



Board of Education Regular Meeting  
May 27, 2026 6:30 PM  
Central Office Board Room  
154 Blountville Bypass  
Blountville, TN 37617

1. Call to Order
2. Director's Contract
3. Approval of the Agenda
4. Consent Agenda
  - a. Meeting Minutes from April 2, 2026
  - b. Field Trip Requests
  - c. Disposition of Materials/CTE Cosmetology
  - d. Acknowledgment of Donation from Northeast State
  - e. Collaboration on Research Study for Autism Transition Planning
  - f. ETSU GEAR UP Student Survey
5. Public Comment - Agenda Items
6. Director's Comments
  - a. Special Recognition
    - a. UTrust Mini Grant Winners
7. New Business
  - a. Policy Updates
    - a. Policy 1.404 Appeals to and Appearances Before the Board - Waiver of Rules/Adopt on 1st Reading
    - b. Policy 1.901 Charter School Applications - Waiver of Rules/Adopt on 1st Reading
    - c. Policy 6.411 Student Wellness - Waiver of Rules/Adopt on 1st Reading
  - b. School Nutrition Program Agreement for 2026-2027
  - c. Differentiated Pay Plan
  - d. Application for Local Consolidated Plan
  - e. Personnel Position Review
  - f. Budget Amendments
    - a. General Purpose School Fund Amendment
  - g. Budget Resolutions
    - a. TVA Incentive Funds Resolutions
  - h. Grant Budgets/Revisions
    - a. Title I Part A - Revision 3
    - b. State Special Education Preschool Grant - Revision 1
    - c. CTE Perkins Basic - Revision 4
    - d. CTE Perkins Reservice - Revision 1
    - e. Innovative School Models - Revision 3

- f. FY26 Summer Learning Camps - Original
    - i. Sullivan West VFD Substation
    - j. Discussion of New Members of Ethics Committee
- 8. Public Comment - Non-Agenda Items
- 9. Board Chairman Comments
- 10. Adjournment

CTE SURPLUS ITEMS  
Board Meeting May 27, 2026

West Ridge Annex Cosmetology Class

(3) Pure Sana Black Rolling Carts-wheels are broken and they are unusable and do not work any longer- Approximate value \$50



<b>Sullivan County Department of Education Administrative Form</b>		
FORM: 2.403.F1	<b>Equipment Disposal or Transfer</b>	EFFECTIVE DATE: 07/01/2012

SCHOOL ITEM West Ridge Annex DATE 5-18-26  
Cosmetology Carts

BRAND NAME Pure Sana MODEL n/a

SERIAL # n/a SCHOOL DEPT. TAG # 47781, 47782, 47783

Debbie Madgett  
 (Signature of Principal or Designated Person)

**Complete the Appropriate Blank**

Discarded to Warehouse for **Disposal**  
 Reason for **Disposal**: wheels broken off of cabinets/carts

Discarded to Warehouse for **Transfer** (equipment in satisfactory/working condition)  
 Reason for **Transfer**:

**Transferred** to Other Location/School  
 Receiving Location/School: \_\_\_\_\_

Date: \_\_\_\_\_  
 (Authorized Signature – Receiving Location/School)

**Stolen**  
 Date: \_\_\_\_\_

Date Reported to Law Enforcement Agency: \_\_\_\_\_

**Traded/Sold** To Whom: \_\_\_\_\_  
 Date: \_\_\_\_\_ Amount Received: \_\_\_\_\_

**Distribution of Form (make appropriate copies)**  
 Copy to be kept by originating school/location (all transactions)  
 Copy to be sent to receiving school/location (equipment transferred)  
 Copy to be sent to Warehouse (all transactions)



Sullivan East High School and West Ridge High School request approval to accept donated equipment from Northeast State Community College to support their Machining Technology programs.

Both programs are actively working to expand their equipment capacity in order to provide students with increased hands-on learning opportunities that align with industry standards. The addition of this equipment will enhance instructional delivery, allow for greater student access to real-world machining experiences, and strengthen alignment with postsecondary and workforce expectations.

Acceptance of this donation will directly support program growth. Below is a description of the donated items we would like to accept.

- Haas ( East High School)
  - CNC TM1 Mill
  - Year 2011
  - s/n # 1090151
  - Approx. 2500 – 3000 lbs.
  - Estimated value \$15,000
- Ace ( West Ridge High School)
  - Surface Grinder 618A #15
  - Year 2018
  - s/n # N13100471C
  - Approx 800 – 900 lbs.
  - Estimated value \$9,000
- Brown and Sharp ( West Ridge High School)
  - Granite Surface Plate w 24" x l 36" x h 6 ¼'
  - Year 2010
  - s/n 10387A
  - Approx 400 lbs.
  - s/n
  - Estimated value \$1,500



# Project TASK

Improving Transition Planning for Students with Autism by Enhancing Access, Skills, and Knowledge of Adult Services.

## Research Participants Needed

We are recruiting **special education teachers** for **testing** of the TASK program, a **transition planning program** that will provide resources to teachers to support students with autism and their families in accessing **adult disability services**.

## Who

We are looking for special education teachers who:

- Are state-certified
- Conduct transition planning with at least one student with autism
- Work in TN

## What

To participate in the study, the teacher will:

- Help recruit 1-3 student(s) aged 14.5 years or older who have autism per their Individualized Education Program (IEP) and have at least 2 years left of high school
- Help recruit the parent(s)/legal guardian(s) of the student(s)
- Participate in research interviews, surveys, and observations during the 16-month study

If in Group B, the teacher will also:

- Attend a TASK program training
- Use the TASK program with 1-3 student(s) and/or parent(s)

AUTISM RESEARCH  
OPPORTUNITY

FOR SPECIAL  
EDUCATION TEACHERS

MAXIMUM  
COMPENSATION FROM  
\$525 to \$1075\*

FILL OUT THE  
INTEREST FORM AT  
<https://redcap.link/TASK3>

OR SCAN THE  
QR CODE



*\*Compensation is dependent upon completion of study requirements. Study requirements are determined by group assignment. Group assignment is random.*

VUMC TRANSITIONS  
LAB

Transitions@vumc.org

615-322-2943

[www.vumc.org/transitionslab](http://www.vumc.org/transitionslab)

Version: 10/20/2025

**Project TASK Phase III: Improving Transition planning for students with autism spectrum disorder by enhancing Access, Skills, and Knowledge**

## **ADMINISTRATIVE MANUAL**

### **Recruitment Process**

Participants will be recruited through multiple methods. They will be contacted via email, flyer, telephone, internet and newsletters.

Using IRB-approved recruitment methods (internet, emails, flyers, and phone scripts), the research team will first request approval from the school district or administration to conduct the study with teachers, parents, and students from their schools. Once approved, the district or administration may either distribute our IRB-approved recruitment materials (emails, flyers) to their staff or grant us permission to advertise directly to their teachers using the approved materials (emails, flyers, phone scripts)

Additionally, special education teachers will be recruited using the internet, newsletters, email, flyers, or phone scripts through contacts developed from partnerships between the Vanderbilt Kennedy Center's (VKC) Treatment and Research Institute for Autism Spectrum Disorders (TRIAD). These partnerships have resulted in relationships across TN at the school, district, and regional levels.

Teacher volunteers will not be solicited without appropriate administrator approval. Because transition meetings occur throughout the school year, all teacher participants must be recruited by the beginning of the school year. As such, teacher recruitment will occur in the previous year to ensure that the 10 teacher participants are enrolled at the beginning of the school year. During recruitment, we will explain the basic hypotheses of the study, estimated time commitments, and potential benefits and drawbacks of participation

We will then recruit student participants and their families from the teacher's caseload. Teachers will help recruit the student/parent dyad. We will provide IRB approved recruitment flyers and emails to teachers; the teachers will share the flyers and emails with potentially eligible parents (and students). Educational records will not be accessed for research purposes without consent. Teachers will not provide information on students or parents directly to the researchers. We will obtain individual screening and consent from a parent/guardian for all students participating in the study.

Recruitment efforts will be regularly assessed to monitor their effectiveness.

## Project TASK Phase III: Improving Transition planning for students with autism spectrum disorder by enhancing Access, Skills, and Knowledge

### District Networking

#### [TASK PHASE III recruitment tracking.xlsx](#)

- Fill in your contact attempts under “Important Notes” column, include the date (and time if a call), your initials and what happened (eg., 2.25.26 GAH submitted application to [email address])

#### Applications:

- If the districts are highlighted yellow, it means they require a formal approval process. These are the steps for that:
  1. Make a folder for the district in this folder [In Progress](#).
  2. Copy this letter into the district’s folder [Application Cover Letter \(do not change, delete, or move; only copy\).pdf](#).
  3. Fill out the name and title and district of the person you are sending the application to on the district letter
  4. Copy this application [TASK Phase III Application for Research in Schools \(do not change, delete, or move; only copy\).pdf](#) and put it in the district’s folder.
  5. Combine the application you put in the folder with the properly addressed letter. Save in the district’s folder. Title it “[District/County] Research Application\_Vanderbilt\_TASK” (e.g., Rutherford Research Application\_Vanderbilt\_TASK or MNPS Research Application\_Vanderbilt\_TASK)
  6. Attach the PDF from #5 in the email.
  7. Attach this [Grant Award Notification.pdf](#) (it cannot be combined because it was a certified PDF).
  8. Attach this [TASK Module Login Instructions.pdf](#)
  9. Type an email that says something like this:

Dear [Dr./Ms. / Mr. Name]

I am reaching out on behalf of my colleagues, Dr. Julie Taylor and Dr. Meghan Burke at Vanderbilt, to request district approval to conduct our research project, TASK, in [county/district] high schools. The purpose of the study is to support special education teachers, students with autism, and their families during transition planning by providing resources related to adult disability services. We believe this work aligns well with district priorities around [insert values that align from their priorities on their site]

## **Project TASK Phase III: Improving Transition planning for students with autism spectrum disorder by enhancing Access, Skills, and Knowledge**

Attached, please find our application and grant award notification for your review. There is also a document with instructions for accessing our TASK program modules.

We would be grateful for the opportunity to partner with [county/district name] on this project and are happy to provide additional information or answer questions as needed.

Thank you for your time and consideration.

Sincerely,

The TASK Team

10. Once you have sent the email or submitted the application, please move the district folder into this folder [Completed](#)

- If they require a form or other special requirements – let GAH know. GAH or CM will fill out the form and/or fulfill the special requirements.

Emails: [Stamped-Networking emails.pdf](#)

- Attach recruitment materials for district to pass on to teachers [TASK teacher letter.pdf](#) and [TASK teacher flyer.pdf](#)
- Who to send what email to
  - If they have a blue highlight it means we had a letter of support written from their district for our grant. They get the email under “For people from letters of support”
    - It may help to attach the letter of support because it has been 3 years
  - If they have a \* next to their district name, we used them for Phase II and need to receive the email under “For districts who participated in Phase II”
  - If they do not have any special indication, they can receive the generic email under “generic”
  - If someone from TRIAD or Transition TN or another organization/person in our network wants to send something to their connection, give them the email “for other connections” to contact that district.

## **Project TASK Phase III: Improving Transition planning for students with autism spectrum disorder by enhancing Access, Skills, and Knowledge**

### **Teacher Recruitment**

### **Family Recruitment**

Send each teacher this email: [email to teachers about family recruitment.docx](#). Attach the family recruitment flyer [stamped\\_Student and Family Flyer.pdf](#) and the family study invitation email [Family Invitation.pdf](#)

Once a parent has completed the screener and is eligible, add their information to the tracking sheet [Phase II screening and participant database.xlsx](#). Their Record ID will be the same ID as the participating teacher plus a P to signify parent

Then go to the PHASE 2 REDCap Project into the TRIAD's record ID. You will send an invitation to the Parent/Caregiver Consent using this [Consent Invitation Email for Families.docx](#) also found in the project bookmark. At the "To:", rather than selecting "an existing email" which will be the teacher's email, type in the parent's email address in the spot "or provide another email:"

Enable Reminders  send every 3 days, up to 3 times

### **Consenting Process**

#### **Teacher**

#### **Family**

### **Baseline**

If parents have questions about how much help they can give their son/daughter

There will first be a demographic survey asking questions about them. Then there will be 2 surveys asking about advocacy and empowerment. For these first 3 surveys, you are welcome to explain anything if he/she has questions or help him/her pick an answer if he/she is not sure what to say.

The last survey will be the knowledge questionnaire. For this one, please do not explain what the services are and please do not help him/her answer any questions. At the beginning, there is a link to a video for him/her to watch that will briefly explain what we mean by services. Then he/she can answer as best as he/she can. We want to see what he/she knows or does not know at this very moment.

## **Project TASK Phase III: Improving Transition planning for students with autism spectrum disorder by enhancing Access, Skills, and Knowledge**

I hope that helps. Please let me know if you have any other questions.

Thanks,

### **Teacher Training**

#### **Scheduling**

Once a teacher has recruited a family and the parent and student have consented/assented and completed baseline surveys, we send an email to the teacher to introduce them to Emily Malouf (TASK facilitator/trainer).

Subject: Next Steps for the TASK Study – Teacher Training

Message: Hi [Name],

I hope you are having a good week. Thank you for your help with recruiting a family to participate with you!

We are now ready to schedule your TASK training. Our TASK facilitator, Emily Malouf, will be reaching out to you to set up a date/time and to give you more information.

Please let me know if you have any questions or concerns. We look forward to getting you started!!

Best,

[Sender's Name]

### **Payment Process**

#### **Teachers**

Send a W-9 form via Adobe Sign

Fill out payment request form for a check

Fill out spreadsheet

Send forms to disbursements to process check

**Project TASK Phase III: Improving Transition planning for students with autism spectrum disorder by enhancing Access, Skills, and Knowledge**

**Families**

Send a REDCap payment form to the parent

Send them a gift card

Record their gift card in spreadsheet and tracking document

## **Project TASK Phase III: Improving Transition planning for students with autism spectrum disorder by enhancing Access, Skills, and Knowledge**

Assessment

Scheduling

Emails

Automated REDCap

### **Meetings**

#### **IEP Meetings**

- Send email to attendees beforehand: [IEP Recording Permission Emails .docx](#)
- Copy the following documents into the folder PHI. Then edit with date, time, school and save:
  - For teacher and attendees: [Stamped-Authorization for recording IEP meeting.pdf](#)
  - For parent: [Stamped-Authorization for recording IEP meeting\\_PARENTS.pdf](#)
- Open into Adobe Sign and send to attendees
  - Require the name, signature, role, and date. Put non required check boxes for yes or no.
  - Document name: TASK Authorization for recording IEP meeting\_[date of meeting]
  - Subject: Signature requested on “TASK Authorization for recording IEP meeting\_[date of meeting]”
  - Message: Please review and sign the permission form. Thanks! Name and Info
  - Save signed copies here: [IEP Recording Authorizations](#)

or use the REDCap survey version

#### **Scoring Checks**

Go to the survey in REDCap. Make sure they have an answer to every question then lock the record. Go to scoring and mark that nothing is missing then mark as complete

## **Project TASK Phase III: Improving Transition planning for students with autism spectrum disorder by enhancing Access, Skills, and Knowledge**

and save. If there are missing answers in the survey, then mark that there are missing answers on scoring. List which ones are missing and give manually entered scores.

### **Study Requirements**

#### **Monthly Usage Survey**

- For the first time, go to the REDCap Project Monthly Usage Surveys, create a record and add the teacher's information then rename the record ID to be their study ID.
- For all, send at the end of each month and give them a week to answer it
- When sending the survey via REDCap, make sure to set up the reminder for every 2 days up to 2-3 times
- Can set up automatic survey invitations for later months once everyone is in the project

IF THEY HAVEN'T TRAINED YET BUT HAVE A FAMILY CONSENTED

- Subject: TASK Monthly Usage Survey
- Message:

Hi [teacher's name]

Thank you for participating in the TASK study! (IF APPLICABLE)Your participating family has consented, and we are waiting for them to complete their initial surveys before we train you on the TASK curriculum.

Below is a link to the Monthly Usage Survey for the month of [insert month], which includes questions about TASK and other transition planning activities. Please complete it even if you have not been trained yet and have not used the TASK modules - just answer what you can.

You will receive \$25 for completing the survey by the deadline: **end of day** \_\_\_\_\_.

Thank you again for your time and dedication!

Best,

Grace Anne Herbert, MS

## **Project TASK Phase III: Improving Transition planning for students with autism spectrum disorder by enhancing Access, Skills, and Knowledge**

Clin/Tran Research Coord III, Transitions Lab  
Department of General Pediatrics  
Vanderbilt University Medical Center  
Phone: (615) 412-9087

[grace.a.herbert@vumc.org](mailto:grace.a.herbert@vumc.org)

### FIRST TIME SINCE TRAINING

- Subject: TASK Monthly Usage Survey
- Message:

Hi [teacher's name],

Thank you for participating in the TASK study! Below is a link to the Monthly Usage Survey for [insert month], which includes questions about TASK and other transition planning activities. Please complete it even if you have not used a TASK module yet – just answer what you can.

You will receive \$25 for completing the survey by the deadline: **end of day**  
\_\_\_\_\_.

We will send out this survey at the end of each month that you participate in the study. We appreciate your feedback!

As a reminder, you are welcome to use the TASK modules at any time. If you have questions about the curriculum or need technical support, please contact the TASK facilitator, Emily Malouf at [Emily.t.malouf@vanderbilt.edu](mailto:Emily.t.malouf@vanderbilt.edu).

If you have scheduled a date and time to use the TASK curriculum with the participating family, please let me know so I can plan to observe the meeting. For any other questions about study requirements, feel free to reach out to me directly.

Thank you again for your time and dedication!

Best,

REMAINING MONTHS

## **Project TASK Phase III: Improving Transition planning for students with autism spectrum disorder by enhancing Access, Skills, and Knowledge**

- Subject: TASK Monthly Usage Survey for [month]
- Message:

Thank you for continuing to participate in the TASK study! Below is a link to the Monthly Usage Survey for [month], which includes questions about TASK and other transition planning activities. We appreciate your feedback!

You will receive \$25 for completing the survey by the deadline: **end of day** \_\_\_\_\_.

As a reminder, you are welcome to use the TASK modules at any time. If you have questions about the curriculum or need technical support, please contact the TASK facilitator, Emily Malouf at [Emily.t.malouf@vanderbilt.edu](mailto:Emily.t.malouf@vanderbilt.edu).

If you have scheduled a date and time to use the TASK curriculum with the participating family, please let me know so I can plan to observe the meeting. For any other questions about study requirements, feel free to reach out to me directly.

Thank you again for your time and dedication!

Best,

### **Scheduling a TASK meeting**

#### For Teachers

Once the teacher is trained, send the following email –

Subject: Next Step - TASK Meetings

Attachment: [TASK Post-Training Login Instructions.docx](#)

Message:

Hi [Name]

The next step of TASK is to begin using the TASK modules. You can access them at any time and as many times as you want. I have attached a document with the login

## **Project TASK Phase III: Improving Transition planning for students with autism spectrum disorder by enhancing Access, Skills, and Knowledge**

instructions for your reference. If you have any questions about the modules, please reach out to our TASK facilitator, Emily Malouf, at [Emily.t.malouf@vanderbilt.edu](mailto:Emily.t.malouf@vanderbilt.edu).

As a reminder, the study requirement is to complete at least three TASK modules with your student and/or the parent and/or the family. I will observe two of these meetings. There is no rush when we do it, but they need to be completed by the end of this school year May/June 2026. Please schedule whenever it is convenient for you and the student and/or parent. Once you have a date and time confirmed, just let me know.

When I observe you using a TASK module, we can choose whichever option works best for you and your student and/or family:

- 1) I can attend the meeting in-person
- 2) I can attend the meeting virtually
- 3) You can record the meeting (using your computer) and upload it to a shared folder for me to review.

Please let me know which option you prefer, and we can plan accordingly.

I look forward to joining a TASK meeting with you soon!

Best,

Grace Anne Herbert, MS

Clin/Tran Research Coord III, Transitions Lab

Department of General Pediatrics

Vanderbilt University Medical Center

Phone: (615) 412-9087

[grace.a.herbert@vumc.org](mailto:grace.a.herbert@vumc.org)

Reminder to teachers + TASK dates table:

## **Project TASK Phase III: Improving Transition planning for students with autism spectrum disorder by enhancing Access, Skills, and Knowledge**

Subject: TASK Reminders

Attachments: [TASK Post-Training Login Instructions.docx](#) and [TASK dates table .docx](#)

Message:

Hi [Name]

Thank you for your participation in TASK so far! At this point in the study, you should be using the TASK modules. You may access them at any time and revisit them as often as you would like. I have attached the document with the login instructions for your reference. If you have any questions about the modules themselves, please contact our TASK facilitator, Emily Malouf, at [Emily.t.malouf@vanderbilt.edu](mailto:Emily.t.malouf@vanderbilt.edu).

As a reminder, the study requires you to complete **at least three TASK modules** with your student, their parent, or the student and parent together. I will need to **observe two** of these module sessions. These observations can take place in person, virtually, or via a recording from you, depending on what works best for you and the family.

In addition, the study requires two researchers to observe the student's **IEP/Transition Planning meeting**. This may occur either in person or virtually, depending on what works best for you, the family, and the school.

All study requirements should be completed by the end of the school year (May or June 2026). To help with planning and scheduling, I have attached **a table for you to complete**. Please fill it out as best you can and return it when convenient. If a specific date and time have not been scheduled yet, you may put when it's expected to occur (such as the month). If any meetings have already happened, please include that information in the table as well.

Thank you again for your time and commitment. Please let me know if you have any questions. I am happy to talk through the next steps with you.

Best,

Grace Anne Herbert, MS

Clin/Tran Research Coord III, Transitions Lab  
Department of General Pediatrics

## **Project TASK Phase III: Improving Transition planning for students with autism spectrum disorder by enhancing Access, Skills, and Knowledge**

Vanderbilt University Medical Center

Phone: (615) 412-9087

[grace.a.herbert@vumc.org](mailto:grace.a.herbert@vumc.org)

### For families

Subject: Next Steps for TASK Study

Hi [Name],

Happy New Year! I hope you are safe and warm after the ice storm.

I wanted to send an update on the next steps for your participation in the TASK study. It is time to begin using the TASK program modules with your participating teacher. As a reminder, the study requires that the teacher completes at least three TASK modules with the student and/or parent before the end of the school year. I will observe two of these TASK meetings to gather information about how the program is being used.

Please coordinate with your participating teacher to schedule these meetings whenever it works best. Once you have confirmed the dates and times, your teacher will let me know.

In addition, our team will be observing your next IEP/Transition Planning meeting. Please let us know once that meeting has been scheduled so we can plan accordingly.

If you have any questions about the study, please let me know.

Thank you for your dedication to autism research!

-The TASK Team

### **Transition Plans**

Once a student has completed their IEP/Transition Plan, reach out the parent to get a copy of it.

Subject: IEP/Transition Plan for TASK

Message:

Hi [name],

**Project TASK Phase III: Improving Transition planning for students with autism spectrum disorder by enhancing Access, Skills, and Knowledge**

Thank you for your participation in the TASK so far. The next step of the study is to give us a copy of your son or daughter's most recent IEP Plan or Transition Plan. Please click this link [insert REDCap link] to upload the IEP/Transition Plan.

If you have any questions, please let me know.

Thank you for your dedication to autism research!

-The TASK Team

# TASK

## Transition planning to enhance Access, Skills, & Knowledge

Dear Special Education Teachers,

We are pleased to invite you to participate in a research study titled **Project TASK: Improving Transition Planning for Students with Autism by Enhancing Access, Skills, and Knowledge of Adult Services**. This study aims to develop a transition planning program, called TASK, that will provide teachers with resources to support students with autism and their families in accessing adult disability services.

### About the study:

We are recruiting teachers, students with autism, and their families to participate in testing the TASK program for the 2026-2028 school years. Participants will be randomly assigned to a group. Teachers in Group A will continue their usual transition planning practices with the participating families. Teachers in Group B will receive the TASK modules to share with the participating families. We are looking to see if the TASK program leads to improvements such as transition planning quality.

### Who can be in the study:

#### 1. **Special education teachers who**

- Are state-certified
- Work in TN
- Conduct transition planning with at least one student with autism

#### 2. **Family members (parents/legal guardians) of students with autism who**

- Live in TN
- Have a son/daughter who fits the criteria below

#### 3. **Students with autism who**

- Are 14.5 years or older or will be 14.5 years or older by Fall 2026
- Live in TN
- Have autism as documented in their Individualized Education Program (IEP) or will have autism documented in their IEP by Fall 2026
- Have 2 years of high school left or will still be receiving high school services in 2028

Date of IRB Approval: 02/17/2026

### **What you will do in the study:**

1. **Interest form:** Complete a brief form online to consent to screening and confirm eligibility.
2. **Informed consent:** Review and sign electronic consent form to participate
3. **Demographic information:** Provide basic demographic and contact information through a short online survey.
4. **Recruitment of student(s) and their family member(s):** Help identify and recruit one to three eligible student(s) and their parent(s).
5. **Transition Planning/IEP:** Allow a researcher to be present and/or get a recording during a transition planning/IEP meeting
6. **Interviews and Surveys:** Participate in research interviews and surveys

### **If you are in Group B, you will also do:**

7. **TASK Program training:** Attend a day-long training about the TASK program
8. **TASK Program implementation:**
  - Use at least 3 TASK program modules with the student/family.
  - Allow a researcher to be present and/or get a recording during one of these meetings.

### **What you will get:**

You can receive a maximum range of \$525 to \$1075 for participating in all activities.

### **What to do if interested:**

Please fill out this interest form <https://redcap.link/TASK3> to see if you are eligible and to learn more information. Feel free to reach out to us with any questions at [transitions@vumc.org](mailto:transitions@vumc.org) or (615) 322-2943.

Participation is voluntary, and you may withdraw at any time.

Thank you for considering this opportunity to contribute to autism research!

Best,

The TASK Team  
Vanderbilt University Medical Center  
Phone: (615) 322-2943

[transitions@vumc.org](mailto:transitions@vumc.org)

Date of IRB Approval: 02/17/2026

FOR IMMEDIATE RELEASE

**April 10, 2026**

**SULLIVAN COUNTY SCHOOLS RECEIVE \$39,800 IN UTRUST GRANTS**

Sullivan County Schools has received \$31,300 in Teaching and Learning Mini Grants from Utrust to support innovative classroom projects across the district. The grants were awarded on a competitive basis to fund initiatives that increase student engagement, expand access to technology, and provide meaningful, hands-on learning experiences.

36 applications were submitted, with projects selected through a competitive review process based on impact, innovation, and student reach. The funded projects span elementary through high school campuses and will benefit students across the district.

This year’s funded projects reflect a strong emphasis on STEM, digital media, literacy, and social-emotional learning. Teachers submitted proposals demonstrating how their projects would directly impact student achievement and create lasting benefits within their schools.

**UTRUST TEACHING AND LEARNING MINI GRANTS**

The following projects were selected for funding:

School	Amount	Purpose	Project Director
West Ridge High	\$3,190	Ag Innovation Lab: Expanding Digital Fabrication in the Agriculture Classroom	Sarah Knight
Sullivan Central Middle	\$595	Vertical Thinking in ELA Through Collaborative Whiteboard Instruction	Autumn Davidson
Rock Springs Elementary	\$960	“Small Wonders” Pre-K Science Investigation Tools	Julie Millard
Rock Springs Elementary	\$3,211	Coding Robots for STEM and Cross-Curricular Integration	Courtney Lawson
Mary Hughes	\$2,179	Video Production Equipment to Enhance School Communication	Lindsay Henry
Holston Elementary	\$2,866	Augmented Reality Tools for Interactive Math and Science Learning	Rebecca Edwards

**BOARD OF EDUCATION**

Chuck Carter : Director  
 Angela Buckles : Asst. Director  
 Ingrid Deloach : Asst. Director

Michael Hughes  
 Todd McKinley  
 Matthew Price

Paul Robinson  
 Dr. Mary Rouse  
 Angie Stanley  
 Mark Vicars

School	Amount	Purpose	Project Director
Holston Elementary	\$3,101	Literacy and Sensory Tools for Pre-K and Special Education	Ashley Britt
Emmett Elementary	\$2,167	Student-Led Broadcast and Morning Announcement Program	Gloria Watson
Bluff City Elementary	\$2,451	Sensory Space to Support Student Regulation and Behavior	Tiffany Evans
Bluff City Elementary	\$3,130	Student Podcast and Digital Storytelling Studio	Kristen Dempsey
Ketron Elementary	\$3,290	K-5 Robotics and Computer Science Pathway	Phelan Bradley
Ketron Elementary	\$3,130	Digital Art Technology Integration	Leslie Lockhart
Ketron Elementary	\$730	Multisensory Literacy and Math Learning Station	Rebecca McCracken
Ketron Elementary	\$300	Pre-K Student Photography and Project Documentation	Shelley Pirrong

Utrust also awarded \$8,500 in appreciation grants to four Sullivan County schools that participate in the Utrust Appreciation Program, three of which also participate in the Utrust Culture Initiative.

The Appreciation Program encourages students to recognize and express appreciation for school employees and to celebrate employee groups on eight special days throughout the school year. The Culture Initiative aims to involve staff, parents, and the broader school community in fostering a culture where everyone appreciates others and feels appreciated.

- East High – \$3,100
- Holston Elementary – \$500
- Sullivan East Middle – \$2,400
- Sullivan Heights Middle – \$2,500

Chuck Carter, Director of Schools, expressed his support: “These grants allow our teachers to bring innovative ideas to life in their classrooms. We are grateful to our educators who took the initiative to design projects and apply for funding to enhance student engagement, achievement, and the overall educational experience. We appreciate Utrust’s investment in making our schools even better places to work and learn.”

Dr. Dan Tollett, Utrust Administrator, stated: “Each of the projects submitted represents a meaningful investment in student learning. Teachers across Sullivan County continue to demonstrate creativity and dedication in identifying ways to better engage students and prepare them for future success. Every proposal reflected a strong commitment to improving teaching and learning opportunities. Hopefully, other organizations will step up and fund one or more of these proposals”

Tollett added: “We’re pleased that four Sullivan County Schools are participating in the Utrust Appreciation Program. We welcome the opportunity to partner with them in fostering a culture of appreciation where every student and staff member feels appreciated and, in turn, expresses appreciation to others.”

Utrust is an organization that supports school systems across Tennessee by providing unemployment services while also recognizing and investing in educators. Through programs such as the Utrust

Appreciation Program and Teaching and Learning Mini Grants, Utrust works to strengthen school communities and improve student outcomes.

Sullivan County is one of 51 school systems in Tennessee receiving Utrust grants this month, totaling more than \$1 million.

Contact: Kristi Coleman  
1525 Hunt Club Blvd, Suite 300  
Gallatin, TN 37066  
[www.utrust.org](http://www.utrust.org)  
615-714-4190

or

Sullivan County Schools  
P.O. Box 306  
Blountville, TN 37617  
423-354-1000

# Sullivan County Board of Education

Monitoring: <b>Review: Annually, in September</b>	Descriptor Term: <b>Appeals to and Appearances Before the Board</b>	Descriptor Code: <b>1.404</b>	Issued Date: <b>03/05/18</b>
		Rescinds: <b>1.404</b>	Issued: <b>04/10/12</b>

## 1 APPEALS TO THE BOARD

2 Any matter relating to the operation of the school system may be appealed to the Board. However, the  
3 Board desires that all matters be settled at the lowest level of responsibility and will not hear complaints  
4 or concerns which have not advanced through the proper administrative procedure. ~~from the point of~~  
5 ~~origin.~~

6 If all steps of the administrative procedure have been pursued and there is still a desire to appeal to the  
7 Board, the matter shall be referred in writing to the office of the director of schools and the Board shall  
8 determine whether to hear the appeal.

## 9 APPEARING BEFORE THE BOARD

10 ~~Public comments shall generally be allowed, at the discretion of the Board, at regularly scheduled Board~~  
11 ~~meetings. In the absence of an objection by a Board member and action by the Board, public comments~~  
12 ~~shall be allowed.<sup>†</sup> Procedures for addressing the Board are as follows:~~

- 13 ~~1. Complete Form 1.404F1 and submit it to the Chair before the meeting begins. There is a limit~~  
14 ~~of one topic per form.~~
- 15  
16 ~~2. Public comments are intended to address matters of Board and school policy and operation.~~  
17 ~~Generally items respecting a particular school or department should be taken up with the school~~  
18 ~~principal or department supervisor before they are brought before the Board. If this has not~~  
19 ~~been done, the Chair may require that action before being brought before the Board.~~
- 20  
21 ~~3. Matters relating to personnel or complaints that are addressed in other policies shall be handled~~  
22 ~~through the appropriate channels provided.~~
- 23  
24 ~~4. Groups shall be expected to select on spokesperson for the group.~~
- 25  
26 ~~5. Where several individuals wish to speak to the same topic, subsequent speakers shall direct~~  
27 ~~comments to matters not already addressed by other speakers.~~
- 28  
29 ~~6. The time limit for each speaker is three minutes; provided the Chair may shorten the time limit~~  
30 ~~where multiple speakers wish to address the Board.~~
- 31  
32 ~~7. Items brought before the Board will not be acted upon at that meeting, unless the item is~~  
33 ~~deemed an emergency and upon motion of a Board member as outlined in policy 1.403 for non-~~  
34 ~~agenda items.~~

1       ~~8. Where in the discretion of the Chair, or upon a vote of the Board, public comments threaten to~~  
2       ~~disrupt the meeting, public comments may be curtailed.~~

3       **Individuals speaking to the Board shall address remarks to the Chair and may direct questions**  
4       **to individual board members or staff members only upon approval of the Chair. Each person**  
5       **speaking shall state his/her name and subject of presentation. The Chair shall have the authority**  
6       **to terminate the remarks of any individual who violates state law or does not adhere to board**  
7       **rules.<sup>1</sup>**

8       *Public Comment Period<sup>2</sup>*

9       **There shall be a public comment period for each meeting with actionable items on the agenda,**  
10       **with the exception of teacher disciplinary hearings. Comments shall be limited to topics listed on**  
11       **the agenda and matters that are germane to the school board's jurisdiction. The total public**  
12       **comment period shall be for no more than thirty (30) minutes. If an individual wishes to address**  
13       **the Board, he/she shall sign up on the form provided before the beginning of the board meeting**  
14       **to request time to speak. Each speaker shall be given no more than 3-5 minutes. Delegations**  
15       **shall select only one (1) individual to speak on their behalf unless otherwise determined by the**  
16       **Board.**

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Legal References

1. TCA 39-17-306

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Cross References

- School Board Meetings 1.400  
Agendas 1.403  
Complaints about School Personnel 5.502

Amendment No. 1 to HB0022

Crawford  
Signature of Sponsor

**AMEND Senate Bill No. 178**

**House Bill No. 22\***

by deleting all language after the enacting clause and substituting:

SECTION 1. Tennessee Code Annotated, Section 8-44-112, is amended by designating subsection (a) as subdivision (a)(1) and by adding the following as subdivision (a)(2):

(2)

(A) A local governing body shall, for each public meeting, reserve a period for public comment to provide the public with the opportunity to comment:

(i) On matters that are germane to the items on the agenda for the meeting; and

(ii) On any matter that is germane to the jurisdiction of the local governing body, regardless of whether such matter is an item on the agenda for the meeting.

(B) As used in this subdivision (a)(2), "local governing body" means the governing body of an incorporated city or town, county, metropolitan government, school district, regional authority, or other political subdivision of this state other than a state governmental agency or entity.

SECTION 2. This act takes effect upon becoming a law, the public welfare requiring it.

**RULES  
OF  
THE STATE BOARD OF EDUCATION**

**CHAPTER 0520-14-01  
CHARTER SCHOOLS**

**0520-14-01-.01 APPROVAL OF A CHARTER SCHOOL.**

- (1) Charter school application requirements applicable to all authorizers as defined by T.C.A. § 49-13-104(4):
  - (a) The Tennessee State Board of Education (State Board) shall provide an application for charter school sponsors (sponsors) to use in applying to open a public charter school and shall provide scoring criteria addressing the elements of the charter school application. The State Board shall develop the application in consultation with the Tennessee Public Charter School Commission (Commission).
  - (b) Prospective sponsors who intend to submit an initial charter school application (initial application) for consideration shall submit a letter of intent to the Commission and to the appropriate authorizer at least sixty (60) calendar days prior to the February 1 initial application deadline. If the letter of intent's deadline falls on a Saturday, Sunday, or state-observed holiday, the letter of intent shall be due on the next business day. The letter of intent shall be completed on the form provided by the State Board. The authorizer shall confirm receipt within five (5) business days and provide the sponsor with the current federal, state, and local per-pupil funding estimates.
  - (c) Failure to submit a letter of intent to the Commission and to the appropriate authorizer by the stated deadline shall exclude a sponsor from submitting an initial application for that application cycle.
  - (d) On or before 11:59 p.m. Central Time on February 1 of the year preceding the year in which the proposed public charter school plans to begin operation, the sponsor shall prepare and file an electronic copy of the initial application with the authorizer. If February 1 falls on a Saturday, Sunday, or state-observed holiday, the initial application materials shall be due on the next business day. The authorizer shall report each completed initial application received to the Commission no later than ten (10) calendar days from the authorizer's receipt of the initial application.
  - (e) Authorizers may charge an application fee of up to \$2,500 for each initial application the sponsor files and may request up to five (5) paper copies of the initial application. Application fees and paper copies shall be received no later than February 1 by a time on that date during regular business hours, as set by the authorizer. Authorizers shall post to their websites the initial application fee amount, paper copy requests, if any, and the deadline by which these must be submitted.
  - (f) Authorizers are only required to review complete initial applications. An initial application shall be considered complete if the following are received by the deadlines specified in subparagraphs (1)(d) and (1)(e):

(Rule 0520-14-01-.01, continued)

1. An electronic copy of the written application, including any required attachments, using the State Board's charter application form for the current application cycle;
  2. Up to five (5) paper copies of the written application, if requested by the authorizer; and
  3. The application fee, if required by the authorizer.
- (g) The authorizer shall rule by resolution, at a regular or specially called meeting, on the approval or denial of an initial application no later than ninety (90) calendar days after the authorizer's receipt of the completed initial application.
- (h) Should the authorizer fail to approve or deny an initial application within the ninety (90) calendar days, the initial application shall be deemed approved.
- (i) If the initial application is denied, the grounds upon which the authorizer based the decision to deny the initial application shall be stated in writing and provided to the sponsor within ten (10) calendar days of the date of the decision to deny, specifying objective reasons for the denial and the deadline by which the sponsor may submit an amended charter school application (amended application).
- (j) Within thirty (30) calendar days of the receipt of the grounds for denial, a sponsor may submit to the authorizer an amended application to correct the deficiencies identified by the authorizer.
1. The amended application shall be submitted by the sponsor using the same application form as the initial application.
  2. The authorizer shall evaluate the amended application using the same scoring criteria as the initial application review.
- (k) The authorizer shall approve or deny the amended application within sixty (60) calendar days of its receipt.
- (l) Should the authorizer fail to approve or deny the amended application within sixty (60) calendar days, it shall be deemed approved.
- (m) If the authorizer denies the amended application, it shall provide to the sponsor the grounds upon which it based the decision to deny in writing within five (5) calendar days of the date of the decision to deny, specifying objective reasons for the denial and the sponsor's right to an appeal.
1. A sponsor may appeal a denial by the local board of education of an amended application to the Commission no later than ten (10) calendar days after the date of the final decision to deny.
  2. A denial of an amended application by the Commission is final and not subject to appeal.
- (n) Authorizers shall report to the Tennessee Department of Education (Department) and Commission whether the authorizer has approved or denied the sponsor's complete application and the reasons for denial, if applicable, no later than ten (10) calendar days after approval or denial of the initial and amended application.

(Rule 0520-14-01-.01, continued)

- (o) Authorizers shall review all complete applications, as defined in subparagraph (1)(f) of this Rule, in accordance with T.C.A. § 49-13-108 and quality charter authorizing standards approved by the State Board in Policy 6.111.
- (p) All authorizer policies regarding the submission and review of charter school applications shall be consistent with applicable State Board policies and with state and federal law, rules, and regulations.

**Authority:** T.C.A. §§ 49-1-302, 49-13-106, 49-13-107, 49-13-108, and 49-13-126. **Administrative History:** Original rules filed March 31, 2003; effective July 29, 2003. Amendments filed January 11, 2019; effective April 11, 2019. Amendments filed September 29, 2020; effective December 28, 2020. Amendments filed November 30, 2020; effective February 28, 2021. Amendments filed August 19, 2022; effective November 17, 2022. Amendments filed March 12, 2024; effective June 10, 2024.

### 0520-14-01-.03 ALLOCATION OF STATE AND LOCAL FUNDS.

- (1) Public charter school funding shall be governed by the following:
  - (a) For the purpose of implementing this Rule in calculating, allocating, and disbursing public charter school funding pursuant to T.C.A. § 49-13-112(a):
    1. The Department shall be responsible for calculating required funding and reporting the calculations to both authorizers and public charter schools.
    2. The local board of education shall be responsible for allocating the required funding to public charter schools in the local budget. Each authorizer shall include, as part of its budget submitted pursuant to T.C.A. § 49-2-203, the per student amount of local funds it will pass through to public charter schools during the upcoming school year, including all calculations listed in this Rule. The local board of education shall provide all calculations to its authorized charter schools upon request. Allocations to the public charter schools during the budgeted school year shall be based on that figure until such time as updated interim and final allocations are run pursuant to subparagraph (1)(e) below. The authorizer shall distribute local funding in no fewer than nine (9) equal installments to public charter schools in the same manner as state funds are distributed.
    3. The local education agency's (LEA) fiscal agent shall be responsible for the disbursement of required funding to public charter schools.
    4. The LEA shall be responsible for the timely and accurate submission of data and other reporting requirements to the Department.
    5. The public charter school shall be responsible for the timely and accurate submission of data and other reporting requirements to the authorizer.
    6. The authorizer and public charter school shall be responsible for collaborating to resolve any data or reporting discrepancies prior to Department reporting deadlines.
  - (b) Allocations are based on one hundred percent (100%) of state and local funds received by the LEA, including current funds allocated for capital outlay purposes

(Rule 0520-14-01-.03, continued)

and funds generated under the fast-growth stipends detailed in T.C.A. § 49-3-107, excluding the proceeds of debt obligations and associated debt services.

- (c) A local board of education shall allocate to each public charter school an amount equal to the state and local funds as calculated in subparagraphs (1)(d) and (1)(e) below for each student member enrolled in a public charter school and all appropriate allocations under federal laws or regulations, including, but not limited to, IDEA and ESEA funds.
1. Pursuant to T.C.A. § 49-13-112(a), federal funds received by the LEA must be disbursed to public charter schools authorized by the LEA by either a joint agreement on shared services by individual public charter schools or sub-grants to public charter schools for the charter's equitable share of the federal grant based on eligible students. The allocation must be made in accordance with the policies and procedures developed by the Department.
- (d) Initial Allocations.
1. The initial allocation shall be set forth in the local board of education's budget submitted to the Department pursuant to T.C.A. § 49-3-316 for the upcoming school year and represent the state and local funds to be allocated to each public charter school based on prior year average daily membership (ADM) and student counts, as required by the Tennessee Investment in Student Achievement Act (TISA), before such time as current year data and revenues are available. The Department shall pull this information from state-approved LEA budgets as entered into the state's system of record and include these funds in initial funding estimates shared with authorizing LEAs and public charter schools. If the LEA does not have a fully approved budget in the state's system of record, the Department will use the LEA's budgeted prior year additional local revenues or the district's prior year expenditure report, whichever is more recent, to inform the initial allocations until an LEA budget is fully approved.
  2. Pursuant to T.C.A. § 49-13-112(a)(1)(A), the initial allocation from the local board of education to a public charter school shall be based on the total of the state and local student-generated funds for member students in a public charter school during the prior school year for the base funding amount, weighted allocation, and direct funding allocations in accordance with TISA, and any rules promulgated by the Department pursuant to the TISA, including Chapter 0520-12-05.
  3. Pursuant to T.C.A. § 49-13-112(a)(1)(B), if the local funds received by the LEA are greater than the local contribution required by TISA as set forth in T.C.A. § 49-3-109, the local board of education shall also allocate the average per pupil local funds received by the LEA in the budgeted school year, in accordance with T.C.A. § 49-3-316, above those required by the TISA for each member student in the public charter school in the prior year. The initial average per pupil local funding amount shall be determined by dividing the budgeted additional local funds by the LEA's prior year ADM, including all member students of public charter schools geographically located within the LEA. The Department shall pull this information from state-approved LEA budgets as entered into the state's system of record and include these funds in initial funding estimates

(Rule 0520-14-01-.03, continued)

shared with authorizing LEAs and public charter schools. If the LEA does not have a fully approved budget in the state's system of record, the Department will use the LEA's budgeted prior year additional local revenues or the district's prior year expenditure report, whichever is more recent, to inform the initial allocations until an LEA budget is fully approved.

4. Pursuant to T.C.A. § 49-3-105(d)(1)(B), the state share of TISA funding generated by public charter school students shall be allocated to the LEA in which the public charter school is geographically located, but shall be disbursed directly to the public charter school by the Department. If the public charter school is authorized by the Commission or by the Achievement School District (ASD), the funds shall be disbursed by the Department directly to the authorizer.

- (i) A public charter school's total of TISA-generated funds shall be divided between state and local funding responsibilities based on the state and local share percentages of the LEA in which the public charter school is geographically located. The state share for base and weighted funding is determined separately using the LEA's applicable percentages, which are then applied to the public charter school's calculated base and weighted amounts. The state fully funds direct allocations. As with LEA allocations, funding for postsecondary assessment is withheld at the state level. The local share of base and weighted funding is the responsibility of the LEA in which the public charter school is geographically located and will be disbursed by the LEA to the public charter schools.

- (ii) All federal, state, and local funds generated by or received by an LEA shall be properly accounted for in the LEA's official financial records. Payment of funds to a public charter school by the state on behalf of an LEA shall be recorded in the LEA's financial records in the appropriate revenue and expenditure categories.

(e) Interim Funding Adjustments and Final Allocations.

1. After the initial allocation is made as set forth in subparagraph (1)(d), an authorizer shall adjust payments to its public charter schools on an interim basis during the school year, at a minimum, in October, December, February, April, and June, with final allocations occurring with the completion of the authorizer's final expenditure reports as submitted and approved by the Department. Pursuant to T.C.A. § 49-13-112(a)(1) and § 49-13-112(a)(3), these adjustments shall update allocations to reflect current year data, including changes in revenue, student enrollment, or student services.

2. To calculate interim and final allocations, the Department shall calculate current year ADM on the timeline in part (1)(e)1. above for all LEAs with public charter schools geographically located within the LEA's boundaries. The Department shall publish or otherwise make available to each authorizer and each public charter school the outputs and, if requested, the underlying data from each instance in which the Department runs the ADM calculations for purposes of calculating initial, interim, and final

(Rule 0520-14-01-.03, continued)

allocations. Authorizers may opt to run the adjustments more frequently in alignment with respective charter agreements.

3. Interim and final allocations to each public charter school shall include:
  - (i) Pursuant to T.C.A. § 49-13-112(a)(1)(A), the interim and final allocations from the local board of education to a public charter school shall be based on the total of the state and local student-generated funds for member students in a public charter school during the prior school year for the base funding amount, weighted allocation, and direct funding allocations in accordance with the TISA, and any rules promulgated by the Department pursuant to the TISA, including Chapter 0520-12-05.
  - (ii) Pursuant to T.C.A. § 49-13-112(a)(1)(B), if the local funds received by the LEA are greater than the local contribution required by TISA as set forth in T.C.A. § 49-3-109, the local board of education shall also allocate the average per pupil local funds received by the LEA in the budgeted school year above those required by the TISA for each member student in the public charter school in the prior year. The interim and final average per pupil local funding amount shall be determined by dividing the additional local funds by the LEA's current year ADM (inclusive of all member students of public charter schools geographically located within the LEA). The final average per pupil local funding amount is to be determined using the LEA's final expenditure report as submitted to and approved by the Department.
  - (iii) Pursuant to T.C.A. § 49-13-112(a)(1)(C) and § 49-13-112(a)(3), a local board of education shall allocate to the public charter school an amount equal to the per student state and local funds received by the LEA for member students in the public charter school in the current school year beyond the prior year's membership. For each required interim and final allocation adjustment, the Department shall calculate the ADMs for each public charter school and the difference from the prior year ADM as used in the base funding calculation in the TISA formula. For any difference in overall ADM counts, the local board of education shall adjust the public charter school's allocation and disbursement by an amount equal to multiplying the average per student state and local funds received by the LEA in the current year by the difference in ADM for each public charter school, which may result in an increase or decrease to the overall allocation and disbursement. The final average per pupil state and local funds shall be determined using the LEA's final expenditure report as submitted to and approved by the Department. In calculating the average per student state and local funds, the total funding will exclude grants awarded on behalf of specific schools and the charter direct funding component of the TISA.
  - (iv) In determining final amounts to be paid pursuant to subparts (1)(e)3.(ii) and (1)(e)3.(iii) above, the Department shall report to each authorizer and public charter school the results of LEAs

(Rule 0520-14-01-.03, continued)

state-approved final expenditure reports within five (5) business days of state approval. LEAs and each public charter school shall process final payments within thirty (30) calendar days of the Department's report on final amounts.

(f) Special Considerations.

1. **New and Expanding Public Charter Schools:** Notwithstanding part (1)(d)2., for the purpose of initial allocations, new public charter schools or public charter schools adding a new grade(s) shall be funded based on the anticipated enrollment in the charter agreement unless the authorizer and public charter school mutually agree on a projection of enrollment not to exceed any enrollment maximums or caps set forth in the charter agreement. The initial funding allocation for the new grade(s) shall be based on a per-student average of all state and local funds received by the LEA and disbursed to the public charter school by the LEA. Allocations shall be subsequently adjusted in accordance with subparagraph (1)(e).
2. **Public Charter School Direct Funding:** In accordance with T.C.A. § 49-3-105, the charter school direct funding amount each year is subject to an annual appropriation by the Tennessee General Assembly and is calculated by dividing the amount of the appropriation by the statewide public charter school ADM of the prior year. This direct funding amount shall be fully state funded and not require additional local contribution funds. The public charter school direct funding amount is calculated the same as all other direct funding components of TISA as set forth in T.C.A. § 49-3-105.
3. **Fast-Growth Stipends:** Subject to annual appropriations by the Tennessee General Assembly and in accordance with T.C.A. § 49-3-107, if an LEA receives a fast-growth stipend or infrastructure stipend, the LEA shall disburse to charter schools geographically located within that LEA a proportional share of funds received. The proportional share shall be equal to the percentage calculated by dividing a public charter school's TISA funding for base funding, weighted allocations, and direct allocations by the TISA funding for these same components of the LEA as a whole.
4. **Educator Salary Increases:** Pursuant to T.C.A. § 49-3-105(e), if the Tennessee General Assembly restricts an amount of an annual increase to the TISA base funding amount for the purpose of providing salary increases to existing educators, the Department shall determine the proportional share of funds received by each public charter school driven by the restricted funds and report that amount to each authorizer and to each public charter school. Public charter schools shall use these funds to provide salary increases to existing educators pursuant to T.C.A. § 49-3-105(e).
5. **Cost Differential Factor Grants:** Subject to annual appropriations by the Tennessee General Assembly and in accordance with T.C.A. § 49-3-108(d), if an LEA receives a Cost Differential Factor (CDF) grant, the LEA shall disburse to public charter schools geographically located within that LEA a proportional share of the CDF grant. The proportional share shall be equal to the percentage calculated by dividing a public charter school's

(Rule 0520-14-01-.03, continued)

TISA funding for base funding, weighted allocations, and direct allocations by the TISA funding for these same components of the LEA as a whole.

6. Outcomes Funding: If a public charter school generates outcome bonus funding as a result of students enrolled in the public charter school in the prior year, the public charter school shall receive the earned amount of outcome bonus funds from the authorizer when such funds are awarded by the Department. The Department shall report the amount of outcome bonus funds due to each public charter school to the authorizer and to each public charter school.
- (g) ASD and Commission: Pursuant to T.C.A. § 49-1-614 and T.C.A. § 49-13-112, the ASD and Commission shall receive funding in alignment with this rule for each public charter school within their respective LEAs from the LEAs in which each public charter school is geographically located.
  - (h) Opportunity Public Charter Schools (OPCS): Pursuant to T.C.A. § 49-13-106(k)(1)(C), TISA state and local funds generated by an at-risk student who transfers to an OPCS located in an LEA other than the LEA in which the at-risk student resides shall follow the at-risk student to the LEA in which the OPCS is located, but only for the first school year in which the at-risk student is enrolled in an OPCS located in an LEA other than the LEA in which the at-risk student resides. For purposes of this Chapter, “at-risk student” is defined by T.C.A. § 49-13-104(3). The LEA in which the OPCS is located shall not charge tuition to such students.
  - (i) Allocations to a public charter school shall not be reduced by the authorizer except for the annual authorizer fee. If the charter agreement includes a provision whereby the authorizer will provide for employee benefits or retirement, the authorizer may withhold funds to cover the costs of those services. Any services the public charter school chooses to purchase from the authorizer may also exist in a separate services contract between the public charter school and the authorizer. However, approval of a separate services contract shall not be a condition of approval of the charter agreement. If a services contract is executed with the authorizer, the authorizer may withhold funds to cover the costs of those services.
  - (j) Pursuant to T.C.A. § 49-13-124, the authorizer may endorse the submission of the qualified zone academy bond application to the local taxing authority. The authorizer may endorse such a bond application submitted by the public charter school governing body, or the authorizer may include the public charter school’s project as part of the authorizer’s bond application.
  - (k) If public charter schools provide school nutrition programs, they may provide their own programs in compliance with United States Department of Agriculture regulations and State law or they may contract with the authorizer for the provision of school nutrition programs.

**Authority:** T.C.A. §§ 49-1-302, 49-2-203, 49-6-2101, et seq., 49-13-112, 49-13-114, 49-13-124, 49-13-126, 49-3-101 et seq., 49-3-316, 49-3-105. **Administrative History:** Original rule filed March 25, 2010; effective August 29, 2010. Repeal and new rule filed March 21, 2012; effective August 29, 2012. Amendments filed September 22, 2017; effective December 21, 2017. Amendments filed September 29, 2020; effective December 28, 2020. Amendments filed November 30, 2020; effective February 28, 2021. Amendments filed March 8, 2023; effective June 6, 2023. Amendments filed March 12, 2024; effective June 10, 2024.

(Rule 0520-14-01, continued)

**0520-14-01-.04 ENROLLMENT.**

- (1) Charter schools shall conduct an initial student application period of at least thirty (30) calendar days during which all students may apply.
- (2) A charter school shall not exclude students from enrollment based on race, color, ethnicity, national origin, religion, income level, disability, English language proficiency, or academic ability.
- (3) A charter school may submit a charter school application that seeks to limit enrollment to a single-sex, as defined in T.C.A. § 49-2-802, if the enrollment proposal complies with state and federal law.
- (4) A charter school that is an OPCS, as defined in T.C.A. § 49-13-104, with a residential model shall ensure its facilities:
  - (a) Comply with all applicable health and safety laws, regulations, and codes of the city, county, and state;
  - (b) Meet all fire safety regulations and procedures promulgated by the Tennessee Fire Marshal's Office; and
  - (c) Are constructed, remodeled, renovated, expanded, or modified in accordance with any state and federal requirements applicable to the school regarding building accessibility, including, but not limited to, the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.
- (5) A charter school shall enroll an eligible student who submits an application by the charter school's deadline unless the number of applications exceeds the capacity of a program, class, grade level, or building.
- (6) If, at the end of the initial student application period, the number of eligible students seeking to be enrolled does not exceed the school's capacity or the capacity of a program, class, grade level, or building, the enrollment of eligible students may proceed on a first-come, first-served basis.
- (7) If, at the end of the initial student application period, the number of eligible students seeking to be enrolled exceeds the school's capacity or the capacity of a program, class, grade level, or building, eligible students shall be enrolled using a lottery.
  - (a) Any such lottery shall be conducted within thirty (30) calendar days of the close of the initial student application period.
  - (b) Students who attended the charter school during the previous school year shall be given first enrollment preference and excluded from entering into a lottery. Students who attended the charter school during the previous school year shall not be required to reapply.
  - (c) Students enrolling in a charter school from another charter school, even if both schools share a governing body, shall be subject to the lottery preferences outlined in paragraph (8) of this Rule.
  - (d) A charter school may give an enrollment preference to children of an employee of the charter school or member of the governing body of the charter school, not to

(Rule 0520-14-01-.04, continued)

exceed ten percent (10%) of total enrollment or twenty-five (25) students, whichever is less, in which case such students shall also be given first enrollment preference and excluded from entering into a lottery.

- (e) In accordance with T.C.A. § 49-13-108(i)(2), a charter school sponsored by a public institution of higher education may give an enrollment preference to children of the public institution of higher education's employees or members of the institution's governing body, not to exceed twenty-five percent (25%) of the charter school's total enrollment.
- (8) If an enrollment lottery is conducted, a charter school shall give enrollment preferences in the following order:
- (a) For an OPCS:
    - 1. Students identified as at-risk, as defined in T.C.A. § 49-13-104(3); and
    - 2. If an OPCS has additional capacity after the number of eligible at-risk students seeking to be enrolled have been accepted, the OPCS shall give enrollment preferences in the order listed under paragraph (8)(b), as applicable.
  - (b) For all other charter schools:
    - 1. Students enrolled in a pre-K program operated by the charter school;
    - 2. Students who are economically disadvantaged as defined in T.C.A. § 49-3-104, if the charter school has elected to use such an enrollment preference. A charter school may give an enrollment preference to students who are economically disadvantaged pursuant to T.C.A. § 49-13-113. A charter school may request, but shall not require, information on an initial student application to verify that a student is legally qualified as economically disadvantaged, as defined in § 49-3-104. This information shall be utilized for the purposes of an enrollment lottery and shall not exclude students from enrollment;
    - 3. Students applying to enroll in the charter school that has an authorizer-approved articulation agreement with the students' current charter school, which allows students to matriculate from one school to the other;
    - 4. Siblings of students already enrolled in the charter school;
    - 5. Students residing within the geographic boundaries of the LEA in which the charter school is located who were enrolled in another public school during the previous school year. If the public charter school is authorized in a county LEA, this preference includes students who reside in the county and who were enrolled in the previous school year in another LEA located in the same county; and
    - 6. Students residing outside the geographic boundaries of the LEA in which the charter school is located, if permitted through the authorizer's out-of-district enrollment policy.

(Rule 0520-14-01-.04, continued)

- (9) If enrollment within a group of preferences set out in paragraph (8) exceeds the planned capacity of the school, enrollment within that group shall be determined on the basis of a lottery.
- (10) A non-charter public school converting to a charter school under T.C.A. § 49-13-106 (conversion charter school) shall give enrollment preference to students who reside within the former school zone of the conversion charter school, subject to the exception at subparagraph (10)(a). Students enrolled in the existing non-charter public school to be converted shall have the option to enroll in another public school operated by the LEA in which the charter school is located without penalty. The enrollment preference for students who reside within the former school zone of the conversion charter school excludes those students from entering into a lottery.
  - (a) A non-charter public school converting to an OPCS shall not give an enrollment preference to students who reside within the former school zone of the conversion charter school unless the student is an at-risk student as defined in T.C.A. § 49-13-104(3).
- (11) Students living in other school zones may enroll in a conversion charter school after those living in the school zone have the opportunity to enroll, but only if there is program, class, grade level, and building capacity to serve the out-of-zone students. If applications by out-of-zone students exceed the charter school's capacity, enrollment of out-of-zone students shall be determined on the basis of a lottery. Out-of-zone students who attended the school the previous school year, and such students' siblings, may be given preference in enrollment.
- (12) A charter school may refuse to admit any student who is expelled from another public school or district or who is in the process of being expelled from another public school or district.
- (13) Additional verification requirements for enrollment in an OPCS:
  - (a) To qualify as at-risk, a student shall only be required to meet the income requirement and one (1) at-risk eligibility criterion listed in T.C.A. § 49-13-104(3)(a)-(h).
  - (b) As part of the enrollment process, the parent or guardian of an enrolling student or an enrolling student who has reached the age of eighteen (18) shall provide verification of meeting the at-risk criteria, as defined in T.C.A. § 49-13-104(3).
  - (c) Verification for at-risk criteria shall be established through the completion of the appropriate documentation as required in State Board Opportunity Public Charter School Policy 6.114.
  - (d) Whether a student qualifies as at-risk shall be determined by the OPCS only at the time of enrollment. If a student has withdrawn from the OPCS and subsequently re-enrolls, the OPCS shall verify at-risk eligibility at the time of re-enrollment.
- (14) Reporting requirements:
  - (a) A charter school shall provide to the Department certification by an independent accounting firm or by a law firm that each lottery conducted for enrollment purposes complied with the requirements of T.C.A. § 49-13-113. Charter schools

(Rule 0520-14-01-.04, continued)

that choose to participate in the enrollment process of their authorizer may use certification from the authorizer to satisfy this requirement.

- (b) In lieu of an independent accounting firm or law firm, charter schools may request that the Department review and approve the lottery process prior to conducting the lottery.
- (c) By June 30th of each year, an OPCS shall submit to its authorizer a signed, written verification from an independent accounting firm or law firm stating whether the school met or exceeded an overall average of seventy-five percent (75%) at-risk student enrollment in the immediately preceding school year.
  - 1. The authorizer shall include the results of this annual verification in its authorizer report.
  - 2. If an OPCS fails to meet the seventy-five percent (75%) at-risk student enrollment requirement for three (3) consecutive school years, the school shall petition the authorizer to amend its charter agreement to convert to a public charter school and forgo its OPCS status, or voluntarily close.
    - (i) If an OPCS seeks to amend its charter agreement, it shall petition its authorizer by the fall amendment petition deadline immediately following the third (3<sup>rd</sup>) consecutive year in which the school failed to meet the at-risk enrollment requirement and shall follow the amendment petition process outlined in the Commission's rules, including the right to an appeal.
    - (ii) If an OPCS chooses to voluntarily close, the school shall notify its authorizer of its decision by October 1 immediately following the third (3<sup>rd</sup>) consecutive year in which the school failed to meet the seventy-five (75%) enrollment requirement, and the school shall close by the end of that school year.
  - 3. An OPCS shall retain documentation evidencing that at-risk students met the at-risk eligibility criteria at the time of the student's enrollment, or any re-enrollment, in the OPCS.

**Authority:** T.C.A. §§ 49-13-104, 49-13-108, 49-13-113, 49-13-126. **Administrative History:** Original rule filed March 25, 2010; effective August 29, 2010. Repeal and new rule filed March 21, 2012; effective August 29, 2012. Amendments filed January 10, 2018; effective April 10, 2018. Amendments filed August 29, 2018; effective November 27, 2018. Amendments filed September 29, 2020; effective December 28, 2020. Amendments filed November 30, 2020; effective February 28, 2021. Amendments filed March 12, 2024; effective June 10, 2024.

#### **0520-14-01-.05 ANNUAL AUTHORIZER FEE AND ANNUAL REPORTING.**

- (1) Requirements applicable to local boards of education that serve as an authorizer of a charter school(s) (i.e., district authorizers):
  - (a) Pursuant to T.C.A. § 49-13-128, district authorizers shall receive an annual authorizer fee that is a percentage of the charter school's per student state and local funding as allocated under T.C.A. § 49-13-112. The annual authorizer fee

(Rule 0520-14-01-.05, continued)

shall be the lesser of three percent (3%) of the annual per-student state and local allocations or \$35,000 per school.

- (b) District authorizers shall use the annual authorizer fee exclusively for fulfilling the following authorizing obligations:
1. Charter school application approval process, including:
    - (i) Implementation of State Board-approved quality authorizing standards; and
    - (ii) Stipends or travel for external reviewers.
  2. Interim review process required by T.C.A. § 49-13-121(k), including review of the progress of the school in achieving the goals, objectives, pupil performance standards, content standards, and other terms of the approved charter agreement.
  3. Charter school renewal process required by T.C.A. § 49-13-121, including:
    - (i) Review of the renewal application;
    - (ii) Stipends or travel for external reviewers; and
    - (iii) Development of the renewal evaluation required to be submitted to each charter school.
  4. Monitoring and oversight activities, including:
    - (i) Development of a performance framework;
    - (ii) Annual monitoring visits;
    - (iii) Data meetings;
    - (iv) Any software or data management tools required by the district authorizer exclusively for charter schools;
    - (v) Monitoring of all legal requirements; and
    - (vi) School closure responsibilities outlined in T.C.A. § 49-13-130.
  5. Personnel costs for staff supporting charter schools, including:
    - (i) Salaries and benefits for full-time or part-time personnel with exclusive charter school responsibilities;
    - (ii) Salaries for personnel who spend a portion of their time on direct charter school responsibilities. Any funds spent on salaries must be pro-rated to reflect the amount of time spent only on charter support work. Salaries for personnel may only be paid for with authorizer fee funds if the activities and duties of the personnel are beyond the scope and capacity of the LEA charter school office or personnel;

(Rule 0520-14-01-.05, continued)

- (iii) External consultants or other consultancy or legal fees to support charter authorizing obligations; and
    - (iv) Reasonable costs associated with recruiting or hiring charter support or authorizing staff.
  - 6. Operational expenses for staff supporting charter schools.
  - 7. Annual reporting, including:
    - (i) Review of annual charter school performance reports required under T.C.A § 49-13-120;
    - (ii) Reporting of vacant and underutilized properties owned or operated by the LEA pursuant to T.C.A § 49-13-136 and paragraph (1)(c) of this Rule;
    - (iii) Creation of the authorizer fee report required by T.C.A § 49-13-128(f); and
    - (iv) Reporting of student directory information required by T.C.A § 49-13-132.
  - 8. Ongoing charter school support services, including:
    - (i) Interventions or authorizer-led supports;
    - (ii) Maintenance of facilities or other capital outlay obligations that are not otherwise outlined in a lease agreement between the authorizer and charter school;
    - (iii) Professional development, orientation, or onboarding of charter school employees or staff supporting charter schools; and
    - (iv) Contract services for specialized or targeted charter school supports.
- (2) Requirements applicable only to state-level authorizers:
  - (a) In accordance with T.C.A. § 49-13-128:
    - 1. If the ASD authorizes a public charter school, the ASD shall receive an annual authorizer fee of up to three percent (3%) of the public charter school's per pupil state and local funding as allocated under § 49-13-112(a). By May 1 of each year, the Commissioner shall set the percentage of a public charter school's per-pupil state and local funding that the ASD shall receive as the annual authorizer fee for the next school year.
      - (i) The ASD shall use the annual authorizer fee exclusively for fulfilling authorizing obligations set forth in subparagraph (1)(b) of this Rule.
    - 2. If the Tennessee public charter school commission (Commission) authorizes a public charter school, the Commission shall receive an

(Rule 0520-14-01-.05, continued)

annual authorizer fee of up to three percent (3%) of the public charter school's per pupil state and local funding as allocated under § 49-13-112(a). By May 1 of each year, the Commission or the Commission's designee shall set the percentage of a public charter school's per student state and local funding that the Commission shall receive as the annual authorizer fee for the next school year.

- (i) The Commission shall use the annual authorizer fee for fulfilling authorizing obligations set forth in subparagraph (1)(b) of this Rule. Additionally, the Commission may use the annual authorizer fee to fulfill obligations consistent with the authority of the Commission as set forth in Tennessee Code Annotated Title 49, Chapter 13.

(3) Requirements applicable to all authorizers:

- (a) The authorizer fee shall be paid by a charter school to its authorizer in accordance with the payment process issued by the Department of Education.
- (b) The annual authorizer fee collected by an authorizer shall be recorded in the general ledger using the appropriate revenue code as determined by the Tennessee Comptroller and shall be subject to all audit and reporting requirements.
- (c) By December 1 of each year, each authorizer that collects an annual authorizer fee shall report to the State Board the total amount of authorizer fees collected in the previous school year and the authorizing obligations fulfilled using the fee. Reports shall be submitted on a reporting form developed by the State Board.
- (d) Each authorizer fee report shall be posted on the authorizer's website and the State Board's website.
- (e) If, for any school year, the total amount of authorizer fees collected by the authorizer exceeds the amount used by the authorizer to perform its authorizing obligations and responsibilities, the authorizer shall distribute the amount remaining to its authorized public charter schools.
- (f) Any excess funds collected by an authorizer shall be distributed to its authorized charter schools in the school year immediately following the school year in which the excess fees were collected by the authorizer and in accordance with the process established by the Department of Education.
- (g) If the State Board determines funds were used by the authorizer for activities other than the authorizing obligations outlined in this Rule, the State Board shall direct the Department of Education to withhold an amount equal to the misallocated funds in the following school year from the authorizer and shall distribute the misallocated funds directly to the authorizer's charter schools.
- (h) If an authorizer does not receive timely payment from an authorized charter school in accordance with this Rule, the authorizer shall be entitled to any past due amount from the authorized charter school in accordance with the payment process issued by the Department of Education.

(Rule 0520-14-01-.05, continued)

- (i) Each charter school shall receive a proportionate share of any excess or misallocated funds collected by the authorizer based on the actual amount of authorizer fee funds paid to the authorizer by each charter school.
  - (j) Authorizers shall annually provide a projected charter school office budget for the upcoming school year to the State Board by August 1. The State Board shall annually post each projected budget to its website by August 15.
- (4) Requirements applicable to LEAs in which one (1) or more public charter schools operate:
- (a) Annually by May 1, the LEA shall publish the information required in T.C.A. § 49-13-136(c)(1) on the LEA's website and submit a comprehensive listing of all vacant or underutilized property to the Department and the Comptroller of the Treasury.
    - 1. Vacant property, as defined in T.C.A. § 49-13-104, means a building, with or without improvements, which is closed or no longer used for direct academic instruction for students in pre-kindergarten through grade twelve (pre-K-12), or any combination thereof, including, but not limited to, spaces suitable for classroom use that are currently being used for storage of any kind and does not include real property on which a building or permanent structure has not been erected.
    - 2. Underutilized property, as defined in T.C.A. § 49-13-104, means a building or portion thereof, with or without improvements, which is not used or is used irregularly or intermittently for K-12 instructional or program purposes, including, but not limited to, spaces suitable for classroom use that are currently being used for storage of any kind. K-12 instructional purposes include spaces used for providing direct instruction to students. K-12 program purposes include spaces used in support of K-12 instructional programming, such as faculty professional development, employee offices, and other similar uses, but do not include spaces suitable for classroom use that are currently being used for storage of any kind. For public school facilities that, by their nature, are characterized by irregular or intermittent use, such as auditoriums, gymnasiums, cafeterias, and athletic facilities, irregular or intermittent use means the facility is used for K-12 instructional or programming purposes less than ten (10) times per school year. For all other public school facilities, irregular or intermittent use means the facility is used for K-12 instructional or programming purposes fewer than ninety (90) days per school year or the facility is used at less than 55% capacity, to be calculated in accordance with the Department's guidance and reporting template.

**Authority:** T.C.A. §§ 49-1-302, 49-13-112, 49-13-126, and 49-13-128. **Administrative History:** Original rule filed January 11, 2019; effective April 11, 2019. Amendments filed May 27, 2021; effective August 25, 2021. Amendments filed January 31, 2025; effective May 1, 2025.

# Sullivan County Board of Education

Monitoring:  <b>Review: Annually, in August</b>	Descriptor Term:  <h2 style="text-align: center;">Charter School Applications</h2>	Descriptor Code: <b>1.901</b>	Issued Date: <b>07/03/25</b>
		Rescinds: <b>1.704</b>	Issued: <b>12/04/17</b>

## *General*

This policy shall apply to sponsors and potential sponsors of newly created public charter schools. It shall not apply to public charter schools converted from existing public schools. Proposals from existing charter school operators or replicators and applicants proposing to contract with educational service providers shall be in accordance with state law.<sup>1</sup>

## **APPLICATION PROCESS<sup>2</sup>**

A prospective charter school sponsor shall send the director of schools/**designee** notice of its intent sixty (60) days prior to February 1<sup>st</sup> of the year preceding the year in which the proposed charter school plans to begin operation as a public charter school. The director of schools/designee shall ~~determine whether the sponsor has selected the correct application category within ten (10) business day of receiving the letter of intent and notify the sponsor within five (5) business days of determination that the incorrect application category has been selected.~~ **confirm receipt of the letter and provide the sponsor with current state and federal per pupil funding estimates within five (5) business days.**<sup>2</sup>

A sponsor seeking board approval of an initial charter school application ~~must~~ **shall** complete the forms developed by the State Board of Education in coordination with the Tennessee Public Charter School Commission (“the Commission”). The application shall provide all the information required by law. The sponsor shall demonstrate that the proposed charter school meets the purpose prescribed by law for the formation of a charter school and the proposed charter school will be able to implement a viable program of quality education for its students.

Electronic copies of applications shall be submitted to the Board and the Commission on or before 11:59 p.m. Central Time on February 1<sup>st</sup> of the year preceding the year in which the proposed charter school plans to begin operation as a public charter school. If the 1st of February falls on a Saturday, Sunday, or holiday on which the school district offices are closed, applications will be accepted on the next business day on or before 11:59 p.m. Late applications will not be accepted, without exception. The sponsor shall pay an application fee of \$2,500.00.<sup>3</sup> The director of schools/designee shall report each **initial** application received to the Commission no later than ten (10) days after receipt.<sup>23</sup>

## **REVIEW TEAM<sup>1</sup>**

If necessary, the ~~board~~ **director of schools/designee** shall appoint a review team to assist in reviewing and evaluating charter school applications. The team shall be composed of members of the administrative staff for the district; **and** community members **with relevant educational, organizational, financial, and legal experience.** ~~and a member of the board.~~ At the board meeting in

~~February~~ **December** each year, the Director of Schools shall make a recommendation to the board of which members of his/~~her~~ administrative staff should be appointed to the team. The board shall name the members of the team at its meeting in ~~March~~ **February** of each year. The board shall designate a chairman of the review team as the contact person for answering questions about the application process and receiving applications. The director of schools/designee shall develop an orientation for the team to ensure consistent evaluation standards and the elimination of real or perceived conflicts of interest.

The board shall require **the director of schools/designee to develop** a procedure for receiving, reviewing and ruling on applications for the establishment of charter schools by the review team. The procedure shall include a timeline for the application and review process. A copy of the procedure, including the review criteria, shall be available on the district's website.

The review team shall:

- 1) Evaluate all charter school applications based on the review criteria established by state law;
- 2) Recommend one of the following options to the board for each application: approve, ~~or reject;~~ **or reject with stipulations for reconsideration.**<sup>4</sup>

#### **APPROVAL, DENIAL OF APPLICATION<sup>45</sup>**

The board shall rule by resolution on the approval or denial of an **initial** charter **school** application within ninety (90) **calendar** days of receipt of the completed application or the application shall be deemed approved by law. The director of schools/**designee** shall report the action taken by the Board to the Department of Education and the Commission **no later than ten (10) calendar days after approval or denial. If an application is denied, the report shall also include the reasons for denial.**

#### **Approval**

The sponsor of a ~~public~~ charter school that is approved by the board shall enter into a written agreement with the board; which shall be binding on the charter school's governing body. The charter school agreement shall be in writing signed by the sponsor and the board.

The Board will receive an annual authorizer fee of three percent (3%) of the annual per student state and local allocations or thirty-five thousand dollars (\$35,000), whichever is less.<sup>6</sup>

Charter schools approved by the board ~~of education~~ are expected to implement the application as submitted and approved. Material variations in operations from the approved application require amendment pursuant to statute and the charter school agreement.<sup>7</sup>

The board should not ~~be expected to~~ provide services to charter schools that are not requested during the application process except for those services that are required under state or federal laws. Services agreed to be provided to the charter schools by the board shall be provided at board's actual cost. The board and charter school shall execute a service contract for any additional services.

New public charter school agreements are approved for a ten-year period.<sup>8</sup> The board may revoke or deny renewal of a public charter school agreement for any of the reasons enumerated in state law.<sup>2</sup>

## Denial

If the initial charter school application is denied, the Board shall notify the sponsor in writing within ten (10) calendar days, specifying the objective reasons for the denial and the deadline by which the sponsor may submit an amended application. Upon written receipt of the grounds for denial, the sponsor shall have thirty (30) days within which to submit an amended application to correct the deficiencies. The board shall have sixty (60) days either to deny or to approve the amended application or the application shall be deemed approved by law.<sup>5</sup>

If the amended charter school application is denied, the Board shall notify the sponsor in writing within five (5) calendar days, specifying the objective reasons for denial and the sponsor's right to an appeal. Within ten (10) calendar days of final denial, an appeal may be filed with the Tennessee Public Charter School Commission.<sup>10</sup>

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### Legal References

1. [TCA 49-13-106; State Board of Education Policy 6.111](#)
2. [TCA 49-13-107; Public Acts of 2025, Chapter No. 275; TCA 1-3-102; TCA 49-13-108; TRR/MS 0520-14-01-.01\(1\)\(b\),\(e\)](#)
3. [TRR/MS 0520-14-01-.01\(1\)\(i\)](#)
4. [TRR/MS 0520-14-01](#)
5. [TCA 49-13-108; Public Acts of 2025, Chapter No. 275; TRR/MSS 0520-14-01](#)
6. [TCA 49-13-128](#)
7. [TCA 49-13-110\(d\)-\(e\); TRR/MSS 0520-14-01](#)
8. [TCA 49-13-110\(c\)](#)
9. [TCA 49-13-122](#)
10. [TCA 49-13-108\(b\)\(5\)](#)

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### Cross References



### Step 1: Receipt of Application Materials

- **Electronic Submission:** Confirm the sponsor filed an electronic copy of the initial application with both the Board and the Tennessee Public Charter School Commission (Commission) by 11:59 p.m. Central Time on February 1. If February 1 falls on a weekend or holiday, the deadline is the next business day.
- **Verification of Completion:** Ensure the application is "complete" by verifying receipt of the following by their respective deadlines:
  - The electronic written application using the State Board's required form.
  - Up to five (5) paper copies, if specifically requested by the authorizer.
  - The application fee of \$2,500.
- **Late Applications:** Reject any applications received after the deadline; no exceptions are permitted.
- **Commission Notification:** The Director of Schools or a designee must report every completed application received to the Commission within 10 calendar days of receipt.

### Step 2: Review and Evaluation Process

- **Review Team Formation:** Utilize the review team appointed by the Board in February, which consists of district administrative staff and community members with relevant educational, financial, and legal expertise.
- **Orientation:** The Director of Schools/Designee must provide an orientation for the team to ensure evaluation standards are applied consistently and to eliminate any real or perceived conflicts of interest.
- **Evaluation Criteria:** The team must evaluate all applications based on the scoring criteria and standards established by state law and State Board Policy 6.111.
- **Formal Recommendation:** The review team must conclude its evaluation by recommending one of two options for each application: "approve" or "reject".

### Step 3: Final Ruling and Notification

- **Board Resolution:** The Board must rule on the application by resolution at a regular or specially called meeting within 90 calendar days of receiving the completed application.
- **Consequence of Inaction:** If the Board fails to rule within the 90-day window, the application is automatically "deemed approved" by state law.
- **Notification of Denial:** If the application is denied, the Board must provide the sponsor with written objective reasons for the denial within 10 calendar days of the decision.
- **Final Reporting:** The Director of Schools must report the Board's final action (approval or denial) to the Department of Education and the Commission within 10 calendar days of the approval or denial.

# Sullivan County Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term: <b>Student Wellness</b>	Descriptor Code: <b>6.411</b>	Issued Date: <b>07/03/25</b>
		Rescinds: <b>6.411</b>	Issued: <b>01/09/20</b>

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

## 5 **COMMITMENT TO COORDINATED SCHOOL HEALTH**

6 All schools shall implement the CDC's Coordinated School Health program ~~approach to managing~~  
7 ~~new and existing~~ for wellness related programs and services in schools and the surrounding  
8 community based on state law and State Board of Education CSH standards and guidelines. The school  
9 district's Coordinated School Health Coordinator or Supervisor shall be responsible for overseeing  
10 compliance with State Board of Education CSH standards and guidelines in the school district.

## 11 **SCHOOL HEALTH ADVISORY COUNCIL<sup>2, 3</sup>**

12 A school district health advisory council shall be established to serve as a resource to schools sites for  
13 implementing policies and programs and develop an active working relationship with the county health  
14 council. The council shall consist of individuals representing the school and community, including  
15 parents, students, teachers, school administrators, health professionals, school food service  
16 representatives, and ~~members of the public,~~ and other stakeholders concerned with the health and  
17 wellness of students. The primary responsibilities of the council include but are not limited  
18 to: reviewing the CHS plan, and as necessary, making recommendations as to procedures and  
19 programs.

- 20 ~~1. Developing, implementing, monitoring, reviewing, and as necessary, making recommendations~~  
21 ~~as to physical activity and nutrition policies;~~
- 22
- 23 ~~2. Ensuring all schools within the district create and implement an action plan related to all~~  
24 ~~School Health Index modules;~~
- 25
- 26 ~~3. Ensuring that the results of the action plan are annually reported to the council; and~~
- 27
- 28 ~~4. Ensuring that school level results include measures of progress on each indicator of the School~~  
29 ~~Health Index.~~

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

1 Additionally, each school will have a Healthy School Team **that is representative of all eight (8)**  
2 **components of the CSH program. The team members shall consist of the principal, teachers,**  
3 **staff, students, parents, and community members with at least half of the team members being**  
4 **non-school personnel.**<sup>2</sup> The Team will hold Healthy School Team meetings during the school year to  
5 assess needs and oversee planning and implementation of school health efforts. The Director of  
6 Schools/designee will ensure compliance with the school wellness policy, to include an assessment of  
7 the implementation of the wellness policy and the progress made in attaining the policy goals. The  
8 assessment will be made available to the public.

## 9 **COMMITMENT TO NUTRITION**

10 All schools within the district shall participate in the USDA child nutrition programs, which may  
11 include but not be limited to, the National School Lunch Program, the School Breakfast Program, the  
12 Summer Food Service Program, and the After School Snack Program.<sup>3,4,5,6</sup>

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

### 20 ***Fundraising***

21 Food and beverages sold that can be consumed on campus during the school day must meet or exceed  
22 the USDA Smart Snacks guidelines in school nutrition standards. Schools shall follow the limit on  
23 days per semester in which non-healthy foods may be used for fundraisers.<sup>5,4</sup>

## 24 **DISTRICT GOALS**

25 The school district will promote healthy nutrition through various activities, including nutrition related  
26 newsletters, informational links on the district website, healthy eating posters and bulletin boards in  
27 dining areas, and informational booths at various community functions. Nutrition education will be  
28 offered as part of a standards based program designed to provide students with the knowledge and  
29 skills needed to promote and protect their health as outlined in the State Board of Education  
30 Health Education and Lifetime Wellness Standards. Nutrition education will discourage teachers  
31 from using high fat, sugar, and sodium foods as rewards and encourage students to start each day with  
32 a healthy breakfast. If a district engages in food or beverage marketing, all marketing shall comply  
33 with the Smart Snacks in School nutrition standards.<sup>7,6</sup>

## 34 **COMMITMENT TO PHYSICAL ACTIVITY AND PHYSICAL EDUCATION**<sup>7</sup>

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

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

5 Unstructured physical activity periods shall be offered in addition to the school district's physical  
 6 education program. Elementary school students shall receive a minimum of forty (40) minutes of  
 7 physical activity each full school day. Middle and high school students shall receive a minimum of  
 8 ninety (90) minutes of physical activity each full school week.

9 Physical activity will be conducted outside if weather permits. The following activities shall not be  
 10 considered physical activity: walking to and from class, time spent on an electronic device, and time  
 11 spent in a physical education class.

12 Schools shall continue to offer after school sports and activities. Physical activity shall not be  
 13 employed as a form of discipline or punishment. Physical activity shall not be withheld from a student  
 14 as a form of punishment.

### 15 **COMMITMENT TO CURRICULUM<sup>3</sup>**

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

### 17 **SCHOOL HEALTH INDEX<sup>3</sup>**

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

### 21 **RECORD KEEPING COMPLIANCE**

22 The school district's Coordinated School Health Coordinator shall ensure that records demonstrating  
 23 compliance with community involvement requirements are maintained. The Coordinated School  
 24 Health Coordinator shall additionally document that the school wellness policy and triennial  
 25 assessments are made available to the public.<sup>9</sup>

26

#### Legal References

1. [TCA 49-6-1022](#)
2. [State Board of Education Policy 4.204](#)
3. [42 USCA § 1758b; TRR/MS 0520-01-06-.04](#)
4. [TRR/MS 0520-01-06](#)
5. [7 CFR § 210; 7 CFR § 220](#)
6. [7 CFR 210.31\(c\)\(3\)\(iii\)](#)
7. [TCA 49-6-1021; State Board of Education Policy 4.206](#)
8. [7 CFR § 210.31\(f\)](#)

#### Cross References

Student Suicide Prevention 6.415

<b>TENNESSEE STATE BOARD OF EDUCATION</b>	
<b>COORDINATED SCHOOL HEALTH PROGRAM POLICY</b>	<b>4.204</b>

### Policy Sections

- I. **Purpose**
- II. **Program Components**
- III. **Requirements of CSH Programming**

I. **Purpose.** The purpose of the Coordinated School Health (CSH) program is to improve student health and the capacity to learn through the support of families, communities, and schools. Each local education agency (LEA) shall annually submit a CSH plan to the Tennessee Department of Education for approval. Each plan must include how the LEA intends to spend funds for student health and wellness, how the LEA currently addresses the health needs of students, and who will serve as the school health coordinator. This policy sets forth the minimum standards for LEAs to use in developing their own guidelines, procedures, and plans that address the health needs of their students and improve student opportunities for academic achievement.

II. **Program Components.** Each LEA's CSH program must consist of the following eight (8) interactive components, based on the model developed by the Centers for Disease Control and Prevention:

(1) **Health Education.** Health education is a planned, sequential, pre-K-12 curriculum and program that addresses the physical, mental, emotional, and social dimensions of health. The activities of the curriculum and program are integrated into the daily life of students and designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. The curriculum and program include a variety of topics such as personal health, family health, community health, consumer health, environmental health, family living, mental and emotional health, injury prevention and safety, CPR, nutrition, prevention and control of disease, and substance use and abuse. When provided by qualified, trained teachers, health education helps students acquire the knowledge, attitudes, and skills they need for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others.

(2) **Health Services.** Health services enhance the educational process by promoting, improving, and maintaining health and wellness for students. Health services enable students to attend school in a safe learning environment, reducing health-related barriers to learning. Health services intervene with actual and potential health problems, including providing first aid, emergency care, and assessment and planning for the management of chronic conditions such as asthma or

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diabetes. Health services, provided by and/or supervised by school nurses, connect school staff, students, families, community, and healthcare providers to promote the healthcare of students and a healthy and safe school environment. Health services personnel may include qualified healthcare professionals, such as school nurses, health aides, and unlicensed assistive personnel. School districts develop job descriptions for these roles and should ensure that school staff assigned health-related tasks are working within their job descriptions and their scope of practice.

- (3) Nutrition. School nutrition programs promote all students to have access to a variety of nutritious, appealing, and free and reduced-priced meals that support their health and well-being. These programs provide meals that meet federal nutrition standards for the National School Lunch Program and School Breakfast Program, reflecting the U.S. Dietary Guidelines for Americans and other requirements to meet the nutritional needs of students. Each school's nutrition program also serves as a learning environment for classroom nutrition and health education that helps students develop skills and habits in selecting nutritionally appropriate foods. These programs are led by qualified school nutrition professionals, including experienced school food service directors, chefs, and registered dietitians, who ensure program compliance, operational excellence, and student-focused service.
  
- (4) Physical Education and Physical Activity. Physical education (PE) is an essential part of students' overall development and well-being. It is a structured, standards-based academic subject that follows a planned, sequential Pre-K – 12 curriculum. Quality PE programs provide developmentally appropriate instruction across a wide range of movement and activity areas, including motor skills, fitness, rhythm and dance, cooperative games, and team and individual sports. Effective PE goes beyond physical movement; it helps build students' self-confidence, teamwork, and decision-making skills while also reinforcing the importance of regular physical activity. Physical activity, while different from PE, is also a critical element of student success. It may occur at any time throughout the school day and in a variety of settings, before, during, or after school. To create a culture of movement, schools are encouraged to adopt a Comprehensive School Physical Activity Program (CSPAP). This national framework promotes physical activity through five (5) key areas: physical education, physical activity during school, physical activity before and after school, staff involvement, and family and community engagement. State Board of Education [Physical Activity and Physical Education](#) Policy 4.206 outlines requirements for physical activity and physical education.
  
- (5) Healthy School Environment. A healthy school environment includes the quality of the physical and aesthetic surroundings, the climate, safety, and culture of the school, the school safety and emergency plans, and the periodic review and

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assessment of the factors and conditions that influence the environment. Factors and conditions that influence the quality of the physical environment include the school building and the area surrounding it, transportation services, any biological or chemical agents inside and outside the school facilities that are detrimental to health, and physical conditions such as temperature, noise, lighting, air quality, and potential health and safety hazards. Developing and maintaining a healthy school environment requires collaboration among administrators, facilities and transportation staff, school nurses, school counselors, school social workers, health educators, school resource officers, and community partners. These professionals work together to assess conditions, implement safety plans, monitor environmental risks, and promote practices that protect and support everyone in the school community.

- (6) **School Counseling, Psychological, and Social Services.** Counseling, mental health, and social services are provided to assess and improve the mental, emotional, and social well-being of every student. All students receive these services, including developmental classroom activities and preventative educational programs, in an effort to enhance and promote academic, personal, and social growth. The professional skills of school counselors, school psychologists, and school social workers, along with school nurses, are utilized to provide coordinated "wrap around" services that contribute to the mental, emotional, and social well-being of students, their families, and the school community.
  
- (7) **Student, Family, and Community Involvement.** Involvement of students, parents, community representatives, health specialists, and volunteers in schools provides an integrated approach to enhancing the health and well-being of students both at school and in the community. School Health Advisory Councils and Healthy School Teams can build support for school health programs and engaging students, families and community members in school health efforts creates a more comprehensive support system. School administrators, teachers, and school health staff shall actively solicit family involvement and engage community resources, expertise, and services to respond effectively to the health-related needs of students and families for all school health components. Involving students in planning, decision-making, and implementation strengthens the relevance and effectiveness of school health initiatives while also promoting student voice.
  
- (8) **School Staff Wellness.** Health promotion opportunities for staff, such as health assessments, health education, and health-related fitness activities, are provided to all school staff to improve their health status. These opportunities encourage staff to adopt a healthy lifestyle that contributes to their improved health status and morale, as well as, a greater commitment to the overall coordinated school health program.

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**III. Requirements of CSH Programming.** Each LEA -shall:

- (1) Employ a local coordinator or supervisor of school health programs for the LEA. The coordinator or supervisor of school health programs for the LEA shall, at a minimum, hold a bachelor's degree in the fields of education, nursing, health services administration, social services, psychology or mental health services, or nutrition, or have documented experience in either supervising or implementing one (1) or more of the coordinated school health components areas. The school health coordinator shall: help maintain active School Health Advisory Councils; facilitate health programming; organize activities addressing the CSH components; and facilitate actions to achieve a successful CSH program;
  - (a) LEAs with 3,000 or more students shall establish a full-time school health coordinator or supervisor position.
  - (b) LEAs with fewer than 3,000 students shall establish, at a minimum, a part-time school health coordinator/supervisor position, provided that at least fifty percent (50%) of the coordinator/supervisor's job duties shall be related to school health programs.
- (2) Establish a School Health Advisory Council (SHAC) that is representative of the LEA's staff, students, parents, civic organizations, community agencies, faith community, minority groups, and other stakeholders concerned with the health and wellness of students, with at least two-thirds of the members being non-school personnel. The SHAC is a district-level advisory group designed to strengthen communication, collaboration, and shared leadership to support school health priorities. The SHAC shall review the annual CSH plan. The SHAC shall be responsible for recommending procedures, and programs to the LEA and shall develop and maintain an active working relationship with the county health council;
- (3) Ensure that the school health coordinator serves as an active member of the district leadership team to support all eight (8) CSH components by giving regular updates on the coordination and integration of student health priorities. .
- (4) Establish a Healthy School Team at each school in the LEA that is representative of all eight (8) components of the CSH program. The team shall include the principal, teachers, staff, students, parents, and community members with at least one-half of the team members being non-school personnel. The Healthy School Team shall assess needs and oversee planning and implementation of school health efforts at the school site;

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- (5) Develop and maintain a system of assessing and identifying the health and wellness needs of students, families, and staff. This assessment system may include the review of information from the Youth Risk Behavior Survey, Youth Tobacco Survey, School Climate Survey, school health profile data, or local health and wellness-related surveys;
- (6) Incorporate results from the School Health Index into all school improvement plans required to be submitted pursuant to T.C.A. § 49-1-613;
- (7) Develop and maintain comprehensive pre-K-12 health education and physical education programs;
- (8) Ensure the LEA's annual budget includes funding dedicated to supporting the implementation of the eight (8) CSH components, the employment of a school health coordinator, and the development, implementation, and evaluation of the LEA's CSH plan
- (9) Identify and secure additional financial and/or technical assistance through collaborations and partnerships with community agencies and organizations;
- (10) Establish a system for evaluation and monitoring to assess the effectiveness of CSH programs in promoting healthy behaviors and improved academic outcomes; and
- (11) Ensure compliance with:
  - (a) T.C.A. §§ 49-6-1301-1308 and T.C.A. § 68-1-1205 regarding Family Life Curriculum and any aspect of family planning or contraception in schools;
  - (b) T.C.A. § 49-50-1603, the State Board of Education's Administration of Medication in a School Setting Policy 4.205, State Board School and Student Health Services Rules 0520-01-13, and the guidelines set by the Department of Education and the Department of Health regarding the administration of medications and the secure storage of medications, recordkeeping, and the orientation and training of all school personnel that handle medications by a school health nurse or a licensed health care professional;
  - (c) T.C.A. § 49-3-359 regarding requirements to employ or contract for school health nurses or the required report to the Tennessee Department of Education of the LEA's election not to do so;
  - (d) T.C.A. §§ 63-7-101-116 and Administrative Rules regarding the professional practice of nurses, including the supervision of school health

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nurses by a Registered Nurse, Certified Nurse Practitioner, and/or physician;

- (e) T.C.A. § 49-5-302 regarding school counseling programs and T.C.A. § 49-6-303 regarding the employment of licensed school counselors and the professional practice of school counselors; and
- (f) All laws, rules, and regulations regarding the qualifications for individuals employed, contracted, or otherwise engaged in providing professional services in any of the components of a CSH program.



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## Budget Overview Plus/Minus

Sullivan County (820) Public District - FY 2026 - Consolidated - Rev 3 - Title I, Part A

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### Indirect Cost Guide

Total Allocation	\$3,445,691.16
Existing Budget In Categories Not Eligible for Indirect Cost	\$550,960.00
Total Available for Budgeting In Categories Eligible for Indirect Cost and Indirect Cost	\$2,894,731.16
Indirect Cost Rate	0.65%
Max Available Budget In Categories Eligible for Indirect Cost	\$2,876,036.93
Max Indirect Cost	\$18,694.23

Filter by Location: All - \$3,445,691.16

Show Unbudgeted Categories

Buttrum, Kirsten

### Production

Session Timeout  
(Hide Timer)  
00:29:48

Account Number	71100 - Regular Instruction Program	72130 - Other Student Support	72210 - Support Services/Regular Instruction Program	72710 - Transportation	Total
Line Item Number					
163 - Educational Assistants	868,422.59		0.00		868,422.59
189 - Other Salaries & Wages	450,000.00	350,000.00	0.00	0.00	800,000.00
201 - Social Security	78,000.00	20,100.00	0.00	0.00	98,100.00
204 - Pensions	28,000.00	23,300.00	0.00	0.00	51,300.00
206 - Life Insurance	5,300.00	235.00	0.00	0.00	5,535.00
207 - Medical Insurance	37,700.00	28,200.00	0.00	0.00	65,900.00
208 - Dental Insurance	1,796.83	500.00	0.00	0.00	2,296.83
212 - Employer Medicare	25,106.32	5,200.00	0.00	0.00	30,306.32
307 - Communication		4,000.00	0.00	0.00	4,000.00
355 - Travel		11,428.55	0.00	45,000.00	56,428.55
429 - Instructional Supplies & Materials	545,081.09 +\$100,000.00				545,081.09 +\$100,000.00
499 - Other Supplies and Materials	1,747.72 -\$960.00	53,640.66	0.00	0.00	55,388.38 -\$960.00
524 - In-Service / Staff Development		0.00	80,035.74 -\$100,000.00	0.00	80,035.74 -\$100,000.00
599 - Other Charges	231,936.66	0.00	0.00	0.00	231,936.66
722 - Regular Instruction Equipment	550,960.00 +\$960.00				550,960.00 +\$960.00
<b>Total</b>	<b>2,824,051.21</b> <b>+\$100,000.00</b>	<b>496,604.21</b>	<b>80,035.74</b> <b>-\$100,000.00</b>	<b>45,000.00</b>	<b>3,445,691.16</b>
				<b>Adjusted Allocation</b>	<b>3,445,691.16</b>
				<b>Remaining</b>	<b>0.00</b>

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Buttrum, Kirsten

**Production**

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## Budget Overview Plus/Minus

Sullivan County (820) Public District - FY 2026 - State Special Education Preschool Grant - Rev 1 - State Special Education Preschool Grant

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Filter by Location: All - \$134,274.20

[Show Unbudgeted Categories](#)

	Account Number	71200 - Special Education Program	72220 - Support Services/Special Education Program	Total
Line Item Number				
116 - Teachers		57,690.00		57,690.00
		-\$50,854.20		-\$50,854.20
201 - Social Security		3,576.78	0.00	3,576.78
		-\$3,123.22		-\$3,123.22
204 - State Retirement		5,500.00	0.00	5,500.00
		-\$4,500.00		-\$4,500.00
206 - Life Insurance		45.00	0.00	45.00
		-\$35.00		-\$35.00
207 - Medical Insurance		9,100.00	0.00	9,100.00
		+\$2,100.00		+\$2,100.00
208 - Dental Insurance		250.00	0.00	250.00
		-\$100.00		-\$100.00
212 - Employer Medicare		1,000.00	0.00	1,000.00
		-\$600.00		-\$600.00
312 - Contracts with Private Agencies		41,412.42	0.00	41,412.42
		+\$41,412.42		+\$41,412.42
524 - In-Service / Staff Development			15,700.00	15,700.00
			+\$15,700.00	+\$15,700.00
<b>Total</b>		118,574.20	15,700.00	134,274.20
		-\$15,700.00	+\$15,700.00	
			<b>Adjusted Allocation</b>	134,274.20
			<b>Remaining</b>	0.00

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