



BILL LEE
GOVERNOR

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
NINTH FLOOR, ANDREW JOHNSON TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-0375

LIZZETTE REYNOLDS
COMMISSIONER

Via Electronic Mail

September 29, 2026

Diana Monroe, Director of Schools
Clay County Schools
520 South Brown Street
Celina, TN 38551

Dear Director Monroe:

I am in receipt of your waiver request for Summer Learning Camp Funds Carryover for High-Dosage, Low-Ratio Tutoring pursuant to T.C.A. § 49-6-1503(c)(2). The request seeks approval to use remaining 2026 Summer Programming funds to provide high-dosage, low-ratio tutoring services in literacy and/or mathematics to additional students identified as at risk of performing below grade level, after ensuring all students required to be served under T.C.A. § 49-6-3115 have been served.

After review of the information submitted, and with the understanding that Clay County Schools will continue to prioritize all students required to receive tutoring services under T.C.A. § 49-6-3115, your request for a waiver of the limitation contained in T.C.A. § 49-6-1503(c)(2) is hereby granted for the 2026-27 school year.

If applicable and specifically requested in the waiver application, approval also extends to the waiver of the required number of weeks (12) for the fall semester as outlined in the assurances for the 2026 Summer Programming Extension Grant Application.

Please do not hesitate to contact the department if you have any questions.

Sincerely,

Lizzette Reynolds CB

Lizzette Reynolds
Commissioner



Summer Learning Camp Funds Carryover for High-Dosage, Low-Ratio Tutoring Waiver Request Application

Pursuant to T.C.A. § 49-6-1503(c)(2), funding for after-school learning mini-camps, learning loss bridge camps, and summer learning camps must first be used for the purposes outlined in T.C.A. § 49-6-1503(c)(1). Any remaining funds may be used by LEAs or public charter schools to provide tutoring required by T.C.A. § 49-6-3115. T.C.A. § 49-6-3115 requires tutoring services for students that were retained in grades K-3 and students required to be tutored as part of a promotion pathway in grades 4-5.

This specialized waiver application is to be used by local education agencies (LEAs) to request a waiver of the provision in T.C.A. § 49-6-1503(c)(2) limiting the use of the remaining funds from 2026 Summer Programming to students that were retained in grades K-3 and students required to be tutored as part of a promotion pathway in grades 4-5.

This specialized waiver request is designed to allow the remaining funds from 2026 Summer Programming to be spent on tutoring services for students to provide high-dosage, low-ratio tutoring services in literacy and/or math to additional students at-risk of performing below grade level upon the condition that the LEA has ensured that any students required to be served by T.C.A. § 49-6-3115 have been served first.

In addition, the LEA may request to waive the required number of weeks (12) for the fall semester as outlined in the assurances for the 2026 Summer Programming Extension Grant Application.

To apply for a waiver, email the completed form to Education.Waivers@tn.gov. Following review by the commissioner, the requestor will be notified in writing if the waiver request is approved or denied. Unless otherwise stated, all waivers granted by the commissioner shall be granted for one-year terms.

District Name

Clay County

School Name, if applicable

Celina K-8 School ; Hermitage Springs School

School Address, if applicable

Clay County Schools
520 Brown Street
Celina, TN 38551

Celina K-8
1324 Mitchell Str
Celina, TN 38551

Hermitage Springs
175 80 Clay City Hwy
RBS, TN 37150



Director of Schools/Head of School Email Address

monroed@clayedu.com

Director of Schools/Head of School Printed Name

Diana Monroe

Director of Schools/Head of School Signature & Date

Diana Monroe

1. ☒ The LEA is requesting a waiver of the provision in T.C.A. § 49-6-1503(c)(2) limiting the use of the remaining funds from 2026 Summer Programming to students that were retained in grades K-3 and students required to be tutored as part of a promotion pathway in grades 4-5.

2. ☒ The LEA is requesting a waiver of the required number of weeks (12) for the fall semester as outlined in the assurances for the 2026 Summer Programming Extension Grant Application.

3. **Explanation of how the statutory requirement limits the LEA's ability to meet student needs:**
Provide an explanation of why the waiver is needed and how approval of the waiver would support improving academic outcomes for eligible students. Please include a description of how the LEA will prioritize students for high-dosage, low-ratio tutoring including data sources, grade levels, and content areas.

Waiver Need and Rationale

Clay County Schools is requesting approval of this waiver to ensure that students in kindergarten through fifth grade who have been retained or are on a promotion pathway receive the required tutoring and instructional support necessary to address identified academic gaps and improve their likelihood of meeting grade-level expectations. These students represent a high-priority population because their academic performance indicates a need for additional, targeted instruction beyond the core instructional program. Providing high-dosage, low-ratio tutoring will allow the district to deliver more intensive, individualized support aligned to each student's identified areas of need in English Language Arts (ELA) and Mathematics, specifically delivered by relevant grade level, licensed teachers..

The waiver will support the district's ability to organize tutoring services in a manner that is responsive to multiple measures of student performance and that complements, rather than duplicates, existing intervention structures. The district will use a systematic, data-informed process to identify and prioritize students who demonstrate the greatest need for additional tutoring. This process will include students in kindergarten through fifth grade and will address both ELA and Math.

Student Identification and Prioritization

The district will prioritize students for high-dosage, low-ratio tutoring using multiple sources of academic data. Student eligibility and priority will be reviewed at the school level by appropriate instructional teams, including administrators, teachers, interventionists, and other personnel responsible for monitoring student progress.

For the 2026–27 school year, the district will use the following data sources to identify and prioritize students:

- **Fall 2026 aimsweb universal reading screener data** will be used to identify K–5 students demonstrating significant reading skill deficits or performance indicating a need for additional support.
- **Winter 2026 aimsweb universal reading screener data** will be used to evaluate progress and identify students who continue to demonstrate substantial reading needs despite core instruction and/or existing interventions.
- **Fall 2026 MAP assessment data** will provide information regarding student achievement and instructional needs in ELA and Math.
- **Winter 2026 MAP assessment data** will be used as an additional measure of student growth and achievement and will help identify students whose performance continues to indicate a need for intensive support.
- **April 2026 TCAP approaching scores in ELA and Math** will be reviewed to identify students who were approaching, but had not yet demonstrated, proficiency. Students identified through these results will receive additional consideration for tutoring if they are not already participating in required tutoring services or Tier 2–4 intervention groups.
- **Retention and promotion-pathway status** will be considered as an additional indicator of need. Students who have been retained or are on a promotion pathway will be reviewed to determine whether high-dosage tutoring is necessary to address unfinished learning and support successful progression toward grade-level expectations.

Priority will be given to students who demonstrate the greatest level of academic need across multiple data sources. Students with evidence of significant and persistent skill deficits, particularly those whose performance is below

grade-level expectations across multiple assessments, will be considered for high-dosage, low-ratio tutoring before students with less intensive needs.

Coordination With Existing Interventions

The district will coordinate tutoring placement with existing instructional and intervention systems to ensure that services are targeted and that students receive the appropriate level of support. Students already receiving required tutoring or participating in Tier 2–4 intervention groups will be reviewed to determine whether their current services adequately address their identified needs. The district will avoid unnecessary duplication of services while ensuring that students with substantial academic needs have access to sufficient instructional time and intensity.

Students who are at risk of not meeting proficiency, as indicated by their **April 2026 TCAP approaching scores in ELA and Math**, will receive particular attention during the student-review process. If these students are not already being served through required tutoring groups or Tier 2–4 intervention groups, the district will review their most recent aimsweb and MAP results and prioritize them for tutoring when the data demonstrate an ongoing need.

High-Dosage, Low-Ratio Tutoring Model

Tutoring funded or authorized through the waiver will be structured to provide high-dosage, low-ratio instruction so that eligible students receive frequent opportunities for explicit instruction, guided practice, feedback, and progress monitoring. Instruction will be aligned with students' identified skill deficits and with grade-level ELA and Math standards.

Tutoring groups will be intentionally maintained at a low student-to-tutor ratio whenever possible to allow tutors to differentiate instruction, respond to individual student misconceptions, and provide timely corrective feedback. Student placement will be flexible and data driven, allowing students to enter, continue, intensify, or exit tutoring based on demonstrated need and progress.

Progress monitoring will be used throughout the tutoring cycle to determine whether students are responding to instruction. Instructional teams will periodically review student performance and adjust tutoring supports as appropriate. This process will allow the district to direct resources toward students with the greatest demonstrated need while ensuring that tutoring remains focused on measurable academic growth.

Expected Impact on Academic Outcomes

Approval of the waiver will provide Clay County Schools with the flexibility needed to ensure that students who have been retained or are on a promotion pathway receive timely and sufficiently intensive academic support. By combining universal screening results, achievement and growth data, TCAP performance indicators, retention/promotion status, and existing intervention information, the district will be able to identify students who require additional support and prioritize services based on documented academic need.

The primary goal of the waiver is to accelerate academic growth and reduce the likelihood that eligible students will continue to experience significant gaps in ELA and Math. High-dosage, low-ratio tutoring will provide additional instructional opportunities for students to strengthen foundational skills, address unfinished learning, increase mastery of grade-level content, and demonstrate measurable progress toward proficiency.

Through this data-informed approach, Clay County Schools will establish a continuous cycle of **identification, targeted tutoring, progress monitoring, and adjustment of services**. The waiver will therefore directly support our district efforts to improve academic outcomes for eligible K–5 students and increase the number of students successfully progressing toward grade-level expectations and proficiency in ELA and Math.