



Williamson County Board Policy Committee

April 7, 2025 6:00 PM

Williamson County Administrative Complex Training Center, 1st Floor

Policy Chair - Jay Galbreath

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

1. Agenda

2. Board Policies Second Reading

- a. 4.206 Homebound Instruction
- b. 4.403 Library Materials

3. Board Policies First Reading

- a. 4.202 Special Education
- b. 4.601 Student and Parent. Guardian Rights to Access Tests and Quizzes

4. Items for Discussion

- a. 1.2021 Code of Conduct
- b. After - Action Reporting



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):

4.206 Homebound Instruction

Brief summary of the proposed additions or changes:

Added language to differentiate between medical and educational homebound situations.

Brief justification of why additions or changes are needed or required:

Added language to provide alignment to state-level requirements regarding instruction for students with IEPs and to differentiate between medical and educational homebound situations, as defined under state regulations.

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.

Staff recommends approval.

Dana Ausbrooks

2/14/25

Name of Individual Submitting Policy for Review

Date

Williamson County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Homebound Instruction	Descriptor Code: 4.206	Issued Date: 09/20/21
		Rescinds: 4.206	Issued: 04/16/19

1 *Williamson County Schools provides homebound instruction to any child with a health, emotional,*
2 *and/or physical impairment which, in the opinion of a licensed medical examiner, prevents the*
3 *student from attending classes for more than ten (10) consecutive instructional days in a school year*
4 *or a child whose IEP team has determined that homebound instruction is the student's least*
5 *restrictive environment.*¹

6 ~~Students who are unable to attend school due to physical, emotional, health impairment, or other~~
7 ~~conditions shall be offered homebound instruction.~~¹

8 ~~Homebound instruction shall be offered if it is determined that the student will miss more than ten (10)~~
9 ~~consecutive school days, or for an aggregate of at least ten (10) instructional days for a student who~~
10 ~~has a chronic medical condition.~~

11 Homebound instruction is defined as a minimum of three (3) hours per week of direct teaching *while*
12 *school is in session during the homebound period. For students receiving special education and*
13 *related services, the frequency and duration of homebound instruction shall be determined by the*
14 *student's IEP team but shall not be less than the minimum of three (3) hours per week.*

15 It is the responsibility of the parent to provide documentation from the physician indicating that the
16 student is unable to attend school. Forms which permit such documentation shall be provided by the
17 Student Support Services Department or by the school nurse.

18 It is the responsibility of the classroom teacher to provide assignments to the homebound teacher
19 during the time the student is enrolled in the homebound program.

20 The homebound teacher shall be the liaison between the student and the classroom teacher.

21 ~~COVID-19 QUARANTINE~~²

22 ~~Students on homebound instruction who are temporarily quarantined due to a positive COVID-19 test~~
23 ~~result or possible exposure to COVID-19 may participate in remote instruction during the period of~~
24 ~~quarantine only.~~

Legal References

1. TCA 49-10-1101; TRR/MS 0520-01-02-.10
2. ~~TRR/MS 0520-01-13-.01(d)(1)~~

Cross References

- Communicable Diseases 6.403
- Infection with the Human Immunodeficiency Virus 6.404



POLICY REVIEW OR CREATION REQUEST

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Recommended by: Staff General Counsel Board Member Claire Reeves

Date Submitted to General Counsel: 12/16/24

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

Policy 4.403 Library materials

Brief summary of the proposed addition or changes:

add mechanism for creating a mature book list w/ accompanying opt in policy. Also want to discuss emphasis on using the library materials Decision Tree vs. just following the policy + the state law.

Brief justification of why additions or changes needed or required:

We have now experienced reconsideration under the updated TLA-49-6-3803. I think we need to review the policy to discuss how librarians + board members utilized it in reality.

Also want to review reconsideration process form to update it, to match the criteria in the law.

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.

Claire Reeves
Name of Individual Submitting Policy for Review

12/16/24
Date



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 Donna Clements

Date Submitted to General Counsel: Dec 19, 2024

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

Brief summary of the proposed addition or changes:

Add: "Williamson County Resident" to those who may file a formal complaint.

Brief justification of why additions or changes needed or required:

In the fall of 2022, this policy was revised to remove "Williamson Co. resident." The Williamson Co. resident, as taxpayers or possibly future WCS families, should have a role in this process. At the board meeting in the fall of 2022 it was noted that of the total amount of formal complaints those who were solely "Williamson Co. resident" were a very small percentage.

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.

[Signature]
Name of Individual Submitting Policy for Review

12/19/24
Date

Williamson County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Library Materials	Descriptor Code: 4.403	Issued Date: 06/17/24
		Rescinds: 4.403	Issued: 05/15/23

1 The school librarians shall be responsible for the library materials physically located in the school's
2 library. Teachers shall be responsible for library collection development for the materials maintained in
3 a teacher's classroom. Library materials are defined as print and non-print materials curated, processed,
4 and inventoried by school librarians and/or classroom teachers in collaboration with building Principals,
5 but the definition does not include materials made available to students as part of a course curriculum.
6 Library materials shall be reviewed to ensure the content aligns with state and federal law.¹

7 ~~Discretion to remove books from the shelves of school libraries must be exercised in a manner consistent~~
8 ~~with First Amendment principles.¹ Material shall not be excluded from library collections because of~~
9 ~~doctrinal approval/disapproval or based upon disagreement with viewpoints, political ideas or social~~
10 ~~perspectives discussed in the books.~~

11 Prior to placing new material in the school library (or in the library collection of a classroom), the
12 responsible librarian or teacher shall determine that the material adheres to the following criteria, using
13 the Library Materials *Evaluation Rubric* ~~Decision Tree~~:

- 14 1. Materials shall be suitable for and consistent with the educational mission of the school. Every
15 effort will be made to provide materials that present many points of view concerning the
16 problems and issues of our times--international, national, and local.
17
18 2. Materials shall be appropriate for the age and maturity levels of the students who may access
19 them. The determining factor will be based on an assessment of any mature themes or content.

20
21 State law provides that materials containing any of the following are not appropriate for the age
22 or maturity level of a student in any of the grades K-12 and "must not be maintained in a
23 school's library collection":
24

- 25 (a) Excess violence, meaning the depiction of acts of violence in such a graphic or
26 bloody manner as to exceed common limits of custom and candor, or in such a
27 manner that it is apparent that the predominant appeal of the material is portrayal of
28 violence for violence's sake;
29
30 (b) Nudity, meaning the showing of the human male or female genitals, pubic area, or
31 buttocks with less than a fully opaque covering or the showing of the female breast
32 with less than a fully opaque covering of any portion below the top of the nipple, or
33 the depiction of covered male genitals in a discernibly turgid state;
34

- 1 (c) Sadomasochistic abuse, meaning flagellation or torture or physical restraint by or
2 upon a person for the purpose of sexual gratification of either person;
3
- 4 (d) Sexual conduct, meaning:
5 (i) Patently offensive representations or descriptions of ultimate sexual acts
6 (meaning sexual intercourse, anal or otherwise, fellatio, cunnilingus or sodomy), normal
7 or perverted, actual or simulated. A sexual act is simulated when it depicts explicit
8 sexual activity that gives the appearance of ultimate sexual acts, anal, oral or genital.
9 (ii) Patently offensive representations or descriptions of masturbation, excretory
10 functions, and lewd exhibition of the genitals;
11
- 12 (e) Sexual excitement, meaning the condition of human male or female genitals when
13 in a state of sexual stimulation or arousal;
14
- 15 (f) Patently offensive material, meaning that which goes substantially beyond customary
16 limits of candor in describing or representing such matters; and
17
- 18 (g) Material appealing to the prurient interest, meaning a shameful or morbid interest in
19 sex.
20

21 The definitions (a-g) provided above are included solely to track specific state law
22 requirements that **became** ~~become~~ effective July 1, 2024. Should these provisions be
23 eliminated from state law requirements, whether by legislative amendment or action of a court
24 of competent jurisdiction, they shall be considered eliminated from this policy effective as of
25 the date of such change in the law.
26

27 *A “Mature Materials List” shall be developed by the librarian for each elementary, middle,
28 and high school library collection, for the purpose of identifying materials in the library
29 collection that contain mature content but are deemed valuable for educational purposes
30 based on literary, historical, scientific and/or artistic merit.*

31
32 *Librarians shall use their professional judgment in determining which materials to include
33 on the “Mature Reading List”, keeping in mind that materials that violate the explicit
34 prohibitions of the Age Appropriate Materials Act may not be retained in the library
35 collection, but that other materials that contain mature content, but do not violate the
36 statutory prohibitions, should be identified so that parents and guardians may make
37 informed decisions regarding access to the materials. To provide additional context or
38 guidance regarding age-appropriateness of these materials, librarians shall use the following
39 **criteria designations** for materials contained on the “Mature Materials List”:*

40
41 *L (Language): Contains excessive or pervasive use of vulgarity or profanity.*

42 *S (Sensual Content): Contains detailed references or descriptions of sexual activity,
43 but does not violate the explicit prohibitions of the Age-Appropriate Materials Act.*

44 *M (Mature Themes): Contains substantial content related to serious themes such as
45 mental health, substance abuse, suicide or other such topics that may not be appropriate for
46 certain students.*

1 *D (Disturbing Imagery): Contains imagery or themes that may be significantly*
2 *disturbing to some students, such as horror elements.*

3 *V (Violence): Contains detailed descriptions or depictions of violence but does not*
4 *violate the explicit prohibitions of the Age-Appropriate Materials Act.*

5
6 *Parents and guardians who wish to allow their students access to the materials on the*
7 *“Mature Materials List” will be **are required to give permission** have the opportunity to opt*
8 *in at the beginning of each school year. Parents and guardians who do not opt in may*
9 *nonetheless give permission for access to one or more specific items on the Mature Materials*
10 *List by contacting the school’s librarian.*

- 11 3. Materials shall contain literary, historical, scientific and/or artistic value and merit.

12
13 *Discretion to remove books from the shelves of school libraries must be exercised in a*
14 *manner consistent with First Amendment principles.² Material shall not be excluded from*
15 *library collections because of doctrinal approval/disapproval or based upon disagreement*
16 *with viewpoints, political ideas or social perspectives discussed in the books.*

17 School librarians shall be responsible for periodically reviewing the district’s library materials physically
18 located in the school’s library in line with the above criteria. Each year, each school librarian shall review
19 a reasonable number of unique titles from the existing materials in the library in line with the above
20 criteria, using the Library Materials *Evaluation Rubric* ~~Decision Tree~~ as a guide, and giving attention
21 to selection of material that may include content described in definitions (a) – (g) above or other mature
22 content. *Librarians shall also periodically review the Mature Materials List (no less than annually),*
23 *removing or adding titles as necessary. In addition, each librarian shall undertake review when a*
24 *concern about any particular existing library material is presented by a current ~~Williamson County~~*
25 *resident, WCS employee, student, or parent/guardian.* In addition to informally advising a librarian
26 about any such concern, any current ~~Williamson County resident~~, WCS employee, student, and
27 parent/guardian may also raise concerns using the Complaint/Feedback process outlined below.
28 Classroom teachers shall be responsible for periodically reviewing the library materials physically
29 located in the teacher’s classroom in line with the above expectations and criteria.

30 COMPLAINTS/FEEDBACK

31 A complaint about library materials may only be made by a current ~~Williamson County resident~~, WCS
32 employee, student, or parent/guardian. If there is a complaint, this process is to be followed:

- 33 1. The individual who receives the complaint shall inform the principal *and the school librarian.*
34 *The principal and/or the school librarian* shall advise the complainant of the selection procedures
35 *and of the availability of the Mature Materials List*, as well as the process for submitting a formal
36 Request for Reconsideration of Library Materials to the Board. If the matter is not informally
37 resolved to the satisfaction of the complainant through discussion among the principal, librarian
38 and complainant, the principal shall request that the complainant submit a Request for
39 Reconsideration of Library Materials form outlining the individual’s specific feedback related to
40 the material in question, including specific objections to the content of the materials.

1 2. Upon submission of the Request for Reconsideration form, the principal shall inform the
2 Superintendent of Schools, who shall inform the Board Chair. The principal shall also *provide a*
3 *copy of the form to* inform the school librarian, who will review the material in question in order to
4 make a recommendation to the Board.

5
6 3. The challenged materials shall remain available for use during the reconsideration process.

7
8 4. The Board of Education shall receive the feedback via the Request for Reconsideration form at
9 its next regularly scheduled meeting following submission of the Request for Reconsideration
10 form. The Board shall take the following steps within sixty (60) days after receiving the
11 Request for Reconsideration form at the regularly scheduled meeting:

- 12
13 a. Read, view, or listen to the contested material in its entirety;
14 b. Check general acceptance of the material by reading recognized and evaluative reviews,
15 including but not limited to any recommendation from the school librarian;
16 c. Determine the extent to which the material is appropriate for the age and maturity levels
17 of the students who have access to the materials and whether the material is suitable for,
18 and consistent with the educational mission of the school using the Library Materials
19 *Evaluation Rubric Decision Tree*. State law (as outlined in numbered paragraph 2 on
20 page 1 of this policy) enumerates specific types of material that are deemed not
21 appropriate for students of any age in K-12 public schools. *If the material does not*
22 *violate the specific prohibitions of state law (as outlined in numbered paragraph 2*
23 *beginning on page 1 of this policy), the Board may determine that it is appropriate for*
24 *the age and maturity levels of all students who may access it, or may determine that it*
25 *should be placed on the "Mature Materials List" so that students may access the*
26 *material with permission of a parent/guardian.*
27 d. Determine whether the book meets the requirements of c., above and
28 e. Notify the complainant and Superintendent in writing of the decision.

29 If the Board does not make a determination within sixty (60) days from the date on which the Request
30 for Reconsideration form was received, then the student, student's parent/guardian or school employee
31 who submitted the form may request the State Textbook and Instructional Materials Quality
32 Commission to evaluate the material, pursuant to Tenn. Code Ann. 49-6-2201.

33 If it is determined by the Board or by the State Textbook and Instructional Materials Quality
34 Commission that the material is not appropriate for the age and maturity levels of the students who
35 have access to them or is not suitable for, and consistent with, the educational mission of the school,
36 the material shall be removed from the library collection.

37 After the Board votes, a written notification shall be provided by the principal or assistant principal to
38 all parent(s)/guardian(s) of students in all same grade-band-level schools. The notification shall
39 include the title and author of the challenged material, the action taken by the Board, and the process
40 the parent/guardian should follow to opt his/her child out of checking out library materials.

41 An employee, student, or parent/guardian may appeal a determination made by the Board to remove a
42 book from any school library pursuant to this policy. The appeal is to the State Textbook and

- 1 Instructional Materials Quality Commission, and the process may be found at
- 2 <https://www.tn.gov/content/dam/tn/education/textbook/commission/TBCLibraryGuidanceDocument.pdf>
- 3 The decision of the Board or of the State Textbook and Instructional Materials Quality Commission
- 4 regarding any particular book shall be binding for a minimum of two (2) years from the date of final
- 5 determination. Any book removed from a school library by the Board or the State Textbook and
- 6 Instructional Materials Quality Commission pursuant to this policy shall be removed from all District
- 7 schools in the corresponding grade band(s).
- 8 The amendments to this policy shall become effective **July 1, 2025**. ~~July 1, 2024~~

Legal References

1. [TCA 49-6-3803](#)
2. [Board of Education, Island Trees Union Free School District No. 26 v. Pico, 457 U.S. 853, 102 S. Ct. 2799 \(1982\)](#)

Cross References

Textbooks and Instructional Materials 4.401



POLICY REVIEW OR CREATION REQUEST

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

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

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

4.202 Special Education

Brief summary of the proposed addition or changes:

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

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

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

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

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

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

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

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

Brief justification of why additions or changes needed or required:

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

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

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

Tony Bostic

3/28/25

Name of Individual Submitting Policy for Review

Date

Williamson County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Child Find and Special Education	Descriptor Code: 4.202	Issued Date: 04/16/19
		Rescinds: 4.202	Issued: 06/18/01

1 *CHILD FIND*

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

7 *SPECIAL EDUCATION*

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

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

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

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

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

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

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

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

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

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

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

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

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

19 ***SERVICE DELIVERY LOGS***

20 *WCS shall establish and maintain service delivery logs (SDL) to document the provision of all special*
21 *education services as outlined in the student's IEP, including but not limited to, direct instruction,*
22 *consultation services, and related services.*

23 *The log must include the following information for each service session:*

- 24 *• Date of Service*
- 25 *• Start and End Time of Service*
- 26 *• Duration*
- 27 *• Brief Description of Service Delivered*
- 28 *• Name of Provider(s) Providing the Service*
- 29 *• Location of Service*
- 30 *• Any Notes or Comments (e.g., adjustments, student progress, etc.)*

31 *Should there be any deviation from the scheduled service time or schedule, it must be documented*
32 *with a brief explanation. All special education services must be provided in accordance with the*
33 *student's IEP, ensuring that the specified minutes for each service are met consistently throughout*
34 *the academic year. SDLs should be regularly reviewed by the special education team to ensure full*
35 *compliance with IEP goals and service delivery. Responsibility for maintaining SDLs belongs to the*
36 *staff member delivering the service to maintain accurate, timely, and complete logs. SDLs should be*
37 *maintained for a minimum of three (3) years.*

38

39

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

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

- 4 1. Education placement decisions for all student, including students with disabilities, shall be
5 made based on the instructional needs of the students;
6
- 7 2. Joint staff development and training shall be provided for general education and special
8 education teachers (models, strategies and interventions) for maintain an inclusive classroom;
9
- 10 3. ~~Interactive planning sessions~~ ***Collaboration*** shall be facilitated with special education and
11 general education teachers as well as paraprofessionals, ***and parents/guardians*** regarding each
12 student's IEP;
13
- 14 4. Training shall be provided for general education teachers on modifications and
15 accommodations to the IEP;
16
- 17 5. All students in the general education classroom shall have access to the standard textbooks and
18 instructional materials used in the class with alternative or supplemental materials provided as
19 needed.
20
- 21 6. Resources, supports, supplemental aid and materials shall be provided to help students progress
22 in the general curriculum and be successful in the general education classroom (e.g. assistive
23 technology devices and services, paraprofessional support, adaptation in the classrooms, etc);
24
- 25 7. Needed technical assistance shall be provided to general education teachers in order to address
26 the needs of individual students; and
27
- 28 8. Training for paraprofessionals is provided to ensure that they acquire the knowledge and skills
29 necessary to assist students in the general education classroom.
30

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

34

Legal References

1. ***Education of Individuals with Disabilities, 20 USCA Sections 1400-1485; 34 CFR § 300.111; TRR/MS 0520-01-09***
2. TRR/MS 0520-01-09
3. TCA 49-10-101 et seq.

Cross References

- Compulsory Attendance Ages 6.201
Alternative School Program 6.319
Student Communicable Diseases 6.403
Acquired Immune Deficiency Syndrome 6.404

4. Education of Individuals with Disabilities, 20 USCA
Sections 1400-1485; Section 504 of the Rehabilitation
Act of 1973
5. *Public Acts of 2025, Chapter No. ____*



POLICY REVIEW OR CREATION REQUEST

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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:

1 *General*

2
3 *To establish the rights of students and parents/guardians to access and retain academic assessments,*
4 *and to promote student learning through opportunities for reflection and correction.*

5 6 *STUDENT ACCESS TO TESTS AND QUIZZES*

7
8 *Students shall be permitted to review and retain copies of their tests and quizzes after all assessments*
9 *for a particular class section have been administered. This access is intended to facilitate learning*
10 *through review of missed questions, support parental/guardian engagement in student academic*
11 *progress, and enable effective preparation for future assessments.*

12 13 *Exceptions:*

14
15 *The following assessments may be excluded from at the discretion of the school administration or*
16 *district administration:*

- 17 *1. Common Formative Assessments (CFAs): Where CFAs are collaboratively developed,*
18 *intentionally reused, and designed to measure specific standards consistently across sections,*
19 *access may be limited to in-class review only.*
- 20 *2. Final Exams: Because final exams typically conclude a course and have limited value for*
21 *future study, they may be withheld from permanent student possession. However, students*
22 *shall be provided an opportunity to review final exam results in a supervised setting.*

23 24 *Procedures for Student and Parent/Guardian Access to Tests and Quizzes:*

- 25
26 *1. Teachers shall release copies of tests and quizzes to students after all students in the course*
27 *section have completed the assessment.*
- 28 *2. Where exceptions apply, schools shall ensure that students have a meaningful opportunity to*
29 *review their performance in class.*
- 30 *3. Parents/guardians may request to review any assessment in accordance with FERPA rights*
31 *and WCBOE policies, and district procedures. In the case of restricted assessments (CFAs,*
32 *finals), such reviews may be supervised and/or limited to on-site access.*
- 33 *4. All teachers must clearly communicate their classroom assessment return policy to students*
34 *and parents/guardians at the beginning of each course.*

TEST CORRECTIONS AND GRADE RECOVERY

All students shall be provided the opportunity to complete test corrections on any assessment, except for final exams, to demonstrate improved mastery of the content and recover partial credit.

Guidelines:

- 1. Students may earn back up to 50% of the points missed on any eligible test by completing corrections that include:***
 - a. An accurate, corrected response to the question.***
 - b. A brief written explanation of the correct answer or the reasoning behind it.***
- 2. Test corrections must be completed within a reasonable timeframe set by the teacher, typically within one week of the graded test being returned.***
- 3. The opportunity to complete test corrections shall be extended to all students, regardless of the original test score.***

Example:

A student who scores 70% on a test may recover up to 15 percentage points by correctly completing corrections, raising the score to a maximum of 85%.

Exceptions:

- 1. Final exams are excluded from test correction opportunities.***
- 2. Group-based or performance assessments may be excluded at the teacher's discretion, with prior notice given to the student.***

Legal References

1. 20 U.S.C. § 1232g
2. TCA 49-6-7003

Cross References

Student Records 6.600
Inspection and Correction of Records 6.602

Williamson County Board of Education

Monitoring : Review: Annually, in July	Descriptor Term: Code of Conduct for School Board Members	Descriptor Code: 1.2021	Issued Date: 11/28/22
		Rescinds: 1.1061	Issued: 11/15/21

ARTICLE I. MY RELATIONS TO OUR STUDENTS

2 **Section 1.** I will at all times think in terms of "students first," always determining other important things
according to how they affect the education and development of students.

3 **Section 2.** I will seek to provide equal opportunities for all students in academics, the arts, and
4 athletics.

ARTICLE II. MY RELATIONS WITH OUR COMMUNITY

6 **Section 1.** I will fairly appraise and support both present and future educational needs.

7 **Section 2.** I will represent at all times the entire school community and refuse to represent special
interests or partisan politics.

8 **Section 3.** I will maintain open lines of communication with the community.

9 **Section 4.** I will refrain from using district resources to actively campaign for any candidate for
10 elected office.

11 **Section 5.** I will refer to other board members, staff, students, and the public with respect including
when using social media.

ARTICLE III. MY RELATIONS TO OUR DISTRICT EMPLOYEES

13 **Section 1.** I will support the employment of those persons best qualified to serve in our district.

14 **Section 2.** I will strive to secure resources that allow our employees to perform with excellence.

15 **Section 3.** I will celebrate employee accomplishments and refrain from public critique.

ARTICLE IV. MY RELATIONS WITH OTHER BOARD MEMBERS

17 **Section 1.** I will recognize that authority rests only with the Board in official meetings and that the
18 individual member has no legal status outside of such meetings.

19 **Section 2.** I will at all times comply with the Tennessee Open Meetings Act (the "Sunshine Law").

20 **Section 3.** I will make final decisions only after full discussion of matters at a Board meeting.

21 **Section 4.** I will respect the opinion of other members and will accept the principle of "majority rule."

1 **Section 5.** I will attend all regularly scheduled Board meetings, insofar as possible, and become
informed concerning the issues to be considered at those meetings.

2 **Section 6.** I will work with other Board members to establish effective Board policies and to delegate
authority for the administration of the schools to the Superintendent.

3 **Section 7.** I will refrain from public critique of fellow board members, outside of Board deliberations,
4 in any other public forum, including social media.

5 **ARTICLE V. MY RELATIONS WITH OUR SUPERINTENDENT**

6 **Section 1.** I will support full administrative authority as well as responsibility for the Superintendent to
properly discharge all professional duties.

7 **Section 2.** I will support Superintendent accountability for working and requiring staff to work within
8 the framework of policies set by the Board.

9 **Section 3.** I will refer all complaints and concerns to the Superintendent.

10 **Section 4.** I will refrain from public critique of the Superintendent, outside of Board deliberations, in
11 any other public forum, including social media.

16 **ARTICLE VI. MY RELATIONS TO MYSELF**

17 **Section 1.** I will inform myself about my duties and responsibilities and current educational issues by
18 individual study and through participation in programs providing needed information.

19 **Section 2.** I will avoid being placed in a position of conflict of interest.

20 **Section 3.** I will refrain from using my position on the Board for personal or partisan gain.

21 **Section 4.** I will take no action that will compromise the Board, the District or administration.

22 **Section 5.** I will respect the confidentiality of information that is privileged under applicable law.

23 **Section 6.** I will avoid putting myself in situations that might give the appearance of speaking for the
24 entire Board. However, the Board Chair shall speak for the Board when acting as the official
25 spokesperson pursuant to WCSB policy 1.502.