community budget meetings throughout the district, could provide valuable perspectives while building public trust and understanding. Increased stakeholder engagement would help ensure that budget priorities align with the needs and expectations of students, staff, families, and taxpayers.

	A recurring concern continues to be the lack of comprehensive long-range planning documentation related to technology and operational efficiency. For multiple years, I have requested a district technology plan and have yet to receive a comprehensive document outlining the district's technology vision, needs assessment, replacement cycles, infrastructure priorities, staff development plans, and measures of effectiveness. Given the district's substantial annual investment in technology, a detailed and data-driven technology plan is essential to ensure resources are being allocated strategically and effectively. Technology investments should be guided by clearly defined goals, measurable outcomes, and evidence of impact on teaching, learning, and operational effectiveness. Likewise, I continue to believe the district would benefit from conducting an independent technology and operational efficiency study. Such a review could identify opportunities to streamline processes, eliminate inefficiencies, reduce costs, and reallocate resources toward priorities that directly support student success and employee compensation. As stewards of taxpayer dollars, district leadership should continuously evaluate operations to ensure resources are being used as effectively and efficiently as possible. From a human resources perspective, I continue to believe there is an opportunity to strengthen organizational culture and employee trust. While the district benefits from many dedicated educators and staff members, concerns have been raised regarding whether employees consistently feel comfortable sharing concerns, providing feedback, or expressing differing viewpoints without fear of negative consequences. I have personally become aware of instances where staff perceived actions as retaliatory, and any perception of retaliation can have a significant impact on employee morale and organizational culture. Effective organizations foster environments where employees feel safe, respected, valued, and empowered to engage in honest dialogue about challenges and opportunities for improvement. As noted in previous evaluations, continued emphasis on servant leadership at all levels of the organization would help strengthen employee trust and engagement. Employees who feel heard, respected, and included in decision-making are more likely to contribute innovative ideas, identify operational improvements, and remain committed to the district's mission. Building a culture where feedback is welcomed and collaboration is encouraged will ultimately strengthen both employee satisfaction and organizational effectiveness.
District 5 Margie Johnson	Overall, the district continues to demonstrate sound financial management and effective operation of many essential services. Continued growth in long-range planning, operational efficiency, transparency, stakeholder engagement,

District 6 Jay Galbreath	Williamson County Schools continues to demonstrate strong financial stewardship and operational management. During a period of continued growth, inflationary pressures, and increasing demands on public education, Jason has successfully managed district resources while maintaining a strong focus on classroom priorities. I particularly appreciate the district's efforts in recent years to identify cost savings through vacant positions, spending controls, expenditure reviews, and other creative budget management strategies. These efforts have allowed the district to navigate financial challenges while minimizing disruption to students and staff. I also believe Jason's leadership has been instrumental in maintaining productive relationships with the County Mayor, County Commission, Budget Committee, Education Committee, and other local elected officials. Those relationships are critical to the district's long-term success and have helped position Williamson County Schools to meet both current needs and future growth demands. Jason's ability to balance fiscal responsibility with the needs of a growing district has been a significant strength throughout his tenure.
District 7 Melissa Wyatt	Mr. Golden expertly guides WCS in the areas of facilities, finance, and human resources with discretion and thoughtfulness. His employment history with WCS allows him to connect the past with our current ideas.
District 8 Donna Clements	Brian King for his help in my requests to remove all the dead trees at Grassland Elementary. Shortly after requesting, his team took on that task!! I also appreciate Jason Golden's and Rachel Farmer's moving the budget to a much more transparent process over the last three years by incorporating many more details in advance of our work sessions.
District 9 Clair Reeves	Superintendent Golden demonstrates steady leadership in managing the district's facilities, finances, and long-term planning. He provides timely and accurate financial information.
District 10 Eric Welch	
District 11 Tonja Hibma	Superintendent Golden and the finance department consistently demonstrate strong competency and stewardship in the areas of district finance and long-range strategic planning. Throughout the fiscal year, Mr. Golden has maintained open and clear communication with the board ensuring we are provided with accurate, reliable, and timely financial updates. He has been particularly proactive in keeping the Board informed of critical financial shifts and adjustments that occur immediately following County Commissioner meetings.

District 12 Drason Beasley	Mr. Golden has done an above average job with his leadership skills managing the district. Mr. Golden has an overqualified leadership team that he has skillfully brought together to work for Williamson County Schools. The board constantly receives clear communication on the condition of each facility. Mr. Golden focuses on the structural integrity of each facility and most of all the security of each facility to ensure our students are safe. Mr. Golden is transparent with the community about the cost estimates for needed repairs and upgrades for each facility.
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Williamson County Schools Superintendent's Evaluation July 1, 2025 - June 30, 2026

Jason Golden

Superintendent of Schools Performance Evaluation Guidelines

1. An Annual evaluation of the Superintendent of Schools shall take place in May.
2. The evaluation shall be based on the duties and responsibilities of the Superintendent as set forth by the laws of the State of Tennessee and his contract.
3. The evaluation instrument utilized in this process shall be cooperatively developed by the Board and Superintendent.
4. The evaluation rating scale to be used is as follows:
 - 5 – Significantly above expectations
 - 4 – Above expectations
 - 3 – At expectations
 - 2 – Below expectations
 - 1 – Significantly below expectations
 - N/A – Not Applicable. Using N/A or leaving the section blank shall not have a negative impact on the evaluation.
5. A satisfactory score will be if the average overall score is 3.00 or above.
6. The Board shall meet with the Superintendent to discuss the evaluation results at the May board meeting. The evaluation shall include a recommendation for improvement in any areas where the Board deems the Superintendent of School's performance to be unsatisfactory or in need of improvement.
7. The Superintendent of Schools shall have the right to make a written or oral response to the evaluation.

Observational Goals: 80%

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 1:</u> Conduct professional salary study and make recommendations that evaluate the competitiveness of compensation across all WCS employee groups. Deliverable: Professional salary study document with recommendations.				X		

Comments:

While Mr. Golden successfully initiated this goal by hiring an external firm to conduct the salary study, the expected deliverable has not been met within the evaluation period. To date, the Board has only received a brief, preliminary progress report indicating that the study is still underway, and no actionable recommendations have been provided.

Because the final report and compensation recommendations are not projected for completion until August, the core objective of this performance goal remains unfulfilled at this time. Mr. Golden should ensure the August timeline is strictly met and provide the Board with a comprehensive presentation of the final recommendations as soon as they are available.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 2: Develop corporate and community partnerships to support new programs or supplement existing budget items.</u> Deliverable: Analysis report of current corporate support and action plan for soliciting ongoing/future support.			X			

Comments:

The success of the Innovation Center is a commendable achievement for our district, and the corporate and community partnerships secured for it are certainly worth celebrating. However, because this specific project was approved back in 2023, the focus for this evaluation period felt overly reliant on a past initiative rather than pioneering new avenues of support.

The intent of this goal was to expand our corporate and community footprint to support multiple programs or supplement various existing budget items. Given our unique position in Music City, there is a significant, untapped opportunity to approach local industries for partnerships that could potentially support and elevate our arts programs. Moving forward, the focus should shift beyond the Innovation Center to explore and identify these new, diverse areas of opportunity across the district, ensuring a more comprehensive action plan for ongoing partnerships.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 3:</u> Leverage the Screen Time Committee’s recommendations to establish guidelines for student use of technology. Deliverable: K-12 Framework with screen time guidelines and developmentally appropriate activities by grade bands.			X			

Comments:

The Screen Time Committee undertook a long and in-depth process, and the resulting guidance document successfully meets the core deliverable of providing a K-12 framework. While the document is technically still in draft form, the foundation has been laid.

However, regarding student cell phone usage, the committee's recommendations fell a little short of the Board's intent. The pilot program essentially maintains the status quo (shoe pockets) for many of our schools rather than exploring robust restrictions. By limiting storage options to backpacks, shoe pockets, or Faraday cases—and excluding "stored off the body" methods like a secure central storage location or lockers—the implementation misses the mark on the policy as the Board wrote it. While the goal is technically met, future execution must more strictly align with the Board's vision for reducing tech distractions.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Performance Goal 4: Establish committee to analyze innovative instructional delivery models. Deliverable: Committee Report summarizing opportunities, resource and student development implications, and suggested priorities for deeper exploration.					X	

Comments:

There is no evidence that the requested committee was ever established, and the required formal report summarizing opportunities, resource impacts, and student development implications was not provided. While a brief list of ideas to be "explored in the coming year" was submitted, the exploration and analysis were supposed to occur during *this* evaluation cycle.

Board Member Reeves gave guidance for a potential area of focus to be on outdoor learning back in October. Also at that time, Board Member Galbreath suggested a potential focus on the possibility of a district-created charter school. Mr. Golden referenced the charter school in his summary document to the Board, but only as a potential idea for future consideration and exploration.

Furthermore, the specific concepts mentioned in the summary document—such as an athletics period and block scheduling—were only first introduced to the Board during this past Monday's policy meeting. It appears that no tangible, structured work was performed on this goal throughout the year beyond recent, preliminary discussions. Because both the process (the committee) and the deliverable (the comprehensive report) were completely omitted, this goal significantly missed expectations.

Demonstrable Characteristics: 20%

(Includes State-Required Elements)

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Student Achievement	X					

Board Observational Data Examples:

1. Develops, implements, promotes, and monitors continuous improvement in student achievement by using a variety of appropriate techniques.
2. Applies effective methods of providing, monitoring, evaluating, and reporting student achievement.
3. Establishes curriculum planning to anticipate occupational trends and school-to-career needs.
4. Uses child development and learning theories to create developmentally appropriate curriculum and instruction.

Comments:

Williamson County Schools continues to demonstrate exceptional academic achievement and remains among the highest-performing school districts in Tennessee. The district's strong student outcomes, high graduation rates, and outstanding college and career readiness indicators reflect a clear commitment to academic excellence.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Board Relationships				X		

Board Observational Data Examples:

1. Keeps all board members informed on issues, needs and operation of the school system.
2. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.
3. Maintains a high degree of understanding and respect between staff and the board.
4. Supports board policy and actions to the public and staff.
5. Refrains from criticism of members of the board.

Comments:

Mr. Golden consistently maintains a professional demeanor in his interactions and conduct. However, there is a concerning lack of responsiveness to specific, critical requests made by Board members. Essential items—including a Central Office organizational chart, data directly relevant to Board decision-making, and the timely receipt of presentations and reports ahead of meetings—are routinely not provided.

A successful governance team requires transparency and mutual support. At times, the current dynamic creates the impression that the superintendent and his administration are working in opposition to the Board's requests and directives rather than in partnership. To return to "At Expectations," there must be a concerted effort to prioritize the Board's information needs, ensure timely delivery of meeting materials, and foster a more collaborative working relationship.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Community Relationships			X			

Board Observational Data Examples:

1. Is an effective spokesperson for the school system.
2. Models the highest professional standards to the community.
3. Works effectively with public and private agencies.
4. Secures available community resources to help the school district solve problems and achieve goals.
5. Uses public resources and funds appropriately and wisely.
6. Provides opportunities for parental involvement.

Comments:

Mr. Golden maintains a professional demeanor in public settings and has successfully supported several of our established community partnerships. This performance meets the essential requirements of the role.

However, while I'm giving a rating of "At Expectations", there is room for improvement regarding proactive community engagement. A primary example was the rollout of changes to the T2 program, which resulted in widespread frustration among parents, T2 teachers, and aides. This situation arose due to a lack of meaningful input from stakeholders and the Board, which directly complicates the Board's ongoing efforts to ensure public resources and funds are being utilized wisely and transparently.

To maintain an "At Expectations" rating in the future, major program shifts must be approached with greater transparency. Mr. Golden must ensure that the community is consulted early and that the Board is fully informed before changes are finalized.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Staff and Personnel Relationships				X		

Board Observational Data Examples:

1. Delegates authority to staff members appropriately.
2. Offers professional development that is focused on student learning consistent with the school district's vision and goals.
3. Uses technologies in teaching and learning.
4. Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.

Comments:

While it is understood that a superintendent cannot be everywhere at once, a rating of "Below Expectations" reflects a need to address growing culture and morale concerns within certain schools and programs. Feedback indicates a disconnect between staff and leadership, with various teachers expressing that they do not always feel sufficiently supported by building-level or senior district administration. Additionally, concerns have been raised that some staff feel hesitant to voice problems due to a perceived risk of negative repercussions. Establishing a culture of open, safe communication must be a priority moving forward.

This disconnect is particularly evident within the Special Education department. Staff feedback suggests they frequently feel left out of the loop, with a perception that key programmatic decisions are being made without sufficient input from those with practical classroom experience in special education. The superintendent should work to ensure senior leadership is actively collaborating with these specialized staff members before finalizing changes.

Furthermore, fostering a supportive environment requires visible, reassuring leadership during challenging times. Following the tragic assassination of Charlie Kirk, when some staff members made disparaging and troubling remarks and social media posts, the district needed a more definitive and unifying stance from leadership than what was provided. Navigating complex, emotionally charged situations requires a courageous

and timely response to maintain boundaries of professionalism. To improve, the superintendent must focus on building an environment free from apprehension, ensuring professional staff conduct, and cultivating a mutually respectful atmosphere for both students and staff.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Facilities, Finance and Human Resources			X			

Board Observational Data Examples:

1. Demonstrates knowledge of school facilities and develops processes that build internal and public support for facility needs, including bond issues and capital improvement plans.
2. Provides accurate and timely reports to the board on the financial condition of the school system.
3. Ensures that the school plant, equipment, and support systems operate safely, efficiently, and effectively.
4. Develops and monitors long-range plans for school and district technology and information systems and makes informed district decisions about computer hardware and software and staff developing needs while allocating resources consistent with district plan.
5. Demonstrates budget management including financial forecasting, planning, cash flow management, account auditing and monitoring and oversees the district's fiduciary responsibilities.

Comments:

The superintendent has demonstrated steady oversight in the areas of facilities, finance, and human resources, maintaining a stable baseline of operations that meets the district's current needs. However, there is some room for improvement and strategic growth in these areas moving forward.

On the operational and financial planning front, I concur with the request made by Board Member Johnson at a previous board meeting regarding the need for a formal, comprehensive technology plan. Moving forward with this plan is a necessary next step to ensure better long-term budgeting, strategic asset planning, and robust cybersecurity protections for our district's data and infrastructure.

Regarding facilities, greater care and proactive attention must be given to aging infrastructure and athletic spaces. Specifically, the overall conditions at Fairview

Elementary—our district's oldest facility—and the baseball fields and facilities at Fairview Middle require targeted upkeep and improvement. I'm encouraged that a new elementary school in Fairview is in the plans. To maintain or exceed expectations in the future, the superintendent should focus on delivering on past board requests and developing a more visible, proactive maintenance strategy that ensures all district facilities reflect a high standard of care.

Williamson County Schools Superintendent's Evaluation July 1, 2025 - June 30, 2026

Jason Golden

Superintendent of Schools Performance Evaluation Guidelines

1. An Annual evaluation of the Superintendent of Schools shall take place in May.
2. The evaluation shall be based on the duties and responsibilities of the Superintendent as set forth by the laws of the State of Tennessee and his contract.
3. The evaluation instrument utilized in this process shall be cooperatively developed by the Board and Superintendent.
4. The evaluation rating scale to be used is as follows:
 - 5 – Significantly above expectations
 - 4 – Above expectations
 - 3 – At expectations
 - 2 – Below expectations
 - 1 – Significantly below expectations
 - N/A – Not Applicable. Using N/A or leaving the section blank shall not have a negative impact on the evaluation.
5. A satisfactory score will be if the average overall score is 3.00 or above.
6. The Board shall meet with the Superintendent to discuss the evaluation results at the May board meeting. The evaluation shall include a recommendation for improvement in any areas where the Board deems the Superintendent of School's performance to be unsatisfactory or in need of improvement.
7. The Superintendent of Schools shall have the right to make a written or oral response to the evaluation.

Observational Goals: 80%

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 1: Conduct professional salary study and make recommendations that evaluate the competitiveness of compensation across all WCS employee groups.</u> Deliverable: Professional salary study document with recommendations.			3			

Comments: According to the the compensation study so far, we are competitive with new hires out of college. At 5 years we start dropping in salary. I have maintained for years now that we accelerate pay increases from years 1-15. It just takes to long for increases to support retention of teachers. In order to change our salary structure and compete with many of the school systems we are being compared to we have to have more increases in years 5-15. We are blessed to live in Williamson County with a huge Fiscal Capacity. This also works against us for federal dollars because Federal funding is sent to the more rural communities that have more lower income students, lower reading scores, poor student outcomes, and lower test scores. Unfortunately our funds fall on the backs of our local tax base. Sometimes I feel over the past 30 years of dedicated people making WCS one of the top 10 school districts in the state hurts our funding. We can't put the blame on Superintendents or our local Commissioners, but it is time to fix our pay structure.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 2: Develop corporate and community partnerships to support new programs or supplement existing budget items.</u> Deliverable: Analysis report of current corporate support and action plan for soliciting ongoing/future support.			3			

Comments: One great step in the right direction is the opening of the Inovation Center. This is a way to bring Corporate money into the schools through providing teachers and equipment to support different programs. I would like to see more opportunities moving forward on Corporate donations. I have suggested another Megatronics course for Summit HS. We have the room and I believe the area needs more technology made available to students.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 3: Leverage the Screen Time Committee’s recommendations to establish guidelines for student use of technology.</u> Deliverable: K-12 Framework with screen time guidelines and developmentally appropriate activities by grade bands.			3			

Comments: I feel so much of the committee’s recommendations are in the SOP. We are still experiencing students using proxy sites to get around in their computers and how is it possible to vet 6 or 700 sites in our inventory. I suggest more stringent rules on screen time.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 4:</u> Establish committee to analyze innovative instructional delivery models. Deliverable: Committee Report summarizing opportunities, resource and student development implications, and suggested priorities for deeper exploration.		4				

Comments: I believe we are on the right track with more trades curriculum. These are the jobs most needed today.

Demonstrable Characteristics: 20% **(Includes State-Required Elements)**

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Student Achievement		4				

Board Observational Data Examples:

1. Develops, implements, promotes, and monitors continuous improvement in student achievement by using a variety of appropriate techniques.
2. Applies effective methods of providing, monitoring, evaluating, and reporting student achievement.
3. Establishes curriculum planning to anticipate occupational trends and school-to-career needs.
4. Uses child development and learning theories to create developmentally appropriate curriculum and instruction.

Comments: It is for these reasons that WCS excels in all areas of education.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Board Relationships			3			

Board Observational Data Examples:

1. Keeps all board members informed on issues, needs and operation of the school system.
2. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.
3. Maintains a high degree of understanding and respect between staff and the board.
4. Supports board policy and actions to the public and staff.
5. Refrains from criticism of members of the board.

Comments: As the Leader of our school system I wish Jason would quit trying to make everyone on the board happy. Sometimes we have to be more direct with people and give a ya or nay to some of the request.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Community Relationships		4				

Board Observational Data Examples:

1. Is an effective spokesperson for the school system.
2. Models the highest professional standards to the community.
3. Works effectively with public and private agencies.
4. Secures available community resources to help the school district solve problems and achieve goals.
5. Uses public resources and funds appropriately and wisely.
6. Provides opportunities for parental involvement.

Comments: I believe Jason is doing a fine job with the transparency in our schools.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Staff and Personnel Relationships			3			

Board Observational Data Examples:

1. Delegates authority to staff members appropriately.
2. Offers professional development that is focused on student learning consistent with the school district's vision and goals.
3. Uses technologies in teaching and learning.
4. Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.

Comments: This is an area of continuous improvement depending on circumstances in the everyday life of WCS.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Facilities, Finance and Human Resources		4				

Board Observational Data Examples:

1. Demonstrates knowledge of school facilities and develops processes that build internal and public support for facility needs, including bond issues and capital improvement plans.
2. Provides accurate and timely reports to the board on the financial condition of the school system.
3. Ensures that the school plant, equipment, and support systems operate safely, efficiently, and effectively.
4. Develops and monitors long-range plans for school and district technology and information systems and makes informed district decisions about computer hardware and software and staff developing needs while allocating resources consistent with district plan.
5. Demonstrates budget management including financial forecasting, planning, cash flow management, account auditing and monitoring and oversees the district's fiduciary responsibilities.

Comments: With the on going budget issues we have faced this year and still on going. As the districts overseer we have a great team with Jason, Rebecca and team.

Williamson County Schools Superintendent's Evaluation July 1, 2025 - June 30, 2026

Jason Golden

Superintendent of Schools Performance Evaluation Guidelines

1. An Annual evaluation of the Superintendent of Schools shall take place in May.
2. The evaluation shall be based on the duties and responsibilities of the Superintendent as set forth by the laws of the State of Tennessee and his contract.
3. The evaluation instrument utilized in this process shall be cooperatively developed by the Board and Superintendent.
4. The evaluation rating scale to be used is as follows:
 - 5 – Significantly above expectations
 - 4 – Above expectations
 - 3 – At expectations
 - 2 – Below expectations
 - 1 – Significantly below expectations
 - N/A – Not Applicable. Using N/A or leaving the section blank shall not have a negative impact on the evaluation.
5. A satisfactory score will be if the average overall score is 3.00 or above.
6. The Board shall meet with the Superintendent to discuss the evaluation results at the May board meeting. The evaluation shall include a recommendation for improvement in any areas where the Board deems the Superintendent of School's performance to be unsatisfactory or in need of improvement.
7. The Superintendent of Schools shall have the right to make a written or oral response to the evaluation.

Observational Goals: 80%

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 1:</u> Conduct professional salary study and make recommendations that evaluate the competitiveness of compensation across all WCS employee groups. Deliverable: Professional salary study document with recommendations.			3			

Comments:

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 2:</u> Develop corporate and community partnerships to support new programs or supplement existing budget items. Deliverable: Analysis report of current corporate support and action plan for soliciting ongoing/future support.			3			

Comments:

Works tirelessly with county commissioners to get funding.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 3:</u> Leverage the Screen Time Committee’s recommendations to establish guidelines for student use of technology. Deliverable: K-12 Framework with screen time guidelines and developmentally appropriate activities by grade bands.			3			

Comments:

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 4:</u> Establish committee to analyze innovative instructional delivery models. Deliverable: Committee Report summarizing opportunities, resource and student development implications, and suggested priorities for deeper exploration.			3			

Comments:

Demonstrable Characteristics: 20% **(Includes State-Required Elements)**

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Student Achievement		4				

Board Observational Data Examples:

1. Develops, implements, promotes, and monitors continuous improvement in student achievement by using a variety of appropriate techniques.
2. Applies effective methods of providing, monitoring, evaluating, and reporting student achievement.
3. Establishes curriculum planning to anticipate occupational trends and school-to-career needs.
4. Uses child development and learning theories to create developmentally appropriate curriculum and instruction.

Comments:

Superintendent Golden leads the finest school district in Tennessee. He stays focused on "students first" despite many daily distractions.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Board Relationships		4				

Board Observational Data Examples:

1. Keeps all board members informed on issues, needs and operation of the school system.
2. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.
3. Maintains a high degree of understanding and respect between staff and the board.
4. Supports board policy and actions to the public and staff.
5. Refrains from criticism of members of the board.

Comments:

I have never been denied any request for data or a meeting. Once the Board votes, he starts to work with his staff to execute the new or revised policy.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Community Relationships		4				

Board Observational Data Examples:

1. Is an effective spokesperson for the school system.
2. Models the highest professional standards to the community.
3. Works effectively with public and private agencies.
4. Secures available community resources to help the school district solve problems and achieve goals.
5. Uses public resources and funds appropriately and wisely.
6. Provides opportunities for parental involvement.

Comments:

He remains calm, civil, and tactful in all dealings.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Staff and Personnel Relationships			3			

Board Observational Data Examples:

1. Delegates authority to staff members appropriately.
2. Offers professional development that is focused on student learning consistent with the school district's vision and goals.
3. Uses technologies in teaching and learning.
4. Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.

Comments:

He removes staff when appropriate.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Facilities, Finance and Human Resources		4				

Board Observational Data Examples:

1. Demonstrates knowledge of school facilities and develops processes that build internal and public support for facility needs, including bond issues and capital improvement plans.
2. Provides accurate and timely reports to the board on the financial condition of the school system.
3. Ensures that the school plant, equipment, and support systems operate safely, efficiently, and effectively.
4. Develops and monitors long-range plans for school and district technology and information systems and makes informed district decisions about computer hardware and software and staff developing needs while allocating resources consistent with district plan.
5. Demonstrates budget management including financial forecasting, planning, cash flow management, account auditing and monitoring and oversees the district's fiduciary responsibilities.

Comments:

He does a good job at handling personnel, technology, budget, planning, facilities, and curriculum.

Williamson County Schools Superintendent's Evaluation July 1, 2025 - June 30, 2026

Jason Golden

Superintendent of Schools Performance Evaluation Guidelines

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 - 2 – Below expectations
 - 1 – Significantly below expectations
 - N/A – Not Applicable. Using N/A or leaving the section blank shall not have a negative impact on the evaluation.
5. A satisfactory score will be if the average overall score is 3.00 or above.
6. The Board shall meet with the Superintendent to discuss the evaluation results at the May board meeting. The evaluation shall include a recommendation for improvement in any areas where the Board deems the Superintendent of School's performance to be unsatisfactory or in need of improvement.
7. The Superintendent of Schools shall have the right to make a written or oral response to the evaluation.

Observational Goals: 80%

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 1:</u> Conduct professional salary study and make recommendations that evaluate the competitiveness of compensation across all WCS employee groups. Deliverable: Professional salary study document with recommendations.			3			

Comments:

Mr. Golden and his team successfully completed a reputable, professional survey with meaningful recommendations on how to make WCS more competitive.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 2:</u> Develop corporate and community partnerships to support new programs or supplement existing budget items. Deliverable: Analysis report of current corporate support and action plan for soliciting ongoing/future support.		4				

Comments:

The work done to establish the new Innovation Center and secure corporate support and partnerships is a model and best practice for the whole state. This work will pay dividends for years to come and provide meaningful opportunities for our students. And the funding secured for these programs will allow our existing budget dollars to be used for other important district programming.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 3: Leverage the Screen Time Committee’s recommendations to establish guidelines for student use of technology.</u> Deliverable: K-12 Framework with screen time guidelines and developmentally appropriate activities by grade bands.		4				

Comments:

I applaud Mr. Golden for following through on a priority of the board to develop and staff this committee for over a year that included board-selected parents from across the county as well teachers and WCS administrative professionals. The process was thorough and the board was kept well informed of the committee’s progress and ultimate recommendations.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 4:</u> Establish committee to analyze innovative instructional delivery models. Deliverable: Committee Report summarizing opportunities, resource and student development implications, and suggested priorities for deeper exploration.			3			

Comments:

Mr. Golden and team have given reasonable consideration to offering a diverse set of offerings across the district to ensure students have choices in terms of how they learn and what career path they may choose. The ideas brought forward for future exploration are creative and would add real value and choices for WCS students and families in the years to come.

Demonstrable Characteristics: 20% **(Includes State-Required Elements)**

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Student Achievement		4				

Board Observational Data Examples:

1. Develops, implements, promotes, and monitors continuous improvement in student achievement by using a variety of appropriate techniques.
2. Applies effective methods of providing, monitoring, evaluating, and reporting student achievement.
3. Establishes curriculum planning to anticipate occupational trends and school-to-career needs.
4. Uses child development and learning theories to create developmentally appropriate curriculum and instruction.

Comments:

Under Mr. Golden's leadership, WCS continues to set academic records and build upon the previous successes that have established as the best or one of the best districts in the state in nearly every academic category. This year the district achieved the highest ever numbers of reward schools and schools with letter A designations per the state's measurements as well as the highest ever numbers in all aspects of Advanced Placement. The district thoughtfully and strategically employs the best tools and resources to ensure that our instruction is at the highest level. And our district continues to excel and set high marks in both athletics and the arts. I've been impressed and encouraged by the work being done across the district to establish diverse and non-traditional pathways for students to move from the classroom to careers.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Board Relationships		4				

Board Observational Data Examples:

1. Keeps all board members informed on issues, needs and operation of the school system.
2. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.
3. Maintains a high degree of understanding and respect between staff and the board.
4. Supports board policy and actions to the public and staff.
5. Refrains from criticism of members of the board.

Comments:

Mr. Golden is responsive to the board and provides information and explanation as needed for the issues coming before the board and other relevant matters. He treats board members with respect and makes himself available to board members both publicly and one on one to ensure the board is prepared and informed.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Community Relationships		4				

Board Observational Data Examples:

1. Is an effective spokesperson for the school system.
2. Models the highest professional standards to the community.
3. Works effectively with public and private agencies.
4. Secures available community resources to help the school district solve problems and achieve goals.
5. Uses public resources and funds appropriately and wisely.
6. Provides opportunities for parental involvement.

Comments:

Mr. Golden is incredibly well respected in the community and carries himself professionally and competently when engaging with the county commission, business leaders, parents and other stakeholders. He is an extraordinarily effective advocate for the district and an outstanding ambassador for WCS to the community at large.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Staff and Personnel Relationships			3			

Board Observational Data Examples:

1. Delegates authority to staff members appropriately.
2. Offers professional development that is focused on student learning consistent with the school district's vision and goals.
3. Uses technologies in teaching and learning.
4. Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.

Comments:

By all accounts and observation, Mr. Golden has the respect of the staff and employees throughout WCS and leverages the talents and strengths of his leadership team to reinforce the work of the district. He is good about allowing his leadership team and others to be heard and display their work to the board and the public. He doesn't make the work about himself but rather is quick to point out the role of others on this team in bringing about district achievements and successes.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Facilities, Finance and Human Resources		4				

Board Observational Data Examples:

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5. Demonstrates budget management including financial forecasting, planning, cash flow management, account auditing and monitoring and oversees the district's fiduciary responsibilities.

Comments:

Mr. Golden has an exceptional handle on the financial, operational and capital needs of the district and keeps the board and other stakeholders regularly informed. Our budgeting process is much improved over previous years and I feel the board is more involved and engaged than at any time in my five years on the board. He has an excellent team of professionals who prioritize planning and who stay on top of the needs of the district. He empowers them to do what is necessary and instills confidence that WCS is strategically and thoughtfully managing its assets and finances for the well being of the students and in the best interests of the longevity of our buildings and equipment.

Williamson County Schools Superintendent's Evaluation July 1, 2025 - June 30, 2026

Jason Golden

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7. The Superintendent of Schools shall have the right to make a written or oral response to the evaluation.

Observational Goals: 80%

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Performance Goal 1: Conduct professional salary study and make recommendations that evaluate the competitiveness of compensation across all WCS employee groups. Deliverable: Professional salary study document with recommendations.			3			

Comments:

The Director of Schools made meaningful progress toward the goal of conducting a comprehensive professional salary study and developing recommendations to evaluate the competitiveness of compensation across all WCS employee groups. The study was completed in a fiscally responsible manner, with a total cost of \$20,000, demonstrating thoughtful stewardship of district resources.

The initial findings presented during the May work session provided valuable insights and highlighted several areas for consideration. The information shared was informative and has the potential to significantly influence future compensation decisions. I look forward to reviewing the final report and engaging in deeper analysis of the data and recommendations.

As we continue this work, one area for improvement is the process for sharing materials in advance of board discussions. Providing the PowerPoint presentation prior to the work session would allow board members time to review and reflect on the content. This would enable meeting time to be used more effectively for high-level discussion, questions, and strategic dialogue rather than a slide-by-slide presentation.

Additionally, while this goal represents an important project completed within the year, I recommend that future superintendent goals be structured as SMART goals (see examples provided at the October 2025 work session meeting), potentially spanning multiple years when appropriate. This approach would provide greater clarity, measurability, and alignment with long-term district priorities.

I am encouraged by the direction of this work and look forward to using the study’s findings to inform the development of salary schedules and the 2027–2028 budget. It is especially important that we ensure WCS employees—particularly those who work most closely with students on a daily basis—are competitively and appropriately compensated.

Superintendent SMART Goals 2025–2026

These goals are designed to bring coherence, focus, and measurable progress to district leadership and improvement efforts, aligned with the strategic plan and guided by Michael Fullan’s principles of coherence and capacity building.

Goal 1: Strengthen Coherence and Data-Informed Decision Making

Specific: Establish a unified district data dashboard aligning key performance indicators (KPIs) to the three strategic plan goals.

Measurable:

- 100% of departments and schools use the dashboard to report progress quarterly.
- 80% of board reports include data from the unified system.

Achievable: Builds on existing data systems through reorganization, not new infrastructure.

Relevant: Aligns all district initiatives under one coherent framework for transparency and accountability.

Time-Bound: Prototype by **June 2026**; begin implementation during **2026-2027** school year.

Goal 2: Improve Student Achievement and Growth

Specific: Increase student achievement outcomes across all subgroups, with a focus on closing learning gaps.

Measurable:

- By **May 2026**, increase the percentage of students meeting or exceeding grade-level expectations in reading and math by **5% overall** and **7% among underperforming subgroups**.

Achievable: Supported through instructional coaching, data-driven PLCs, and targeted interventions.

Relevant: Centers the district’s mission on student learning.

Time-Bound: Benchmarks by **October 2025**; mid-year progress review **February 2026**. TN Ready data **Summer 2026**.

Goal 3: Strengthen Family, Staff, and Community Engagement

Specific: Implement a structured engagement plan that ensures regular two-way communication and inclusion in decision-making.

Measurable:

- By **June 2026**, at least 85% of schools have active family/staff advisory groups that meet

- quarterly.
 - A parent survey will be administered by the end of the school year and results show at least an **90% satisfaction** with communication and involvement opportunities for all schools.
Achievable: Uses existing structures with improved coordination and transparency.
Relevant: Promotes proactive engagement and student-centered decision-making.
Time-Bound: Launch by **April 2026**; review engagement data **May 2026**.
-

Goal 4: Enhance Fiscal Stewardship and Resource Alignment

Specific: Reduce operational costs while maintaining instructional quality and compensation equity.
Measurable:

- By **March 2026**, identify and implement at least **three cost-saving measures** that collectively reduce expenses by **3% districtwide** without compromising student services.
- Redirect savings to **increase school-based staff pay** or classroom resources.
Achievable: Through zero-based budgeting, vendor audits, and process streamlining.
Relevant: Reflects responsible stewardship and community priorities regarding taxes and teacher pay.
Time-Bound: Review preliminary savings plan by **Feb 2026**; annual budget report by **March 2026**.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 2: Develop corporate and community partnerships to support new programs or supplement existing budget items.</u> Deliverable: Analysis report of current corporate support and action plan for soliciting ongoing/future support.					1	

Comments:

The Director of Schools demonstrated some effort in developing corporate and community partnerships, particularly through the work associated with the new Innovation Center. Dr. Qualls and his team are to be commended for their extensive outreach, relationship-building, and negotiation that resulted in meaningful partnerships supporting this initiative. This work reflects a clear commitment to expanding opportunities for students through collaboration with the broader community.

However, while the Innovation Center partnerships are noteworthy, they represent only a portion of the stated goal. The defined deliverable for this performance goal was the development of an analysis report outlining current corporate support across the district, along with a comprehensive action plan for soliciting ongoing and future partnerships. To date, the information provided to the Board has been limited to the Innovation Center, with no broader analysis of existing partnerships across other schools or programs within the district.

Additionally, the expected action plan for sustaining and expanding corporate and community partnerships was not presented. Without a clear, system-wide analysis and a strategic plan for future engagement, it is difficult to fully assess the district’s current partnership landscape or ensure equitable and intentional growth of these relationships.

While there are strong indications of progress in specific areas, particularly with the Innovation Center, the absence of the full deliverable as outlined means this goal was not fully met. Moving forward, it will be important to provide a comprehensive district-wide analysis and a clearly defined action plan to guide and strengthen corporate and community partnerships in alignment with district priorities.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 3:</u> Leverage the Screen Time Committee’s recommendations to establish guidelines for student use of technology. Deliverable: K-12 Framework with screen time guidelines and developmentally appropriate activities by grade bands.			3			

Comments:

The Director of Schools successfully met the goal of leveraging the Screen Time Committee’s recommendations to establish guidelines for student use of technology, resulting in the development of a K–12 framework that includes screen time guidance and developmentally appropriate activities by grade bands. This work stands out as a strong example of effective leadership in addressing complex and evolving issues within the district.

A particular strength of this process was the intentional inclusion of diverse stakeholders. School board members were actively engaged by recommending parent representatives, ensuring peer representation, and receiving consistent monthly updates throughout the committee’s work. This level of transparency and collaboration fostered trust, strengthened community engagement, and contributed to a more thoughtful and well-rounded final product.

At the same time, it is important to acknowledge a concern with the process. It was disappointing that school board members needed to advocate for and insist upon the inclusion of community and family voices, rather than this being the standard and expected approach from the outset. Too often, the district’s typical way of working has leaned toward leadership making decisions in isolation. This instance demonstrates the value of a different approach and highlights an opportunity for growth in how decisions are made across the system.

This effort exemplifies the idea that meaningful, sustainable solutions are best achieved through collective input and shared ownership. The collaborative approach taken reflects a model worth replicating across the district. As the district continues to navigate complex challenges, I strongly recommend adopting similar stakeholder-driven processes for other key areas such as special education programming, district rezoning, and student discipline.

By continuing to leverage the high level of engagement among families and the broader community, the district can ensure that decisions are both inclusive and aligned with the needs of all students. This goal represents a clear success and provides a strong framework for how future district initiatives should be approached.

2025-2026 Annual Goal and Objectives		5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 4: Establish committee to analyze innovative instructional delivery models.</u> Deliverable: Committee Report summarizing opportunities, resource and student development implications, and suggested priorities for deeper exploration.						1	

Comments:

The Director of Schools did not met this goal as the stated deliverable was not met. While a one-page overview was provided that highlighted several existing innovative delivery models and identified a few areas for potential exploration, it did not rise to the level of a comprehensive committee report as outlined in the goal.

Specifically, the expected deliverable included a summary of opportunities, analysis of resource implications, consideration of student development impacts, and clearly defined priorities for deeper exploration. This level of analysis and documentation was not presented, making it difficult to fully evaluate the scope, depth, and potential impact of the work.

Additionally, at the beginning of the year, there was a strong and consistent emphasis—both in discussions and within the LEA plan—on addressing the needs of unique learners. Given that focus, it is unclear why there was not a more explicit connection between this goal and the exploration or implementation of innovative instructional delivery methods to better support these students. The absence of this alignment represents a missed opportunity to leverage this work in a way that could have had a meaningful impact on student outcomes.

Moving forward, it will be important to ensure that identified priorities, such as supporting unique learners, are clearly integrated into related initiatives and that deliverables are fully developed and presented as outlined. A more comprehensive and strategic approach to this work would strengthen the district’s ability to evaluate and implement innovative instructional models that meet the diverse needs of all students.

Demonstrable Characteristics: 20% **(Includes State-Required Elements)**

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Student Achievement				2		

Board Observational Data Examples:

1. Develops, implements, promotes, and monitors continuous improvement in student achievement by using a variety of appropriate techniques.
2. Applies effective methods of providing, monitoring, evaluating, and reporting student achievement.
3. Establishes curriculum planning to anticipate occupational trends and school-to-career needs.
4. Uses child development and learning theories to create developmentally appropriate curriculum and instruction.

Comments:

Williamson County Schools continues to demonstrate strong overall student achievement outcomes, as evidenced by the district's National Merit Finalists, students earning perfect ACT composite scores, and consistently high performance on state assessments. These accomplishments reflect the dedication of our educators, students, and families and should be celebrated as indicators of academic excellence within the district.

The district also provides students with a variety of innovative learning opportunities through programs such as the Entrepreneurship & Innovation Center, Renaissance High School, and the WCS Virtual School. These programs demonstrate a commitment to preparing students for diverse postsecondary pathways and evolving workforce demands.

While the district's overall academic performance remains strong, there is limited evidence available to the Board regarding the specific systems and processes used to monitor and continuously improve student achievement throughout the school year. Although instructional coaches are utilized across the district to support teaching and learning, little information has been presented regarding the impact of their work, the strategies being implemented, or measurable outcomes associated with those efforts.

Additionally, districtwide benchmark or formative assessment data has not been routinely shared with the Board. The primary student achievement data presented has been state assessment results, which serve as end-of-year indicators rather than tools for monitoring ongoing student progress. Establishing and regularly reporting district benchmark measures would provide greater visibility into student growth, allow for earlier intervention when needed, and strengthen the Board's ability to monitor progress toward district student achievement goals.

Similarly, there has been limited evidence presented regarding how student achievement is evaluated and reported throughout the year or how child development and learning theories are used to inform curriculum and instructional decisions. While these practices may be occurring within the district, additional communication and reporting would provide greater transparency and understanding of the district's efforts to support student learning.

One area of concern continues to be achievement gaps among student subgroups. While overall district performance remains strong, disaggregated assessment data reveals persistent disparities in achievement outcomes. Continued focus on targeted instructional strategies, interventions, and accountability measures will be necessary to ensure that all students have access to high-quality learning experiences and opportunities for success.

I also believe there is an opportunity to strengthen the district's curriculum implementation process. Currently, Tennessee academic standards are released approximately one year before textbook adoption, yet educator training on new standards often coincides with the adoption year. Exploring a model in which teachers begin learning and implementing new standards as soon as they are released would provide educators with greater familiarity prior to textbook selection and adoption. This approach could better support instructional planning and informed decision-making regarding curriculum resources.

Moving forward, greater transparency regarding student achievement data, progress-monitoring systems, instructional support initiatives, and curriculum implementation strategies would enhance the Board's ability to fulfill its governance responsibilities and support continuous improvement efforts. While the district's academic accomplishments are significant, sustained success will require a continued focus on equitable outcomes, data-informed decision-making, and proactive communication regarding student achievement initiatives.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Board Relationships				2		

Board Observational Data Examples:

1. Keeps all board members informed on issues, needs and operation of the school system.
2. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.
3. Maintains a high degree of understanding and respect between staff and the board.
4. Supports board policy and actions to the public and staff.
5. Refrains from criticism of members of the board.

Comments:

The Director of Schools continues to demonstrate several strengths in building and maintaining positive relationships with the Board of Education. Throughout the year, he has consistently provided professional recommendations on items requiring board action, supported board policies and decisions publicly, maintained a respectful working relationship with board members and staff, and refrained from criticizing individual board members. His leadership style remains professional, calm, and respectful, particularly during challenging discussions or situations involving differing viewpoints. These qualities contribute positively to the governance culture of the district and foster mutual respect between the administration and the Board.

One of the Director's greatest strengths is his ability to provide thoughtful recommendations to the Board on matters requiring action. Board members are routinely presented with clear administrative recommendations that appear to be based on thorough analysis and consideration. Additionally, he has consistently supported the decisions of the Board once made, regardless of whether those decisions align with his personal recommendations. This demonstrates a strong commitment to the governance process and reinforces trust in district leadership.

While these strengths are noteworthy, concerns remain regarding communication, transparency, and the consistent flow of information to board members. Board members should be proactively informed about district operations, initiatives, and ongoing work in a manner that supports effective governance. Too often, information requested by board members is either delayed or never provided. In some instances, information has been discussed during meetings with assurances that follow-up materials would be distributed, yet those materials have not been received.

For example, during the August planning meeting, I requested a document that connected the district's three Strategic Plan commitments to the various initiatives supporting each commitment, along with a brief explanation of how those initiatives aligned with the strategic priorities. Despite multiple follow-up requests throughout the year, this information has not been provided. Similarly, I have requested a comprehensive district technology plan on multiple occasions over several years and have yet to receive one. While there may be valid reasons these documents are unavailable, timely communication regarding their status would be preferable to repeated follow-up requests without resolution. When information is promised but not delivered, it can create frustration and diminish confidence in the communication process.

As noted in last year's evaluation, there remains an opportunity to improve institutional transparency through the development of formal documentation for major district initiatives. Areas such as technology integration, instructional coaching, professional learning communities, and other significant strategic efforts should be documented in a manner that allows board members to independently access information without relying on individual meetings or informal updates. Such documentation would improve transparency, support continuity during board transitions, and create a shared understanding of district priorities and progress.

I also continue to believe there is room for improvement regarding board member engagement and inclusion. Board members who express interest in participating in committees, review processes, or district initiatives should be included whenever possible. Meaningful opportunities for participation strengthen collaboration, increase board understanding of district operations, and promote shared ownership of district goals. Ensuring that interested board members have opportunities to contribute can enhance trust and strengthen the partnership between the Board and district leadership.

Overall, the Director demonstrates professionalism, respect for governance roles, and strong support for Board actions. Continued growth in proactive communication, transparency, responsiveness to information requests, and board engagement would further strengthen the relationship between the administration and the Board and enhance the Board's ability to fulfill its governance responsibilities effectively.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Community Relationships				2		

Board Observational Data Examples:

1. Is an effective spokesperson for the school system.
2. Models the highest professional standards to the community.
3. Works effectively with public and private agencies.
4. Secures available community resources to help the school district solve problems and achieve goals.
5. Uses public resources and funds appropriately and wisely.
6. Provides opportunities for parental involvement.

Comments:

The Director of Schools continues to serve as an effective representative and spokesperson for Williamson County Schools. Throughout the year, he has maintained a visible presence across the community by attending school events, civic meetings, and stakeholder gatherings. His professionalism, composure, and commitment to representing the district positively have strengthened community confidence in the school system and contributed to productive relationships with various organizations and stakeholders throughout Williamson County.

The district has also demonstrated success in leveraging community resources to support district initiatives and student success. Strong parent involvement through school PTOs continues to be one of Williamson County Schools' greatest assets. These organizations provide significant financial support, volunteer resources, and partnership opportunities that benefit students and schools. Additionally, efforts such as the Screen Time Committee and the Textbook Adoption Committees have successfully engaged parents, educators, and community members in meaningful discussions on important issues facing the district. These initiatives reflect a willingness to incorporate stakeholder perspectives into district decision-making and serve as positive examples of community engagement.

The Director has also worked to build relationships with public and private agencies throughout the community. While his visibility and participation in community organizations are evident, the Board would benefit from a clearer understanding of how these partnerships translate into measurable outcomes for students and schools. Collaborative efforts such as the district's partnership with local agencies regarding student safety and e-transportation demonstrate the potential value of these relationships. Additional reporting on the impact and results of community partnerships would help illustrate how they support district goals.

The district has demonstrated responsible stewardship of public funds, and this year included efforts to examine expenditures more closely and identify opportunities for cost savings. Moving forward, I

would encourage a deeper evaluation of district programs and initiatives to ensure that resources are consistently aligned with student outcomes. When programs cannot demonstrate measurable impact, consideration should be given to reallocating resources toward strategies that more directly support student achievement and district priorities.

While the district has made progress in fostering community engagement, opportunities remain to strengthen stakeholder involvement and responsiveness. As noted in prior evaluations, I continue to believe parental involvement should extend beyond traditional PTO participation and include broader opportunities for engagement in district-level decision-making processes. Committees such as the Screen Time and Textbook Adoption Committees provide strong models for how diverse stakeholder groups can be convened to address complex issues. I encourage the district to build upon these successes and make stakeholder engagement a more consistent component of major initiatives and organizational change efforts.

A recurring concern throughout the year has been stakeholder communication and follow-through. Several situations highlighted challenges in maintaining communication with families and community members once concerns were raised. In some instances, stakeholders received initial responses or assurances that matters would be investigated, but updates were not consistently provided, even after multiple follow-up inquiries. While investigations and complex issues often require time to resolve, maintaining communication throughout the process is essential to preserving trust and demonstrating responsiveness to community concerns.

Examples during the year included concerns raised by families regarding school-level issues, recurring public comments related to bullying and harassment, and the implementation of changes to the T2 program. In each case, community members expressed concerns not only about the underlying issue itself, but also about the perception that communication, stakeholder engagement, and transparency were insufficient. In particular, the T2 program changes generated significant concern among affected families, many of whom felt they were informed of decisions after they had already been made rather than being meaningfully included in the decision-making process. Regardless of the merits of the decision itself, the situation highlighted the importance of proactive communication, stakeholder engagement, and effective change management when implementing significant programmatic changes.

As noted previously, I believe the district would benefit from developing a culture in which diverse stakeholder groups are routinely convened when addressing complex issues that significantly impact students, families, and staff. Meaningful engagement early in the process can strengthen trust, improve decision-making, and reduce misunderstandings within the community. The success of committees such as the Screen Time and Textbook Adoption Committees demonstrates that Williamson County Schools has the ability to effectively engage stakeholders when intentional structures are established.

Overall, the Director continues to represent the district professionally and maintains strong community visibility. Continued growth in stakeholder communication, responsiveness, transparency, and meaningful engagement in decision-making processes would further strengthen community trust and enhance the district's ability to build collaborative partnerships that support student success.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Staff and Personnel Relationships				2		

Board Observational Data Examples:

1. Delegates authority to staff members appropriately.
2. Offers professional development that is focused on student learning consistent with the school district's vision and goals.
3. Uses technologies in teaching and learning.
4. Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.

Comments:

The Director of Schools has demonstrated a commitment to distributed leadership by delegating authority to cabinet members and central office leaders and empowering them to oversee their respective areas of responsibility. Throughout the year, it has been evident that members of the executive leadership team are entrusted with significant decision-making authority and are expected to provide leadership within their departments. This approach supports organizational efficiency and allows district leaders to utilize their expertise in advancing district priorities.

The collaborative relationships among central office leadership also appear to be a strength. There is evidence that cabinet-level leaders work together to address district initiatives, engage in shared decision-making, and support one another in carrying out the district's mission. This collaborative culture at the leadership level contributes to organizational stability and creates opportunities for collective problem-solving.

At the same time, leadership culture is often reflected throughout an organization, and there are opportunities to strengthen shared leadership beyond the central office level. While authority is delegated within the administrative structure, concerns have been raised regarding whether school-based educators and staff consistently feel included in decision-making processes that directly affect their work. Effective organizations cultivate leadership at all levels by ensuring that those closest to students have meaningful opportunities to provide input and help shape decisions. Expanding structures for teacher and staff voice could further strengthen trust, collaboration, and ownership throughout the district.

One example frequently cited during the year involved the implementation of the T2 pilot programming changes. Based on feedback received from school-based personnel, there appears to

have been limited support among educators directly impacted by the decision. While leadership is sometimes required to make difficult decisions that will not achieve universal agreement, the situation highlights the importance of engaging staff early in the process, soliciting feedback, and ensuring that employees feel their expertise and perspectives are valued when significant changes are considered.

The district has demonstrated a commitment to professional learning through initiatives such as professional learning communities (PLCs), instructional coaching, and ongoing staff development efforts. However, the Board has received limited information regarding the specific focus, implementation, and effectiveness of these initiatives. While professional development may be aligned with district goals and student learning priorities, more comprehensive reporting on outcomes would provide greater confidence in the effectiveness of these investments. In particular, data regarding the impact of instructional coaching, educator perceptions of professional development, and evidence of improved instructional practices would help demonstrate alignment between professional learning efforts and student achievement goals. Surveying teachers regarding the value and effectiveness of instructional coaching and professional development could provide useful feedback for continuous improvement and inform future decision-making.

The district has also engaged in conversations regarding the role of technology in teaching and learning, most notably through the work of the Screen Time Committee. This committee reflects a willingness to examine instructional practices and evaluate the appropriate use of technology in schools. As educational research and best practices continue to evolve, it will be important for the district to regularly assess whether technology integration is being used to meaningfully enhance student engagement, critical thinking, collaboration, and learning outcomes rather than simply replacing traditional instructional tools.

As noted in last year's evaluation, I continue to believe there is an opportunity to strengthen a culture of servant leadership throughout the organization. The most effective organizations empower employees closest to the work to exercise professional judgment, contribute ideas, and participate in decisions that impact students and families. Continued efforts to build trust, encourage staff voice, and expand shared leadership opportunities at the school level would further strengthen the district's culture and reinforce a commitment to collaboration and collegiality.

Overall, the Director has established a leadership structure that delegates authority and promotes collaboration among central office leaders. Continued growth in elevating educator voice, measuring the effectiveness of professional learning initiatives, and fostering meaningful shared leadership opportunities for school-based staff would further strengthen relationships throughout the organization and support a culture focused on continuous improvement and student success.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Facilities, Finance and Human Resources				2		

Board Observational Data Examples:

1. Demonstrates knowledge of school facilities and develops processes that build internal and public support for facility needs, including bond issues and capital improvement plans.
2. Provides accurate and timely reports to the board on the financial condition of the school system.
3. Ensures that the school plant, equipment, and support systems operate safely, efficiently, and effectively.
4. Develops and monitors long-range plans for school and district technology and information systems and makes informed district decisions about computer hardware and software and staff developing needs while allocating resources consistent with district plan.
5. Demonstrates budget management including financial forecasting, planning, cash flow management, account auditing and monitoring and oversees the district's fiduciary responsibilities.

Comments:

The Director of Schools oversees a complex organization with significant responsibilities related to facilities management, financial stewardship, technology infrastructure, and human resources. Throughout the year, the district has continued to maintain safe and functional learning environments while managing substantial operational demands associated with a fairly large school system. The Board has also benefited from regular presentations and updates on a variety of district initiatives, helping to provide insight into district operations and priorities.

One area of strength this year was the continued improvement in transportation operations. Compared to previous years, constituent concerns regarding transportation were limited, and issues that did arise were generally addressed in a timely and professional manner. This reflects positively on district leadership and the efforts of staff responsible for overseeing these critical services.

The district also continues to demonstrate sound financial management practices. Financial reports are provided regularly to the Board, and district leadership has maintained appropriate oversight of the system's fiscal responsibilities. In particular, I want to acknowledge the outstanding work of the

Chief Financial Officer and finance team, whose expertise and attention to detail contribute significantly to the district's financial stability and operational success.

While the district provides regular financial updates, there is an opportunity to increase transparency and provide greater detail regarding the financial condition of the school system. Other districts often provide more comprehensive financial reporting that allows board members to better understand spending trends, budget assumptions, program investments, and long-term financial implications. Additional reporting and analysis would strengthen the Board's ability to fulfill its oversight responsibilities and make informed decisions regarding resource allocation.

Similarly, there is an opportunity to strengthen transparency and stakeholder engagement in the budget development process. Budget development is one of the most important responsibilities of district leadership, and involving a limited number of board members in the budget planning process, along with hosting community budget meetings throughout the district, could provide valuable perspectives while building public trust and understanding. Increased stakeholder engagement would help ensure that budget priorities align with the needs and expectations of students, staff, families, and taxpayers.

A recurring concern continues to be the lack of comprehensive long-range planning documentation related to technology and operational efficiency. For multiple years, I have requested a district technology plan and have yet to receive a comprehensive document outlining the district's technology vision, needs assessment, replacement cycles, infrastructure priorities, staff development plans, and measures of effectiveness. Given the district's substantial annual investment in technology, a detailed and data-driven technology plan is essential to ensure resources are being allocated strategically and effectively. Technology investments should be guided by clearly defined goals, measurable outcomes, and evidence of impact on teaching, learning, and operational effectiveness.

Likewise, I continue to believe the district would benefit from conducting an independent technology and operational efficiency study. Such a review could identify opportunities to streamline processes, eliminate inefficiencies, reduce costs, and reallocate resources toward priorities that directly support student success and employee compensation. As stewards of taxpayer dollars, district leadership should continuously evaluate operations to ensure resources are being used as effectively and efficiently as possible.

From a human resources perspective, I continue to believe there is an opportunity to strengthen organizational culture and employee trust. While the district benefits from many dedicated educators and staff members, concerns have been raised regarding whether employees consistently feel comfortable sharing concerns, providing feedback, or expressing differing viewpoints without fear of negative consequences. I have personally become aware of instances where staff perceived actions as retaliatory, and any perception of retaliation can have a significant impact on employee morale and organizational culture. Effective organizations foster environments where employees feel safe, respected, valued, and empowered to engage in honest dialogue about challenges and opportunities for improvement.

As noted in previous evaluations, continued emphasis on servant leadership at all levels of the organization would help strengthen employee trust and engagement. Employees who feel heard, respected, and included in decision-making are more likely to contribute innovative ideas, identify

operational improvements, and remain committed to the district's mission. Building a culture where feedback is welcomed and collaboration is encouraged will ultimately strengthen both employee satisfaction and organizational effectiveness.

Overall, the district continues to demonstrate sound financial management and effective operation of many essential services. Continued growth in long-range planning, operational efficiency, transparency, stakeholder engagement, technology planning, and employee trust would further strengthen the district's stewardship of resources and its ability to support students, staff, and the broader community.

Williamson County Schools
Superintendent's Evaluation
July 1, 2025 - June 30, 2026

Jason Golden

Superintendent of Schools Performance Evaluation Guidelines

1. An Annual evaluation of the Superintendent of Schools shall take place in May.
2. The evaluation shall be based on the duties and responsibilities of the Superintendent as set forth by the laws of the State of Tennessee and his contract.
3. The evaluation instrument utilized in this process shall be cooperatively developed by the Board and Superintendent.
4. The evaluation rating scale to be used is as follows:
 - 5 – Significantly above expectation
 - 4 – Above expectations
 - 3 – At expectations
 - 2 – Below expectations
 - 1 – Significantly below expectations

N/A – Not Applicable. Using N/A or leaving the section blank shall not have a negative impact on the evaluation.
5. A satisfactory score will be if the average overall score is 3.00 or above.
6. The Board shall meet with the Superintendent to discuss the evaluation results at the May board meeting. The evaluation shall include a recommendation for improvement in any areas where the Board deems the Superintendent of School's performance to be unsatisfactory or in need of improvement.
7. The Superintendent of Schools shall have the right to make a written or oral response to the evaluation.

Observational Goals: 80%

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Performance Goal 1: Conduct professional salary study and make recommendations that evaluate the competitiveness of compensation across all WCS employee groups. • Deliverable: Professional salary study document with recommendations.			3			

Comments:

The salary study was completed and provides valuable information to the Board. However, the stated deliverable included recommendations regarding the competitiveness of compensation across employee groups. Those recommendations are not expected until August. While meaningful progress has been made, I do not believe the goal is fully complete until the Board receives and evaluates those recommendations.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Performance Goal 2: Develop corporate and community partnerships to support new programs or supplement existing budget items. • Deliverable: Analysis report of current corporate support and action plan for soliciting ongoing/future support.				2		

Comments:

The Innovation Center is a significant accomplishment, and I appreciate the work of Jason, Jeremy Qualls, and district staff in bringing that vision to reality. However, I did not view the Innovation Center as the primary purpose of this goal. My expectation was broader progress in developing corporate, community, and philanthropic partnerships that could support district programs and supplement district resources. While some work has occurred, I saw limited evidence of a comprehensive strategy or measurable progress toward the deliverables identified in the goal.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Performance Goal 3: Leverage the Screen Time Committee’s recommendations to establish guidelines for student use of technology. • Deliverable: K-12 Framework with screen time guidelines and developmentally appropriate activities by grade bands.		3. 5				

Comments:

The committee completed its work and produced recommendations and a framework for the district. I appreciate the effort invested by staff and committee members. At the same time, I believe the structure and composition of the committee made the ultimate outcome somewhat predictable. The consensus-based approach often appeared to minimize viewpoints that differed from the majority perspective. As a result, the final recommendations, including those related to cell phone use, more closely reflected staff and teacher preferences than many of the concerns raised by parents and some Board members. The work was completed, but I believe there were opportunities for a more balanced process.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Performance Goal 4: Establish committee to analyze innovative instructional delivery models. • Deliverable: Committee Report summarizing opportunities, resource and student development implications, and suggested priorities for deeper exploration.				1. 5		

Comments:

I do not see evidence that the committee contemplated in the goal was formally established or that a substantive evaluation of innovative instructional delivery models was completed. Most of the topics identified when the goal was adopted remain future discussion items. While I appreciate the recent discussion regarding an athletic period and other instructional opportunities, those conversations occurred near the end of the evaluation period. I expected more meaningful progress on these and other identified topics before the end of the school year.

Demonstrable Characteristics: 20%

(Includes State-Required Elements)

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Student Achievement	5					

Board Observational Data Examples:

1. Develops, implements, promotes, and monitors continuous improvement in student achievement by using a variety of appropriate techniques.
2. Applies effective methods of providing, monitoring, evaluating, and reporting student achievement.
3. Establishes curriculum planning to anticipate occupational trends and school-to-career needs.
4. Uses child development and learning theories to create developmentally appropriate curriculum and instruction.

Comments:

Student achievement remains one of the district's greatest strengths. While these results are ultimately the product of students, parents, teachers, principals, and district leadership working together, I believe Jason has played an important role in maintaining a culture that prioritizes academic excellence and continuous improvement.

Williamson County Schools continues to perform at a very high level academically while also expanding opportunities for students through Advanced Placement, career and technical education, athletics, and the arts. The district's continued success reflects a sustained commitment to providing students with opportunities to excel. I appreciate Jason's support of the instructional leadership team and his focus on maintaining high expectations for student learning across the district.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Board Relationships			3			

Board Observational Data Examples:

1. Keeps all board members informed on issues, needs and operation of the school system.
2. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.
3. Maintains a high degree of understanding and respect between staff and the board.
4. Supports board policy and actions to the public and staff.
5. Refrains from criticism of members of the board.

Comments:

I trust Jason and appreciate that he is always willing to have direct conversations, even when we disagree. He keeps Board members informed, responds to questions, and respects the Board's role in governance.

One theme that stood out as I reviewed several years of evaluations is my continued concern regarding consensus building. Disagreement is inevitable, but I believe the Superintendent has an important role in helping the Board find common ground on difficult issues. Too often, discussions begin after positions have already become firmly established, making consensus difficult to achieve.

My concern is not with the outcome of any particular vote. Rather, I would like to see more effort devoted to bringing stakeholders and Board members together before issues become divisive. I continue to believe there are opportunities for stronger leadership in helping the Board work toward greater alignment on important issues facing the district.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Community Relationships		3. 5				

Board Observational Data Examples:

1. Is an effective spokesperson for the school system.
2. Models the highest professional standards to the community.
3. Works effectively with public and private agencies.
4. Secures available community resources to help the school district solve problems and achieve goals.
5. Uses public resources and funds appropriately and wisely.
6. Provides opportunities for parental involvement.

Comments:

Jason is an effective ambassador for Williamson County Schools and represents the district well throughout the community. He has built strong relationships with elected officials, community leaders, parents, teachers, and business leaders.

One area where I believe Jason deserves credit is the effort to welcome parents and volunteers back into our schools following COVID. Parent involvement remains one of the district's greatest strengths, and I believe his leadership helped reinforce a culture where parents feel welcome and engaged.

At the same time, I would like to see more willingness to lead the community through difficult or innovative changes before broad support has fully developed. While community input is important, there are times when I believe the Superintendent should help shape the conversation rather than wait for the conversation to evolve on its own.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Staff and Personnel Relationships		4				

Board Observational Data Examples:

1. Delegates authority to staff members appropriately.
2. Offers professional development that is focused on student learning consistent with the school district's vision and goals.
3. Uses technologies in teaching and learning.
4. Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.

Comments:

One of Jason's greatest strengths is his support of teachers, administrators, and staff. Throughout his tenure, he has invested in mentoring, instructional coaching, professional learning communities, and other efforts designed to help employees grow and succeed.

Jason has built a strong leadership team and has empowered others to lead throughout the organization. Many of the district's successes are the direct result of talented principals, teachers, and administrators who have been given the support and autonomy needed to serve students well.

At the same time, I continue to believe there are opportunities to provide more visible leadership around strategic priorities and difficult issues. His collaborative leadership style has many strengths, but there are times when stronger direction from the Superintendent can help move the organization forward more effectively.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Facilities, Finance and Human Resources	5					

Board Observational Data Examples:

1. Demonstrates knowledge of school facilities and develops processes that build internal and public support for facility needs, including bond issues and capital improvement plans.
2. Provides accurate and timely reports to the board on the financial condition of the school system.
3. Ensures that the school plant, equipment, and support systems operate safely, efficiently, and effectively.
4. Develops and monitors long-range plans for school and district technology and information systems and makes informed district decisions about computer hardware and software and staff developing needs while allocating resources consistent with district plan.
5. Demonstrates budget management including financial forecasting, planning, cash flow management, account auditing and monitoring and oversees the district's fiduciary responsibilities.

Comments:

Williamson County Schools continues to demonstrate strong financial stewardship and operational management. During a period of continued growth, inflationary pressures, and increasing demands on public education, Jason has successfully managed district resources while maintaining a strong focus on classroom priorities.

I particularly appreciate the district's efforts in recent years to identify cost savings through vacant positions, spending controls, expenditure reviews, and other creative budget management strategies. These efforts have allowed the district to navigate financial challenges while minimizing disruption to students and staff.

I also believe Jason's leadership has been instrumental in maintaining productive relationships with the County Mayor, County Commission, Budget Committee, Education Committee, and other local elected officials. Those relationships are critical to the district's long-term success and have helped position Williamson County Schools to meet both current needs and future growth demands.

Jason's ability to balance fiscal responsibility with the needs of a growing district has been a significant strength throughout his tenure.

Overall Score Summary

Goals Average (80%)	2.50
Characteristics Average (20%)	4.10
Weighted Overall Score	2.82

Williamson County Schools Superintendent's Evaluation July 1, 2025 - June 30, 2026

Jason Golden

Superintendent of Schools Performance Evaluation Guidelines

1. An Annual evaluation of the Superintendent of Schools shall take place in May.
2. The evaluation shall be based on the duties and responsibilities of the Superintendent as set forth by the laws of the State of Tennessee and his contract.
3. The evaluation instrument utilized in this process shall be cooperatively developed by the Board and Superintendent.
4. The evaluation rating scale to be used is as follows:
 - 5 – Significantly above expectations
 - 4 – Above expectations
 - 3 – At expectations
 - 2 – Below expectations
 - 1 – Significantly below expectations
 - N/A – Not Applicable. Using N/A or leaving the section blank shall not have a negative impact on the evaluation.
5. A satisfactory score will be if the average overall score is 3.00 or above.
6. The Board shall meet with the Superintendent to discuss the evaluation results at the May board meeting. The evaluation shall include a recommendation for improvement in any areas where the Board deems the Superintendent of School's performance to be unsatisfactory or in need of improvement.
7. The Superintendent of Schools shall have the right to make a written or oral response to the evaluation.

Observational Goals: 80%

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 1:</u> Conduct professional salary study and make recommendations that evaluate the competitiveness of compensation across all WCS employee groups. Deliverable: Professional salary study document with recommendations.			X			

Comments:

Mr. Golden has overseen the district through a much-needed professional salary study, and I look forward to hearing the recommendations. The information from the study will help us better understand the competitiveness of our compensation and guide our future budget discussions.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Performance Goal 2: Develop corporate and community partnerships to support new programs or supplement existing budget items. Deliverable: Analysis report of current corporate support and action plan for soliciting ongoing/future support.	X					

Comments:

The opportunities provided to students at WCS are outstanding. Under Mr. Golden's leadership, the classes offered at the Entrepreneurship & Innovation Center have grown and include many community partnerships. The coordination between area businesses, colleges, and professionals will positively impact our students and prepare them for life after WCS.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 3: Leverage the Screen Time Committee’s recommendations to establish guidelines for student use of technology.</u> Deliverable: K-12 Framework with screen time guidelines and developmentally appropriate activities by grade bands.		X				

Comments:

The discussions in our communities about technology have changed a lot over the past few years. WCS was celebrated during the pandemic for our technology use that kept students and teachers connected. Now that we’ve had a few years to study those habits, we know that students need less technology and need our help to make their learning environments free of digital distractions. The Screen Time Committee – made up of parents, teachers, administrators, and board members – represents our stakeholders well. Mr. Golden supported the Screen Time Committee's work and suggestions. I am encouraged by our recent discussions about Chromebooks and personal devices – I expect the 2026-2027 school year to look different for our students as we move away from screens.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 4:</u> Establish committee to analyze innovative instructional delivery models. Deliverable: Committee Report summarizing opportunities, resource and student development implications, and suggested priorities for deeper exploration.		X				

Comments:

I am thankful for Mr. Golden’s leadership over the many different instructional delivery models currently offered to our students. WCS is an encouraging school environment that supports the needs of all students. I look forward to the discussions where we consider an athletic period, block scheduling, a charter school, and expanding our LRE continuum.

Demonstrable Characteristics: 20% **(Includes State-Required Elements)**

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Student Achievement	X					

Board Observational Data Examples:

1. Develops, implements, promotes, and monitors continuous improvement in student achievement by using a variety of appropriate techniques.
2. Applies effective methods of providing, monitoring, evaluating, and reporting student achievement.
3. Establishes curriculum planning to anticipate occupational trends and school-to-career needs.
4. Uses child development and learning theories to create developmentally appropriate curriculum and instruction.

Comments:

Our WCS students continue to raise the bar in academics, the arts, and athletics. The achievements by our individual schools (Reward Schools and “A” letter grade) speak to a dedicated team of professionals successfully working together to support students.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Board Relationships		X				

Board Observational Data Examples:

1. Keeps all board members informed on issues, needs and operation of the school system.
2. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.
3. Maintains a high degree of understanding and respect between staff and the board.
4. Supports board policy and actions to the public and staff.
5. Refrains from criticism of members of the board.

Comments:

Mr. Golden is a considerate leader with the Board. He encourages us to work together and makes recommendations based on thorough study and analysis.

One suggestion for keeping Board members informed: there should be a running list of Board Member requests for staff, including a proposed delivery date, date completed, etc. This available list could inform the Board of progress and deter duplicate requests.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Community Relationships	X					

Board Observational Data Examples:

1. Is an effective spokesperson for the school system.
2. Models the highest professional standards to the community.
3. Works effectively with public and private agencies.
4. Secures available community resources to help the school district solve problems and achieve goals.
5. Uses public resources and funds appropriately and wisely.
6. Provides opportunities for parental involvement.

Comments:

Mr. Golden represents WCS well in county-wide discussions and has a collaborative spirit with our community.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Staff and Personnel Relationships		X				

Board Observational Data Examples:

1. Delegates authority to staff members appropriately.
2. Offers professional development that is focused on student learning consistent with the school district's vision and goals.
3. Uses technologies in teaching and learning.
4. Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.

Comments:

We cover a lot of topics during our Work Sessions and Board Meetings because of the wide-range of expertise in Mr. Golden's Leadership Team. The answers to Board Member questions usually include multiple people because Mr. Golden is quick to include his team and thoughtful with his contributions. It is evident that Mr. Golden has built a team of hard-working professionals who care deeply about our students.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Facilities, Finance and Human Resources		X				

Board Observational Data Examples:

1. Demonstrates knowledge of school facilities and develops processes that build internal and public support for facility needs, including bond issues and capital improvement plans.
2. Provides accurate and timely reports to the board on the financial condition of the school system.
3. Ensures that the school plant, equipment, and support systems operate safely, efficiently, and effectively.
4. Develops and monitors long-range plans for school and district technology and information systems and makes informed district decisions about computer hardware and software and staff developing needs while allocating resources consistent with district plan.
5. Demonstrates budget management including financial forecasting, planning, cash flow management, account auditing and monitoring and oversees the district's fiduciary responsibilities.

Comments:

Mr. Golden expertly guides WCS in the areas of facilities, finance, and human resources with discretion and thoughtfulness. His employment history with WCS allows him to connect the past with our current ideas.

Williamson County Schools Superintendent's Evaluation July 1, 2025 - June 30, 2026

Jason Golden

Superintendent of Schools Performance Evaluation Guidelines

1. An Annual evaluation of the Superintendent of Schools shall take place in May.
2. The evaluation shall be based on the duties and responsibilities of the Superintendent as set forth by the laws of the State of Tennessee and his contract.
3. The evaluation instrument utilized in this process shall be cooperatively developed by the Board and Superintendent.
4. The evaluation rating scale to be used is as follows:
 - 5 – Significantly above expectations
 - 4 – Above expectations
 - 3 – At expectations
 - 2 – Below expectations
 - 1 – Significantly below expectations
 - N/A – Not Applicable. Using N/A or leaving the section blank shall not have a negative impact on the evaluation.
5. A satisfactory score will be if the average overall score is 3.00 or above.
6. The Board shall meet with the Superintendent to discuss the evaluation results at the May board meeting. The evaluation shall include a recommendation for improvement in any areas where the Board deems the Superintendent of School's performance to be unsatisfactory or in need of improvement.
7. The Superintendent of Schools shall have the right to make a written or oral response to the evaluation.

Observational Goals: 80%

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 1:</u> Conduct professional salary study and make recommendations that evaluate the competitiveness of compensation across all WCS employee groups. Deliverable: Professional salary study document with recommendations.			X			

Comments:

While I appreciate the merits of this goal and study, we unfortunately weren't able to fully accomplish this goal because of time restraints. Hopefully our new format of having the superintendent goals to Jason Golden sooner will help with this.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 2:</u> Develop corporate and community partnerships to support new programs or supplement existing budget items. Deliverable: Analysis report of current corporate support and action plan for soliciting ongoing/future support.				X		

Comments:

I appreciate Superintendent Golden’s and Jeremy Qualls work with engaging community partnerships for the Innovative Center. The Innovative Center, however, should have been a narrow part of this goal. It would have been admirable to have pursued what the school board clearly laid out as a goal: engaging local businesses so private entities could develop a public/private partnership as investors in our school district at every level, ideally in the fine arts program as that is a significant driver in our community.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 3:</u> Leverage the Screen Time Committee’s recommendations to establish guidelines for student use of technology. Deliverable: K-12 Framework with screen time guidelines and developmentally appropriate activities by grade bands.			X			

Comments:

I appreciate the thoroughness of the committee and the thoughtfulness to the layout of the format. While I am appreciative of the reduced Chromebook usage among our youngest students, considering all the feedback we have been given by parents whose children have been exposed to inappropriate material via the students’ Chromebooks, I wish this had come sooner and was even more restrictive.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 4:</u> Establish committee to analyze innovative instructional delivery models. Deliverable: Committee Report summarizing opportunities, resource and student development implications, and suggested priorities for deeper exploration.				X		

Comments:

To date, there has not been a committee established to analyze innovative instructional models. From how I understand the goal, this doesn't/ shouldn't include any models that are the status quo. While there are many praiseworthy programs within our district (IB, Entrepreneurship Center, and mechatronics), this goal was to explore and provide a community report summarizing opportunities, resources, and student development implications, and suggested priorities. Over a year ago, I suggested we should explore the block schedule for our high school students. This would provide longer classes and less transitions, providing more instruction time with less interruptions. Most districts around us already employ this model, so it wouldn't fall under "innovative," but it would be a positive change for us. I'm thankful that our district is beginning to look at the benefits of this model.

Demonstrable Characteristics: 20% **(Includes State-Required Elements)**

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Student Achievement		X				

Board Observational Data Examples:

1. Develops, implements, promotes, and monitors continuous improvement in student achievement by using a variety of appropriate techniques.
2. Applies effective methods of providing, monitoring, evaluating, and reporting student achievement.
3. Establishes curriculum planning to anticipate occupational trends and school-to-career needs.
4. Uses child development and learning theories to create developmentally appropriate curriculum and instruction.

Comments:

Our school district has been wildly successful in this arena thanks to our phenomenal teachers and administrators as well as our excellent community. While it may be difficult as a board member to speak at a granular level regarding monitoring, evaluating, and reporting student achievement, in the aggregate, I am appreciative of the work of our well-trained professionals and our community. Our communications department has done a fantastic job sharing the successes of our students, teachers, and schools. Our high school students benefit from some fabulous school to career programs such as Mechatronics at Fairview High School, the Entrepreneur Center, the soon to be opened Innovative Center, and the specialized arts department at Renaissance High School. All of these programs, minus the

Innovative Center, have been established for years, and as a board member I am thankful we have been leading in this arena not only statewide, but nationally.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Board Relationships				X		

Board Observational Data Examples:

1. Keeps all board members informed on issues, needs and operation of the school system.
2. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.
3. Maintains a high degree of understanding and respect between staff and the board.
4. Supports board policy and actions to the public and staff.
5. Refrains from criticism of members of the board.

Comments:

On a monthly basis I met with Superintendent Golden, and I am appreciative of him taking time to help me grow in my understanding of how our district works. While I know his job is highly demanding, there have been times where we as a board have requested information, but we needed to make multiple asks before action steps were made. Example: For over three years, I've been requesting an organizational chart with names and contact information to be readily available on the website. It has only appeared on the website within the last month or so. While I am so thankful for this step, I know the stakeholders would greatly appreciate names and contact information (email) to accompany the organizational chart. Also, as a board, we have discussed multiple times the use of "Board Directives," yet this still has not come to fruition.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Community Relationships		X				

Board Observational Data Examples:

1. Is an effective spokesperson for the school system.
2. Models the highest professional standards to the community.
3. Works effectively with public and private agencies.
4. Secures available community resources to help the school district solve problems and achieve goals.
5. Uses public resources and funds appropriately and wisely.
6. Provides opportunities for parental involvement.

Comments:

One of Superintendent Golden's greatest strengths is being our district's spokesperson. I appreciate his willingness to communicate and obtain resources that benefit our students and community.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Staff and Personnel Relationships			X			

Board Observational Data Examples:

1. Delegates authority to staff members appropriately.
2. Offers professional development that is focused on student learning consistent with the school district's vision and goals.
3. Uses technologies in teaching and learning.
4. Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.

Comments:

Superintendent Golden has had some extra challenges in this area lately. The district has continued to operate smoothly thanks to strong site-based management at the school level. For years we've celebrated the collaborative spirit of teaching. I appreciate our long-standing attention to this necessary element of education.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Facilities, Finance and Human Resources		X				

Board Observational Data Examples:

1. Demonstrates knowledge of school facilities and develops processes that build internal and public support for facility needs, including bond issues and capital improvement plans.
2. Provides accurate and timely reports to the board on the financial condition of the school system.
3. Ensures that the school plant, equipment, and support systems operate safely, efficiently, and effectively.
4. Develops and monitors long-range plans for school and district technology and information systems and makes informed district decisions about computer hardware and software and staff developing needs while allocating resources consistent with district plan.
5. Demonstrates budget management including financial forecasting, planning, cash flow management, account auditing and monitoring and oversees the district's fiduciary responsibilities.

Comments:

Overall Superintendent Golden and his team have shown strength in this arena. Specifically, I am appreciative of Brian King for his help in my requests to remove all the dead trees at Grassland Elementary. Shortly after requesting, his team took on that task!! I also appreciate Jason Golden's and Rachel Farmer's moving the budget to a much more transparent process over the last three years by incorporating many more details in advance of our work sessions.

Williamson County Schools Superintendent's Evaluation July 1, 2025 - June 30, 2026

Jason Golden

Superintendent of Schools Performance Evaluation Guidelines

1. An Annual evaluation of the Superintendent of Schools shall take place in May.
2. The evaluation shall be based on the duties and responsibilities of the Superintendent as set forth by the laws of the State of Tennessee and his contract.
3. The evaluation instrument utilized in this process shall be cooperatively developed by the Board and Superintendent.
4. The evaluation rating scale to be used is as follows:
 - 5 – Significantly above expectations
 - 4 – Above expectations
 - 3 – At expectations
 - 2 – Below expectations
 - 1 – Significantly below expectations
 - N/A – Not Applicable. Using N/A or leaving the section blank shall not have a negative impact on the evaluation.
5. A satisfactory score will be if the average overall score is 3.00 or above.
6. The Board shall meet with the Superintendent to discuss the evaluation results at the May board meeting. The evaluation shall include a recommendation for improvement in any areas where the Board deems the Superintendent of School's performance to be unsatisfactory or in need of improvement.
7. The Superintendent of Schools shall have the right to make a written or oral response to the evaluation.

Observational Goals: 80%

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 1: Conduct professional salary study and make recommendations that evaluate the competitiveness of compensation across all WCS employee groups.</u> Deliverable: Professional salary study document with recommendations.			3			

Comments:

The four goals evaluated in this instrument were approved in November 2025, providing approximately six months for execution. That compressed timeline is reflected in scoring where appropriate. I also recognize that strong governance is a shared responsibility. My evaluation is an honest assessment of progress, areas of concern, and clear expectations for 2026-27. Looking ahead, I would like to see the Board establish a more structured mid-year review process for 2026-27 so that feedback is continuous rather than concentrated at year end.

With respect to the first goal, the salary study is in progress with LeanFrog Consulting. Phases 1–3 (discovery, current state analysis, and peer benchmarking across 8 Tennessee districts) are complete, and preliminary findings were presented at the May Work Session. The final report will be presented in August. In my opinion, a score of 2 would be unfair given that the goals were approved in November and progress has been made. A score of 3 is appropriate. The work is on track to be completed soon. I look forward to receiving the final report and discussing implementation in advance of the 2026-27 school year. Please share the final report with the Board as soon as the report is ready.

2025-2026 Annual Goal and Objectives		5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 2: Develop corporate and community partnerships to support new programs or supplement existing budget items.</u> Deliverable: Analysis report of current corporate support and action plan for soliciting ongoing/future support.					2.5		

Comments:

The launch of the Innovation Center is a genuine achievement and one the district should be proud of. It brings together state funding, corporate funding, industry-provided instructors, dual enrollment pathways, and strong student interest across all five program areas. It is the kind of community investment that takes real effort to build. That work deserves recognition. However, “an analysis report of current corporate support and an action plan for soliciting ongoing/future support” (the stated deliverable for this goal) was not presented. The Innovation Center partnerships, while impressive, were largely developed prior to this evaluation year.

Establishing a public foundation (a 501(c)(3) to support the district) is an important part of this goal (it was in part a continuation of one of last year’s goals). A well-structured foundation with a mission focused on serving all students could meaningfully extend the district's capacity to fund programs and new opportunities. Getting a foundation off the ground is a shared effort that I am committed to help make happen. Even so, another year has passed without meaningful progress toward a functioning foundation structure. Presenting the formal deliverable for this goal and showing real momentum on a foundation would have earned an above expectations rating.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 3: Leverage the Screen Time Committee’s recommendations to establish guidelines for student use of technology.</u> Deliverable: K-12 Framework with screen time guidelines and developmentally appropriate activities by grade bands.				2.5		

Comments:

The WCS Technology Use Guidance document was delivered. However, the stated deliverable called for a K-12 framework that included both screen time guidelines and “*developmentally appropriate activities by grade band*”. The document establishes some grade-band distinctions around device access and daily screen time limits but does not define what developmentally appropriate technology activities look like by grade band. The framework for determining when technology meaningfully enhances learning relies heavily on individual educator judgment, without objective criteria or measurable standards, which risks uneven implementation across classrooms. I acknowledge the effort that went into this document but expect future committee processes to reflect more balanced stakeholder representation, transparent reporting of differing viewpoints, and a deliverable that fully meets the specified criteria.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 4: Establish committee to analyze innovative instructional delivery models.</u> Deliverable: Committee Report summarizing opportunities, resource and student development implications, and suggested priorities for deeper exploration.				2.5		

Comments:

The deliverable for this goal, “a committee report summarizing opportunities for innovative delivery models, resource and student development implications, and suggested priorities for deeper exploration” was not presented. While I recognize that approving four goals in November left only six months for execution, Goal 4 showed the least progress of any goal this year. The Board's first substantive exposure to specific instructional delivery models (an athletics period and block scheduling) came from the Athletic Director at the June policy meeting. The Superintendent’s memo lists areas the leadership team intends to explore, which is a useful starting point, but does not constitute the deliverable. In my view, a formal committee was not a prerequisite for progress on this goal. The leadership team could have initiated this work earlier. That could have included researching models used in comparable districts, gathering input from educators and families, and developing preliminary options for Board consideration. That kind of leadership-driven exploration is exactly what the goal was designed to produce. This work should be a clear priority in 2026-27.

Demonstrable Characteristics: 20% **(Includes State-Required Elements)**

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Student Achievement		4				

Board Observational Data Examples:

1. Develops, implements, promotes, and monitors continuous improvement in student achievement by using a variety of appropriate techniques.
2. Applies effective methods of providing, monitoring, evaluating, and reporting student achievement.
3. Establishes curriculum planning to anticipate occupational trends and school-to-career needs.
4. Uses child development and learning theories to create developmentally appropriate curriculum and instruction.

Comments:

Student outcomes this year are genuinely exceptional across academics, athletics, and the arts. Record numbers of Reward Schools, 33 'A' designations (up from 24 to 29 to 33 over three years), AP participation and passage rates at all-time highs, 4 TSSAA State Championships, and 130 All-State arts honorees reflect a district performing at a consistently high level. The Innovation Center launch meaningfully expands career pathways for students and is a highly commendable achievement.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Board Relationships				2		

Board Observational Data Examples:

1. Keeps all board members informed on issues, needs and operation of the school system.
2. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.
3. Maintains a high degree of understanding and respect between staff and the board.
4. Supports board policy and actions to the public and staff.
5. Refrains from criticism of members of the board.

Comments:

Superintendent Golden is respectful and professional in his interactions with the Board and responds well when board members follow up directly. However, a consistent pattern across this evaluation period is that information and action tend to be reactive rather than proactive. Information, data, and updates that should come to the Board as a matter of course often require a prompt or request from a board member first. As a Board member, I am committed to channeling priorities through collective direction from the Board and expect the Superintendent to meet that structure with proactive partnership.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Community Relationships			3			

Board Observational Data Examples:

1. Is an effective spokesperson for the school system.
2. Models the highest professional standards to the community.
3. Works effectively with public and private agencies.
4. Secures available community resources to help the school district solve problems and achieve goals.
5. Uses public resources and funds appropriately and wisely.
6. Provides opportunities for parental involvement.

Comments:

Superintendent Golden is an effective spokesperson for the district and is professional in his interactions with the community.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Staff and Personnel Relationships			3			

Board Observational Data Examples:

1. Delegates authority to staff members appropriately.
2. Offers professional development that is focused on student learning consistent with the school district's vision and goals.
3. Uses technologies in teaching and learning.
4. Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.

Comments:

Superintendent Golden is respected by his staff and delegates responsibilities appropriately.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Facilities, Finance and Human Resources			3			

Board Observational Data Examples:

1. Demonstrates knowledge of school facilities and develops processes that build internal and public support for facility needs, including bond issues and capital improvement plans.
2. Provides accurate and timely reports to the board on the financial condition of the school system.
3. Ensures that the school plant, equipment, and support systems operate safely, efficiently, and effectively.
4. Develops and monitors long-range plans for school and district technology and information systems and makes informed district decisions about computer hardware and software and staff developing needs while allocating resources consistent with district plan.
5. Demonstrates budget management including financial forecasting, planning, cash flow management, account auditing and monitoring and oversees the district's fiduciary responsibilities.

Comments:

Superintendent Golden demonstrates steady leadership in managing the district's facilities, finances, and long-term planning. He provides timely and accurate financial information.

Williamson County Schools Superintendent's Evaluation July 1, 2025 - June 30, 2026

Jason Golden

Superintendent of Schools Performance Evaluation Guidelines

1. An Annual evaluation of the Superintendent of Schools shall take place in May.
2. The evaluation shall be based on the duties and responsibilities of the Superintendent as set forth by the laws of the State of Tennessee and his contract.
3. The evaluation instrument utilized in this process shall be cooperatively developed by the Board and Superintendent.
4. The evaluation rating scale to be used is as follows:
 - 5 – Significantly above expectations
 - 4 – Above expectations
 - 3 – At expectations
 - 2 – Below expectations
 - 1 – Significantly below expectations
 - N/A – Not Applicable. Using N/A or leaving the section blank shall not have a negative impact on the evaluation.
5. A satisfactory score will be if the average overall score is 3.00 or above.
6. The Board shall meet with the Superintendent to discuss the evaluation results at the May board meeting. The evaluation shall include a recommendation for improvement in any areas where the Board deems the Superintendent of School's performance to be unsatisfactory or in need of improvement.
7. The Superintendent of Schools shall have the right to make a written or oral response to the evaluation.

Observational Goals: 80%

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Performance Goal 1: Conduct professional salary study and make recommendations that evaluate the competitiveness of compensation across all WCS employee groups. Deliverable: Professional salary study document with recommendations.	X					

Comments:

Superintendent Golden demonstrated strong leadership in advancing a comprehensive compensation review across all WCS employee groups. He proactively engaged external firms to conduct competitive salary analyses at the national, state, and regional levels and ensured that findings were clearly communicated to the Board and relevant district staff. His consistent emphasis on maintaining competitive compensation has strengthened the Board's understanding of market conditions and positioned WCS to make informed budget decisions aligned with long-term workforce needs.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 2: Develop corporate and community partnerships to support new programs or supplement existing budget items.</u> Deliverable: Analysis report of current corporate support and action plan for soliciting ongoing/future support.	x					

Comments:

Superintendent Golden has significantly advanced WCS’s corporate and community partnership strategy. Under his leadership, the Entrepreneurship Innovation Center has grown into the Entrepreneurship Innovation Campus, expanding to multiple CCTE pathways supported by committed corporate sponsors. This work has strengthened one of the premier programs of its kind nationally and broadened opportunities for students across the district.

In athletics, WCS continues to lead the state as the only district with a comprehensive apparel sponsorship, generating more than a million dollars in savings for the district and for families. This partnership model remains unique in Tennessee.

In the arts, the district has deepened collaborations with local musicians, arts organizations, and community partners, enhancing programming and expanding access for students.

These efforts reflect a strategic, proactive approach to cultivating partnerships that strengthen existing programs, create new opportunities, and reduce financial pressure on the district.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 3:</u> Leverage the Screen Time Committee’s recommendations to establish guidelines for student use of technology. Deliverable: K-12 Framework with screen time guidelines and developmentally appropriate activities by grade bands.	X					

Comments:

Superintendent Golden provided clear leadership in advancing the work of the Screen Time Committee and directing staff to develop a comprehensive framework grounded in current research and informed by parent and district collaboration. The resulting guidelines offer developmentally appropriate expectations by grade band and provide a consistent structure for technology use across the district. It is now the Board’s decision whether we incorporate or ignore their hard work and recommendations.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Performance Goal 4: Establish committee to analyze innovative instructional delivery models. Deliverable: Committee Report summarizing opportunities, resource and student development implications, and suggested priorities for deeper exploration.	X					

Comments:

Superintendent Golden established and led a committee that produced a clear report on innovative instructional delivery models. The report summarized current options, identified priority areas for further study, and outlined considerations for future decision making.

Demonstrable Characteristics: 20% **(Includes State-Required Elements)**

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Student Achievement	X					

Board Observational Data Examples:

1. Develops, implements, promotes, and monitors continuous improvement in student achievement by using a variety of appropriate techniques.
2. Applies effective methods of providing, monitoring, evaluating, and reporting student achievement.
3. Establishes curriculum planning to anticipate occupational trends and school-to-career needs.
4. Uses child development and learning theories to create developmentally appropriate curriculum and instruction.

Comments:

The results speak for themselves. WCS continues to lead the state in both academic achievement and academic growth. Graduation rates, ACT scores, offered scholarships, and new records continue to be set like the total number of reward schools.

Supt. Golden has done this in a time when the Board is still struggling to understand its role as a policy-making body instead of an operational one and support for public education from our Governor and legislature are at historic lows, making these accomplishments all that more impressive

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Board Relationships	X					

Board Observational Data Examples:

1. Keeps all board members informed on issues, needs and operation of the school system.
2. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.
3. Maintains a high degree of understanding and respect between staff and the board.
4. Supports board policy and actions to the public and staff.
5. Refrains from criticism of members of the board.

Comments:

Superintendent Golden continues to be transparent and proactively provide all information to the Board needed to make policy decisions, as well as responsive to additional requests. This is a difficult challenge he navigates well given the Board's ongoing struggle to understand it's role as a policy-making and not operational body.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Community Relationships	X					

Board Observational Data Examples:

1. Is an effective spokesperson for the school system.
2. Models the highest professional standards to the community.
3. Works effectively with public and private agencies.
4. Secures available community resources to help the school district solve problems and achieve goals.
5. Uses public resources and funds appropriately and wisely.
6. Provides opportunities for parental involvement.

Comments:

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Staff and Personnel Relationships	X					

Board Observational Data Examples:

1. Delegates authority to staff members appropriately.
2. Offers professional development that is focused on student learning consistent with the school district's vision and goals.
3. Uses technologies in teaching and learning.
4. Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.

Comments:

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Facilities, Finance and Human Resources	X					

Board Observational Data Examples:

1. Demonstrates knowledge of school facilities and develops processes that build internal and public support for facility needs, including bond issues and capital improvement plans.
2. Provides accurate and timely reports to the board on the financial condition of the school system.
3. Ensures that the school plant, equipment, and support systems operate safely, efficiently, and effectively.
4. Develops and monitors long-range plans for school and district technology and information systems and makes informed district decisions about computer hardware and software and staff developing needs while allocating resources consistent with district plan.
5. Demonstrates budget management including financial forecasting, planning, cash flow management, account auditing and monitoring and oversees the district's fiduciary responsibilities.

Comments:

Williamson County Schools Superintendent's Evaluation July 1, 2025 - June 30, 2026

Jason Golden

Superintendent of Schools Performance Evaluation Guidelines

1. An Annual evaluation of the Superintendent of Schools shall take place in May.
2. The evaluation shall be based on the duties and responsibilities of the Superintendent as set forth by the laws of the State of Tennessee and his contract.
3. The evaluation instrument utilized in this process shall be cooperatively developed by the Board and Superintendent.
4. The evaluation rating scale to be used is as follows:
 - 5 – Significantly above expectations
 - 4 – Above expectations
 - 3 – At expectations
 - 2 – Below expectations
 - 1 – Significantly below expectations
 - N/A – Not Applicable. Using N/A or leaving the section blank shall not have a negative impact on the evaluation.
5. A satisfactory score will be if the average overall score is 3.00 or above.
6. The Board shall meet with the Superintendent to discuss the evaluation results at the May board meeting. The evaluation shall include a recommendation for improvement in any areas where the Board deems the Superintendent of School's performance to be unsatisfactory or in need of improvement.
7. The Superintendent of Schools shall have the right to make a written or oral response to the evaluation.

Observational Goals: 80%

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 1:</u> Conduct professional salary study and make recommendations that evaluate the competitiveness of compensation across all WCS employee groups. Deliverable: Professional salary study document with recommendations.			X			

Comments:

I found the salary information shared at our May work session to be both interesting and highly informative. I look forward to hearing the full presentation of the study this month, as well as reviewing the LeanFrog recommendation when they come forward in August. I am confident this salary study will give us fresh eyes and a more strategic framework for addressing our district's staffing challenges and salary structure.

Even though this is an ongoing project, and we are being asked to evaluate work that is still in progress, I am very glad the board has reached a consensus to shift the planning and approval of next year's goals and objectives to June and August. This timeline adjustment is a great step forward, as it will give the superintendent and his leadership team a full calendar year to focus on the annual goals. This salary review is a good example of why these annual goals should be approved at the beginning of the school year with the expectation that the work would be completed by the time the superintendent board evaluation is submitted in June.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 2: Develop corporate and community partnerships to support new programs or supplement existing budget items.</u> Deliverable: Analysis report of current corporate support and action plan for soliciting ongoing/future support.				2.5		

Comments:

I am highly supportive of the progress being made on the Innovation Center. This program provides an excellent, non-traditional education model that focuses on hands-on learning, student collaboration, and teacher-led instruction. Skills like teamwork and clear communication make our students highly valuable in the workforce. Superintendent Golden has done a good job collaborating with the local businesses to establish this partnership to support our students and community in previous years.

However, my rating of 2.5 reflects the fact that many of these cornerstone corporate partnerships were already built into previous initiatives, and I would like to see more proactive, original growth in this area moving forward. Specifically, given the continued growth of our Arts Department, there is an untapped opportunity for the superintendent to forge new, creative partnerships with local businesses and community organizations to support our fine arts students. Expanding our community network to match the growing needs of the arts could be a critical area of focus for next year.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 3: Leverage the Screen Time Committee’s recommendations to establish guidelines for student use of technology.</u> Deliverable: K-12 Framework with screen time guidelines and developmentally appropriate activities by grade bands.			X			

Comments:

As a board, our primary role is to set the vision and governance directives for this district, which the administration then implements. When it comes to our technology guidelines, the proper governance sequence should have started here. The board should have first established and voted on a clear directive regarding the scope and boundaries of digital devices in the K-12 classroom. Once that foundational policy was set, the administration could then use our parameters to build out the operational guidance.

To be clear, much of the essential information shared in committee remains the same, we absolutely agree on the need for robust data security, vetting the efficacy of classroom apps, and ensuring our teachers are fully trained on filtering tools like Securly. However, because the administration led the process, the resulting framework leaves technology deeply embedded as a structural default in our schools.

Over the past several months, I have looked closely at the “online penalty” in student testing and what the neuroscience of reading tells us about how children retain information. Simply clicking on a computer screen to answer questions is a tool for measuring metrics; it is not how children learn. By leading with a board directive first, we could have prioritized low-tech, no-tech analog fundamentals. When a state law says primary instruction that leaves 49% open for technology in the classroom for K-5th grade.

I believe our district is moving in the right direction, and I truly appreciated the work and information that was shared and discussed in the technology meetings. It was very enlightening, and where improvements were needed, the administration took the lead and provided solid solutions. Ultimately, I am assigning a score of 3 on this specific standard because this process was a valuable lesson for me as a board member. It highlighted the importance of speaking up early and ensuring the board drives the policy directive from the beginning.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 4: Establish committee to analyze innovative instructional delivery models.</u> Deliverable: Committee Report summarizing opportunities, resource and student development implications, and suggested priorities for deeper exploration.				X		

Comments:

This past Monday night’s policy meeting was the first time I heard about a committee report tasked with analyzing innovative instructional delivery models. While I distinctly remember our board brainstorming many of these exact ideas back in the fall, the Superintendent’s final report to the board lacked substantive evidence of progress. The document did not provide an analysis or update from the list provided in the fall. Instead, the board was only given a brief summary at our policy meeting discussing the addition of a high school athletic period, which appeared to be the only example where an innovative model was remotely explored. There were simply no measurable deliverables provided for the broader initiatives we discussed.

Furthermore, this lack of operational follow-through was evident when the district was present with a unique outdoor education opportunity. A local horticulturist offered to install perennial gardens at five of our elementary schools, creating hands-on outdoor science labs for students to study plants, insects, and wildlife. The district’s only obligation was to secure a minimal \$1,200 match per school through PTOs or alternative community funding, a resource the administration unexpectedly claimed was unavailable. Ultimately, these examples reveal a persistent gap between the innovative ideas discussed by the board and the tangible deliverables executed by the administration, which directly informs my evaluation of this standard.

Demonstrable Characteristics: 20% **(Includes State-Required Elements)**

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Student Achievement		X				

Board Observational Data Examples:

1. Develops, implements, promotes, and monitors continuous improvement in student achievement by using a variety of appropriate techniques.
2. Applies effective methods of providing, monitoring, evaluating, and reporting student achievement.
3. Establishes curriculum planning to anticipate occupational trends and school-to-career needs.
4. Uses child development and learning theories to create developmentally appropriate curriculum and instruction.

Comments:

Superintendent Gold continues to lead our district forward as a highly rated school system that provides a truly supportive environment for excellence. Each year, the board gets to see that excellence firsthand during our Executive Meetings, where the Communications department highlights student and school awards. Under Mr. Golden's leadership, WCS continues to shine with historic achievements in Academics, Athletics and the Arts.

I am also proud to note that our Transition II program celebrated 32 graduates this past year. While there have been notable concerns this year regarding the communication and implementation of the upcoming fall pilot program, I highly encourage our Student Support Services team to keep pushing forward. We must continue to pursue the absolute best educational and training environment for our T2 students, ensuring these graduates have every opportunity to successfully engage and work withing our WC community.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Board Relationships				2.5		

Board Observational Data Examples:

1. Keeps all board members informed on issues, needs and operation of the school system.
2. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.
3. Maintains a high degree of understanding and respect between staff and the board.
4. Supports board policy and actions to the public and staff.
5. Refrains from criticism of members of the board.

Comments:

Superintendent Golden is highly knowledgeable about the daily operations of our school district and does a great job communicating incidents to the board in a timely manner. In our on-on-one meetings, he is always responsive, answering my questions and addressing my personal requests directly.

However, this past year has brought more friction regarding certain campus incidents and policy matters we have deliberated on one-to-one and as a board. There have been times this year, as well as last year, where I felt he could have backed the board's direction in a more authoritative way. As Superintendent, it is vital that he firmly supports the explicit will of the board and effectively conveys that unified direction to both the district and the broader community.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Community Relationships			X			

Board Observational Data Examples:

1. Is an effective spokesperson for the school system.
2. Models the highest professional standards to the community.
3. Works effectively with public and private agencies.
4. Secures available community resources to help the school district solve problems and achieve goals.
5. Uses public resources and funds appropriately and wisely.
6. Provides opportunities for parental involvement.

Comments:

Superintendent Golden represents Williamson County Schools effectively and with professionalism. He has built strong, respectful relationships with our elected officials and local business leaders, using that community connection to support the district's needs. He consistently brings parents in by inviting them to serve on district committees, ensuring their voices are part of the process. Furthermore, his gratitude for our community volunteers is on full display every year at the Shining Apple Awards, where he makes a point to personally thank the volunteers who dedicate their time to our schools.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Staff and Personnel Relationships			X			

Board Observational Data Examples:

1. Delegates authority to staff members appropriately.
2. Offers professional development that is focused on student learning consistent with the school district's vision and goals.
3. Uses technologies in teaching and learning.
4. Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.

Comments:

The Superintendent's approach to delegating authority and sharing leadership is clear in our committee work. We regularly see Assistant Superintendents and staff members leading these committees, researching the issues, and coming directly to the board with their presentations and recommendations. This setup puts a lot of responsibility in the hands of department leaders and makes them the main drivers of the information we receive.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Facilities, Finance and Human Resources			X			

Board Observational Data Examples:

1. Demonstrates knowledge of school facilities and develops processes that build internal and public support for facility needs, including bond issues and capital improvement plans.
2. Provides accurate and timely reports to the board on the financial condition of the school system.
3. Ensures that the school plant, equipment, and support systems operate safely, efficiently, and effectively.
4. Develops and monitors long-range plans for school and district technology and information systems and makes informed district decisions about computer hardware and software and staff developing needs while allocating resources consistent with district plan.
5. Demonstrates budget management including financial forecasting, planning, cash flow management, account auditing and monitoring and oversees the district's fiduciary responsibilities.

Comments:

Superintendent Golden and the finance department consistently demonstrate strong competency and stewardship in the areas of district finance and long-range strategic planning. Throughout the fiscal year, Mr. Golden has maintained open and clear communication with the board ensuring we are provided with accurate, reliable, and timely financial updates. He has been particularly proactive in keeping the Board informed of critical financial shifts and adjustments that occur immediately following County Commissioner meetings.

Williamson County Schools Superintendent's Evaluation July 1, 2025 - June 30, 2026

Jason Golden

Superintendent of Schools Performance Evaluation Guidelines

1. An Annual evaluation of the Superintendent of Schools shall take place in May.
2. The evaluation shall be based on the duties and responsibilities of the Superintendent as set forth by the laws of the State of Tennessee and his contract.
3. The evaluation instrument utilized in this process shall be cooperatively developed by the Board and Superintendent.
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 - 4 – Above expectations
 - 3 – At expectations
 - 2 – Below expectations
 - 1 – Significantly below expectations
 - N/A – Not Applicable. Using N/A or leaving the section blank shall not have a negative impact on the evaluation.
5. A satisfactory score will be if the average overall score is 3.00 or above.
6. The Board shall meet with the Superintendent to discuss the evaluation results at the May board meeting. The evaluation shall include a recommendation for improvement in any areas where the Board deems the Superintendent of School's performance to be unsatisfactory or in need of improvement.
7. The Superintendent of Schools shall have the right to make a written or oral response to the evaluation.

Observational Goals: 80%

2025-2026 Annual Goal and Objectives	5 – Significantly Above x Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 1:</u> Conduct professional salary study and make recommendations that evaluate the competitiveness of compensation across all WCS employee groups. Deliverable: Professional salary study document with recommendations.	5					

Comments:

Mr. Golden has made excellent efforts to eliminate bullying across the district. He was instrumental in aligning the districts goals with measurable outcomes to ensure our goals are met. Mr. Golden is currently equipping educators with tools to identify early interventions to prevent bullying. Mr. Golden promotes fair and consistent disciplinary actions across the district

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Performance Goal 2: Develop corporate and community partnerships to support new programs or supplement existing budget items. Deliverable: Analysis report of current corporate support and action plan for soliciting ongoing/future support.	5					

Comments:

Mr. Golden has made an initiative to discuss these efforts with the board on several occasions. Mr. Golden's idea is to identify local businesses that align with WCS values and create partnerships to supplement the budget and support the needs of WCS. I have not heard the full plan at this time. Mr. Golden's idea is to sustain funding and expand funding for the arts, academics and athletics.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 3: Leverage the Screen Time Committee’s recommendations to establish guidelines for student use of technology.</u> Deliverable: K-12 Framework with screen time guidelines and developmentally appropriate activities by grade bands.	5					

Comments:

It is evident the most important objective for Mr. Golden is to see the success of students of WCS. I see his efforts clearly daily. Mr. Golden is constantly retrieving data to identify what areas the students can improve and what new goals are obtainable for WCS students to achieve. Screen time is one of the most important topics that Mr. Golden has taken serous and has made efforts to review data and create subcommittees to identify clear ways to reduce screen time for students.

2025-2026 Annual Goal and Objectives	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
<u>Performance Goal 4: Establish committee to analyze innovative instructional delivery models.</u> Deliverable: Committee Report summarizing opportunities, resource and student development implications, and suggested priorities for deeper exploration.	5					

Comments:

Mr. Golden has created a team of highly educated administrators that has also involved stakeholders input on how to be innovative while developing appropriate instructional models for our students. Mr. Golden has been clear on his approach by sharing his vision about being innovative. Mr. Golden never fails to evaluate other districts' achievements and failures and collects data to identify what would work for our high achieving district.

5

Demonstrable Characteristics: 20% **(Includes State-Required Elements)**

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Student Achievement	5					

Board Observational Data Examples:

1. Develops, implements, promotes, and monitors continuous improvement in student achievement by using a variety of appropriate techniques.
2. Applies effective methods of providing, monitoring, evaluating, and reporting student achievement.
3. Establishes curriculum planning to anticipate occupational trends and school-to-career needs.
4. Uses child development and learning theories to create developmentally appropriate curriculum and instruction.

Comments:

It is evident the most important objective for Mr. Golden is to see the success of students of WCS. I see his efforts clearly daily. Mr. Golden is constantly retrieving data to identify what areas the students can improve and what new goals are obtainable for WCS students to achieve

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Board Relationships	5					

Board Observational Data Examples:

1. Keeps all board members informed on issues, needs and operation of the school system.
2. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.
3. Maintains a high degree of understanding and respect between staff and the board.
4. Supports board policy and actions to the public and staff.
5. Refrains from criticism of members of the board.

Comments:

Mr. Golden does a great job communicating to the board on a daily basis. It is imperative that Mr. Golden continues this consistent relationship with the board to also maintain the trust of the board. Mr. Golden has always been transparent during board communications. Mr. Golden is thoughtful and always prepared to answer questions that we may have about the district. If Mr. Golden does not have the answer at that moment, it will not take long before he has exposed the concern and found a solution.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Community Relationships	5					

Board Observational Data Examples:

1. Is an effective spokesperson for the school system.
2. Models the highest professional standards to the community.
3. Works effectively with public and private agencies.
4. Secures available community resources to help the school district solve problems and achieve goals.
5. Uses public resources and funds appropriately and wisely.
6. Provides opportunities for parental involvement.

Comments:

Mr. Golden has always represented the school district with complete professionalism in every role that he has been involved with WCS. He maintains a visible and approachable presence within our WCS community. Mr. Golden communicates district goals clearly and with confidence. Mr. Golden is often faced with controversial issues throughout the district, and he never fails to listen to the diverse viewpoints and offers the most reasonable feedback. I believe Mr. Golden is ethical in the decisions he makes for our schools. Mostly, in this role, Mr. Golden promotes student and staff success publicly.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Staff and Personnel Relationships	5					

Board Observational Data Examples:

1. Delegates authority to staff members appropriately.
2. Offers professional development that is focused on student learning consistent with the school district's vision and goals.
3. Uses technologies in teaching and learning.
4. Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.

Comments:

Mr. Golden is an excellent communicator to his staff members as well as the WCS school board. Mr. Golden treats everyone with respect and relates to anyone he meets on their level. Mr. Golden delegates authority appropriately. He also leads routine open discussions with us as a team and treats all department heads as equals. It is apparent he trusts them to follow up and carry out specific team driven objectives because he has provided them the tools to do so. Most of all, Mr. Golden recognizes efforts made and provides feedback.

	5 – Significantly Above Expectations	4 – Above Expectations	3 – At Expectations	2 – Below Expectations	1 – Significantly Below Expectations	NA – Not Applicable (Shall not have a negative impact)
Facilities, Finance and Human Resources	5					

Board Observational Data Examples:

1. Demonstrates knowledge of school facilities and develops processes that build internal and public support for facility needs, including bond issues and capital improvement plans.
2. Provides accurate and timely reports to the board on the financial condition of the school system.
3. Ensures that the school plant, equipment, and support systems operate safely, efficiently, and effectively.
4. Develops and monitors long-range plans for school and district technology and information systems and makes informed district decisions about computer hardware and software and staff developing needs while allocating resources consistent with district plan.
5. Demonstrates budget management including financial forecasting, planning, cash flow management, account auditing and monitoring and oversees the district's fiduciary responsibilities.

Comments:

Mr. Golden has done an above average job with his leadership skills managing the district. Mr. Golden has an overqualified leadership team that he has skillfully brought together to work for Williamson County Schools. The board constantly receives clear communication on the condition of each facility. Mr. Golden focuses on the structural integrity of each facility and most of all the security of each facility to ensure our students are safe. Mr. Golden is transparent with the community about the cost estimates for needed repairs and upgrades for each facility.

CONTRACT OF EMPLOYMENT

BETWEEN

JASON A. GOLDEN

AND THE

WILLIAMSON COUNTY BOARD OF EDUCATION

This employment contract ("Contract") is entered into this 18th day of June, 2019 which is the effective date ("Effective Date"), by and between, the Williamson County Board of Education ("Board") and Jason A. Golden ("Director"). The Board and the Director, for the consideration herein specified, agree as follows:

1. **TERM OF CONTRACT:** The Board, in accordance with its action as found in the minutes of its meeting held on the 17th day of June, 2019, hereby agrees to employ, and the Director hereby agrees to accept employment as Director of Williamson County Schools for a period of 48 months ("Term") commencing on the 18th day of June, 2019 and ending on the 18th day of June, 2023 ("Termination Date").
2. **DUTIES:**
 - A. The Director shall perform the duties as specified in Tennessee Code Annotated as well as those listed in the job description ("Job Description") of director as adopted and as it may be amended from time to time during the term of this Contract. Such Job Description is hereby incorporated into this Contract by reference as if fully stated herein.
 - B. The Director shall devote such time and energies as are necessary to perform the duties specified in the Job Description. These duties will generally be performed during normal business hours, but it is expressly agreed that the duties of this position will require the Director to work during times other than normal business hours.
 - C. The Director shall have full authority to enforce the policies promulgated by the Board.
 - D. The Director shall have authority to organize the central office of Williamson County Schools as is deemed necessary, consistent with applicable law and Board policy.
 - E. The Director shall, no later than January 1, 2020, establish residence within the boundaries of Williamson County and shall continue to reside within the boundaries of Williamson County throughout the Term of this Contract.
3. **COMPENSATION:** The Board shall pay the Director an annual compensation of \$270,504.00 to be dispersed in equal semi-monthly installments during the Term of this Contract. If an adjustment in compensation is made during the Term of this Contract, all

of the provisions of this Contract, including its Termination Date, unless extended by the Board, shall remain as stated herein. In no case shall the salary be reduced unless such reduction is required by law. During the term of this agreement and any approved extension hereto, the annual salary increases for the Director shall, at a minimum, be equal to that of the minimum annual local salary percentage increases applicable to other Board of Education employees.

4. **AUTOMOBILE EXPENSE:** The Board shall provide the Director with an automobile and all expenses involved in use of said automobile, including but not limited to insurance, for the Director to carry out his official duties. In the event the Director chooses to use his personal automobile for official duties, he shall be reimbursed for expenses related thereto at the rate established by the State of Tennessee for governmental service. The Director shall submit an itemization of expenses as a condition precedent to any expense reimbursement.
5. **BENEFITS:** The Director shall be eligible to participate in, on the same terms and conditions as other officers and employees, all benefits, including retirement benefits, established for the employees of the Board and the Board agrees to provide the following benefits to the Director for the Term of this Contract:
 - A. An individual health care plan that provides comprehensive medical expense benefits comparable to that offered other system employees. Family coverage may be obtained at the Director's expense.
 - B. Membership in the Tennessee Consolidated Retirement System ("TCRS") in the same manner as all other employees of the Board. The Board's contribution toward the Director's membership in TCRS shall be the same as for all other full-time employees.
 - C. A Board funded dental and optional vision insurance plan equivalent to that offered to other system employees.
 - D. A term life insurance policy in the amount of \$100,000.
6. **RELOCATION EXPENSES:** The Board shall pay or reimburse moving and relocation expenses in an amount not to exceed \$15,000. The Director shall submit itemized documentation of such expenses as a condition precedent to any payment or reimbursement.
7. **MEMBERSHIP DUES:** The Board shall pay all dues in any professional societies, associations, or civic clubs of which the Director is a member including, but not limited to, AASA, TOSS, one civic organization such as Rotary, Kiwanis, etc., and the Chamber of Commerce. The Board shall reimburse the Director for expenses in attending functions as provided for in the annual operating budget and appropriations, provided however, that the Director shall submit a request for approval to the Board as a condition precedent to establishing membership under this paragraph.

8. **PROFESSIONAL LIABILITY:** The Board shall maintain liability insurance covering alleged wrongful acts and omissions of the Board and the Director in the scope of his employment with the Board. The Board shall, to the extent permitted by law, directly or through insurance, defend the Director, bear defense costs, and indemnify and hold the Director harmless on demands, claims, and legal proceedings brought by third parties against the Director in his official capacity as an agent and employee of the Board, except that this obligation of the Board shall not exist with respect to violations of criminal law, improper personal gain, willful misconduct, willful neglect of board policy, acts that are outside the scope of employment, and in no event will individual Board members be considered liable for indemnifying the Director against such demands, claims, and legal proceedings.
9. **PROFESSIONAL GROWTH:** In the interest of continuous growth, promotion, development, and advancement of the Williamson County School System, the Board encourages the continuing professional growth of the Director through his participation in:
 - A. The operations, programs and other activities conducted or sponsored by local, state and national school administration and school board associations;
 - B. Seminars and courses offered by public or private educational institutions;
 - C. Informational meetings with other persons whose particular skills or backgrounds would serve to improve the capacity of the Director to perform his professional responsibilities for the Board; and
 - D. Visits to other institutions.
10. **VACATION AND OTHER LEAVE:** The Director shall be entitled to the following vacation and other leave during the term of this contract:
 - A. Twenty-four (24) vacation days annually;
 - B. Two (2) sick leave days for each month employed; and
 - C. Three (3) days of personal or bereavement leave for each fiscal year.

The Director shall submit a request for vacation leave to the Board chairman as a condition precedent to taking such leave.
11. **ACCUMULATED LEAVE:** A maximum of twenty-four (24) days of vacation leave may be carried forward from one fiscal year to the next. Vacation leave accrued in excess of the applicable maximum shall be transferred to sick leave on June 30 of each year. Upon termination of employment, any accrued vacation in excess of the appropriate carry forward amount shall be credited to the sick leave balance of the Director. Upon termination of employment, payment for accrued vacation leave shall be paid at the Director's current rate of pay. Upon termination of employment, all unused sick leave

shall be transferred to the Tennessee Consolidated Retirement System and shall not be subject to reimbursement.

12. **EMPLOYMENT RELATED EXPENSES:** The annual budget appropriation of the Board is intended to include provisions for employment-related expenses required in the performance of the official duties of the Director including, but not limited to, the reasonable and necessary actual costs of appropriate and relevant meals, membership dues, and the cost of attending national, state, and local association conferences; the tools and equipment necessary for the efficient operation of the administrative offices; the cost of registration, travel, and subsistence relating to the training programs which serve to continue the professional education development or relating to the work of the school system.
13. **COMMUNICATION:** The Board shall reimburse the Director for use of a smart/data phone in order for the Director to maintain communication with staff, the Board, and other critical stakeholders. In the event the Director has a family plan, the Board shall reimburse the Director only for the base cost of the plan and the expense attributable to the Director. Additionally, the Board shall provide the Director with the use of a laptop computer during his employment.
14. **MEDICAL EXAMINATION:** Upon the request of the Board, the Director shall submit to a comprehensive medical examination and provide a statement from such examination certifying the Director's physical and mental to the Chairman of the Board. The cost of said medical examination shall be borne by the Board.
15. **OPTION TO RENEW CONTRACT:** The Board may renew the terms of this Contract at any time with concurrence of the Director, as allowed by law. However, unless the Board acts on or before the 31st day of January, 2020 to renew this Contract, such failure to act shall serve as notice to the Director that the Board does not intend to renew this Contract.
16. **GOALS AND OBJECTIVES:** Within ninety (90) days after the Effective Date of this Contract and, thereafter, by the regularly-scheduled October meeting of each succeeding year of this Contract, the Board and the Director shall meet to establish system goals and objectives for the ensuing school year including a plan for implementation of such goals and objectives. The Board and the Director shall further establish the relative priority among those various goals and objectives. Said goals and objectives shall be reduced to writing and shall establish the criteria by which the Director is evaluated as provided in this Contract. The goals and objectives formulated by the Board and the Director shall be attainable within the time limitations specified for each. All goals and objectives formulated by the Board and the Director shall be subject to the annual operating and capital budget appropriations.

17. EVALUATION:

- A. The Board recognizes that to ensure the advancement and development of the Williamson County School System and for the Director to respond to the Board's priorities and to grow in the performance of his job, the Board needs to make a regular evaluation of the Director's performance. To assure that the Director receives proper and sufficient responses for the Board, the Board shall evaluate and assess in writing the performance of the Director. The Board and the Director will schedule a structured evaluation of his performance at least once each fiscal year.
- B. The evaluation and assessment shall be reasonably related to the goals and objectives of the Board for the year in question.
- C. The Director shall submit to the Board a recommended format for the written evaluation and assessment of his performance within thirty (30) days after the goals and objectives for the next succeeding school year are approved. The Board shall meet and discuss the evaluation format with the Director, attempting in good faith to agree on the development and adoption of a mutually agreeable evaluation format. If no agreement is reached within thirty (30) days after the initial format is presented, the Board shall develop a format that shall be applicable to the evaluation cycle.

18. **REFERRALS TO THE DIRECTOR:** The Board, collectively or individually, shall promptly refer to the Director criticisms, complaints, and suggestions called to their attention relative to the Director or Williamson County Schools for the Director's study and recommendation.

19. **LOYALTY:** The Director shall devote full time, attention, knowledge and skills solely and exclusively to the business and interests of the Board and Williamson County Schools. The Director may, however, undertake speaking engagements, writing, lecturing, or other activities, which do not interfere with the discharge of the Director's duties and responsibilities pursuant to this Contract. The determination of the Board as to whether such activities interfere with the discharge of the Director's duties and responsibilities pursuant to this Contract shall be conclusive.

20. **COMMUNITY AND CHARITABLE ACTIVITIES:** The Board recognizes that certain community and charitable organizations may serve as good will and as promotional interest for Williamson County Schools. The Director may participate in such activities with the recognition by the Director that he is "on call" should these activities be held on school days.

21. CONTRACT TERMINATION:

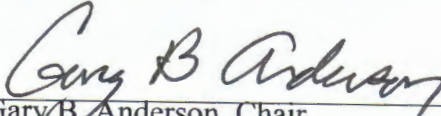
- A. **Mutual Agreement:** This Contract may be terminated by mutual agreement of the parties, retirement, disability, conclusion of the Term or death of the Director.

- B. **Director's Request:** Should the Director request a release from this Contract, he shall give a minimum notice of forty-five (45) calendar days. In the event that the Director terminates this Contract under this provision and the termination occurs with more than thirty (30) months remaining in the term of this Contract, and the Director takes employment as a Superintendent or Director of Schools at another public school system in Tennessee within six (6) months after such termination shall pay to the Board the amount of salary that would have been paid to the Director for six (6) months pursuant to this Contract. The Director's new employer may indemnify the Board on behalf of the Director. This amount shall be paid to the Board within six (6) months after employment begins with another public school system in Tennessee or the first June 30 after employment begins, whichever occurs later.
- C. **Unilateral Termination by Board:** If the Board determines that there are underlying problems and/or disagreements that exist between the Board and the Director regarding the operation of Williamson County Schools and reasonable efforts have been taken to remedy those problems, then the Board may terminate this Contract in the best interest of the school system. If such action is required, the Board will provide to the Director a severance package that includes twenty-four (24) months of compensation as outlined in this Contract. All other benefits provided for in this Contract would terminate immediately.
- D. **For Cause:** This Contract may be terminated by the Board for cause upon sufficient proof of improper conduct, inefficient service, incompetence, insubordination, or neglect of duty, including failure to comply with state/federal laws and regulations and the policies of the Board. If the Board terminates the Contract for cause, the Director shall be entitled to no further benefits or compensation under the terms of this Contract.
- E. **Removal from Office:** This Contract shall be terminated if state law or regulations are enacted that require the removal of the Director, except that the Board acknowledges that any such law may be subject to "grandfathering" of any sitting superintendents. If such removal is required, the Director shall not be entitled to further benefits or compensation under the terms of this Contract.
22. **AMENDMENTS:** Any modifications to this Contract shall be made by mutual agreement of both parties and only in writing. Neither party shall be bound by any oral representation concerning modification of this Contract.
23. **ENTIRE AGREEMENT:** This Contract constitutes the entire agreement among the parties and the parties hereto acknowledge that neither has relied upon any oral representation or any agreements by the other and that no such oral representations and agreements shall in any way affect the terms of this Contract and that this Contract may not be modified or changed except by written instrument executed by the parties. The parties shall execute this Contract in duplicate with an original to remain with the Director and with the Board.
24. **SEVERABILITY:** In the event that any part or clause of this Contract is determined to be illegal under federal or state law, or held to be illegal by any court having competent

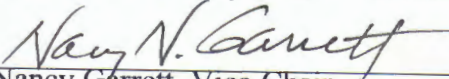
jurisdiction thereof, the remainder of this contract shall continue in full force and effect with such invalid part or clause removed there from.

25. **RESOLUTION OF DISPUTES:** If a dispute regarding the terms of this Contract cannot be resolved by the parties, such dispute shall be heard in the Circuit Court for Williamson County, Tennessee and shall be construed and enforced under and in accordance with the laws of the State of Tennessee.

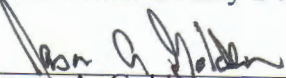
The Board has caused this Contract to be executed in its name by its Chairman, attested by its Vice-Chairman and the Director has approved this Contract effective on the date specified within the introductory paragraph of this Contract.



Gary B. Anderson, Chair
Williamson County Board of Education



Nancy Garrett, Vice-Chair
Williamson County Board of Education



Jason A. Golden
Director of Schools

CONTRACT OF EMPLOYMENT

BETWEEN

JASON GOLDEN

AND THE

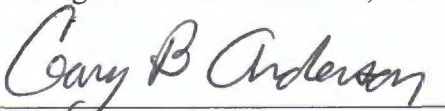
WILLIAMSON COUNTY BOARD OF EDUCATION

Addendum #1

Section 15 of the Contract for Employment previously approved by vote of the Williamson County Board of Education at a public meeting on June 17, 2019 shall be amended as follows:

15. OPTION TO RENEW CONTRACT: The Board may renew the terms of this Contract at any time with concurrence of the Director, as allowed by law. However, unless the Board acts on or before the 20th day of January, 2023 to renew this Contract, such failure to act shall serve as notice to the Director that the Board does not intend to renew this Contract.

In Witness Hereof, the Williamson County Board of Education has caused this Agreement to be executed in its name by its Chairperson attested by its Vice Chairperson, and the Director of Schools agrees to this Addendum, effective this 18th day of November, 2019.



Gary B. Anderson, Chairman
Williamson County Board of Education



Nancy Garrett, Vice-Chair
Williamson County Board of Education



Jason Golden
Director of Schools

CONTRACT OF EMPLOYMENT

BETWEEN

JASON A. GOLDEN

AND THE

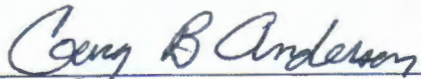
WILLIAMSON COUNTY BOARD OF EDUCATION

Addendum #2

Pursuant to the terms of paragraph 2, TERM OF CONTRACT, the contract of employment previously approved by vote of the Williamson County Board of Education at a public meeting duly held on June 17, 2019, allows for extension of the term of the said contract and is hereby amended as follows:

1. The ending date of this agreement shall be extended from June 18, 2023 to June 17, 2024.
2. All other provisions of the above contract, including Addendum #1 approved by a vote of the Williamson County Board of Education on November 18, 2019, shall remain in full force and effect.

In witness hereof, the Williamson County Board of Education has caused this Agreement to be executed in its name by its Chairperson and attested by its Vice Chairperson, and the Director of Schools agrees to this Addendum, effective this 15 day of June, 2020.



Gary B. Anderson, Chairperson
Williamson County Board of Education

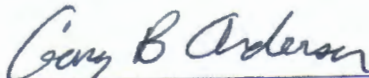


Nancy Garrett, Vice Chairperson
Williamson County Board of Education



Jason A. Golden,
Director of Schools

This agreement was approved by a vote of the Board of Education at a public meeting duly held on June 15, 2020 and has been spread upon the minutes of the Board for that meeting.



Gary B. Anderson, Chairperson

CONTRACT OF EMPLOYMENT

BETWEEN

JASON A. GOLDEN

AND THE

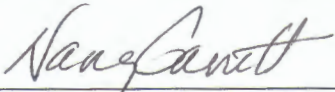
WILLIAMSON COUNTY BOARD OF EDUCATION

Addendum #3

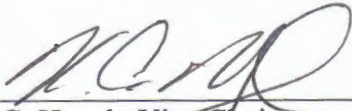
Pursuant to the terms of paragraph 2, TERM OF CONTRACT, the contract of employment previously approved by vote of the Williamson County Board of Education at a public meeting duly held on June 17, 2019, allows for extension of the term of the said contract and is hereby amended as follows:

1. The ending date of this agreement shall be extended from June 17, 2024 to June 16, 2025.
2. All other provisions of the above contract, including Addendum #1 approved by a vote of the Williamson County Board of Education on November 18, 2019, shall remain in full force and effect.

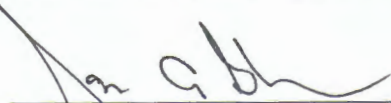
In witness hereof, the Williamson County Board of Education has caused this Agreement to be executed in its name by its Chair and attested by its Vice Chair, and the Director of Schools agrees to this Addendum, effective this 21st day of June, 2021.



Nancy Garrett, Chair
Williamson County Board of Education

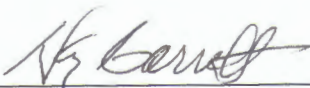


K.C. Haugh, Vice Chair
Williamson County Board of Education



Jason A. Golden,
Director of Schools

This agreement was approved by a vote of the Board of Education at a public meeting duly held on June 21, 2021 and has been spread upon the minutes of the Board for that meeting.



Nancy Garrett, Chair

CONTRACT OF EMPLOYMENT

BETWEEN

JASON A. GOLDEN

AND THE

WILLIAMSON COUNTY BOARD OF EDUCATION

Addendum #4

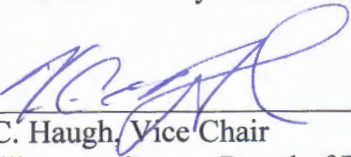
Pursuant to the terms of paragraph 2, TERM OF CONTRACT, the contract of employment previously approved by vote of the Williamson County Board of Education at a public meeting duly held on June 17, 2019, allows for extension of the term of the said contract and is hereby amended as follows:

1. The ending date of this agreement shall be extended from June 16, 2025, to June 16, 2026.
2. All other provisions of the above contract, including Addendum #1 approved by a vote of the Williamson County Board of Education on November 18, 2019, shall remain in full force and effect.

In witness hereof, the Williamson County Board of Education has caused this Agreement to be executed in its name by its Chair and attested by its Vice Chair, and the Director of Schools agrees to this Addendum, effective this 20 day of June, 2022.



Nancy Garrett, Chair
Williamson County Board of Education



K.C. Haugh, Vice Chair
Williamson County Board of Education



Jason A. Golden,
Director of Schools

This agreement was approved by a vote of the Board of Education at a public meeting duly held on June 20, 2022, and has been spread upon the minutes of the Board for that meeting.



Nancy Garrett, Chair

CONTRACT OF EMPLOYMENT

BETWEEN

JASON A. GOLDEN

AND THE

WILLIAMSON COUNTY BOARD OF EDUCATION

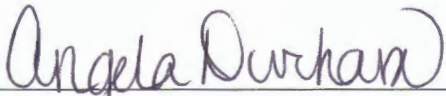
Addendum#5

Pursuant to the terms of paragraph 2, TERM OF CONTRACT, the contract of employment previously approved by vote of the Williamson County Board of Education at a public meeting duly held on June 17, 2019, allows for extension of the term of the said contract and is hereby amended as follows:

The ending date of this agreement shall be extended from June 16, 2026, to June 16, 2027.

All other provisions of the above contract, including Addendum #1 approved by a vote of the Williamson County Board of Education on November 18, 2019, shall remain in full force and effect.

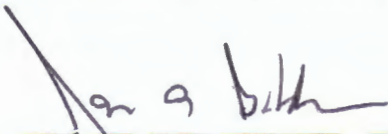
In witness hereof, the Williamson County Board of Education has caused this Agreement to be executed in its name by its Chair and attested by its Vice Chair, and the Superintendent agrees to this Addendum, effective this 19th day of June 2023



Angela Durham, Board Chair
Williamson County Board of Education



Josh Brown, Board Vice Chair
Williamson County Board of Education



Jason A. Golden,
Williamson County Schools Superintendent

This agreement was approved by a vote of the Board of Education at a public meeting duly held on June 19, 2023, and has been spread upon the minutes of the Board for that meeting.



Angela Durham, Board Chair

CONTRACT OF EMPLOYMENT

BETWEEN

JASON A. GOLDEN

AND THE

WILLIAMSON COUNTY BOARD OF EDUCATION

Addendum#6

Pursuant to the terms of paragraph 2, TERM OF CONTRACT, the contract of employment previously approved by vote of the Williamson County Board of Education at a public meeting duly held on June 17, 2019, allows for extension of the term of the said contract and is hereby amended as follows:

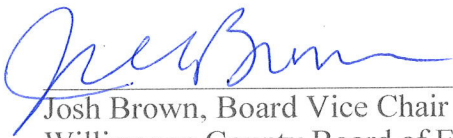
The ending date of this agreement shall be extended from June 16, 2027, to June 16, 2028.

All other provisions of the above contract, including Addendum #1 approved by a vote of the Williamson County Board of Education on November 18, 2019, shall remain in full force and effect.

In witness hereof, the Williamson County Board of Education has caused this Agreement to be executed in its name by its Chair and attested by its Vice Chair, and the Superintendent agrees to this Addendum, effective this 17th day of June 2024



Angela Durham, Board Chair
Williamson County Board of Education



Josh Brown, Board Vice Chair
Williamson County Board of Education



Jason A. Golden,
Williamson County Schools Superintendent

This agreement was approved by a vote of the Board of Education at a public meeting duly held on June 17, 2024, and has been spread upon the minutes of the Board for that meeting.



Angela Durham, Board Chair

**CONTRACT OF EMPLOYMENT
BETWEEN
JASON A. GOLDEN
AND THE
WILLIAMSON COUNTY BOARD OF EDUCATION**

Addendum#7

Pursuant to the terms of paragraph 2, TERM OF CONTRACT, the contract of employment previously approved by vote of the Williamson County Board of Education at a public meeting duly held on June 17, 2019, allows for extension of the term of the said contract and is hereby amended as follows:

The ending date of this agreement shall be extended from June 15, 2028, to _____.

All other provisions of the above contract, including Addendum #1 approved by a vote of the Williamson County Board of Education on November 18, 2019, shall remain in full force and effect.

In witness hereof, the Williamson County Board of Education has caused this Agreement to be executed in its name by its Chair and attested by its Vice Chair, and the Superintendent agrees to this Addendum, effective this 15th day of June 2026

Josh Brown, Board Chair
Williamson County Board of Education

Claire Reeves, Board Vice Chair
Williamson County Board of Education

Jason Golden Superintendent
Williamson County Schools Superintendent

This agreement was approved by a vote of the Board of Education at a public meeting, duly held on June 15, 2026, and has been spread upon the minutes of the Board for that meeting.

Josh Brown, Board Chair
Williamson County Schools



To: Board of Education

From: Rachel Farmer, CFO

RE: 2025-2026 Resolution, Amendments and Intra-category Adjustments

Date: June 11, 2026

The following budget amendments and intra-category adjustments will require your approval only.

General Purpose School Fund:

Amendments:

06.26 Summer Learning Camps Grant

We have been allocated funds from the State Summer Learning Camps Grant to fund Summer Learning Camps in the summer of 2026 to address learning loss. We will receive the funds on a reimbursement basis. **\$5,198,896**

06.26 Fine Arts Donation-Gibson

Fine arts received a donation from Gibson Gives to be used to pay for expenses with the middle and high school orchestra programs. **\$42,975**

06.26 Public School Construction and Maintenance (PSCM)

We received late notification from the Tennessee Department of Treasury that we would qualify for a Public School Construction and Maintenance Grant for the 2025-2026 fiscal year. **\$1,025,319.86**

Central Cafeteria Fund:

06.26 Commodities

Each year, we are required by auditors to book the actual commodities received as both a revenue and expenditure item. We budget for this, but we don't know the actual amount until about this time of year. This amendment adjusts the budget to actual with an increase of **\$252,895.94** from the original budget of \$921,718 to a total adjusted budget of **\$1,174,613.94**.

All Funds:

2025-2026 Budget Adjustments

Final Year End Intra-Category Adjustments

Each year we bring you the annual intra-category budget adjustments that were made throughout the year. Anything out of the ordinary to cover an unexpected expense or an out-of-scope type nature was brought separately to you for your approval during the year and will not be included in this list.

The transfers presented at the work session resulted from a department moving funds from one account to another to meet the needs of that department or to meet the needs of a grant. For the major account 71400 in the General-Purpose School fund, these transfers represent the distribution of the site-based budgets for the individual schools that are made at the beginning and throughout the year, based on the schools' individual needs. All three operational funds **General Purpose School**, **Central Cafeteria** and **Extended School Program**, will need these adjustments to finalize the year and will require three separate votes for approval.

Staff recommend approval of the above-mentioned budget amendments and intra-category adjustments.

June 2026 worksession memo

Amendment:

**APPROPRIATING \$5,198,896 FOR SUMMER LEARNING CAMPS GRANT FUNDS IN THE
GENERAL PURPOSE SCHOOL FUND 2025-2026 BUDGET FOR
SUMMER LEARNING CAMP EXPENDITURES**

WHEREAS, the Tennessee Learning Loss Remediation and Student Acceleration Act outline summer programming to address gaps in learning; and

WHEREAS, students are being prioritized for summer learning; and

WHEREAS, Summer Learning Camps require 6 hours per day of programming serving students entering grades kindergarten through nine; and

WHEREAS, the State is providing funding to cover costs of these mandated camps;

NOW, THEREFORE BE IT RESOLVED that the Williamson County Board of Education meeting in regular session on **June 15 ,2026**, approve and amend the 2025-2026 General Purpose School Fund budget as follows:

Revenue

141.465900.G21LC	Other State Education Funds	\$5,198,896
	Summer Learning Camps Grant	

Expenditures

See attached for detail of various expenditure accounts	\$5,198,896
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TOTAL	\$5,198,896	\$5,198,896
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School Board Vote

Yes_____

No_____

Amendment:**71100-Regular Instruction Program**

511600.000.G21LC	Teachers	\$ 764,928
516300.000.G21LC	Educational Assistants	321,924
518900.000.G21LC	Other Salaries & Wages	169,500
519500.000.G21LC	Certified Subs	17,500
519800.000.G21LC	Non-certified Subs	18,900
520100.000.G21LC	Social Security	77,894
520400.000.G21LC	Retirement	112,262
521200.000.G21LC	Employer Medicare	18,217
521700.000.G21LC	Retirement-Hybrid Stabilization	10,218
542900.000.G21LC	Instructional Supplies & Materials	1,652,336
547100.000.G21LC	Software	124,600
549900.000.G21LC	Other Supplies & Materials	<u>400,000</u>
		\$3,688,279

71200-Special Education Program

511600.000.G21LC	Teachers	\$ 225,792
520100.000.G21LC	Social Security	13,999
520400.000.G21LC	Retirement	20,321
521200.000.G21LC	Employer Medicare	3,274
521700.000.G21LC	Retirement-Hybrid Stabilization	<u>2,551</u>
		\$ 265,937

72120-Health Services

513100.000.G21LC	Medical Personnel	\$ 88,192
520100.000.G21LC	Social Security	5,468
520400.000.G21LC	Retirement	7,937
521200.000.G21LC	Employer Medicare	1,279
521700.000.G21LC	Retirement-Hybrid Stabilization	<u>997</u>
		\$ 103,873

72130-Other Student Support

518900.000.G21LC	Other Salaries & Wages	\$ 33,232
520100.000.G21LC	Social Security	2,060
520400.000.G21LC	Retirement	2,991
521200.000.G21LC	Employer Medicare	482
521700.000.G21LC	Retirement-Hybrid Stabilization	<u>376</u>
		\$ 39,141

72210-Support Services/Regular Instruction

510500.000.G21LC	Camp Directors	\$ 46,080
518900.000.G21LC	Other Salaries & Wages	68,400
520100.000.G21LC	Social Security	9,955
520400.000.G21LC	Retirement	14,450
521200.000.G21LC	Employer Medicare	2,328
521700.000.G21LC	Retirement-Hybrid Stabilization	<u>1,814</u>
		\$ 143,027

72610-Operation of Plant

532800.000.G21LC	Janitorial Services	\$ 38,620
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72710-Transportation

514600.000.G21LC	Bus Drivers	\$ 309,672
518900.000.G21LC	Other Salaries & Wages	85,939
520100.000.G21LC	Social Security	24,528
520400.000.G21LC	Retirement	34,695
521200.000.G21LC	Employer Medicare	5,736

Amendment:

541200.000.G21LC	Diesel Fuel	<u>79,000</u>
		\$ 539,570
73100-Food Service		
510500.000.G21LC	Cafeteria Managers	\$ 32,602
516500.000.G21LC	Cafeteria Personnel	51,865
520100.000.G21LC	Social Security	5,237
520400.000.G21LC	Retirement	7,408
521200.000.G21LC	Employer Medicare	1,225
542200.000.G21LC	Food Supplies	<u>282,112</u>
		\$ 380,449
	TOTAL	<u>\$ 5,198,896</u>

Amendment:

**AMENDING THE 2025-2026 GENERAL PURPOSE SCHOOL BUDGET
\$42,975 DONATION**

WHEREAS, Williamson County Schools looks to promote excellence in the Fine Arts Department; and

WHEREAS, Gibson Gives is a supporter of Williamson County Schools and our music program; and

WHEREAS, these funds will be used to purchase instruments and equipment for high and middle school band and orchestra programs; and

WHEREAS, there isn't a requirement for match of local funds;

NOW, THEREFORE BE IT RESOLVED that the Williamson County Board of Education meeting in regular session on **June 15th, 2026**, approve and amend the **2025-2026** General Purpose School Fund budget as follows:

Revenue

141.40000.445700.000.00.10.P3211	Contributions	\$42,975
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Expenditure

141.72210.572200.382.P3211	Instructional Equipment	\$42,975
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ACTION TAKEN:

School Board Vote

Yes_____

No____

6.26.Donation for Fine Arts

AMENDMENT

**AMENDING THE 2025-2026 GENERAL PURPOSE SCHOOL BUDGET \$1,025,319.86 FOR
PUBLIC SCHOOL CONSTRUCTION AND MAINTENANCE FUNDING**

WHEREAS, the Tennessee Department of Treasury has identified our Local Education Agency (LEA) as eligible for Tier 1 funding under the Public School Construction and Maintenance (PSCM) program; and

WHEREAS, Tier 1: Disbursements will be made in the amount of \$25 for each student enrolled in the LEA, if the LEA meets certain criteria including school districts in which fifty percent (50%) or more of the schools in a district received a letter grade of A in the 2023-2024 fiscal year; and

WHEREAS, Williamson County School District had 29 of its schools earn a letter grade of A which is more than 50%; and

WHEREAS, \$25 for each student enrolled in the LEA earns \$1,025,319.86; and

WHEREAS, this appropriation occurred after the current year's budget was approved and was not included in projected revenue;

NOW, THEREFORE BE IT RESOLVED that the Williamson County Board of Education meeting in regular session on June 15, 2026, approves the receipt of **\$1,02,319.86** and amends the **2025-2026** General Purpose School Fund as follows:

Revenue

141.40000.465900.62 0	Other State Ed Funds-PSCM	\$1,025,319.86
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Expense

141.72620.542600.620	General Construction Materials	\$1,025,319.86
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Commissioner

COMMITTEES REFERRED TO & ACTION TAKEN:

School Board:	For ____	Against ____	Pass ____	Out ____
Education Committee:	For ____	Against ____	Pass ____	Out ____
Budget Committee:	For ____	Against ____	Pass ____	Out ____
Commission Action Taken:	For ____	Against ____	Pass ____	Out ____

Jeff Whidby, County Clerk

Brian Beathard, Commission Chairman

Rogers C. Anderson, County Mayor

Date

Amendment

AMENDMENT FOR \$252,895.94 IN THE CENTRAL CAFETERIA FUND FOR COMMODITIES

WHEREAS, the Central Cafeteria Fund is a self-sufficient operating fund within the school district that collects fees for services at the various schools within the county; and

WHEREAS, the revenue and expenditures for commodity line items are provided by the state and no funding/outlay is required, but it is necessary for financial statement presentation to reflect enough to cover these items; and

WHEREAS, we need to increase **\$252,895.94** to both the revenue and expense budget lines for reporting purposes only for a total of **\$1,174,613.94** for commodities revenue and expense budgets;

NOW, THEREFORE BE IT RESOLVED, that the Williamson County Board of Education meeting in regular session on **June 15, 2025**, approve the above noted amendment to the **2025-2026 Central Cafeteria Fund** budget as follows:

Revenue

143.40000.471120.0000.00.32	USDA Commodities	\$252,895.94
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Expenditure

143.73100.546900	USDA Commodities	\$252,895.94
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Action Taken

School Board Yes ☐ No ☐

WILLIAMSON COUNTY SCHOOLS
INTRA-CATEGORY BUDGET ADJUSTMENTS
FISCAL YEAR 2025-2026

GENERAL PURPOSE SCHOOL - FUND 141

ACCOUNT	ACCOUNT DESCRIPTION	REASON	INCREASE	DECREASE
141 -71100-511600-000-00-00-00-00-	TEACHERS			59,500
141 -71100-511611-000-00-00-00-00-	TEACHERS-SATURDAY SCHOOL	SAT. SCHOOL AND DRIVERS ED	4,600	
141 -71100-511645-000-00-00-00-00-	TEACHERS-SUPPLEMENTS			5,100
141 -71100-518900-000-00-00-00-00-	OTHER SALARIES AND WAGES			100
141 -71100-518951-000-17-00-00-00-	OSW - FAMILY INVOLVEMENT	ENSURE SUFFICIENCY	100	
141 -71100-520400-000-00-00-00-00-	PENSIONS			20,000
141 -71100-520400-388-00-00-00-00-G5121	PENSIONS			200
141 -71100-521000-000-00-00-00-00-	SOCIAL SECURITY	ENSURE SUFFICIENCY	15,000	
141 -71100-521700-000-00-00-00-00-	RETIRE - HYBRID STABILIZATION	ENSURE SUFFICIENCY	65,000	
141 -71100-521700-388-00-00-00-00-G5121	RETIRE - HYBRID STABILIZATION	ENSURE SUFFICIENCY	200	
141 -71100-539900-381-00-00-00-00-	OTHER CONTRACTED SERVICES			8,000
141 -71100-539947-389-00-00-00-00-	OCS - MENTAL HEALTH INSTITUTIONS	ENSURE SUFFICIENCY	20,000	
141 -71100-539974-381-00-00-00-00-	OCS - JOBS AFTER GRADUATION PRO	JAGTN AGREEMENT	10,000	
141 -71100-542982-510-00-00-00-00-	IS & M - COPER PAPER - SCHOOLS			20,000
141 -71100-544935-449-00-00-00-00-	TEXTBOOKS - ELEMENTARY			324,000
141 -71100-544936-449-00-00-00-00-	TEXTBOOKS - HIGH SCHOOL	TEXTBOOKS	345,000	
141 -71100-544937-449-00-00-00-00-	TEXTBOOKS - INSTRUCT KITS			25,000
141 -71100-544938-449-00-00-00-00-	TEXTBOOKS - MIDDLE SCHOOL	TEXTBOOKS	4,000	
141 -71100-559900-381-63-00-00-00-	OTHER CHARGES			2,000
	TOTAL REGULAR INSTRUCTION		463,900	463,900
141 -71150-511600-000-00-00-00-00-	TEACHERS	ENSURE SUFFICIENCY	2,400	
141 -71150-516300-000-00-00-00-00-	EDUCATIONAL ASSISTANTS			2,400
141 -71150-520100-000-00-00-00-00-	SOCIAL SECURITY	ENSURE SUFFICIENCY	1,500	-
141 -71150-520400-000-00-00-00-00-	PENSIONS		-	1,500
	TOTAL ALTERNATIVE INSTRUCTION		3,900	3,900
141 -71200-511600-000-00-00-00-00-	TEACHERS	ENSURE SUFFICIENCY	66,224	
141 -71200-511600-389-00-00-00-00-G7250	TEACHERS			66,224
141 -71200-516300-000-00-00-00-00-	EDUCATIONAL ASSISTANTS			2,000
141 -71200-518700-000-00-00-00-00-	OVERTIME PAY	ENSURE SUFFICIENCY	2,000	

141 -71200-520100-000-00-00-00-00-	SOCIAL SECURITY	ENSURE SUFFICIENCY	3,751	
141 -71200-520100-389-00-00-00-00-G7250	SOCIAL SECURITY			3,751
141 -71200-520400-000-00-00-00-00-	PENSIONS			109,702
141 -71200-520400-389-00-00-00-00-G7250	PENSIONS			5,298
141 -71200-520600-000-00-00-00-00-	LIFE INSURANCE	ENSURE SUFFICIENCY	41	
141 -71200-520600-389-00-00-00-00-G7250	LIFE INSURANCE			41
141 -71200-520800-000-00-00-00-00-	DENTAL INSURANCE	ENSURE SUFFICIENCY	500	
141 -71200-520800-389-00-00-00-00-G7250	DENTAL INSURANCE			500
141 -71200-521200-000-00-00-00-00-	EMPLOYER MEDICARE	ENSURE SUFFICIENCY	877	
141 -71200-521200-389-00-00-00-00-G7250	EMPLOYER MEDICARE			877
141 -71200-521700-000-00-00-00-00-	RETIRE - HYBRID STABILIZATION	ENSURE SUFFICIENCY	115,662	
141 -71200-531200-389-00-00-00-00-	CONTRACT WITH PRIVATE AGENCIES			50,000
141 -71200-539900-389-00-00-00-00-	OTHER CONTRACTED SERVICES	ENSURE SUFFICIENCY	50,000	
141 -71200-521700-389-00-00-00-00-G7250	RETIRE - HYBRID STABILIZATION			662
	TOTAL SPECIAL EDUCATION INSTRUCTION		239,055	239,055
141 -71300-516300-385-00-00-00-00-P1460	EDUCATIONAL ASSISTANTS	ENSURE SUFFICIENCY	25,000	
141 -71300-518600-000-00-00-00-00-	LONGEVITY PAY	ENSURE SUFFICIENCY	1,100	
141 -71300-518600-389-00-00-00-00-G7250	LONGEVITY PAY			1,100
141 -71300-518900-000-00-00-00-00-	OTHER SALARIES AND WAGES	ENSURE SUFFICIENCY	106,792	
141 -71300-518900-385-00-00-00-00-	OTHER SALARIES AND WAGES			25,000
141 -71300-518900-389-00-00-00-00-G7250	OTHER SALARIES AND WAGES			106,792
141 -71300-520100-000-00-00-00-00-	SOCIAL SECURITY	ENSURE SUFFICIENCY	6,020	
141 -71300-520100-389-00-00-00-00-G7250	SOCIAL SECURITY			6,020
141 -71300-520400-000-00-00-00-00-	PENSIONS	ENSURE SUFFICIENCY	9,035	
141 -71300-520400-389-00-00-00-00-G7250	PENSIONS			9,035
141 -71300-520600-000-00-00-00-00-	LIFE INSURANCE	ENSURE SUFFICIENCY	123	
141 -71300-520600-389-00-00-00-00-G7250	LIFE INSURANCE			123
141 -71300-520800-000-00-00-00-00-	DENTAL INSURANCE	ENSURE SUFFICIENCY	1,500	
141 -71300-520800-389-00-00-00-00-G7250	DENTAL INSURANCE			1,500
141 -71300-521200-000-00-00-00-00-	EMPLOYER MEDICARE	ENSURE SUFFICIENCY	1,408	
141 -71300-521200-389-00-00-00-00-G7250	EMPLOYER MEDICARE			1,408
141 -71300-533600-385-00-00-00-00-	MAINTENANCE & REPAIR - EQUIPMENT			11,800
141 -71300-539900-385-00-00-00-00-	OTHER CONTRACTED SERVICES			28,000
141 -71300-542900-385-00-00-00-00-	INSTRUCTIONAL SUPPLIES & MATLS	ENSURE SUFFICIENCY	39,800	
	TOTAL CAREER AND TECHNICAL EDUCATION		190,778	190,778
141 -71400-518900-000-00-00-00-00-	OTHER SALARIES & WAGES	ENSURE SUFFICIENCY	83,699	
141 -71400-519500-000-00-00-00-00-	CERTIFIED SUBSTITUTE TEACHERS	ENSURE SUFFICIENCY	62,797	
141 -71400-519600-000-00-00-00-00-	IN-SERVICE TRAINING	ENSURE SUFFICIENCY	33,149	

141 -71400-539900-000-00-00-00-00-	OTHER CONTRACTED SERVICES	ENSURE SUFFICIENCY	2,946	
141 -71400-542900-000-00-00-00-00-	INSTRUCTIONAL SUPPLIES & MATLS	ENSURE SUFFICIENCY	331,846	
141 -71400-543200-000-00-00-00-00-	LIBRARY BOOKS/MEDIA	ENSURE SUFFICIENCY	144,787	
141 -71400-549900-000-00-00-00-00-	OTHER SUPPLIES AND MATERIALS	ENSURE SUFFICIENCY	648,571	
141 -71400-552400-000-00-00-00-00-	IN SERVICE/STAFF DEVELOPMENT	ENSURE SUFFICIENCY	156,329	
141 -71400-553500-000-00-00-00-00-	FEE WAIVERS	ENSURE SUFFICIENCY	3,561	
141 -71400-559900-000-00-00-00-00-	OTHER CHARGES			1,917,588
141 -71400-572200-000-00-00-00-00-	REGULAR INSTRUCTION EQUIPMENT	ENSURE SUFFICIENCY	449,903	
	TOTAL STUDENT BODY EDUCATION PROGRAM		1,917,588	1,917,588
141 -72110-518700-000-00-00-00-00-	OVERTIME PAY			1,000
141 -72110-518900-000-00-00-00-00-	OTHER SALARIES AND WAGES	ENSURE SUFFICIENCY	1,000	
	TOTAL ATTENDANCE		1,000	1,000
141 -72120-513100-000-00-00-00-00-	MEDICAL PERSONNEL	ENSURE SUFFICIENCY		222
141 -72120-513150-000-00-00-00-00-	MEDICAL PERSONNEL - NURSES	ENSURE SUFFICIENCY		1,500
141 -72120-518600-000-00-00-00-00-	LONGEVITY PAY		1,500	
141 -72120-518916-375-00-00-00-00-P7221	OSW - SECRETARY	ENSURE SUFFICIENCY	222	
141 -72120-535539-375-00-00-00-00-	TRAVEL - NURSES	ENSURE SUFFICIENCY	1,000	
141 -72120-539900-375-00-00-00-00-	OTHER CONTRACTED SERVICES			1,000
	TOTAL HEALTH SERVICES		2,722	2,722
141 -72130-516100-000-00-00-00-00-	SECRETARY(S)			1,050
141 -72130-518600-000-00-00-00-00-	LONGEVITY PAY	ENSURE SUFFICIENCY	1,050	
141 -72130-535500-457-00-00-00-00-	TRAVEL - MILEAGE	ENSURE SUFFICIENCY	1,500	
141 -72130-549900-457-00-00-00-00-P2280	OTHER SUPPLIES AND MATERIALS			1,500
	TOTAL OTHER STUDENT SUPPORT		2,550	2,550
141 -72210-518987-038-00-00-00-00-	OSW - TRANSITION	SUMMER TRANSITION PROGRAM	3,000	
141 -72210-518987-381-00-00-00-00-	OSW - TRANSITION			3,000
141 -72210-520100-000-00-00-00-00-	SOCIAL SECURITY	ENSURE SUFFICIENCY	25,000	
141 -72210-520400-000-00-00-00-00-	PENSIONS			27,500
141 -72210-521200-000-00-00-00-00-	EMPLOYER MEDICARE	ENSURE SUFFICIENCY	2,500	
141 -72210-535500-382-00-00-00-00-	TRAVEL - MILEAGE	ENSURE SUFFICIENCY	2,000	
141 -72210-535500-382-00-00-00-00-P1190	TRAVEL - MILEAGE	ENSURE SUFFICIENCY	2,000	
141 -72210-535588-382-00-00-00-00-	TRAVEL - INSTRUCTN'L SPECIALISTS			2,000
141 -72210-539900-350-00-00-00-00-	OTHER CONTRACTED SERVICES			10,308
141 -72210-549900-350-00-00-00-00-P3123	OTHER SUPPLIES AND MATERIALS	ENSURE SUFFICIENCY	18,718	
141 -72210-552400-382-00-00-00-00-P1190	IN SERVICE/STAFF DEVELOPMENT			2,000
141 -72210-552455-350-00-00-00-00-	IN SERVICE - CONFERENCES			1,391

141 -72210-572200-350-00-00-00-00-	REGULAR INSTRUCTION EQUIPMENT			7,019
	TOTAL INSTRUCTIONAL SUPPORT		53,218	53,218
141 -72215-518600-000-00-00-00-00-	LONGEVITY PAY	ENSURE SUFFICIENCY	605	
141 -72215-518700-000-00-00-00-00-	OVERTIME PAY			605
	TOTAL ALTERNATIVE SUPPORT		605	605
141 -72220-512400-000-00-00-00-00-	PSYCHOLOGICAL PERSONNEL			1,000
141 -72220-516100-000-00-00-00-00-	SECRETARY(S)	ENSURE SUFFICIENCY	6,383	
141 -72210-516200-000-00-00-00-00-	CLERICAL PERSONNEL			1,700
141 -72220-518600-000-00-00-00-00-	LONGEVITY PAY	ENSURE SUFFICIENCY		3,050
141 -72220-518700-389-00-00-00-00-	OVERTIME PAY			633
141 -72220-539900-389-00-00-00-00-	OTHER CONTRACTED SERVICES	ENSURE SUFFICIENCY	39,000	
141 -72220-549900-389-00-00-00-00-	OTHER SUPPLIES AND MATERIALS			39,000
141 -72220-552400-389-00-00-00-00-	IN SERVICE/STAFF DEVELOPMENT			1,300
141 -72220-552429-389-00-00-00-00-	IN SERVICE - MATERIALS & SUPPLIES	PD	1,300	
	TOTAL SPECIAL EDUCATION SUPPORT		46,683	46,683
141 -72230-516100-000-00-00-00-00-	SECRETARY(S)	ENSURE SUFFICIENCY	100	
141 -72230-518900-000-00-00-00-00-	OTHER SALARIES AND WAGES			100
141 -72230-535500-380-00-00-00-00-P5003	TRAVEL - MILEAGE			12,000
141 -72230-539900-385-00-00-00-00-P7010	OTHER CONTRACTED SERVICES			29,794
141 -72230-542900-385-00-00-00-00-P7010	INSTRUCTIONAL SUPPLIES & MATLS	DUAL ENROLLMENT SUPPLIES	29,794	
141 -72230-549900-380-00-00-00-00-P5003	OTHER SUPPLIES AND MATERIALS	ENSURE SUFFICIENCY	19,000	
141 -72230-552400-380-00-00-00-00-P5003	IN SERVICE/STAFF DEVELOPMENT			7,000
	TOTAL CAREER/TECH EDUC SUPPORT		48,894	48,894
141 -72250-512100-000-00-00-00-00-	DATA PROCESSING PERSONNEL	ENSURE SUFFICIENCY	5,115	
141 -72250-518600-000-00-00-00-00-	LONGEVITY PAY			1,150
141 -72250-518700-000-00-00-00-00-	OVERTIME PAY	OVERTIME	10,000	
141 -72250-520100-000-00-00-00-00-	SOCIAL SECURITY			3,965
141 -72250-520400-000-00-00-00-00-	PENSIONS			10,000
141 -72250-539956-129-00-00-00-00-	OCS - MAINTENANCE AGREEMENTS	ENSURE SUFFICIENCY	150,000	
141 -72250-570900-129-00-00-00-00-	DATA PROCESSING EQUIPMENT			150,000
	TOTAL TECHNOLOGY		165,115	165,115
141 -72320-520400-000-00-00-00-00-	PENSIONS			500
141 -72320-521700-000-00-00-00-00-	RETIRE - HYBRID STABILIZATION	ENSURE SUFFICIENCY	500	
	TOTAL OFFICE OF SUPERINTENDENT		500	500

141 -72410-520400-000-00-00-00-00-	PENSIONS			1,000
141 -72410-511900-000-00-00-00-00-	ACCOUNTANTS/BOOKKEEPERS	ENSURE SUFFICIENCY	9,900	
141 -72410-521700-000-00-00-00-00-	RETIRE - HYBRID STABILIZATION	ENSURE SUFFICIENCY	1,000	
141 -72410-518600-000-00-00-00-00-	LONGEVITY PAY			9900
	TOTAL OFFICE OF PRINCIPAL		10,900	10,900
141 -72510-511900-000-00-00-00-00-	ACCOUNTANTS/BOOKKEEPERS			1,150
141 -72510-512200-000-00-00-00-00-	PURCHASING PERSONNEL	ENSURE SUFFICIENCY	650	
141 -72510-516100-000-00-00-00-00-	SECRETARY(S)	ENSURE SUFFICIENCY	450	
141 -72510-518600-000-00-00-00-00-	LONGEVITY PAY	ENSURE SUFFICIENCY	50	
141 -72510-535500-510-00-00-00-00-	TRAVEL - MILEAGE			500
141 -72510-552455-510-00-00-00-00-	IN SERVICE - CONFERENCES	ENSURE SUFFICIENCY	500	
	TOTAL FISCAL SERVICES		1,650	1,650
141 -72520-516100-000-00-00-00-00-	SECRETARY(S)			350,000
141 -72520-518900-000-00-00-00-00-	OTHER SALARIES AND WAGES	ENSURE SUFFICIENCY	350,000	
141 -72520-539909-127-00-00-00-00-	OCS - RECRUITMENT	YEARS OF SERVICE AWARDS	12,500	
141 -72520-549998-127-00-00-00-00-	OS & M - TEACHER CELEBRATION			12,500
	TOTAL HUMAN SERVICES/PERSONNEL		362,500	362,500
141 -72610-518966-350-00-00-00-00-	OSW - FIELD MAINTENANCE	ENSURE SUFFICIENCY	17,324	
141 -72610-520100-000-00-00-00-00-	SOCIAL SECURITY	ENSURE SUFFICIENCY	600	
141 -72610-520400-000-00-00-00-00-	PENSIONS			575
141 -72610-520600-000-00-00-00-00-	LIFE INSURANCE			100
141 -72610-521700-000-00-00-00-00-	RETIRE-HYBRID STABILIZATION			225
141 -72610-521200-000-00-00-00-00-	EMPLOYER MEDICARE	ENSURE SUFFICIENCY	300	
141 -72610-532800-510-00-00-00-00-	JANITORIAL SERVICES	INCREASED JNT/SCIENCE DISPOSAL	115,000	
141 -72610-535900-610-00-00-00-00-	DISPOSAL FEES	INCREASED DISPOSAL FEES	10,000	
141 -72610-535969-381-00-00-00-00-	DISPOSAL FEES - SCIENCE	INCREASED JNT/SCIENCE DISPOSAL	15,000	
141 -72610-539900-610-00-00-00-00-	OTHER CONTRACTED SERVICES			30,000
141 -72610-541500-510-00-00-00-00-	ELECTRICITY			100,000
141 -72610-543400-510-00-00-00-00-	NATURAL GAS			10,000
141 -72610-549966-350-00-00-00-00-	OS & M - FIELD MAINTENANCE			17,324
	TOTAL OPERATION OF PLANT		158,224	158,224
141 -72620-516100-000-00-00-00-00-	SECRETARY(S)	ENSURE SUFFICIENCY	650	
141 -72620-516700-000-00-00-00-00-	MAINTENANCE PERSONNEL			650
141 -72620-539900-620-00-00-00-00-	OTHER CONTRACTED SERVICES			50,000
141 -72620-539903-620-00-00-00-00-	OCS - FLOORS REP & RESURFACING	UNEXPECTED FLOOR DAMAGE	50,000	
141 -72620-539904-620-00-00-00-00-	OCS - PORTABLES			33,000

141 -72620-539936-620-00-00-00-00-	OCS - PEST CONTROL			6,000
141 -72620-542600-620-00-00-00-00-	GENERAL CONSTRUCTION MATERIALS	OPERATING GEN CONSTRUCTION NEE	90,197	
141 -72620-542600-620-00-00-00-00-	GENERAL CONSTRUCTION MATERIALS	ENSURE SUFFICIENCY	115,000	
141 -72620-542601-620-00-00-00-00-	GEN'L CONST - ASPHALT			30,000
141 -72620-542606-620-00-00-00-00-	GEN'L CONST - CONCRETE			46,115
141 -72620-542611-620-00-00-00-00-	GEN'L CONST - FLOORING			14,082
141 -72620-552455-620-00-00-00-00-	IN SERVICE - CONFERENCES			8,000
141 -72620-559900-620-00-00-00-00-	OTHER CHARGES			12,000
141 -72620-570100-457-00-00-00-00-P2280	ADMINISTRATION EQUIPMENT			50,000
141 -72620-572000-620-00-00-00-00-	PLANT OPERATION EQUIPMENT			6,000
	TOTAL MAINTENANCE OF PLANT		255,847	255,847
141 -72710-514600-000-00-00-00-00-	BUS DRIVERS			684,500
141 -72710-514630-000-00-00-00-00-	BUS DRIVERS - RETAIN/RECRUIT	ENSURE SUFFICIENCY	10,500	
141 -72710-514630-000-00-00-00-00-	BUS DRIVERS - RETAIN/RECRUIT	ENSURE SUFFICIENCY	10,000	
141 -72710-516200-000-00-00-00-00-	CLERICAL PERSONNEL	ENSURE SUFFICIENCY	675	
141 -72710-518700-000-00-00-00-00-	OVERTIME PAY	ENSURE SUFFICIENCY	327,000	
141 -72710-518900-000-00-00-00-00-	OTHER SALARIES AND WAGES	ENSURE SUFFICIENCY	312,000	
141 -72710-518920-000-00-00-00-00-	OSW - TRANS OFFICE			675
141 -72710-518930-000-00-00-00-00-	OSW - DRV TRAINER PAY	ENSURE SUFFICIENCY	25,000	
141 -72710-533800-710-00-00-00-00-	MAINTENANCE & REPAIR SV-VEHICLE	ENSURE SUFFICIENCY	30,000	
141 -72710-545300-710-00-00-00-00-	VEHICLE PARTS	ENSURE SUFFICIENCY	45,000	
141 -72710-549900-710-00-00-00-00-	OTHER SUPPLIES AND MATERIALS			15,000
141 -72710-572900-710-00-00-00-00-	TRANSPORTATION EQUIPMENT			60,000
	TOTAL TRANSPORTATION		760,175	760,175
141 -73300-520400-000-00-00-00-00-	PENSIONS			2,000
141 -73300-521700-000-00-00-00-00-	RETIRE - HYBRID STABILIZATION	ENSURE SUFFICIENCY	2,000	
141 -73300-539900-610-00-00-00-00-	OTHER CONTRACTED SERVICES	ENSURE SUFFICIENCY	6,000	
141 -73300-539940-801-00-00-00-00-	OCS - COMMUNICATIONS			6,000
	TOTAL COMMUNITY SERVICES		8,000	8,000
141 -73400-535500-386-00-00-00-00-	TRAVEL - MILEAGE			650
141 -73400-552400-386-00-00-00-00-	IN SERVICE/STAFF DEVELOPMENT	SOLUTIONS TREE	650	
	TOTAL EARLY CHILDHOOD/PRE K		650	650

WILLIAMSON COUNTY SCHOOLS
INTER-CATEGORY BUDGET ADJUSTMENTS
FISCAL YEAR 2025-2026

CENTRAL CAFETERIA - FUND 143

ACCOUNT	ACCOUNT DESCRIPTION	REASON	INCREASE	DECREASE
143 -73100-516200-000-00-00-00-00-	CLERICAL PERSONNEL	ENSURE SUFFICIENCY	430	
143 -73100-516500-000-00-00-00-00-	CAFETERIA PERSONNEL	ENSURE SUFFICIENCY	261,000	
143 -73100-516530-000-00-00-00-00-	CAFE PERSONNEL - RETAIN/RECRUIT			5,000
143 -73100-518600-000-00-00-00-00-	LONGEVITY PAY			8,000
143 -73100-518700-000-00-00-00-00-	OVERTIME PAY			40,430
143 -73100-518900-000-00-00-00-00-	OTHER SALARIES & WAGES			9,000
143 -73100-520100-000-00-00-00-00-	SOCIAL SECURITY	ENSURE SUFFICIENCY	9,000	
143 -73100-520400-000-00-00-00-00-	PENSIONS			40,000
143 -73100-520600-000-00-00-00-00-	LIFE INSURANCE			2,000
143 -73100-520700-000-00-00-00-00-	MEDICAL INSURANCE			158,000
143 -73100-520800-000-00-00-00-00-	DENTAL INSURANCE			8,000
143 -73100-521000-000-00-00-00-00-	UNEMPLOYMENT COMPENSATION			3,000
143 -73100-521200-000-00-00-00-00-	EMPLOYER MEDICARE	ENSURE SUFFICIENCY	3,000	
143 -73100-530600-000-00-00-00-00-	BANK CHARGES	BANK FEES	13,500	
143 -73100-530700-000-00-00-00-00-	COMMUNICATION	BANK CHARGES	2,500	
143 -73100-535500-000-00-00-00-00-	TRAVEL - MILEAGE	MILEAGE	2,000	
143 -73100-539900-000-00-00-00-00-	OTHER CONTRACTED SERVICES	ENSURE SUFFICIENCY	10,000	
143 -73100-542200-000-00-00-00-00-	FOOD SUPPLIES			21,500
143 -73100-542500-000-00-00-00-00-	GASOLINE	ENSURE SUFFICIENCY	500	
143 -73100-552400-000-00-00-00-00-	IN SERVICE/STAFF DEVELOPMENT			7,000
TOTAL CENTRAL CAFETERIA			301,930	301,930

WILLIAMSON COUNTY SCHOOLS
INTER-CATEGORY BUDGET ADJUSTMENTS
FISCAL YEAR 2025-2026

EXTENDED SCHOOL PROGRAM - FUND 146

ACCOUNT	ACCOUNT DESCRIPTION	REASON	INCREASE	DECREASE
146 -73300-511900-000-00-00-00-00-	ACCOUNTANTS/BOOKKEEPERS	ENSURE SUFFICIENCY	250	
146 -73300-511900-382-00-00-00-00-P2735	ACCOUNTANTS/BOOKKEEPERS	ENSURE SUFFICIENCY	6,000	
146 -73300-516400-382-00-00-00-00-P2735	ATTENDANTS			6,000
146 -73300-518600-000-00-00-00-00-	LONGEVITY PAY			250
146 -73300-542200-000-00-00-00-00-	FOOD SUPPLIES	ENSURE SUFFICIENCY	34,342	
146 -73300-542200-382-00-00-00-00-P2735	FOOD SUPPLIES			3,342
146 -73300-579000-000-00-00-00-00-	OTHER EQUIPMENT			31,000
TOTAL EXTENDED SCHOOL PROGRAM			40,592	40,592



To: Board of Education

From: Rachel Farmer, CFO

A handwritten signature in blue ink, appearing to be 'RF'.

RE: Copy of Resolution for 2026-2027 Capital Request

Date: June 15, 2026

In March you approved the capital request for the 2026-2027 Fiscal Year totaling **\$13,665,250**. The County Commission does not formally approve the capital budget until July, and it is done so by vote on the attached resolution by the full Commission. If any amendments are made, we will bring those back to you in August for necessary adjustments.

This copy puts the capital request in resolution form only.

RESOLUTION NO. _____
Requested by: Board of Education

RESOLUTION REQUESTING AN INTENT TO FUND FOR \$13,665,250 FOR THE WILLIAMSON COUNTY BOARD OF EDUCATION 2026-2027CAPITAL NEEDS

WHEREAS, there is a need for capital expenditures within the maintenance, technology, and other departments of the Board of Education beyond operational expenses and is being requested as follows:

	General Debt	Rural Debt
Total Maintenance Department	\$ 3,698,000	\$ 4,367,000
Total Technology Department	\$ 2,054,450	\$ 2,065,800
Total General Purpose Capital	\$ 1,480,000	
Total Capital Requests 2026-2027	\$ 13,665,250	

Now, THEREFORE BE IT SO RESOLVED, that the Williamson County Board of County Commissioners' meeting in regular session on July 13, 2026, approve **\$13,665,250** as noted in the projects above and attached and take the appropriate actions necessary to fund this amount.

BE IT ALSO FURTHER RESOLVED, that the County *may* fund the **\$13,665,50** in anticipation of the issuance of tax exempt bonds, with the expectation that the County will reimburse itself for any funding with the proceeds of the tax-exempt bond issues; and that this resolution shall be placed in the minutes of the Williamson County Board of County Commissioners and made available for inspection by the general public at the office thereof; and that this resolution constitutes a declaration of official intent under Treas. Reg. §1.150-2.

Commissioner

COMMITTEES REFERRED TO & ACTION TAKEN:

School Board:	For ____	Against ____	Pass ____	Out ____
Education Committee:	For ____	Against ____	Pass ____	Out ____
Budget Committee:	For ____	Against ____	Pass ____	Out ____
Commission Action Taken:	For ____	Against ____	Pass ____	Out ____

Jeff Whidby, County Clerk

Brian Beathard, Commission Chairman

Rogers Anderson, County Mayor

Williamson County Board of Education

Monitoring:

Review: Annually, in
October

Descriptor Term:

Student Transportation

Descriptor Code:

3.401

Issued Date:

11/18/19

Rescinds:

3.401

Issued:

11/15/04

1 BUS TRANSPORTATION

2 The Transportation Director shall have the responsibility of scheduling bus routes in such fashion that
3 riding time, overlap and duplication of services shall be minimal. If a parent chooses to send their child
4 to another county school, the parents are required to provide transportation all the way to and from the
5 school. The total transportation service and especially bus routes and student pick up points shall be
6 reviewed annually to discover more economical means of transporting students to and from school.
7 Bus routes shall begin officially at the point where the first eligible child is picked up.

8 No student shall be allowed to remain in transit to or from school on a school bus more than one and
9 one-half hours in the morning or one and one-half hours in the afternoon.¹

10 Day care centers will be considered the same as student domiciles in planning, scheduling, and
11 designating pickup points within established school transportation zones for students enrolled in
12 before-school and/or after-school programs at these day care centers.

13 Buses shall collect groups of students at convenient but designated pick-up points. Buses are not to
14 pick up students, house by house as this creates traffic congestion, results in unnecessary costs and
15 requires too much time. Students whose driveway enters a public road less than one-half mile from an
16 established route shall meet the bus at a designated point. Bus travel on private roads will be
17 determined by the transportation director based upon safety factors and accessibility.

18 No student shall be charged a fee for the privilege of being transported with public funds to any public
19 school.

20 No student in grades K-8 residing within the 9th Special School District will be transported by bus to
21 any county school.

22 Only those persons authorized by the Board shall be entitled to ride a school bus. Those persons
23 presently authorized are school system employees, students, or volunteers. All such volunteers and
24 others shall be approved by the principal or supervisor by name and in writing with a list of the same
25 forwarded to and approved by the transportation director prior to their riding the bus.

26 Visitors of eligible students who desire to ride the bus to or from school may be transported only at the
27 discretion of the principal. In no case, however, visitors will be transported when their presence will
28 overload the bus, or when their conduct or presence may cause disturbance or dissension.

29 (Refer to procedures)

STUDENT USE OF MOTOR VEHICLES REQUIRING A LICENSE ON SCHOOL GROUNDS

High school students may be permitted to operate and park motor vehicles on school grounds during the school day in accordance with school-based administrative procedures and expectations, subject to the following districtwide expectations:

- Students wishing to drive a motor vehicle on school grounds must have a valid driver's license and attend a school-based driver's safety class along with a parent/guardian.
- Students must register vehicles annually with the school and display any required permit or identification. Fees may be assessed in accordance with Board-approved fees.
- The operation of a motor vehicle on school property is a privilege, not a right, and may be suspended or revoked for violations of law, Board policy, or school rules.
- Reckless driving, excessive speed, unsafe operation, or failure to follow school traffic procedures may result in disciplinary consequences and/or loss of parking privileges.
- All student drivers must comply with state and local traffic laws, as well as school traffic patterns and supervision requirements.

Procedures governing registration, parking, traffic flow, and disciplinary consequences shall be developed by school administration.

STUDENT USE OF ELECTRONIC TRANSPORTATION NOT REQUIRING A LICENSE ON SCHOOL GROUNDS

Students in grades 3-12 may be permitted to operate personal electronic transportation devices (e.g., e-bikes, e-scooters, and similar devices) on school grounds in accordance with school-based administrative procedures and expectations subject to the following districtwide expectations:

- Students wishing to ride personal electronic transportation to school must complete a district-approved safety training class with a parent/guardian prior to operating such devices on campus.
- Prior to riding to school, students must register all electronic transportation devices with the school and display any required identification tag. Fees may be assessed in accordance with Board-approved fees.
- The use of personal electronic transportation on school property is a privilege, not a right, and may be suspended or revoked for violations of law, Board policy, or school rules.
- Students must comply with all applicable state and local laws, including traffic and safety requirements, while traveling to and from school and while on school property. Devices requiring a driver's license are governed under student motor vehicle provisions.
- Students must operate devices in a safe and responsible manner, including wearing an appropriate helmet, obeying traffic signals, using hand signals, yielding to pedestrians, and avoiding reckless behavior.

- Failure to follow school procedures, unsafe operation, or violation of established expectations may result in disciplinary consequences and/or loss of riding privileges.
 - Electric wheelchairs and other devices used to assist a student with a disability to support services described in an IEP, 504 plan or health plan are not subject to the above conditions but shall be governed by the terms of each such plan.
- Procedures governing training, registration, designated parking areas, and operational expectations, shall be developed by school administration.

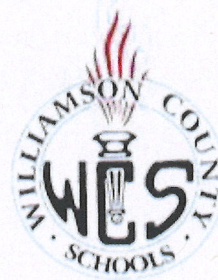
Legal References

1. [TCA 49-6-2101](#)
2. [TCA 49-6-2105](#)
3. [TCA 49-6-2116](#)
4. [TCA 55-8-307](#)

Cross References

[Student Fees and Fines 6.709](#)

1320 West Main Street Suite 202
Franklin, Tennessee 37064-3700
Phone (615) 472-4000
Fax (615) 472-4190
Website: <http://www.wcs.edu>



MEMORANDUM

TO: Williamson County School Board

FROM: Vickie Hall, Assistant Superintendent of Human Resources *VH*

DATE: June 15, 2026

RE: 2026-2027 Differentiated Pay Plan

Attached please find the proposed 2026-2027 differentiated pay plan. The state requires all local boards of education to submit a plan for approval each year. The proposed plan includes signing bonuses and retention bonuses for hard to fill teaching positions. The plan also includes supplements for other instructional leadership positions.

Staff recommends approval.

Williamson County Schools

2026-27 Differentiated Pay Plan

Hard-to-Staff	☒
Instructional Roles	☒
Performance	☐
Alternative Salary Schedule	☐

Hard to Staff (School, Subject, or Placement)	
Description	We offer a \$6,000 early signing bonus and a \$1,000 hiring bonus for the following hard-to-fill areas: middle/high school math, science, world language, K-12 special education, psychologists, and speech language pathologists. Teachers serving hard-to-fill roles excluding special education are paid a \$600 yearly retention bonus, and special education teachers are paid a \$1,200 yearly retention bonus after their first year with WCS. Priority Areas: K-4 (School Psychology, Special Education, Other), 5-8 (Math, Science, School Psychology, Special Education, World Language Other), 9-12 (Math, Science, School Psychology, Special Education, World Language, Other)
Eligibility Criteria	Certified in content/grade area and teaching a minimum of 3 sections in the hard-to fill content area. To receive the above retention bonus, teachers cannot have received suspension-level discipline in the year of the payment. Newly hired educators serving in hard-to-fill areas may be eligible for the early signing bonus based on fiscal availability, and educators serving in the approved hard-to-fill areas are eligible for yearly retention.
Compensation Type and Size	Compensation Type: Bonus Bonus Type: Signing/Recruitment/Retention Compensation Amount: Hard-to-fill early signing bonus $\\$6,000 \times 25 = \\$150,000$ Hard-to-fill hiring bonus $\\$1,000 \times 115 = \\$115,000$ Hard-to-fill yearly retention bonus $\\$600 \times 450 = \\$270,000$ Hard-to-fill yearly retention special education bonus $\\$1,200 \times 550 = \\$660,000$
Reach	1,140
Estimated Cost	\$1,195,000

Instructional Roles or Responsibilities	
Description	WCS offers instructional roles to staff to build capacity and leadership skills across the district. Responsibilities in these roles include mentoring other teachers, ensuring teacher alignment and commitment to WCS' scope & sequence, scheduling, and leading team meetings, etc. Role titles include Grade Level Chair, Building Level Teacher, Team Leader, Department Head, Testing Coordinator, Mentor, Science Facilitator, and Social Studies Facilitator. Number of Unique Roles: 5 or more

Eligibility Criteria	Level of overall effectiveness (LOE); Individual TVAAS; Certified in content/grade area; Attendance minimum (i.e., miss no more than 12 days); Years of experience; Advanced degrees Using the criteria listed as a baseline, administrators have responsibility in assigning these roles and additional responsibilities.
Compensation Type and Size	Compensation is dependent on the role and ranges from \$700 to \$3,650 annually.
Reach	900
Estimated Cost	\$1,370,062

Performance

N/A

Alternative Salary Schedule

Is the district implementing an alternative salary schedule? No

Education

We have differentiated pay lanes for advanced degrees (MA, MA30, EDS, and PhD/EDD) for teachers hired after July 1, 2014. For those hired prior to that date, we have additional pay lanes for additional credits (BS10, BS20, MA10, MA20).

Other

We offer \$2,500 yearly in additional compensation for full-time teachers and other professional personnel who hold a National Board Certification (NBC); Counselors, who hold a National Board for Certified Counselors (NBCC); Speech Language Pathologists who hold a Certification of Clinical Competency (CCC) Licensure; and Orientation/Mobility Specialists serving visually impaired students who hold ACVREP certification.

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Franklin, Tennessee 37064-3700
Phone (615) 472-4000
Fax (615) 472-4190
Website: <http://www.wcs.edu>



MEMORANDUM

TO: Williamson County School Board

FROM: Leigh Webb, Assistant Superintendent of Secondary Schools

CC: Jason Golden, Superintendent

DATE: May 29, 2026

RE: PECCA Recommendation – MOU changes

The PECCA Representatives have concluded their annual review of the 2025-28 Memorandum of Understanding and are recommending the changes outlined below. Edits are recommended for sections 5.3 Supplements and 9.7 Other Professional Responsibilities. Both changes add clarity and consistency to the current practice and provide no substantive change. Additionally, you will see the current year's salary schedules in Appendix A-1 and A2. It will be updated with the approved salary scheduled for the 26-27 school year once finalized by the Board.

See the attached document for highlighted changes.

Staff recommends approval.

Section 5.3 Supplements

- a. Supplements will be paid at the level listed below for teachers with an approved and funded supplement for that particular activity.

Supplements that require an active teaching license will receive experience for their supplement based upon the approved years of teaching experience as recorded with TNDOE and verified by WCS. The supplement percentage is based on the BSNH teacher pay lane.

Supplement level will be discussed as a salaries or wages item under PECCA.

Athletic Director Middle and Athletic Director High positions shall be filled by licensed teachers, with salary paid per the district's annual Athletic Supplements chart.

- b. Department Head, Team Leader Middle, Grade Level Chairperson, MS and HS Band and Orchestra Director, HS Chorus and Drama Director, Testing Coordinator, Assistant Band Director High, SSS Team Lead, Library Lead and MS and HS Athletic Director supplements shall be distributed over 22 pay periods.
- c. Supplements are generally only available to employees who work less than a 12-month contract. An exception to this general rule is for 12-month Career and Technical teachers who take on supplemented activities outside of their normal instructional assignment.
- d. Upon approval by the administrator and participating teachers, any of the supplements listed above may be split between educators if they are sharing both the work and time required to earn the supplement.

Section. 9.7 Other Professional Responsibilities

All educators shall make every effort to volunteer for up to four (4) extra-curricular and/or after school activities that occur in the day-to-day operation of the school, whether on or off campus. Part-time employees who work less than .5 of a teaching position will complete two (2) extra-curricular and/or after school activities. Those who work .5 or more of a teaching position will complete all four (4) required activities. If a teacher is split between two schools, the required activities will be split between their two schools. The list(s) shall be posted by secondary school principals in the fall, winter, and/or spring. Elementary events should be shared with as much notice as possible. If necessary, the principal shall equitably distribute the assignments among all faculty based upon the educator's preferences and will consider excusing those with exigent circumstances. Faculty members are expected to sign up or volunteer when requested, except when they are excused after discussion with the principal. Activities that are extraordinarily time intensive (over three (3) hours) may be counted as two (2) or more activities and shall be designated as such by the principal on the listing. Principals may not require participation beyond the maximum four (4) activities outside of Parent Teacher Conferences as scheduled by the calendar committee and one (1) Open House as

scheduled by the building principal. Participation in promotion and graduation ceremonies outside of the school day shall count as one (1) of the four (4) extra-curricular and/or after school activities. A time exemption will be granted for graduation events to extend beyond the three (3) hour limit as required by the event size.

MEMORANDUM OF UNDERSTANDING 2025-28

Williamson County Board of Education
and
PECCA Representatives
Selected by The Williamson County Education Association

Updated Spring 2026

Memorandum of Understanding

2025-2028

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ARTICLE I: RECOGNITION

Section 1.1 Date & Definition

This Memorandum of Understanding (MOU) is entered into this 16th day of June 2025 for the 2025-2028 school years by the Williamson County Board of Education, hereinafter referred to as the "Board", and the representatives of the professional employees of the Williamson County Board of Education selected pursuant to the terms of TCA §49-5-605, subject to annual amendments consistent with Tennessee law.

Section 1.2 Association Recognition

The Board hereby recognizes the Williamson County Education Association, hereinafter referred to as the "Association", as the exclusive designee for educator participants in collaborative conferencing pursuant to the terms of the Professional Educators Collaborative Conferencing Act of 2011 (PECCA), TCA §49-5-601 et seq., said determination having been made by Williamson County professional educators through a confidential poll per the terms of PECCA.

ARTICLE II: MANAGEMENT RIGHTS

Section 2.1 Board Rights

The educator participants in PECCA hereby recognize that all rights which are vested in the Board except those which are clearly and expressly relinquished herein by the Board, shall continue to be vested in and exercised exclusively by the Board without prior notice to the Association or the educator participants in PECCA either as to the taking of action under such rights or with respect to the consequence of such action during the term of this MOU.

Section 2.2 Savings

If any article or part of this MOU is held to be invalid by operation of law or by any tribunal of competent jurisdiction or if compliance with or enforcement of any Article or part should be restrained by such tribunal, the remainder of the MOU shall not be affected thereby.

Section 2.3 Modification of MOU

This MOU shall not be modified in whole or in part except by an instrument in writing prepared and approved in compliance with the terms of PECCA.

ARTICLE III: ASSOCIATION RIGHTS

Section 3.1 Use of Facilities

- a. The Association will be permitted to use school buildings and facilities for the purpose of conducting professional meetings before or after the educators' normal work assignment.
- b. These meetings shall be arranged in advance with the school principal consistent with that school's facilities use procedures. Permission to use the facilities will not be unreasonably withheld.

Section 3.2 Communications

- a. The Association shall have the right to post notices of activities and matters of Association concern on bulletin boards approved by the principal in an area designated for educator use, such as educator lounges and workrooms.
- b. The Association shall have the right to use educator mailboxes, including e-mail and videoconferencing, for communications purposes.

Section 3.3 Visitation

- a. Duly authorized representatives of the Association shall be permitted to transact official Association business at school locations before and after school and during the educator's lunch period, provided this shall not interfere with or interrupt normal school operations.
- b. The Association Representatives shall report their presence to the principal at the time of their arrival on school premises.

Section 3.4 Board Agenda

- a. The regular Board Agenda will include upon request by the Association president, an additional agenda item for Association communication to include the Board Work Session and Board Meeting.
- b. Upon request by the Association president, the Board Chairman will allow comment by an Association member before or after public comment.

Section 3.5 Released Time

- a. The Association shall have the right to use up to fifteen (15) days released time, with substitutes to be paid for by the Association, for educators who are officers or appointees of the Association in order to conduct Association business. Nothing within this MOU restricts the Association from exploring and implementing a part-time or full-time position for the Association president funded by the Association as approved by the District Superintendent.

- b. Members of committees, including but not limited to the PECCA Team, the Calendar Committee, and the Sick Bank Committee shall be given release time for any meetings that take place during the school day. Educators on the Sick Bank Committee shall be paid by WCS \$30 per hour per the terms of Section 5.4 below for committee meetings occurring outside the contract day described in Section 9.1 below.

ARTICLE IV: GRIEVANCE PROCEDURE

Section 4.1 Definitions

- a. "Grievance" shall mean a claim by an educator that there has been a violation, misrepresentation, or misapplication of the terms of this MOU.
- b. The term "days" shall mean any and all days. In the event the final day of any time limit described in this article falls on a weekend or system holiday, the deadline day shall be the next day the system is open.

Section 4.2 General Provisions

- a. The grievant(s) may submit a copy of the written grievance to the Association prior to proceeding to Step 2 of the grievance procedure described in Section 4.3 below. The Association may determine whether to participate in said grievance. In such event, the Association shall name an Association Designee in the written Grievance Form, attached hereto as Appendix B. A grievance that does not meet the time limits outlined in the procedures listed in Section 4.3 shall not be accepted.
- b. Grievances by two or more educators alleging the same violation, misrepresentation, or misapplication of the terms of this MOU may, upon agreement of the grievant(s) and the Board or representative, be joined together under the general provisions and procedures of the article.
- c. Failure by the designated supervisor at any step of the procedure to communicate the decision on the grievance within the specified time limit shall permit the aggrieved party to proceed to the next step.
- d. Failure by the grievant(s) to appeal to the next step within the prescribed time limits shall result in a withdrawal of the grievance.
- e. The filing of a grievance shall in no way interfere with the right of the Board and the Administration to carry out its management responsibilities, subject to the final disposition of the grievance. Any resolution of a grievance shall not be inconsistent with this MOU.
- f. No reprisals shall be taken by the Board or the Administration against an educator because of participation in a grievance.
- g. A grievance may be withdrawn at any level without establishing a precedent, except that if a grievance is withdrawn, the grievant(s) shall be prohibited from refiling a grievance based upon the same incident as the withdrawn grievance.

- h. All parties involved in a grievance may have a representative(s) of their choosing present at all steps of the procedure.
- i. The Board and the Administration shall cooperate in the investigation of any grievance.
- j. Neither the grievant(s) nor the Board shall be permitted to assert any grounds or evidence before the arbitrator which were not previously disclosed to the other party.

Section 4.3 Procedures

Step 1: The parties hereto acknowledge that it is most desirable for an educator and the administrator involved to resolve problems through free and informal communications. No later than 35 days after the event giving rise to the grievance or 35 days after the educator should reasonably have learned of the event giving rise to the grievance, whichever is later, the educator must discuss the grievance with the immediately involved supervisor. If this informal process fails to satisfy the educator, a formal written grievance may be processed as outlined below. See form, Appendix B.

Step 2: If the grievant(s) is not satisfied with the disposition of the grievance in Step 1, the educator may present the written grievance to the immediately involved supervisor no later than 15 days after the informal meeting. The administrator involved will arrange for a meeting to take place within ten (10) days after the receipt of the written grievance. The grievant(s) must specify the section of this MOU that is alleged to have been violated and shall state the specific redress sought. Within five (5) days after the meeting, the grievant(s) shall be provided with the administrator's written response, including the reasons for the decision.

Step 3: If the grievant(s) is not satisfied with the disposition of the grievance in Step 2, the grievant(s) may refer the grievance to the Superintendent of Schools within ten (10) days after the receipt of the Step 2 written decision. The Superintendent of Schools shall arrange for an appeal hearing to take place within 15 days of the Superintendent of Schools' receipt of the appeal. Within ten (10) days after completion of the appeal hearing, the grievant(s) shall be provided with the Superintendent of Schools' written response, including the reasons for the decision.

Step 4: If the grievant(s) is not satisfied with the disposition of the grievance in Step 3, the grievant(s) may within 35 days after receipt of the Step 3 written decision, notify the Superintendent of Schools the grievant wishes to mediate the grievance before an impartial hearing officer. The mutually agreed upon impartial hearing officer will limit the mediation to the grievance as stated in Step 1. If the parties reach a mutually agreed upon resolution, the terms of the agreement must be in writing, and the terms of the agreement cannot be appealed to the Board by either party. All costs for the mediation shall be borne by the two parties equally. Alternatively, the Grievant, at his or her sole discretion, may waive this step within 35 days after receipt of the Step 3 written decision.

Step 5: If the mediation of the grievant(s) is waived, and if the grievant(s) is not satisfied with the disposition of the grievance in Step 3, the grievant(s) may request a review of the decision by the Board within 35 days after the educator received the Step 3 written decision or within 35 days after the time limits for Step 3 have expired. The request shall be made in writing through the Superintendent of Schools, who shall attach all related documents and forward the request within seven (7) days to the Board. The Board shall review the grievance and shall schedule a Board hearing, pursuant to WCSB policy 1.401, within 25 days after the receipt of the Board hearing request. The grievant(s) shall receive a copy of the Board's decision within ten (10) days after the Board hearing.

No decisions made through this process shall be precedential for any grievance submitted by any subsequent grievant. However, in the event a grievance reaches Step 5 above, the parties to this MOU shall discuss the grievance decision at their next PECCA meeting to determine if a change in the terms of the MOU is appropriate.

ARTICLE V: SALARY AND SUPPLEMENTS

The Williamson County Board of Education approves and allocates the budgetary resources (i.e., defines how budgetary resources will be spent) and the Williamson County Commission appropriates budgetary resources (authorizes funding and the collection of taxes to generate appropriate revenue). Though great efforts have been made collaboratively to increase WCS teacher pay and benefits to mirror that of neighboring counties and match the value of the work taking place, we also recognize that more work needs to be done to increase teacher pay and benefits to match the value of their work.

Section 5.1 Salary Schedule

The base salary of each educator shall be covered by the regular salary schedule as set forth in Appendix A-1, which is attached to and made a part of this MOU.

Section 5.2 Method of Payment

- a. Except for the first month of the school year, educators shall have regular pay days each month on the 15th and end of the month. If the regular pay day comes before educators have worked ten (10) days during that school year, the first pay period for that school year will be the next regular pay day.
- b. Educators shall receive notice of all payments via email or Employee Access.
- c. Educators will have the option to select a financial institution/second account of their choice to divert a portion of their semi-monthly salary.
- d. All salary payments issued to educators will be electronically transferred to the financial institution(s) that the educator has selected.

Section 5.3 Supplements

- a. Supplements will be paid at the level listed below for teachers with an approved and funded supplement for that particular activity.

ACT Programming Lead (High)	\$700	Elementary Grade Level Chair/BLT	\$1,400
DECA, HOSA (High)	\$700	Library Lead	\$1,400
FFA (Middle)	\$700	Team Leader (Middle)	\$1,400
Robotics Team (Middle & High)	\$700	CTE Childcare Director (High)	\$2,625
Science Facilitator	\$700	Testing Coordinator (Elem & Middle)	\$2,125
Social Studies Facilitator	\$700	Testing Coordinator (High)	\$3,125
SORA Library Lead (Middle & High)	\$700	ISS Lead (Middle)	\$3,650
Teacher Mentor	\$700	Department Head (High)	\$3,650

CTSOs (for those attending state/national competitions)	\$700	Online Class Teacher (per sem course)	\$3,650
		SSS Team Lead	\$3,650
Orchestra (Middle)	6%	Orchestra (High)	7%
Choir (Middle)	6%	Chorus (High)	7%
Drama (Middle)	7%	Drama (High)	10%
Band Director (Middle)	10%	Band Director (High)	18%
Choir (Elementary)	4%	Assistant Band Director (High)	10%

The above chart is proposed and contingent on County Commission and Board approval of the budget.

Supplements that require an active teaching license will receive experience for their supplement based upon the approved years of teaching experience as recorded with TNDOE and verified by WCS. The supplement percentage is based on the BSNH teacher pay lane.

Supplement level will be discussed as a salaries or wages item under PECCA.

Athletic Director Middle and Athletic Director High positions shall be filled by licensed teachers, with salary paid per the district's annual Athletic Supplements chart.

- b. Department Head, Team Leader Middle, Grade Level Chairperson, MS and HS Band and Orchestra Director, HS Chorus and Drama Director, Testing Coordinator, Assistant Band Director High, SSS Team Lead, Library Lead and MS and HS Athletic Director supplements shall be distributed over 22 pay periods.
- c. Supplements are generally only available to employees who work less than a 12-month contract. An exception to this general rule is for 12-month Career and Technical teachers who take on supplemented activities outside of their normal instructional assignment.
- d. Upon approval by the administrator and participating teachers, any of the supplements listed above may be split between educators if they are sharing both the work and time required to earn the supplement.

Section 5.4 Stipends and Hourly Work Rates

Educators may be asked to attend workshops beyond required contract in-service requirements, work beyond the duty day or calendar in order to accomplish district wide curriculum writing assignments or conduct workshops for WCS. These activities must be approved prior to the

work being performed for payment. If payment is received for any of the below activities the educator will not be eligible to use the hours for continuing education credits (CEU's) for license renewal.

- a. Educators shall be paid \$30 per hour for such work as tutoring or curriculum writing or participation in IEP/504/RTI meetings that occur outside of the workday when approved by the school principal or central office supervisor. Such work shall be scheduled to be no less than one (1) hour in duration. Educators shall be paid no less than \$30 for each such meeting even if the meeting concludes in less than one (1) hour.
- b. Educators shall be paid a maximum of \$180 per day prorated in half day increments when attending a workshop that exceeds the requirements for meeting the 200-day contract if the workshop attendance is requested by the school system and determined to be necessary for the efficient operation of the system.
- c. Teachers who conduct workshops shall be paid \$420 for each full day they are conducting the training. This wage is calculated based on doubling the hourly rate on a seven-hour day.

Section 5.5 Online Program

Notwithstanding anything herein to the contrary, any full-time teacher exclusively teaching online classes during the term of this MOU shall be paid per the teachers' salary schedule, Appendix A-1. A teacher's schedule may vary from the traditional schedule in Article IX. Enrollment for each online course shall adhere to the State Board of Education Rules & Regulations governing pupil teacher ratio for that course's classroom equivalent.

ARTICLE VI: BENEFITS

Section 6.1 Health Coverage

- a. Each full-time educator will be eligible to participate in the Williamson County self-insurance medical/dental plan. The Williamson County self-insurance plan, administered by Williamson County government, is on a January 1 calendar year, but this MOU is scheduled on a July 1 calendar year. In the event Williamson County government proposes any changes to that plan that might take effect during the term of this MOU that may affect the benefits described in this Article, the parties hereto shall meet to discuss any such proposal prior to implementation, and any change during the term of this MOU must be approved by the Board of Education.
- b. Any full-time educator who desires to decline the health plan may select an in-hospital indemnity plan provided by the Board instead of a health plan.
- c. Any full-time educator may purchase an additional amount of coverage for the immediate family equal to that provided by the Board for a full-time educator.
- d. Additional health insurance options in addition to the existing plan choices may be made available to full-time educators, including options such as flexible benefit plans, Health Savings Accounts, etc.

Section 6.2 Life Insurance

- a. The Board will provide an amount of group term life insurance of no less than \$50,000 for each full-time educator.
- b. The full-time educator group term life insurance program provided by the Board will include a double indemnity clause for accidental death and dismemberment.
- c. Any full-time educator may purchase additional life insurance coverage from plans approved by the Board at personal expense through payroll deduction.

Section 6.3 Dental Coverage

- a. Each full-time educator will be eligible for a Board-approved dental plan.
- b. Any full-time educator may purchase an additional amount of dental coverage for immediate family equal to that provided by the Board for a full-time educator.

Section 6.4 Disability Coverage

Each full-time educator will be eligible for a Board-approved disability plan pending funding.

Section 6.5 Description

- a. The Board shall provide each full-time educator a description of the coverage provided above within ten (10) days of the beginning of the school year or date of employment. The description of conditions and limits of coverage as provided shall be delivered in clear and concise language.

Section 6.6 Funding

- a. Educators shall be provided an individual medical and dental coverage option without an employee-paid premium.
- b. Educators that select dependent medical and/or dental coverage shall pay 20% of the funded premium. Dependent coverage shall include rates for each of the following: employee + one, employee with more than one (family).
- c. Retired educators who meet the county service requirements of at least ten (10) consecutive years of employment in WCS and were hired before July 1, 2009, who select medical and/or dental coverage and who receive TCRS retirement benefits shall pay 20% of the established premium. Retiring educators who meet the county service requirements as outlined in 6.7 b, and who receive TCRS retirement benefits and select medical and/or dental coverage, shall pay 20% of the established premium. They may also continue life insurance in the amount of \$15,000 by paying the full premium.
- d. Educators eligible for COBRA coverage shall pay the full premium plus plan administration cost of 2%.
- e. Dependent coverage will be payroll deducted in equal semi-monthly installments from the salaries of those full-time educators who select the coverage.
- f. If two members of a family are covered by the health and dental plan of the board, the dollar amount of both premiums may be applied to the family premium.
- g. A spousal surcharge of \$100 per month will be charged to employees hired after July 1, 2007 and re-enrollees that participate in the Williamson County medical/dental plan and whose spouses are eligible for, but reject, such insurances through their own employer.

Section 6.7 Continuation

- a. Full-time educators on approved non-paid leave will have the option to continue the dental, disability, health, and life coverage by paying the premium to the Williamson County Self-Insurance Fund (WCSIF) within the first five (5) days of the calendar month of coverage.
- b. Retiring educators hired before July 1, 2009, who meet the county service requirements of at least ten (10) consecutive years of full-time employment with Williamson County, and are at least 55 years of age, or who have 30 consecutive years of full-time employment in Williamson County, regardless of age, have the option to continue health and/or dental coverage, paying 20% of the premium. Said educators have the option to continue life insurance up to \$15,000, with the employee paying the full premium to the WCSIF within the first five (5) days of the calendar month of coverage. After age 65, available coverage for life insurance may decrease. Upon becoming Medicare eligible, retired educators are automatically enrolled in the Medicare Advantage plan chosen by the WCSIF and may continue paying 20% of the established health premium.

Educators hired after July 1, 2009, are not entitled to receive upon retirement the benefits described in this subparagraph b.

- c. Full-time educators may, upon resignation or termination, have the right to continue the health and dental coverage up to 18 months, by paying the premium and plan administration cost of 2% of the WCSIF, within the first five (5) days of the calendar month of coverage (COBRA).

Section 6.8 Employee Tuition Rates

The out-of-county family tuition rate for employees' children shall be set by the Board of Education annually. Tuition expenses for employees, including Educators, are governed by Standard Operating Procedure 2.523p, Employee Tuition Rate.

ARTICLE VII: LEAVES OF ABSENCE

Section 7.1 Sick Leave

- a. Definition: Sick leave shall mean leave of absence because of illness of the educator from natural causes or accident or the illness or death of the educator's spouse, parent, grandparent, children, grandchildren, brothers, sisters, mother-in-law, father-in-law, daughter-in-law, son-in-law, brother-in-law, sister-in-law, or other family member with approval of the Superintendent of Schools which necessitates the absence of the educator.
- b. Allocation: The time allowed for sick leave with pay shall be one (1) day for each school month (20 days) of employment. Sick leave shall be cumulative for all earned days not used.
- c. Advance Use: An educator in need of sick leave shall be allowed to use unearned sick leave up to the number of days which such educator may accumulate during the remainder of the current year in which employed. Upon termination of the employment of such educator before such days are earned or at the end of the school year, there shall be deducted from the final salary of such educator an amount based on the educator's daily rate of pay sufficient to cover any excess sick leave days used. If such final salary is insufficient for this purpose, the educator shall be liable for reimbursement of any amount in excess of the final salary.

Section 7.2 Bereavement Leave

- a. Definition: Bereavement leave shall mean leave of absence because of the death of the educator's spouse, parent, grandparent, children, grandchildren, brothers, sisters, mother-in-law, father-in-law, daughter-in-law, son-in-law, brother-in-law, sister-in-law, or other family member with approval of the Superintendent of Schools which necessitates the absence of the educator.
- b. Allocation: Up to a maximum of three (3) days of bereavement leave each year shall not be charged against the educator's sick leave accumulation. Furthermore, up to two additional days may be purchased pursuant to the SOP at the average cost of a substitute. Up to three (3) additional days may be purchased for a second qualifying event. These days shall be non-cumulative. This does not eliminate the use of sick leave for bereavement if the need exceeds three (3) days.

Section 7.3 Personal & Additional Leave

- a. Personal Leave Definition: Personal leave shall mean a leave of absence for the purpose of transacting or attending to personal business and may be used for any purpose at the discretion of the educator.

- b. Allocation: The time allowed for personal leave with pay shall consist of one (1) day per each one-half year employed per school year. (Half year employed means the employee must have been in an active pay status every day of the first 100 days of the school year to earn one (1) day leave and in an active pay status all 100 days of the second half of the contract year to earn the second day.) Any personal leave remaining unused after the end of the year shall be credited to that educator as sick leave.
 - 1. Educators will be granted one (1) additional leave day annually after 15 consecutive years in Williamson County. The additional leave day should be used during the year it is earned as it will not roll into sick leave.
- c. Advance Use: An educator in need of personal leave shall be allowed to use unearned personal leave up to the number of days which such educator may accumulate during the remainder of the current year. Upon termination of such educator before such days are earned, there shall be deducted from the final salary of such educator an amount based on the daily rate of pay sufficient to cover an unearned personal leave day used. If such final salary is insufficient for this purpose, the educator shall be liable for reimbursement of any amount in excess of the final salary.
- d. In addition to the personal leave described above, each educator governed by this MOU shall start employment with three (3) days available local leave whereby the educator can “pay” the cost of their substitute for an additional day of leave for personal reasons. Thereafter, each said educator will accrue one (1) additional such day per year, except that the total available days may not at any point exceed a maximum of three (3) available days. The employee will have the cost of the substitute deducted from their paycheck during the pay period the leave was used. The cost of the substitute day will be the average cost of a substitute and will be based on an amount determined at the beginning of each school year. All educators utilizing this leave will be charged the cost of the substitute whether or not a substitute was utilized during their absence.

Section 7.4 Uncompensated Leave

- a. Any educator requesting an uncompensated leave for military service, legislative service, maternity, adoption, or recuperation of health or other leaves required by state and/or federal laws shall be granted approval by the Superintendent of Schools without forfeiture of accumulated leave credits, tenure status, or other fringe benefits (TCA 49-5-702).
- b. Any educator requesting an uncompensated leave for educational improvements, parental leave, or other sufficient reason(s) may be granted approval by the Superintendent of Schools; however, the educator will lose all fringe benefits and many other benefits that accrue as a result of employment, including but not limited to credited time toward retirement.

- c. Educators who take approved uncompensated leave, not exceeding ten (10) days per year, shall not lose insurance benefits.

Section 7.5 Leave Application Procedures

- a. When an educator needs to be absent, the educator shall notify the supervisor or designee, as soon as possible before the school day begins. The educator is responsible for recording the absence, by telephone or internet, in the automated substitute teacher calling system or in "Employee Self Service", as required for the position.
- b. The educator shall complete a written Long-Term Leave of Absence Application for a leave request of ten (10) days or more, including any accompanying physician's statement or other documentation required by the application.
- c. For long term medical leave requests, the Superintendent of Schools may require at the system's expense an examination by another physician other than the physician certifying the medical disability.
- d. In the event of the absence of an educator in excess of the sick leave days available to the educator, the Superintendent of Schools may require an examination by a physician certifying the previous absences. The system would pay for the second opinion.
- e. The Superintendent of Schools or designee may require a physician's statement for any sick leave claim.
- f. The Superintendent of Schools or designee may require documentation to establish the cause for any bereavement leave claim.
- g. The system shall keep a record of the accumulated sick leave for each eligible educator in its employ and shall provide a verified copy to the educator upon request.
- h. Written application for personal leave shall be filed with the principal no less than 24 hours prior to the date of the proposed absence, except in cases of emergency. The educator shall not be required to give reasons for use of any personal leave. This leave will be subject to approval by the principal in all cases except those covered by "j" below.
- i. The approval of the Superintendent of Schools shall be required for personal leave approval under the following conditions:
 - 1. If more than 10% of the educators in any school request personal leave on the same day (in making this calculation, any major fraction shall be considered as one).
 - 2. If personal leave is requested during any prior established examination period.

3. If personal leave is requested on the day immediately preceding or following a holiday or vacation period.
- j. If any educator fails to secure approval for any paid leave or provide appropriate notice and documentation, forfeiture of the paid leave will result.
 - k. Written application for an uncompensated leave of absence shall be filed with the principal no less than 30 days prior to the date of the proposed absence, except in the case of an emergency. The request, with the principal's recommendation, shall be forwarded to the Superintendent of Schools or designee for recommendation. The educator shall be notified in writing of the Superintendent of Schools action on the uncompensated leave of absence. The educator may apply for an extension of leave using the same procedure as used to apply for the original leave.

Section 7.6 Return Rights

- a. Upon returning to employment, the educator shall assume all previous rights and privileges.
- b. Any educator on approved leave shall notify the principal in writing at least 30 days prior to the date of return if the educator does not intend to return to the position from which the leave was taken. Failure to render such notice shall be considered a breach of contract.

Section 7.7 Substitute Notification

Educators will input absences into the automated substitute calling system, by telephone or internet. It shall be the duty of the principal, or designee, to ensure the securing of a substitute when the educator notifies the principal and requests leave approval. An educator may suggest a particular individual(s) when notifying a school of their impending absence; however, the principal shall retain the authority for assigning all the substitutes and inputting pre-arranged substitutes in the system.

ARTICLE VIII: STUDENT DISCIPLINE PROCEDURES

Section 8.1 Board Support and Assistance

- a. The Board recognizes its responsibility to give all reasonable support and assistance to educators with respect to the maintenance of control and discipline in the classroom.
- b. Whenever it appears that a particular student requires the attention of special teachers, special counselors, social workers, law enforcement personnel, physicians, or other professional persons, the Board will take reasonable steps to assist the educators with respect to such students.

Section 8.2 Corporal Punishment Policy

Written statements of the current School Board Policy governing student suspension, expulsion, and the use of corporal punishment of students shall be available at each school.

Section 8.3 Classroom Control

- a. Subject to special education law and all other applicable legal authority, an educator may exclude a student from class when the grossness of the offense, the persistence of the misbehavior, or the disruptive effect of the violation make the continued presence of the student in the classroom intolerable.
- b. In such cases, the educator will furnish the principal full particulars of the incident in writing when the student is sent to the office. The principal shall furnish the teacher in writing, prior to the student returning to class, the corrective action(s) that will be applied.

Section 8.4 Assault on Educators and/or Students

- a. Assault is defined in Tennessee as (i) Intentionally, knowingly or recklessly causing bodily injury to another; (ii) Intentionally or knowingly causing another to reasonably fear imminent bodily injury; or (iii) Intentionally or knowingly causing physical contact with another which a reasonable person would regard as extremely offensive or provocative. When a teacher concludes he or she has been assaulted by a student, a meeting to discuss the assault will be held with an administrator no later than the end of the next school day following the assault.
- b. An educator may use such force as is reasonable and necessary for personal protection or protection of a student from attack or injury. Any such attack shall be reported to the principal immediately.

- c. The Board will provide legal counsel on request to advise the assaulted educator of rights and obligations and shall promptly render assistance to the educator in connection with the handling of the incident by law enforcement and judicial authorities.
- d. Educators injured in the line of duty are eligible for worker's compensation but must report such injury to their supervisor and complete necessary paperwork to document the injury. In the event an Educator is denied worker's compensation for a claimed injury, that Educator may request the Assistant Superintendent for Human Resources to review the decision.
- e. Educators incurring damage to eyeglasses, hearing aids, dental devices, prosthetic devices, or other personal property as a result of a student's act are eligible to file for a claim for reimbursement with the county risk management. A report of the incident must be reported immediately to the supervisor, who will assist the educator in obtaining the necessary paperwork.

Section 8.5 Loss of Pay

- a. Time lost by an educator in connection with any incident mentioned in this Article shall not be charged against the educator. The educator shall suffer no loss of pay or benefits up to 30 days, verified by a physician's statement of inability to work, as a result.
- b. If the need exists beyond the 30 days, consideration shall be given to providing the educator with no loss of pay or benefits. Contact should be made with the Human Resources Department and the WCS attorney.

ARTICLE IX: HOURS AND LOAD

Section 9.1 Hours

- a. The educator's workday shall consist of seven and a half (7 ½) hours, inclusive of any before or after school activities, based on a 180-student day school year.
- b. The Superintendent of Schools may reduce the workday hours for the efficient operation of the school system.

Section 9.2 Load

Secondary school educators shall not be required to teach in more than three (3) subject areas with a total of three (3) teaching preparations, except in extraordinary cases approved annually by the Superintendent of Schools or designee.

Section 9.3 Planning Time

- a. The Board shall provide each elementary and middle school educator with two hundred and twenty-five (225) minutes planning time per week with no period less than 30 consecutive minutes per day. This planning time should be protected from any other school duties. One hundred and fifty (150) minutes of planning time shall be protected for individual duty-free teacher planning while the remaining planning time may be utilized for other planning such as team planning, data review, and student-specific meetings.
- b. The Board shall provide each high school educator with a daily planning period equivalent in length to a daily teaching period at his or her particular high school. This planning time should be protected from any other school duties. One hundred and fifty (150) minutes of planning time shall be protected for individual duty-free teacher planning while the remaining planning time may be utilized for other planning such as team planning, data review, and student-specific meetings.
- c. Each semester, the Administrative Day immediately prior to the first day of each semester school for students shall be designated as a day for teachers to prepare for instruction in their respective rooms. There shall be no meetings called by central office staff, school administrators, or any employee association during the regular school hours on this day. Teacher Prep Days, as identified each semester on the school calendar, shall be designated as a day for teachers to prepare for instruction in their respective rooms. There shall be no meetings called during the regular school hours on this day.

- d. Upon request by the Chief Employee Representative, a Planning Period Committee shall be established consisting of three (3) members appointed by the Association and three (3) members recommended by the Superintendent of Schools and approved by the Board. This committee will meet to review any teacher's schedule which does not include the planning period requirements set forth in 9.2(a) and (b) or 9.3(a) and (b) in an effort to find alternatives and to propose solutions to the Superintendent of Schools.

Section 9.4 Duty-Free Lunch

- a. Included in the seven and a half (7 ½) hours workday, all educators shall have duty-free lunch time during the regular school day, equal to the amount of time given to their students for lunch. This lunch period shall be a minimum of 25 minutes. For schools with extended lunch/remediation periods during which actual lunch period has not been fully defined, educators must have a minimum of 25 minutes duty free lunch period per day.
- b. Educators may be required to escort their students to and from the dining area.
- c. Educators will be assigned no other duties during this time.

Section 9.5 Meetings

- a. Educators may be required to arrive before the start or remain after the end of the regular school day, without additional compensation, for the purpose of attending faculty or other school level professional meetings, no more than one (1) day each week.
- b. A maximum of three (3) hours per month may be allocated for before and/or after school professional staff meetings. At the beginning of each semester, the administrator shall decide whether to schedule 45-minute, one (1) hour, or one and a half (1 ½) hours professional staff meetings in order to allow for adequate planning time for teachers to arrange their schedules.
- c. Every effort shall be made not to call such meetings on Friday, or any other day immediately preceding a holiday, vacation or other day, upon which educator attendance is not required at school.
- d. The notice of such meetings shall be given to educators involved prior to the meeting, except in cases of emergency. Educators shall have the opportunity to suggest items for the agenda.
- e. Every effort shall be made to conduct Individual Education Plan / RTI / 504 meetings during the school day. When it is necessary to hold said meetings outside of the workday educators shall be paid according to Article V - Section 5.4.

- f. Principals should work to distribute IEP and 504 meetings among teachers to ensure all teachers receive their required 150 minutes of duty-free individual planning per week. Principals should reach out to their assistant superintendents as needed for methods to support the need of student meetings and teacher planning periods (i.e., use of substitutes, administrative days, flexible scheduling, etc.).

Section 9.6 Faculty Advisory Committee

- a. Nothing in this MOU shall be construed as prohibiting the principal from establishing a faculty advisory committee.
- b. This committee shall be advisory only, and no action, resolution, or vote of said committee shall be binding.

Section. 9.7 Other Professional Responsibilities

All educators shall make every effort to volunteer for up to four (4) extra-curricular and/or after school activities that occur in the day-to-day operation of the school, whether on or off campus. Part-time employees who work less than .5 of a teaching position will complete two (2) extra-curricular and/or after school activities. Those who work .5 or more of a teaching position will complete all four (4) required activities. If a teacher is split between two schools, the required activities will be split between their two schools. The list(s) shall be posted by secondary school principals in the fall, winter, and/or spring. Elementary events should be shared with as much notice as possible. If necessary, the principal shall equitably distribute the assignments among all faculty based upon the educator's preferences and will consider excusing those with exigent circumstances. Faculty members are expected to sign up or volunteer when requested, except when they are excused after discussion with the principal. Activities that are extraordinarily time intensive (over three (3) hours) may be counted as two (2) or more activities and shall be designated as such by the principal on the listing. Principals may not require participation beyond the maximum four (4) activities outside of Parent Teacher Conferences as scheduled by the calendar committee and one (1) Open House as scheduled by the building principal. Participation in promotion and graduation ceremonies outside of the school day shall count as one (1) of the four (4) extra-curricular and/or after school activities. A time exemption will be granted for graduation events to extend beyond the three (3) hour limit as required by the event size.

ARTICLE X: EDUCATOR CONDUCT AND DISCIPLINARY PROCEDURES

Section 10.1 Definitions

Educators may be disciplined under the terms of this article for insubordination, unprofessional conduct, incompetence, inefficiency, conduct unbecoming to a member of the teaching profession, and/or neglect of duty, including but not limited to tardiness or absenteeism. Allegations of incompetence or inefficiency will most frequently be governed by the “Evaluation” article of this Contract.

Disciplinary action shall be for just cause and may include the following:

1. Oral reprimand (documented but not placed in the personnel file)
2. Written reprimand
3. Suspension
4. Dismissal of an educator, which is governed by T.C.A. §49-5-501 et.seq.

The type of discipline administered above shall be determined based upon consideration of the seriousness of the offense and the educator’s employment record. For minor infractions, an oral reprimand will be given to an educator before a written reprimand is issued. The immediately involved supervisor determines what constitutes a minor infraction. Disciplinary action shall be conducted at the lowest supervisory level whenever reasonably possible.

Section 10.2 Notification

An investigation of the actions which may be the basis for discipline shall be conducted and shall include a conference with the educator prior to any implementation of discipline, except that the Superintendent of Schools may suspend an educator at any time that may seem necessary, pending investigation as described in T.C.A. §49-5-511. Every reasonable effort shall be made to complete an investigation within one (1) pay period. However, the parties hereto recognize that some investigations cannot be completed within that time, whether due to scheduling issues, involvement of the Tennessee Department of Children’s Services, involvement of law enforcement agencies, or otherwise. In the event a suspension pending investigation without pay extends for more than one (1) pay period, the Human Resources Department shall notify the employee and the appropriate representative of said event and the reason(s) for it. Each such suspension shall be reviewed each pay period, and the continuation of the suspension of pay shall be reconsidered at that time. In the event of a suspension without pay that extends beyond one (1) pay period, a suspended teacher may request early payment of summer income which has already been earned prior to the date of suspension. The Human Resources Department will inform employees if they are at risk of an impact on employee benefits due to a suspension pending investigation that extends beyond one (1) pay period.

The educator shall be given at least 24 hours' notice, not counting weekends, of the said conference and subsequent interviews on the same topic that could lead to discipline, while the educator shall have the right to have an Association or other representative or a personal attorney present during the said conference, provided the Educator agrees to a scheduled meeting within three (3) business days of said notice. An educator who disagrees with the allegations presented may respond in writing within two (2) days of that conference. In the event the second day falls on a weekend or other day in which the central office is closed, the response may be made on the next day the central office is open. After investigation and the opportunity to respond, the supervisor shall give the educator notice of what discipline, if any, will be administered.

Section 10.3 Review and Appeal

For discipline more severe than a written reprimand, the Superintendent of Schools shall review the supervisor's proposal and accompanying records and may uphold, modify, or set aside the proposed disciplinary articles.

Suspension of three (3) days or less may be appealed to the Superintendent of Schools at a recorded conference, if requested within five (5) days of receiving the written notice of suspension. Both parties may be represented by counsel at the conference, which shall be recorded.

If a non-tenured teacher is dismissed or suspended for more than three (3) days, then the Superintendent shall follow the separation practice for non-tenured teachers set out in Tennessee state law and WCSB policy 5.201.

If a tenured teacher is dismissed or suspended for more than three (3) days, then the Superintendent shall follow the separation practice for tenured teachers set out in Tennessee state law and WCSB policy 5.200.

Section 10.4 Notice of Deficiencies

In addition to the progressive discipline described in Section 10.1 above, the Board recognizes the concept of progressive improvement. In the event an administrator determines that an educator has deficiencies in his or her work, that administrator may, outside the evaluation process, notify the educator in writing of any alleged deficiencies, indicate expected correction, propose an improvement plan specifying necessary improvements or needed actions, and indicate a reasonable period of time for correction. That time period shall in no event be less than twenty (20) days.

Section 10.5 Employee Rights

Nothing contained herein shall act to limit an educator's rights under the Grievance Procedure of this Contract. Nothing contained herein shall be construed to limit the rights and obligations of the educators and the Superintendent of Schools under the dismissal procedures of T.C.A. §§495-511, 49-5-512 and related law. The provisions of this article do not apply to investigations under Board Policy 5.500, Discrimination, Harassment of Employees.

ARTICLE XI: COMPLAINTS

Section 11.1 Complaints

Any written complaint regarding an educator made to any member of the administration by a parent, student, or other person shall be investigated by the administrator and the following steps shall be taken:

- a. A copy of the written complaint shall be made by the recipient of the complaint and sent to the affected educator with five (5) days of its receipt.
- b. The educator shall acknowledge the opportunity to review such complaint by signing the filed complaint with expressed understanding that such signature in no way indicates agreement with the contents thereof.
- c. The investigation of such complaints shall begin as soon as possible, but in no event shall the investigation start later than ten (10) days from its receipt.
- d. The educator shall be given an opportunity to respond to the complaint and meet with the complainant and the immediate supervisor upon educator request, in order for the educator to rebut the complaint. It shall be the responsibility of the immediate supervisor to schedule such a meeting.
- e. If the person making the complaint refuses to participate in this procedure within fifteen (15) days of the educator's notification to the complainant of a request for a meeting, the complaint will be designated as unsubstantiated and any and all references to the complaint shall not be included in the educator's personnel file.
- f. The educator shall have the right to submit a written answer to such complaint to the supervisor conducting the investigation for review. The supervisor conducting the investigation may request the educator to provide a written response to the complaint. If the educator does not provide or refuses to provide a requested written response, the supervisor conducting the investigation may include such a statement with the complaint.
- g. If the educator or the complainant finds the resolution to be unsatisfactory, an appeal may be made to the Superintendent of Schools, within ten (10) days after receipt of the supervisor's response. The Superintendent of Schools will schedule a meeting with the educator and the complainant within ten (10) days of the written request.
- h. Any substantiated complaint, as determined by the immediately involved supervisor, may be used to evaluate an educator. Unsubstantiated complaints shall not be maintained as part of an educator's file.

- i. A complaint arising from supplemented activities or potential violation of state or federal laws or Board policy shall not be investigated under the procedures and steps under this Article XI.

ARTICLE XII: NOTICE OF VACANCIES

Section 12.1 Notice of Vacancies

- a. A current register of educator vacancies shall be readily accessible and posted online.
- b. Such notification of educator vacancies shall not prevent the Superintendent of Schools from filling a position if desirable applicants are available.
- c. Such vacancy notice shall contain the date of issue, the available position, and the location of the vacancy.
- d. Current educators may apply for a voluntary transfer between schools and may apply for all vacant educator positions in accordance with the SOP 5.113p, provided they make written application to the Human Resources Department, and they are licensed for the vacant position.
- e. If an involuntary transfer occurs after the beginning of the school year, the school system shall transport the educator's materials/equipment to the new work location. A substitute shall be provided for one (1) day to allow the educator preparation time for the new assignment.

Section 12.2 Reassignment Within the School

Reassignments within the school shall not be made for arbitrary or capricious reasons.

ARTICLE XIII: SCHOOL CALENDAR

Section 13.1 Responsibility

It is the responsibility of the Board to establish and implement the school calendar.

Section 13.2 School Calendar Committee

- a. The proposed school calendar shall be developed by the School Calendar Committee. The committee will be composed of not more than five (5) members appointed by the Association and not more than five (5) members recommended by the Superintendent of Schools and approved by the Board.
 - 1. The Association recommends that the Board consider not scheduling more than one (1) parent-teacher conference after the workday in the same school week.
- b. The Board shall designate one of its appointees as chairman who shall initiate the first meeting.
- c. In alignment with the annual Board Agenda, the School Calendar Committee shall submit a written proposed calendar for the subsequent school year to the Superintendent of Schools.
- d. If the Board sends back a proposed calendar for revision, the Board representative shall make every effort to reconvene the school calendar committee to discuss options the Board leaves open in their requirements.

Section 13.3 School Calendar Changes

- a. In the event that the Board determines a need to change the school calendar due to the exhaustion of all available stockpiled days, the Calendar Committee will submit to the Superintendent of Schools, within ten (10) days, written recommendations for making up days missed.
- b. Any calendar which would result in the loss of a pay period for employees shall be approved by the Board a minimum of six (6) months in advance per pay period lost.

ARTICLE XIV: CLASS SIZE

Section 14.1 Class Size

- a. Because the class size is an important aspect of an effective educational program, the Board and the educator representatives to PECCA agree that class size should be lowered whenever possible.
- b. Every effort will be made not to exceed the maximum standards as established by the Tennessee State Board of Education Rules, Regulations, and Minimum Standards and the State Board for Vocational/Technical Education, except in large group instruction or experimental classes.

ARTICLE XV: DURATION

Section 15.1 Three Year MOU

The provision of this revised MOU will be effective as of July 1, 2026, and except as otherwise provided herein, will continue, and remain in full force until June 30, 2028.

Approved by the Board of Education on the ____ day of June 2026.

WILLIAMSON COUNTY BOARD OF EDUCATION

By: _____
Josh Brown, School Board Chairperson

By: _____
Jason Golden, Superintendent

Submitted per PECCA:

Beverly Purvis, Chief Employee Representative

Leigh Webb, Chief BOE Representative

APPENDIX A-1

PROPOSED - CONTINGENT ON COUNTY COMMISSION & BOARD APPROVAL

2025-2026 Teacher Salary Schedule

200 Day Contract

PROPOSED

	BSNH	MA	MA30	EDS	PHD/EDD
0	51,102	56,831	57,410	61,416	61,993
1	52,104	57,946	58,535	62,620	63,208
2	53,150	58,466	59,055	63,140	63,780
3	53,646	59,017	59,607	63,742	64,386
4	54,179	59,601	60,197	64,429	65,024
5	54,715	60,192	60,794	65,066	65,669
6	55,259	60,789	61,397	65,709	66,320
7	55,805	61,391	62,005	66,362	66,976
8	56,358	61,999	62,620	67,020	67,640
9	56,917	62,612	63,240	67,683	68,310
10	57,482	63,234	63,867	68,347	69,007
11	58,057	63,919	65,031	69,049	70,275
12	59,218	64,859	66,335	70,206	71,680
13	60,401	66,155	67,661	71,609	73,114
14	61,611	67,479	69,012	73,040	74,576
15	62,841	68,828	70,394	74,502	76,068
16	64,099	70,206	71,802	75,992	77,590
17	65,380	71,609	73,239	77,513	79,141
18	66,690	73,040	74,703	79,062	80,724
19	68,022	74,502	76,197	80,645	82,338
20	69,344	75,992	77,721	82,258	83,985
21	76,578	84,222	89,276	91,460	93,510

Teachers above step 21 will receive the approved percentage agreed to during the budget process.

Teachers hired before July 1, 2014 previously on the BS, BS10, BS20, MA10, or MA20 pay line will receive the same chart increase as above but should reach out to their HR Specialist for specific questions as those lines are no longer reflect on the general chart.

Annual Supplement Eligibility

Full-time teachers and other professional personnel, including counselors, who hold National Board Certification (NBC) or National Board for Certified Counselors (NBCC) will receive a \$2,500 annual supplement. This supplement will be distributed evenly throughout eligible pay periods and is prorated based on contracted hours worked within the active certification period. The NBC must be reflected on educator's Tennessee teaching license to be considered eligible.

Speech Language Pathologists who hold Certification of Clinical Competencies (CCC) Licensure, and Orientation/Mobility Specialists serving visually impaired students who hold ACVREP certification, will receive a \$2,500 annual supplement. These supplements will be distributed evenly throughout eligible pay periods and are prorated based on contracted hours worked within the active certification period. CEU's earned to renew CCC licensure must be presented every three (3) years and units must have been earned in therapies/practices directly related to students ages 0-22.

Administrators and supervisory personnel are not eligible for this supplement.

Revised 02/2025

APPENDIX A-2**PROPOSED - CONTINGENT ON COUNTY COMMISSION BOARD APPROVAL****2025-2026 School Psychologist Salary Schedule
10 or 11 Month Employment****PROPOSED**

	10 Month		11 Month	
	MA/MA+30/EDS	EDD/PhD	MA/MA+30/EDS	EDD/PhD
0	67,558	68,192	74,314	75,011
1	68,883	69,529	75,771	76,482
2	69,455	70,158	76,400	77,174
3	70,116	70,825	77,127	77,908
4	70,872	71,526	77,959	78,679
5	71,572	72,236	78,729	79,459
6	72,280	72,952	79,508	80,247
7	72,999	73,674	80,299	81,041
8	73,722	74,403	81,094	81,844
9	74,452	75,141	81,897	82,655
10	75,181	75,908	82,700	83,499
11	75,954	77,302	83,549	85,033
12	77,227	78,848	84,950	86,733
13	78,770	80,425	86,647	88,468
14	80,344	82,034	88,379	90,237
15	81,953	83,674	90,148	92,042
16	83,591	85,349	91,950	93,884
17	85,265	87,055	93,791	95,760
18	86,968	88,796	95,665	97,676
19	88,709	90,572	97,580	99,629
20	90,484	92,384	99,532	101,622
21	100,606	102,860	110,666	113,147

School Psychologists above step 21 will receive the approved percentage agreed to during the budget process.

Annual Supplement Eligibility

School Psychologists are eligible for a \$2,500 annual supplement for holding the Nationally Certified School Psychologist (NCSP) credential. This supplement will be distributed evenly throughout eligible pay periods and is prorated based on contracted hours worked within the active certification period. Administrators and supervisory personnel are not eligible for this supplement.

Revised 02/2025

APPENDIX B
GRIEVANCE FORM

Williamson County Schools

No. _____

Name: _____

Association Designee if included: _____

Phone (Home/Cell): _____

Principal: _____ Cell: _____

Grievant(s) Signature: _____ Date: _____

Grievant(s) Signature: _____ Date: _____

Step 2:

Date Rec'd by Supervisor: _____ Supervisor's Initials: _____

Date of Step 2 Meeting: _____

Supervisor's Written Response, including reasons for the decision (may attach written response):

Supervisor's Signature: _____ Date: _____

Disposition:

Redress Denied: _____ or Granted: _____

Date Reply Rec'd: _____ Initials of Grievant(s): _____

APPENDIX B - GRIEVANCE FORM, PAGE 2

Step 3:

Date Rec'd by Superintendent: _____ Superintendent's Initials: _____

Date of Step 3 Meeting: _____

Superintendent's Written Response, including reasons for the decision (may attach written response):

Superintendent's Signature: _____ Date: _____

Disposition:

Redress Denied: _____ or Granted: _____

Date Reply Rec'd: _____ Initials of Grievant(s): _____

Step 4 Non-Binding Arbitration:

Date Rec'd by Superintendent: _____ Superintendent's Initials: _____

Attached are copies of the American Arbitration Association correspondence regarding this grievance.

Step 4 Alternate Board Hearing:

Date Rec'd: _____ Initials: _____

Date of Board Meeting: _____

The portion of Board minutes applicable to the Board hearing is attached to this form.

Chairman of Board's Signature: _____ Date: _____

Superintendent's Signature: _____ Date: _____

Disposition:

Redress Denied: _____ or Granted: _____

Date Reply Rec'd: _____ Initials of Grievant(s): _____

If additional space is required, please use a second sheet, identifying the extension of items above by using the step number.



TO: Williamson County Board of Education

FROM: Rachel Farmer, CFO *rf*

SUBJECT: End of Month Financials

DATE: June 15, 2026

Please find attached the activity statements for all of our funds for May 31, 2026. These statements are prior to reconciliation with the trustee.

If you have any further questions, please call me at 472-4022.

YEAR-TO-DATE BUDGET REPORT

FOR 2026 13

JOURNAL DETAIL 2026 1 TO 2026 13

ACCOUNTS FOR:	ORIGINAL	REVISED	ACTUAL YTD	ACTUAL MTD	REMAINING	PCT
141 GENERAL PURPOSE SCHOOL	ESTIM REV	EST REV	REVENUE	REVENUE	REVENUE	USE/COL
40000 REVENUES	-514,299,994	-534,259,831	-506,604,417.88	.00	-27,655,413.34	94.8%
71100 REGULAR INSTRUCTION	240,081,265	249,089,566	204,450,434.15	.00	44,140,303.41	82.1%
71150 ALTERNATIVE INSTRUCTION	743,522	779,424	654,603.89	.00	124,676.08	84.0%
71200 SPECIAL EDUCATION INSTRUCTION	81,073,153	85,342,934	70,699,007.01	.00	14,354,642.03	82.8%
71300 CAREER AND TECHNICAL EDUCATIO	11,261,451	12,622,830	9,460,533.73	.00	2,584,069.53	74.9%
71400 STUDENT BODY EDUC PRGM	2,032,000	2,032,000	1,340,064.48	.00	519,752.32	65.9%
72110 ATTENDANCE	859,084	879,829	803,744.02	.00	76,084.98	91.4%
72120 HEALTH SERVICES	9,904,747	10,242,271	8,734,082.89	.00	1,487,493.49	85.3%
72130 OTHER STUDENT SUPPORT	21,143,970	22,315,174	18,224,436.09	.00	3,683,556.54	81.7%
72210 INSTRUCTION SUPPORT	27,406,308	28,048,797	23,090,703.65	.00	4,839,325.19	82.3%
72215 ALTERNATIVE SUPPORT	403,325	410,515	357,246.43	.00	53,268.57	87.0%
72220 SPECIAL EDUCATION SUPPORT	13,526,309	14,662,720	12,012,367.54	.00	2,475,388.59	81.9%
72230 CAREER/TECH EDUC SUPPORT	756,171	806,714	638,040.27	.00	163,554.97	79.1%
72250 TECHNOLOGY	21,686,609	21,767,430	19,417,428.17	.00	2,087,310.38	89.2%
72310 BOARD OF EDUCATION	22,120,572	9,659,994	9,826,891.45	.00	-279,594.64	101.7%
72320 OFFICE OF SUPERINTENDENT	2,638,693	2,672,962	2,103,529.76	.00	563,760.93	78.7%
72410 OFFICE OF PRINCIPAL	34,659,134	35,231,387	30,351,260.98	.00	4,880,125.52	86.1%
72510 FISCAL SERVICES	2,953,386	2,999,908	2,713,029.54	.00	285,878.46	90.4%
72520 HUMAN SERVICES/PERSONNEL	3,245,753	3,294,075	2,733,556.36	.00	551,954.49	83.0%
72610 OPERATION OF PLANT	23,195,102	23,209,765	20,930,363.73	.00	1,060,850.90	90.2%
72620 MAINTENANCE OF PLANT	13,869,806	14,795,932	10,794,279.25	.00	1,191,168.28	73.0%
72710 TRANSPORTATION	26,433,295	32,185,961	24,785,629.21	.00	4,100,145.30	77.0%
73100 FOOD SERVICE	0	0	493.29	.00	-493.29	100.0%
73300 COMMUNITY SERVICES	1,665,962	1,690,751	1,384,025.03	.00	296,307.05	81.9%
73400 EARLY CHILDHOOD/PRE K	953,180	983,426	803,201.41	.00	180,070.25	81.7%
76100 REGULAR CAPITAL OUTLAY	0	9,456,844	8,744,386.08	.00	261,058.44	92.5%
TOTAL GENERAL PURPOSE SCHOOL	48,312,803	50,921,377	-21,551,079.47	.00	62,025,244.43	-42.3%
TOTAL REVENUES	-514,299,994	-534,259,831	-506,604,417.88	.00	-27,655,413.34	
TOTAL EXPENSES	562,612,797	585,181,208	485,053,338.41	.00	89,680,657.77	

YEAR-TO-DATE BUDGET REPORT

FOR 2026 13

JOURNAL DETAIL 2026 1 TO 2026 13

ACCOUNTS FOR: 142 SCHOOL FEDERAL PROJECTS	ORIGINAL ESTIM REV	REVISED EST REV	ACTUAL YTD REVENUE	ACTUAL MTD REVENUE	REMAINING REVENUE	PCT USE/COL
40000 REVENUES	-10,471,623	-13,137,926	-9,982,356.13	.00	-3,155,569.51	76.0%
71100 REGULAR INSTRUCTION	749,992	879,801	597,122.89	.00	267,119.76	67.9%
71200 SPECIAL EDUCATION INSTRUCTION	4,903,638	6,182,825	4,883,767.50	.00	1,253,360.12	79.0%
71300 CAREER AND TECHNICAL EDUCATIO	233,165	338,685	309,675.87	.00	24,824.09	91.4%
72120 HEALTH SERVICES	1,159,885	1,136,061	1,049,226.70	.00	86,834.30	92.4%
72130 OTHER STUDENT SUPPORT	108,942	104,277	59,218.90	.00	29,658.33	56.8%
72210 INSTRUCTION SUPPORT	685,164	1,519,478	737,046.40	.00	689,538.56	48.5%
72220 SPECIAL EDUCATION SUPPORT	2,180,938	2,406,346	1,942,549.23	.00	366,009.13	80.7%
72230 CAREER/TECH EDUC SUPPORT	20,086	20,126	19,277.35	.00	848.24	95.8%
72410 OFFICE OF PRINCIPAL	71,685	57,976	46,960.05	.00	11,015.95	81.0%
72710 TRANSPORTATION	83,359	129,757	97,478.79	.00	32,277.80	75.1%
73400 EARLY CHILDHOOD/PRE K	0	1,000	1,000.00	.00	.00	100.0%
99100 TRANSFERS OUT	274,770	361,594	260,891.00	.00	100,703.05	72.2%
TOTAL SCHOOL FEDERAL PROJECTS	0	0	21,858.55	.00	-293,380.18	100.0%
TOTAL REVENUES	-10,471,623	-13,137,926	-9,982,356.13	.00	-3,155,569.51	
TOTAL EXPENSES	10,471,623	13,137,926	10,004,214.68	.00	2,862,189.33	

YEAR-TO-DATE BUDGET REPORT

FOR 2026 13

JOURNAL DETAIL 2026 1 TO 2026 13

ACCOUNTS FOR: 143 CENTRAL CAFETERIA	ORIGINAL ESTIM REV	REVISED EST REV	ACTUAL YTD REVENUE	ACTUAL MTD REVENUE	REMAINING REVENUE	PCT USE/COL
40000 REVENUES	-19,461,718	-19,461,718	-17,861,289.29	.00	-1,600,428.71	91.8%
73100 FOOD SERVICE	20,749,302	20,749,302	19,816,657.32	.00	555,526.95	95.5%
TOTAL CENTRAL CAFETERIA	1,287,584	1,287,584	1,955,368.03	.00	-1,044,901.76	151.9%
TOTAL REVENUES	-19,461,718	-19,461,718	-17,861,289.29	.00	-1,600,428.71	
TOTAL EXPENSES	20,749,302	20,749,302	19,816,657.32	.00	555,526.95	

YEAR-TO-DATE BUDGET REPORT

FOR 2026 13

JOURNAL DETAIL 2026 1 TO 2026 13

ACCOUNTS FOR: 146 EXTENDED SCHOOL PROGRAM	ORIGINAL ESTIM REV	REVISED EST REV	ACTUAL YTD REVENUE	ACTUAL MTD REVENUE	REMAINING REVENUE	PCT USE/COL
40000 REVENUES	-7,574,600	-7,574,600	-5,013,605.02	.00	-2,560,994.98	66.2%
73300 COMMUNITY SERVICES	8,045,674	8,045,674	6,042,044.94	.00	1,910,518.60	75.1%
TOTAL EXTENDED SCHOOL PROGRAM	471,074	471,074	1,028,439.92	.00	-650,476.38	218.3%
TOTAL REVENUES	-7,574,600	-7,574,600	-5,013,605.02	.00	-2,560,994.98	
TOTAL EXPENSES	8,045,674	8,045,674	6,042,044.94	.00	1,910,518.60	

YEAR-TO-DATE BUDGET REPORT

FOR 2026 13

JOURNAL DETAIL 2026 1 TO 2026 13

ACCOUNTS FOR: 177 EDUCATION CAPITAL PROJECTS	ORIGINAL ESTIM REV	REVISED EST REV	ACTUAL YTD REVENUE	ACTUAL MTD REVENUE	REMAINING REVENUE	PCT USE/COL
40000 REVENUES	-572,311,944	*****		.00	9,302,643.38	100.8%
82330 OTHER DEBT SERVICE	0	2,400,000	2,400,000.00	.00	.00	100.0%
91300 EDUCATION CAPITAL OUTLAY	789,940,193	*****		.00	39,970,116.96	95.0%
TOTAL EDUCATION CAPITAL PROJECTS	217,628,248	29,083,185	-39,107,942.61	.00	49,272,760.34	-134.5%
TOTAL REVENUES	-572,311,944	*****		.00	9,302,643.38	
TOTAL EXPENSES	789,940,193	*****		.00	39,970,116.96	

YEAR-TO-DATE BUDGET REPORT

FOR 2026 13

JOURNAL DETAIL 2026 1 TO 2026 13

	ORIGINAL ESTIM REV	REVISED EST REV	ACTUAL YTD REVENUE	ACTUAL MTD REVENUE	REMAINING REVENUE	PCT USE/COL
GRAND TOTAL	267,699,710	81,763,219	-57,653,355.58	.00	109,309,246.45	-70.5%
** END OF REPORT - Generated by Rachel Farmer **						



To: Rachel Farmer
From: Kirk Elliott
Date: May 26, 2026
RE: Purchasing Report

Contains bid projects conducted during the month of May 2026

The following is a summary of pertinent bid data for inclusion with the Board Materials to be reviewed at the next WCBOE meeting. The summary is in order of ascending bid sequence numbers and not necessarily by date. Pursuant to Board Policy this summary reports recent RFB's (Request for Bids) and RFP's (Request for Proposals) that were administered by the WCS Purchasing Department. As always any purchasing - bid project that may require Board action should appear on the Board Agenda. The projects listed below do not require Board action at the present time and are listed here for your information and inclusion in the consent agenda. If further details are needed please contact the Purchasing Department to review any of the related bid - project files. In addition to the projects listed in this monthly report the WCS Purchasing Department continues to review, approve and process numerous daily purchase orders that encompass day to day operations as well as negotiate renewals of previously bid contracts.

RFB #1406	Paving Repairs and Improvements at Various Schools	
Project	This project is for the summer paving projects at various schools in the district.	
Department /Director	Maintenance, Adam Christopher	
Engineer	Drew Henderson, Matt Campbell, Collier Engineering	
Advertised	Thursday, April 9, 2026 in the Williamson Herald and the Tennessean	
Bid Opening	Thursday, May 7, 2026 at 10:30 am	
Bidders Solicited or that participated in this project	Name of Company	Bid Amount
	Civil Constructors	
	Gibbs Brothers	\$983,039.50
	PRI Paving	
	AMI	\$894,739.73
	Rogers Group	\$1,085,828.70
	Jarrett Paving	\$1,017,004.04
	Tennessee Valley Paving	
	Four Star Paving	
	Rose Paving	
	Valor Contractors	
	Volunteer Paving	
	Nickell Paving	\$1,211,912.00
Awarded	AMI	

RFB #1407	Franklin High School Shower Rehab & Restoration	
Project	This project will be for the renovation and restoration of showers at Franklin HS.	
Department / Director	Maintenance, Adam Christopher	
Architect		
Advertised	Thursday, April 23, 2026 in the Williamson Herald and the Tennessean	
Bid Opening	Tuesday, May 26, 2026 at 10:30 am	
Bidders Solicited or that participated in this project	Name of Company	Bid Amount
	Stonhard	
	Romach	\$102,400.00
	Grace Contracting	\$170,147.00
	First OnSite	\$134,678.13
	Tandem Construction	
	Matrix Mechanical	
	Orion Building Corp.	\$240,340.00
	Lee Company	
	Warhorse	\$143,000.00
Awarded	Romach <i>It appears after the due diligence is completed Romach will be the awarded bidder.</i>	

RFB #1408	Centennial High School Special Ed Alterations	
Project	This project was to make necessary renovations for the Franklin High Special Ed Program	
Department / Director	Maintenance, Adam Christopher	
Advertised	Thursday, April 16, 2026 in the Williamson Herald and the Tennessean	
Bid Opening	Tuesday, May 12, 2026 at 10:30 am	
Bidders Solicited or that participated in this project	Company Name	Bid Amount
	Bacar	
	Bell & Associates	
	Grace Contracting	\$162,731.00
	Steelhead Building Group	
	Thrash Construction Services	\$223,000.00
	Warhorse	\$249,000.00
	Grinder Taber	
	Romach	
	Biscan Construction	
	Baron Construction	
	R. G. Anderson	
	Dowdle Construction	
	Holt Construction	
	Sain Construction	
	Nabholz	
Awarded	Grace Contracting	

RFB #1409	Hazardous Waste Collection & Removal	
Project	This project is for removing the bio-hazard and environmental waste in the WCS science and chemistry labs in both Middle and High Schools.	
Department	Science Department	
Advertised	Thursday, April 23, 2026 in the Williamson Herald Tuesday, April 21, 2026 in the Tennessean	
Bid Opening	Monday, May 18, 2026 at 10:00 am	
Bidders Solicited or that participated in this project	Name of Company	Bid Amount
	Tradebe Environmental Services	\$39,264.50
	Clean Harbors Environmental & Industrial	
	Environmental Marketing Services	
Awarded	Tradebe Environmental Services	

TRIP FINDER - June School Board Field Trip Approval Report (Field Trips - Overnight)

Trip ID	Origin	Trip Date	Return Date	Date Requested	Cost	Trip Name	Trip Type	Activity Type	#	Destination
9305	Centennial High	07/09/2026	07/12/2026	05/13/2026	Over \$100 No Driver	UDA Dance Camp	ATHLETIC OVERNIGHT	Dance Team	8	University of Louisville
Notes/Fees	Cost is \$499 per student. Team fundraising will be used to cover this cost.									
9356	Fairview High	05/29/2026	06/02/2026	05/20/2026	No Cost	JROTC JCLC	ACADEMIC OVERNIGHT	9th-12th Grade	4	Wendall H. Ford Regional Training Center
Notes/Fees	Teacher (COL Logan) has parental approval to drive student in POV. ACTUAL DATES OF TRIP ARE 29 MAY - 2 JUN 26									
9253	Franklin High	06/02/2026	06/06/2026	05/06/2026	No Cost No Driver	JCLC 2026	ATHLETIC OVERNIGHT	9th-12th Grade	11	Fort Campbell
Notes/Fees	DEPARTMENT OF THE ARMY - Franklin High School Army JROTC "Admiral Battalion", 810 Hillsboro Road, Franklin, TN 37064. MEMORANDUM FOR Franklin High School Leadership, Parents, Guardians, JCLC Cadre, and 7th Brigade Leadership. SUBJECT: Cadet Safety, Professional Conduct, and Conditional Participation Policy – JROTC Cadet Leadership Challenge (JCLC). 1. PURPOSE - The purpose of this memorandum is to establish clear, enforceable standards and conditions for cadet participation in the Junior ROTC Cadet Leadership Challenge (JCLC). This policy ensures all personnel understand that cadet participation is contingent upon a safe, professional, and respectful training environment, in accordance with: Cadet Command Regulation (CCR) 145-2; Army Regulation (AR 600-20), Army Command Policy (Hazing and Bullying Prevention); Williamson County Schools (WCS) Student Conduct Policies; JROTC Mission: "To motivate young people to be better citizens". 2. COMMAND PHILOSOPHY - As the Senior Army Instructor (SAI), my primary responsibility is the health, welfare, dignity, and safety of every cadet entrusted to this program. JCLC is designed to provide a disciplined and structured leadership environment. However, there is a clear distinction between: Professional Discipline: Instruction, correction, and leadership conducted in a controlled, respectful, and developmental manner; Misconduct: Any action that intimidates, degrades, humiliates, or harms a cadet. Only professional discipline is authorized. 3. NON-NEGOTIABLE STANDARD (ZERO TOLERANCE – DEFINED) - The following behaviors are strictly prohibited at all times and are not considered valid training methods under any circumstances: a. Hazing (Physical or Psychological) - Any conduct that causes unnecessary suffering, embarrassment, or hardship not directly tied to an approved training objective. Prohibited examples include, but are not limited to: Forcing excessive physical exercises (e.g., push-ups, flutter kicks) as punishment; Conducting "smoke sessions" or group punishment; Assigning meaningless or degrading tasks; Singling out cadets in a manner that causes distress, fear, or humiliation. b. Abusive or Excessive Yelling Authorized: Loud, clear commands for safety, control, or instruction; Prohibited examples include, but are not limited to: Yelling in a cadet's face in an aggressive or threatening manner; Prolonged screaming intended to intimidate rather than instruct; Using volume to humiliate, degrade, or demean a cadet. c. Disrespect or Humiliation: Any action or language that undermines a cadet's dignity, confidence, or self-worth. Prohibited examples include, but are not limited to: Insulting a cadet's intelligence, appearance, or ability; Public humiliation or ridicule; Use of profanity directed toward cadets; Mocking or degrading behavior. d. Abuse of Authority: Misuse of rank, position, or authority to exert unnecessary control, intimidation, or influence over cadets. Prohibited examples include, but are not limited to: Issuing orders not tied to training objectives; Creating unauthorized punishments or standards; Ignoring established safety requirements; Failing to correct or report misconduct. 4. STANDARD OF INTERPRETATION - If an action would reasonably be considered: Embarrassing; Intimidating; Degrading; Unrelated to training objectives; It is prohibited. 5. CONDITIONS FOR CADET PARTICIPATION - Cadet participation in JCLC is conditional upon: Enforcement of professional conduct standards; Maintenance of a safe and controlled training environment; Respectful treatment of all cadets at all times. 6. AUTHORITY TO REMOVE CADETS (CRITICAL POLICY) - If at any time cadet safety, dignity, or well-being is compromised: The Senior Army Instructor (SAI) is authorized to immediately remove Franklin High School cadets from any training environment; Cadets may be withdrawn from: Individual training events; The entire JCLC program. This authority is: Immediate; Final at the point of decision; Non-negotiable; This action will be taken in accordance with: Williamson County Schools duty of care; JROTC program standards; Army leadership principles. 7. CADRE AND LEADERSHIP RESPONSIBILITY - All cadre and leadership are responsible for: Ensuring the safety, supervision, and accountability of cadets; Enforcing discipline in a professional and respectful manner; Maintaining a positive and developmental training environment; Reporting misconduct immediately through the chain of command. Failure to act constitutes a failure in leadership responsibility. 8. REPORTING AND ACCOUNTABILITY - All violations of this policy will be: Addressed immediately at the point of occurrence; Documented in writing; Reported through the JCLC Chain of Command; Elevated, as required, to: JCLC Commander; 7th Brigade Cadet Command; Franklin High School Administration; Parents and guardians will be notified as appropriate. 9. ACKNOWLEDGMENT AND CONCURRENCE - By signing below, all parties acknowledge: Understanding of the standards outlined in this memorandum; Agreement to comply with and enforce these standards; Recognition of the SAI's authority to remove cadets if necessary. 10. SIGNATURE BLOCKS - Senior Army Instructor (SAI): Daniel R. Moore, CSM (R); Signature: _____ Date: _____; Franklin High School Administration: Name: _____; Signature: _____ Date: _____; Parent/Guardian: Name: _____; Signature: _____ Date: _____. Cadet: Name: _____; Signature: _____ Date: _____. 7th Brigade Representative: Name: _____ Signature: _____ Date: _____. 11. FINAL STATEMENT - This policy does not restrict training; it ensures training is conducted: Professionally, safely, and with dignity every cadet deserves.									
9436	Franklin High	08/21/2026	08/22/2026	05/27/2026	No Cost No Driver	Franklin Volleyball 2026	ATHLETIC OVERNIGHT	9th-12th Grade	35	Knoxville Convention Center
Notes/Fees	No bus needed, no driver									
9270	Franklin HS Fine Arts Overnight	11/12/2026	11/15/2026	05/07/2026	No Cost No Driver	Franklin Band to BOA Grand Nationals	FINE ARTS OVERNIGHT	Marching Band	150	Lucas Oil Stadium
Notes/Fees	No Cost. No Driver. Taking charter buses.									

TRIP FINDER - June School Board Field Trip Approval Report (Field Trips - Overnight)

Trip ID	Origin	Trip Date	Return Date	Date Requested	Cost	Trip Name	Trip Type	Activity Type	#	Destination
9284	Franklin HS Fine Arts Overnight	01/13/2027	01/16/2027	05/08/2026	Over \$100 No Driver	Franklin Band All-State	FINE ARTS OVERNIGHT	Concert	8	Garylord Opryland Resort and Convention Center
Notes/Fees	Annual All-State Conference (moved from April to January). No buses needed - students provide their own transportation to and from the event. Cost for students is pending how many make it and how many we can combine with orchestra and choir from FHS or other WCS schools to lower their hotel room costs.									
9285	Franklin HS Fine Arts Overnight	01/28/2027	01/30/2027	05/08/2026	Under \$100 No Driver	Franklin Band Mid-State	FINE ARTS OVERNIGHT	Concert	20	Stewart's Creek High School
Notes/Fees	Annual Mid-State Band Clinic - 9-12 (change from past years). No driver needed. Location is still TBD - typically held in Rutherford County at a high school or at MTSU. Cost is determined by how many make it and how many we can place in the hotel room to lower costs for students.									
9572	Franklin HS Fine Arts Overnight	7/12/2026	7/12/2026	6/5/2026	No Cost	Franklin Band to Cumberland Band Camp	FINE ARTS OVERNIGHT	Marching Band	150	Cumberland University, Lebanon, TN
Notes/Fees	No cost to students. Transport from Franklin to Cumberland University. Students remain overnight until Thursday evening. Parents pickup and take home from Cumberland. Buses are only needed to transport from Franklin to Cumberland University. I put a departure of 12pm, but it should load at 1:45pm and depart at 2pm.									
9366	Grassland Middle	03/18/2027	03/22/2027	05/21/2026	Over \$100 No Driver	FHS/GMS Orlando	FINE ARTS OVERNIGHT	Chorus/Choir	60	Universal Studios Florida
Notes/Fees	The GMS choir program has been invited to join the FHS choir program on their approved trip to Orlando. Students will participate in in the Universal Studios STARS workshop "Music and the Art of Foley Workshop". Designed to explore performance and professional interests, this workshop provides students with a hands-on experience lead by professionals. The immersive workshop is aligned with the National Core Arts Standards and supports career readiness. Endorsed by NAfME and designed by Robert W. Smith to reinforce the National Core Arts Standards, the GMS choir students will experience life as working movie musicians performing on vocal underscores, creating Foley effects, and selecting digital sound effects for animated movie scenes in a clip from the movie "Despicable Me".									
9396	Independence High	07/09/2026	07/10/2026	05/24/2026	No Cost No Driver	Indy Varsity Volleyball Team Camp	ATHLETIC OVERNIGHT	Varsity Volleyball	11	Vanderbilt University
Notes/Fees	No cost no driver. Parents are responsible for transportation									
9296	Nolensville High	07/17/2026	07/18/2026	05/11/2026	NO DRIVER	Girls Soccer Team Building	ATHLETIC OVERNIGHT	Varsity Soccer	25	Hiwassee Outfitters
Notes/Fees	No driver needed - Shelton will drive the bus									
9453	Page HS Sports	06/18/2026	06/20/2026	05/28/2026	No Cost No Driver	JV CHEER CAMP	ATHLETIC OVERNIGHT	JV Cheer	11	Park Vista Resort
Notes/Fees	No Cost. No Bus. Parents will be responsible for transportation.									
9454	Page High	06/19/2026	06/23/2026	05/28/2026	No Cost No Driver	Varsity Cheer Camp	ATHLETIC OVERNIGHT	Varsity Cheer	36	Mississippi State University
Notes/Fees	No Cost. No Bus. Charter bus to MSU. Parent will be responsible for return transportation.									

Monday, June 08, 2026