



Williamson County Board Policy Committee

September 8, 2026 6:00 PM

Williamson County Administrative Complex Training Center, 1st Floor

1. Agenda

2. Board Policies Second Reading

- a. 6.415 Applied Behavior Analysis Private Pay in Schools
(New)

3. Policy for Discussion

- a. 5.802 Qualifications and Duties of Superintendent



Williamson County Schools Board Policy Review or New Policy

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

Recommended by: Seth Wilson

Title: WCS General Counsel

Date Submitted to General Counsel: July 29, 2026

Recommendation: New ☒ X, Revise, or Delete ☐ the following Policy number and title:

6.415 Applied Behavior Analysis Private Pay Services in Schools

Brief summary of the proposed changes:

Tennessee Public Chapter 1112 requires all LEAs to “allow a private pay provider who is under contract with a parent or legal guardian of a student with autism spectrum disorder or developmental delays who is enrolled in the LEA... access to the student during the school day to provide the student with private pay services in educational settings, including, but not limited to, classroom settings; provided, that the educational settings in which private pay services are provided do not conflict with the student's educational placement.” *See* T. C. A. § 49-10-1502(a).

“Private pay provider” is defined as “a licensed behavior analyst, registered behavior technician, or licensed assistant behavior analyst who provides applied behavior analysis to a student, is not employed or contracted directly by the LEA... and is compensated privately by the student's family or by an external entity.” *See* T. C. A. § 49-10-1501(5).

The Public Chapter further provides that “[a]n LEA...shall adopt and implement a policy for operationalizing private pay services in the LEA...” and thereafter lists requirements for what the “policy adopted pursuant” to PC1112 “must establish...” *See* T. C. A. § 49-10-1502(h). Those requirements include a process for how private pay providers will communicate with a student’s IEP team, professional expectations of the private pay providers in the school or classroom setting, a process for discontinuing or terminating private pay services if an LEA determines they must be discontinued or terminated for cause, and an appeal process where a student’s parent or legal guardian may seek a resolution when the LEA disagrees with the private pay provider or the provision of private pay services. *Id.* Accordingly, each of the requirements outlined under Public Chapter 1112 are included in this new proposed policy “6.415 Applied Behavior Analysis Private Pay Services in Schools.”

A draft of the proposed policy which highlights which sections directly come out of Public Chapter 1112, and which parts come out of requirements provided under Public Chapter 1112 for each LEA to determine, and which includes comments showing how the parts of the proposed policy correspond with the sections of Public Chapter 1112, is being provided to the Board for reference.

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

A new policy is needed due to the passage of Tennessee Public Chapter 1112 [*See* <https://publications.tnsosfiles.com/acts/114/pub/pc1112.pdf>] which has since been codified as T. C. A. §§ 49-10-1501 and 49-10-1502 and which requires each LEA to adopt and implement a policy for operationalizing private pay services in the LEA..." *See* T. C. A. § 49-10-1502(h). Public Chapter 1112 required the Tennessee Department of Education ("TDOE") to provide "guidelines and best practices to facilitate the implementation of this section" and to "distribute the guidelines and best practices to each LEA..." *See* T. C. A. § 49-10-1502(j). On or around July 10, 2026, the Tennessee Department of Education released its guidelines and best practices, which can be found here- [Best Practices for Implementation of Private Pay Providers and Behavioral Services in Schools](#). TDOE then provided training sessions on its guidelines and best practices on July 21, 2026, and July 24, 2026. This proposed new policy is in accordance with Public Chapter 1112 as well as the guidelines and best practices provided by TDOE in July 2026.

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.

Williamson County Board of Education

Monitoring:

Review: Annually, in
June

Descriptor Term:

Applied Behavior Analysis Private Pay Services in Schools

Descriptor Code:

6.415

Issued Date:

draft

Rescinds:

Issued:

1 GENERAL

2 This policy applies to "private pay providers" who provide private pay services to a student with
3 autism spectrum disorder or developmental delays during the school day in the educational
4 setting.¹ "Private pay provider" means a licensed behavior analyst, registered behavior technician,
5 or licensed assistant behavior analyst, who is not employed or contracted directly by Williamson
6 County Schools ("WCS"), and who is under contract with and compensated privately by a student's
7 family or by an external entity.¹ "Private pay services" means applied behavior analysis (ABA) provided
8 by the private pay provider on the grounds of WCS in which the student receiving the applied behavior
9 analysis is enrolled.¹ "Applied behavior analysis" ("ABA") means the design, implementation, and
10 evaluation of environmental modifications by a behavior analyst to produce socially significant
11 improvements in human behavior.²

12 WCS will allow private pay providers to provide private pay services to students with autism spectrum
13 disorder or developmental delays during the school day to the extent that such services align with the
14 student's educational and developmental needs and do not conflict with a student's educational
15 placement.³ Nothing in this policy shall be interpreted to grant private pay providers decision-making
16 authority regarding a student's educational program, placement, access to educational settings, or
17 operation procedures within the school environment.

18 While on WCS property providing services to students, private pay providers shall adhere to: (1)
19 the requirements and professional expectations established in a fully executed memorandum of
20 understanding ("MOU") with WCS; (2) Williamson County Board of Education policies; and (3)
21 all applicable state and federal laws, rules and regulations.

22 Private pay providers are prohibited from providing services to, collecting data on, or interacting with
23 (other than incidental or naturally occurring interactions) other students on WCS property who are not
24 directly receiving private pay services from that private pay provider. Any interactions with school
25 staff shall not cause disruption to the educational environment or the provision of educational
26 instruction. Private pay providers are required to adhere to student confidentiality laws for any
27 student the private pay provider encounters while providing services in the educational setting. A
28 licensed behavior analyst, provided by the private pay provider, must supervise the private pay
29 services delivered during the school day.³

30 APPROVAL PROCESS/COORDINATION WITH SCHOOL PERSONNEL

31 Parents/legal guardians may request the provision of private pay ABA services for a student with
32 autism spectrum disorder or developmental delays during the school day by providing a written request

to the principal of the school where the student is enrolled. The school principal will direct all such requests to the WCS Student Support Services department. The WCS Student Support Services department will coordinate with the parent/legal guardian and private pay provider regarding the requirements to approve private pay services in the educational setting, including executing an MOU before the provision of private pay services.

The private pay provider shall comply with all background check, criminal checks, and fingerprinting requirements pursuant to Williamson County Board of Education policy 5.118, T. C. A. § 49-5-413 and Tenn. Comp. R. & Regs. 0520-01-02-.31(7) prior to the private pay provider starting private pay services in the school setting and shall coordinate with WCS to provide proof of compliance.⁴ Upon providing such proof, the private pay provider shall provide WCS with proof of licensure, certification, and professional insurance that covers the school as an additional insured party before providing any services on WCS premises.⁴

The student's parent/legal guardian must provide: (1) written consent acknowledging that the private pay services have been selected by the parent/legal guardian and are not being provided by the school district; (2) a waiver of liability waiving liability on the school district for acts or omissions arising solely from the private pay provider; and (3) a release of information, on a form approved by WCS, to allow school personnel to communicate directly with the private pay provider.⁵

Upon receipt of parental consent for private pay services, private pay providers shall coordinate with the WCS Student Support Services department to provide the information needed to determine the schedule allowed for private pay services in the school setting. School district personnel, in consultation with the relevant IEP team members for the student (if applicable), will provide the parent with notice of the approval/denial of private pay services, including the schedule for private pay services during the school day and the future contact person for the parent/legal guardian regarding the provision of private pay services.³ Decisions regarding scheduling and location of services shall be individualized and focused on allowing the student to meaningfully access educational opportunities while complying with all requirements to provide a free appropriate public education (FAPE) in the student's least restrictive environment.^{3&6} Private pay services may be limited in time/duration if the private pay services (1) would disrupt the overall classroom environment or the delivery of instruction, (2) would disrupt the student's access to the general curriculum, (3) would fragment the student's schedule in a way that would reduce the student's access to the general education program or the student's core curriculum, (4) conflict with the student's educational and developmental needs, or (5) if applicable, would disrupt the student's ability to receive his/her IEP services required to receive a FAPE in his/her educational placement. For students who have an IEP, private pay services can only supplement, not supplant, any requirements in a student's IEP.^{3&6}

The Superintendent of Schools will develop administrative procedures to implement this policy and in accordance with T. C. A. § 49-10-1502.

TERMINATION OF SERVICES

When a school has objective data or documented observations indicating that the delivery of private pay services is substantially interfering with instruction, student engagement, or classroom

management, the school should convene a meeting with the parent/guardian, designated school personnel, and the private pay provider to discuss the concerns, review relevant data, and identify possible adjustments to the service delivery model designed to reduce disruption while continuing to support the student's needs.⁷

Services of the private pay provider may be discontinued or be terminated for cause.⁷ Termination shall be based on either: violation of the terms of the MOU, violation of Williamson County Board of Education policies, safety concerns, and/or violations of state or federal laws, rules and/or regulations.⁷ If concerns persist despite reasonable corrective efforts, or if the private pay provider's conduct presents an immediate risk to student safety, confidentiality, instruction, or school operations, the private pay services may be discontinued or terminated for cause.⁷ If discontinuation or termination for cause is necessary, the WCS Student Support Services department shall provide the parent/legal guardian with a letter outlining the reason for the termination.

APPEALS PROCESS

If a parent/legal guardian disagrees with a decision of the school district regarding the provision of private pay services, an appeal of such decision may be filed in writing with the Superintendent of Schools.⁷ The Superintendent of Schools or his/her Designee will review the appeal of the parent/legal guardian along with any information provided by WCS staff and make a final determination on the matter within ten (10) school days of receipt of the appeal.

Legal References

1. [T. C. A. § 49-10-1501](#)
2. [T. C. A. § 49-10-1501](#); and [T.C.A. § 68-11-302\(9\)](#)
3. [T. C. A. § 49-10-1502](#)
4. [T. C. A. § 49-10-1502\(i\)](#)
5. [T. C. A. § 49-10-1502\(d\)](#)
6. [20 U.S.C. § 1400, et. seq.](#)
7. [T. C. A. § 49-10-1502\(h\)](#)



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 ☐ _____ Margie Padgett _____

Date Submitted to General Counsel: _____ 8.18.26 _____

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

5.802 Qualifications and Duties of Superintendent

Brief summary of the proposed addition or changes:

I added some wording to line 4. At the end of the document, I have added a couple minimum qualifications, but would like to entire board to discuss what else might need to be added before we start the superintendent search.

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.

Margie Padgett
Name of Individual Submitting Policy for Review

8.18.26
Date

Williamson County Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Qualifications and Duties of the Superintendent of Schools	Descriptor Code: 5.802	Issued Date: 08/16/21
		Rescinds: 5.802	Issued: 09/16/19

REPORTS TO: The Board of Education

SUPERVISES: All administrative and supervisory personnel in the district

JOB GOAL: To provide leadership in developing and maintaining the best possible educational programs and services to support student success for all students.

SCOPE OF RESPONSIBILITY: The management responsibilities of the Superintendent of Schools shall extend to all activities of the district, to all phases of the educational program, to all aspects of the financial operation, to all facility management, and to the conduct of such other duties as may be assigned by the Board. The Superintendent of Schools may delegate these duties together with appropriate authority but may neither delegate nor relinquish ultimate responsibility for results or any portion of accountability.

ESSENTIAL FUNCTIONS

General Administrative

1. Provides leadership in identification of priorities and assures that all activities reflect those board-established priorities.
2. Prepares and recommends short and long-range plans for Board approval and implements those plans when approved.
3. Prepares, in conjunction with the Chair, agenda recommendations relative to all matters requiring board action, including all facts, information, options, and reports needed to assure informed decisions. Provides advice and counsel to the Board on matters before it.
4. Attends all regular and special meetings of the Board and keeps a complete and accurate record of the proceedings of all meetings of the Board and of its official acts.
5. Recommends drafts of new policies or changes to the Board. Anticipates potential problems. Recommends policies or courses of staff action.
6. Develops administrative procedures to implement board policy or for the items deemed necessary for the efficient operation of the schools and disseminates these procedures to appropriate staff.
7. Keeps the Board informed regarding development in other districts or at state and national levels that would be helpful to the district.

1 8. Ensures that all local, state, and federal standards for the health and safety of the students and
2 staff are maintained and that required reports are maintained.

3 9. Fulfills all statutory obligations and implements the education law of the State of Tennessee and
4 the rules and regulations of the State Board of Education.¹

5 **Financial Management**

6 1. Provides direction to and supervision of school business functions. Encourages development and
7 implementation of sound business practices. Continually assesses business practices to achieve
8 efficiency.

9 2. Prepares with the Chair of the Board, as members of the executive committee, the annual budget
10 and submits it to the Board for approval. Presents approved budget to the appropriate local
11 funding body for adoption.

12 3. Makes appropriate written reports for the Board, detailing all receipts and expenditures of the
13 public school funds, and submits them to the local funding body.

14 4. Ensures that funds are spent prudently by providing adequate control and accounting of the
15 district's financial and physical resources.

16 **Personnel Administration**

17 1. Establishes lines of authority which shall be approved by the Board and shown on the system
18 organization chart. Lines of authority shall not restrict the practical working relationships of all
19 staff members at all levels.

20 2. Employs such personnel as may be necessary within the limits of budgetary provisions and
21 recommends to the Board teachers who are eligible for tenure.

22 3. Develops recruitment procedures to assure well-qualified applicants for professional and non-
23 professional positions.

24 4. Assigns and transfers employees as the interest of the district may dictate and reports such action
25 to the Board for information and record.

26 5. Holds meetings of teachers and other employees as necessary for the discussion of matters
27 concerning the welfare and improvement of the schools.

28 6. Communicates directly, or through delegation, all actions of the Board relating to personnel
29 matters to all and receives employees' communications to be made to the Board.

30 7. Evaluates principals annually.

31 8. Informs the Office of Educator Licensing of licensed educators or educators who have a
32 temporary teaching permit who have been suspended or dismissed, who have resigned,
33 following allegations of conduct, including sexual misconduct, which, if substantiated, would

warrant consideration for license suspension or revocation, or who have been convicted of a felony. The report shall be submitted within thirty (30) days of the suspension, dismissal, or resignation or of receiving knowledge of the felony conviction.²

9. Informs the Office of Educator Licensing of licensed educators or educators who have a temporary teaching permit who have been suspended or dismissed, who have resigned, following allegations of conduct, including sexual misconduct, which, if substantiated, would warrant consideration for license suspension, revocation, or formal reprimand or who have been convicted of a felony. The report shall be submitted within thirty (30) days of the suspension, dismissal, or resignation or of receiving knowledge of the felony conviction.²

Instructional Leadership

1. Serves as the chief school executive. Ensures the development and maintenance of a positive educational program designed to meet the needs of the community and to carry out the policies of the Board. Ensures that a system of thorough and efficient education, as defined by state law, is available to all students.
2. Recommends to the Board for its adoption all courses of study, curriculum guides, and major changes in tests and time schedules to be used in the schools.
3. Oversees the timely revisions of all curriculum guides and courses of study.
4. Develops guidelines and direction for monitoring the effectiveness of existing and new programs.
5. Conducts a periodic audit of the total school program and advises the Board of recommendations for the educational advancement of the schools.
6. Seeks out available sources for grant funding to support programs and projects.
7. Ensures that the goals of the school system are adequately reflected in its educational program and operations.

Community/Public Relations

1. Promotes community support of the schools. Interprets district programs and services, reports, plans, events, and activities of interest and solicits community opinions regarding school and educational issues.
2. Identifies available community resources and links to social service agencies that support education and healthy child development.
3. Develops strategies to promote parental involvement in their student's education and provides opportunities for parent-teacher interaction.
4. Maintains contact and good relations with local media. Acts as the Board's spokesperson.

1 5. Ensures that the district interests will be represented in meetings and activities of municipal and
2 other governmental agencies.

3 6. Represents the school district and its interests in community organizations, activities, and
4 projects.

5 **TERMS OF EMPLOYMENT:** Serves in accordance with the terms of the contract between the Board
6 and the Superintendent of Schools. Salary to be determined by the Board. The Superintendent of Schools
7 shall be employed by the Board under written contract for a maximum of four (4) years, which may be
8 renewed.

9 **EVALUATION:** Performance of this job will be evaluated in accordance with provisions of state law
10 and the Board's policy on evaluation of the Superintendent of Schools.

11 **GENERAL REQUIREMENTS:** The above statements are intended to describe the general nature and
12 level of work being performed by the person assigned to this position. They are not intended to be a
13 complete list of responsibilities, duties, and skills required of personnel so assigned.

Minimum Qualifications

- Has a minimum of 10 years of experience working in a educational setting.
- Holds a valid educational administration license.

Legal References

1. TCA 49-2-301
2. TRR/MS 0520-02-03-.09(2); TCA 49-5-417(c);
Public Acts of 2021, Chapter No. 211

Cross References

Executive Committee 1.301
Job Descriptions 5.103
Application and Employment 5.106
Evaluation of the Superintendent of Schools 5.803