



BILL LEE
GOVERNOR

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
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710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-0375

LIZZETTE REYNOLDS
COMMISSIONER

Via Electronic Mail

September 28, 2026

Russell Dyer, Director of Schools
Collierville Schools
215 W. Poplar Avenue
Collierville, TN 38017

Dear Director Dyer:

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 Collierville 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

Collierville Schools

School Name, if applicable

215 W. Poplar Ave., Collierville, TN 38017

School Address, if applicable



Director of Schools/Head of School Email Address

rdyer@colliervilleschools.org

Director of Schools/Head of School Printed Name

Russell Dyer

Director of Schools/Head of School Signature & Date

Russell T. Dyer 9.22.26

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.

Collierville Schools is requesting a waiver of T.C.A. § 49-6-1503(c)(2) to allow the district to use remaining 2026 Summer Programming funds to provide high-dosage, low-ratio tutoring to additional students who demonstrate significant academic need after the district has met all required tutoring obligations under T.C.A. § 49-6-3115.

Collierville Schools will first prioritize and ensure services for all students required to receive tutoring under T.C.A. § 49-6-3115, including students retained in K-3 and students in grades 4-5 who are required to participate in tutoring as part of a promotion pathway. The waiver is not intended to reduce, replace, or delay services for any student for whom tutoring is statutorily required. Rather, it will allow Collierville Schools to use remaining tutoring capacity and available carryover funds to reach additional students who demonstrate academic need but do not fall within the limited statutory categories.

Student prioritization and data sources: After all students required to receive tutoring have been served, Collierville Schools will use a multiple-measures approach to identify additional students for high-dosage, low-ratio tutoring. Priority will be given to students demonstrating the greatest academic need based on available state assessment data, district benchmark assessment data, classroom performance, progress-monitoring data, and intervention data. This approach is consistent with the district's current focus on using data to strengthen Tier I instruction and tiered interventions in the elementary grades.

Grade levels and content areas: Collierville Schools will prioritize elementary students in grades K-5 with demonstrated needs in literacy and/or math after required students have been served. Student placement will be based on identified skill deficits and the strength of the student's demonstrated need rather than solely on retention or promotion-pathway status. The waiver will allow students who are below grade-level expectations, but who do not meet the narrow statutory eligibility criteria, to access an intensive intervention that may otherwise be unavailable to them through these funds.

Tutoring will be provided using the high-dosage, low-ratio model, allowing instruction to be targeted to specific student skill gaps and aligned to students' core instruction. The State's 2026-27 tutoring guidance emphasizes identifying students, establishing instructional priorities, providing aligned tutoring, and then monitoring student progress and program effectiveness throughout the tutoring cycle. Collierville Schools will similarly use ongoing progress-monitoring and classroom data to evaluate student response to tutoring and make instructional adjustments as needed.

Expected outcomes: Approval of the waiver is expected to increase access to targeted academic intervention for students with demonstrated literacy and mathematics needs while preserving first priority for every student who is statutorily required to receive tutoring. For participating students, the district expects to see measurable growth on district benchmark and progress-monitoring measures, improved mastery of identified literacy and/or mathematics skills, and movement toward grade-level expectations. Student progress will be reviewed throughout the tutoring cycle so that instruction can be adjusted based on students' response to intervention. These outcomes directly support the district's identified goal of strengthening progress monitoring and intervention services for students requiring additional academic support.