



Williamson County Board Work Session

June 12, 2025 6:00 PM

Support Services Building - Professional Development Room

1. Call to Order

2. Consent Agenda

- a. Approval of the May 19, 2025 School Board Meeting Minutes
- b. Approval of ePlan Applications for FY 2026 to include ESEA Grants, Special Education IDEA Part B, Special Education IDEA Pre-School, and CTE Carl Perkins
- c. Approval of Sunset Elementary Shade Structure
- d. Approval of Sunset Middle Exterior LED Sign
- e. Approval of Longview Elementary Early Childhood Playground
- f. Approval of Middle Tennessee Easement Request at Sunset Elementary and Middle Schools
- g. Recommendation for Field Trip Fee Requests

3. Superintendent's Report (45 minutes)

Jason Golden

4. Operations Report (5 minutes)

Brian King

5. Board Chair Report (10 minutes)

Josh Brown

6. New Business

- a. Evaluation of Superintendent (Annual Agenda Item)
- b. 2025-26 Budget Status Update Rachel Farmer
- c. 2024-25 School Board Budget (10 minutes) Rachel Farmer
 - I. Approval of General Purpose School Fund 06.25 Summer Learning Camps Grant - \$4,400,725.00
 - II. Approval of General Purpose School Fund 06.25 Summer Learning Transportation Grant - \$798,171.00
 - III. Approval of General Purpose School Fund 06.25 Fine Arts Donation-Gibson- \$49,410.00
 - IV. Approval of General Purpose School Fund 06.25 - Fine Arts Donation - Dunaway - \$1,000.00
 - V. Approval of General Purpose School Fund 06.25 TCAT Donation Dual Enrollment - \$5,737.23
 - VI. Approval of Central Cafeteria Fund 06.25 Commodities Increase - \$570,826.12
 - VII. Approval of 2024-2025 Budget Adjustments Final Year End Intra-Category General Purpose School Fund
 - VIII. Approval of 2024-2025 Budget Adjustments Final Year End Intra-Category Central Cafeteria
 - IX. Approval of 2024-2025 Budget Adjustments Final Year End Intra-Category Extended School Program

X. Approval of Capital Resolution Intent to Fund 07.25 -
\$14,135,800.00

d. Approval of Differentiated Pay (Annual Agenda Item) Jason Golden

e. Board Policies - First and Final Reading (10 minutes) Dana Ausbrooks

I. 4.700 Testing Programs

II. 4.7002 Middle School Examinations

III. 6.312 Wireless Communications (New)

IV. Board Policies - Second Reading

1. 4.601 Student and Parent/Guardian Rights to
Access Tests and Quizzes

2. 6.411 Student Wellness

7. Monthly Reports & Miscellaneous Information

a. May End of the Month Financial

b. May Purchasing Report

c. Overnight Field Trips



Williamson County School Board Meeting
May 19, 2025 6:30 PM
Williamson County Administrative Complex - Auditorium

Attendance Taken at 6:31 PM.

Mr. Drason Beasley:	Present
Mr. Tony Bostic:	Present
Mr. Joshua Brown:	Present
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: 12.

1. Call to Order

Chairman Brown called the meeting order. Brown thanked the Sheriff's Deputies, Eddie Coutras and Mitchell Britton, for attending the meeting. He called upon Board Member Eric Welch to lead the Pledge of Allegiance, followed by a moment of silence.

a. Record Attendance

b. Pledge of Allegiance and a Moment of Silence

2. Items of Particular Public Interest (Public Comment)

Chairman Brown called upon the following individuals who signed up before the meeting began, to speak during public comment.

Grey Rose spoke about middle school fine arts supplements.

Serenity Greeno regarding the inclusion of homeschooled students in Marching Band and Colorguard.

Tammy McAllister regarding the inclusion of homeschooled students in Marching Band and Colorguard.

Rachelle Schoenborn regarding the inclusion of homeschooled students in Marching Band and Colorguard.

Christin Anderson regarding the inclusion of homeschooled students in Marching Band and Colorguard.

MH Hill spoke about middle school fine arts supplements.

3. Approval of Agenda

Chairman Brown presented the agenda for approval. A voice vote was taken by saying aye.

Motion Passed: Motion by Mrs. Melissa Wyatt to approve the agenda. A second was made by Mrs. Claire Reeves.

Mrs. Donna Clements: Yes

Mr. Eric Welch:	Yes
Mr. Drason Beasley:	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. Joshua Brown:	Yes
Mr. Jay Galbreath:	Yes

Yes: 12, Nay: 0

4. Approval of Consent Agenda

Chairman Brown presented the consent agenda for approval. A voice vote was taken by saying aye.

Motion Passed: Motion by Mrs. Donna Clements to approve the consent agenda. A second was made by Mrs. Claire Reeves.

Mr. Eric Welch:	Yes
Mr. Drason Beasley:	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. Joshua Brown:	Yes
Mr. Jay Galbreath:	Yes
Mrs. Donna Clements:	Yes

Yes: 12, Nay: 0

- a. Approval of April 21, 2025 School Board Meeting Minutes
- b. Approval of Building Modification Request for Exterior LED Sign at Franklin High School
- c. Recommendation for Field Trip Fee Requests

5. Communications to the Board

a. Superintendent's Report

Superintendent Golden thanked the public speakers for attending the meeting. With only 3 days left in the school year Golden thanked the staff for all their hard work. He encouraged anyone who can to attend the graduations this weekend. Superintendent Golden talked about the 3 state championships won by a WCS high school, Girls and Boys Lacrosse and Flag Football. He thanked the parents and community members for their support and involvement. Mr. Golden thanked the CMAs for their support to the WCS teachers. He also commended Fairview Elementary School for becoming a Purple Heart School and supporting Military Families.

I. Student, Staff and School Spotlights

In Student Spotlights, many students were celebrated for placing first in their categories of the Technology Student Association (TSA) State Leadership Conference. From Franklin High, Travis Baltau, Cate Chatham, Luke Kaikaris and Nathan Kim were all honored. Their advisers are Shane McNeill and Beth Foreman.

From Nolensville High, Paul Jang, Tanush Jegannathan, Utkarsh Jha, Pranav Karthikeyan, Puneeth Pradeep and Caroline Rengar were celebrated for their success at the TSA State Leadership Conference. Their adviser is Elvia Klym.

From Page High, Bailey Murray, Shruthika Kakumani, Shruthi Mogan, Shivam Bhardwaj, Supriya Bindra, Shruthi Mogan, Thomas Delk, Bailey Murray and Logan Thiel were recognized. Their adviser is Jay Emmons.

From Ravenwood High, Shrivatsan Venkatraman, Tiya Desai, Sophia Lin, Krina Patel, Gnanadatta Rambha, Anwita Satyawadi, Agamy Singh, Srikar Kusumachi, Aryan Shaikh, Arnav Mehta, Yug Patel, Gautham Giri, Abigail Goddard, Laasya Kandali, Meghana Sappidi, Lillyanne Smith, Vighnesh Vijayakumar, Felopateer Joseph, Ibrahim Khan, Abduazin Rakhmanov, Advik Anand, Aryan Chaitanya, Vivaan Rochlani, Adwaya Yesare, Sashank Dara, Aneek Polepalli, Abduazim Rakhmanov, Parthiban Sivakumar, Venkata Sai J. Venkumahanthi, Varun Yellanki, Chaytrika Golla, Laasya Kandali, Amrutha Sree Murahari, Shaurya Nadagoudra, Aahan Swain, Vaishnavi Akshaya and Yeni Shetty were all recognized. Their adviser is Jeremy Paisley.

From Legacy Middle, Molly Pouncey, John Heimerle, Molly Pouncey, Lyanna Ward, Reid Allen, Dalton Mauk, John Heimerle, Jackson Lynch, Cal McLeod, Max Rainey and Ryan Silverstein were honored. Their adviser is Amber Elkins.

Many students were also recognized for earning a perfect composite score on the ACT exam. Those students are Brentwood High's Chaplin Clauer, Grady Deaton, Ryan Gardocki, Ahbi Patel, Walker Schul, Zixiang Shen, Ashley Shepherd and Claire Zhang; Centennial High's Sofia Bailey, Gavin Fu, Turner Hanna, Arden Smith, Elise Marlo and Adriana Yocum; Franklin High's Justin Clayton and Michael Zink; Independence High's Reagan Graham, Devon Perry and Owen Sower; Nolensville High's Charles Jarrell and Caroline Renegar; Page High's Lucy McGregor and Everett Baurle; Ravenwood High's Abigail Higgins, Varun Kilaru, Varshini Mohanasekaran, Cole Montgomery, Victor Superi, Luca Tarantino, Krishna Volety, Desmond Mathew Thomas, Aarush Tiyyagura, Abigail Kauppila, Mary Elizabeth Moore and Sophia Pannu; and Summit High's Cash Coons and Nathan Hoggard.

Centennial High's Alex Schindley placed first in the Future Business Leaders of America (FBLA) State Leadership Conference Introduction to Marketing Concepts category. His adviser is Robbie Reed.

Franklin High's National History Honor Society was named the National Chapter of the Year. Their adviser is Ray Scheetz.

Ravenwood High's Abigail Goddard, Meghana Sappidi and Lillyanne Smith placed first in the DECA International Career Development Conference Independent Business Plan category. Their adviser is Jennifer Doak.

Ravenwood High's flag football team won the State title in the Tennessee Secondary School Athletic Association (TSSAA) Girls Flag Football State Championship. Their coach is Ricky Rodriguez.

From Woodland Middle, Vidula Kalathur placed first in the Tennessee Titans Regional Spelling Bee.

In Staff Spotlights, Page Middle's Evan Burton was named the Tennessee Music Education Association (TMEA) Outstanding Middle School Music Educator of the Year.

Franklin High's Nick Blue, Page Middle's Carolyn Hankins and Mill Creek Elementary's Elaina Gallas were all named Country Music Association (CMA) Foundation Music Teachers of Excellence.

In School Spotlights, Fairview Elementary received the Tennessee Purple Star Award.

b. No Board Chair Report

6. New Business

a. 2024-25 School Board Budget

I. Approval of General Purpose School Fund Resolution 06.25 Custodial Supervision - \$20,000.00
Chairman Brown called upon Superintendent Golden, who recommended approval of the General Purpose School Fund Resolution 06.25 Custodial Supervision in the amount of \$20,000.00.

Motion Passed: Motion by Mrs. Claire Reeves to approve. A second was made by Mrs. Melissa Wyatt.

Mr. Drason Beasley: 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. Joshua Brown: Yes
Mr. Jay Galbreath: Yes
Mrs. Donna Clements: Yes
Mr. Eric Welch: Yes
Yes: 12, Nay: 0

II. Approval of General Purpose School Fund Resolution 06.25 Trustee Commission - \$300,000.00
Chairman Brown called upon Superintendent Golden, who recommended approval of the General Purpose School Fund Resolution 06.25 Trustee Commission in the amount of \$300,000.00.

Motion Passed: Motion by Mr. Drason Beasley to approve. A second was made by Mrs. Donna Clements.

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. Joshua Brown: Yes
Mr. Jay Galbreath: Yes
Mrs. Donna Clements: Yes
Mr. Eric Welch: Yes
Mr. Drason Beasley: Yes
Yes: 12, Nay: 0

III. Approval of General Purpose School Fund Resolution 06.25 ESCO Payment - \$1,163,173.88
Chairman Brown called upon Superintendent Golden, who recommended approval of the General Purpose School Fund Resolution 06.25 ESCO Payment in the amount of \$1,163,173.88.

Motion Passed: Motion by Mrs. Tonja Hibma to approve. A second was made by Mr. Jay Galbreath.

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. Joshua Brown: Yes
Mr. Jay Galbreath: Yes
Mrs. Donna Clements: Yes
Mr. Eric Welch: Yes
Mr. Drason Beasley: Yes
Mr. Tony Bostic: Yes
Yes: 12, Nay: 0

IV. Approval of General Purpose School Fund Resolution 06.25 Additional Insurance Expenses - \$700,000.00

Chairman Brown called upon Superintendent Golden, who recommended approval of the General Purpose School Fund Resolution 06.25 Additional Insurance Expenses in the amount of \$700,000.00.

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

Mrs. Tonja Hibma: Yes
Dr. Margie Johnson: Yes

Mrs. Claire Reeves: Yes
Mrs. Melissa Wyatt: Yes
Mr. Dan Cash: Yes
Mr. Joshua Brown: Yes
Mr. Jay Galbreath: Yes
Mrs. Donna Clements: Yes
Mr. Eric Welch: Yes
Mr. Drason Beasley: Yes
Mr. Tony Bostic: Yes
Dr. Dennis Driggers: Yes
Yes: 12, Nay: 0

V. Approval of General Purpose School Fund Resolution 06.25 Additional Textbook Expenses - \$900,000.00

Chairman Brown called upon Superintendent Golden, who recommended approval of General Purpose School Fund Resolution 06.25 Additional Textbook Expenses in the amount of \$900,000.00.

Motion Passed: Motion by Mrs. Tonja Hibma to approve. A second was made by Mr. Tony Bostic.

Dr. Margie Johnson: Yes
Mrs. Claire Reeves: Yes
Mrs. Melissa Wyatt: Yes
Mr. Dan Cash: Yes
Mr. Joshua Brown: Yes
Mr. Jay Galbreath: Yes
Mrs. Donna Clements: Yes
Mr. Eric Welch: Yes
Mr. Drason Beasley: Yes
Mr. Tony Bostic: Yes
Dr. Dennis Driggers: Yes
Mrs. Tonja Hibma: Yes
Yes: 12, Nay: 0

VI. Approval of General Purpose School Fund Resolution 06.25 Student Support Services Additional Expenses - \$150,000.00

Chairman Brown called upon Superintendent Golden, who recommended approval of General Purpose School Fund Resolution 06.25 Student Support Services Additional Expenses in the amount of \$150,000.00.

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

Mrs. Claire Reeves: Yes
Mrs. Melissa Wyatt: Yes
Mr. Dan Cash: Yes
Mr. Joshua Brown: Yes
Mr. Jay Galbreath: Yes
Mrs. Donna Clements: Yes
Mr. Eric Welch: Yes
Mr. Drason Beasley: Yes
Mr. Tony Bostic: Yes
Dr. Dennis Driggers: Yes
Mrs. Tonja Hibma: Yes
Dr. Margie Johnson: Yes
Yes: 12, Nay: 0

VII. Approval of Education Capital Projects Fund Resolution 05.25 Intracategory Creekside Project Traffic Signal - \$200,000.00

Chairman Brown called upon Superintendent Golden, who recommended approval of Education Capital Projects Fund Resolution 05-25 Intracategory Creekside Project Traffic Signal in the amount of \$200,000.00.

Motion Passed: Motion by Mr. Drason Beasley to approve. A second was made by Mr. Tony Bostic.

Mrs. Melissa Wyatt: Yes

Mr. Dan Cash: Yes

Mr. Joshua Brown: Yes

Mr. Jay Galbreath: Yes

Mrs. Donna Clements: Yes

Mr. Eric Welch: Yes

Mr. Drason Beasley: Yes

Mr. Tony Bostic: Yes

Dr. Dennis Driggers: Yes

Mrs. Tonja Hibma: Yes

Dr. Margie Johnson: Yes

Mrs. Claire Reeves: Yes

Yes: 12, Nay: 0

b. Board Policies - Second Reading

I. 4.202 Child Find and Special Education

Chairman Brown called upon Superintendent Golden, who recommended approval of Board Policy 4.202 Child Find and Special Education on Second Reading.

Motion Passed: Motion by Mr. Tony Bostic to approve. A second was made by Dr. Margie Johnson.

Mr. Dan Cash: Yes

Mr. Joshua Brown: Yes

Mr. Jay Galbreath: Yes

Mrs. Donna Clements: Yes

Mr. Eric Welch: Yes

Mr. Drason Beasley: 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: 12, Nay: 0

c. Board Policy for First and Final Reading

I. 4.7001 Semester and Final Exams

Chairman Brown called upon Superintendent Golden, who recommended approval of Board Policy 4.7001 Semester and Final Exams on First and Final Reading.

Motion Passed: Motion by Mr. Jay Galbreath to approve. A second was made by Mrs. Claire Reeves.

Mr. Joshua Brown: Yes

Mr. Jay Galbreath: Yes

Mrs. Donna Clements: Yes

Mr. Eric Welch: Yes

Mr. Drason Beasley: 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: 12, Nay: 0

d. Board Policies - First Reading

I. 6.411 Student Wellness

Chairman Brown called upon Superintendent Golden, who recommended approval of Board Policy 6.411 Student Wellness on First Reading.

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

Mr. Jay Galbreath: Yes
Mrs. Donna Clements: Yes
Mr. Eric Welch: Yes
Mr. Drason Beasley: 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. Joshua Brown: Yes
Yes: 12, Nay: 0

e. Approval of the School Board Meeting Dates for 2025-26 (Annual Agenda Item)

Chairman Brown called upon Superintendent Golden, who recommended approval the School Board Meeting Dates for 2025-26. This is an annual agenda item.

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

Mrs. Donna Clements: Yes
Mr. Eric Welch: Yes
Mr. Drason Beasley: 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. Joshua Brown: Yes
Mr. Jay Galbreath: Yes
Yes: 12, Nay: 0

f. Approval of the PECCA Memorandum of Understanding (Annual Agenda Item)

Chairman Brown called upon Superintendent Golden, who recommended approval the PECCA Memorandum of Understanding. This is an annual agenda item.

Motion Passed: Motion by Mr. Eric Welch to approve. A second was made by Mr. Dan Cash.

Mr. Eric Welch: Yes
Mr. Drason Beasley: 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. Joshua Brown: Yes
Mr. Jay Galbreath: Yes
Mrs. Donna Clements: Yes
Yes: 12, Nay: 0

g. Approval of 2025-26 Pay Charts

Chairman Brown called upon Superintendent Golden, who recommended approval the 2025-26 Pay Charts, subject to budget approval by the County Commission in June.

Motion Passed: Main Motion by Mr. Tony Bostic to approve. A second was made by Mr. Eric Welch.

Dr. Dennis Driggers: Yes
Mrs. Tonja Hibma: Yes
Dr. Margie Johnson: Nay
Mrs. Claire Reeves: Yes
Mrs. Melissa Wyatt: Yes
Mr. Dan Cash: Yes
Mr. Joshua Brown: Yes
Mr. Jay Galbreath: Yes
Mrs. Donna Clements: Yes
Mr. Eric Welch: Yes
Mr. Drason Beasley: Yes
Mr. Tony Bostic: Abstain
Yes: 10, Nay: 1, Abstain: 1

Motion Failed: Amendment to the Main Motion by Dr. Margie Johnson to reflect a change in the 2025-26 pay charts reallocating raises from staff making \$100,000 or more for 2 more paid system wide close days for 10 and 11 month classified staff. A second was made by Mr. Tony Bostic. Superintendent Golden did not recommend the amendment.

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

Yes: 3, Nay: 8, Abstain: 1

Motion Unseconded: Amendment to the Amendment Motion by Dr. Margie Johnson to defer the 2025 - 26 pay charts until the June School Board meeting. The amendment failed due to lack of second.

7. Adjournment

There being no further business, Chairman Brown adjourned the meeting at 8:11 p.m.

Chairperson

Superintendent

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: Jason Golden, Superintendent

DATE: June 16, 2025

RE: Approval of ePlan Applications for FY2026 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 FY2026 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 FY2026 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."

2025-2026 BUDGET FOR 142 SCHOOL FEDERAL PROJECTS

WILLIAMSON COUNTY BOARD OF EDUCATION APPROVAL JUNE 16, 2025

(Includes Special Education IDEA-Part B, IDEA Pre-School, CTE Perkins Basic, and ESEA Grants (Titles IA, I-Delinquent, I-Neglected, IIA, III, IV) as amended by Every Student Succeeds Act)

REVENUES

47131	CTE Perkins Basic Grant	\$	433,203.97
47141	Title IA, I-Neglected, I-Delinquent Grants to States	\$	715,473.92
47143	Special Education Grants to States	\$	8,436,906.00
47145	Special Education Pre-School	\$	163,770.00
47146	Title III, English Language Acquisition	\$	102,549.74
47189	Title IIA, Eisenhower Professional Development	\$	614,116.91
47590	Title IV, (Student Support and Academic Enrichment)	\$	55,378.38

TOTAL REVENUES \$ **10,521,398.92**

EXPENDITURES

71100	Regular Instruction Program	\$	749,992.21
71200	Special Education Instruction Program	\$	4,903,637.72
71300	Vocational Education Program	\$	282,941.08
72120	Health Services	\$	1,159,882.00
72130	Other Student Support	\$	108,941.62
72210	Other Instruction Support	\$	685,163.83
72220	Special Education Support	\$	2,180,941.28
72230	Vocational Support	\$	20,085.59
72410	Office of the Principal	\$	71,685.00
72710	Transportation	\$	83,358.59
99100	Transfers Out (Indirect Cost)	\$	274,770.00

TOTAL EXPENDITURES \$ **10,521,398.92**

WILLIAMSON COUNTY BOARD OF EDUCATION APPROVAL
ESEA as amended by Every Student Succeeds Act
2025-2026 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	677,333.11	2,556.76	35,584.05				715,473.92
47146	Title III, English Language Acquisition					102,549.74		102,549.74
47189	Title IIA, Eisenhower Prof Development				614,116.91			614,116.91
47590	Title IV, Other Federal Through State				45,378.38		10,000.00	55,378.38
		\$ 677,333.11	\$ 2,556.76	\$ 35,584.05	\$ 659,495.29	\$ 102,549.74	\$ 10,000.00	\$ 1,487,518.95
EXPENDITURES								
	Object Code							
71100 REGULAR INSTRUCTION								
	Teachers	116 494,585.00	-	-	-	-	-	
	Educational Assistants	163 -	-	-	-	26,456.00	-	
	Other Salaries & Wages	189 -	-	30,395.00	-	2,151.74	-	
	Social Security	201 24,645.00	-	1,884.00	-	2,261.00	-	
	State Retirement	204 22,936.00	-	1,754.00	-	3,116.00	-	
	Life Insurance	206 205.00	-	-	-	41.00	-	
	Medical Insurance	207 62,500.00	-	-	-	12,500.00	-	
	Dental Insurance	208 2,500.00	-	-	-	500.00	-	
	Employer Medicare	212 7,172.00	-	441.00	-	529.00	-	
	Instructional Materials	429 -	-	155.05	-	50,000.00	3,265.42	
	TOTAL REGULAR INSTRUCTION	\$ 614,543.00	\$ -	\$ 34,629.05	\$ -	\$ 97,554.74	\$ 3,265.42	\$ 749,992.21
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 -	-	-	-	-	3,466.58	
	Other Charges	599 6,078.33	-	-	-	-	-	
	TOTAL OTHER STUDENT SUPPORT	\$ 6,773.33	\$ -	\$ -	\$ -	\$ -	\$ 3,466.58	\$ 10,239.91
72210 INSTRUCTION SUPPORT								
	Education Media Personnel	137 -	-	-	65,883.00	-	-	
	Secretary(s)	161 -	-	-	28,844.00	-	-	
	Other Salaries and Wages	189 -	-	-	322,907.00	-	-	
	Teacher Training	196 -	-	-	50,000.00	-	-	
	Social Security	201 -	-	-	29,905.00	-	-	
	State Retirement	204 -	-	-	33,508.00	-	-	
	Life Insurance	206 -	-	-	205.00	-	-	
	Medical Insurance	207 -	-	-	62,500.00	-	-	
	Dental Insurance	208 -	-	-	2,500.00	-	-	
	Employer Medicare	212 -	-	-	6,994.00	-	-	
	Mileage	355 -	-	-	3,000.00	-	-	
	Other Materials/Supplies	499 4,824.78	-	-	-	-	-	
	In-Service Staff Develop.	524 30,000.00	2,488.76	-	35,536.29	3,000.00	3,068.00	
	TOTAL INSTRUCTION SUPPORT	\$ 34,824.78	\$ 2,488.76	\$ -	\$ 641,782.29	\$ 3,000.00	\$ 3,068.00	\$ 685,163.83
72710 TRANSPORTATION								
	Contracts with Parents	313 1,500.00	-	-	-	-	-	
	Contract with Vehicle Owner	315 1,500.00	-	-	-	-	-	
	TOTAL TRANSPORTATION	\$ 3,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000.00
99100 TRANSFERS OUT								
	Indirect Cost	504 18,192.00	68.00	955.00	17,713.00	1,995.00	200.00	
	TOTAL TRANSFERS OUT	\$ 18,192.00	\$ 68.00	\$ 955.00	\$ 17,713.00	\$ 1,995.00	\$ 200.00	\$ 39,123.00
	TOTALS	\$ 677,333.11	\$ 2,556.76	\$ 35,584.05	\$ 659,495.29	\$ 102,549.74	\$ 10,000.00	\$ 1,487,518.95

**WILLIAMSON COUNTY BOARD OF EDUCATION APPROVAL
INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)
2025-2026 PROPOSED BUDGET**

Category	DESCRIPTION	Object Code	IDEA			TOTALS BY CATEGORY
			IDEA, PART B	PRESCHOOL	IDEA Partnership for Systemic Change (K-12)	
REVENUE						
47143	Special Education - Grants to States		8,436,906.00	-		8,436,906.00
47145	Special Education - Preschool Grants		-	163,770.00	-	163,770.00
			\$ 8,436,906.00	\$ 163,770.00	\$ -	\$ 8,600,676.00
EXPENDITURES						
71200 SPECIAL EDUCATION INSTRUCTION						
	Teachers	116	-	61,391.00	-	
	Educational Assistants	163	2,475,626.00	26,966.00	-	
	Other Salaries & Wages	189	257,810.00	-	-	
	Social Security	201	169,473.00	5,479.00	-	
	State Retirement	204	238,438.00	7,271.00	-	
	Life Insurance	206	4,723.00	82.00	-	
	Medical Insurance	207	1,175,000.00	25,000.00	-	
	Dental Insurance	208	57,600.00	1,000.00	-	
	Employer Medicare	212	39,632.33	1,282.00	-	
	Contract w/Private Agencies	312	315,422.39	3,420.78	-	
	Instructional Supplies/Mat	429	29,947.00	2,074.22	-	
	Other Supplies/Materials	499	5,000.00	-	-	
	Special Education Equipment	725	1,000.00	-	-	
	TOTAL SPECIAL EDUCATION INSTRUCTION		\$ 4,769,671.72	\$ 133,966.00	\$ -	\$ 4,903,637.72
72120 HEALTH SERVICES						
	Medical Personnel	131	878,225.00	-	-	
	Social Security	201	54,302.00	-	-	
	State Retirement	204	70,170.00	-	-	
	Life Insurance	206	451.00	-	-	
	Medical Insurance	207	137,500.00	-	-	
	Dental Insurance	208	5,500.00	-	-	
	Employer Medicare	212	12,734.00	-	-	
	Travel-Mileage	355	1,000.00	-	-	
	TOTAL HEALTH SERVICES		\$ 1,159,882.00	\$ -	\$ -	\$ 1,159,882.00
72220 SPECIAL EDUCATION SUPPORT						
	Psychological Personnel	124	160,778.00	-	-	
	Secretary(s)	161	57,992.00	-	-	
	Instructional Coaches	172	691,422.00	-	-	
	Other Salaries/Wages	189	638,666.00	-	-	
	Social Security	201	96,029.00	-	-	
	State Retirement	204	126,870.00	-	-	
	Life Insurance	206	738.00	-	-	
	Medical Insurance	207	225,000.00	-	-	
	Dental Insurance	208	9,000.00	-	-	
	Employer Medicare	212	22,458.00	-	-	
	Contract w/Private Agencies	312	66,287.00	-	-	
	Travel-Mileage	355	16,001.00	-	-	
	Other Contracted Services	399	-	-	-	
	Other Supplies & Materials	499	19,887.61	12,000.00	-	
	In-Service/Staff Development	524	23,412.67	10,000.00	-	
	Other Equipment	790	900.00	3,500.00	-	
	TOTAL SPECIAL EDUCATION SUPPORT		\$ 2,155,441.28	\$ 25,500.00	\$ -	\$ 2,180,941.28
72410 OFFICE OF THE PRINCIPAL						
	Assistant Principal(s)	139	56,351.00	-	-	
	Social Security	201	3,494.00	-	-	
	State Retirement	204	4,502.00	-	-	
	Life Insurance	206	21.00	-	-	
	Medical Insurance	207	6,250.00	-	-	
	Dental Insurance	208	250.00	-	-	
	Employer Medicare	212	817.00	-	-	
	TOTAL OFFICE OF THE PRINCIPAL		\$ 71,685.00	\$ -	\$ -	\$ 71,685.00
72710 TRANSPORTATION						
	Bus Drivers	146	34,901.00	-	-	
	Social Security	201	2,164.00	-	-	
	State Retirement	204	3,061.00	-	-	
	Life Insurance	206	41.00	-	-	
	Medical Insurance	207	12,500.00	-	-	
	Dental Insurance	208	500.00	-	-	
	Employer Medicare	212	506.00	-	-	
	TOTAL TRANSPORTATION		\$ 53,673.00	\$ -	\$ -	\$ 53,673.00
99100 TRANSFERS OUT						
	Indirect Cost	504	226,553.00	4,304.00	-	
	TOTAL TRANSFERS OUT		\$ 226,553.00	\$ 4,304.00	\$ -	\$ 230,857.00
TOTAL			\$ 8,436,906.00	\$ 163,770.00	\$ -	\$ 8,600,676.00

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)
2025-2026 PROPOSED BUDGET

Category	DESCRIPTION	Object Code	CTE PERKINS BASIC	PERKINS RESERVE	TOTALS BY CATEGORY
REVENUE					
47131	Vocational Education - Grants to States		383,427.97	49,776.00	
			<u>\$ 383,427.97</u>	<u>\$ 49,776.00</u>	<u>\$ 433,203.97</u>
EXPENDITURES					
71300 CAREER AND TECHNICAL EDUCATION					
	Teachers	116	92,644.00	-	
	Clerical Personnel	162	22,741.00	-	
	Social Security	201	7,154.00	-	
	State Retirement	204	9,407.00	-	
	Life Insurance	206	57.00	-	
	Medical Insurance	207	17,188.00	-	
	Dental Insurance	208	688.00	-	
	Employer Medicare	212	1,673.00	-	
	Instructional Equipment	730	81,613.08	49,776.00	
	TOTAL CAREER AND TECH EDUC		<u>\$ 233,165.08</u>	<u>\$ 49,776.00</u>	<u>\$ 282,941.08</u>
72130 OTHER STUDENT SUPPORT					
	Other Salaries & Wages	189	21,446.43	-	
	Social Security	201	1,328.00	-	
	State Retirement	204	1,801.00	-	
	Employer Medicare	212	311.00	-	
	In Service/Staff Development	524	23,815.28	-	
	Other Charges	599	50,000.00	-	
	TOTAL OTHER STUDENT SUPPORT		<u>\$ 98,701.71</u>	<u>\$ -</u>	<u>\$ 98,701.71</u>
72230 CAREER/TECH EDUC SUPPORT					
	Clerical Personnel	162	7,581.00	-	
	Social Security	201	470.00	-	
	State Retirement	204	665.00	-	
	Life Insurance	206	6.00	-	
	Medical Insurance	207	1,563.00	-	
	Dental Insurance	208	63.00	-	
	Employer Medicare	212	110.00	-	
	In-Service Staff Develop.	524	9,627.59	-	
	TOTAL CAREER/TECH EDUC SUPPORT		<u>\$ 20,085.59</u>	<u>\$ -</u>	<u>\$ 20,085.59</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>
	TOTAL		<u>\$ 383,427.97</u>	<u>\$ 49,776.00</u>	<u>\$ 433,203.97</u>

FY26 Consolidated Application Approval for IDEA/ESEA School Year 2025 - 2026

940

LEA #

WILLIAMSON COUNTY BOARD OF EDUCATION

LEA Name (Legal Name of Agency):

LEA Legal Mailing Address

1320 WEST MAIN STREET, SUITE 202

Street Address

FRANKLIN

City

TN

State

37064

Zip

Consolidated Project begins July 1, 2025 and ends June 30, 2026.

The facts, figures, and representations made in this application, including exhibits, attachments, and assurances herein, are true and correct to the best of my knowledge.

The Board of Education has reviewed and approved this project year application for filing.

This action is recorded in the official minutes of the Agency's Board meeting held on the date entered below:

June 16, 2025

Board Meeting Date

Director of Schools (Signature)

Board of Education Official (Signature)

JASON GOLDEN

Director of Schools (Print Name)

JOSH BROWN

Board of Education Official (Print Name)

Date Signed

Date Signed



MEMORANDUM

May 23, 2025

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: Sunset Elementary School Shade Structure Request

Sunset Elementary School is requesting permission to install a shade structure in the playground. The project is fully funded by the Sunset Elementary School PTO.

Staff recommends approval.



Third Party Test Report

DATE: March 7, 2025 FILE: ALNETA.A021125B-R1
CLIENT: Alnet Americas 417 Central Park Dr. Sanford, FL 32771
ATTN: James P. Lane

SAMPLE IDENTIFIED BY CLIENT AS:

Fabric Submitted: ALNETA SOUTH AFRICA
Manufacturer: ALNETA SOUTH AFRICA
Style: 311105 Season: MPR - 1/19/2024
LOT: PANEL #16, COLOR 4126, MACHINE #41
Ref: ALNETA EXTRA BUCKLE, 1.1905 X 3.1905
Color: Mint Green

TEST PROCEDURES:

FIRE RESISTANCE NFPA 701 2023 - TEST 2 (FLAT)

Specimen	Char Length (in)	After Flame (sec)	Drip Burn (sec)
Specimen 1	6.0	0.0	0.0
Specimen 2	4.0	0.0	0.0
Specimen 3	5.0	0.0	0.0
Specimen 4	0.0	0.0	0.0
Average	5.0	0.0	0.0

RESULTS: PASS

NOTE: After flame shall not exceed 2 seconds.

When the char length of any individual folded specimen exceeds 1050 mm (41.3 in), the material shall be recorded as having failed the test.

When at any time during or after the application of the test flame, any portions of residues of the material being tested break or drip from the specimen and fall to the floor of the test apparatus and continue burning more than 2 seconds after reaching the floor of the test apparatus, the material shall be recorded as having failed the test.

Signed For The Company By

Joseph Yin
Laboratory Manager



Ashik Faisal
Technical Director

ME/02

The findings and results in this test report apply only to the specific samples submitted to us by the client for testing. Unless otherwise specified, all compliance statements are simple acceptance. Terms and Conditions: www.vartest.com/resources/terms-and-conditions

DESIGN CRITERIA

2021 INTERNATIONAL BUILDING CODE

DEAD LOAD:

FABRIC: 0.10 PSF

SNOW LOAD:

GROUND SNOW LOAD: 14 PSF

ROOF SNOW LOAD: 5 PSF (SEE OWNER NOTES)

SNOW EXPOSURE FACTOR: 1.0

SNOW LOAD IMPORTANCE FACTOR: 1.0

THERMAL FACTOR: 1.2

LIVE LOAD:

ROOF LIVE LOAD: 5 PSF

WIND LOAD:

FRAME WITH FABRIC: 105 MPH

FRAME WITHOUT FABRIC: 105 MPH

WIND IMPORTANCE FACTOR: 1.0

WIND EXPOSURE CATEGORY: C

WIND ENCLOSURE TYPE: OPEN

GUST EFFECT FACTOR: 0.89

SEISMIC DESIGN:

SEISMIC LOAD DOES NOT CONTROL THE DESIGN BASED ON THE ASSUMPTION THAT THE FABRIC HAS NEGLIGIBLE MASS

OWNER NOTES

- MEMBRANE(S) MUST BE REMOVED IF LIVE LOAD/ROOF SNOW LOAD IS EXPECTED TO EXCEED 5 PSF AND/OR THE BASIC WIND SPEED IS EXPECTED TO EXCEED 90 MPH 3 SEC GUST OR 74 MPH SUSTAINED WIND LOADS (HURRICANE CATEGORY 1).
- THE OWNER ACCEPTS FULL RESPONSIBILITY OF REMOVING THE FABRIC FROM THE STEEL FRAME WHEN ANY OR ALL OF THESE CONDITIONS MAY OCCUR.
- THE STEEL STRUCTURE WITH THE FABRIC REMOVED, WAS DESIGNED TO WITHSTAND DEAD LOADS, ROOF LIVE LOADS, SNOW LOADS AND WIND SPEEDS AS SPECIFIED ABOVE PER THE LOCAL CODE REQUIREMENTS. IF THE ABOVE LOADS ARE EXCEEDED OR ADDITIONAL LOADS ARE INDUCED STRUCTURAL FAILURE MAY OCCUR. THE OWNER IS RESPONSIBLE FOR AND ACCEPTS FULL LIABILITY FOR ANY ISSUES CAUSED BY EXCEEDING THE DESIGN CRITERIA LOADS.

GENERAL NOTES

- FABRIC MEETS NFPA 701-2023.
- ALL EXPOSED STEEL TO BE POWDERCOATED.

FOUNDATION DESIGN

MINIMUM CONCRETE COMPRESSIVE STRENGTH AFTER 28 DAYS: 2,500 PSI (NO SPECIAL INSPECTION REQUIRED)

STEEL REINFORCEMENT: ASTM-A615, GRADE 60

ASSUMED VERTICAL FOUNDATION PRESSURE: 1,500 PSF

ASSUMED LATERAL BEARING PRESSURE: 100 PSF/F

THE VERTICAL AND LATERAL BEARING PRESSURE VALUES WERE CONSIDERED PER CONDITIONS OF CURRENT BUILDING CODE.

FOUNDATION NOTES:

- THE FOUNDATION DESIGN IS BASED ON TABLE 1806.2 OF THE INTERNATIONAL BUILDING CODE, CLASS 5 SOIL MATERIAL. IF DIFFERENT SOIL CONDITIONS ARE ENCOUNTERED, IT IS RECOMMENDED THAT A GEOTECHNICAL REPORT BE CONDUCTED TO DETERMINE THE LOAD BEARING VALUES OF THE SOIL. OWNER / CONTRACTOR ASSUME FULL LIABILITY IF NO GEOTECHNICAL INVESTIGATIONS ARE CONDUCTED.
- IF THE FOOTING DEPTH DOES NOT MEET LOCAL FROST REQUIREMENTS, FOOTINGS SHALL BE RE-DESIGNED UNDER THE DIRECTION OF AN ENGINEER. IT IS THE CONTRACTOR'S RESPONSIBILITY TO VERIFY THE LOCAL FROST DEPTH.

MATERIALS

- ALL MATERIALS LISTED BELOW MAY NOT BE SPECIFIC TO THIS PROJECT.

MEMBER TYPE	ASTM	MIN. YIELD STRENGTH
W SHAPES	A992	50 KSI
RECTANGULAR HSS TUBES	A500(GRADE B)	46 KSI
SQUARE HSS TUBES	A500(GRADE B)	46 KSI
ROUND HSS TUBES	A500(GRADE B)	42 KSI
SCHEDULE PIPE	A500(GRADE B&C)	50 KSI
ROUND MECHANICAL TUBING	A519	45 KSI
MISCELLANEOUS PLATES/SHAPES	A36	36 KSI
CONNECTION BOLTS	A325	92 KSI
HEADED ANCHOR BOLTS	F1554	36 KSI
HOOKEED ANCHOR BOLTS	A307	36 KSI

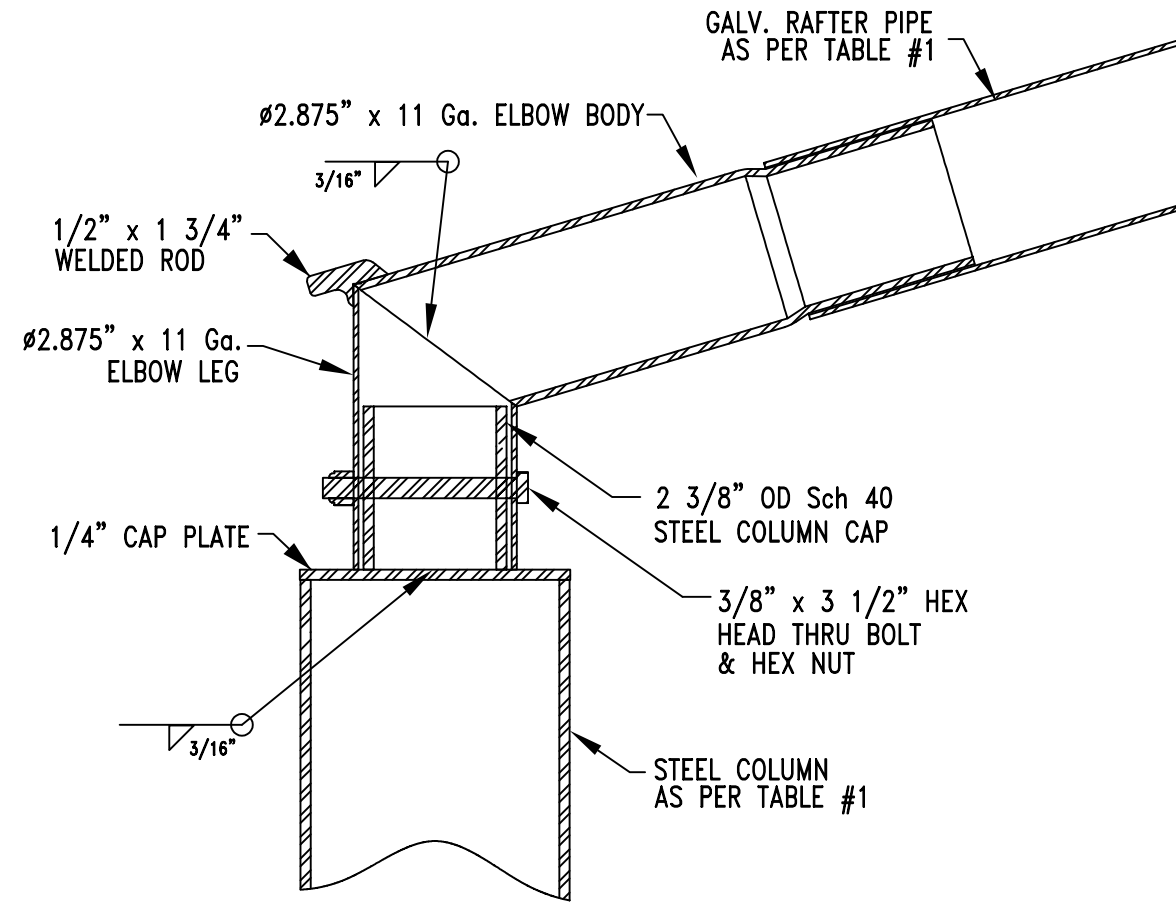
3/16" GALVANIZED AIRCRAFT CABLE SHALL HAVE A NOMINAL STRENGTH OF 4,200 LBS.

1/4" GALVANIZED AIRCRAFT CABLE SHALL HAVE A NOMINAL STRENGTH OF 7,000 LBS.

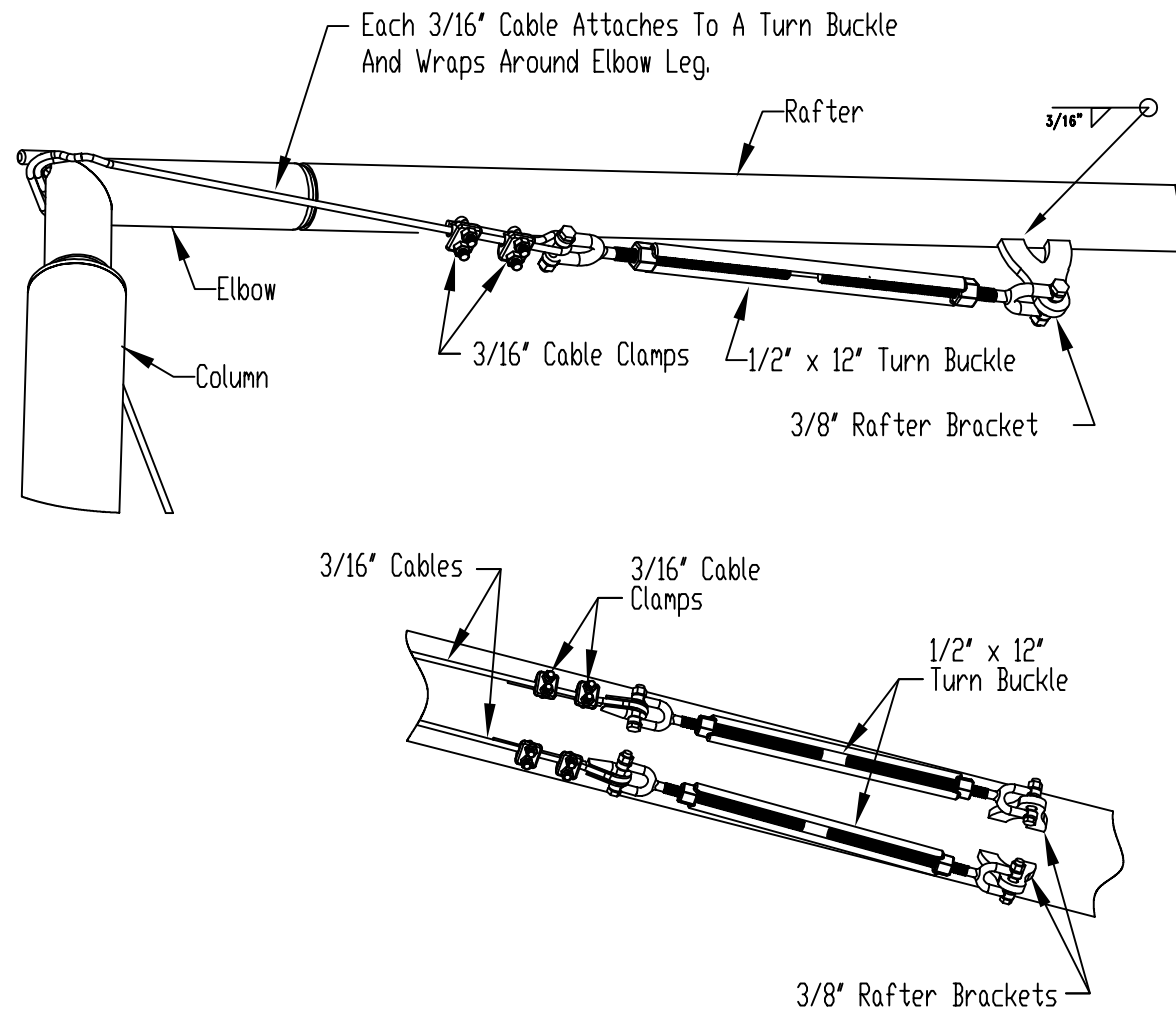
5/16" GALVANIZED AIRCRAFT CABLE SHALL HAVE A NOMINAL STRENGTH OF 9,800 LBS.

TABLE 1

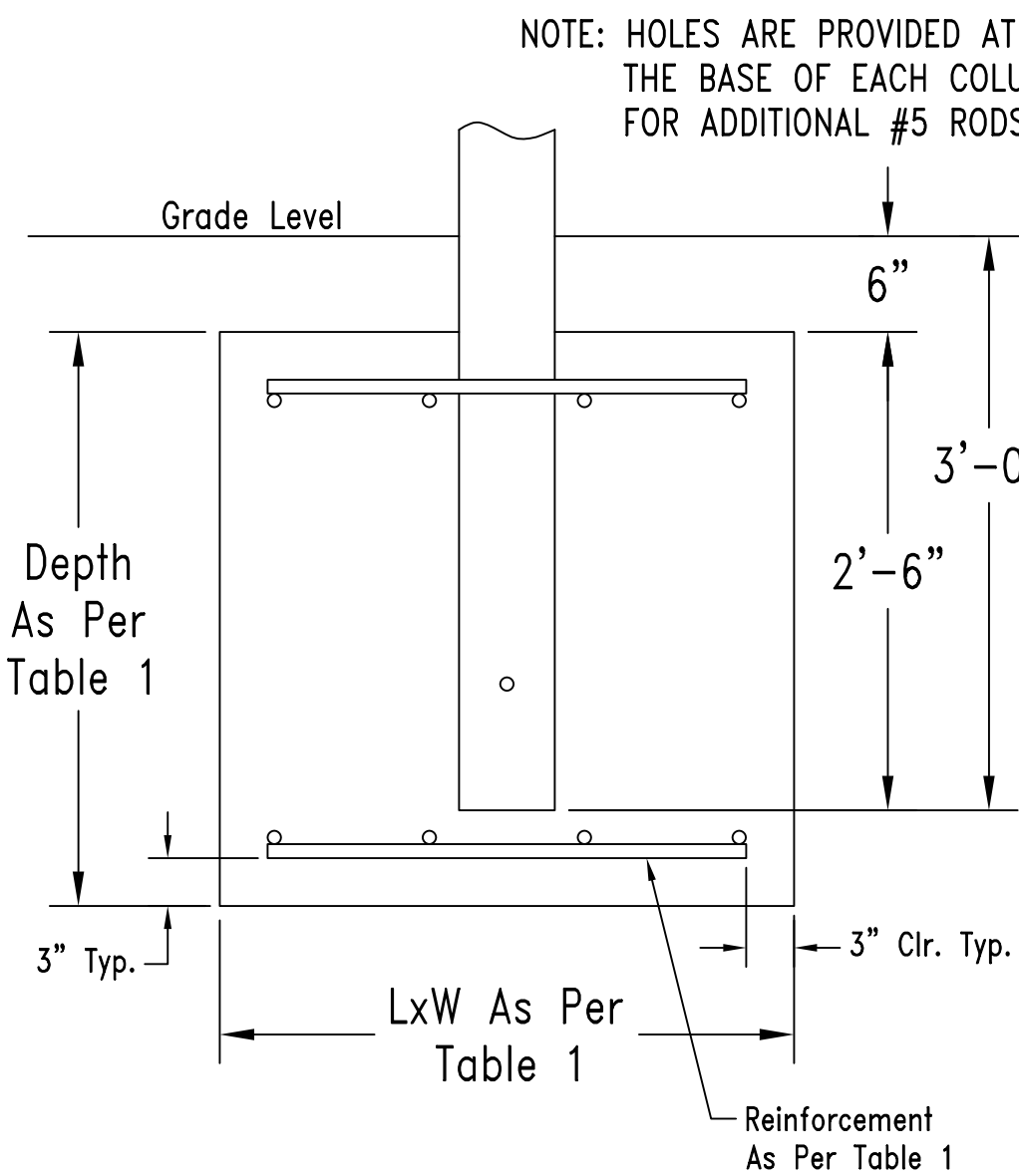
STRUCTURE	EAVE HEIGHT	COLUMN SIZE	FRAME TUBE SIZE	SPREAD FOOTING SIZE	SPREAD FOOTING REINF.
20' x 15' Hip Shade	08'-0" Above Grade	5.0" OD 11-Ga.	2.875" OD 12 Gauge	3.0' x 3.0' 3.0' Deep	(4)#5 EW Top & Bot



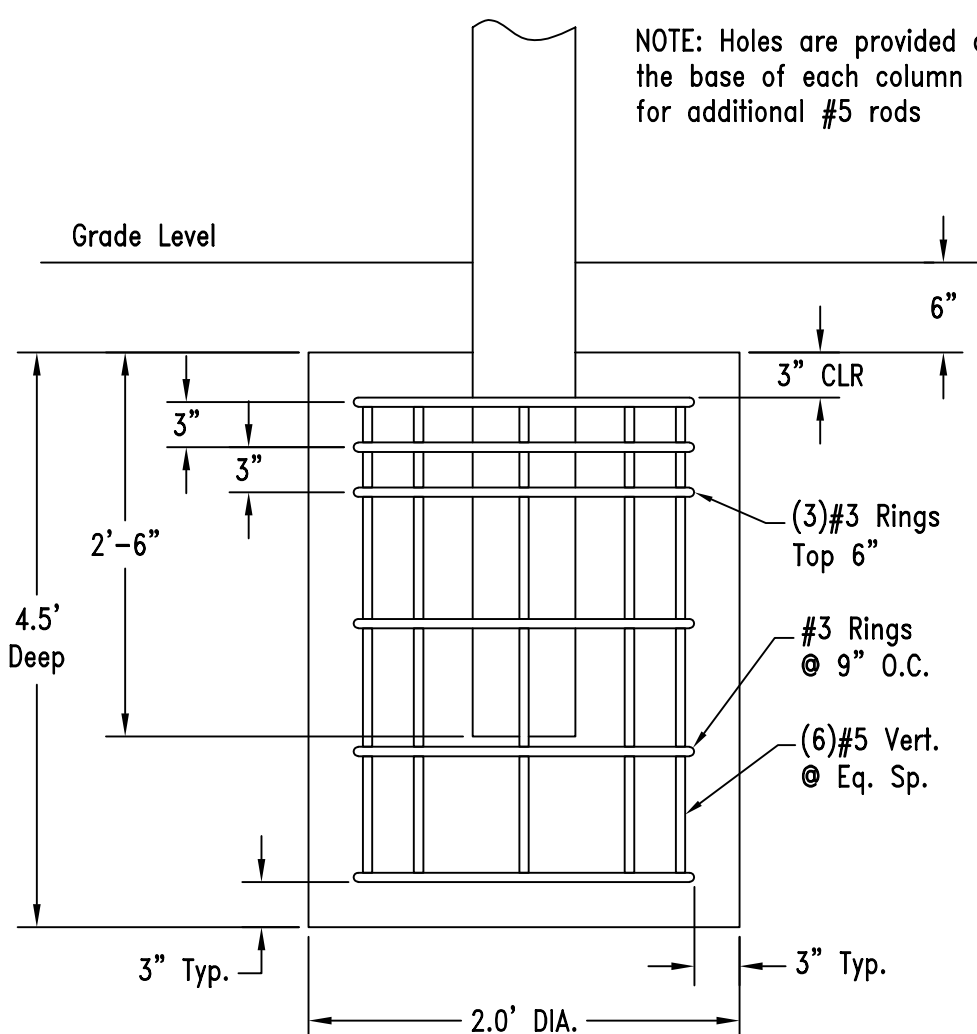
4
1 ELBOW CONNECTION



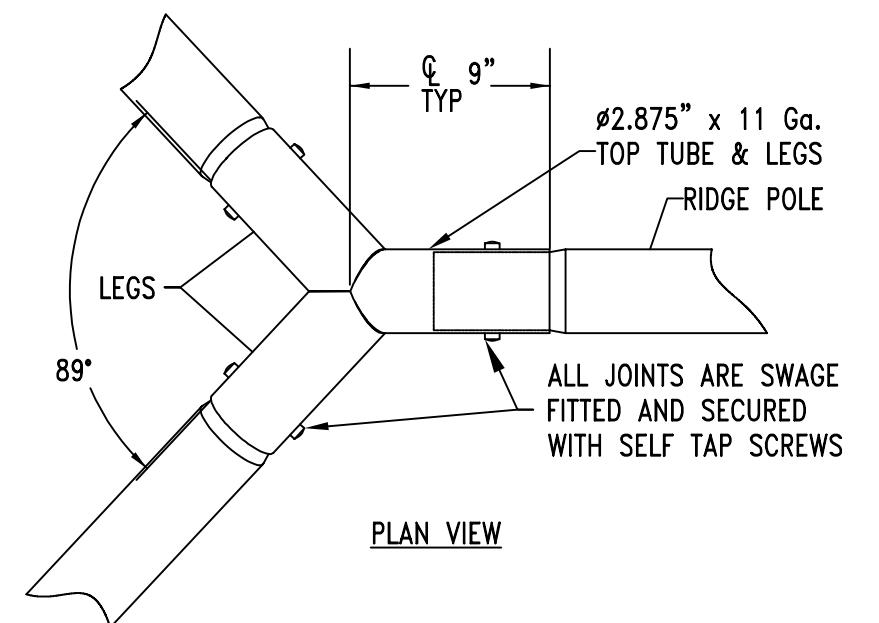
5
1 TURN BUCKLE CONNECTION



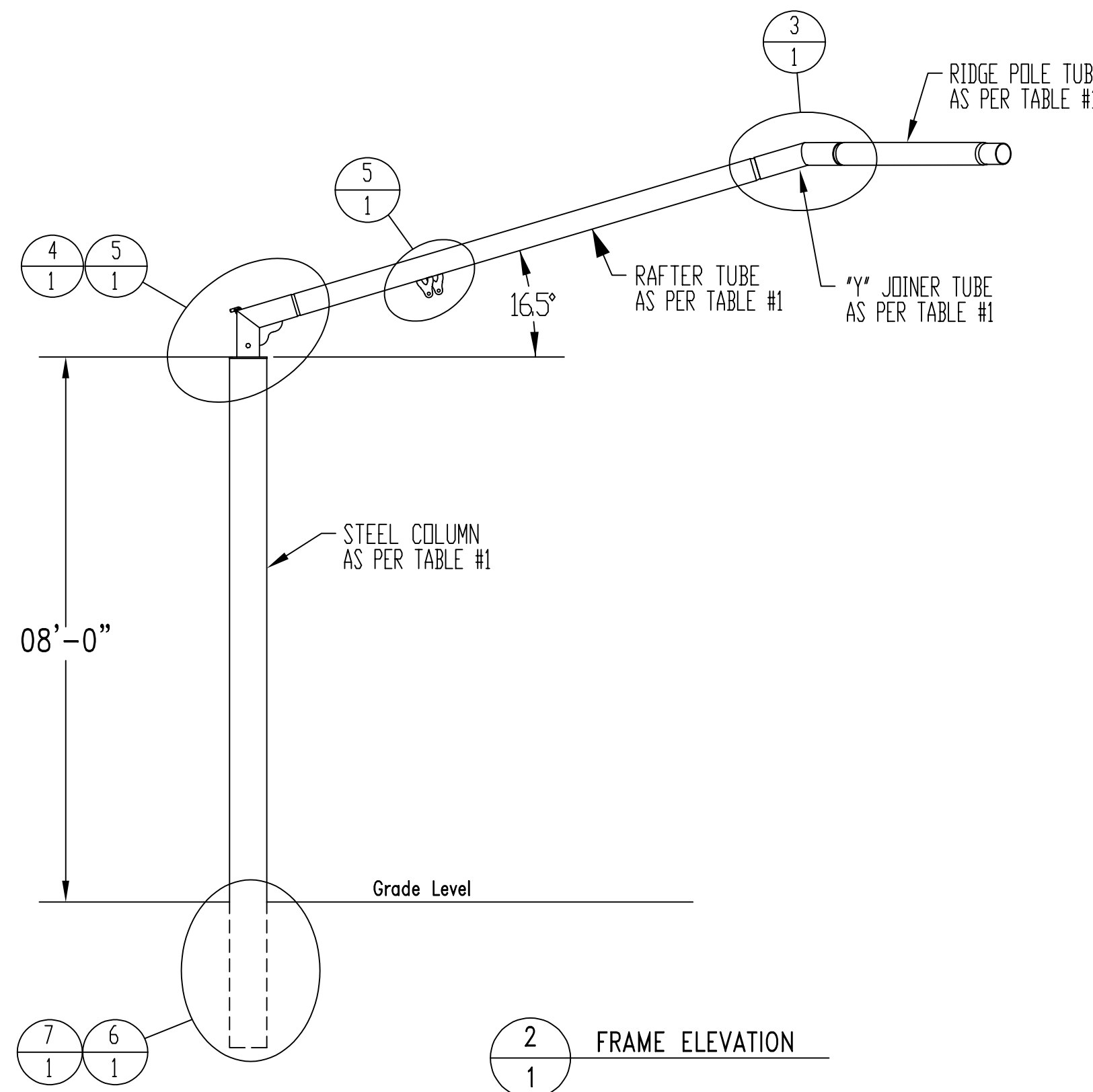
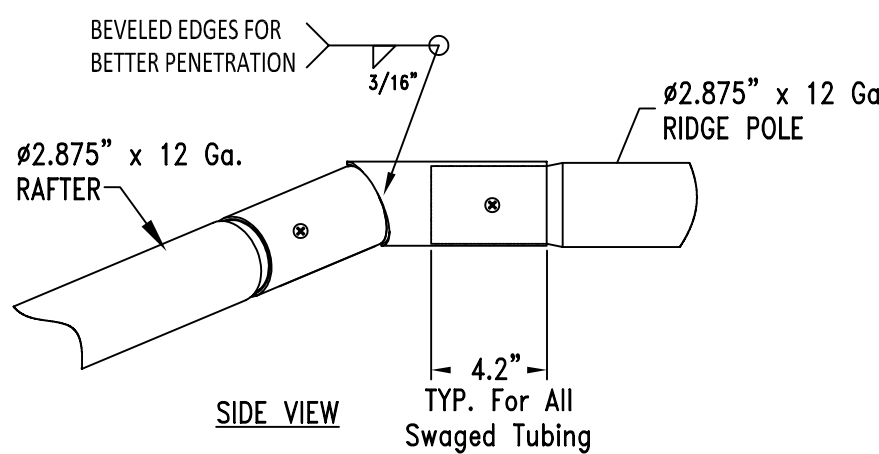
6
1 SPREAD FOOTING DETAIL
OPTION A



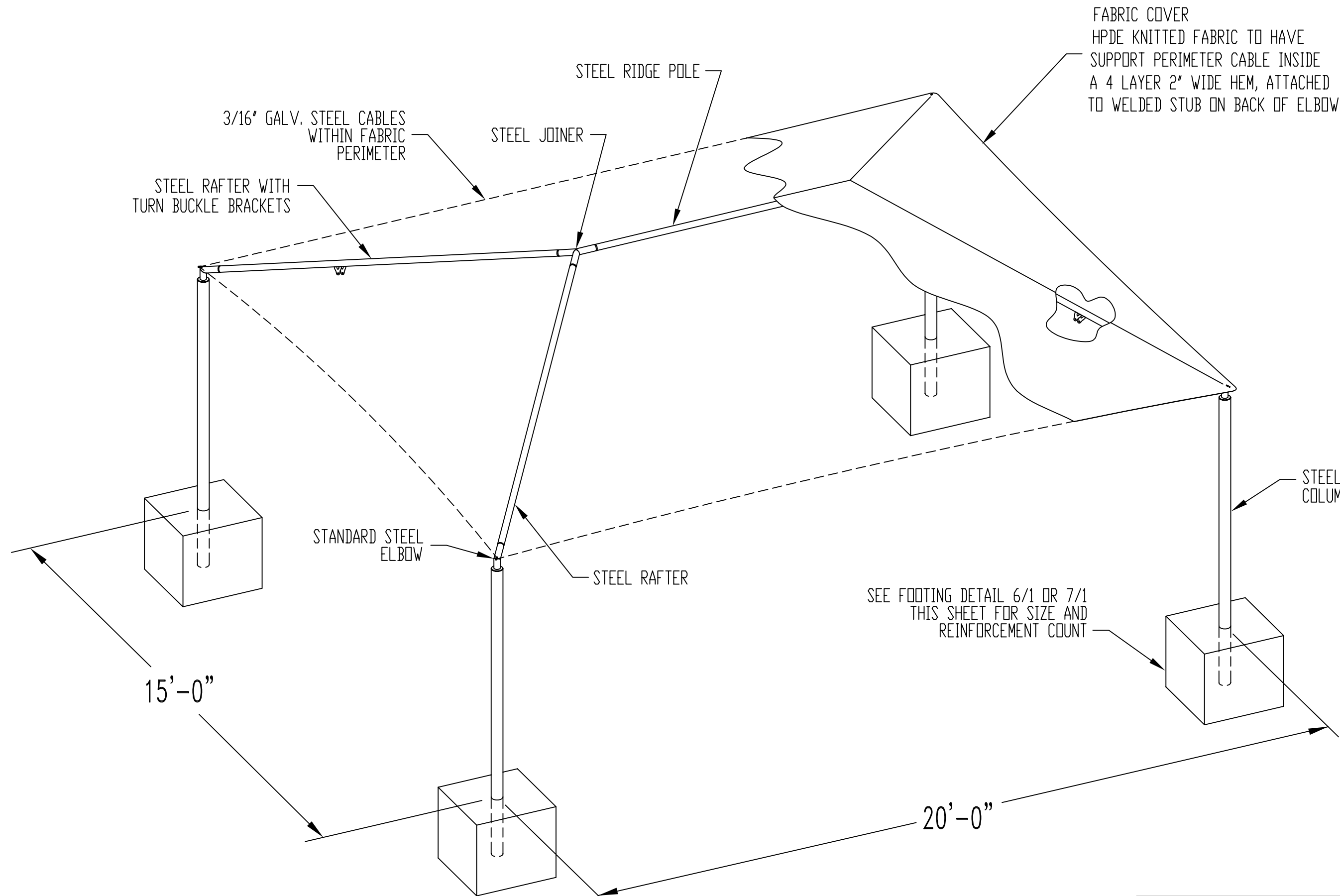
7
1 PIER FOOTING DETAIL
OPTION B



3
1 Y\"/>



1
1 SHADE STRUCTURE
20' x 15' x 08'



SEAL:



Superior Shade
150 Adamson Industrial Blvd.
Carrollton, GA 30117

STATE OF TENNESSEE

WCS-SUNSET ES-SH
100 Sunset Trail
Brentwood, TN, 37027

COPY RIGHT:
THIS PLAN/DRAWING IS THE EXCLUSIVE
PROPERTY OF THE MANUFACTURER
AND MAY NOT BE USED OR REPRODUCED
WHOLE OR IN PART WITHOUT THE WRITTEN
PERMISSION FROM THE MANUFACTURER.

Revisions:

Date:	By:

Drawn: MRI

Date: 4/3/25

Chkd:

Date:

S00279934

1
Sheet No.



MEMORANDUM

June 3, 2025

TO: Williamson County Board of Education
CC: Jason Golden, Superintendent of School
Brian King, Assistant Superintendent of Operations
FROM: Eric J. Gardner, P.E., Director of Facilities & Construction
RE: Sunset Middle School Exterior LED Sign Request

Sunset Middle School is requesting permission to install an LED lighted sign on the brick façade of the building. The gymnasium sign and Sunset "S" logo will be installed above the entrance to the gym. The project is fully funded by the Sunset Middle School PTO.

Staff recommends approval.

Building Modification Request

Incomplete forms and missing required documents will delay approval or cause denial of the request.

* Required Fields

* School: Sunset Middle Requested By: Clarissa Haymen

* Justification for Request: (Ex: Increased Enrollment, Program Change, New Program Requirement)

To help identify the gym location for
athletic visitors to know where to enter
for games / events.

* Scope of Work: Contracting / Purchase / Installation
of metal letters on exterior brick wall
of gym

* Attach plans and a sketched map showing the exact location.

* Funding Source: PTO

* Attach proof of available funding for total project amount.

* Estimated Cost (Attach quotes): have yet to determine

* Principal Signature: Chris Hay Date: 5.8.25

Principal, send this completed form and attachments to your Assistant Superintendent.

This section to be completed by Central Office staff.

Ass't Superintendent Signature: _____ Date: _____

(After reviewing, please send this form and attachments to the Director of Facilities & Construction)

Requires WCS Board Approval: Yes _____ No _____

Director of Facilities & Construction Comments: _____

Director of Facilities & Construction Signature: _____ Date: _____

Forwarded to Maintenance by Director of Facilities & Construction on _____ Date: _____

Maintenance Recommendations: _____

Director of Maintenance Signature: _____ Date: _____

DAY TIME



NIGHT TIME



22" S
12" GYMNASIUM
128"



LOGO Internally illuminated LED with illuminated face
GYMNASIUM Internally illuminated Reverse Halo lit

Individual Channel letters Aluminum Construction
12 Volt LED lighting

Complete Project Fabrication & Installation Cost \$2800.00



MEMORANDUM

June 3, 2025

To: Williamson County Board of Education

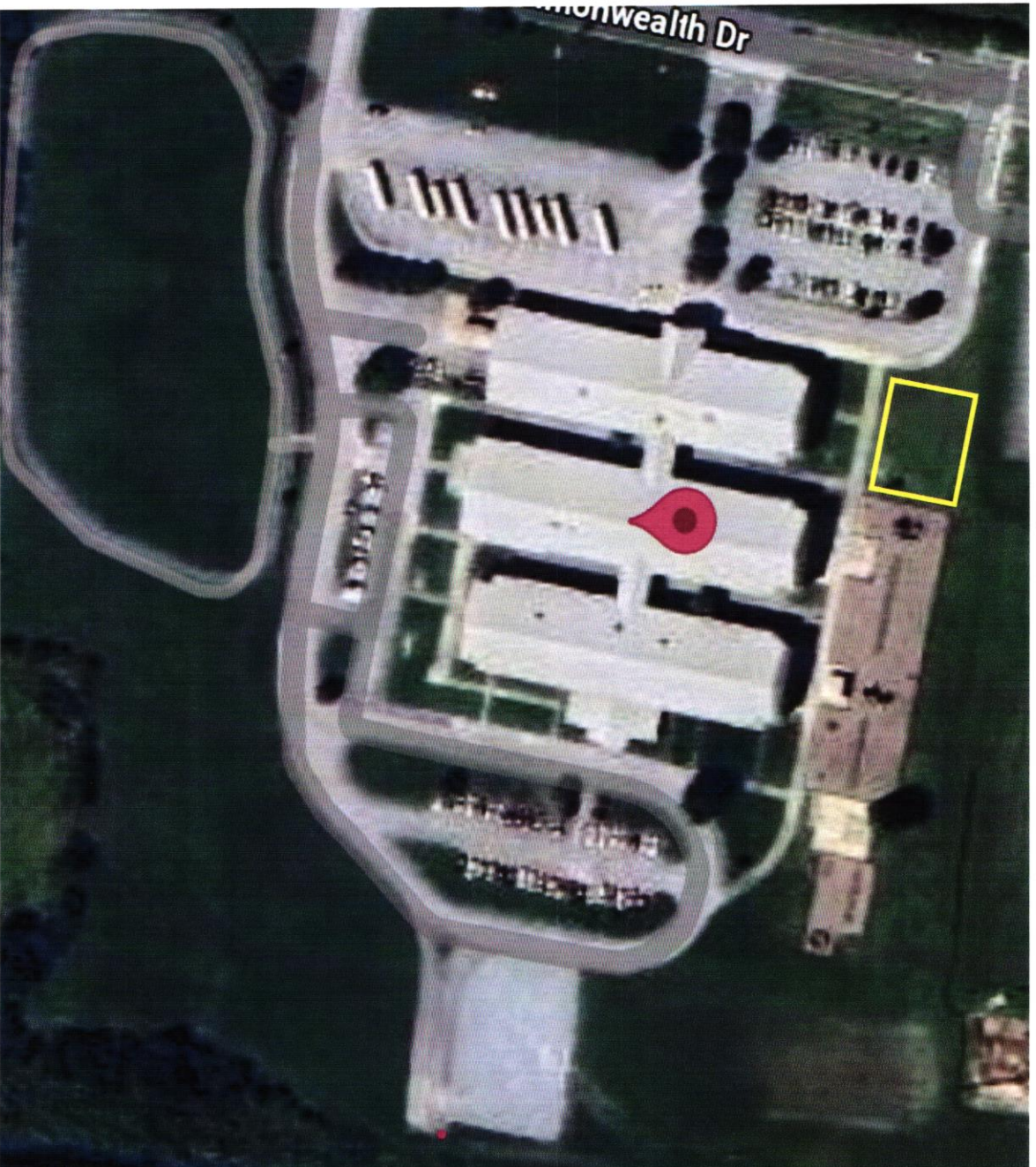
CC: Jason Golden, Superintendent of Schools
Brian King, Assistant Superintendent of Operations

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

Re: Longview Elementary School Early Childhood Playground Request

Longview Elementary School is requesting permission to install a playground for Early Childhood. The new playground would be located west of the existing playground. The project will be completed through the WCS continuing maintenance contracts for playgrounds.

Staff recommends approval.



The yellow box indicates where the proposed EC playground would be placed on the LVES campus.



MEMORANDUM

May 23, 2025

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: Middle Tennessee Easement Request at Sunset Middle/Elementary School

As part of the improvements the Town of Nolensville is making along Sunset Road by installing a pedestrian signal near the entrance to Sunset Middle/Elementary School, Middle Tennessee Electric (MTE) is requesting an easement to connect the signal to power. There is an existing power line northwest of the intersection of Sunset Road and Sunset Trail. The contractor will install conduit through Williamson County Board of Education (WCBOE) property from the power line to the signal. The easement document and exhibit are attached.

Staff recommends approval.

Right-of-Way

Easement

This instrument prepared by: MTE
555 New Salem Highway, Murfreesboro, TN 37129
jc Employee Initials



Service Location # 6000494432 Meter Set SO # 16769779 WO# 16769779

Grantor: WILLIAMSON CO BOARD OF EDUCATION And/by _____

Select one of the following: ☐unmarried ☐married ☒business entity

FOR GOOD AND VALUABLE CONSIDERATION, the receipt and sufficiency of which are hereby acknowledged, the Grantor, whether one or more, does hereby grant unto Middle Tennessee Electric Membership Corporation, a Tennessee not-for-profit corporation ("Grantee" or "MTE"), its affiliates, successors or assigns, a perpetual easement (the "Easement") that, except as may be otherwise indicated on Exhibit 1, if attached, shall be twenty feet (20') from the centerline (total of 40') for any overhead transmission and/or distribution line or system, including anchoring, and ten feet (10') from the centerline (total of 20') for any underground transmission and/or distribution line or system with the right to:

- install, construct, reconstruct, rephase, operate and maintain an electric transmission and/or distribution line or system;
- inspect and make such repairs, changes, alterations, improvements, removals from, substitutions and additions to its facilities as Grantee may from time to time deem advisable, including, by way of example and not by way of limitation, the right to increase or decrease the number of conduits, wires, cables, poles, guy wire and anchors, hand holes, manholes, connection boxes, transformers and transformer enclosures;
- cut, trim and control the growth by chemical means, machinery or otherwise of trees and shrubbery within the Easement, or any tree that may interfere with or threaten to endanger the operation and maintenance of said line or system;
- prohibit, prevent and restrict the planting and/or maintenance of any trees, shrubbery or vegetation not approved in writing by Grantee (except those trees that appear on MTE's approved standard planting guide) which approval may be withheld by Grantee in its sole discretion if it determines said trees, shrubbery or vegetation may in the future interfere with or threaten to endanger the operation and maintenance of said line or system;
- prohibit the planting of any trees, shrubbery or vegetation within 15' of a pole or pad-mounted equipment;
- keep the Easement clear of all buildings, structures or other obstructions;
- license, permit or otherwise agree to the joint use or occupancy of the lines, system or, if any of said system is placed underground, of the trench and related underground facilities, by any other person, association or corporation for electrification, for other utility or commercial purposes;
- install and maintain guy additions to overhead lines if any portion of the lines or system is placed underground;

over, across; and through the land owned by Grantor as further described below (the "Property");

County Williamson State of Tennessee Tax Map: 056 Group: _____ Parcel: 02700

Address 100-200 SUNSET TRL BRENTWOOD 37027
House/building# Street/Road Name City Zip

and such Property being of record in Deed Book 2105, Page 530, Register's Office of the above-named county, and as may be further described according to Exhibit 1 attached hereto and incorporated herein by reference, if attached, together with the right of ingress and egress over adjacent lands of the Grantor, and Grantor's successors and assigns for the purposes of this Easement.

The Grantor agrees that all poles, wires, and other facilities, including any main service entrance equipment, installed in, upon or under the Property at Grantee's expense shall remain the property of the Grantee and removable at the option of the Grantee. The Grantor hereby expressly releases any claims, demands, actions, or causes of action for trespass related to the Grantee's use of this Easement as described herein. The grant and other provisions of this Easement shall run with the land for the benefit of the Grantee, its affiliates, successor and assigns.

IN WITNESS WHEREOF, the Grantor has executed this instrument this _____ day of _____, 202____.

Print Name/Title of Authorized Signatory

Print Name/Title of Authorized Signatory

Legal Signature

Legal Signature

STATE OF _____

STATE OF _____

COUNTY OF _____

COUNTY OF _____

On the ____ day of _____, 202____, personally appeared before me, the within named bargainer(s), with whom I am personally acquainted (or proved to me on the basis of satisfactory evidence) and who acknowledged that such person(s) executed the within instrument for the purposes therein contained.

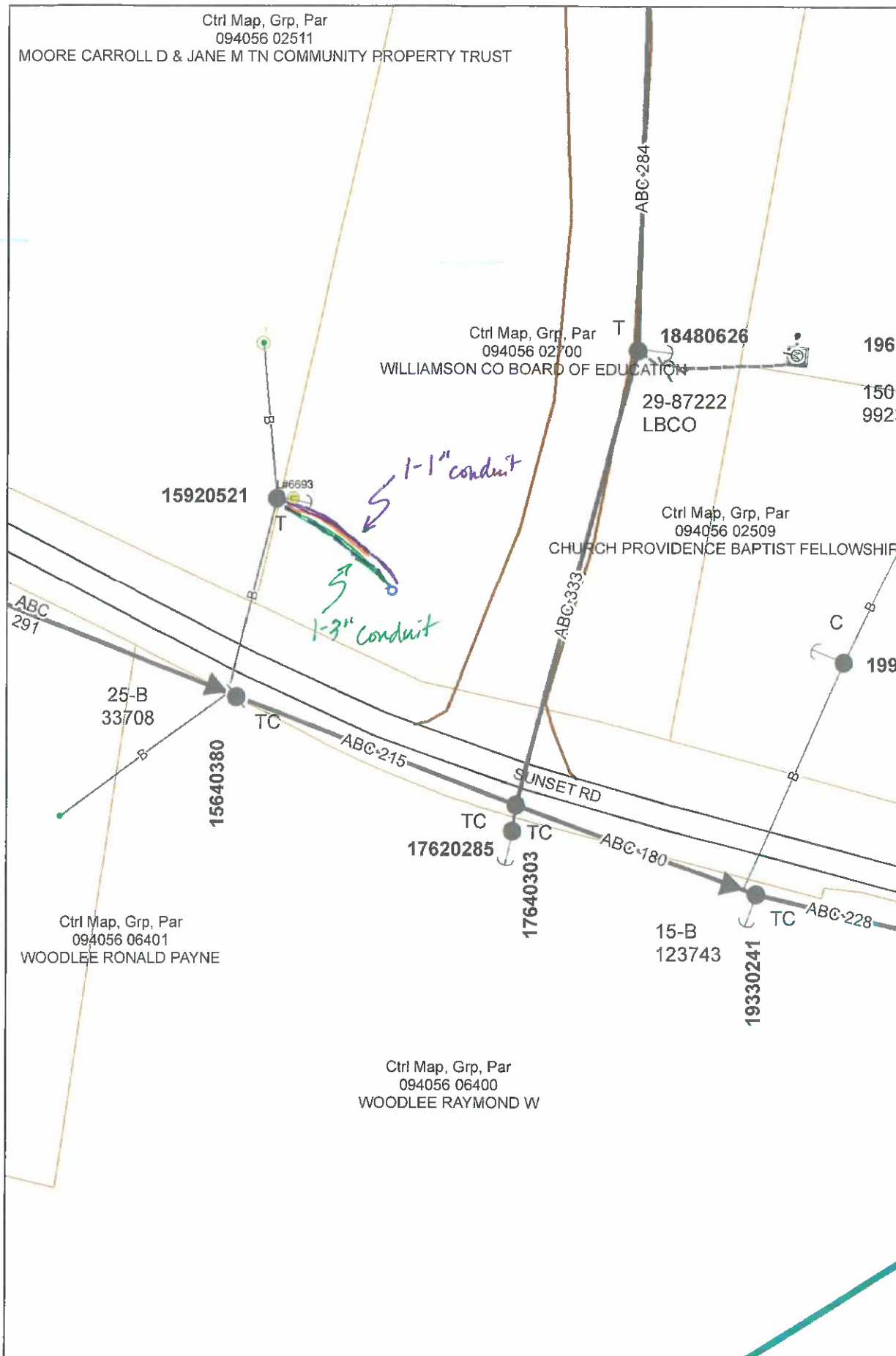
On the ____ day of _____, 202____, personally appeared before me, the within named bargainer(s), with whom I am personally acquainted (or proved to me on the basis of satisfactory evidence) and who acknowledged that such person(s) executed the within instrument for the purposes therein contained.

Notary Signature

My Commission Expires

Notary Signature

My Commission Expires



UG Symbol Legend

#1 ALCNC Primary – Blue
 Secondary – Green
 Street Lighting – Red
 #1 Express Feeds – Brown
 Smart Grid - Orange

#1 Circuits

1 Ø	1-2" sch. 40
2 Ø	2-2" sch. 40
3 Ø	3-2" sch. 40
3 Ø Commercial	2-4"

Full out each span
 note size & quantity on each span

P	Primary Pull Box
1S	1 Ø Sector
3S	3 Ø Sector
1 Ø Transformer	
3 Ø Transformer	

Secondary

1-3" sch. 40
2-3" sch. 40
Large Sec. Pull Box

Street Lighting

Street Light Pull Box
Decorative Street Light

#1 Express Feeds

Smart Grid

17 x 50 x 18 Comm Handhole
10" Round Flower Pot Comm Handhole
2" HDPE Orange with Red Stripe
1" PVC

Miscellaneous

Manhole
Pad Mounted Switch
Pole
Pole, Install
Anchor Guy
Anchor Guy, Install
Member Wire (Secondary)
Feeder Conductor
OH Primary
OH Powerline

100A Sunset Trl
 Brentwood, TN
 37027

Title Block

Development Name and Section

Address

100A Sunset Trl

Developer Name

Stansell for WCS

WO# 16769779

SO# 700045987

Smart Grid Boxes Yes _____ No _____

Type of S.G. Conduit HDPE _____ PVC _____

1 inch = 100 feet
 Printed: 5/6/2025



Disclaimer:
 Middle Tennessee Electric Membership Corporation makes no representation or warranty as to map accuracy, and in particular, its accuracy as to Underground Conductors locations, property boundaries, rights-of-ways, or placement and location of any map features or data.
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TRIP FINDER - June School Board Field Trip Approval Report *(Field Trips With Student Fees Over \$100)*

Trip ID	Origin	Trip Date	Return Date	Requested Date	Cost	Trip Name	Trip Type	Acticity Type	#	Destination
4779	Brentwood High	06/13/2025	06/22/2025	05/05/2025	Over \$100 No Driver	BHS Forensics	ACADEMIC OVERNIGHT	Forensics	9	Des Moines Civic Center
Notes/Fees	\$550.00/student. Two WCS chaperones (Medlin, Grimes) will drive students (with parent permission) to NSDA Nationals in Des Moines, IA.									
4856	Brentwood High	06/18/2025	06/21/2025	05/20/2025	Over \$100 No Driver	BHS HOSA to International Leadership Conference	ACADEMIC OVERNIGHT	CTE - HOSA		Gaylord Opryland Hotel
Notes/Fees	No driver needed. Cost \$410/student									
Wednesday, June 04, 2025										

SCHOOL START TIME ANALYSIS

June 12, 2025 Board Work Session



Agenda

- ☐ Research – Literature Review
- ☐ Cherry Creek School District – Lessons Learned
- ☐ WCS Athletic Questionnaire Update
- ☐ Operations Update – Costs for Transfinder and lights on HS practice fields
- ☐ Questions

RESEARCH

Attendance

Secondary

Outcome	Result With Later Start and/or More Sleep	Studies
Attendance	Positive	Keon et al., 2020 study with 254 high schools; Owens et al., 2010 study of 201 high school students
Tardies	Positive	Crowley et al., 2018 literature review; Owens et al., 2010 study of 201 high school students

Elementary

Outcome	Result With Earlier	Studies
Attendance	Negative	Bastian & Fuller, 2023 study with data of all North Carolina elementary school students

Secondary

Academics

Outcome	Result With Later Start and/or More Sleep	Studies
ACT scores	Not Significant	Hinrichs, 2011, study of 48 school districts with different start times
Classroom grades	Positive	Boergers et al., 2014, study of 557 boarding school students; Owens et al., 2010, study of 201 high school students; Carrell et al., 2011, Study of 6,165 first semester freshmen at US Air Force Academy; Dewald et al., 2010; review of 16 studies
Students too tired to finish schoolwork	Positive	Boergers et al., 2014, study of 557 boarding school students; Owens et al., 2010, study of 201 high school students
End of course or standardized state tests	Not Significant	Hinrichs, 2011, study of data from all Kansas public school students for six years
	Not Significant for medium/large schools. Positive for small schools.	Keon et al., 2020 study with 254 high schools
	Positive	Heissel & Norris, 2018, study of 15 years of Florida student data
Hours spent doing homework	Not Significant	Danner & Phillips, 2008, study of students at a large high school
Graduation Rate	Not Significant for medium/large schools. Positive for small schools.	Keon et al., 2020 study with 254 high schools

Elementary

Outcome	Result With Earlier Start	Studies
End of course or standardized state tests	Not Significant	Heissel & Norris, 2018, study of 15 years of Florida student data
	Positive for math, Not Significant or Negative for Reading	Bastian & Fuller, 2023 study with data of all North Carolina elementary school students
	Negative for schools with low numbers of free & reduced lunch	Keller et al., 2015 study of 718 public elementary schools in Kentucky
Retention rates	Negative	Keller et al., 2015 study of 718 public elementary schools in Kentucky

Academics

Secondary School Discipline

Outcome	Result With Later Start and/or More Sleep	Studies
Suspensions	Positive for out-of-school, Not Significant for in-school	Cook et al., 2020, 4,175 middle school students
Weapon-Related	Positive	Hildenbrand et al., 2013, from 14,782 high school students in National Youth Risk Behavior Survey
Being Bullied	Positive	Hildenbrand et al., 2013, from 14,782 high school students in National Youth Risk Behavior Survey

Secondary Other Behaviors

Behavior

Outcome	Result With Later Start and/or More Sleep	Studies
Caffeine use	Positive	Boergers et al., 2014, study of 557 boarding school students
Drinking soda	Positive	McKnight-Eily et al., 2011, study of 12,000+ students across the U.S.
Physical Activity Participation	Positive	McKnight-Eily et al., 2011, study of 12,000+ students across the U.S.
Using Technology for Non-School Activities	Positive	McKnight-Eily et al., 2011, study of 12,000+ students across the U.S.
Physical Fight	Positive	McKnight-Eily et al., 2011, study of 12,000+ students across the U.S.
Alcohol Use	Positive	McKnight-Eily et al., 2011, study of 12,000+ students across the U.S.; Pasch et al., 2010, study of 242 adolescents in Minnesota, average age 16.4
Cigarette use	Positive	McKnight-Eily et al., 2011, study of 12,000+ students across the U.S.
Marijuana Use	Positive	McKnight-Eily et al., 2011, study of 12,000+ students across the U.S.
Being Sexually Active	Positive	McKnight-Eily et al., 2011, study of 12,000+ students across the U.S.

School Discipline

Elementary

Outcome	Result With Earlier Start Times	Studies
Suspensions	Not Significant	Bastian & Fuller, 2023 study with data of all North Carolina elementary school students
	Negative	Bastian & Fuller, 2023 study of one urban district; Keller et al., 2017 study of 310,470 elementary students in Kentucky
Harassment Behavior	Negative	Keller et al., 2017 study of 310,470 elementary students in Kentucky

Health

Secondary

Outcome	Result With Later Start and/or More Sleep	Studies
Insulin Resistance/Diabetes Risk	Positive	Matthews et al., 2012, study of 245 high school students
Overweight/Obese	Positive	Noland et al., 2009 study of 384 students, grades 9-12, in Midwest U.S.;
	Positive for females, Not Significant for males	Lowry et al., 2011, study of 30,000+ high school students
Depressed Mood, Being Sad, Hopeless, or Considering Suicide	Positive	Boergers et al., 2014, study of 557 boarding school students; Owens et al., 2010, study of 201 high school students; McKnight-Eily et al., 2011, study of 12,000+ students across the U.S.; Pasch et al., 2010, study of 242 adolescents in Minnesota, average age 16.4
Being Irritated or Annoyed	Positive	Boergers et al., 2014, study of 557 boarding school students; Owens et al., 2010, study of 201 high school students
Being Stressed	Positive	Noland et al., 2009 study of 384 students, grades 9-12, in Midwest U.S.

Secondary

Outcome	Result With Later Start and/or More Sleep	Studies
Participation	Not Significant	Boergers et al., 2014, study of 557 boarding school students; Danner & Phillips, 2008, study of students at a large high school
	Negative	Meltzer et al., 2022a study of 24,000 students in grades 3-11
Too Tired to Play Sports	Not Significant	Boergers et al., 2014, study of 557 boarding school students; Danner & Phillips, 2008, study of students at a large high school
Athletic Injuries	Positive	Milewski et al., 2014, study of 112 adolescent athletes

Elementary

Outcome	Result With Earlier Start Times	Studies
Before-School Participation	Negative	Meltzer et al., 2022a study of 24,000 students in grades 3-11
After School Participation	Not Significant	Meltzer et al., 2022a study of 24,000 students in grades 3-11

Extracurriculars

Both Children and Adolescents

Outcome	Result With Extracurricular Participation	Studies
Mental Health	Positive	La Charite et al., 2023, study of 21,259 children; Boelens et al. 2022, literature review

**Related to Strategic Plan--
Extracurriculars and Mental Health**

Motor Vehicle Crashes

Secondary

Outcome	Result With Later Start and/or More Sleep	Studies
Teen Driver Crash Rates	Positive	Bin Hasan et al., 2020, study of crash data from 16- to 18-year olds from Virginia DMV; Danner & Phillips, 2008, study of students at a large high school; Meltzer et al., 2021, approximately 2,000 10 th and 11 th grade students in Colorado; Vorona et al., 2011, study of 20,000 teen drivers

Secondary

Outcome	Result With Later Start and/or More Sleep	Studies
Weeknight Sleep Duration	Positive	Alfonsi et al, 2020 review of literature; Crowley et al., 2018 review of literature; Meltzer et al., 2021a, study of 28,000 students who had start times flipped; Owens et al., 2010 study of 201 high school students

Elementary

Outcome	Result With Earlier Start Times	Studies
Weeknight Sleep Duration	Not Significant	Appleman et al., 2015 study of 689 students in grades 3-5; Meltzer et al., 2021a, study of 28,000 students who had start times flipped

Sleep Duration After Start Times Change

Sleepiness/Daytime Functioning

Secondary

Outcome	Result With Later Start and/or More Sleep	Studies
Daytime Functioning	Positive	Meltzer et al., 2022b study of approx. 8,000 students, grades k-10, in Colorado
Sleepiness	Positive	Owens et al., 2010 study of 201 high school students; Crowley et al., 2018 review of literature

Elementary

Outcome	Result With Earlier Start Times	Studies
Daytime Functioning	Not Significant	Meltzer et al., 2022b study of approx. 8,000 students, grades k-10, in Colorado
Sleepiness	Negative	Appleman et al., 2015 study of 689 students in grades 3-5

Adolescents experience a sleep-wake circadian "phase delay" of up to two hours from when they were younger, based on biological factors, including delayed melatonin release, where the body doesn't feel the need to fall asleep as early. The average teen is best suited for 11 pm-8 am sleep. (Adolescent Sleep Working Group, 2014)

One factor in the phase delay of adolescent sleep is *sleep pressure*, the urge to fall asleep. It builds more slowly in adolescents, meaning later bedtimes. However, teens do **not** require less sleep than younger children. That contributes to the circadian timing shifting to later around puberty. (Crowley et al., 2018)

The effects are not limited to humans. "The circadian phase delay seen in humans is also observed in nonhuman mammals, including rhesus monkey, degu, laboratory rat, laboratory mouse, and the fat sand rat (Hagenauer et al, 2009)."

What adolescents miss when they don't get enough sleep is important. The last few hours of sleep are when they miss time in REM sleep for memory processing and consolidation. (Meltzer & Crabtree, 2015)

Biology of Adolescent Sleep

Other Effects on Sleep

Social relational ties affect sleep even more than biological factors. Researcher emphasized the importance of parents, peers, and school ties in promoting health sleep behavior (Maume, 2013, study of 974 adolescents ages 12-15).

Factor Potentially Affecting Sleep	Result on Sleep	Studies
Video Games, Social Media	Negative	Harbard et al., 2015, a study of 146 adolescents ages 15-17; Kokka et al., 2021, literature review
	Not Significant	Hersh et al., 2015, study of 100 adolescents, average age 15.7
Time With Family	Positive	Harbard et al., 2015, a study of 146 adolescents ages 15-17
Negative Family Environment	Negative	Bartel et al., 2015, literature review of 2003-2014 studies of 85,561 teens
Ambient Light During Sleep	Not Significant	Hersh et al., 2015, study of 100 adolescents, average age 15.7
Physical Activity	Positive	Bartel et al., 2015, literature review of 2003-2014 studies of 85,561 teens
Tobacco	Negative	Bartel et al., 2015, literature review of 2003-2014 studies of 85,561 teens
Caffeine	Negative	Bartel et al., 2015, literature review of 2003-2014 studies of 85,561 teens

CHERRY CREEK SCHOOL DISTRICT

Lessons Learned from a district who implemented flipped
start times



Dedicated to Excellence
Cherry Creek Schools

Cherry Creek School District

Students 53,000

Residents 300,000

Schools 67

Size of district 108 sq miles

Students

•African American	11.6%
•American Indian/Alaska Native	0.5%
•Asian	8.9%
•Hispanic	21.9%
•Native Hawaiian/Pacific Islander	0.3%
•White	48.2%
•Two or more races	8.5%
•Free or Reduced Lunch	29%
•Multilingual Learners	14%
•Students with Disabilities	13%

Budget

•Annual Budget	\$802,270,725
•Funding per pupil	\$11,422

Achievement

•Graduation Rate	91.2%
•Career and Technical Programs	90
•ACT Composite	24.7
•National Merit Semifinalists	43

Transportation

•# of students daily	25,000
•Geographic Region	108 sq miles
•# of bus drivers	361



Williamson County Schools

Students 41,860
Residents 264,460
Schools 52
Size of district 583 sq miles

Students

•African American	5%
•American Indian/Alaska Native	<1%
•Asian	10%
•Hispanic	8%
•Native Hawaiian/Pacific Islander	<1%
•White	76%
•Free or Reduced Lunch	2%
•Multilingual Learners	3%
•Students with Disabilities	12%

Budget

•Annual Budget	\$548,617,028
•Funding per pupil	\$12,738

Achievement

•Graduation Rate	97.8%
•Career and Technical Programs	34
•ACT Composite	25.2
•National Merit Semifinalists	85

Transportation

•# of students daily	26,068
•Geographic Region	583 sq miles
•# of bus drivers	222

CCSD's Why for Changing Start Times

The impetus for changing start times was to align school start times with the best practice research on adolescent sleep patterns.

They stated in their board resolution for the change in start and end times the following:

Sleep research is extensive and clear:

- After puberty, an adolescent's (middle and high school) circadian rhythms change resulting in later sleep and wake times. Early school start times result in student obtaining less than recommended sleep and can contribute to, among other things, mood disorders, anxiety, depression, poorer academic performance, poorer athletic performance, increased car crashes, increased drug and caffeine use, etc.
- Prior to puberty, students (elementary school) have the best ability to naturally sleep and wake earlier without negative impact to the duration of sleep.

Initial Start Times (2016-17)		
School Level	Start Time	Dismissal Time
Elementary	9:00 am	3:30 pm
Middle	7:50 am	2:50 pm
High School	7:10 am`	2:30 pm
Revised Start Times (2017 - Current)		
Elementary	8:00 am	2:45 pm
Middle	8:50 am	3:45 pm
High School	8:20 am	3:30 pm

Cherry Creek Start Times

What we learned from Cherry Creek School District – Positive Qualitative Outcomes

Commitment of staff to adjusting start times based on sleep research was made prior to this task force work beginning.

- Study
- Research
- Community Involvement
- Survey

2015-11/2016

12/2016-2/2017

- Model Development
- Publication
- Feedback

- Further Refinement
- Final Recommendation
- Feedback
- Decision

2/2017-3/2017

What we learned from Cherry Creek School District – Positive Qualitative Outcomes

- Decrease in car accidents in high schools
- High School students getting more sleep
- High School teachers reported they were teaching “humans again in the mornings” (Game changer for 1st period)
- High School students now eating breakfast before coming to school
- Reduced tardies in high school
- Reduced nurse visits in mornings in high school

What we learned from Cherry Creek School District – Academic Outcomes

Achievement		
School Level	2016	2024
Elementary ELA	750.5	746.8
Elementary Math	746.4	744.0
Middle ELA	746.9	747.2
Middle Math	741.5	737.7
High ELA	746.2	492.5*
High Math	741.5	473.9*

Growth		
School Level	2016	2024
Elementary ELA	53	50
Elementary Math	53	51
Middle ELA	49.5	51
Middle Math	53	53
High ELA	51	55
High Math	59	57

*High School Achievement Measure changed

What we learned from Cherry Creek School District – Issues They Had to Work Through

- Task Force kept singular tunnel vision of the why for the shift and worked to solve all the “grown-up “ issues.
- Survey of community was used to discern pain points so staff could work to address them
- Shift in start times was budget neutral
- Considered a 7:30 start for ES, but moved it to 8:00 to minimize number of days students were at bus stops in the dark.
- Had a parent transportation zone: HS 2 miles to school; MS 1.5 miles to school; ES 1 mile to school for over 10 years allowing them to have 3 different start times
- Athletic practices shifted from quantity to quality
- Athletic coaches wanted to move training and practices before school – this was forbidden for any sport except swimming
- Middle Schools only had track (no baseball, softball, football, tennis or golf)

ATHLETIC QUESTIONNAIRE

This questionnaire was sent to all outdoor sport Secondary Coaches to gather information about their current facility usage, practice times, game times, competition distance, etc.

Coach Questionnaire Results- 96 Responses

(6.1.25) Overarching Takeaways

Verification from Research:

Lighting: fields and practice fields

Facilities: scheduling & rescheduling rainouts, shortened practices, shared facilities among schools & recreational facilities

Consider additional options: zero period, athletic period, early dismissal, online study hall

Travel: distance, rush hour traffic

Additional Information:

- 80% Faculty coaches, 20% Non-faculty coaches
- MS- games played at school site, HS feeder, & recreational fields
- Travel to games ranges from 30 to 120 minutes for competition
- 15% Practice in mornings currently
- 77% Start Varsity practice between 3:00-3:30
- 80% end practice by 6:00 p.m.
- 64% start varsity matches by 5:00 p.m.
- 55% end varsity matches by 8:00 p.m.
- 22% matches lose light by end of match with current schedule

Coach Questionnaire Results- 96 Responses (6.1.25) Overarching Takeaways

Pros

- Morning practice avoid dangerous heat
- Capitalize before school for practice

**Current Analysis and Evaluation Findings:
Input from Athletic Coaches**

Cons

- Strain on coach family life- already late nights
- Coach recruitment
- Run out of daylight for practices and games- finishing matches
- Concern-split JV/Varsity locations
- Additional officials- already a shortage
- Childcare issues for current coaches
- Already lose players to club sports in evening- participations in HS sports would decrease
- Even less family and homework time

Current Analysis and Evaluation Findings: Input from Athletic Coaches

OPERATIONAL UPDATES

Potential Costs to the District

Status of Lights on Athletic Fields

PRACTICE FIELDS

Cost to add lights to existing high school practice fields \$1.4 million.

FIELDS FOR COMPETITION

Estimated Cost to light MS fields we currently have \$4.62 million.

BUS ROUTES

There would be a fee to contract with Transfinder to reroute the entire district.

Additional Questions surfaced in May

(These cannot be addressed at this time.)

- Daylight Savings
- Impacts on elementary car rider lines
- Impacts on traffic with high schoolers on roads at different times
- Impact on athletics (getting to games, athletic period, etc.)
- Impacts on families
- Impacts on communities/municipalities

- Impact on Late Start/Early Release

*Some of these topics will need to be addressed with the task force if you choose to move forward; however, some of these inquiries may not be answered prior to implementation.

QUESTIONS?

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PERFORMANCE GOALS (80%)		AVERAGE
Performance Goal 1: Strategic Plan Objective C3- 6: Consistently educate students, WCS team members, and families about bullying, harassment, and non-discrimination expectations to ensure appropriate reporting. Strategic Plan Objective C3-7: Train WCS team members to identify and report bullying, harassment, and discrimination in order to provide appropriate and uniform discipline. Establish a district task force on student behavior and bullying to (1) review our current bullying data, (2) examine current prevention and response practices and (3) make recommendations for 2025-26 next steps. Develop an action plan by Spring 2025 for 2025-26 implementation.		3.00
Performance Goal 2: Strategic Plan Objective C2-1: Improve or develop competitive compensation to recruit the highest quality candidates for all roles. Present for 2025-26 budget a proposed pay increase within available funding that focuses on improving competitive pay for all positions with a focus on supplements and hard to fill positions.		3.63
Performance Goal 3: Identify opportunities to access alternative funding sources for WCS academic, arts, and athletic programming through collaborative efforts with other stakeholders (e.g., PTOs, booster clubs, local businesses, private individuals, etc.).		2.96
TOTAL		9.59
OVERALL AVERAGE		3.20

Performance Goals: 80%

Performance Goal 1: Strategic Plan Objective C3- 6: Consistently educate students, WCS team members, and families about bullying, harassment, and non-discrimination expectations to ensure appropriate reporting. Strategic Plan Objective C3-7: Train WCS team members to identify and report bullying, harassment, and discrimination in order to provide appropriate and uniform discipline. Establish a district task force on student behavior and bullying to (1) review our current bullying data, (2) examine current prevention and response practices and (3) make recommendations for 2025-26 next steps. Develop an action plan by Spring 2025 for 2025-26 implementation.							
	5- Significantly Above Expectations	4-Above Expectations	3-At Expectations	2-Below Expectations	1-Significantly Below Expectations	Total	Average
Number Board Members who scored	1	3	4	3	1	12	
Total Score	5	12	12	6	1	36	3.00

Comments:

District 1 Tony Bostic	While the Task Force on Student Behavior and Bullying has been successfully established, no substantive work has yet been completed. Additionally, the Board has not received any of the data on bullying and harassment that was previously requested back in the fall, which is essential for informed decision-making. I kindly request that this data be provided as soon as possible. Moving forward, I encourage a more proactive approach to meeting this goal and deadline, rather than waiting until the end of the school year to begin this important work.
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District 2 Dan Cash	Mr. Golden has met his goals establishing a district task force. I feel this is going to take some time to improve as we currently have 40,000 students from all walks of life. This is a huge task at best, we are dealing with mostly teenagers that are sometimes unpredictable. I feel with our staffs and parent participation this issue will get better with time.
District 4 Josh Brown	Mr. Golden and his team clearly prioritize curtailing bullying and harassment in our district and have put tools in place to ensure training and awareness among faculty and staff. I'm pleased to see the establishment of the task force to further analyze our district data and practices and implement appropriate recommendations that come forward.

District 5 Margie Johnson	While the goal around student discipline was clearly established by the board in November 2024, follow-through on timely communication and collaborative planning has been inconsistent. Board members initially requested districtwide discipline data and an overview of the discipline matrix during the September 12, 2024, work session. Despite a follow-up email on September 23, 2024, the response on September 24, 2025, did not fully address the request, and no subsequent meeting was scheduled or communicated regarding the data. Efforts to support the superintendent's goals were made, including a January 6, 2025, meeting where a sample discipline dashboard was shared and suggestions were provided for diversifying the discipline task force. Specific requests were made to include community groups such as One Willco, Wilco Iris, and Moms for Liberty, as well as to be involved in planning or facilitating the task force meeting. However, no updates or collaboration occurred until the May 2025 work session revealed the meeting had already been scheduled for May 16th, without inclusion of the suggested groups or board representation. While the task force minutes and membership were eventually provided upon request on May 27, 2024, the lack of proactive communication and inclusive planning undermines the collaborative intent behind this board-established goal. Going forward, I recommend greater transparency, intentional inclusion of diverse community stakeholders, and consistent engagement with the board to ensure the work aligns with the expectations and values of the district leadership team.
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District 6 Jay Galbreath	While a task force on student behavior and bullying was eventually formed, it did not meet until late in the school year. As a result, no recommendations or draft action plan currently exist. This delay limits the Board's ability to evaluate or provide input on potential changes ahead of the 2025–26 school year. The objective could have and should have been initiated much earlier to allow sufficient time for data review, stakeholder engagement, and meaningful planning.
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District 7 Melissa Wyatt	I look forward to hearing from the district task force and appreciate the work that has already been done around consistent expectations across WCS related to bullying, harassment, and discrimination.
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District 8 Donna Clements	The recent presentation delivered a couple of weeks ago via PowerPoint by the Bullying Task Force Team provided a useful overview of the group’s findings and proposed actions. However, there are several areas where the evaluation process and transparency could have been improved to enhance clarity, accountability, and community engagement. 1. Limited Access to Documentation While the PowerPoint offered a summary of key results, the absence of meeting minutes significantly limited a deeper understanding of the discussions, rationales behind decisions, and context for the presented data. Having access to the full meeting records would have provided greater insight and transparency into the task force’s process. 2. Lack of Community Representation The composition of the task force appeared to lack direct representation from the broader community. Including local voices—such as a community groups like One Wilco— which would have added valuable perspective and credibility to the group’s findings. Active community involvement is essential in ensuring that all viewpoints, particularly those of affected individuals, are heard and addressed. 3. Summary Only Presentation Format The use of a PowerPoint as the sole method of sharing results, while helpful for summarization, did not offer opportunities for detailed questioning or discussion. A more interactive format or the inclusion of a Q&A session would have fostered a more thorough evaluation and stakeholder engagement. Overall, the work of the Bullying Task Force is an important step toward addressing a critical issue. Future efforts would benefit from greater transparency, expanded documentation, and broader community involvement to build trust and ensure more comprehensive, inclusive outcomes.
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District 9 Claire Reeves	Superintendent Golden has started addressing C3-6 and C3-7, including streamlining the student handbook, training administrators, improving reporting practices, and launching a student climate survey in partnership with Gallup that will be given annually. The district also hired a full-time Title IX coordinator, implemented required Title IX training, and expanded collaboration between in-school suspension teachers and counselors to support student behavior interventions. These steps reflect meaningful progress; however, the board was not updated on a consistent basis during the 24-25 school year regarding these items in the strategic plan. In addition, the bullying task force was just formed in May 2025 and will meet over the summer. This will delay the development of an action plan into August at the earliest. The task force work is important and would have benefited from steady progress and ongoing attention throughout the school year, rather than being concentrated at the end. More regular updates and communication with the board will help keep all strategic plan objectives and goals on track.
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District 10 Eric Welch	Supt. Golden has established the district task force in accordance with his assigned goals. In addition, he continues to prioritize and promote a district-wide culture in which all students, regardless of condition, are treated with respect and kindness as well as provided a safe environment in which to learn and reach their full potential. When these norms are violated, an expectation is being created that appropriate corrective and disciplinary actions will be consistently applied. I encourage Supt. Golden to continue down this path and actively seek out all voices, including those less able to speak up and/or marginalized in our community and continue to do the right thing for all our students regardless of current political environment.
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District 11 Tonja Hibma	Jason has met his commitment to set up a task force on student behavior and bullying and has reviewed the current data on bullying in WCS. He has made recommendations for the next steps for this coming school year. Implementation was in the later part of the year, so results have not yet been observed and won't be available until the 2025-26 school year. He has met this year's commitment, but it has not yet shown results. Jason's target for this measure should be a documented improvement in bullying prevention in the next school year.
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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.
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Performance Goals: 80%

Performance Goal 2: Strategic Plan Objective C2-1: Improve or develop competitive compensation to recruit the highest quality candidates for all roles. Present for 2025-26 budget a proposed pay increase within available funding that focuses on improving competitive pay for all positions with a focus on supplements and hard to fill positions.								
	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	2	5	3	1	1		12	
Total Score	10	20	9	2.5	2		43.5	3.63

Comments:

District 1 Tony Bostic	I appreciate the efforts put into meeting this goal and the successful salary increases within the available funding. The focus on improving competitive pay, particularly for supplements and hard-to-fill positions, is commendable. I encourage continued refinement of the supplement structure to ensure greater equity across all areas, helping to maintain fairness and attract top talent across the district. I also encourage the continued pursuit of increasing pay for our 10 and 11 month employees.
District 2 Dan Cash	With budget limitations on the schools and about a 30% raise in the last four years with the County providing the extra funds for Pay raises has really helped. Our schools takes up about 70% of the County budget so we have to rely on any additional funds for raises, I feel with continuous improvement in the work environment and working with the County we will meet a satisfactory wage for all.

District 3 Dennis Driggers	Worked tirelessly with the Board and Williamson County Commissioners to secure funding dedicated to faculty pay raises.
District 4 Josh Brown	Mr. Golden and his team have done an excellent job with this most recent pay chart and budget of being responsive to the need for better supplemental compensation for key roles in our district and adjusting compensation for certain positions in response to the marketplace. I appreciate the fact that this budget applies a much greater portion of the funds for pay raises to those at the lower end of the pay scale and there was thoughtful differentiation instead of a flat across the board percentage increase.
District 5 Margie Johnson	WCS's core mission is educating students, and I firmly believe that those closest to that mission—our teachers and classroom-based staff—should be prioritized in compensation and support. I appreciated that, despite the mayor's proposed 4% raise across the board, central office leadership opted for a 2% raise to help reallocate funds toward improving the teacher salary schedule. This is a positive step, especially considering WCS is currently ranked 27th in the state according to TSBA's salary database. I also commend the inclusion of two additional system closed days for 10- and 11-month classified staff, which helps support equity in staff benefits. Throughout our meetings on January 6 and March 3, 2025, I raised concerns regarding high-level central office positions and proposed a technology and operations efficiency study to identify cost-saving opportunities that could redirect funds to classroom-centered roles. While some steps have been taken, I remain concerned about the cultural and financial implications of six-figure salaries for central office staff—particularly when they are further removed from direct student engagement—alongside more generous system closed day compensation (21 days for 12-month staff versus 5–7 for others). These disparities impact staff morale and perception of fairness across the district. Additionally, I voiced constituent feedback regarding the supplemental pay scale during our one-on-one January and March meetings. Unfortunately, these recommendations were not reflected in the final proposal, and I was unable to request a deferral due to a procedural limitation. However, I appreciate your willingness to follow up with me after the June 2, 2025, policy meeting to revisit this feedback and I look forward to seeing those perspectives integrated moving forward. Despite budget constraints, it remains clear that classroom-based positions are the most difficult to fill, as reflected in job postings and conversations with principals. If we want WCS to be a first-choice employer for talented educators and staff, we must continue to prioritize competitive, equitable compensation and ensure budget decisions align with the district's core mission of student achievement.

District 6 Jay Galbreath	The 2025–26 budget includes a well-structured proposed pay increase within available funding. Jason and his team did a commendable job evaluating market competitiveness, updating supplement schedules, and prioritizing raises for all staff — including hard-to-fill positions. He also demonstrated strong advocacy with the County Commission to secure funding. The process was transparent, collaborative, and marked by earlier and more consistent Board involvement than in previous years. Looking ahead, I would like to see performance-based compensation incorporated to better reward our highest-performing teachers. Additionally, I understand a classified staff market re-evaluation is planned, and I support exploring adjustments that may exceed the across-the-board raise where appropriate.
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District 7 Melissa Wyatt	I am pleased with the focus on teacher pay and increased arts supplements. Also, I am thankful for the consideration around administration pay and other benefits like additional paid holidays.
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District 8 Donna Clements	The recent updates regarding teacher rankings and supplemental support for arts programs highlight both areas of progress and significant opportunities for improvement within our district. 1. Teacher Compensation and State Ranking Our current teacher salary ranking—27th in the state of Tennessee—is concerning and underscores the urgent need for more aggressive strategies to improve compensation. Attracting and retaining high-quality educators requires a competitive salary structure that reflects the value of their work and the critical role they play in student success. Closing the gap between our current standing and a top-tier ranking should be a high-priority initiative, with a focus on sustainable and impactful pay reform that prioritizes teacher compensation over other expenses. 2. Need for Stronger Advocacy and Action While efforts are being made, we must adopt a more proactive and ambitious approach to securing better compensation for our teachers. This includes exploring local, state, and federal funding avenues, engaging in legislative advocacy, and working collaboratively with stakeholders to develop a long-term plan that prioritizes educator support. 3. Equity in Arts Program Supplements It is encouraging to see movement toward more equitable supplements for arts educators. However, disparities still exist that need to be addressed. Ensuring fair and consistent support across all disciplines—especially the arts: music, visual arts, theater, and more—is essential to building a well-rounded educational experience for all students. Continued evaluation and adjustment of supplemental pay structures will be important to achieve true equity. Progress is being made, but there remains critical work to be done to elevate our teacher compensation and address remaining inequities in program support. A strategic, equity-focused, and results-driven approach will be key to making meaningful strides in both areas.
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District 9 Clair Reeves	This goal was completed on time as part of the budget process. The pay increases went beyond just teachers to include substitutes, classified staff, and hard-to-fill positions. There were thoughtful updates to raises and holiday pay to help with both hiring hard-to-fill roles and retaining good employees. The supplement charts were updated using market data and input from staff, which helped make sure the increases were targeted to where they were most needed.
District 10 Eric Welch	Supt. Golden has successfully prepared a budget passed by the WCSBOE that secures pay increases for staff and is in the process of requesting approval from our funding body. I encourage Supt. Golden to continue working toward the goal of regionally competitive salaries for all positions from entry-level to senior leadership with extra emphasis on those positions that have the greatest need and most difficulty to fill, even if they don't necessarily generate the most public attention or comments.
District 11 Tonja Hibma	Jason addressed the community's concerns to supplement the pay for after-school extra-curricular activities for the Arts teachers in theatre and band by increasing their stipend to be more in line with athletic stipends. Classified support staff received an incentive of two additional paid holidays. Substitute teacher pay was increased by \$10/day. The pay scale for our teachers was increased by 4% across the board with a larger increase for teachers working 21 or more years to incentivize them to continue working in the district. There is still more work that can be done to support our teachers, but this was an important step, and I appreciate the work that was accomplished this year in support of our teachers.
District 12 Drason Beasley	Mr. Golden has been very vocal about being competitive with the surrounding districts regarding compensation. Mr. Golden has made sure that our educators are being compensated higher than the State standard. Mr. Golden has been transparent about analyzing the current pay structure while maintaining a manageable budget. Mr. Golden has ensured the educators have been privileged to receive an annual pay increase.

Performance Goals: 80%

Performance Goal 3: Identify opportunities to access alternative funding sources for WCS academic, arts, and athletic programming through collaborative efforts with other stakeholders (e.g., PTOs, booster clubs, local businesses, private individuals, etc.).	5- Significantly Above Expectations	4-Above Expectations	3-At Expectations	2.5	2-Below Expectations	1-Significantly Below Expectations	Total	Average
		2	7	1	2		12	
		8	21	2.5	4		35.5	2.96

Comments:

District1 Tony Bostic	While there has been valuable reflection on existing partnerships and current funding sources, aside from the new Innovation Hub partnerships, I do not see evidence of significant new progress toward accessing alternative funding as outlined in this goal. The purpose of this goal was to identify fresh opportunities and collaborative efforts, and I encourage a more targeted focus on expanding these partnerships moving forward.
District 2 Dan Cash	Mr. Golden continues to search for new resources with the help of the Board and Community. He realized there are limitations on what we can do. We offer so much for our students and the cost is high but it is worth the search to continue to have positive outcomes for our students.
District 4 Josh Brown	Mr. Golden has heard the board's concerns and recognizes the need for leveraging various private funding opportunities, and some minor progress has been made in this regard. More needs to be done to create structure and direction for how this will be accomplished going forward.

District 5 Margie Johnson	One of WCS's greatest strengths is the strong community support and shared commitment to supporting high-quality education for our students. I appreciated the recent update you provided, as it highlighted several initiatives I was not previously aware of. In particular, the PTO Leadership Discussions stood out as a valuable effort—bringing parent organizations together to share best practices helps strengthen school communities and promotes greater collaboration across the district. I also noted the reinstatement of the Williamson County Education Foundation, which is a promising development. I would appreciate receiving more information about the foundation's mission, current activities, and opportunities for involvement so that I can help share and support this work within the broader community. Ongoing communication around these types of efforts is important for building trust and engagement, and I look forward to continued updates that reflect the district's strong ties to its stakeholders.
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District 6 Jay Galbreath	The district foundation has been re-initiated, and there have been internal discussions about potentially using it as a vehicle to collect school fee donations. Additionally, the development of district-wide corporate sponsorships marks a significant step forward in securing alternative funding. I'm hopeful that this momentum can be extended by working more directly with school-level booster organizations, especially in support of middle and high school athletics and arts. There have also been preliminary conversations about forming a booster council following Board advocacy; however, no meetings have been scheduled, and it's unclear whether the district or the boosters will take the lead. Outside of sponsorships, there is still limited evidence of broader engagement with local businesses, private donors, or other community stakeholders. Continued development of a coordinated and strategic approach is needed to fully meet the intent of this goal.
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District 7 Melissa Wyatt	The sharing of knowledge and success of the PTO Leadership Council speaks volumes about the power of collaboration. Making those resources available to all and acknowledging that the Council has served its purpose feels well-timed. I am glad we will coordinate this opportunity for our Booster Club leaders going forward. I think re-instating The Williamson County Education Foundation is a good first-step in accessing alternative funding sources.
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District 8 Donna Clements	I want to begin by expressing appreciation for the ongoing efforts to support our booster organizations. Their role in enhancing extracurricular and co-curricular opportunities is invaluable to our students and schools. 1.Public-Private Partnerships While our support for boosters is commendable, there is untapped potential in expanding public-private partnerships. These collaborations can bring additional resources, innovation, and long-term investment into our district. A more intentional focus on cultivating relationships with local businesses, nonprofits, and community stakeholders could significantly enhance both financial and programmatic support for our schools. 2.Development of the Education Foundation Additionally, I would like to see a more strategic effort toward building and strengthening our education foundation. A well-supported foundation can serve as a powerful vehicle for fundraising, grant acquisition, and donor engagement, helping to close funding gaps and provide sustained support for district initiatives. Prioritizing its growth will be critical in ensuring we have the infrastructure needed to support long-term educational excellence. Our district is making important strides in community engagement, and I commend the work being done. Moving forward, deeper investment in public-private partnerships and the development of our education foundation will be essential steps in ensuring broad-based support for our students and schools.
District 9 Clair Reeves	Superintendent Golden made some progress on Performance Goal 3 in the 24-25 school year. He worked with PTO leadership to support their continued success through community-based fundraising and acknowledged the need to approach athletic boosters differently, with plans to establish a regional leadership group next year. He also worked with a community member to reinstate the 501(c)(3) for the Williamson County Education Foundation, which is a positive first step. The foundation does not have a functioning board or defined objectives, so its potential remains unrealized. While this goal was set in August 2024, most of the work related to this goal will occur in the 25-26 school year, like creating the booster collaboration group and moving forward with the foundation. Earlier action on these items would have yielded more impactful results within this evaluation period. The ideas and direction are strong, but because most of the implementation is scheduled for next year, the goal lands “at below expectations” for this evaluation period.

District 10 Eric Welch	The WCS athletic apparel program continues to pay dividends and has resulted in millions of dollars saved for families and athletic teams as well as other ancillary branding benefits. I will be interested to see what the newly reformed Education Foundation can provide going forward, as well as the impact the new classroom fees procedure has on fundraising. I encourage Supt. Golden to be mindful of other district-wide sponsorship/promotional opportunities that are both appropriate and have significant potential while remembering that WCS' primary mission is to educate our students and not to sell advertising. Student outcomes remains the priority.
District 11 Tonja Hibma	Jason has worked with our community businesses who invest in our students and in our schools in many ways. The PTO's and Athletic Departments have worked closely with our community for many years and have established long-term partnerships. The Innovation Hub, being built on the Franklin Campus, is another area where Jason has worked to collaborate with local businesses in TN to provide our students with College, Career and Technical Education. These business partnerships offer our students unique educational experiences in hospitality, tourism, cybersecurity and AI, heavy equipment and aerospace. It was encouraging to see the Williamson County Educational Foundation, Inc. reinstated and available to receive donations. I would like to see continued work and growth in this area with the expansion of business partnerships within our community. Jason has met his commitment this year. I would like to see fundraising work continue with a measurable target of new donors and or a specific fund-raising goal. This business model has great potential for our schools, and I would like to see it growth and expansion in the coming years.
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.

Demonstrable Characteristics (20%)		AVERAGE
Student Achievement		4.17
Board Relationships		3.71
Community Relationships		3.92
Staff and Personnel Relationships		3.54
Facilities, Finance and Human Resources		3.63
TOTAL		18.97
OVERALL AVERAGE		3.79

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
	4	6	2			12	
	20	24	6			50	4.17

Comments:

District 1 Tony Bostic	Mr. Golden has shown strong leadership in driving student achievement. Through effective strategies and a focus on continuous improvement, he has made meaningful progress in enhancing student outcomes. Overall, his efforts in advancing student achievement have been very commendable.
District 2 Dan Cash	This is an ongoing effort that has to continue. Our record shows improvement every year. For above average students we are doing very well. Our district excels with college ready students. I feel we need to focus on the average student that may not go to a four-year college and prepare them for the work force. More trades related for example.
District 3 Dennis Driggers	Superintendent Golden leads the finest school district in Tennessee. We are first in academics (state & national scholars), athletics (regional & state), and the fine arts (all state recognition in band, chorus, orchestra, and theater). He stays focused on students first despite 'curve balls' every day.
District 4 Josh Brown	The district has once again produced records in student achievement in areas such as ACT scores, national merit finalists, etc. And the district continues to set records in the number of reward schools. Each year the bar is set high, and Mr. Golden and his team continue find ways to go beyond it.

District 5 Margie Johnson	During our January 6, 2025 meeting, you highlighted the implementation of Professional Learning Communities (PLCs) across the district as a key accomplishment—and rightfully so. Board members have heard numerous examples of teachers collaborating in meaningful, data-informed conversations to support student success. This model reflects a strong commitment to instructional growth and continuous improvement. The district continues to demonstrate impressive academic outcomes, as seen in the number of National Merit Finalists and perfect ACT composite scores. These are achievements to be celebrated and speak to the high standards of excellence within WCS. At the same time, when reviewing disaggregated data, significant achievement gaps persist among various student subgroups (See attached WCS TCAP Subgroup Scores). This raises important questions about what targeted strategies are in place to ensure all students are engaged in high-quality instructional strategies. Addressing these disparities is critical to fulfilling our mission of success for all students. For the district to move forward with continuous improvement, I believe it is essential for central office leadership to adopt a more transparent approach with data. While some data is clearly being used internally, access to information such as discipline data, technology needs assessments, and audit findings has been limited. Often, I've been invited to in-person meetings rather than receiving the data directly. Although this may not be intended as a lack of transparency, the result can feel that way when data is not readily shared or there is no clear explanation about its availability. As a board member, timely and open access to relevant data is critical for making informed decisions and upholding accountability. Lastly, I deeply appreciate the broad range of learning opportunities WCS provides for students—not only through our zoned high schools, but also through the Entrepreneurship & Innovation Center, the virtual school, and Renaissance High School. These programs reflect a commitment to student choice and innovative education pathways.
District 6 Jay Galbreath	The district has made significant progress in both student achievement and academic growth this year. Jason demonstrates strong and consistent leadership in this area, marked by close collaboration with the Teaching, Learning & Assessment team as well as district-level primary and secondary leadership. His approach reflects a clear commitment to continuous improvement, data-driven decision-making, and alignment with long-term academic goals.
District 7 Melissa Wyatt	Our WCS students continue to be very successful across many different measurements in academics, the arts, and athletics.

District 8 Donna Clements	Williamson County Schools continues to distinguish itself through its commitment to instructional excellence and innovation. The district consistently implements forward-thinking teaching models and assessment strategies that reflect current best practices in education. 1. Instructional and Assessment Innovation WCS has demonstrated leadership in adopting innovative teaching models that engage students in meaningful, personalized learning. Likewise, its use of effective evaluation tools provides valuable insight into student achievement and growth. These efforts contribute to maintaining high academic standards and preparing students for success in a rapidly evolving world. 2. Developmentally Appropriate Curriculum Pacing While the instructional and assessment strategies are commendable, I believe greater emphasis should be placed on ensuring that our curriculum is paced in alignment with child development. Academic rigor is important, but so is recognizing the cognitive, emotional, and social stages of learning. Thoughtful pacing that supports both academic challenge and developmental appropriateness will help maximize student potential while fostering a more supportive and balanced educational environment. WCS is excelling in its pursuit of innovative teaching and comprehensive assessment practices. Moving forward, integrating a stronger focus on developmentally aligned curriculum pacing will enhance the district's ability to meet students where they are and support their growth in a holistic and sustainable way.
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District 9 Clair Reeves	The 24-25 school year yielded impressive progress in student achievement across the district. Highlights include record-breaking numbers of National Merit Finalists, perfect ACT scores, and students earning All-State honors in the arts. There was increased participation in advanced learning opportunities with more students enrolling in AP and dual enrollment courses than ever before. The district is also partnering with a local university to start a teacher scholarship program in a forward-thinking effort to support future workforce needs. Evaluating technology use in classrooms is another positive step. Modifying Chromebook ratios for grades K-2 and keeping Chromebooks at school instead of having students take them home each day shows a willingness to respond to board feedback and make changes that support developmentally appropriate instruction for elementary students. There is more work to do in this regard as evidenced by the creation of the technology use committee. Overall, the district is clearly focused on improving academic outcomes and expanding opportunities for all students.
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District 10 Eric Welch	WCS continues to set the standard for educational excellence in Tennessee under the leadership of Supt. Golden. As a high achieving district with multiple years of upward trends, this is no easy task as even marginal improvements can require great effort. I encourage Supt. Golden to continue to put this first thing first and to fight hard for research-based initiatives and the best classroom materials and curriculum possible. Even if that means occasionally having to convince and drag his own Board along with him.
District 11 Tonja Hibma	Williamson County schools continue to demonstrate excellence in so many areas. A few areas that Jason has highlighted and demonstrate his leadership within our schools are: 111 WCS were named All Star in Band, Orchestra, or Theatre. 85 National Merit Finalists 66 Perfect ACT Scores 32 Transition students with disabilities aged 22 finished that program with life skills for their future. These are just a few of our students' achievements.
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-Below Expectations	1-Significantly Below Expectations	Total	Average
			3.5					
	2	5	1	3	1		12	
	10	20	3.5	9	2		44.5	3.71

Comments:

District 1 Tony Bostic	Mr. Golden consistently communicates well with the board and demonstrates kindness and professionalism in his interactions. However, during the science curriculum adoption process, there was an opportunity for stronger leadership during that hostile time. While some teachers and staff may not have agreed with the board's decision, this was a moment where strong leadership could have been shown by supporting them through the process, acknowledging their concerns, and reinforcing the importance of working together toward the district's goals. I would encourage more proactive leadership in similar situations moving forward to support both the board and staff, fostering unity and collaboration. Lastly, it's important to ensure that the board receives requested data in a timely manner, which will help support informed decision-making moving forward.
District 2 Dan Cash	Mr. Golden and Josh Brown our board chairman work very hard to communicate and see to it that the board members are informed of all issues. We have 12 board members from all walks of life, with ideas for improvement on student outcomes. We have board members that really dig deep to accomplish these students outcomes. Through good collaboration student outcomes will improve.
District 3 Dennis Driggers	I have worked with Superintendent Golden since January 2024 as a member of the public, and since August 2024 as a Board member. I have never been denied requested information (usually within hours) or a one-on-one meeting (generally within a day). The 2024 WCSB election saw six new Board members (50%). It was/is a notable change, and he rose to the occasion. He does not shy away from difficult topics and/or subjects and, in WCS, the buck stops with him. Once the Board votes, he and his staff execute the new or revised policy.

District 4 Josh Brown	Mr. Golden does an excellent job of keeping the board informed of important and relevant matters, responding to board inquiries in a thorough and timely manner, and handling his interactions with the board with professionalism and respect.
District 5 Margie Johnson	With half of the school board comprised of new members, this year has presented significant opportunities for growth in governance and collaboration. The new school board training held in August, while appreciated, lacked critical depth in areas such as policy, the district's strategic plan, budgeting processes, major district initiatives, and how the school board operates. I recommend that future trainings be more comprehensive and structured to ensure new members are equipped to effectively serve from the outset. Your leadership style continues to be marked by professionalism, calm demeanor, and consistent respect for all stakeholders. In public settings, you remain poised and composed, even when faced with challenging discussions or differing opinions. I also appreciate that for every voting item, you provide clear recommendations to the board while never publicly criticizing board decisions—even when you may not personally agree. This is a testament to your commitment to respectful, nonpartisan governance. That said, I believe there are opportunities to strengthen communication and transparency. Major district initiatives—such as technology integration, instructional coaching, and the implementation of PLCs—should be formally documented. This would enable board members to access information efficiently without requiring one-on-one meetings for basic updates. Proactive documentation would also support continuity and institutional memory as board members change. Lastly, I have concerns about board member inclusion in committees. When members express a desire to contribute—such as during the science textbook review process or, in my case, the discipline committee—those requests should be honored where possible. Excluding interested board members from these opportunities can unintentionally diminish collaborative decision-making and weaken board engagement.
District 6 Jay Galbreath	Jason has done a commendable job navigating the transition to a significantly changed Board. He has maintained responsiveness to Board member questions — even when the volume or detail has at times been excessive — and has shown discernment in balancing that responsiveness with the need to manage district operations efficiently. He and his staff have consistently been collaborative, open to feedback, and willing to compromise to develop sound policy. Looking ahead, I would like to see Jason take a more proactive role in initiating certain changes rather than primarily reacting to Board proposals. While responsiveness has been strong, a more forward-leaning posture could strengthen Board-administration collaboration even further.
District 7 Melissa Wyatt	I appreciate the timely responses and thorough explanations during our discussions this year. Mr. Golden's years of experience and care for our students is clear in our meetings.

District 8 Donna Clements	Superintendent Jason Golden continues to demonstrate a clear commitment to keeping board members informed and supported in their roles. 1.Communication and Operational Transparency Superintendent Golden does a commendable job of keeping the Board up to date on the key issues, operational developments, and strategic needs of the school system. His regular communication ensures that board members are equipped with the information necessary to make informed decisions on behalf of the district. 2.Board Relations and Guidance He is consistently helpful in navigating board dynamics and providing sound advice on governance and policy matters. His experience and insight are valuable assets in fostering productive dialogue and collaborative decision-making among board members. 3. Availability and Responsiveness One of Superintendent Golden’s strengths is his availability. He is reliably accessible when guidance or action is needed, and he demonstrates a professional and thoughtful approach in responding to inquiries and requests. 4. Opportunities for Improvement While overall communication is strong, there have been occasions where follow-through on specific requests—such as posting the organizational chart to the district website—required multiple follow-ups. Improved responsiveness on such actionable items would further enhance operational efficiency. Superintendent Golden provides dependable, knowledgeable leadership and is a valuable resource to the board. Continued attention to timely follow-through on specific requests will help enhance the already strong working relationship he maintains with the board and the broader community.
District 9 Clair Reeves	Superintendent Golden generally provides professional guidance and maintains respectful interactions with board members. There are times, though, when the Superintendent could more clearly reinforce the board’s authority (i.e., item 4 – support board policy and actions to the public and staff). Clear communication about the board’s role and final decisions will help ensure that district employees understand the direction the board has chosen. This becomes especially important when the board makes a decision that differs from administrative or committee recommendations.
District 10 Eric Welch	Supt. Golden is a high-profile community leader with 12 politically elected bosses to report to, each with varying levels of actual and perceived experience in district leadership, different priorities and a wide range of opinions on public education. This is not a challenging situation that most employees would choose. Despite that challenging environment, Supt. Golden is always prepared, respectful, and professional in his demeanor and conducts his work in a transparent manner following the direction of the Board. I would encourage Supt. Golden to continue to following whatever direction the Board gives him, but to push back harder and more directly during discussions when in his professional opinion that direction is not beneficial to students, families and the system.

District 11 Tonja Hibma	From my perspective over the last nine months, Jason has been an effective supervisor and administrator and is well suited in his leadership; guiding the board, offering his professional advice and recommendations to me personally or to the entire board. I appreciate the time he has given me during in-person meetings or phone calls addressing concerns brought to me from the community. I appreciate his guidance as a new member on the board.
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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.
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Demonstrable Characteristics: 20%

	5- Significantly Above Expectations	4-Above Expectations	3-At Expectations	2-Below Expectations	1-Significantly Below Expectations	Total	Average
Community Relationships							
	4	3	5			12	
	20	12	15			47	3.92

Comments:

District 1 Tony Bostic	Mr. Golden has done a good job in cultivating positive and effective community relationships. He consistently maintains open communication with stakeholders and demonstrates a strong commitment to engaging with the community. His efforts have contributed to a collaborative and supportive environment. I look forward to more of his ideas for additional opportunities to further strengthen these connections and expand community involvement in district initiatives.
District 2 Dan Cash	Mr. Golden is on the job 24/7. We have to remember we have approximately 80,000 parents and many agencies to deal with.
District 3 Dennis Driggers	I have often crossed paths with Superintendent Golden at a variety of meetings and activities (e.g., mayoral community meetings, Policy Talks, Williamson Inc). I have also observed him on local podcasts discussing WCS excellence or tough issues of the moment. He remains calm, civil, and tactful with people/problems not of his making.
District 4 Josh Brown	Mr. Golden continues to serve as an excellent ambassador for Williamson County Schools to key stakeholders throughout our community. He is highly respected by business leaders and local elected officials and prioritizes community engagement to ensure the accomplishments and needs of WCS are understood and communicated throughout Williamson County and beyond.

District 5 Margie Johnson	You represent WCS well throughout the community, attending a wide range of events and fostering partnerships that strengthen the district's visibility and relationships. This visible presence reinforces trust and demonstrates a commitment to collaboration with stakeholders across Williamson County. As previously noted, one of WCS's key strengths is the strong parental involvement, particularly through PTOs, which provide essential funding, volunteerism, and support for our schools. I commend the continued encouragement of these partnerships. However, I believe there is an opportunity to expand parental involvement beyond traditional PTO roles. Specifically, I would like to see greater inclusion of parents in school leadership decisions—especially in the hiring process for key leadership positions—as well as district-level committees focused on significant issues such as discipline, attendance, student subgroup achievement, and technology use. Including a broader range of parent voices will not only improve transparency but also ensure that decisions reflect the diverse perspectives of our community. I appreciate the initial steps taken to involve parents in the technology committee and encourage further efforts in this direction. Additionally, I want to acknowledge and thank you and your staff for consistently providing timely and responsive communication to school board members. This support is critical to our ability to serve effectively and stay informed.
District 6 Jay Galbreath	Jason continues to serve as an effective spokesperson for the district and advocates skillfully on its behalf. He maintains a strong working relationship with key stakeholders, including the County Mayor and County Commission, and represents WCS with professionalism and clarity in public settings. His efforts contribute to sustaining the district's credibility and advancing its priorities within the broader community.
District 7 Melissa Wyatt	Mr. Golden manages the many dynamics of public education effectively. He encourages each of our schools to meet the needs of their unique communities. Mr. Golden is responsive to parents and wants to understand our families' experiences.

District 8 Donna Clements	Mr. Golden's ability to represent the district publicly and to cultivate productive relationships has had a meaningful impact on both the perception and success of WCS. 1. Public Representation and Advocacy Superintendent Golden is a highly effective spokesperson for the district. His communication skills, professionalism, and consistent messaging reflect positively on WCS and help build trust with stakeholders across the community. 2. Collaboration with Public and Private Agencies He works successfully with both public and private agencies, leveraging these relationships to benefit the district. His collaborative approach has created valuable partnerships and enhanced the district's ability to pursue and secure external resources. 3. Resource Development and Innovation Superintendent Golden has demonstrated a strong ability to identify and secure resources that advance district priorities. A notable example is his successful acquisition of grant funding to support the development of the new Innovative Hub at the Entrepreneurship and Innovation Center (EIC), which will provide cutting-edge opportunities for students. 4. Areas for Continued Growth One area for continued focus is ensuring that all schools across the district have equitable access to strong parental support and involvement. While some schools benefit from highly engaged parent communities, it is important to prioritize strategies that encourage and enable this level of involvement across all the district. Superintendent Golden brings vision, resourcefulness, and a strong public presence to his leadership role. Continued emphasis on fostering equitable parent engagement will help further strengthen the district's foundation and community partnerships.
District 9 Clair Reeves	Superintendent Golden is an effective spokesperson for the district and is professional in his interactions with the community. He works well with outside organizations, including both public and private partners, and took steps this year to reestablish the Education Foundation to support district goals. He continues to use public resources responsibly. He supports PTOs and booster groups and respects their role in engaging families.
District 10 Eric Welch	Supt. Golden always publicly conducts himself in a manner befitting our district's leadership. He is a frequent and visible presence at WCS and other events, building community support for the district.
District 11 Tonja Hibma	In the short time I have been on the school board, Jason has consistently demonstrated his strengths in all these areas.

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%

Staff and Personnel Relationships	5- Significantly Above Expectations	4-Above Expectations	3.5	3-At Expectations	2-Below Expectations	1-Significantly Below Expectations	Total	Average
	2	3	1	5	1		12	
	10	12	3.5	15	2		42.5	3.54

Comments:

District 1 Tony Bostic	Mr. Golden seems to have built a good rapport with his staff. They want to support him, are thoughtful in their work, and maintain a level of excellence that is noteworthy. He delegates effectively and doesn't seek to micromanage his team from what I've been able to observe.
District 2 Dan Cash	I feel Mr. Golden could make more timely decisions on specific issues occurring in our schools.
District 3 Dennis Driggers	Superintendent Golden leadership style is to lead with integrity, and by example, every day. He takes directions from the Board and passes it to his senior staff with his expected outcomes, timelines, and any limitations on means. He delegates authority to the staff to do their jobs and report back to him so he can keep the Board informed. He also has the senior staff routinely brief the Board in person at the Work Sessions as appropriate.
District 4 Josh Brown	Mr. Golden is clearly respected by his staff and does an excellent job of allowing members of his team to represent their areas of responsibility and to lead on important projects and initiatives that further WCS strategic objectives. He is highly collaborative and willing to allow professionals on his leadership team the opportunity to display their strengths and talents.

District 5 Margie Johnson	Since working with you beginning in August, I have observed your intentional effort to delegate authority to your cabinet members and empower them in their respective roles. You consistently encourage school board members to connect directly with the appropriate central office contacts when questions arise. As a newer board member, I'm still learning who handles which responsibilities, so I often reach out to you directly—but I appreciate your efforts to build a distributed leadership structure. WCS's adoption of the PLC model for professional development reflects a strong commitment to collaboration, collegiality, and shared responsibility for student success. This model has the potential to foster a positive culture of professional growth throughout the district. At the same time, I've heard concerns from some school-based staff and constituents who feel they are not always empowered to make student-centered decisions at the local level and instead feel compelled to follow top-down directives. To strengthen our district culture, I would like to see continued emphasis on servant leadership at all levels—ensuring that decisions are made in service of students and families, and that staff at every level feel trusted and supported in their roles.
District 6 Jay Galbreath	Jason is an excellent manager of personnel. He delegates authority effectively, empowers his leadership team, and trusts staff to apply their expertise and experience. He ensures that teachers and school personnel are equipped with the resources they need to succeed and creates a culture of collaboration and shared responsibility. While his approach is inclusive and responsive, I would like to see Jason take a more visible leadership role in defining and driving forward a long-term vision for improvement. He has been consistently collaborative, but there is an opportunity for him to more actively lead initiatives rather than primarily respond to others.
District 7 Melissa Wyatt	Mr. Golden has an encouraging relationship with his staff. He is quick to include them in discussions and highlight their successes. He doesn't hesitate to note when situations could be handled better.

	Superintendent Jason Golden demonstrates effective leadership through his strategic delegation and support for shared governance within the Williamson County Schools system. His ability to empower staff and integrate technology reflects a forward-thinking approach to district leadership. 1. Delegation and Shared Leadership Superintendent Golden has shown strength in delegating authority across his leadership team, fostering a culture of trust and accountability. He provides meaningful opportunities for staff to lead, which not only builds capacity within the organization but also encourages innovation and professional growth. 2. Empowerment and Staff Development Through shared leadership, Mr. Golden promotes collaboration in decision-making. His leadership style encourages staff engagement and professional ownership, supporting the long-term success of both individuals and the system as a whole. 3. Effective Use of Technology Under his leadership, technology is used effectively to support instruction, operations, and communication. This has helped modernize processes and ensure that the district is responsive to the evolving needs of students, staff, and families. 4. Opportunities for Growth While the overall approach to staff leadership is strong, there have been instances where staff responses to certain situations have not aligned with the district's expectations for excellence. In these cases, more direct guidance, intervention, and accountability could have supported both professional development for staff and better outcomes for students and families. Continued focus on accountability and situational leadership will help ensure consistent execution across all levels of the district. Superintendent Golden's commitment to shared leadership, effective delegation, and technological advancement positions the district for continued success. Ongoing efforts to strengthen staff responsiveness and decision-making will further enhance the district's ability to serve students and families with excellence.
District 8 Donna Clements	
District 9 Clair Reeves	Superintendent Golden is respected by his staff and delegates responsibilities appropriately.
	WCS Central Office staff and building-level leadership are professionals that are collaborative and competent. I would encourage Supt. Golden to remind the Board of this when necessary and it oversteps into operations.
District 10 Eric Welch	
	With Jason's help, I was able to establish working relationships with administrators and staff that have helped me serve my district well and provided me with knowledge to make me a more effective board member.
District 11 Tonja Hibma	

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.
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Demonstrable Characteristics: 20%

<u>Facilities, Finance and Human Resources</u>	5- Significantly Above Expectations	4-Above Expectations	3-At Expectations	2.5	2-Below Expectations	1-Significantly Below Expectations	Total	Average
	1	6	4	1			12	
	5	24	12	2.5			43.5	3.63

Comments:

District 1 Tony Bostic	Mr. Golden did an excellent job getting the budget to the board much earlier this year, which greatly facilitated the approval process and help to give us the time needed to make better informed decisions and recommendations. However, as it relates to some facilities and the 5-year capitol plan, I believe more attention and planning are needed for some of our older schools. In particular, Fairview Elementary needs attention to ensure they receive the necessary updates and renovations. Lastly, a comprehensive technology plan, which has been requested by multiple board members, would be a valuable addition to our strategic planning moving forward. I encourage Mr. Golden to prioritize these areas in the coming year.
District 2 Dan Cash	This is an ongoing process that never ends. Our school system is the largest employer in the county with 50 schools and 6000 employees. This requires dialog with the county government everyday.
District 3 Dennis Driggers	Superintendent Golden runs an efficient District. It is hard to imagine how he has the time to do it all and do it so well.
District 4 Josh Brown	Mr. Golden is to be commended for bringing forward a budget this year that showed an actual reduction in operating costs and staffing from the previous budget. This is the first time this has happened in my tenure on the board and it shows a willingness to adapt to the realities of flat student growth and overall budget constraints. He and his team do an excellent job of staying on top of our facility needs to ensure that our buildings can operate safely and efficiently.

District 5 Margie Johnson	I've appreciated the presentations the school board has received throughout the year on a variety of key topics. These updates help build a clearer understanding of district operations and strategic direction. That said, I have ongoing concerns regarding the 5-year capital plan and the transparency of the data used to shape it. When I requested information on how district needs are assessed to develop the plan, I was provided only with a link to the previous 5-year plan, which lacked the necessary context and supporting data. While Mr. Brian King later gave a presentation, it occurred after the board had already voted—limiting the opportunity for informed discussion and decision-making beforehand. Greater clarity and earlier communication on capital planning processes would improve accountability and board engagement. The absence of a comprehensive technology plan for a district of WCS's size is also concerning. I first asked about this in September 2024 and followed up again in March 2025. In response, I was provided with a Chromebook purchase spreadsheet, but no broader strategy. With nearly \$20 million allocated annually for technology, I believe a detailed and data-driven plan—rooted in a needs assessment—is essential to ensure resources are being used effectively. Additionally, I recommend moving away from tier-based Chromebook replacements and instead basing purchases on device condition to extend the life of functional technology and reduce unnecessary expenditures. I've also recommended that WCS pursue a technology and operations efficiency study. Such a review could identify potential cost savings that could then be reallocated to improve school-based staff compensation. On a positive note, I want to acknowledge the improvements in the transportation department this year. I received only a few complaints from constituents, and they were addressed in a timely and professional manner.
District 6 Jay Galbreath	Jason and his staff demonstrated strong leadership in managing this year's budget. Through thoughtful fiscal discipline — including the elimination of unnecessary positions and cost-saving measures — the district presented a responsible and well-prioritized financial plan. This stewardship has contributed to increased trust and support from the County Commission, which recognizes that WCS leadership has taken appropriate steps to manage our financial position. The capital budget reflects both foresight and restraint — planning for facility needs tied to growth while avoiding premature investments where growth has not materialized. The balance of long-term vision and fiscal responsibility is commendable.
District 7 Melissa Wyatt	I appreciate Mr. Golden's pivots with technology as our parents want it to be handled differently in our classrooms. The amount of time and detail around the budget was very helpful and thorough.

District 8 Donna Clements	1. Facilities and Knowledge and Capital Planning This year's budget reflects a notable improvement in accurately forecasting capital requirements, signaling thoughtful planning and a grasp of long-term facility priorities. 2. Financial Oversight and Reporting Jason and his team consistently provide clear, timely, and reliable financial updates. Their attention to detail supports informed decision-making by the Board and helps maintain community trust in the stewardship of public funds. 3. Strategic Vision and Long-Range Goals Superintendent Golden keeps the Board well-informed on the district's long-range goals and strategic direction. His regular updates help align district leadership with broader objectives and ensure that day-to-day decisions remain focused on long-term success.
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. The budgeting and infrastructure planning reflects responsible oversight.
District 10 Eric Welch	Supt. Golden's previous experience as the district's COO is highly beneficial in this area and his level and detail of the district's operations is unmatched. He has also shown the ability to make hard decisions and select the best available options when perfect solutions are not available.
District 11 Tonja Hibma	Jason works closely with the administration and those in charge of facilities, finance and human resources. He has deep knowledge and understands the workings of the district and schools.
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.

Williamson County Schools Superintendent's Evaluation July 1, 2024 - June 30, 2025

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%

2024-2025 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> Strategic Plan Objective C3- 6: Consistently educate students, WCS team members, and families about bullying, harassment, and non-discrimination expectations to ensure appropriate reporting. Strategic Plan Objective C3-7: Train WCS team members to identify and report bullying, harassment, and discrimination in order to provide appropriate and uniform discipline. Establish a district task force on student behavior and bullying to (1) review our current bullying data, (2) examine current prevention and response practices and (3) make recommendations for 2025-26 next steps. Develop an action plan by Spring 2025 for 2025-26 implementation.				2		

Comments:

While the Task Force on Student Behavior and Bullying has been successfully established, no substantive work has yet been completed. Additionally, the Board has not received any of the data on bullying and harassment that was previously requested back in the fall, which is essential for informed decision-making. I kindly request that this data be provided as soon as possible. Moving forward, I encourage a more proactive approach to meeting this goal and deadline, rather than waiting until the end of the school year to begin this important work.

2024-2025 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: Strategic Plan Objective C2-1: Improve or develop competitive compensation to recruit the highest quality candidates for all roles. Present for 2025-26 budget a proposed pay increase within available funding that focuses on improving competitive pay for all positions with a focus on supplements and hard to fill positions.			3			

Comments:

I appreciate the efforts put into meeting this goal and the successful salary increases within the available funding. The focus on improving competitive pay, particularly for supplements and hard-to-fill positions, is commendable. I encourage continued refinement of the supplement structure to ensure greater equity across all areas, helping to maintain fairness and attract top talent across the district. I also encourage the continued pursuit of increasing pay for our 10 and 11 month employees.

2024-2025 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: Identify opportunities to access alternative funding sources for WCS academic, arts, and athletic programming through collaborative efforts with other stakeholders (e.g., PTOs, booster clubs, local businesses, private individuals, etc.).				2		

Comments:

While there has been valuable reflection on existing partnerships and current funding sources, aside from the new Innovation Hub partnerships, I do not see evidence of significant new progress toward accessing alternative funding as outlined in this goal. The purpose of this goal was to identify fresh opportunities and collaborative efforts, and I encourage a more targeted focus on expanding these partnerships moving forward.

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:

Mr. Golden has shown strong leadership in driving student achievement. Through effective strategies and a focus on continuous improvement, he has made meaningful progress in enhancing student outcomes. Overall, his efforts in advancing student achievement have been very commendable.

	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:

Mr. Golden consistently communicates well with the board and demonstrates kindness and professionalism in his interactions. However, during the science curriculum adoption process, there was an opportunity for stronger leadership during that hostile time. While some teachers and staff may not have agreed with the board's decision, this was a moment where strong leadership could have been shown by supporting them through the process, acknowledging their concerns, and reinforcing the importance of working together toward the district's goals. I would encourage more proactive leadership in similar situations moving forward to support both the board and staff, fostering unity and collaboration. Lastly, it's important to ensure that the board

receives requested data in a timely manner, which will help support informed decision-making moving forward.

	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:

Mr. Golden has done a good job in cultivating positive and effective community relationships. He consistently maintains open communication with stakeholders and demonstrates a strong commitment to engaging with the community. His efforts have contributed to a collaborative and

supportive environment. I look forward to more of his ideas for additional opportunities to further strengthen these connections and expand community involvement in district 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)
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:

Mr. Golden seems to have built a good rapport with his staff. They want to support him, are thoughtful in their work, and maintain a level of excellence that is noteworthy. He delegates effectively and doesn't seek to micromanage his team from what I've been able to observe.

	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:

Mr. Golden did an excellent job getting the budget to the board much earlier this year, which greatly facilitated the approval process and help to give us the time needed to make better informed decisions and recommendations. However, as it relates to some facilities and the 5-year capitol plan, I believe more attention and planning are needed for some of our older schools. In particular, Fairview Elementary needs attention to ensure they receive the necessary updates and renovations. Lastly, a comprehensive technology plan, which has been requested by multiple board members, would be a valuable addition to our strategic planning moving forward. I encourage Mr. Golden to prioritize these areas in the coming year.

Williamson County Schools Superintendent's Evaluation July 1, 2024 - June 30, 2025

Jason Golden

Superintendent of Schools Performance Evaluation Guidelines

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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%

2024-2025 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> Strategic Plan Objective C3- 6: Consistently educate students, WCS team members, and families about bullying, harassment, and non-discrimination expectations to ensure appropriate reporting. Strategic Plan Objective C3-7: Train WCS team members to identify and report bullying, harassment, and discrimination in order to provide appropriate and uniform discipline. Establish a district task force on student behavior and bullying to (1) review our current bullying data, (2) examine current prevention and response practices and (3) make recommendations for 2025-26 next steps. Develop an action plan by Spring 2025 for 2025-26 implementation.		4				

Comments:

Mr. Golden has met his goals establishing a district task force. I feel this is going to take some time to improve as we currently have 40,000 students from all walks of life. This is a huge task at best, we are dealing with mostly teenagers that are sometimes unpredictable. I feel with our staffs and parent participation this issue will get better with time.

2024-2025 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> Strategic Plan Objective C2-1: Improve or develop competitive compensation to recruit the highest quality candidates for all roles. Present for 2025-26 budget a proposed pay increase within available funding that focuses on improving competitive pay for all positions with a focus on supplements and hard to fill positions.			3			

Comments:

With budget limitations on the schools and about a 30% raise in the last four years with the County providing the extra funds for Pay raises has really helped. Our schools takes up about 70% of the County budget so we have to rely on any additional funds for raises, I feel with continuous improvement in the work environment and working with the County we will meet a satisfactory wage for all.

2024-2025 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> Identify opportunities to access alternative funding sources for WCS academic, arts, and athletic programming through collaborative efforts with other stakeholders (e.g., PTOs, booster clubs, local businesses, private individuals, etc.).			3			

Comments:

Mr. Golden continues to search for new resources with the help of the Board and Community. He realized there are limitations on what we can do. We offer so much for our students and the cost is high but it is worth the search to continue to have positive out comes for our 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			3			

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:

This is an ongoing effort that has to continue. Our record shows improvement every year. For above average students we are doing very well. Our district excels with college ready students. I feel we need to focus on the average student that may not go to a four-year college and prepare them for the work force. More trades related for example.

	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:

Mr. Golden and Josh Brown our board chairman work very hard to communicate and see to it that the board members are informed of all issues. We have 12 board members from all walks of life, with ideas for improvement on student out comes. We have board members that really dig deep to accomplish these students out comes. Through good collaboration student out come will improve.

	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:

Mr. Golden is on the job 24/7. We have to remember we have approximately 80,000 parents and many agencies to deal with.

	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:

I feel Mr. Golden could make more timely decisions on specific issues occurring 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)
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:

This is an ongoing process that never ends. Our school system is the largest employer in the county with 50 schools and 6000 employees. This requires dialog with the county government everyday.

Williamson County Schools Superintendent's Evaluation July 1, 2024 - June 30, 2025

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%

2024-2025 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: Strategic Plan Objective C3- 6: Consistently educate students, WCS team members, and families about bullying, harassment, and non-discrimination expectations to ensure appropriate reporting. Strategic Plan Objective C3-7: Train WCS team members to identify and report bullying, harassment, and discrimination in order to provide appropriate and uniform discipline. Establish a district task force on student behavior and bullying to (1) review our current bullying data, (2) examine current prevention and response practices and (3) make recommendations for 2025-26 next steps. Develop an action plan by Spring 2025 for 2025-26 implementation.			XXX			

Comments:

2024-2025 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: Strategic Plan Objective C2-1: Improve or develop competitive compensation to recruit the highest quality candidates for all roles. Present for 2025-26 budget a proposed pay increase within available funding that focuses on improving competitive pay for all positions with a focus on supplements and hard to fill positions.			XXX				

Comments:

Worked tirelessly with the Board and Williamson County Commissioners to secure funding dedicated to faculty pay raises.

2024-2025 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> Identify opportunities to access alternative funding sources for WCS academic, arts, and athletic programming through collaborative efforts with other stakeholders (e.g., PTOs, booster clubs, local businesses, private individuals, etc.).			XXX			

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	XXX					

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. We are first in academics (state & national scholars), athletics (regional & state), and the fine arts (all state recognition in band, chorus, orchestra, and theater).

He stays focused on students first despite 'curve balls' every day.

	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	XXX					

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 worked with Superintendent Golden since January 2024 as a member of the public, and since August 2024 as a Board member.

I have never been denied requested information (usually within hours) or a one-on-meeting (generally within a day).

The 2024 WCSB election saw six new Board members (50%). It was/is a notable change, and he rose to the occasion.

He does not shy away from difficult topics and/or subjects and, in WCS, the buck stops with him.

Once the Board votes, he and his staff 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	XXX					

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 have often crossed paths with Superintendent Golden at a variety of meetings and activities (e.g., mayoral community meetings, Policy Talks, Williamson Inc).

I have also observed him on local podcasts discussing WCS excellence or tough issues of the moment.

He remains calm, civil, and tactful with people/problems not of his making.

	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		XXX				

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 leadership style is to lead with integrity, and by example, every day.

He takes directions from the Board and passes it to his senior staff with his expected outcomes, timelines, and any limitations on means.

He delegates authority to the staff to do their jobs and report back to him so he can keep the Board informed.

He also has the senior staff routinely brief the Board in person at the Work Sessions as 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		XXX				

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 runs an efficient District. It is hard to imagine how he has the time to do it all and do it so well.

Williamson County Schools Superintendent's Evaluation July 1, 2024 - June 30, 2025

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%

2024-2025 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> Strategic Plan Objective C3- 6: Consistently educate students, WCS team members, and families about bullying, harassment, and non-discrimination expectations to ensure appropriate reporting. Strategic Plan Objective C3-7: Train WCS team members to identify and report bullying, harassment, and discrimination in order to provide appropriate and uniform discipline. Establish a district task force on student behavior and bullying to (1) review our current bullying data, (2) examine current prevention and response practices and (3) make recommendations for 2025-26 next steps. Develop an action plan by Spring 2025 for 2025-26 implementation.			3			

Comments:

Mr. Golden and his team clearly prioritize curtailing bullying and harassment in our district and have put tools in place to ensure training and awareness among faculty and staff. I'm pleased to see the establishment of the task force to further analyze our district data and practices and implement appropriate recommendations that come forward.

2024-2025 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> Strategic Plan Objective C2-1: Improve or develop competitive compensation to recruit the highest quality candidates for all roles. Present for 2025-26 budget a proposed pay increase within available funding that focuses on improving competitive pay for all positions with a focus on supplements and hard to fill positions.		4				

Comments:

Mr. Golden and his team have done an excellent job with this most recent pay chart and budget of being responsive to the need for better supplemental compensation for key roles in our district and adjusting compensation for certain positions in response to the marketplace. I appreciate the fact that this budget applies a much greater portion of the funds for pay raises to those at the lower end of the pay scale and there was thoughtful differentiation instead of a flat across the board percentage increase.

2024-2025 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> Identify opportunities to access alternative funding sources for WCS academic, arts, and athletic programming through collaborative efforts with other stakeholders (e.g., PTOs, booster clubs, local businesses, private individuals, etc.).			3			

Comments:

Mr. Golden has heard the board’s concerns and recognizes the need for leveraging various private funding opportunities, and some minor progress has been made in this regard. More needs to be done to create structure and direction for how this will be accomplished going forward.

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:

The district has once again produced records in student achievement in areas such as ACT scores, national merit finalists, etc. And the district continues to set records in the number of reward schools. Each year the bar is set high, and Mr. Golden and his team continue find ways to go beyond it.

	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 does an excellent job of keeping the board informed of important and relevant matters, responding to board inquiries in a thorough and timely manner, and handling his interactions with the board with professionalism and respect.

	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:

Mr. Golden continues to serve as an excellent ambassador for Williamson County Schools to key stakeholders throughout our community. He is highly respected by business leaders and local elected officials and prioritizes community engagement to ensure the accomplishments and needs of WCS are understood and communicated throughout Williamson County and beyond.

	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:

Mr. Golden is clearly respected by his staff and does an excellent job of allowing members of his team to represent their areas of responsibility and to lead on important projects and initiatives that further WCS strategic objectives. He is highly collaborative and willing to allow professionals on his leadership team the opportunity to display their strengths and talents.

	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.
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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 is to be commended for bringing forward a budget this year that showed an actual reduction in operating costs and staffing from the previous budget. This is the first time this has happened in my tenure on the board and it shows a willingness to adapt to the realities of flat student growth and overall budget constraints. He and his team do an excellent job of staying on top of our facility needs to ensure that our buildings can operate safely and efficiently.

Williamson County Schools Superintendent's Evaluation July 1, 2024 - June 30, 2025

Jason Golden

Superintendent of Schools Performance Evaluation Guidelines

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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%

2024-2025 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> Strategic Plan Objective C3- 6: Consistently educate students, WCS team members, and families about bullying, harassment, and non-discrimination expectations to ensure appropriate reporting. Strategic Plan Objective C3-7: Train WCS team members to identify and report bullying, harassment, and discrimination in order to provide appropriate and uniform discipline. Establish a district task force on student behavior and bullying to (1) review our current bullying data, (2) examine current prevention and response practices and (3) make recommendations for 2025-26 next steps. Develop an action plan by Spring 2025 for 2025-26 implementation.				2		

Comments:

While the goal around student discipline was clearly established by the board in November 2024, follow-through on timely communication and collaborative planning has been inconsistent. Board members initially requested districtwide discipline data and an overview of the discipline matrix during the September 12, 2024, work session. Despite a follow-up email on September 23, 2024, the response on September 24, 2025, did not fully address the request, and no subsequent meeting was scheduled or communicated regarding the data.

Efforts to support the superintendent's goals were made, including a January 6, 2025, meeting where a sample discipline dashboard was shared and suggestions were provided for

diversifying the discipline task force. Specific requests were made to include community groups such as One Willco, Wilco Iris, and Moms for Liberty, as well as to be involved in planning or facilitating the task force meeting. However, no updates or collaboration occurred until the May 2025 work session revealed the meeting had already been scheduled for May 16th, without inclusion of the suggested groups or board representation.

While the task force minutes and membership were eventually provided upon request on May 27, 2024, the lack of proactive communication and inclusive planning undermines the collaborative intent behind this board-established goal. Going forward, I recommend greater transparency, intentional inclusion of diverse community stakeholders, and consistent engagement with the board to ensure the work aligns with the expectations and values of the district leadership team.

2024-2025 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> Strategic Plan Objective C2-1: Improve or develop competitive compensation to recruit the highest quality candidates for all roles. Present for 2025-26 budget a proposed pay increase within available funding that focuses on improving competitive pay for all positions with a focus on supplements and hard to fill positions.				2.5		

Comments:

WCS’s core mission is educating students, and I firmly believe that those closest to that mission—our teachers and classroom-based staff—should be prioritized in compensation and support. I appreciated that, despite the mayor’s proposed 4% raise across the board, central office leadership opted for a 2% raise to help reallocate funds toward improving the teacher salary

schedule. This is a positive step, especially considering WCS is currently ranked 27th in the state according to TSBA's salary database. I also commend the inclusion of two additional system closed days for 10- and 11-month classified staff, which helps support equity in staff benefits.

Throughout our meetings on January 6 and March 3, 2025, I raised concerns regarding high-level central office positions and proposed a technology and operations efficiency study to identify cost-saving opportunities that could redirect funds to classroom-centered roles. While some steps have been taken, I remain concerned about the cultural and financial implications of six-figure salaries for central office staff—particularly when they are further removed from direct student engagement—alongside more generous system closed day compensation (21 days for 12-month staff versus 5–7 for others). These disparities impact staff morale and perception of fairness across the district.

Additionally, I voiced constituent feedback regarding the supplemental pay scale during our one-on-one January and March meetings. Unfortunately, these recommendations were not reflected in the final proposal, and I was unable to request a deferral due to a procedural limitation. However, I appreciate your willingness to follow up with me after the June 2, 2025, policy meeting to revisit this feedback and I look forward to seeing those perspectives integrated moving forward.

Despite budget constraints, it remains clear that classroom-based positions are the most difficult to fill, as reflected in job postings and conversations with principals. If we want WCS to be a first-choice employer for talented educators and staff, we must continue to prioritize competitive, equitable compensation and ensure budget decisions align with the district's core mission of student achievement.

2024-2025 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> Identify opportunities to access alternative funding sources for WCS academic, arts, and athletic programming through collaborative efforts with other stakeholders (e.g., PTOs, booster clubs, local businesses, private individuals, etc.).		4				

Comments:

One of WCS’s greatest strengths is the strong community support and shared commitment to supporting high-quality education for our students. I appreciated the recent update you provided, as it highlighted several initiatives I was not previously aware of. In particular, the PTO Leadership Discussions stood out as a valuable effort—bringing parent organizations together to share best practices helps strengthen school communities and promotes greater collaboration across the district.

I also noted the reinstatement of the Williamson County Education Foundation, which is a promising development. I would appreciate receiving more information about the foundation’s mission, current activities, and opportunities for involvement so that I can help share and support this work within the broader community.

Ongoing communication around these types of efforts is important for building trust and engagement, and I look forward to continued updates that reflect the district’s strong ties to its stakeholders.

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			3			

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:

During our January 6, 2025 meeting, you highlighted the implementation of Professional Learning Communities (PLCs) across the district as a key accomplishment—and rightfully so. Board members have heard numerous examples of teachers collaborating in meaningful, data-informed conversations to support student success. This model reflects a strong commitment to instructional growth and continuous improvement.

The district continues to demonstrate impressive academic outcomes, as seen in the number of National Merit Finalists and perfect ACT composite scores. These are achievements to be celebrated and speak to the high standards of excellence within WCS.

At the same time, when reviewing disaggregated data, significant achievement gaps persist among various student subgroups (See attached WCS TCAP Subgroup Scores). This raises

important questions about what targeted strategies are in place to ensure all students are engaged in high-quality instructional strategies. Addressing these disparities is critical to fulfilling our mission of success for *all* students.

For the district to move forward with continuous improvement, I believe it is essential for central office leadership to adopt a more transparent approach with data. While some data is clearly being used internally, access to information such as discipline data, technology needs assessments, and audit findings has been limited. Often, I've been invited to in-person meetings rather than receiving the data directly. Although this may not be intended as a lack of transparency, the result can feel that way when data is not readily shared or there is no clear explanation about its availability. As a board member, timely and open access to relevant data is critical for making informed decisions and upholding accountability.

Lastly, I deeply appreciate the broad range of learning opportunities WCS provides for students—not only through our zoned high schools, but also through the Entrepreneurship & Innovation Center, the virtual school, and Renaissance High School. These programs reflect a commitment to student choice and innovative education pathways.

	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:

With half of the school board comprised of new members, this year has presented significant opportunities for growth in governance and collaboration. The new school board training held in August, while appreciated, lacked critical depth in areas such as policy, the district's strategic plan, budgeting processes, major district initiatives, and how the school board operates. I recommend that future trainings be more comprehensive and structured to ensure new members are equipped to effectively serve from the outset.

Your leadership style continues to be marked by professionalism, calm demeanor, and consistent respect for all stakeholders. In public settings, you remain poised and composed, even when faced with challenging discussions or differing opinions. I also appreciate that for every voting item, you provide clear recommendations to the board while never publicly criticizing board decisions—even when you may not personally agree. This is a testament to your commitment to respectful, nonpartisan governance.

That said, I believe there are opportunities to strengthen communication and transparency. Major district initiatives—such as technology integration, instructional coaching, and the implementation of PLCs—should be formally documented. This would enable board members to access information efficiently without requiring one-on-one meetings for basic updates. Proactive documentation would also support continuity and institutional memory as board members change.

Lastly, I have concerns about board member inclusion in committees. When members express a desire to contribute—such as during the science textbook review process or, in my case, the discipline committee—those requests should be honored where possible. Excluding interested board members from these opportunities can unintentionally diminish collaborative decision-making and weaken board engagement.

	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:

You represent WCS well throughout the community, attending a wide range of events and fostering partnerships that strengthen the district's visibility and relationships. This visible presence reinforces trust and demonstrates a commitment to collaboration with stakeholders across Williamson County.

As previously noted, one of WCS's key strengths is the strong parental involvement, particularly through PTOs, which provide essential funding, volunteerism, and support for our schools. I commend the continued encouragement of these partnerships.

However, I believe there is an opportunity to expand parental involvement beyond traditional PTO roles. Specifically, I would like to see greater inclusion of parents in school leadership decisions—especially in the hiring process for key leadership positions—as well as district-level committees focused on significant issues such as discipline, attendance, student subgroup achievement, and technology use. Including a broader range of parent voices will not only improve transparency but also ensure that decisions reflect the diverse perspectives of our community. I appreciate the initial steps taken to involve parents in the technology committee and encourage further efforts in this direction.

Additionally, I want to acknowledge and thank you and your staff for consistently providing timely and responsive communication to school board members. This support is critical to our ability to serve effectively and stay 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)
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:

Since working with you beginning in August, I have observed your intentional effort to delegate authority to your cabinet members and empower them in their respective roles. You consistently encourage school board members to connect directly with the appropriate central office contacts when questions arise. As a newer board member, I'm still learning who handles

which responsibilities, so I often reach out to you directly—but I appreciate your efforts to build a distributed leadership structure.

WCS’s adoption of the PLC model for professional development reflects a strong commitment to collaboration, collegiality, and shared responsibility for student success. This model has the potential to foster a positive culture of professional growth throughout the district.

At the same time, I’ve heard concerns from some school-based staff and constituents who feel they are not always empowered to make student-centered decisions at the local level and instead feel compelled to follow top-down directives. To strengthen our district culture, I would like to see continued emphasis on servant leadership at all levels—ensuring that decisions are made in service of students and families, and that staff at every level feel trusted and supported in their roles.

	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				2.5		

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:

I've appreciated the presentations the school board has received throughout the year on a variety of key topics. These updates help build a clearer understanding of district operations and strategic direction.

That said, I have ongoing concerns regarding the 5-year capital plan and the transparency of the data used to shape it. When I requested information on how district needs are assessed to develop the plan, I was provided only with a link to the previous 5-year plan, which lacked the necessary context and supporting data. While Mr. Brian King later gave a presentation, it occurred after the board had already voted—limiting the opportunity for informed discussion and decision-making beforehand. Greater clarity and earlier communication on capital planning processes would improve accountability and board engagement.

The absence of a comprehensive technology plan for a district of WCS's size is also concerning. I first asked about this in September 2024 and followed up again in March 2025. In response, I was provided with a Chromebook purchase spreadsheet, but no broader strategy. With nearly \$20 million allocated annually for technology, I believe a detailed and data-driven plan—rooted in a needs assessment—is essential to ensure resources are being used effectively. Additionally, I recommend moving away from tier-based Chromebook replacements and instead basing purchases on device condition to extend the life of functional technology and reduce unnecessary expenditures.

I've also recommended that WCS pursue a technology and operations efficiency study. Such a review could identify potential cost savings that could then be reallocated to improve school-based staff compensation.

On a positive note, I want to acknowledge the improvements in the transportation department this year. I received only a few complaints from constituents, and they were addressed in a timely and professional manner.

ELA							
year	subject	grade	student_group	2024		2023	24 to 23
2024	ELA	3rd through 5th	All Students	70.8		70.1	0.7
2024	ELA	3rd through 5th	Black/Hispanic/Native American	55	15.8	56.3	-1.3
2024	ELA	3rd through 5th	Economically Disadvantaged	34.2	36.6	35.4	-1.2
2024	ELA	3rd through 5th	English Learners with Transitional 1-4	47.2	23.6	47.2	0
2024	ELA	3rd through 5th	Students with Disabilities	31.2	39.6	32.8	-1.6
2024	ELA	3rd through 5th	Super Subgroup	46.2	24.6	47.5	-1.3
2024	ELA	3rd through 8th	All Students	67.2		67.1	0.1
2024	ELA	3rd through 8th	Black/Hispanic/Native American	52.9	14.3	52	0.9
2024	ELA	3rd through 8th	Economically Disadvantaged	33.3	33.9	35.4	-2.1
2024	ELA	3rd through 8th	English Learners with Transitional 1-4	43.4	23.8	43.3	0.1
2024	ELA	3rd through 8th	Students with Disabilities	25.9	41.3	27.7	-1.8
2024	ELA	3rd through 8th	Super Subgroup	43.5	23.7	44	-0.5
2024	ELA	6th through 8th	All Students	63.7		64.2	-0.5
2024	ELA	6th through 8th	Black/Hispanic/Native American	51.1	12.6	48.1	3
2024	ELA	6th through 8th	Economically Disadvantaged	32.5	31.2	35.4	-2.9
2024	ELA	6th through 8th	English Learners with Transitional 1-4	38.3	25.4	38.3	0
2024	ELA	6th through 8th	Students with Disabilities	19.2	44.5	21.4	-2.2
2024	ELA	6th through 8th	Super Subgroup	40.6	23.1	40.2	0.4
2024	HS English	9th through 12th	All Students	75.2		75.9	-0.7
2024	HS English	9th through 12th	Black/Hispanic/Native American	57.4	17.8	59	-1.6
2024	HS English	9th through 12th	Economically Disadvantaged	38.1	37.1	38.7	-0.6
2024	HS English	9th through 12th	English Learners with Transitional 1-4	37.4	37.8	33	4.4
2024	HS English	9th through 12th	Students with Disabilities	20.2	55	27.6	-7.4
2024	HS English	9th through 12th	Super Subgroup	49.3	25.9	50.7	-1.4

MATH							
year	subject	grade	student_group	2024		2023	24 to 23
2024	HS Math	9th through 12th	All Students	61.6		51.7	9.9
2024	HS Math	9th through 12th	Black/Hispanic/Native American	43.6	18	33	10.6
2024	HS Math	9th through 12th	Economically Disadvantaged	24.8	36.8	21.6	3.2
2024	HS Math	9th through 12th	English Learners with Transitional 1-4	35.8	25.8	30.1	5.7
2024	HS Math	9th through 12th	Students with Disabilities	15.1	46.5	15.6	-0.5
2024	HS Math	9th through 12th	Super Subgroup	37.7	23.9	29.5	8.2
2024	Math	3rd through 5th	All Students	75.6		77	-1.4
2024	Math	3rd through 5th	Black/Hispanic/Native American	59.7	15.9	64.2	-4.5
2024	Math	3rd through 5th	Economically Disadvantaged	41.2	34.4	38.4	2.8
2024	Math	3rd through 5th	English Learners with Transitional 1-4	63	12.6	67	-4
2024	Math	3rd through 5th	Students with Disabilities	34.5	41.1	38.4	-3.9
2024	Math	3rd through 5th	Super Subgroup	52.4	23.2	55.7	-3.3
2024	Math	3rd through 8th	All Students	73.5		73.2	0.3
2024	Math	3rd through 8th	Black/Hispanic/Native American	58.9	14.6	59.1	-0.2
2024	Math	3rd through 8th	Economically Disadvantaged	38.3	35.2	34.7	3.6
2024	Math	3rd through 8th	English Learners with Transitional 1-4	60.5	13	60.6	-0.1
2024	Math	3rd through 8th	Students with Disabilities	30.5	43	33.7	-3.2
2024	Math	3rd through 8th	Super Subgroup	50.4	23.1	51.5	-1.1
2024	Math	6th through 8th	All Students	71.4		69.4	2
2024	Math	6th through 8th	Black/Hispanic/Native American	58.1	13.3	54.5	3.6
2024	Math	6th through 8th	Economically Disadvantaged	35.5	35.9	30.6	4.9
2024	Math	6th through 8th	English Learners with Transitional 1-4	57.3	14.1	52.4	4.9
2024	Math	6th through 8th	Students with Disabilities	25.5	45.9	27.7	-2.2
2024	Math	6th through 8th	Super Subgroup	48.3	23.1	46.9	1.4

SCIENCE							
year	subject	grade	student_group	2024		2023	24 to 23
2024	Science	3rd through 5th	All Students	73.6		75.5	-1.9
2024	Science	3rd through 5th	Black/Hispanic/Native American	60.5	13.1	62.7	-2.2
2024	Science	3rd through 5th	Economically Disadvantaged	35.7	37.9	37.4	-1.7
2024	Science	3rd through 5th	English Learners with Transitional 1-4	53.8	19.8	59	-5.2
2024	Science	3rd through 5th	Students with Disabilities	40.8	32.8	42.9	-2.1
2024	Science	3rd through 5th	Super Subgroup	53.8	19.8	56.1	-2.3
2024	Science	3rd through 8th	All Students	75.7		76.1	-0.4
2024	Science	3rd through 8th	Black/Hispanic/Native American	62.5	13.2	62.6	-0.1
2024	Science	3rd through 8th	Economically Disadvantaged	40.4	35.3	43.9	-3.5
2024	Science	3rd through 8th	English Learners with Transitional 1-4	55.7	20	57.4	-1.7
2024	Science	3rd through 8th	Students with Disabilities	38.6	37.1	39.6	-1
2024	Science	3rd through 8th	Super Subgroup	54.9	20.8	55.6	-0.7
2024	Science	6th through 8th	All Students	77.8		76.6	1.2
2024	Science	6th through 8th	Black/Hispanic/Native American	64.3	13.5	62.6	1.7
2024	Science	6th through 8th	Economically Disadvantaged	45	32.8	51.1	-6.1
2024	Science	6th through 8th	English Learners with Transitional 1-4	58.1	19.7	55.5	2.6
2024	Science	6th through 8th	Students with Disabilities	35.8	42	35.4	0.4
2024	Science	6th through 8th	Super Subgroup	56.1	21.7	55.1	1
BIOLOGY							
year	subject	grade	student_group	2024		2023	24 to 23
2024	Biology I	9th through 12th	All Students	75.1		73.3	1.8
2024	Biology I	9th through 12th	Black/Hispanic/Native American	55.2	19.9	56.6	-1.4
2024	Biology I	9th through 12th	Economically Disadvantaged	40.2	34.9	41.8	-1.6
2024	Biology I	9th through 12th	English Learners with Transitional 1-4	31.3	43.8	46.4	-15.1
2024	Biology I	9th through 12th	Students with Disabilities	30.3	44.8	29.7	0.6
2024	Biology I	9th through 12th	Super Subgroup	49.3	25.8	50.6	-1.3

SOCIAL STUDIES							
year	subject	grade	student_group	2024		2023	24 to 23
2024	Social Studies	3rd through 8th	All Students	78.9		77.3	1.6
2024	Social Studies	3rd through 8th	Black/Hispanic/Native American	67.2	11.7	65.8	1.4
2024	Social Studies	3rd through 8th	Economically Disadvantaged	52	26.9	46.4	5.6
2024	Social Studies	3rd through 8th	English Learners with Transitional 1-4	64.5	14.4	55.6	8.9
2024	Social Studies	3rd through 8th	Students with Disabilities	42.5	36.4	41.1	1.4
2024	Social Studies	3rd through 8th	Super Subgroup	60.3	18.6	58.3	2
2024	Social Studies	6th through 8th	All Students	78.9		77.3	1.6
2024	Social Studies	6th through 8th	Black/Hispanic/Native American	67.2	11.7	65.8	1.4
2024	Social Studies	6th through 8th	Economically Disadvantaged	52	26.9	46.4	5.6
2024	Social Studies	6th through 8th	English Learners with Transitional 1-4	64.5	14.4	55.6	8.9
2024	Social Studies	6th through 8th	Students with Disabilities	42.5	36.4	41.1	1.4
2024	Social Studies	6th through 8th	Super Subgroup	60.3	18.6	58.3	2
2024	US History	9th through 12th	All Students	71.3		70.1	1.2
2024	US History	9th through 12th	Black/Hispanic/Native American	57.2	14.1	55.4	1.8
2024	US History	9th through 12th	Economically Disadvantaged	38.4	32.9	35	3.4
2024	US History	9th through 12th	English Learners with Transitional 1-4	29.4	41.9	38.5	-9.1
2024	US History	9th through 12th	Students with Disabilities	30.7	40.6	33.9	-3.2
2024	US History	9th through 12th	Super Subgroup	50.8	20.5	51.1	-0.3

Williamson County Schools Superintendent's Evaluation July 1, 2024 - June 30, 2025

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%

2024-2025 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: Strategic Plan Objective C3- 6: Consistently educate students, WCS team members, and families about bullying, harassment, and non-discrimination expectations to ensure appropriate reporting. Strategic Plan Objective C3-7: Train WCS team members to identify and report bullying, harassment, and discrimination in order to provide appropriate and uniform discipline. Establish a district task force on student behavior and bullying to (1) review our current bullying data, (2) examine current prevention and response practices and (3) make recommendations for 2025-26 next steps. Develop an action plan by Spring 2025 for 2025-26 implementation.					1	

Comments:

While a task force on student behavior and bullying was eventually formed, it did not meet until late in the school year. As a result, no recommendations or draft action plan currently exist. This delay limits the Board's ability to evaluate or provide input on potential changes ahead of the 2025–26 school year. The objective could have and should have been initiated much earlier to allow sufficient time for data review, stakeholder engagement, and meaningful planning.

2024-2025 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> Strategic Plan Objective C2-1: Improve or develop competitive compensation to recruit the highest quality candidates for all roles. Present for 2025-26 budget a proposed pay increase within available funding that focuses on improving competitive pay for all positions with a focus on supplements and hard to fill positions.		4				

Comments:

The 2025–26 budget includes a well-structured proposed pay increase within available funding. Jason and his team did a commendable job evaluating market competitiveness, updating supplement schedules, and prioritizing raises for all staff — including hard-to-fill positions. He also demonstrated strong advocacy with the County Commission to secure funding. The process was transparent, collaborative, and marked by earlier and more consistent Board involvement than in previous years.

Looking ahead, I would like to see performance-based compensation incorporated to better reward our highest-performing teachers. Additionally, I understand a classified staff market re-evaluation is planned, and I support exploring adjustments that may exceed the across-the-board raise where appropriate.

2024-2025 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: Identify opportunities to access alternative funding sources for WCS academic, arts, and athletic programming through collaborative efforts with other stakeholders (e.g., PTOs, booster clubs, local businesses, private individuals, etc.).				2.5		

Comments:

The district foundation has been re-initiated, and there have been internal discussions about potentially using it as a vehicle to collect school fee donations. Additionally, the development of district-wide corporate sponsorships marks a significant step forward in securing alternative funding. I’m hopeful that this momentum can be extended by working more directly with school-level booster organizations, especially in support of middle and high school athletics and arts.

There have also been preliminary conversations about forming a booster council following Board advocacy; however, no meetings have been scheduled, and it's unclear whether the district or the boosters will take the lead. Outside of sponsorships, there is still limited evidence of broader engagement with local businesses, private donors, or

other community stakeholders. Continued development of a coordinated and strategic approach is needed to fully meet the intent of this goal.

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:

The district has made significant progress in both student achievement and academic growth this year. Jason demonstrates strong and consistent leadership in this area, marked by close collaboration with the Teaching, Learning & Assessment team as well as district-level primary and secondary leadership. His approach reflects a clear commitment to continuous improvement, data-driven decision-making, and alignment with long-term academic goals.

	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		3.5				

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:

Jason has done a commendable job navigating the transition to a significantly changed Board. He has maintained responsiveness to Board member questions — even when the volume or detail has at times been excessive — and has shown discernment in balancing that responsiveness with the need to manage district operations efficiently. He and his staff have consistently been collaborative, open to feedback, and willing to compromise to develop sound policy.

Looking ahead, I would like to see Jason take a more proactive role in initiating certain changes rather than primarily reacting to Board proposals. While responsiveness has been strong, a more forward-leaning posture could strengthen Board–administration collaboration even further.

	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:

Jason continues to serve as an effective spokesperson for the district and advocates skillfully on its behalf. He maintains a strong working relationship with key stakeholders, including the County Mayor and County Commission, and represents WCS with professionalism and clarity in public settings. His efforts contribute to sustaining the district's credibility and advancing its priorities within 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)
Staff and Personnel Relationships			3.5			

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:

Jason is an excellent manager of personnel. He delegates authority effectively, empowers his leadership team, and trusts staff to apply their expertise and experience. He ensures that teachers and school personnel are equipped with the resources they need to succeed and creates a culture of collaboration and shared responsibility.

While his approach is inclusive and responsive, I would like to see Jason take a more visible leadership role in defining and driving forward a long-term vision for improvement. He has been consistently collaborative, but there is an opportunity for him to more actively lead initiatives rather than primarily respond to others.

	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:

ason and his staff demonstrated strong leadership in managing this year's budget. Through thoughtful fiscal discipline — including the elimination of unnecessary positions and cost-saving measures — the district presented a responsible and well-prioritized financial plan. This stewardship has contributed to increased trust and support from the County Commission, which recognizes that WCS leadership has taken appropriate steps to manage our financial position.

The capital budget reflects both foresight and restraint — planning for facility needs tied to growth while avoiding premature investments where growth has not materialized. The balance of long-term vision and fiscal responsibility is commendable.

Williamson County Schools Superintendent's Evaluation July 1, 2024 - June 30, 2025

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%

2024-2025 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> Strategic Plan Objective C3- 6: Consistently educate students, WCS team members, and families about bullying, harassment, and non-discrimination expectations to ensure appropriate reporting. Strategic Plan Objective C3-7: Train WCS team members to identify and report bullying, harassment, and discrimination in order to provide appropriate and uniform discipline. Establish a district task force on student behavior and bullying to (1) review our current bullying data, (2) examine current prevention and response practices and (3) make recommendations for 2025-26 next steps. Develop an action plan by Spring 2025 for 2025-26 implementation.		X				

Comments:

I look forward to hearing from the district task force and appreciate the work that has already been done around consistent expectations across WCS related to bullying, harassment, and discrimination.

2024-2025 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> Strategic Plan Objective C2-1: Improve or develop competitive compensation to recruit the highest quality candidates for all roles. Present for 2025-26 budget a proposed pay increase within available funding that focuses on improving competitive pay for all positions with a focus on supplements and hard to fill positions.	X					

Comments:

I am pleased with the focus on teacher pay and increased arts supplements. Also, I am thankful for the consideration around administration pay and other benefits like additional paid holidays.

2024-2025 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: Identify opportunities to access alternative funding sources for WCS academic, arts, and athletic programming through collaborative efforts with other stakeholders (e.g., PTOs, booster clubs, local businesses, private individuals, etc.).		X				

Comments:

The sharing of knowledge and success of the PTO Leadership Council speaks volumes about the power of collaboration. Making those resources available to all and acknowledging that the Council has served it's purpose feels well-timed. I am glad we will coordinate this opportunity for our Booster Club leaders going forward. I think re-instating The Williamson County Education Foundation is a good first-step in accessing alternative funding sources.

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 be very successful across many different measurements in academics, the arts, and athletics.

	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:

I appreciate the timely responses and thorough explanations during our discussions this year. Mr. Golden's years of experience and care for our students is clear in our meetings.

	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 manages the many dynamics of public education effectively. He encourages each of our schools to meet the needs of their unique communities. Mr. Golden is responsive to parents and wants to understand our families' experiences.

	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:

Mr. Golden has an encouraging relationship with his staff. He is quick to include them in discussions and highlight their successes. He doesn't hesitate to note when situations could be handled better.

	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:

I appreciate Mr. Golden's pivots with technology as our parents want it to be handled differently in our classrooms. The amount of time and detail around the budget was very helpful and thorough.

Williamson County Schools Superintendent's Evaluation July 1, 2024 - June 30, 2025

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%

2024-2025 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> Strategic Plan Objective C3- 6: Consistently educate students, WCS team members, and families about bullying, harassment, and non-discrimination expectations to ensure appropriate reporting. Strategic Plan Objective C3-7: Train WCS team members to identify and report bullying, harassment, and discrimination in order to provide appropriate and uniform discipline. Establish a district task force on student behavior and bullying to (1) review our current bullying data, (2) examine current prevention and response practices and (3) make recommendations for 2025-26 next steps. Develop an action plan by Spring 2025 for 2025-26 implementation.			X			

Comments:

The recent presentation delivered a couple of weeks ago via PowerPoint by the Bullying Task Force Team provided a useful overview of the group's findings and proposed actions. However, there are several areas where the evaluation process and transparency could have been improved to enhance clarity, accountability, and community engagement.

1. Limited Access to Supporting Documentation

While the PowerPoint offered a summary of key results, the absence of meeting minutes significantly limited a deeper understanding of the discussions, rationales behind decisions, and context for the presented data. Having access to the full meeting records would have provided greater insight and transparency into the task force's process.

2. Lack of Community Representation

The composition of the task force appeared to lack direct representation from the broader community. Including local voices—such as a community groups like One Wilco— which would have added valuable perspective and credibility to the group’s findings. Active community involvement is essential in ensuring that all viewpoints, particularly those of affected individuals, are heard and addressed.

3. Summary-Only Presentation Format

The use of a PowerPoint as the sole method of sharing results, while helpful for summarization, did not offer opportunities for detailed questioning or discussion. A more interactive format or the inclusion of a Q&A session would have fostered a more thorough evaluation and stakeholder engagement.

Overall, the work of the Bullying Task Force is an important step toward addressing a critical issue. Future efforts would benefit from greater transparency, expanded documentation, and broader community involvement to build trust and ensure more comprehensive, inclusive outcomes.

2024-2025 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> Strategic Plan Objective C2-1: Improve or develop competitive compensation to recruit the highest quality candidates for all roles. Present for 2025-26 budget a proposed pay increase within available funding that focuses on improving competitive pay for all positions with a focus on supplements and hard to fill positions.				X		

Comments:

The recent updates regarding teacher rankings and supplemental support for arts programs highlight both areas of progress and significant opportunities for improvement within our district.

1. Teacher Compensation and State Ranking

Our current teacher salary ranking—27th in the state of Tennessee—is concerning and underscores the urgent need for more aggressive strategies to improve compensation. Attracting and retaining high-quality educators requires a competitive salary structure that reflects the value of their work and the critical role they play in student success. Closing the gap between our current standing and a top-tier ranking should be a high-priority initiative, with a focus on sustainable and impactful pay reform that prioritizes teacher compensation over other expenses.

2. Need for Stronger Advocacy and Action

While efforts are being made, we must adopt a more proactive and ambitious approach to securing better compensation for our teachers. This includes exploring local, state, and federal funding avenues, engaging in legislative advocacy, and working collaboratively with stakeholders to develop a long-term plan that prioritizes educator support.

3. Equity in Arts Program Supplements

It is encouraging to see movement toward more equitable supplements for arts educators. However, disparities still exist that need to be addressed. Ensuring fair and consistent support across all disciplines—especially the arts: music, visual arts, theater, and more—is essential to building a well-rounded educational experience for all students. Continued evaluation and adjustment of supplemental pay structures will be important to achieve true equity.

Progress is being made, but there remains critical work to be done to elevate our teacher compensation and address remaining inequities in program support. A strategic, equity-focused, and results-driven approach will be key to making meaningful strides in both areas.

2024-2025 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> Identify opportunities to access alternative funding sources for WCS academic, arts, and athletic programming through collaborative efforts with other stakeholders (e.g., PTOs, booster clubs, local businesses, private individuals, etc.).			X			

Comments: I want to begin by expressing appreciation for the ongoing efforts to support our booster organizations. Their role in enhancing extracurricular and co-curricular opportunities is invaluable to our students and schools.

1. Public-Private Partnerships

While our support for boosters is commendable, there is untapped potential in expanding public-private partnerships. These collaborations can bring additional resources, innovation, and long-term investment into our district. A more intentional focus on cultivating relationships with local businesses, nonprofits, and community stakeholders could significantly enhance both financial and programmatic support for our schools.

2. Development of the Education Foundation

Additionally, I would like to see a more strategic effort toward building and strengthening our education foundation. A well-supported foundation can serve as a powerful vehicle for fundraising, grant acquisition, and donor engagement, helping to close funding gaps and provide sustained support for district initiatives. Prioritizing its growth will be critical in ensuring we have the infrastructure needed to support long-term educational excellence.

Our district is making important strides in community engagement, and I commend the work being done. Moving forward, deeper investment in public-private partnerships and the development of our education foundation will be essential steps in ensuring broad-based support for our students and schools.

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 distinguish itself through its commitment to instructional excellence and innovation. The district consistently implements forward-thinking teaching models and assessment strategies that reflect current best practices in education.

1. Instructional and Assessment Innovation

WCS has demonstrated leadership in adopting innovative teaching models that engage students in meaningful, personalized learning. Likewise, its use of effective evaluation tools provides valuable insight into student achievement and growth. These efforts contribute to maintaining high academic standards and preparing students for success in a rapidly evolving world.

2. Developmentally Appropriate Curriculum Pacing

While the instructional and assessment strategies are commendable, I believe greater emphasis should be placed on ensuring that our curriculum is paced in alignment with child development. Academic rigor is important, but so is recognizing the cognitive, emotional, and social stages of learning.

Thoughtful pacing that supports both academic challenge and developmental appropriateness will help maximize student potential while fostering a more supportive and balanced educational environment.

WCS is excelling in its pursuit of innovative teaching and comprehensive assessment practices. Moving forward, integrating a stronger focus on developmentally aligned curriculum pacing will enhance the district's ability to meet students where they are and support their growth in a holistic and sustainable way.

	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 Jason Golden continues to demonstrate a clear commitment to keeping board members informed and supported in their roles.

1. Communication and Operational Transparency

Superintendent Golden does a commendable job of keeping the Board up to date on the key issues, operational developments, and strategic needs of the school system. His regular communication ensures that board members are equipped with the information necessary to make informed decisions on behalf of the district.

2. Board Relations and Guidance

He is consistently helpful in navigating board dynamics and providing sound advice on governance and policy matters. His experience and insight are valuable assets in fostering productive dialogue and collaborative decision-making among board members.

3. Availability and Responsiveness

One of Superintendent Golden's strengths is his availability. He is reliably accessible when guidance or action is needed, and he demonstrates a professional and thoughtful approach in responding to inquiries and requests.

4. Opportunities for Improvement

While overall communication is strong, there have been occasions where follow-through on specific requests—such as posting the organizational chart to the district website—required multiple follow-ups. Improved responsiveness on such actionable items would further enhance operational efficiency.

Superintendent Golden provides dependable, knowledgeable leadership and is a valuable resource to the board. Continued attention to timely follow-through on specific requests will help enhance the already strong working relationship he maintains with the board 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. Provides opportunities for parental involvement.

Comments:

Mr. Golden’s ability to represent the district publicly and to cultivate productive relationships has had a meaningful impact on both the perception and success of WCS.

1. Public Representation and Advocacy

Superintendent Golden is a highly effective spokesperson for the district. His communication skills, professionalism, and consistent messaging reflect positively on WCS and help build trust with stakeholders across the community.

2. Collaboration with Public and Private Agencies

He works successfully with both public and private agencies, leveraging these relationships to benefit the district. His collaborative approach has created valuable partnerships and enhanced the district’s ability to pursue and secure external resources.

3. Resource Development and Innovation

Superintendent Golden has demonstrated a strong ability to identify and secure resources that advance district priorities. A notable example is his successful acquisition of grant funding to support the development of the new Innovative Hub at the Entrepreneurship and Innovation Center (EIC), which will provide cutting-edge opportunities for students.

4. Areas for Continued Growth

One area for continued focus is ensuring that all schools across the district have equitable access to strong parental support and involvement. While some schools benefit from highly engaged parent communities, it is important to prioritize strategies that encourage and enable this level of involvement across all the district.

Superintendent Golden brings vision, resourcefulness, and a strong public presence to his leadership role. Continued emphasis on fostering equitable parent engagement will help further strengthen the district's foundation and community partnerships.

	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 Jason Golden demonstrates effective leadership through his strategic delegation and support for shared governance within the Williamson County Schools system. His ability to empower staff and integrate technology reflects a forward-thinking approach to district leadership.

1. Delegation and Shared Leadership

Superintendent Golden has shown strength in delegating authority across his leadership team, fostering a culture of trust and accountability. He provides meaningful opportunities for staff to lead, which not only builds capacity within the organization but also encourages innovation and professional growth.

2. Empowerment and Staff Development

Through shared leadership, Mr. Golden promotes collaboration in decision-making. His leadership style encourages staff engagement and professional ownership, supporting the long-term success of both individuals and the system as a whole.

3. Effective Use of Technology

Under his leadership, technology is used effectively to support instruction, operations, and communication. This has helped modernize processes and ensure that the district is responsive to the evolving needs of students, staff, and families.

4. Opportunities for Growth

While the overall approach to staff leadership is strong, there have been instances where staff responses to certain situations have not aligned with the district's expectations for excellence. In these cases, more direct guidance, intervention, and accountability could have supported both professional development for staff and better outcomes for students and families. Continued focus on accountability and situational leadership will help ensure consistent execution across all levels of the district.

Superintendent Golden's commitment to shared leadership, effective delegation, and technological advancement positions the district for continued success. Ongoing efforts to strengthen staff responsiveness and decision-making will further enhance the district's ability to serve students and families with 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)
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.

Comments:

1. Facilities Knowledge and Capital Planning

This year's budget reflects a notable improvement in accurately forecasting capital requirements, signaling thoughtful planning and a grasp of long-term facility priorities.

2. Financial Oversight and Reporting

Jason and his team consistently provide clear, timely, and reliable financial updates. Their attention to detail supports informed decision-making by the Board and helps maintain community trust in the stewardship of public funds.

3. Strategic Vision and Long-Range Goals

Superintendent Golden keeps the Board well-informed on the district's long-range goals and strategic direction. His regular updates help align district leadership with broader objectives and ensure that day-to-day decisions remain focused on long-term success.

Williamson County Schools Superintendent's Evaluation July 1, 2024 - June 30, 2025

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%

2024-2025 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: Strategic Plan Objective C3- 6: Consistently educate students, WCS team members, and families about bullying, harassment, and non-discrimination expectations to ensure appropriate reporting. Strategic Plan Objective C3-7: Train WCS team members to identify and report bullying, harassment, and discrimination in order to provide appropriate and uniform discipline. Establish a district task force on student behavior and bullying to (1) review our current bullying data, (2) examine current prevention and response practices and (3) make recommendations for 2025-26 next steps. Develop an action plan by Spring 2025 for 2025-26 implementation.				X		

Comments:

Superintendent Golden has started addressing C3-6 and C3-7, including streamlining the student handbook, training administrators, improving reporting practices, and launching a student climate survey in partnership with Gallup that will be given annually. The district also hired a full-time Title IX coordinator, implemented required Title IX training, and expanded collaboration between in-school suspension teachers and counselors to support student behavior interventions. These steps reflect meaningful progress; however, the board was not updated on a consistent basis during the 24-25 school year regarding these items in the strategic plan. In addition, the bullying task force was just formed in May 2025 and will meet over the summer. This will delay the development of an action plan into August at the earliest. The task force work is important and would have benefited from steady progress and ongoing attention throughout the school year, rather than being concentrated at the end. More regular updates and communication with the board will help keep all strategic plan objectives and goals on track.

2024-2025 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> Strategic Plan Objective C2-1: Improve or develop competitive compensation to recruit the highest quality candidates for all roles. Present for 2025-26 budget a proposed pay increase within available funding that focuses on improving competitive pay for all positions with a focus on supplements and hard to fill positions.			X			

Comments:

This goal was completed on time as part of the budget process. The pay increases went beyond just teachers to include substitutes, classified staff, and hard-to-fill positions. There were thoughtful updates to raises and holiday pay to help with both hiring hard-to-fill roles and retaining good employees. The supplement charts were updated using market data and input from staff, which helped make sure the increases were targeted to where they were most needed.

2024-2025 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> Identify opportunities to access alternative funding sources for WCS academic, arts, and athletic programming through collaborative efforts with other stakeholders (e.g., PTOs, booster clubs, local businesses, private individuals, etc.).				X		

Comments:

Superintendent Golden made some progress on Performance Goal 3 in the 24-25 school year. He worked with PTO leadership to support their continued success through community-based fundraising and acknowledged the need to approach athletic boosters differently, with plans to establish a regional leadership group next year. He also worked with a community member to reinstate the 501(c)(3) for the Williamson County Education Foundation, which is a positive first step. The foundation does not have a functioning board or defined objectives, so its potential remains unrealized. While this goal was set in August 2024, most of the work related to this goal will occur in the 25-26 school year, like creating the booster collaboration group and moving forward with the foundation. Earlier action on these items would have yielded more impactful results within this evaluation period. The ideas and direction are strong, but because most of the implementation is scheduled for next year, the goal lands “at below expectations” for this evaluation period.

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 24-25 school year yielded impressive progress in student achievement across the district. Highlights include record-breaking numbers of National Merit Finalists, perfect ACT scores, and students earning All-State honors in the arts. There was increased participation in advanced learning opportunities with more students enrolling in AP and dual enrollment courses than ever before. The district is also partnering with a local university to start a teacher scholarship program in a forward-thinking effort to support future workforce needs. Evaluating technology use in classrooms is another positive step. Modifying Chromebook ratios for grades K-2 and keeping Chromebooks at school instead of having students take them home each day shows a willingness to respond to board feedback and make changes that support developmentally appropriate instruction for elementary students. There is more work to do in this regard as evidenced by the creation of the technology use committee. Overall, the district is clearly focused on improving academic outcomes and expanding opportunities for all 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:

Superintendent Golden generally provides professional guidance and maintains respectful interactions with board members. There are times, though, when the Superintendent could more clearly reinforce the board's authority (i.e., item 4 – support board policy and actions to the public and staff). Clear communication about the board's role and final decisions will help ensure that district employees understand the direction the board has chosen. This becomes especially important when the board makes a decision that differs from administrative or committee recommendations.

	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 is an effective spokesperson for the district and is professional in his interactions with the community. He works well with outside organizations, including both public and private partners, and took steps this year to reestablish the Education Foundation to support district goals. He continues to use public resources responsibly. He supports PTOs and booster groups and respects their role in engaging families.

	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 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			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 demonstrates steady leadership in managing the district's facilities, finances, and long-term planning. He provides timely and accurate financial information. The budgeting and infrastructure planning reflects responsible oversight.

Williamson County Schools Superintendent's Evaluation July 1, 2024 - June 30, 2025

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%

2024-2025 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> Strategic Plan Objective C3- 6: Consistently educate students, WCS team members, and families about bullying, harassment, and non-discrimination expectations to ensure appropriate reporting. Strategic Plan Objective C3-7: Train WCS team members to identify and report bullying, harassment, and discrimination in order to provide appropriate and uniform discipline. Establish a district task force on student behavior and bullying to (1) review our current bullying data, (2) examine current prevention and response practices and (3) make recommendations for 2025-26 next steps. Develop an action plan by Spring 2025 for 2025-26 implementation.		X				

Comments:

Supt. Golden has established the district task force in accordance with his assigned goals. In addition, he continues to prioritize and promote a district-wide culture in which all students, regardless of condition, are treated with respect and kindness as well as provided a safe environment in which to learn and reach their full potential. When these norms are violated, an expectation is being created that appropriate corrective and disciplinary actions will be consistently applied.

I encourage Supt. Golden to continue down this path and actively seek out all voices, including those less able to speak up and/or marginalized in our community and continue to do the right thing for all our students regardless of current political environment.

2024-2025 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> Strategic Plan Objective C2-1: Improve or develop competitive compensation to recruit the highest quality candidates for all roles. Present for 2025-26 budget a proposed pay increase within available funding that focuses on improving competitive pay for all positions with a focus on supplements and hard to fill positions.		X				

Comments:

Supt. Golden has successfully prepared a budget passed by the WCSBOE that secures pay increases for staff and is in the process of requesting approval from our funding body.

I encourage Supt. Golden to continue working toward the goal of regionally competitive salaries for all positions from entry-level to senior leadership with extra emphasis on those positions that have the greatest need and most difficulty to fill, even if they don't necessarily generate the most public attention or comments.

2024-2025 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> Identify opportunities to access alternative funding sources for WCS academic, arts, and athletic programming through collaborative efforts with other stakeholders (e.g., PTOs, booster clubs, local businesses, private individuals, etc.).			X			

Comments:

The WCS athletic apparel program continues to pay dividends and has resulted in millions of dollars saved for families and athletic teams as well as other ancillary branding benefits. I will be interested to see what the newly reformed Education Foundation can provide going forward, as well as the impact the new classroom fees procedure has on fundraising.

I encourage Supt. Golden to be mindful of other district-wide sponsorship/promotional opportunities that are both appropriate and have significant potential while remembering that WCS' primary mission is to educate our students and not to sell advertising. Student outcomes remains the priority.

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:

WCS continues to set the standard for educational excellence in Tennessee under the leadership of Supt. Golden. As a high achieving district with multiple years of upward trends, this is no easy task as even marginal improvements can require great effort.

I encourage Supt. Golden to continue to put this first thing first and to fight hard for research-based initiatives and the best classroom materials and curriculum possible. Even if that means occasionally having to convince and drag his own Board along with him.

	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:

Supt. Golden is a high-profile community leader with 12 politically elected bosses to report to, each with varying levels of actual and perceived experience in district leadership, different priorities and a wide range of opinions on public education. This is not a challenging situation that most employees would choose. Despite that challenging environment, Supt. Golden is always prepared, respectful, and professional in his demeanor and conducts his work in a transparent manner following the direction of the Board.

I would encourage Supt. Golden to continue to following whatever direction the Board gives him, but to push back harder and more directly during discussions when in his professional opinion that direction is not beneficial to students, families and the system.

	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:

Supt. Golden always publicly conducts himself in a manner befitting our district's leadership. He is a frequent and visible presence at WCS and other events, building community support for 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)
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:

WCS Central Office staff and building-level leadership are professionals that are collaborative and competent. I would encourage Supt. Golden to remind the Board of this when necessary and it oversteps into operations.

	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:

Supt. Golden's previous experience as the district's COO is highly beneficial in this area and his level and detail of the district's operations is unmatched. He has also shown the ability to make hard decisions and select the best available options when perfect solutions are not available.

Williamson County Schools Superintendent's Evaluation July 1, 2024 - June 30, 2025

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%

2024-2025 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> Strategic Plan Objective C3- 6: Consistently educate students, WCS team members, and families about bullying, harassment, and non-discrimination expectations to ensure appropriate reporting. Strategic Plan Objective C3-7: Train WCS team members to identify and report bullying, harassment, and discrimination in order to provide appropriate and uniform discipline. Establish a district task force on student behavior and bullying to (1) review our current bullying data, (2) examine current prevention and response practices and (3) make recommendations for 2025-26 next steps. Develop an action plan by Spring 2025 for 2025-26 implementation.			X			

Comments: Jason has met his commitment to set up a task force on student behavior and bullying and has reviewed the current data on bullying in WCS. He has made recommendations for the next steps for this coming school year.

Implementation was in the later part of the year, so results have not yet been observed and won't be available until the 2025-26 school year. He has met this year's commitment, but it has not yet shown results. Jason's target for this measure should be a documented improvement in bullying prevention in the next school year.

2024-2025 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> Strategic Plan Objective C2-1: Improve or develop competitive compensation to recruit the highest quality candidates for all roles. Present for 2025-26 budget a proposed pay increase within available funding that focuses on improving competitive pay for all positions with a focus on supplements and hard to fill positions.		X				

Comments: Jason addressed the community’s concerns to supplement the pay for after-school extra-curricular activities for the Arts teachers in theatre and band by increasing their stipend to be more in line with athletic stipends.

Classified support staff received an incentive of two additional paid holidays.

Substitute teacher pay was increased by \$10/day.

The pay scale for our teachers was increased by 4% across the board with a larger increase for teachers working 21 or more years to incentivize them to continue working in the district.

There is still more work that can be done to support our teachers, but this was an important step, and I appreciate the work that was accomplished this year in support of our teachers.

2024-2025 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: Identify opportunities to access alternative funding sources for WCS academic, arts, and athletic programming through collaborative efforts with other stakeholders (e.g., PTOs, booster clubs, local businesses, private individuals, etc.).			X			

Comments: Jason has worked with our community businesses who invest in our students and in our schools in many ways. The PTO's and Athletic Departments have worked closely with our community for many years and have established long-term partnerships.

The Innovation Hub, being built on the Franklin Campus, is another area where Jason has worked to collaborate with local businesses in TN to provide our students with College, Career and Technical Education. These business partnerships offer our students unique educational experiences in hospitality, tourism, cybersecurity and AI, heavy equipment and aerospace.

It was encouraging to see the Williamson County Educational Foundation, Inc. reinstated and available to receive donations. I would like to see continued work and growth in this area with the expansion of business partnerships within our community.

Jason has met his commitment this year. I would like to see fundraising work continue with a measurable target of new donors and or a specific fund-raising goal. This business model has great potential for our schools, and I would like to see it growth and expansion in the coming years.

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 continue to demonstrate excellence in so many areas. A few areas that Jason has highlighted and demonstrate his leadership within our schools are:

111 WCS were named All Star in Band, Orchestra, or Theatre.

85 National Merit Finalists

66 Perfect ACT Scores

32 Transition students with disabilities aged 22 finished that program with life skills for their future.

These are just a few of our students' achievements.

	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: From my perspective over the last nine months, Jason has been an effective supervisor and administrator and is well suited in his leadership; guiding the board, offering his professional advice and recommendations to me personally or to the entire board. I appreciate the time he has given me during in-person meetings or phone calls addressing concerns brought to me from the community. I appreciate his guidance as a new member on the board.

	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: In the short time I have been on the school board, Jason has consistently demonstrated his strengths in all these areas.

	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: With Jason's help, I was able to establish working relationships with administrators and staff that have helped me serve my district well and provided me with knowledge to make me a more effective board member.

	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.
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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: Jason works closely with the administration and those in charge of facilities, finance and human resources. He has deep knowledge and understands the workings of the district and schools.

Williamson County Schools Superintendent's Evaluation July 1, 2024 - June 30, 2025

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:
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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%

2024-2025 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)
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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.

2024-2025 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: Strategic Plan Objective C2-1: Improve or develop competitive compensation to recruit the highest quality candidates for all roles. Present for 2025-26 budget a proposed pay increase within available funding that focuses on improving competitive pay for all positions with a focus on supplements and hard to fill positions.	5					

Comments:

Mr. Golden has been very vocal about being competitive with the surrounding districts regarding compensation. Mr. Golden has made sure that our educators are being compensated higher than the State standard. Mr. Golden has been transparent about analyzing the current pay structure while maintaining a manageable budget. Mr. Golden has ensured the educators have been privileged to receive an annual pay increase.

2024-2025 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> Identify opportunities to access alternative funding sources for WCS academic, arts, and athletic programming through collaborative efforts with other stakeholders (e.g., PTOs, booster clubs, local businesses, private individuals, etc.).			3			

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.

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		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:

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.



To: Board of Education

From: Rachel Farmer, Asst. Superintendent Budget & Finance

RE: 2024-2025 Amendments and Intra-category Adjustments

Date: June 12, 2025

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

General Purpose School Fund:

Amendments:

06.25 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 2025 to address learning loss. We will receive the funds on a reimbursement basis. **\$4,400,725**

06.25 Summer Learning Transportation Grant

We have been allocated funds from the State Summer Learning Transportation Grant to fund Summer Learning Camps transportation costs for students attending the Summer Learning Camps. We will receive the funds on a reimbursement basis. **\$798,171**

06.25 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. **\$49,410**

06.25 Fine Arts Donation-Dunaway

Fine arts received a donation from the Dunaway's to be used to pay for expenses with the middle and high school music programs. **\$1,000**

06.25 TCAT Donation Dual Enrollment

Tennessee College of Applied Technology (TCAT) has donated funds to cover the cost of training additional teachers that will teach classes that qualify for dual enrollment with TCAT. **\$5,737.23**

Central Cafeteria Fund:

06.25 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 **\$570,286.12** from the original budget of \$921,718 to a total adjusted budget of **\$1,492,004.12**.

All Funds:

2024-2025 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 25 worksession memo .docx

Amendment:

**APPROPRIATING \$4,400,725 FOR SUMMER LEARNING CAMPS GRANT FUNDS IN THE
GENERAL PURPOSE SCHOOL FUND 2024-2025 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 are being offered to catch-up and accelerate learning because of COVID-19; 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 16, 2025, approve and amend the 2024-2025 General Purpose School Fund budget as follows:

Revenue

141.465900.G21LC	Other State Education Funds	\$4,400,725
	Summer Learning Camps Grant	

Expenditures

See attached for detail of various expenditure accounts	\$4,400,725
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TOTAL	\$4,400,725	\$4,400,725
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School Board Vote

Yes____ **No**____

Amendment:**71100-Regular Instruction Program**

511600.000.G21LC	Teachers	907,776
516300.000.G21LC	Educational Assistants	305,491
518900.000.G21LC	Other Salaries & Wages	156,296
519500.000.G21LC	Certified Subs	17,500
519800.000.G21LC	Non-certified Subs	18,900
520100.000.G21LC	Social Security	87,170
520400.000.G21LC	Retirement	123,186
521200.000.G21LC	Employer Medicare	20,386
521700.000.G21LC	Retirement-Hybrid Stabilization	11,700
542900.000.G21LC	Instructional Supplies & Materials	1,991,031
547100.000.G21LC	Software	<u>89,572</u>
		3,729,008

72120-Health Services

513100.000.G21LC	Medical Personnel	82,176
520100.000.G21LC	Social Security	5,095
520400.000.G21LC	Retirement	7,396
521200.000.G21LC	Employer Medicare	1,191
521700.000.G21LC	Retirement-Hybrid Stabilization	<u>929</u>
		96,787

72130-Other Student Support

518900.000.G21LC	Other Salaries & Wages	26,320
520100.000.G21LC	Social Security	1,632
520400.000.G21LC	Retirement	2,369
521200.000.G21LC	Employer Medicare	382
521700.000.G21LC	Retirement-Hybrid Stabilization	<u>297</u>
		31,000

72210-Support Services/Regular Instruction

510500.000.G21LC	Camp Directors	92,160
518900.000.G21LC	Other Salaries & Wages	63,360
520100.000.G21LC	Social Security	9,642
520400.000.G21LC	Retirement	13,997
521200.000.G21LC	Employer Medicare	2,255
521700.000.G21LC	Retirement-Hybrid Stabilization	<u>1,757</u>
		183,171

72610-Operation of Plant

532800.000.G21LC	Janitorial Services	38,620
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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	7,146
521200.000.G21LC	Employer Medicare	1,225
542200.000.G21LC	Food Supplies	<u>224,064</u>
		<u>322,139</u>

TOTAL	<u>\$4,400,725</u>
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Amendment:

**APPROPRIATING \$798,171 FOR SUMMER LEARNING TRANSPORTATION GRANT FUNDS
IN THE GENERAL PURPOSE SCHOOL FUND
2024-2025 BUDGET FOR CAMP TRANSPORTATION**

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 are being offered to catch-up and accelerate learning because of COVID-19; 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 transportation costs of these mandated camps;

NOW, THEREFORE BE IT RESOLVED that the Williamson County Board of Education meeting in regular session on June 16, 2025, approve and amend the **2024-2025** General Purpose School Fund budget as follows:

Revenue

141.465900.G22SL	Other State Education Funds	\$798,171
	Summer Learning Transportation Grant	

Expenditures

72710-Transportation

514600.000.G22SL	Bus Drivers	\$300,300
518900.000.G22SL	Bus Attendants	93,856
520100.000.G22SL	Social Security	24,438
520400.000.G22SL	Retirement	33,346
521200.000.G22SL	Employer Medicare	5,715
541200-000-G22SL	Diesel Fuel	340,516

TOTAL	\$798,171	\$798,171
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School Board Vote

Yes_____ No____

Amendment:

AMENDING THE 2024-2025 GENERAL PURPOSE SCHOOL BUDGET
\$49,410 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 music 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 16th, 2025 approve and amend the **2024-2025** General Purpose School Fund budget as follows:

Revenue		
141.40000.445700.000.00.10.P3211	Contributions	\$49,410

Expenditure		
141.72210.572200.382.P3211	Instructional Equipment	\$49,410

ACTION TAKEN:

School Board Vote Yes____ No____

Amendment:

AMENDING THE 2024-2025 GENERAL PURPOSE SCHOOL BUDGET
\$1,000 DONATION

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

WHEREAS, Roger and Kerri Dunaway are supporters 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 music 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 16th, 2025 approve and amend the **2024-2025** General Purpose School Fund budget as follows:

Revenue

141.40000.445700.360.00.10.P3211	Contributions	\$1,000
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Expenditure

141.72210.572200.382.P3211	Instructional Equipment	\$1,000
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ACTION TAKEN:

School Board Vote

Yes_____ No_____

Amendment:

**BUDGET AMENDMENT APPROPRIATING \$5,737.23 FOR STIPENDS AND
INSTRUCTIONAL SUPPLIES AND MATERIALS FROM FUNDS RECEIVED FROM
TENNESSEE COLLEGE OF APPLIED TECHNOLOGY (TCAT)**

WHEREAS, Williamson County Schools Career and Technical Education Department has entered into a partnership with TCAT where our students can take courses at our schools taught by our teachers and receive college credit; and

WHEREAS, TCAT has agreed to pay Williamson County Schools for the time these educators are teaching said courses and these funds will be used to train other teachers to instruct other classes and reimburse those teachers that did work outside of their regular contract hours and purchase instructional supplies and materials for the CTE programs; and

WHEREAS, there is no local match requirement for these funds;

NOW THEREFORE BE IT RESOLVED that the Williamson County Board of Education meeting in regular session on June 16, 2025, approve the following funds and amend the 2024-2025 General Purpose School Fund as follows:

Revenue

141.40000.439900.385.00.21.P7011

Other Charges for Services

\$5,737.23

Expenditures

141.72230.518900.385.P7011 Other Salaries & Wages

\$4,406.34

141.72230.520100.385.P7011 Social Security

273.19

141.72230.520400.385.P7011 Pensions

256.10

141.72230.521200.385.P7011 Employer Medicare

63.89

141.72230.521700.385.P7011 Retirement-Hybrid

24.07

141.72230.542900.385.P7011 Instructional S&M

713.64

\$5,737.23 \$5,737.23

ACTION TAKEN:

School Board

Yes _____ No _____

Amendment:

**AMENDMENT FOR \$570,286.12 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 item is 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 **\$570,286.12** to both the revenue and expense budget lines for reporting purposes only for a total of \$1,492,004.12 for commodities revenue and expense budgets;

NOW, THEREFORE BE IT RESOLVED, that the Williamson County Board of Education meeting in regular session on June 16, 2025, approve the above noted amendment to the 2024-2025 Central Cafeteria Fund budget as follows:

Revenue

143.40000.471120.0000.00.32	USDA Commodities	\$570,286.12
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Expenditure

143.73100.546900	USDA Commodities	\$570,286.12
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Action Taken

School Board Yes ___No___

WILLIAMSON COUNTY SCHOOLS
INTRA-CATEGORY BUDGET ADJUSTMENTS
FISCAL YEAR 2024-2025

GENERAL PURPOSE SCHOOL - FUND 141

ACCOUNT	ACCOUNT DESCRIPTION	REASON	INCREASE	DECREASE
141 -71100-520100-000-00-00-00-00-	SOCIAL SECURITY			7,500
141 -71100-520400-000-00-00-00-00-	PENSIONS			50,000
141 -71100-521700-000-00-00-00-00-	RETIRE-HYBRID STABILIZATION	ENSURE SUFFICIENCY	50,000	
141 -71100-521000-000-00-00-00-00-	UNEMPLOYMENT COMPENSATION	ENSURE SUFFICIENCY	7,500	
141 -71100-539900-382-00-00-00-00-P1190	OTHER CONTRACTED SERVICES	ENSURE SUFFICIENCY	2,000	-
141 -71100-544936-449-00-00-00-00-	TEXTBOOKS - HIGH SCHOOL	ENSURE SUFFICIENCY	180,000	-
141 -71100-544937-449-00-00-00-00-	TEXTBOOKS - INSTRUCT KITS		-	180,000
141 -71100-572200-382-00-00-00-00-P1190	REGULAR INSTRUCTION EQUIPMENT		-	2,000
	TOTAL REGULAR INSTRUCTION		239,500	239,500
141 -71150-520400-000-00-00-00-00-	PENSIONS		-	1,300
141 -71150-521700-000-00-00-00-00-	RETIRE-HYBRID STABILIZATION	ENSURE SUFFICIENCY	1,300	-
141 -71150-542993-510-00-00-00-00-	M-BEP M&S	ENSURE SUFFICIENCY	1,500	-
141 -71150-549900-381-94-00-00-00-	OTHER SUPPLIES AND MATERIALS		-	1,500
	TOTAL ALTERNATIVE INSTRUCTION		2,800	2,800
141 -71200-511600-000-00-00-00-00-	TEACHERS		-	13,500
141 -71200-511700-000-00-00-00-00-	CAREER LADDER PROGRAM	ENSURE SUFFICIENCY	13,500	-
141 -71200-516300-000-00-00-00-00-	EDUCATIONAL ASSISTANTS		-	400
141 -71200-518600-000-00-00-00-00-	LONGEVITY PAY	ENSURE SUFFICIENCY	400	-
141 -71200-531200-389-00-00-00-00-	CONTRACT WITH PRIVATE AGENCIES		-	200,000
141 -71200-539900-389-00-00-00-00-	OTHER CONTRACTED SERVICES	INC COST FOR OCS	200,000	-
	TOTAL SPECIAL EDUCATION INSTRUCTION		213,900	213,900
141 -71300-516300-000-00-00-00-00-	EDUCATIONAL ASSISTANTS	ENSURE SUFFICIENCY	25,000	
141 -71300-516300-385-00-00-00-00-P1460	EDUCATIONAL ASSISTANTS			6,700
141 -71300-518700-000-00-00-00-00-	OVERTIME PAY	CTE CHILDCARE OVERTIME	6,700	-
141 -71300-518900-000-00-00-00-00-	OTHER SALARIES & WAGES			25,000
141 -71300-520400-000-00-00-00-00-	PENSIONS			2,500
141 -71300-520700-000-00-00-00-00-	MEDICAL INSURANCE		-	36,850
141 -71300-520700-385-00-00-00-00-P1460	MEDICAL INSURANCE		-	88,150

141 -71300-520700-385-17-00-00-00-P1460	MEDICAL INSURANCE	ENSURE SUFFICIENCY	125,000	-
141 -71300-520800-000-00-00-00-00-	DENTAL INSURANCE			7,500
141 -71300-520800-385-17-00-00-00-P1460	DENTAL INSURANCE	ENSURE SUFFICIENCY	7,500	-
141 -71300-521700-000-00-00-00-00-	RETIRE - HYBRID STABILIZATION	ENSURE SUFFICIENCY	2,500	-
141 -71300-533600-385-00-00-00-00-	MAINTENANCE & REPAIR - EQUIPMENT			2,400
141 -71300-539900-380-00-00-00-00-P5003	OTHER CONTRACTED SERVICES			3,300
141 -71300-539900-385-00-00-00-00-	OTHER CONTRACTED SERVICES			37,200
141 -71300-539900-385-00-00-00-00-P1460	OTHER CONTRACTED SERVICES	ENSURE SUFFICIENCY	5,000	-
141 -71300-542900-380-00-00-00-00-P5003	INSTRUCTIONAL SUPPLIES & MATLS	ENSURE SUFFICIENCY	3,300	-
141 -71300-542900-385-00-00-00-00-	INSTRUCTIONAL SUPPLIES & MATLS			13,100
141 -71300-542900-385-00-00-00-00-P1460	INSTRUCTIONAL SUPPLIES & MATLS			5,000
141 -71300-559966-385-00-00-00-00-	OC - ACADEMIC FAIRS			8,000
141 -71300-573066-385-00-00-00-00-	VIE - CAREER & TECH EQUIPMENT	ENSURE SUFFICIENCY	60,700	-
	TOTAL CAREER AND TECHNICAL EDUCATION		235,700	235,700
141 -71400-518900-000-00-00-00-00-	OTHER SALARIES & WAGES	ENSURE SUFFICIENCY	84,058	
141 -71400-519500-000-00-00-00-00-	CERTIFIED SUBSTITUTE TEACHERS	ENSURE SUFFICIENCY	34,485	
141 -71400-519600-000-00-00-00-00-	IN-SERVICE TRAINING	ENSURE SUFFICIENCY	63,118	
141 -71400-539900-000-00-00-00-00-	OTHER CONTRACTED SERVICES	ENSURE SUFFICIENCY	1,100	
141 -71400-542900-000-00-00-00-00-	INSTRUCTIONAL SUPPLIES & MATLS	ENSURE SUFFICIENCY	237,704	
141 -71400-543200-000-00-00-00-00-	LIBRARY BOOKS/MEDIA	ENSURE SUFFICIENCY	155,893	
141 -71400-549900-000-00-00-00-00-	OTHER SUPPLIES AND MATERIALS	ENSURE SUFFICIENCY	618,120	
141 -71400-552400-000-00-00-00-00-	IN SERVICE/STAFF DEVELOPMENT	ENSURE SUFFICIENCY	263,008	
141 -71400-553500-000-00-00-00-00-	FEE WAIVERS	ENSURE SUFFICIENCY	1,193	
141 -71400-559900-000-00-00-00-00-	OTHER CHARGES			1,899,056
141 -71400-572200-000-00-00-00-00-	REGULAR INSTRUCTION EQUIPMENT	ENSURE SUFFICIENCY	440,377	
	TOTAL STUDENT BODY EDUCATION PROGRAM		1,899,056	1,899,056
141 -72120-513150-000-00-00-00-00-	MEDICAL PERSONNEL - NURSES	NURSE ASST DIR MOVED	63,042	-
141 -72120-518916-000-00-00-00-00-	OSW - SECRETARY	ENSURE SUFFICIENCY	4,150	-
141 -72120-518916-375-00-00-00-00-P7221	OSW - SECRETARY		-	107,192
141 -72120-520400-000-00-00-00-00-	PENSIONS	PENSION RATE INCREASED	38,000	-
141 -72120-521700-000-00-00-00-00-	RETIRE - HYBRID STABILIZATION	ENSURE SUFFICIENCY	2,000	-
141 -72120-539900-375-00-00-00-00-	OTHER CONTRACTED SERVICES		-	3,000
141 -72120-552455-375-00-00-00-00-	IN SERVICE - CONFERENCES	ATTEND NURSE CONFERENCE	3,000	-
	TOTAL HEALTH SERVICES		110,192	110,192
141 -72130-511700-000-00-00-00-00-	CAREER LADDER PROGRAM	ENSURE SUFFICIENCY	1,000	-
141 -72130-512300-000-00-00-00-00-	GUIDANCE PERSONNEL		-	100,000
141 -72130-521700-000-00-00-00-00-	RETIRE - HYBRID STABILIZATION	ENSURE SUFFICIENCY	5,000	-

141 -72130-520400-000-00-00-00-00-	PENSIONS		-	5,000
141 -72130-512311-000-00-00-00-00-	COUNSELORS-ADD'L DAYS	GUIDANCE MS EXTRA DAYS	100,000	-
141 -72130-513000-000-00-00-00-00-	SOCIAL WORKERS		-	1,000
	TOTAL OTHER STUDENT SUPPORT		106,000	106,000
141 -72210-512900-000-00-00-00-00-	LIBRARIANS		-	33,000
141 -72210-512911-000-00-00-00-00-	LIBRARIANS-ADD'L DAYS	LIBRARIAN EXTRA DAYS	55,000	-
141 -72210-516100-000-00-00-00-00-	SECRETARY(S)	ENSURE SUFFICIENCY	3,500	
141 -72210-516200-000-00-00-00-00-	CLERICAL PERSONNEL		-	25,500
141 -72210-517200-000-00-00-00-00-	INSTRUCTIONAL COACH			20,000
141 -72210-518600-000-00-00-00-00-	LONGEVITY PAY	ENSURE SUFFICIENCY	1,125	-
141 -72210-518700-000-00-00-00-00-	OVERTIME PAY		-	1,125
141 -72210-518900-000-00-00-00-00-	OTHER SALARIES AND WAGES	ENSURE SUFFICIENCY	20,000	
141 -72210-530800-382-00-00-00-00-	CONSULTANTS	ENSURE SUFFICIENCY	1,000	-
141 -72210-535588-382-00-00-00-00-	TRAVEL - INSTRUCTN'L SPECIALISTS		-	3,000
141 -72210-552455-382-00-00-00-00-	IN SERVICE - CONFERENCES	PD	2,000	-
	TOTAL INSTRUCTION SUPPORT		82,625	82,625
141 -72220-511700-000-00-00-00-00-	CAREER LADDER PROGRAM	ENSURE SUFFICIENCY	100	-
141 -72220-517200-000-00-00-00-00-	INSTRUCTIONAL COACH	ENSURE SUFFICIENCY	5,000	
141 -72220-518600-000-00-00-00-00-	LONGEVITY PAY	ENSURE SUFFICIENCY	1,450	-
141 -72220-518700-389-00-00-00-00-	OVERTIME PAY		-	1,450
141 -72220-518900-000-00-00-00-00-	OTHER SALARIES AND WAGES			5,100
141 -72220-520400-000-00-00-00-00-	PENSIONS		-	1,580
141 -72220-521700-000-00-00-00-00-	RETIRE - HYBRID STABILIZATION	ENSURE SUFFICIENCY	1,580	-
141 -72220-552400-389-00-00-00-00-	IN SERVICE/STAFF DEVELOPMENT	PD	15,000	-
141 -72220-552429-389-00-00-00-00-	IN SERVICE - MATERIALS & SUPPLIES		-	15,000
	TOTAL SPECIAL EDUCATION SUPPORT		23,130	23,130
141 -72230-535500-380-00-00-00-00-P5003	TRAVEL - MILEAGE		-	8,073
141 -72230-535500-385-00-00-00-00-	TRAVEL -MILEAGE		-	1,900
141 -72230-539900-385-00-00-00-00-	OTHER CONTRACTED SERVICES		-	4,700
141 -72230-539900-385-00-00-00-00-P7010	OTHER CONTRACTED SERVICES		-	15,000
141 -72230-542900-385-00-00-00-00-P7010	INSTRUCTIONAL SUPPLIES & MATLS	DUAL ENROLLMENT SUPPLIES	15,000	-
141 -72230-549900-380-00-00-00-00-P5003	OTHER SUPPLIES AND MATERIALS	ENSURE SUFFICIENCY	6,173	-
141 -72230-549900-385-00-00-00-00-	OTHER SUPPLIES AND MATERIALS	ENSURE SUFFICIENCY	10,100	-
141 -72230-552400-380-00-00-00-00-P5003	IN SERVICE/STAFF DEVELOPMENT	ENSURE SUFFICIENCY	1,900	-
141 -72230-552455-385-00-00-00-00-	IN SERVICE - CONFERENCES		-	3,500
	TOTAL CAREER/TECH EDUC SUPPORT		33,173	33,173

141 -72250-512100-000-00-00-00-00-	DATA PROCESSING PERSONNEL		-	17,700
141 -72250-518600-000-00-00-00-00-	LONGEVITY PAY	ENSURE SUFFICIENCY	1,750	-
141 -72250-518700-000-00-00-00-00-	OVERTIME PAY		-	1,750
141 -72250-520400-000-00-00-00-00-	PENSIONS	PENSION RATE INCREASED	17,700	-
	TOTAL TECHNOLOGY		19,450	19,450
141 -72310-520100-000-00-00-00-00-	SOCIAL SECURITY		-	20
141 -72310-520400-000-00-00-00-00-	PENSIONS	ENSURE SUFFICIENCY	20	-
141 -72310-533100-510-00-00-00-00-	LEGAL SERVICES	ADD DUE PROCESS COSTS	30,000	-
141 -72310-550500-310-00-00-00-00-	JUDGEMENTS/SETTLEMENTS		-	30,000
	TOTAL BOARD OF EDUCATION		30,020	30,020
141 -72320-518600-000-00-00-00-00-	LONGEVITY PAY	ENSURE SUFFICIENCY	150	-
141 -72320-518700-000-00-00-00-00-	OVERTIME PAY		-	150
141 -72320-521700-000-00-00-00-00-	RETIRE - HYBRID STABILIZATION	ENSURE SUFFICIENCY	75	-
141 -72320-520400-000-00-00-00-00-	PENSIONS			75
141 -72320-530700-510-00-00-00-00-	COMMUNICATION		-	22,004
141 -72320-559900-510-00-00-00-00-	OTHER CHARGES	ENSURE SUFFICIENCY	22,004	-
	TOTAL OFFICE OF SUPERINTENDENT		22,229	22,229
141 -72410-511900-000-00-00-00-00-	ACCOUNTANTS/BOOKKEEPERS		-	35,000
141 -72410-513900-000-00-00-00-00-	ASSISTANT PRINCIPAS	ENSURE SUFFICIENCY	23,000	-
141 -72410-513911-000-00-00-00-00-	ASST PRINCIPAL - ADD'L DAYS		-	5,000
141 -72410-516100-000-00-00-00-00-	SECRETARY(S)	ENSURE SUFFICIENCY	70,000	-
141 -72410-520100-000-00-00-00-00-	SOCIAL SECURITY		-	38,000
141 -72410-520400-000-00-00-00-00-	PENSIONS		-	7,500
141 -72410-521200-000-00-00-00-00-	EMPLOYER MEDICARE		-	7,500
	TOTAL OFFICE OF PRINCIPAL		93,000	93,000
141 -72510-511900-000-00-00-00-00-	ACCOUNTANTS/BOOKKEEPERS		-	1,000
141 -72510-512200-000-00-00-00-00-	PURCHASING PERSONNEL		-	2,000
141 -72510-518600-000-00-00-00-00-	LONGEVITY PAY	ENSURE SUFFICIENCY	150	-
141 -72510-518700-000-00-00-00-00-	OVERTIME PAY		-	3,150
141 -72510-520400-000-00-00-00-00-	PENSIONS	PENSION RATE INCREASED	6,000	-
	TOTAL FISCAL SERVICES		6,150	6,150
141 -72520-518600-000-00-00-00-00-	LONGEVITY PAY	ENSURE SUFFICIENCY	1,450	-
141 -72520-518700-000-00-00-00-00-	OVERTIME PAY		-	3,950
141 -72520-520400-000-00-00-00-00-	PENSIONS	ENSURE SUFFICIENCY	2,500	-
	TOTAL HUMAN SERVICES/PERSONNEL		3,950	3,950

141 -72610-516600-000-00-00-00-00-	CUSTODIAL PERSONNEL		-	100
141 -72610-518600-000-00-00-00-00-	LONGEVITY PAY	ENSURE SUFFICIENCY	100	-
141 -72610-518966-350-00-00-00-00-	OSW - FIELD MAINTENANCE	COVER FIELD MAINT SUPPLIES	13,710	-
141 -72610-532800-510-00-00-00-00-	JANITORIAL SERVICES	ENSURE SUFFICIENCY	100,000	-
141 -72610-535900-610-00-00-00-00-	DISPOSAL FEES			7,800
141 -72610-535969-381-00-00-00-00-	DISPOSAL FEES-SCIENCE	ENSURE SUFFICIENCY	7,800	-
141 -72610-541500-510-00-00-00-00-	ELECTRICITY		-	100,000
141 -72610-543400-000-00-00-00-00-	NATURAL GAS		-	1,500
141 -72610-549966-350-00-00-00-00-	OS & M - FIELD MAINTENANCE		-	12,210
	TOTAL OPERATION OF PLANT		121,610	121,610
141 -72620-520100-000-00-00-00-00-	SOCIAL SECURITY		-	9,500
141 -72620-520400-000-00-00-00-00-	PENSIONS	PENSION RATE INCREASED	9,500	-
141 -72620-533500-620-00-00-00-00-	MAINTENANCE & REPAIR SERV - BLDG	XFER TO MAINT/REPAIR OF FACLTY	67,262	-
141 -72620-533606-620-00-00-00-00-	M\$R EQUIP-SPRINKLERS	FIRE SPRINKLES	50,000	-
141 -72620-533658-620-00-00-00-00-	M&R EQUIP - ALARM SYSTEM		-	33,932
141 -72620-539900-457-00-00-00-00-P2280	OTHER CONTRACTED SERVICES	ST MANDATED BACKGROUND CHECK	44,050	-
141 -72620-539900-620-00-00-00-00-	OTHER CONTRACTED SERVICES	ENSURE SUFFICIENCY	39,141	-
141 -72620-539903-620-00-00-00-00-	OCS - FLOORS REP & RESURFACING	ENSURE SUFFICIENCY	1,018	-
141 -72620-539904-620-00-00-00-00-	OCS - PORTABLES		-	36,000
141 -72620-542600-620-00-00-00-00-	GEN CONST MATERIALS	ENSURE SUFFICIENCY	11	
141 -72620-542601-620-00-00-00-00-	GEN'L CONST - ASPHALT		-	50,000
141 -72620-542606-620-00-00-00-00-	GEN'L CONST - CONCRETE		-	37,500
141 -72620-570100-457-00-00-00-00-P2280	ADMINISTRATION EQUIPMENT		-	44,050
	TOTAL MAINTENANCE OF PLANT		210,982	210,982
141 -72710-514200-000-00-00-00-00-	MECHANIC(S)		-	75,000
141 -72710-514600-000-00-00-00-00-	BUS DRIVERS		-	1,300,000
141 -72710-514610-000-00-00-00-00-	BUS DRIVERS-SUBS		-	305,500
141 -72710-514612-000-00-00-00-00-	BUS DRIVERS-SPECIAL EDUCATION	ENSURE SUFFICIENCY	150,000	-
141 -72710-514641-000-00-00-00-00-	FIELD TRIP DRIVERS	ENSURE SUFFICIENCY	105,500	-
141 -72710-516200-000-00-00-00-00-	CLERICAL PERSONNEL		-	25,000
141 -72710-518700-000-00-00-00-00-	OVERTIME PAY	ENSURE SUFFICIENCY	1,160,000	-
141 -72710-518900-000-00-00-00-00-	OTHER SALARIES & WAGES	ENSURE SUFFICIENCY	200,000	-
141 -72710-520400-000-00-00-00-00-	PENSIONS	ENSURE SUFFICIENCY	90,000	-
141 -72710-539900-710-00-00-00-00-	OTHER CONTRACTED SERVICES		-	25,000
141 -72710-542500-510-00-00-00-00-	GASOLINE		-	135,000
141 -72710-545300-710-00-00-00-00-	VEHICLE PARTS	ENSURE SUFFICIENCY	60,000	-
141 -72710-549900-710-00-00-00-00-	OTHER SUPPLIES AND MATERIALS		-	15,000

141 -72710-559900-710-00-00-00-00-	OTHER CHARGES		-	20,000
141 -72710-572900-710-00-00-00-00-	TRANSPORTATION EQUIPMENT	HIGH TRANSPORTATION BIDS	135,000	-
	TOTAL TRANSPORTATION		1,900,500	1,900,500
141 -73300-518600-000-00-00-00-00-	LONGEVITY PAY	ENSURE SUFFICIENCY	400	-
141 -73300-518900-801-00-00-00-00-	OTHER SALARIES & WAGES		-	400
	TOTAL COMMUNITY SERVICES		400	400
141 -73400-510500-000-00-00-00-00-	SUPERVISOR/DIRECTOR	ENSURE SUFFICIENCY	6,668	-
141 -73400-511600-000-00-00-00-00-	TEACHERS		-	12,168
141 -73400-516300-000-00-00-00-00-	EDUCATIONAL ASSISTANTS	ENSURE SUFFICIENCY	5,500	-
	TOTAL EARLY CHILDHOOD/PRE K		12,168	12,168

WILLIAMSON COUNTY SCHOOLS
INTER-CATEGORY BUDGET ADJUSTMENTS
FISCAL YEAR 2024-2025

CENTRAL CAFETERIA - FUND 143

ACCOUNT	ACCOUNT DESCRIPTION	REASON	INCREASE	DECREASE
143 -73100-510500-000-00-00-00-00-	SUPERVISOR/DIRECTOR	ROUNDING	1	
143 -73100-516200-000-00-00-00-00-	CLERICAL PERSONNEL	ROUNDING	2	
143 -73100-516530-000-00-00-00-00-	CAFÉ PERSONNEL-RETAIN/RECRUIT			3
143 -73100-518600-000-00-00-00-00-	LONGEVITY PAY		-	8,250
143 -73100-518900-000-00-00-00-00-	OTHER SALARIES & WAGES	ENSURE SUFFICIENCY	23,100	-
143 -73100-520400-000-00-00-00-00-	PENSIONS	ENSURE SUFFICIENCY	60,000	-
143 -73100-520700-000-00-00-00-00-	MEDICAL INSURANCE		-	74,850
143 -73100-521000-000-00-00-00-00-	UNEMPLOYMENT COMPENSATION	ENSURE SUFFICIENCY	2,750	-
143 -73100-521200-000-00-00-00-00-	EMPLOYER MEDICARE		-	2,750
143 -73100-530600-000-00-00-00-00-	BANK CHARGES	ENSURE SUFFICIENCY	33,000	-
143 -73100-535400-000-00-00-00-00-	TRANSPORTATION - OTH THAN STUDEN	INCREASE TRANSPORTATION	60,000	-
143 -73100-539900-000-00-00-00-00-	OTHER CONTRACTED SERVICES	REFRIDGE MONITORING	23,500	-
143 -73100-541800-000-00-00-00-00-	EQUIPMENT & MACHINERY PARTS	REPLACE LRGE EQUIP; FS MAINT. NEEDS	35,000	-
143 -73100-542200-000-00-00-00-00-	FOOD SUPPLIES		-	227,500
143 -73100-542200-000-00-00-00-00-P1430	FOOD SUPPLIES		-	10,000
143 -73100-542500-000-00-00-00-00-	GASOLINE	ENSURE SUFFICIENCY	17,000	-
143 -73100-549900-000-00-00-00-00-	OTHER SUPPLIES AND MATERIALS		-	8,000
143 -73100-552400-000-00-00-00-00-	IN SERVICE/STAFF DEVELOPMENT	ANNUAL NATIONAL CONFERENCE	35,000	-
143 -73100-571000-000-00-00-00-00-	FOOD SERVICE EQUIPMENT	FS EQUIPMENT NEEDS	42,000	-
TOTAL CENTRAL CAFETERIA			331,353	331,353

WILLIAMSON COUNTY SCHOOLS
INTER-CATEGORY BUDGET ADJUSTMENTS
FISCAL YEAR 2024-2025

CENTRAL CAFETERIA - FUND 143

ACCOUNT	ACCOUNT DESCRIPTION	REASON	INCREASE	DECREASE
143 -73100-510500-000-00-00-00-00-	SUPERVISOR/DIRECTOR	ROUNDING	1	
143 -73100-516200-000-00-00-00-00-	CLERICAL PERSONNEL	ROUNDING	2	
143 -73100-516530-000-00-00-00-00-	CAFÉ PERSONNEL-RETAIN/RECRUIT			3
143 -73100-518600-000-00-00-00-00-	LONGEVITY PAY		-	8,250
143 -73100-518900-000-00-00-00-00-	OTHER SALARIES & WAGES	ENSURE SUFFICIENCY	23,100	-
143 -73100-520400-000-00-00-00-00-	PENSIONS	ENSURE SUFFICIENCY	60,000	-
143 -73100-520700-000-00-00-00-00-	MEDICAL INSURANCE		-	74,850
143 -73100-521000-000-00-00-00-00-	UNEMPLOYMENT COMPENSATION	ENSURE SUFFICIENCY	2,750	-
143 -73100-521200-000-00-00-00-00-	EMPLOYER MEDICARE		-	2,750
143 -73100-530600-000-00-00-00-00-	BANK CHARGES	ENSURE SUFFICIENCY	33,000	-
143 -73100-535400-000-00-00-00-00-	TRANSPORTATION - OTH THAN STUDEN	INCREASE TRANSPORTATION	60,000	-
143 -73100-539900-000-00-00-00-00-	OTHER CONTRACTED SERVICES	REFRIDGE MONITORING	23,500	-
143 -73100-541800-000-00-00-00-00-	EQUIPMENT & MACHINERY PARTS	REPLACE LRGE EQUIP; FS MAINT. NEEDS	35,000	-
143 -73100-542200-000-00-00-00-00-	FOOD SUPPLIES		-	227,500
143 -73100-542200-000-00-00-00-00-P1430	FOOD SUPPLIES		-	10,000
143 -73100-542500-000-00-00-00-00-	GASOLINE	ENSURE SUFFICIENCY	17,000	-
143 -73100-549900-000-00-00-00-00-	OTHER SUPPLIES AND MATERIALS		-	8,000
143 -73100-552400-000-00-00-00-00-	IN SERVICE/STAFF DEVELOPMENT	ANNUAL NATIONAL CONFERENCE	35,000	-
143 -73100-571000-000-00-00-00-00-	FOOD SERVICE EQUIPMENT	FS EQUIPMENT NEEDS	42,000	-
TOTAL CENTRAL CAFETERIA			331,353	331,353



To: Board of Education

From: Rachel Farmer, CFO *RF*

RE: Copy of Resolution for 2025-2026 Capital Request

Date: June 12, 2025

In March you approved the capital request for the 2025-2026 Fiscal Year totaling **\$14,135,800** with a vote of 11-yes and 0-no. The Budget Committee of the County Commission has approved this in a vote of (4-0). The attached resolution puts this vote into resolution format, which is required by the County Commission for formal voting in July. If any amendments are made by the Commission, we will bring those back to you in August for necessary adjustments.

This copy puts the capital request in resolution form only.

**RESOLUTION REQUESTING AN INTENT TO FUND FOR \$14,135,800 FOR THE
WILLIAMSON COUNTY BOARD OF EDUCATION 2025-2026 CAPITAL 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:

	Rural Debt	General Debt
Total Maintenance Department	\$5,088,000	\$2,788,000
Total Technology Department	\$3,660,600	\$1,539,200
Total General Purpose Capital		\$1,060,000
Total 2025-26 Capital Request	\$14,135,800	

NOW, THEREFORE BE IT SO RESOLVED, that the Williamson County Board of County Commissioners’ meeting in regular session on July 14, 2025, approve **\$14,135,800** 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 **\$14,135,800** 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.

Sean Aiello, 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

Date

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

DATE: June 6, 2025

RE: 2025-2026 Differentiated Pay Plan

The 2025-26 Williamson County Schools Differentiated Pay Plan is attached for your consideration. All local boards of education are required to adopt and implement a differentiated pay plan to aid in staffing hard-to-staff subject areas. School psychology, special education for all grades, as well as fifth through twelfth grade math, science and world language have been identified as the most challenging areas to fill and retain. An additional component of the plan is to provide incentives for teachers who accept leadership roles within the school, such as, grade level chair, department chair, testing coordinator, etc.

Approval is recommended.

Williamson County Schools

2025-26 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.
Eligibility Criteria	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) 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 45 = \\$270,000$ Hard-to-fill hiring bonus $\\$1,000 \times 115 = \\$115,000$ Hard-to-fill yearly retention bonus $\\$600 \times 400 = \\$240,000$ Hard-to-fill yearly retention special education bonus $\\$1,200 \times 500 = \\$600,000$
Reach	1060
Estimated Cost	\$1,225,000

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.



POLICY REVIEW OR CREATION REQUEST

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

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

Date Submitted to General Counsel: ___N/A_____

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

Policy 4.700 Testing Programs

Policy 4.7002 Middle School Examinations

Brief summary of the proposed addition or changes:

To be consistent with recent change to WCBOE policy 4.7001

Brief justification of why additions or changes needed or required:

Legal compliance.

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

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

Recommend approval.

Dana M. Ausbrooks

Name of Individual Submitting Policy for Review

5/28/25_____
Date

Williamson County Schools

Monitoring: Review: Annually, in December	Descriptor Term: Testing Programs	Descriptor Code: 4.700	Issued Date: 08/19/24
		Rescinds: 4.700	Issued: 02/20/24

General

The Board shall provide for a system-wide testing program which shall be periodically reviewed and evaluated. The purposes of the program shall be to:

1. Assist in promoting accountability;
2. Determine the progress of students;
3. Assess the effectiveness of the instructional program and student learning;
4. Aid in counseling and guiding students in planning future education and other endeavors;
5. Analyze the improvements needed in each instructional area;
6. Assist in the screening of students with learning difficulties;¹
7. Assist in placing students in remedial programs;
8. Provide information for college entrance and placement; and
9. Assist in educational research by providing data.²

The Superintendent of Schools shall be responsible for planning and implementing the program which includes:

1. Determining specific purposes for each test;
2. Selecting the appropriate test to be given;
3. Establishing procedures for administering the tests;
4. Making provisions for interpreting and disseminating the results;
5. Maintaining testing information in a consistent and confidential manner; and
6. Ensuring that results are obtained as quickly as possible, especially when placement in a special learning program might be necessary.

1 State-mandated student testing programs shall be undertaken in accordance with guidelines published by
2 the State Department of Education.³

3 **WEIGHTING TCAP SCORES**

3 *Student scores for all TCAP End of Course tests shall be calculated as fifteen (15) percent of the student's
4 second semester grade, and all TCAP Grades 6-8 tests shall be calculated as ten (10) percent of the
5 student's second semester grade. Student scores for TCAP Grades 3-5 shall not be used for student grades.*

~~4 Student scores for all TCAP Grades 3-8 and End of Course tests shall be calculated as part of
5 the student's grade fifteen (15) percent.~~

6 The Williamson County School System shall use the following methodology: cube root.

7 The Superintendent of Schools may exclude these scores from students' final grades if results are not
8 received by the district at least five (5) instructional days before the end of the course.^{4,5}

8 **INTEREST INVENTORIES AND CAREER ASSESSMENTS⁶**

9 Interest inventories shall be made available to middle and high school students. The interest
10 Inventories made available to students include assessments such as YouScience, Kuder
11 assessment, Myers-Briggs Type Indicator, the ASVAB, the College Board Career Finder, or other
12 interest or career inventory that assists students in determining the students' interest and in making
13 career decisions.

13 Career aptitude assessments shall be administered to middle schoolers in order to inform the student's
14 high school plan of study. Upon receiving the results from these assessments, the school shall provide
15 students with information on any available career and technical education opportunities in which the
16 student is eligible to participate in.

17 Prior to the dissemination of the survey to students, parent(s)/guardian(s) shall be notified of their
18 ability to review the materials. Such notification shall include information indicating the purpose of
19 the survey as well as who will have access to the results. The survey shall only be administered to
20 students under the age of eighteen (18) whose parent(s)/guardian(s) provide written, informed, and
21 voluntarily signed consent. A student who is eighteen (18) years of age or older may participate after
22 he/she provides written, informed, and voluntarily signed consent.

23 **TESTING INFORMATION AND PARENTAL CONSENT**

24 Any test directly concerned with measuring student ability or achievement through individual or group
25 psychological or socio-metric tests shall not be administered by or with the knowledge of any employee
26 of the district without first obtaining written consent of the parent(s)/guardian(s).²

27 Results of all group tests shall be recorded on students' permanent records and shall be made available
28 to appropriate personnel in accordance with established board policies.⁷

29 No later than July 31st of each year, the Board shall publish on its website information related to state
30 and board mandated tests that will be administered during the school year. The information shall
31 include:⁸

1. The name of the test;
2. The purpose and use of the test;
3. The grade or class in which the test will be administered;
4. The tentative date or dates that the test will be administered;
5. The time and manner in which parent(s)/guardian(s) and students will be notified of the results of the test;
6. How parent(s)/guardian(s) can access the questions and answers on their student's state-required tests; and
7. If a board mandated test, how the test complements and enhances student instruction and learning and how it serves a purpose distinct from state-required tests.

Testing information shall also be placed in student handbooks or other school publications that are provided to parent(s)/guardian(s) on an annual basis.

TESTING TRANSFER STUDENTS FOR GRADE PLACEMENT FOR GRADES 1-8⁹

Students transferring from a Category IV church-related school, Category V private school, or home school shall be awarded credit upon completion of a written exam with a qualifying score. These exams shall be approved, administered, and graded by the school's principal/designee. Upon request from a parent/guardian, student scores from a nationally standardized achievement test in the relevant subject shall be accepted as a substitute for these exams.

For students in grades one through eight (1-8), the exam shall only cover the last grade completed. The Superintendent of Schools shall provide notice to parent(s)/guardian(s) of these exams.

TESTING TRANSFER STUDENTS FOR GRADE PLACEMENT AND/OR AWARDING CREDIT FOR GRADES 9-12⁹

Students transferring from a Category IV church-related school, Category V private school, or home school shall be awarded credit upon completion of a written exam with a qualifying score. These exams shall be approved, administered, and graded by the school's principal/designee. Upon request from a parent/guardian, student scores from a nationally standardized achievement test in the relevant subject shall be accepted as a substitute for these exams.

For students in grades nine through twelve (9-12), the exam shall only cover the last course completed by the student (for example, if a student has completed English I, II, and III, the

examination shall only cover English III). The Superintendent of Schools shall provide notice to parent(s)/guardian(s) of these exams.

HIGH SCHOOL CREDIT EXAM FOR ELIGIBLE COURSES¹⁰

A student in grades nine through twelve (9-12) may receive credit for an eligible course in which the student is not enrolled but attains a qualifying score on the eligible course's credit exam.

The Superintendent of Schools/designee shall be responsible for determining which eligible courses will have a credit exam and shall provide high school students the opportunity to take a credit exam for an eligible course offered. Each eligible course's credit exam shall be administered to any student seeking course credit no less than once a calendar year. Student must make a request to school counselor in order to take credit exams. Before taking a credit exam, the student shall be notified of the qualifying score needed to receive credit for the eligible course and the grade that will be included in his/her overall grade point average if the student achieves a qualifying score on the credit exam. A student may only take a credit exam once.

A student may take up to four (4) exams, earning no more than four (4) credits that will be applied to the student's graduation requirements and be included in the student's overall grade point average.

The Superintendent of Schools/designee shall provide information on these exams to the Department of Education at the end of the school year per state law.

Legal References

1. [TCA 49-10-108](#)
2. [20 USCA § 1232g](#)
3. [TRR/MS 0520-01-03-.03\(10\)](#)
4. [TCA 49-1-617](#); [State Board of Education Policy 2.102](#)
5. [TRR/MS 0520-01-03-.03\(10\)](#); [State Board of Education Policy 2.103](#); [TCA 49-1-617](#)
6. [TCA 49-6-412](#)
7. [TCA 10-7-504\(a\)\(4\)\(A\)](#)
8. [TCA 49-6-6007](#); [State Board of Education Policy 2.102](#); [State Board of Education Policy 2.103](#)
9. [TRR/MS 0520-07-01-.03\(3\)](#)
10. [TCA 49-6-6017](#); [State Board of Education Policy 2.103](#)

Cross References

Student Surveys, Analyses, and Evaluations 6.4001
Student Records 6.600



POLICY REVIEW OR CREATION REQUEST

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

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

Date Submitted to General Counsel: ___N/A_____

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

Policy 4.700 Testing Programs

Policy 4.7002 Middle School Examinations

Brief summary of the proposed addition or changes:

To be consistent with recent change to WCBOE policy 4.7001

Brief justification of why additions or changes needed or required:

Legal compliance.

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

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

Recommend approval.

Dana M. Ausbrooks

Name of Individual Submitting Policy for Review

5/28/25_____
Date

Williamson County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Middle School Examinations	Descriptor Code: 4.7002	Issued Date: 09/21/20
		Rescinds: 4.7002	Issued: 06/17/19

One of the roles of the middle schools program is to help prepare students for the expectations of high school, as well as those mandated by the state of Tennessee. It is also the goal of the professional educators at the middle schools to ascertain the comprehensive learning that takes place in grades 6-8. To accomplish all these objectives, appropriate written examinations shall be developed and given to middle school students within the following guidelines:

1. For students enrolled in courses with state TCAP assessments, including high school End of Course (EOC) exams, the TCAP assessments will serve as the final exam.
2. For 6th grade students, no comprehensive examinations will be given except for those students enrolled in courses with state TCAP assessments.
3. For 7th grade students, mid-term and final examinations may be at the discretion of the individual building-level team except for those students enrolled in courses with state TCAP assessments.
4. For 8th grade students, mid-term and final examinations will be given in all core academic areas and will be given to those students enrolled in courses that have state TCAP assessments. In all other courses (band, chorus, art, family and consumer science, computer, vocational – technology, general music), mid-term and/or final examinations may be given at building level discretion.
5. Examinations may be in the form of written tests, student projects, portfolio, or other assessment measures as established by the professional educators.
6. ~~Grades will incorporate TCAP assessments results at the minimum weight allowed by Tennessee law (for TCAP assessments in grades 3 through 8) or the Tennessee State Board of Education (for high school TCAP assessments). All other mid-term and final exam results will be incorporated into student grades at the same weight as TCAP assessments results.~~
7. Any student having not attempted a required semester or final exam for a high school course will receive a score of “incomplete” until an attempt has been made. If the student does not attempt the exam by the end of the following semester, the exam grade will be calculated as a zero.

Cross References

Staff Rights and Responsibilities 5.601

Student Publications 6.704

Williamson County Board of Education

Monitoring:

Review: Annually, in
March

Descriptor Term:

Use of Wireless Communication Devices

Descriptor Code:

6.312

Issued Date:

Rescinds:

Issued:

General

Students in grades K-8 may possess wireless communication devices so long as such devices are turned off and stored during the school day. instructional time. Students in grades 9-12 may possess wireless communication devices so long as such devices are turned off and stored during the school day. Students in grades 9-12 may use a wireless communication device during the student's lunch period. Such devices include any portable wireless device that has the capability to provide voice, messaging, or other data communication between two (2) or more parties, such as wearable technology, cell phones, laptops, tablets, and gaming devices.

A student may, however, be permitted to utilize a wireless communication device under the following circumstances:

- 1. In the event of an emergency;*
- 2. When authorized by a teacher for educational purposes;*
- 3. To manage the student's health, as documented in the student's individual healthcare plan;*
- 4. When the possession or use is required by the student's Individual Education Program (IEP), active 504 plan, or individual learning plan; or*
- 5. When the device is being used by a student with a disability for the operation of assistive technology to increase, maintain, or improve the student's functional capabilities.*

PENALTIES

Unauthorized use or improper storage of a device may result in confiscation of a student's wireless communication device for the duration of the instructional time. A student in violation of this policy is subject to disciplinary action.

EMERGENCY COMMUNICATION PLAN

In the event of an emergency or possible emergency occurring at the school where the student is enrolled, parent(s)/guardian(s) will be alerted by text message and/or email and/or phone call.

Legal References

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

Cross References

Code of Conduct 6.300



POLICY REVIEW OR CREATION REQUEST

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

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

Date Submitted to General Counsel: ___N/A_____

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

Policy 4.601 Tests and Quizzes

Brief summary of the proposed additions or changes:

Students will be allowed to take possession of tests and quizzes after all tests for a class have been administered. Limits potentially on Common Formative assessments and Final Exams where the CFAs are carefully crafted and not easily replicated, and Final exams have little value for students for study as the material for the class ends at each semester.

Brief justification of why additions or changes needed or required:

Current Practice is that students may not take possession of tests and most quizzes for their review outside of the classroom. This practice is in place to promote “test security,” so that teachers do not have to re-make tests annually. “Test security” has its place for formative assessments and possibly final exams, however, students deserve these tests to review what they missed and to help study for final exams. And Parents need to be able to review the tests so that they may assess their student’s understanding and assist by helping the student modify study habits and potentially get additional tutoring.

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

Staff Recommend/Do Not Recommend approval.

Jay Galbreath

03/31/25

Name of Individual Submitting Policy for Review

Date

Williamson County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Student and Parent/Guardian Rights to Access Tests and Quizzes	Descriptor Code: 4.601	Issued Date: Click here to enter a date.
		Rescinds:	Issued:

General

Establish the rights of students and parents/guardians to access and retain academic assessments, as appropriate, and promote student learning through opportunities for reteaching and reassessment.

STUDENT PREPARATION FOR CLASSROOM ASSESSMENTS

Teachers are responsible for providing quality instruction to ensure students are prepared for assessments and understand the expectations for demonstrating proficiency.

STUDENT AND FAMILY ACCESS TO TESTS AND QUIZZES

Parents/guardians are entitled to:¹

- Review all teaching materials, instructional materials, and teaching aids used in their child's classroom; and*
- Review tests developed and graded by their child's teacher.*

*Students may review and, ~~when appropriate,~~ retain copies of their tests and quizzes after all assessments for a class section have been administered, **except in cases where test security concerns justify restricting access as outlined below.** This access supports learning through review of missed questions, parental/guardian engagement in student academic progress, and effective preparation for future assessments.*

~~If a test or quiz cannot be released due to test security and protected test items,~~ Teachers will provide specific feedback to students and parents/guardians to understand proficiency levels and remediation opportunities. Feedback examples include completing a standard analysis checklist during class review, assessment reflections, or student data tracking.

Teachers may seek prior approval from the principal to withhold specific assessments due to concerns about test security and/or the need to protect the integrity of assessments items.

Teachers must clearly communicate their classroom assessment policies to students and parents/guardians at the beginning of each course or in the course syllabus.

RETEACHING AND REASSESSMENT OF LEARNING

Teachers or teaching teams shall have a method for reteaching and reassessment for students who do not show proficiency on essential standards in their first assessment attempt. Teachers should use research-based engagement practices to encourage full effort on initial and subsequent assessment. Examples include bellringers on unmastered standards, reassessment on future assessments, individual remediation and reassessment, test corrections, strategies from the WCS Instructional Playbook, or other methods deemed appropriate by the teacher or teaching team.

EXCEPTIONS

The following assessments are exempt from this policy:

- 1. Common Formative Assessments (CFAs);*
- 2. Copyrighted Materials;*
- 3. Final Exams; and*
- 4. Performance-based Assessments.*

Legal Reference

1. TCA 49-6-7003

Williamson County Board of Education

Monitoring:

Review: Annually, in
April

Descriptor Term:

Student Wellness

Descriptor Code:

6.411

Issued Date:

01/18/22

Rescinds:

6.411

Issued:

01/18/22

The Board recognizes the value of proper nutrition, physical activity, and other health-conscious practices and the impact that such practices have on student academic achievement, health, and well-being. In order to provide an environment conducive to overall student wellness, this policy shall be followed by all schools in the district.¹

COMMITMENT TO COORDINATED SCHOOL HEALTH

All schools shall implement the Centers of Disease Control and Prevention's (CDC) Coordinated School Health (CSH) approach to managing new and existing wellness related programs and services in schools and the surrounding community based on state law and State Board of Education CSH standards and guidelines. The school district's Coordinated School Health Coordinator shall be responsible for overseeing compliance with the State Board of Education CSH standards and guidelines in the school district.

SCHOOL HEALTH ADVISORY COUNCIL^{2,3}

A school district health advisory council shall be established to serve as a resource to schools for implementing policies and programs and develop an active working relationship with the county health council. The council shall consist of individuals representing the school and community, including parents, students, teachers, school administrators, health professionals, school food service representatives, and members of the public. The primary responsibilities of the council include, but are not limited to:

1. Developing, implementing, monitoring, reviewing, and as necessary, making recommendations as to physical activity and nutrition policies;
2. Ensuring all schools within the school district create and implement an action plan related to all School Health Index modules;
3. Ensuring that the results of the action plan are annually reported to the council; and
4. Ensuring that school level results include measures of progress on each indicator of the School Health Index.

The State Board of Education's Coordinated School Health and Physical Activity policies shall be used as guidance by the council to make recommendations. The Board will consider recommendations of the council in making policy changes or revisions.

1 Additionally, each school will have a Healthy School Team consisting of teachers, students, parents,
2 community members, and administrators.² The Team will hold Healthy School Team meetings during
3 the school year to assess needs and oversee planning and implementation of school health efforts. The
4 Superintendent of Schools/designee will ensure compliance with the school wellness policy, to include
5 an assessment of the implementation of the wellness policy and the progress made in attaining the
6 policy goals. The assessment will be made available to the public.

7 COMMITMENT TO NUTRITION

8 All schools within the district shall participate in the USDA child nutrition programs, which may
9 include but not be limited to, the National School Lunch Program, the School Breakfast Program, the
10 Summer Food Service Program, and the After School Snack Program.^{4,5,6}

11 Meals shall be accessible to all students in a non-stigmatizing manner. Students will be given adequate
12 time to enjoy healthy meals and relax in a pleasant environment. Good nutritional habits shall be
13 encouraged. All food including vending machines, fundraising items, and concessions shall meet
14 guidelines set forth by the Healthy, Hunger-free Kids Act of 2010 and Smart Snacks in Schools.^{4,5,6}
15 The principal/designee shall be responsible for overseeing the school district's compliance with the
16 State Board of Education rules and regulations for sale of food items in the school district.^{2,5,6}

17 DISTRICT GOALS

18 The school district will promote healthy nutrition through various activities, including nutrition related
19 newsletters, informational links on the school district website, healthy eating posters and bulletin
20 boards in dining areas, and informational booths at various community functions. Nutrition education
21 will be offered as part of a standards-based program designed to provide students with the
22 knowledge and skills needed to promote and protect their health as outlined in the State Board of
23 Education Health Education and Lifetime Wellness Standards. Nutrition education will discourage
24 teachers from using high fat, sugar, and sodium foods as rewards and encourage students to start each
25 day with a healthy breakfast.

26 COMMITMENT TO PHYSICAL ACTIVITY AND PHYSICAL EDUCATION⁷

27 The Board recognizes that physical activity is extremely important to the overall health of a child.
28 Schools shall support and promote physical activity. Physical activity may be integrated into any areas
29 of the school program.

30 Physical education classes shall be offered as part of a standards-based program designed to provide
31 developmentally appropriate moderate to vigorous physical activity as an integral part of the class. All
32 physical education classes shall comply with the State Board of Education's Physical Education
33 Standards.

34 ~~In addition to the school district's physical education program, non~~ *Unstructured* physical activity
35 ~~periods shall be offered~~ *in addition to the school district's physical education program* as required by
36 ~~state law.~~ *Elementary school students shall receive a minimum of forty-five (45) minutes of physical*
37 *activity each full school day. The unstructured physical activity periods for elementary students must*
38 *include unstructured play outside if weather permits. The following activities shall not be*

considered physical activity for elementary students: walking to and from class, time spent on an electronic device, and time spent in a physical education class.

Middle and high school students shall receive a minimum of ninety (90) minutes of physical activity each full school week. Walking to and from class shall not be considered physical activity for middle and high school students.

~~Schools shall continue to offer after-school sports and activities. Physical activity shall not be employed as a form of discipline or punishment during the school day.~~ *Physical activity shall not be withheld from a student or employed during the school day as a form of discipline or punishment.*

Schools shall continue to offer after-school sports and activities.

COMMITMENT TO CURRICULUM³

All applicable courses of study shall be based on State-approved curriculum standards.

SCHOOL HEALTH INDEX³

All schools within the district shall annually administer a baseline assessment on each of the recommended School Health Index modules. Results shall be submitted to the School Health Advisory Council and reported to the Tennessee Department of Education.

RECORD KEEPING COMPLIANCE

The school district's Coordinated School Health Coordinator shall ensure that records demonstrating compliance with community involvement requirements are maintained. The Coordinated School Health Coordinator shall additionally document that the school wellness policy and triennial assessments are made available to the public.⁸

Legal References

1. TCA 49-6-1022
2. State Board of Education Policy 4.204
3. State Board of Education Policy 4.206
4. 42 USCA § 1758b
5. TRR/MS 0520-01-06
6. 7 CFR § 210; 7 CFR § 220
7. TCA 49-6-1021; *Public Acts of 2025, Chapter No.*
8. 7 CFR § 210.31(f)



TO: Williamson County Board of Education

FROM: Rachel Farmer, Assistant Superintendent – Finance

rf

SUBJECT: End of Month Financials

DATE: June 16, 2025

Please find attached the activity statements for all of our funds for May 31, 2025. 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 2025 13			JOURNAL DETAIL 2025 1 TO 2025 13				
ACCOUNTS FOR:		ORIGINAL	ESTIM REV	REVISED	ACTUAL YTD	REMAINING	PCT
141	GENERAL PURPOSE SCHOOL	ESTIM REV	ADJSTMTS	EST REV	REVENUE	REVENUE	USE/COL
40000	REVENUES	-493,509,547	-22,245,892	-515,755,439	-470,394,309.94	-45,361,129.44	91.2%
71100	REGULAR INSTRUCTION	249,010,797	-1,731,032	247,279,765	191,550,471.66	49,596,972.42	77.5%
71150	ALTERNATIVE INSTRUCTION	738,297	40,075	778,372	611,173.09	166,799.88	78.5%
71200	SPECIAL EDUCATION INSTRUCTION	81,034,473	1,174,438	82,208,911	67,055,833.47	14,808,147.24	81.6%
71300	CAREER AND TECHNICAL EDUCATIO	10,245,244	768,570	11,013,814	8,874,956.15	2,018,943.99	80.6%
71400	STUDENT BODY EDUC PRGM	2,035,000	0	2,035,000	1,726,444.40	185,970.90	84.8%
72110	ATTENDANCE	786,664	59,705	846,369	757,168.78	89,200.22	89.5%
72120	HEALTH SERVICES	9,511,246	452,810	9,964,056	8,406,335.44	1,520,298.35	84.4%
72130	OTHER STUDENT SUPPORT	20,560,571	849,545	21,410,116	16,685,467.61	4,274,513.04	77.9%
72210	INSTRUCTION SUPPORT	16,581,271	9,061,244	25,642,515	20,882,417.35	4,625,031.79	81.4%
72215	ALTERNATIVE SUPPORT	378,906	20,746	399,652	343,689.28	55,962.72	86.0%
72220	SPECIAL EDUCATION SUPPORT	11,560,646	2,311,789	13,872,435	11,267,570.80	2,393,648.98	81.2%
72230	CAREER/TECH EDUC SUPPORT	557,678	70,626	628,304	526,905.09	95,179.54	83.9%
72250	TECHNOLOGY	14,920,427	143,135	15,063,562	13,546,214.37	1,181,087.87	89.9%
72310	BOARD OF EDUCATION	25,723,356	-16,767,918	8,955,438	8,286,117.93	562,034.12	92.5%
72320	OFFICE OF SUPERINTENDENT	2,463,113	171,706	2,634,819	2,088,391.48	533,011.19	79.3%
72410	OFFICE OF PRINCIPAL	32,657,834	1,514,047	34,171,881	29,781,772.78	4,390,108.22	87.2%
72510	FISCAL SERVICES	2,862,583	132,105	2,994,688	2,649,156.40	334,332.81	88.5%
72520	HUMAN SERVICES/PERSONNEL	3,003,407	154,621	3,158,028	2,629,124.24	497,824.81	83.3%
72610	OPERATION OF PLANT	23,118,849	41,640	23,160,489	19,215,309.29	1,950,219.50	83.0%
72620	MAINTENANCE OF PLANT	13,145,104	1,029,388	14,174,492	10,329,279.11	1,213,536.80	72.9%
72710	TRANSPORTATION	25,106,465	4,784,414	29,890,879	23,380,566.60	4,591,016.64	78.2%
73300	COMMUNITY SERVICES	1,563,929	81,183	1,645,112	1,429,492.18	203,482.75	86.9%
73400	EARLY CHILDHOOD/PRE K	1,051,169	0	1,051,169	797,585.97	248,705.05	75.9%
76100	REGULAR CAPITAL OUTLAY	0	15,049,355	15,049,355	2,326,958.78	1,492,249.67	15.5%
TOTAL GENERAL PURPOSE SCHOOL		55,107,481	-2,833,700	52,273,780	-25,245,907.69	51,667,149.06	-48.3%
TOTAL REVENUES		-493,509,547	-22,245,892	-515,755,439	-470,394,309.94	-45,361,129.44	
TOTAL EXPENSES		548,617,028	19,412,192	568,029,219	445,148,402.25	97,028,278.50	

YEAR-TO-DATE BUDGET REPORT

FOR 2025 13				JOURNAL DETAIL 2025 1 TO 2025 13		
ACCOUNTS FOR: 142 SCHOOL FEDERAL PROJECTS	ORIGINAL ESTIM REV	ESTIM REV ADJSTMTS	REVISED EST REV	ACTUAL YTD REVENUE	REMAINING REVENUE	PCT USE/COL
40000 REVENUES	-10,649,326	-3,758,682	-14,408,008	-11,393,510.79	-3,014,496.87	79.1%
71100 REGULAR INSTRUCTION	705,657	99,770	805,427	596,129.25	209,297.60	74.0%
71200 SPECIAL EDUCATION INSTRUCTION	5,383,492	2,413,271	7,796,763	6,582,291.66	1,138,098.21	84.4%
71300 CAREER AND TECHNICAL EDUCATIO	233,977	11,243	245,220	243,101.31	2,119.04	99.1%
72120 HEALTH SERVICES	1,119,476	-8,048	1,111,428	1,050,510.96	60,917.04	94.5%
72130 OTHER STUDENT SUPPORT	116,927	37,021	153,948	96,115.21	53,728.22	62.4%
72210 INSTRUCTION SUPPORT	719,884	348,717	1,068,600	550,308.15	483,989.54	51.5%
72220 SPECIAL EDUCATION SUPPORT	1,979,319	763,264	2,742,583	1,985,340.11	487,343.18	72.4%
72230 CAREER/TECH EDUC SUPPORT	19,274	0	19,274	9,192.17	9,906.96	47.7%
72710 TRANSPORTATION	94,514	-623	93,890	83,391.24	10,499.15	88.8%
99100 TRANSFERS OUT	276,807	94,067	370,874	230,707.00	140,167.01	62.2%
TOTAL SCHOOL FEDERAL PROJECTS	0	0	0	33,576.27	-418,430.92	100.0%
TOTAL REVENUES	-10,649,326	-3,758,682	-14,408,008	-11,393,510.79	-3,014,496.87	
TOTAL EXPENSES	10,649,326	3,758,682	14,408,008	11,427,087.06	2,596,065.95	

YEAR-TO-DATE BUDGET REPORT

FOR 2025 13			JOURNAL DETAIL 2025 1 TO 2025 13			
ACCOUNTS FOR: 143 CENTRAL CAFETERIA	ORIGINAL ESTIM REV	ESTIM REV ADJSTMTS	REVISED EST REV	ACTUAL YTD REVENUE	REMAINING REVENUE	PCT USE/COL
40000 REVENUES	-18,979,718	0	-18,979,718	-16,424,985.89	-2,554,732.11	86.5%
73100 FOOD SERVICE	19,668,669	3,075,656	22,744,325	18,473,963.22	3,677,778.73	81.2%
TOTAL CENTRAL CAFETERIA	688,951	3,075,656	3,764,607	2,048,977.33	1,123,046.62	54.4%
TOTAL REVENUES	-18,979,718	0	-18,979,718	-16,424,985.89	-2,554,732.11	
TOTAL EXPENSES	19,668,669	3,075,656	22,744,325	18,473,963.22	3,677,778.73	

YEAR-TO-DATE BUDGET REPORT

FOR 2025 13				JOURNAL DETAIL 2025 1 TO 2025 13		
ACCOUNTS FOR:	ORIGINAL	ESTIM REV	REVISED	ACTUAL YTD	REMAINING	PCT
146 EXTENDED SCHOOL PROGRAM	ESTIM REV	ADJSTMTS	EST REV	REVENUE	REVENUE	USE/COL
40000 REVENUES	-6,140,000	0	-6,140,000	-5,166,178.86	-973,821.14	84.1%
73300 COMMUNITY SERVICES	7,010,239	0	7,010,239	5,843,909.84	1,049,705.38	83.4%
TOTAL EXTENDED SCHOOL PROGRAM	870,239	0	870,239	677,730.98	75,884.24	77.9%
TOTAL REVENUES	-6,140,000	0	-6,140,000	-5,166,178.86	-973,821.14	
TOTAL EXPENSES	7,010,239	0	7,010,239	5,843,909.84	1,049,705.38	

YEAR-TO-DATE BUDGET REPORT

FOR 2025 13				JOURNAL DETAIL 2025 1 TO 2025 13			
ACCOUNTS FOR:	ORIGINAL	ESTIM REV	REVISED	ACTUAL YTD	REMAINING	PCT	
177 EDUCATION CAPITAL PROJECTS	ESTIM REV	ADJSTMTS	EST REV	REVENUE	REVENUE	USE/COL	
40000 REVENUES	-553,365,803	-576,842,476	*****		-16,651,496.96	98.5%	
82330 OTHER DEBT SERVICE	0	2,400,000	2,400,000	2,400,000.00	.00	100.0%	
91300 EDUCATION CAPITAL OUTLAY	772,024,793	384,866,670	*****		58,165,416.77	93.0%	
TOTAL EDUCATION CAPITAL PROJECTS	218,658,990	-189,575,805	29,083,185	-35,728,473.18	41,513,919.81	-122.8%	
TOTAL REVENUES	-553,365,803	-576,842,476	*****		-16,651,496.96		
TOTAL EXPENSES	772,024,793	387,266,670	*****		58,165,416.77		



YEAR-TO-DATE BUDGET REPORT

FOR 2025 13				JOURNAL DETAIL 2025 1 TO 2025 13		
	ORIGINAL ESTIM REV	ESTIM REV ADJSTMTS	REVISED EST REV	ACTUAL YTD REVENUE	REMAINING REVENUE	PCT USE/COL
GRAND TOTAL	275,325,660	-189,333,849	85,991,811	-58,214,096.29	93,961,568.81	-67.7%
** END OF REPORT - Generated by Rachel Farmer **						

1320 West Main Street, Suite 202
Franklin, TN 37064-3700
(615) 472-4000
fax (615) 472-4190



To: Rachel Farmer
From: Kirk Elliott
Date: June 2, 2025
RE: Purchasing Report

Contains bid projects conducted during the month of May 2025

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. 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 #1372	WCS District Septic & Recirculation Tank & Grease Trap Pumping & Hauling	
Project	This project was to acquire qualified contractors to perform septic and grease pumping/hauling and related maintenance for the entire Williamson County School district.	
Department/Director	Maintenance, Adam Christopher	
Advertised	Thursday, April 24, 2025 in both the Williamson Herald and the Tennessean newspapers	
Bid Opening	Friday, May 16, 2025 at 10:30 a.m.	
Bidders that were solicited or contacted WCS regarding this project	Name of Company	Bid Amount
	Elite Septic Tank & Grease Trap Service	\$10,487.50 for a portion of district
	Maxwell Septic Pumping	
	Music City Environmental	\$96,375.00 for a portion of district
	Onsite Environmental	
Awarded	Elite Septic Tank & Grease Trap Service, Inc. and Music City Environmental	

RFB #1371	Page High School Performing Arts/Theater & Ringstaff Gym HVAC Replacement Project	
Project	This project was to acquire bids from licensed and qualified HVAC dealers for replacement of HVAC at Page High School Ringstaff Gym.	
Department/Director	Maintenance, Adam Christopher	
Engineer	Ben Hunter, Entech Engineering Inc.	
Advertised	Thursday, April 24, 2025 in both the Williamson Herald and the Tennessean newspapers	
Bid Opening	Wednesday, May 21, 2025 at 2.30 p.m.	
Bidders that were solicited or contacted WCS regarding this project	Name of Company	Bid Amount
	Advanced Mechanical Contractors	\$1,079,825.00
	Air Conditioning Service Inc.	
	Blalock Plumbing	
	Comfort Engineer System	
	Demand Mechanical	
	Four Seasons	
	Jewell Mechanical	
	Kimbrow Mechanical dba Interstate AC	
	Lee Co.	\$1,196,021.00
	Lewisburg Plumbing & Heating	
	Matrix Mechanical	\$1,337,431.00
	S M Lawrence Company	
	Southern States Plumbing	
	Synergy Pro	
	Wheeler, Inc.	
Awarded	Advanced Mechanical Contractors	

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
4779	Brentwood High	06/13/2025	06/22/2025	05/05/2025	Over \$100 No Driver	BHS Forensics	ACADEMIC OVERNIGHT	Forensics	9	Des Moines Civic Center
Notes/Fees	\$550.00/student. Two WCS chaperones (Medlin, Grimes) will drive students (with parent permission) to NSDA Nationals in Des Moines, IA.									
4856	Brentwood High	06/18/2025	06/21/2025	05/20/2025	Over \$100 No Driver	BHS HOSA to International Leadership Conference	ACADEMIC OVERNIGHT	CTE - HOSA	9	Gaylord Opryland Hotel
Notes/Fees	No driver needed. Cost \$410/student									
4259	Centennial High	06/14/2025	06/18/2025	03/03/2025	No Cost No Driver	CHS Cheer	ATHLETIC OVERNIGHT	Varsity Cheer	25	UCA Summer Camp, Gulf Shores, AL
Notes/Fees	This trip will be at North Carolina Agriculture and Technical State University; 1601 E Market St, Greensboro North Carolina									
4903	Fairview High	06/20/2025	06/22/2025	05/29/2025	No Cost No Driver	Adidas Nationals Track	ATHLETIC OVERNIGHT	9th-12th Grade	4	North Carolina Agriculture & Tech State University
Notes/Fees	No cost & no driver. UCA Summer Camp, Beach Club Resort, 925 Beach Club Trail, Gulf Shores, AL 36542									
4852	Nolensville High	12/18/2025	12/21/2025	05/19/2025	No Cost	Smoky Mountain Christmas Classic	ATHLETIC OVERNIGHT	Varsity Girls Basketball	15	Gatlinburg Convention Center
Notes/Fees	We potentially will play at several high schools in the Gatlinburg area. We will not know until the bracket is released. We will not need a bus for this trip as we can not secure it in time to get to Gatlinburg for the first game.									
4957	Ravenwood High	06/14/2025	06/17/2025	06/05/2025	No Cost	Wrestling UTC Camp	ATHLETIC OVERNIGHT	Varsity Wrestling	12	Univ of Chattanooga
Notes/Fees	No Cost. Leave 6/14 @ 11:00 am. Picked up @ 11:001m on 6/17/25 to return.									

Friday, June 06, 2025