Hamilton County Department of Education
Hamilton County Board of Education Board Meeting - Regular Session
July 16, 2026 6:00 PM
3074 Claude Ramsey Parkway
Chattanooga, TN 37421

I. Roll Call
II. **Approval of the Agenda
III. Pledge to the Flag and Meditation -Rachel Turner of Collegiate High School
IV. Exemplars of Excellence
A. Individual Spring Event State Champions
Robert Sharpe, EdD, Chief Operations Officer
Tim James, Ed.S., District Athletic Director
V. Board Member Disclaimer Statement - I declare that I have a [spouse, parent, grandparent, child, sibling, aunt, uncle, nephew, niece, relation-in-law or member of my household] who works for the school system and that the Board's vote on [budget, policies, etc.] may have an effect on my relative's employment. Even so, I hereby certify that I will cast my vote in the best interest of the school system.
VI. **Approval of the Consent Agenda
A. Approval of the Minutes of the June 2026 Regular Session
B. Executive Committee Report
Declarations of Surplus
- Walk-in cooler/freezer
C. Early Approvals
- TVA School Uplift Grant Award
D. Chief of Schools - Dr. Elaine Harper
1. Field Trips
a. Dr. Shane Harwood - Community Superintendent Rock Point
E. Chief Financial Officer - Mary Ellen Heuton, CPA
1. Bids/Contracts
a. Award CMAR-RFP 26-49, Brainerd High School Construction Manager at Risk
b. Award RFP 26-57 Disposables and Non-Food Items for the School Nutrition Program
c. Award RFP 26-60 Ice Cream Products for the School Nutrition Program
d. Approve Contract for Special Education Services with Signal Centers, Inc.
e. Approve Renewal of Amendment with Fifth Asset, Inc d/b/a DebtBook
f. Approval 3-Year Contract with Instructure, Inc. (Canvas)
g. Approve Short-Term Bridge Agreement for Group Life and Disability Insurance
2. Financial Reports
3. Budget Amendments
a. Federal Grants, State Grants, and Self-Funded Programs
VII. Chief of Staff - Shannon Moody
A. Continuation of Community Forward Schools in Partnership with the City of Chattanooga MOU
VIII. Administrative Business Matters
A. Deputy Superintendent - Dr. Zac Brown
1. **Teachers Eligible for Tenure Reinstatement
B. Chief Operations Officer - Dr. Robert Sharpe
1. **Approval to Submit Application to COPS School Violence Prevention Program
2. **FY27 School Age Child Care Fee Increase

C. Chief Financial Officer - Mary Ellen Heuton
1. **Cell Tower Lease Agreement Amendment - East Ridge High School
D. Chief Academic Officer - Dr. Blake Freeman
1. ** Testing Programs — Board Policy 4.700
E. Chief of Staff - Shannon Moody
1. **Policies on Second and Final Read
4.301 Field Trips and Excursions
5.304 Extended Leaves of Absence for Personal
2. **Policies on First and Final Read
1.400 School Board Meetings
4.2121 Charter School Renewal
4.606 Graduation Requirements
5.106 Application and Employment
5.204 Resignation
5.600 Staff Rights & Responsibilities
5.6011 Code of Professional Conduct
5.602 Time Schedules and Extra Duties
6.200 Attendance
6.202 Home Schools
6.205 Student Assignments
6.303 Interrogations and Searches
6.309 Zero Tolerance Offenses
6.408 Supervision of Students
6.5001 Outside Applied Behavior Analysis Access
F. Director of Charter Schools - Fannie Moore
1. **Chattanooga Prep Charter Amendment to Increase Enrollment
2. **Amended Charter Application for Empowerment Academy
3. **Charter School Framework

IX. Board Matters
A. Steve Slater - District 1
** 4.700 Testing Policy

X. Information Only
A. Legal Services Report

XI. Events/Announcements

July 20 - Board Retreat at Public Education Foundation 2:30pm

July 30-31, August 3-4 - Professional Development

August 5 - First Day of School

August 7 - Professional Development

August 10 - Athletics and Facilities Committees Meeting 5:30pm

August 13 - Work Session 4:30pm and Board Meeting 6:00pm

XII. Adjourn

HAMILTON COUNTY SCHOOLS

*3074 Claude Ramsey Parkway*
*Chattanooga, TN 37421*

**To:** Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

**From:** Robert Sharpe, EdD, Chief Operations Officer
Tim James, Ed.S., District Athletic Director

**Date:** July 16, 2026

**Subject:** Individual Spring Event State Champions

**Board Agenda Category:**

- ☐ Consent Agenda
- ☐ Action Item
- ☑ Reports and Information

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Hamilton County Schools is pleased to recognize the following student-athletes for earning individual and relay team state championships during the 2026 TSSAA high school and middle school track and field seasons.

**Brainerd High School**

The Brainerd girls' 4x100-meter relay team returned to the top of the podium by winning the state championship. Team members included Daniya Dunning, Maliah Roseberry, Kennedi Smith, and Queen Lucel.

**Hixson High School**

Ryan Burney won the state championship in the triple jump.

**Signal Mountain Middle/High School**

Signal Mountain finished as state runner-up in the team competition and produced six individual state championships.

- Marlee Burkley won state championships in the pentathlon, high jump, and 100-meter hurdles.
- Maxine Richards won the state championship in the 800-meter run.
- Hudson Sveadas won state championships in the shot put and discus.
- Aiden Huan won the state championship in the 800-meter run.

**Tyner Academy**

In addition to winning the team state championship, Tyner Academy produced eight individual state champions across five events.

- Karontae' Cunningham won state championships in the 100-meter dash, 200-meter dash, and 400-meter run.
- The boys' 4x200-meter relay team of Caleb Jones, Dion Edwards, Gavin Abernathy, and Kingston Brown won the state championship.
- The boys' 4x100-meter relay team of Antiona Edwards, Kingston Brown, Caleb Jones, and Karontae' Cunningham also captured a state championship.
- Adajah Nixon won state championships in the girls' 100-meter hurdles and 300-meter hurdles.
- The girls' 4x100-meter relay team of Caleya McKinley, Adajah Nixon, Rhyan Russell, and A'Niya Fields won the state championship.

**Middle School Champions**

Hamilton County Schools middle school student-athletes also achieved outstanding success at the state level.

- Josiah Ralson of Hunter Middle School won the state championship in the shot put.
- The East Hamilton Middle School girls' 4x200-meter relay team of Lily Schaffer, Lauryn Hayes, Jordyn Hacker, and Dream Cooper won the state championship, marking the school's first-ever state championship in track and field.

Hamilton County Schools congratulates these outstanding student-athletes and their coaches for their dedication, hard work, and exceptional accomplishments representing their schools and our district.

**Opportunity 2030 Commitment Connection**

- ☐ Every Student Learns
- ☐ Every Student Belongs
- ☑ Every School Equipped
- ☐ Every Employee Valued
- ☐ Every Community Served

**Minutes**
**Hamilton County Department of Education**
**Hamilton County Board of Education Board Meeting – Regular Session**
June 18, 2026, 6:00 P.M.
Board Room
3074 Claude Ramsey Pkwy
Chattanooga, TN 37421

Attendance taken at 6:20 P.M.

## I. Roll Call

| | |
|---|---|
| Mrs. Jill Black: | Present |
| Mr. Ben Connor: | Present |
| Mr. Ben Daugherty: | Present |
| Mr. Larry Grohn: | Present |
| Mrs. Felice Hadden: | Present |
| Mrs. Karitsa Jones: | Present |
| Mr. Gary Kuehn: | Present |
| Mrs. Jodi Schaffer: | Present |
| Mr. Steve Slater: | Present |
| Mr. Joe Smith: | Present |
| Ms. Jackie Thomas: | Absent |

Superintendent Dr. Justin Robertson was present.

## II. **Approval of the Agenda

**Passed:** Motion to Approve Agenda

Passed with a Motion by Mr. Gary Kuehn and a Second by Mr. Larry Grohn.

| | |
|---|---|
| Mr. Joe Smith: | Yes |
| Ms. Jackie Thomas: | Absent |
| Mrs. Karitsa Jones: | Yes |
| Mr. Ben Connor: | Yes |
| Mrs. Jodi Schaffer: | Yes |
| Mr. Larry Grohn: | Yes |
| Mr. Gary Kuehn | Yes |
| Mrs. Felice Hadden: | Yes |
| Mrs. Jill Black: | Yes |
| Mr. Steve Slater: | Yes |
| Mr. Ben Daugherty: | Yes |

Yes: 10; No: 0

## III. Executive Session -- No

**IV. Pledge to the Flag and Mediation –Ashley Speicher, Assistant Principal of Big Ridge Elementary School**

**V. Exemplars of Excellence**

A. Athletic Accomplishments and Honors
Dr. Robert Sharpe, EdD, Chief Operations Officer
Tim James, Ed.S., District Athletic Director
B. Tennessee's 2026 National Distinguished Principal
Dr. Justin Robertson, Superintendent
C. Tennessee Organization of School Superintendents Southeast Tennessee Superintendent of the Year Award
Shannon Moody, Chief Strategy Officer

**VI. Board Member Disclaimer Statement - I declare that I have a [spouse, parent, grandparent, child, sibling, aunt, uncle, nephew, niece, relation-in-law or member of my household] who works for the school system and that the Board's vote on [budget, policies, etc.] may have an effect on my relative's employment. Even so, I hereby certify that I will cast my vote in the best interest of the school system.**

Board Member Karitsa Jones recited the Board Member Disclaimer Statement.

**VII. **Approval of the Consent Agenda**

**Passed:** Motion to Approve the Consent Agenda

Passed with a Motion by Mrs. Jill Black and a Second by Mr. Gary Kuehn.

| | |
|---|---|
| Mr. Joe Smith: | Yes |
| Ms. Jackie Thomas: | Absent |
| Mrs. Karitsa Jones: | Yes |
| Mr. Ben Connor: | Yes |
| Mrs. Jodi Schaffer: | Yes |
| Mr. Larry Grohn: | Yes |
| Mr. Gary Kuehn | Yes |
| Mrs. Felice Hadden: | Yes |
| Mrs. Jill Black: | Yes |
| Mr. Steve Slater: | Yes |
| Mr. Ben Daugherty: | Yes |

Yes: 10; No: 0

VII.A. Approval of the Minutes of the May 2026 Regular Session

VII.B. Executive Committee Report

VII.B.1. Mary Ellen Heuton, CPA – Chief Financial Officer
Angelia Askins – Executive Director of Grants and Federal Programs

FY 2026 Federal Programs Budget Amendment

VII.B.2. Dr. Robert Sharpe, Chief Operations Officer
Kristen Nauss, Director of the School Nutrition Department
Bid File #26-45 Kitchen Equipment for the School Nutrition Program

VII.B.3. Dr. Robert Sharpe, Chief Operations Officer
Kristen Nauss, Director of the School Nutrition Department
Bid File #26-51 Walk-in Cooler and Walk-in Freezer for Soddy Daisy High School

VII.B.4. Personal Property Surplus Disposal Authorization

VII.B.4.1. Three (3) Automotive Lifts
VII.B.4.2. Five (5) Table Top Projectors
VII.B.4.3. School Nutrition – Scrap Metal
VII.B.4.4. 2008 Turtle Top Van

VII.C. Chief of Schools – Dr. Elaine Harper

VII.C.1. Field Trips

VII.C.1.a. Dr. Elaine Harper – Community Superintendent, Harrison Bay

VII.C.1.b. Dr. Lee Ziegler – Community Superintendent, North River

VII.C.1.c. Dr. Shane Harwood – Community Superintendent, Rock Point

VII.D. Chief Financial Officer – Mary Ellen Heuton, CPA

VII.D.1. Bids/Contracts

a. Award Bid 26-50, Fire Alarm Services

b. Award Bid 26-52, Crushed Stone and Sand

c. Award Bid 26-58, Soddy Daisy High School Wrestling HVAC

d. Award Bid 26-54, Fresh Produce for the School Nutrition Program

e. Award Bid 26-56, Staffing Service for the School Nutrition Program

f. Approve Amendment for HCS On-the-Job Injury Provider

g. Approve Renewal of Insurance Cover from Tennessee Risk Management Trust

h. Approval of School Annual Publishers for the 2026-2027 School Year

i. Authorize Mental Health Provider Renewals

j. Approval Architectural, Engineering & Design Firms for 2026-2027 School Year

k. Approve Participation with the Enterprise Accident Management Program

l. Approve Contract for Special Education Services with Orange Grove Center, Inc.

m. Approve Amendment to the End School-Age Homelessness Initiative MOU

VII.D.2. Financial Reports

## VIII. Administrative Business Matters

### VIII.A. Deputy Superintendent – Dr. Zac Brown

#### VIII.A.1. **MOU Between HCEA and HCDE

**Passed:** Motion to Approve MOU Between HCEA and HCDE

Passed with a Motion by Mr. Gary Kuehn and a Second by Mrs. Felice Hadden.

| | |
|---|---|
| Mr. Joe Smith: | Yes |
| Ms. Jackie Thomas: | Absent |
| Mrs. Karitsa Jones: | Yes |
| Mr. Ben Connor: | Yes |
| Mrs. Jodi Schaffer: | Yes |
| Mr. Larry Grohn: | Yes |
| Mr. Gary Kuehn | Yes |
| Mrs. Felice Hadden: | Yes |
| Mrs. Jill Black: | Yes |
| Mr. Steve Slater: | Yes |
| Mr. Ben Daugherty: | Yes |

Yes: 10; No: 0

#### VIII.A.2. **District Differentiated Pay Plan 2026-2027

**Passed:** Motion to Approve District Differentiated Pay Plan 2026-2027

Passed with a Motion by Mrs. Karitsa Jones and a Second by Mr. Gary Kuehn.

| | |
|---|---|
| Mr. Joe Smith: | Yes |

| | |
|---|---|
| Ms. Jackie Thomas: | Absent |
| Mrs. Karitsa Jones: | Yes |
| Mr. Ben Connor: | Yes |
| Mrs. Jodi Schaffer: | Yes |
| Mr. Larry Grohn: | Yes |
| Mr. Gary Kuehn | Yes |
| Mrs. Felice Hadden: | Yes |
| Mrs. Jill Black: | Yes |
| Mr. Steve Slater: | Yes |
| Mr. Ben Daugherty: | Yes |

Yes: 10; No: 0

**VIII.A.3. **Request for New Job Class Description**

**Passed:** Motion to Approve Request for New Job Class Description

Passed with a Motion by Mr. Larry Grohn and a Second by Mr. Ben Connor.

| | |
|---|---|
| Mr. Joe Smith: | Yes |
| Ms. Jackie Thomas: | Absent |
| Mrs. Karitsa Jones: | Yes |
| Mr. Ben Connor: | Yes |
| Mrs. Jodi Schaffer: | Yes |
| Mr. Larry Grohn: | Yes |
| Mr. Gary Kuehn | Yes |
| Mrs. Felice Hadden: | Yes |
| Mrs. Jill Black: | Yes |
| Mr. Steve Slater: | Yes |
| Mr. Ben Daugherty: | Yes |

Yes: 10; No: 0

**VIII.B. Chief Operations Officer – Dr. Robert Sharpe**

**VIII.B.1. **Lookout Mountain Elementary School –Turf Field MOU**

**Passed:** Motion to Approve Lookout Mountain Elementary School—Turf Field MOU

Passed with a Motion by Mrs. Jill Black and a Second by Mr. Ben Connor.

| | |
|---|---|
| Mr. Joe Smith: | Yes |
| Ms. Jackie Thomas: | Absent |
| Mrs. Karitsa Jones: | Yes |
| Mr. Ben Connor: | Yes |
| Mrs. Jodi Schaffer: | Yes |
| Mr. Larry Grohn: | Yes |

Mr. Gary Kuehn Yes
Mrs. Felice Hadden: Yes
Mrs. Jill Black: Yes
Mr. Steve Slater: Yes
Mr. Ben Daugherty: Yes
Yes: 10; No: 0

## IX. Chief Academic Officer – Dr. Blake Freeman

### IX.A. **Testing Programs –Board Policy 4.700

**Passed:** Motion to Table Vote on Testing Programs – Board Policy 4.700

Passed with a Motion to Table by Mr. Gary Kuehn and a Second by Mr. Steve Slater.

Mr. Joe Smith: Yes
Ms. Jackie Thomas: Absent
Mrs. Karitsa Jones: Yes
Mr. Ben Connor: Yes
Mrs. Jodi Schaffer: Yes
Mr. Larry Grohn: Yes
Mr. Gary Kuehn Yes
Mrs. Felice Hadden: Yes
Mrs. Jill Black: Yes
Mr. Steve Slater: Yes
Mr. Ben Daugherty: Yes
Yes: 10; No: 0

## X. Chief Financial Officer – Mary Ellen Heuton, CPA

### X.A. **Approval of School Accounts Payable

**Passed:** Motion to Approve School Accounts Payable

Passed with a Motion by Mrs. Jill Black and a Second by Mr. Ben Connor.

Mr. Joe Smith: Yes
Ms. Jackie Thomas: Absent
Mrs. Karitsa Jones: Yes
Mr. Ben Connor: Yes
Mrs. Jodi Schaffer: Yes
Mr. Larry Grohn: Yes
Mr. Gary Kuehn Yes
Mrs. Felice Hadden: Yes
Mrs. Jill Black: Yes
Mr. Steve Slater: Yes
Mr. Ben Daugherty: Yes
Yes: 10; No: 0

## XI. Chief Strategy Officer – Shannon Moody

### XI.A. **Soddy Daisy Middle School Mascot Change

**Passed:** Motion to Approve Soddy Daisy Middle School Mascot Change

Passed with a Motion by Mr. Steve Slater and a Second by Mrs. Jodi Schaffer.

| | |
|---|---|
| Mr. Joe Smith: | Yes |
| Ms. Jackie Thomas: | Absent |
| Mrs. Karitsa Jones: | Yes |
| Mr. Ben Connor: | Yes |
| Mrs. Jodi Schaffer: | Yes |
| Mr. Larry Grohn: | Yes |
| Mr. Gary Kuehn | Yes |
| Mrs. Felice Hadden: | Yes |
| Mrs. Jill Black: | Yes |
| Mr. Steve Slater: | Yes |
| Mr. Ben Daugherty: | Yes |

Yes: 10; No: 0

### XI.B. **Proposed Policy Revision, First and Final

| | |
|---|---|
| 5.302 | Sick Leave |
| 5.303 | Personal and Professional Leave |

**Passed:** Motion to Approve Proposed Policy Revision, First and Final

Passed with a Motion by Mrs. Jill Black and a Second by Mr. Gary Kuehn.

| | |
|---|---|
| Mr. Joe Smith: | Yes |
| Ms. Jackie Thomas: | Absent |
| Mrs. Karitsa Jones: | Yes |
| Mr. Ben Connor: | Yes |
| Mrs. Jodi Schaffer: | Yes |
| Mr. Larry Grohn: | Yes |
| Mr. Gary Kuehn | Yes |
| Mrs. Felice Hadden: | Yes |
| Mrs. Jill Black: | Yes |
| Mr. Steve Slater: | Yes |
| Mr. Ben Daugherty: | Yes |

Yes: 10; No: 0

### XI.C. **Proposed Policy Revision, Second and Final

| | |
|---|---|
| 3.202 | Emergency Preparedness Plan |
| 3.213 | Lead Testing in Drinking Water |
| 3.500 | Food Service Management |

| | |
|---|---|
| 3.503 | Food Service Employee Health Policy |
| 3.600 | Insurance Management |
| 3.601 | Student Insurance Program |
| 4.408 | Student Technology Access & Usage |
| 5.1063 | Vehicle Usage |
| 6.200 | Attendance |
| 6.205 | Student Assignments |
| 6.302 | Procedural Due Process |
| 6.3021 | Student Disciplinary Procedures |
| 6.3023 | Disciplinary Procedures for Students Receiving Special Education |
| 6.3041 | Title IX Sexual Harassment |
| 6.401 | Student Health Services |
| 6.403 | Student Communicable Diseases |
| 6.4031 | HIV, HIV-Related Illness, and AIDS |
| 6.404 | Student Surveys, Analyses, and Evaluations |
| 6.409 | Child Abuse and Neglect |
| 6.503 | Homeless Students |
| 6.600 | Student Records |
| 6.601 | Student Record Annual Notification of Rights |

**Passed:** Motion to Approve Proposed Policy Revision, Second and Final, Excluding Policy 4.408, Student Technology Access & Usage

Passed with a Motion by Mr. Ben Connor and a Second by Mr. Larry Grohn.

| | |
|---|---|
| Mr. Joe Smith: | Yes |
| Ms. Jackie Thomas: | Absent |
| Mrs. Karitsa Jones: | Yes |
| Mr. Ben Connor: | Yes |
| Mrs. Jodi Schaffer: | Yes |
| Mr. Larry Grohn: | Yes |
| Mr. Gary Kuehn | Yes |
| Mrs. Felice Hadden: | Yes |
| Mrs. Jill Black: | Yes |
| Mr. Steve Slater: | Yes |
| Mr. Ben Daugherty: | Yes |

Yes: 10; No: 0

**Failed:** Motion to Approve Proposed Policy 4.408, Student Technology Access & Usage with Omission of the Language on Page 2, Line 1 of the Proposed Policy stating “There Shall be no individual 1:1 Assignment of Devices”

Motion by Mr. Ben Connor and a Second by Mrs. Karitsa Jones.

| | |
|---|---|
| Mr. Joe Smith: | No |
| Ms. Jackie Thomas: | Absent |

| | |
|---|---|
| Mrs. Karitsa Jones: | Yes |
| Mr. Ben Connor: | Yes |
| Mrs. Jodi Schaffer: | No |
| Mr. Larry Grohn: | No |
| Mr. Gary Kuehn | No |
| Mrs. Felice Hadden: | No |
| Mrs. Jill Black: | No |
| Mr. Steve Slater: | No |
| Mr. Ben Daugherty: | No |

Yes: 2; No: 8

**Passed:** Motion to Approve Proposed Policy 4.408

Passed with a Motion by Mr. Gary Kuehn and a Second by Mrs. Felice Hadden

| | |
|---|---|
| Mr. Joe Smith: | Yes |
| Ms. Jackie Thomas: | Absent |
| Mrs. Karitsa Jones: | Yes |
| Mr. Ben Connor: | Yes |
| Mrs. Jodi Schaffer: | Yes |
| Mr. Larry Grohn: | Yes |
| Mr. Gary Kuehn | Yes |
| Mrs. Felice Hadden: | Yes |
| Mrs. Jill Black: | Yes |
| Mr. Steve Slater: | Yes |
| Mr. Ben Daugherty: | Yes |

Yes: 10; No: 0

## XII. Board Matters

### XII.A. Chief Strategy Officer – Shannon Moody

#### XII.A.1. Policies on First Read

4.301 Field Trips and Excursions
5.304 Extended Leaves of Absence for Personnel

### XII.B. Steve Slater – District 1

#### XII.B.1. **4.700 Testing Programs

Withdrawn per Motion to Table IX.A.

**XIII.** Information Only

X.A. Legal Services Report

**XIV. Events/Announcements**

June 19: Juneteenth Holiday, Central Office Closed

July 3: Independence Day Holiday, Central Office Closed

July 16: Work Session – 4:30 pm

July 16: Regular Session – 6:00 pm

**XV. Adjourn**

The meeting was adjourned at 7:08 p.m.

_____ _____

Chairperson Date

_____ _____

Superintendent Date

HAMILTON COUNTY SCHOOLS

*3074 Claude Ramsey Parkway*
*Chattanooga, TN 37421*

**To:** Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

**From:** Shirley McCallie, Executive Assistant to the Superintendent

**Date:** July 16, 2026

**Subject:** Executive Committee Report

**Board Agenda Category:**

- ☑ Consent Agenda
- ☐ Action Item
- ☐ Reports and Information

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The Executive Committee of the Board may act on behalf of the full Board during that time between Board meetings. The Executive Committee items submitted for the agenda packet for the period of June 19, 2026, through July 15, 2026, are included. These items include previously approved field trips indicated by an asterisk on Field Trip Reports and various early/emergency approvals presented for ratification.

DECLARATIONS OF SURPLUS

1. Walk-in cooler/freezer at Soddy Daisy High

EARLY APPROVALS

1. TVA School Uplift Grant Award

**Opportunity 2030 Commitment Connection**

- ☑ Every Student Learns
- ☑ Every Student Belongs
- ☑ Every School Equipped
- ☑ Every Employee Valued
- ☑ Every Community Served

Docusign Envelope ID: 6E1542D5-8FC3-4E02-AB23-23266CA7BC89

# HAMILTON COUNTY DEPARTMENT OF EDUCATION

## PERSONAL PROPERTY SURPLUS DISPOSAL AUTHORIZATION FORM

Date: 06/17/2026 Department: School Nutrition

Phone Number: 423-4987289 Contact Person: Martha Marrufo

This form is for declaring surplus and to make the property available for redeployment, sale or disposal. Always refer to the HCDE Intranet for the latest version of this form as it may change periodically.

| Complete Information Below for All Items – Attach Additional Page(s) If Needed | | | |
|---|---|---|---|
| **Detailed Description:** | Walk in Cooler /Freezer at Soddy Daisy High- see attachment | | |
| **Material (metal, wood, fabric, leather, etc.):** | metal, aluminum, SS | **Quantity/ Number:** | 2 |
| **Dimensions:** | n/a | **Color:** | n/a |
| **Condition (working, non-working, etc.):** | non working- 1984 unit<br>box needs to be scrapped. Compressors might be sold in auction | | |
| **Serial Number:** | k-1695 and k-16-985 | **Fixed Asset Number:** | 003326 and 003327 |
| **Estimated Value:** | $ 500.00 | | |
| **Location:** | Soddy Daisy High School | | |
| **Note: Attach photograph of each item to this form upon submission.** | | | |

Initial TB

**I hereby certify the above-described personal property is no longer capable of being used for its original intention or because of condition. I declare it surplus property and authorize the disposal.**

Signed by: Kristen Nauss 06/21/2026
CA522EE8DD7248C...
**School Principal/Director/Department Administrator**

Signed by: Dr. Justin Robertson 06/28/2026
4D76312655B6468...
**Superintendent**

Signed by: Joe Smith 07/06/2026
A11684E245B840D...
**School Board Chairman**

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**Requested Surplus Method:** Dispose via Auction

**Requested Surplus Vendor:** Compass Auction

**Approved Surplus Method:** Dispose via Auction

**Approved Surplus Vendor:** Compass Auction

**Tracking Number:** _____

Docusign Envelope ID: 6E1542D5-8FC3-4E02-AB23-23266CA7BC89






Docusign Envelope ID: 6E1542D5-8FC3-4E02-AB23-23266CA7BC89



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Docusign Envelope ID: C5EC08CF-384A-8956-81C8-CA46761D19AF

HAMILTON COUNTY SCHOOLS

*3074 Claude Ramsey Parkway*
*Chattanooga, TN 37421*

**To:** Joe Smith, Board Chairman
Dr. Justin Robertson, Superintendent

**From:** Dr. Robert Sharpe, Chief Operations Officer
Justin Witt, Executive Director of Maintenance

**Date:** June 3, 2026

**Subject:** TVA School Uplift Grant Award

**Board Agenda Category:**

- ☐ Consent Agenda
- ☐ Action Item
- ☐ Reports and Information
- ☑ Executive Committee Approval

---

We are requesting Executive Committee approval to accept a $200,000 TVA School Uplift Grant that has been awarded to Normal Park Museum Magnet Lower School.

The TVA School Uplift Grant provides funding for schools to increase energy efficiency, reduce energy usage, and improve the learning environment. The $200,000 award will be used to:

- Retrofit Fixtures with LED Lamps
- Install Occupancy Sensor Lighting Controls
- Install High Efficiency Hot Water Boilers
- Install Pipe Insulation
- Install Tankless Water Heaters

Grant requests in excess of $100,000, that do not obligate the Board to provide funds, can be approved by the Executive Committee. All Executive Committee approved grant requests will be placed on the following month's Board agenda.

Opportunity 2030 Commitment Connection

- ☐ Every Student Learns
- ☐ Every Student Belongs
- ☑ Every School Equipped
- ☐ Every Employee Valued
- ☐ Every Community Served

Docusign Envelope ID: C5EC08CF-384A-8956-81C8-CA46761D19AF

Signed by:
Justin Witt
F170E3F295464E9...

06/03/2026

Executive Director of Maintenance — Date

Signed by:
Robert Sharpe
566CD0D2DC144B8...

06/03/2026

Chief Operations Officer — Date

Signed by:
Mary Ellen Henton
0036F6A9277E41A...

06/03/2026

Chief Financial Officer — Date

**Executive Committee Approval**

Signed by:
Dr. Justin Robertson
4D76312655B6468...

06/04/2026

Superintendent — Date

Signed by:
Joe Smith
A11684E245B840D...

06/04/2026

Board Chairman — Date

Docusign Envelope ID: C5EC08CF-384A-8956-81C8-CA46761D19AF

TVA EnergyRight®

## Reimbursement Guidelines

Tennessee Valley Authority (TVA) will distribute grant funds as listed below:

| Distribution | | Purpose | Amount |
|---|---|---|---|
| **Milestone One (1)** | Project materials onsite | Reimburse 50% of the quoted, projected cost | Maximum $100,000 |
| **Milestone Two (2)** | Project completed and verified | Reimburse remaining project balance | Maximum $100,000 |

**Reimbursement Process**

**Milestone One (1)**

To achieve Milestone One (1), materials and equipment must be on site and verified by a third-party implementer. Upon completion of Milestone One (1), the school will submit the below documentation to Brittany Conatser or tvaschooluplift@trccompanies.com.

Please include the following documentation with your submission:

- All Receipts/Invoices – Please save files in the following format: "SCHOOLNAME_VENDOR_YEAR_MONTH".
- Photos of materials on sight; this should include name plates and/or pictures of model numbers on equipment

Following submission, TVA will verify the documentation is complete. If the proper items are not submitted, you will receive a request for additional information. Following approval, funds will be distributed as a lump sum to the specified payee within the Funding Agreement.

**Milestone Two (2)**

To achieve this Milestone Two (2), the project must be **completed by May 1st, 2027**. The completed project needs to be verified by a third-party implementer no later than August 30, 2027. For a project to be considered complete, mechanical systems must be commissioned as defined by the Department of Energy[1]. Upon completion of Milestone Two (2), the School District will submit the below documentation for final reimbursement to Brittany Conatser or tvaschooluplift@trccompanies.com.

Please include the following documentation with your submission:

- Remaining Receipts/Invoices – Please submit all remaining receipts/invoices accumulated following the Milestone One reimbursement. All receipts/invoices should be saved in the following format: "SCHOOLNAME_VENDOR_YEAR_MONTH".

Following submission, TVA will verify the documentation is complete. If the proper items are not submitted, you will receive a request for additional information. Following approval, funds will be distributed as a lump sum to the specified payee within the funding agreement.

Docusign Envelope ID: C5EC08CF-384A-8956-81C8-CA46761D19AF

**Reporting Process**
At the end of the project, a final report may be required to share the non-energy benefits of the School Uplift: Building Energy Upgrades Grant.

| Timeline | Required Report |
|---|---|
| **Submission of Milestone One (1)** | Invoices<br>Photos of Materials on site |
| **Submission of Milestone Two (2)** | Invoices |
| **TVA Only: Post-Milestone Two (2)** | Post Inspection<br>Final Savings Report |

**Note:** Invoices should include model information, quantities, cost and show the location of delivery.

**School Uplift Grant FAQs**

**Q: Will schools be required to repay funds provided by the School Uplift initiative?**
A: The Building Energy Upgrades grant is not a loan. It is a reimbursement grant, and it will not require funds to be repaid.

**Q: How much grant funding is available?**
A: The Building Energy Upgrades grant will provide seven (7) schools with up to $200,000 each for building improvements and energy upgrades. These grants are available to currently participating schools in the current School Uplift cohort in Alabama, Georgia, Kentucky, North Carolina, Mississippi, Tennessee and Virginia.

**Q: What if my school is participating in School Uplift but is not located in those states?**
A: Only schools currently participating in School Uplift and residing within a TVA Local Power Company service territory qualities for application and consideration.

**Q: Will the School Uplift initiative offer any additional incentives for eligible schools?**
A: A separate offering to the Building Energy Upgrades grant is the Learning Environment grant. TVA will award a maximum reimbursement grant of $10,000 to all schools that complete all program requirements. The ten (10) schools that score the highest will receive a maximum grant of $25,000. More information can be found in the Learning Environment Grant handout.

**Q: How will the facility upgrades be installed?**
A: Grantees will follow your state's procurement policies to solicit bids from professional contractors through a formal Request for Proposal (RFP) process. Grantees will then manage the project and contractor to install the facility upgrades.

**Q: Does this grant include project implementation support?**
A: No. Grantees are wholly responsible for project implementation. To connect to TVA preferred partners, please visit the TVA website to view the Request Expert Solutions and Find a Contractor tools.

**Q: What are the responsibilities of the grantees?**
A: Grantees will be responsible for managing and overseeing implementation of facility upgrades according to the terms and conditions of their agreement with TVA. This includes the RFP process, construction project management, payment of contractors for upgrades completed, and reporting and invoicing.

Docusign Envelope ID: C5EC08CF-384A-8956-81C8-CA46761D19AF

**Q: What is included and involved in the investment grade audit?**
A: An audit, which is required to receive a grant, will include an on-site inspection from a TVA representative of the school facilities' existing conditions and building equipment. It will be provided to inform the technical review and assessment for scoring the applications as well as inform the potential scoping of the work to be performed under this grant. Schools receiving an audit will need to plan to assist the engineers by accompanying them on- site during non-school hours to provide building access, to answer operations and maintenance questions and to provide construction drawings or floorplans as requested. Audits will begin being conducted in November 2025.

**Q: What can I do with my school's investment grade audit findings if not selected as a finalist?**
A: For schools that receive an audit but are not selected as a grantee, investment grade audits become an asset to your school district by outlining energy conservation measures and their economic return.
Recommendations will be presented with performance calculations such that potential energy reduction can be tabulated. Finalists that are not awarded a facility upgrade grant are encouraged to utilize their audit reports when considering future facilities upgrades.

**Q: How will payment disbursement be structured?**
A: Grantees will pay contractors directly for facility upgrades that fall under the approved scope. TVA will reimburse grantees for satisfactory completion of facility upgrades. Payment terms will be detailed in the TVA funding agreement. Invoices will be sent to TVA. Upon receipt of invoice, TVA may conduct quality assurance inspections of documented facility upgrades. Upon verification, the school will be reimbursed.

**Q: What are the reporting requirements?**
A: Full reporting requirements will be detailed in the grant agreement. Reporting will cover topics such as monthly construction progress, all applicable utility consumption data and community engagement.

**Q: How does the grant agreement process work?**
A: Prior to receiving funds, schools will need to sign a grant funding agreement with TVA.

**Q: What happens if my project needs more than $200,000 for the building improvements?**
A: The scope for this grant must total no more than $200,000. If the school chooses a scope larger than the $200,000 grant total, the school is independently responsible for the costs beyond the $200,000.

**Q: What happens if my project cannot be finished by May 1, 2027?**
A: If there is a third-party hardship that is jeopardizing the project completion date, grantees must notify TVA as soon as the risk is determined. TVA will work with the school to determine the path forward. The school will be required to file an extension request that must be approved by TVA.

**Q: Can I still contact TVA about questions I have regarding the School Uplift cohort activities during the application window?**
A: Communication related to the School Uplift cohort activities is allowed. Communication about a school's application for this grant is not allowed during the grant application window.

**Q: Who do I contact if I have any additional questions?**
A: In the interest of fairness, applicants will be prohibited from having direct communications with TVA staff regarding the School Uplift grant prior to award selection. Subsequent grant-related or technical questions can be directed to TVA's third-party administrator at tvaschooluplift@trccompanies.com. All questions and answers will be made available to all applicants.

For media requests or information not related to an application, please contact Lori Brown at llbrown6@tva.gov.

# School Uplift Program: Building Energy Upgrade Grant Funding Agreement

This Funding Agreement ("AGREEMENT"), effective May 8, 2026, is between Hamilton County Department of Education (hereinafter referred to as "District"), and the Tennessee Valley Authority, a corporate agency and instrumentality of the United States, organized and existing pursuant to the Tennessee Valley Authority Act of 1933, as amended (hereinafter referred to as "TVA"). District and TVA are collectively hereinafter referred to as "Parties".

**School Uplift Overview**

TVA recognizes the important role schools play in their communities – serving as symbols of the future and of communities' investments in families and coming generations. Currently, tight budgets and aging infrastructures have left K-12 schools throughout the Valley searching for ways to cut costs and find outside support to provide high-quality educational facilities.

In 2020, TVA's EnergyRight team launched a Strategic Energy Management ("SEM") pilot project to help public school districts make smart energy choices that improve the classroom learning environment and save money through decreased energy use. By integrating SEM principles into school operations, school districts realized energy savings and benefited from improved facilities where students, teachers, and staff learn and work.

**School Uplift Objectives**

TVA seeks to build on the success of its SEM efforts by providing energy upgrade awards to economically distressed or at-risk schools through the School Uplift Program. School Uplift will focus on distressed public and private schools that are challenged by poor energy performance resulting from aging infrastructure and deferred maintenance. School upgrades intend to maximize energy savings and provide non-energy benefits, such as improved learning environments and cost savings as a result of reduced operations, maintenance and utility expenditures. A key desired outcome of School Uplift is to give awarded districts the opportunity to reinvest cost savings into their students and teachers.

**1. Term**. This Agreement, effective as of the date set forth above, shall remain in effect until May 1, 2027. TVA shall have no obligation to provide funding under this Agreement beyond this date. District must expend all funding provided under this Agreement, consistent with the Project scope outlined in section 2(b), by such date or promptly return such funding. Expiration of this Agreement shall not terminate District's obligation to return to TVA any unused Award or Award funds that are not used in accordance with the terms of this Agreement.

**2. Project and Funding**

a. The total funding that TVA will award District under this Agreement will not exceed $200,000 ("Award").

b. District may only use the Award for the following specific purposes as identified in the Normal Park Museum Magnet Lower School Investment Grade Audit for Student Wellbeing from TVA EnergyRight on November 14, 2025 and selected in Round Two of the School Uplift: Building Energy Upgrades Grant scoring process ("Project"):

| Energy Conservation Measures | |
|---|---|
| ECM 1 | Retrofit Fluorescent Fixtures with LED Lamps and Drivers |
| ECM 2 | Retrofit Fixtures with LED Lamps |
| ECM 3 | Install Occupancy Sensor Lighting Controls |
| ECM 5 | Install High Efficiency Hot Water Boilers |
| ECM 7 | Install Pipe Insulation |
| ECM 8 | Install Tankless Water Heaters |

c. The allowable uses identified in section 2(b) may not be amended without prior written approval by TVA.

**3. TVA Responsibilities**

TVA shall:

a. Provide District with reporting and reimbursement guidelines and milestones for reimbursement processing.
b. Provide reimbursement to District for completion of work performed according to and consistent with the Scope of Work.
c. Support District with management, tracking, analysis, and reporting of utility data in Energy Star Portfolio Manager.

**4. District Responsibilities**

District shall:

**a.** Manage request for proposal ("RFP") process according to all applicable laws and procurement standards.
**b.** Manage and oversee all aspects of the Project implementation, including all contractor(s) and vendor(s), from inception to completion.
**c.** Ensure that work performed is consistent with the Project scope in section 2(b) and meets the terms and conditions of this Agreement. District must promptly repay to TVA any Award funding that TVA deems not allowable for reimbursement due to non-compliance with this Agreement.
**d.** Assume sole responsibility for post-installation operations and maintenance and eventual lifecycle replacement.
**e.** Allow TVA and/or its contractors reasonable access to facilities and necessary data to calculate and verify project energy savings.
**f.** Commission mechanical project upgrades as outlined in the Reporting and Reimbursement Guidelines.
**g.** Manage, track, and analyze utility data in Energy Star Portfolio Manager and allow TVA access to same.
**h.** Continue implementation of SEM practices and opportunities.
**i.** Employ educational and outreach strategies to generate Project awareness and communicate the success and benefits of upgrades to the local community.
**j.** Comply with all reporting obligations as defined in 'f', which are incorporated by reference to this Agreement.
**k.** Return any Award funds that are not expended by the expiration date of this Agreement to TVA. TVA may, in it's sole discretion, allow District to carry over unexpended funds to the following year.

I. Return to TVA any Award amounts provided to District under this Agreement that are not in accordance with the terms of this Agreement or are not supported by District's books and records.

**5. Audit Requirements.** District shall keep and make available, for a period of three (3) years from the last date on which it receives funding under this Agreement, accurate records and books of accounts showing the items and costs funded by Award(s) under this Agreement, as well as data to support compliance with this Agreement's terms and conditions. Upon providing reasonable notice to District, TVA and/or its agents shall have the right to audit without restriction, at any time during normal working hours, all such books, records, and other documents of District related to this Agreement until the completion of all close-out procedures respecting this Agreement and the final settlement and conclusion of all issues arising out of this Agreement.

**6**. **Equal Opportunity**. District shall comply with the requirements of Title VI of the Civil Rights Act of 1964, section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and TVA regulations thereunder issued at 18 C.F.R. parts 1302, 1307, and 1309, the provisions of which, and all future amendments of such statutes and regulations, are incorporated by reference as a part of this Agreement.

**7. Termination and Remedies**

**a.** Termination. If District fails to comply with any requirements under this Agreement or associated guidelines, TVA may terminate this Agreement, in whole or in part, upon at least 30 days' prior notice to District specifying an effective date of termination.

**b.** Repayment of Award. Promptly upon receipt of an invoice, District must immediately repay to TVA any and all Award amounts provided to District that (i) are not expended by the expiration date of this Agreement to TVA, (ii) are not expended in accordance with the terms of this Agreement, or (iii) are not supported by District's books and records.

**c.** Cumulative Remedies. All rights and remedies afforded TVA under this Agreement shall be cumulative, that is, in addition to every other right and remedy provided under this Agreement or by law.

**d.** No failure or delay in either Party's performance of its obligations under this Agreement will result in a default under this Agreement, to the extent that such failure or delay is caused by a Force Majeure Event, and: (1) the non-performing Party is without fault in causing such default or delay; (2) such default or delay could not have been prevented by reasonable precautions or diligence; and (3) such default or delay could not have been reasonably circumvented by the non-performing party through the use of alternate sources, work-around plans or other means. "Force Majeure Event" means the following or similar (in nature and severity) event(s): act of God, act of civil or military authority, war, terrorist attacks, riot, insurrection, unusual or severe weather, blockades, embargoes, sabotage, or epidemics, in any of the foregoing cases, which: (i) are outside the control and without fault or negligence of a Party claiming that such event has occurred, and (ii) directly and actually cause delay(s) in Project or prevent a Party's performance or completion of Project.

**8. Notice** All notices by either Party to the other must be in writing and delivered by electronic mail to each Party's contact person(s) listed below. The designation of the person to receive notice, or the physical and email address of such person, may be changed by providing written notice to the other parties.

**If to TVA:**
TENNESSEE VALLEY AUTHORITY
Attn: Lori Brown
Telephone No.: 931-797-8289
Email: llbrown6@tva.gov

**If to District:**
Hamilton County Department of Education
Attn: Jamelie Johns
Telephone No.: (423) 498-6880
Email: Johns_Jamelie@hcde.org

**9. Miscellaneous**

a. Relationship of the Parties. District shall not be considered as an agent or employee of the United States or TVA. District (i) does not have the power or authority to bind TVA or to assume or create any obligation or responsibility, express or implied, on TVA's part or in TVA's name, and (ii) shall not represent to any person or entity that it has such power or authority.

b. No Liability. TVA, and their agents and employees, assume no liability to District or any third party (in tort, contract, strict liability, or otherwise) for any damages to property, both real and personal, or personal injuries, including death, arising out of or in any way connected with the actions or inactions of District or any other persons. To the extent allowable by law, District shall indemnify and hold TVA harmless for claims, actions, suits demands, and liabilities for personal injuries, property damage, or loss of life or property that arise out of this Agreement. Further, District shall comply with applicable laws. To the extent allowable by law, District shall indemnify, defend and hold TVA harmless from claims for injunctive relief, penalties, damages and interest, and all expenses incurred by TVA in connection with such claims arising from District's violation(s) of applicable laws.

c. Assignment. This Agreement may not be assigned by District without the prior written consent of TVA, which shall not be unreasonably withheld.

d. Third-Party Beneficiaries. Except as expressly stated herein, nothing in this Agreement is intended to confer benefits, rights, or remedies unto any third-party other than the Parties or their permitted successors and assigns.

e. Warranty and Representation. Each Party represents and warrants to the other Party that:

(i) it has all necessary power and authority to enter into, execute, deliver, accept, and fully perform under this Agreement;

(ii) it has taken all necessary action to authorize the execution, delivery, and performance of this Agreement and upon the execution of this Agreement, this Agreement shall constitute the valid and binding obligation and agreement of Customer, enforceable against Customer in accordance with its terms; and

(iii) neither the execution, delivery, or performance of this Agreement by District, nor compliance with the terms and provisions hereof, will result in any breach of the terms, conditions or provisions of, or conflict with or constitute a default under, the terms of any contract, indenture, or any other agreement or instrument by which District is legally bound.

TVA PROVIDES NO WARRANTY IN CONNECTION WITH THIS AGREEMENT AND DISCLAIMS ALL WARRANTIES OF ANY KIND, WHETHER EXPRESS OR IMPLIED. TVA SHALL HAVE NO RESPONSIBILITY FOR DAMAGES, WHETHER DIRECT, INDIRECT, CONSEQUENTIAL, PUNITIVE, OR OTHERWISE IN CONNECTION WITH THIS AGREEMENT.

f. Entire Agreement. This Agreement, including any attachments hereto, embodies the entire agreement between TVA and District and supersedes all other communications, either oral or written, with respect to the subject matter hereof. The Parties shall not be bound by, or be liable for any statement, representation, promise, inducement or understanding not set forth herein. No supplementation, modification or amendment of any provision of this Agreement shall be effective unless contained in a written instrument signed by both Parties.

g. Governing Law. This Agreement shall be governed by the Federal laws of the United States. In the event such federal laws state no rule of decision with respect to any particular dispute or claim related to this Agreement, the law of the State of Tennessee, except for TN's choice of law provisions, will apply. All claims or disputes related to this Agreement (whether sounding in contract, tort, or otherwise) must be filed, prosecuted and litigated to conclusion only in the United States District Court for the 11th District of TN. With respect to any such claims or disputes, each Party hereby: (1) consents to the exclusive jurisdiction of and venue in that court, and waives any objection based on jurisdiction or venue in such court, provided that, either Party may bring an action which seeks to enforce a right of indemnity or contribution in any U.S. District Court with proper jurisdiction and venue, in which the underlying claim for which indemnity or contribution is being asserted, and (2) **WAIVES ANY RIGHT IT MAY HAVE TO A TRIAL BY JURY**.

h. Officials Not To Benefit. No member, delegate or candidate to the U.S. Congress, or to any state or local legislative, executive or municipal agency or board shall be party or beneficiary to, or benefit directly from, this Agreement. This Section does not prohibit: (1) corporate entities or state, local, or municipal governments from benefitting generally or indirectly from this Contract; or (2) Contractor from offering or giving, directly or indirectly, to any TVA or other government official or employee a gift, gratuity, favor, entertainment, loan, or any other thing of monetary value, that is excluded from the definition of a gift, or falls within one of the exceptions stated, in 5 C.F.R. Part 2635, subpart B (Standards of Ethical Conduct for Employees of the Executive Branch; Gifts From Outside Sources), as amended or replaced.

i. Binding Agreement. All provisions of this Agreement shall be binding upon and shall inure to the benefit of the parties, their legal representatives, successors and assigns.

j. Counterparts and Electronic Signatures. The parties may execute this Agreement, including any amendments thereto, in one or more counterparts. Each such counterpart, whether delivered by original paper signature or through any electronic means, is an equally valid original, constitutes one and the same instrument, and binds the parties. The parties may each execute this Agreement, and any amendments thereto, through electronic means and electronic signatures. Such electronic signatures will have the same force and effect as handwritten signatures.

k. Waiver of Claims. A delay or omission by TVA hereto to exercise any right or power under this Agreement shall not be construed to be a waiver thereof. A waiver by TVA under this Agreement shall not be effective unless it is in writing and signed by the Party granting the waiver. A waiver by a Party of a right under or breach of, this Agreement shall not be construed to operate as a waiver of any other or successive rights under, or breaches of, this Agreement.

l. Severability. In the event that any provision of this Agreement is found to be unenforceable under applicable law, the parties agree to replace such provision with a substitute provision that most nearly reflects the original intentions of the parties and is enforceable under applicable laws, and the remainder of this Agreement shall continue in full force and effect.

m. Lobbying. No part of the funds paid by TVA may be used to finance lobbying or other political activities. Accordingly, in accepting TVA's payment, District expressly agrees not to use any portion of such funds for lobbying or other political purposes.

**10. Payee Information**

Please provide a valid W9 along with the following payee information that will be required to process your reimbursement during the project process:

Attention To: Connie Jones

Street: 3074 Claude Ramsey Pkwy

State, Zip: Tennessee, 37421

Phone Number: 423-498-7165

Email: jones_con@hcde.org

IN WITNESS HEREOF, the Parties are executing this Agreement by their respective duly authorized representatives as of the date first above written.

**TENNESSEE VALLEY AUTHORITY**

**By:** Jason Snyder

**Title:** Manager

**Date:** 06/08/2026

**Signature:** Jason Snyder

***DISTRICT***

**By:** Dr. Justin Robertson

**Title:** Superintendent

**Date:** 06/04/2026

**Signature:** Signed by: Dr. Justin Robertson 4D763126558B468...

HAMILTON COUNTY SCHOOLS

*3074 Hickory Valley Road*
*Chattanooga, TN 37421*

**To:** Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

**From:** Dr. Shane Harwood, Community Superintendent
Rock Point Learning Community

**Date:** **July 16, 2026**

**Subject:** Field Trips

**Board Agenda Category:**

- ✓ Consent Agenda
- ☐ Action Item
- ☐ Reports and Information

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**#1.** **CSAS Upper School** - Twenty-Two High School Girls Soccer Team students will travel to Gatlinburg, Tennessee September 4-6, 2026 to compete in the Smoky Mtn Cup Tournament.

**#2.** **CSAS Lower School** - Seventy-Four 5th Grade students will travel to Jekyll Island, Georgia November 11-13, 2026 to stay at Camp Jekyll and be apart of team building Activities.

**Opportunity 2030 Commitment Connection**

- ☐ Every Student Learns
- ☐ Every Student Belongs
- ☐ Every School Equipped
- ☐ Every Employee Valued
- ☐ Every Community Served

# HAMILTON COUNTY SCHOOLS
## Request for Field Trip Approval

Overnight **Day/Overnight** (Must go to Board for Approval) **Today's Date:** 06/08/26 6:23 PM

☑ **Learning Community** ☐ **FRI/CTE** ☐ **Exceptional Ed** ☐ **PreK**

School CSAS - Upper Grade/Group/Team HS Girls Soccer

Departure Date/Time 09/04/26 11:30M Return Date/Time 09/06/26 1:30PM

Event/Venue Smoky Mtn Cup Tournament Address 1870 Sports World Blvd, Gatlinburg, TN 37738

Instructional value Tournament Competition

Evaluation Tournament Results

Fee Requested $ 82.00 How Acquired? Student/Parent

Total # of Students 22 Total # of Staff 3 Total # of Chaperones 0 Nurse Required: No

Number of subs needed 0 Funding source for subs

- Total # of Students with 504 Plan 0 Modifications Needed
- Total # of Students with Disabilities 0 Modifications Needed

**Transportation:** The PRINCIPAL is responsible for verifying that ALL drivers are properly licensed and insured.

☐ Other:

☐ County School Bus Cost $ Bus # Driver's Name

☐ Handicap Accessible Bus Cost $

☐ Charter Bus (**Board Approved**) Cost $

☑ Cars List Driver(s) Parents wil be transporting players Cost $ 0

**WRITTEN** parental permission (and medical information, if overnight) for each student is required and must be received before the student is permitted to attend.

**List Chaperones:**

Staff: Tina Whaley, Daniel Silva, Maria Turpin

Chaperones:

Background checks on non HCDE employee chaperones with unsupervised contact with students. Have you complied? ☐ Yes

***Overnight Field Trips**

*Number of students not attending for economic reasons 0

*Number of trips this group expects to take which will require funds 1

*Estimated cost to parent support groups for this trip $ 82.00

*Projects students have undertaken to secure funds N/A

*Co-ed trips require co-ed chaperones. Have you complied? ☑ Yes

*Travel itinerary attached with name/address of accommodations ☑ Yes

Teacher Name: Tina Whaley Date Submitted: 06/08/26 6:23 PM

| | | | |
|---|---|---|---|
| Secretary Name & Approval: | KIMBERLY ROGERS | Approved - Secretary | 06/26/26 |
| Principal's Name & Approval: | CHRISTIN CARLISLE | Approved - Principal | 06/26/26 |
| Director Admin Name & Approval: | | | |
| Director Name & Approval: | | | |
| LC Super Admin Name & Approval: | PAMELA KILGORE | Approved - LC Assistant | 07/01/26 |
| LC Super Name & Approval: | DAVID HARWOOD | Approved - LC Superintendent | 07/01/26 |

# HAMILTON COUNTY SCHOOLS
## Request for Field Trip Approval

Overnight **Day/Overnight** (Must go to Board for Approval) **Today's Date:** 06/08/26 6:03 PM

☑ **Learning Community** ☐ **FRI/CTE** ☐ **Exceptional Ed** ☐ **PreK**

School CSAS - Lower Grade/Group/Team 5th Grade

Departure Date/Time 11/11/26 5:30AM Return Date/Time 11/13/26 10:30PM

Event/Venue Camp Jekyll/Jekyll Island, GA Address 550 South Beachview Drive, Jekyll Island, GA 31527

Instructional value See attached Standards

Evaluation See attached Journal Activity

Fee Requested $ 385.00 How Acquired? Student/Parent, PTA/PTO-Restricted, Fundraiser(s)/Donation(s)

Total # of Students 74 Total # of Staff 9 Total # of Chaperones 0 Nurse Required: No

Number of subs needed 3 Funding source for subs HCS Sub Account

- Total # of Students with 504 Plan 6 Modifications Needed scribe as needed
- Total # of Students with Disabilities 12 Modifications Needed designated quiet area

**Transportation:** The PRINCIPAL is responsible for verifying that ALL drivers are properly licensed and insured.

☐ Other: _____

☐ County School Bus Cost $_____ Bus # _____ Driver's Name _____

☐ Handicap Accessible Bus Cost $_____

☑ Charter Bus (**Board Approved**) RockyTop Tours Inc Cost $ 11380.00

☐ Cars List Driver(s) _____ Cost $_____

**WRITTEN** parental permission (and medical information, if overnight) for each student is required and must be received before the student is permitted to attend.

**List Chaperones:**

Staff: Tina Whaley, Kelly Johnson, Alyssa DiNitto, Kayla WIlson, Daniel Moore, Gail McCrary Christin Carlisle, Luke Johson, Maria Turpin

Chaperones: _____

Background checks on non HCDE employee chaperones with unsupervised contact with students. Have you complied? ☐ Yes

***Overnight Field Trips**

*Number of students not attending for economic reasons 0

*Number of trips this group expects to take which will require funds 3

*Estimated cost to parent support groups for this trip $ 400

*Projects students have undertaken to secure funds Dave and Buster's Fundraiser

*Co-ed trips require co-ed chaperones. Have you complied? ☑ Yes

*Travel itinerary attached with name/address of accommodations ☑ Yes

Teacher Name: Tina Whaley Date Submitted: 06/08/26 6:03 PM

Secretary Name & Approval: TINA JOHNSON Approved - Secretary 06/11/26

Principal's Name & Approval: JESSE GOINS Approved - Principal 06/22/26

Director Admin Name & Approval: _____

Director Name & Approval: _____

LC Super Admin Name & Approval: PAMELA KILGORE Approved - LC Assistant 07/01/26

LC Super Name & Approval: DAVID HARWOOD Approved - LC Superintendent 07/01/26

HAMILTON COUNTY SCHOOLS

3074 Claude Ramsey Parkway
Chattanooga, TN 37421

**To:** Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

**From:** Mary Ellen Heuton, Chief Financial Officer
Lindsay Cepero, Procurement Director

**Date:** July 16, 2026

**Subject:** Bids/Contracts

**Board Agenda Category:**

- ☑ Consent Agenda
- ☐ Action Item
- ☐ Reports and Information

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1. Attached for your approval are bids/contracts for the following:

   A. Award CMAR-RFP 26-49, Brainerd High School Construction Manager at Risk
   B. Award RFP 26-57 Disposables and Non-Food items for the School Nutrition Program
   C. Award RFP 26-60 Ice Cream Products for the School Nutrition Program
   D. Approve Contract for Special Education Services with Signal Centers, Inc.
   E. Approve Renewal of Amendment with Fifth Asset, Inc d/b/a DebtBook
   F. Approve 3-Year Contract with Instructure, Inc. (Canvas)
   G. Approve Short-Term Bridge Agreement for Group Life and Disability Insurance

2. Recommend approval as presented.

**Opportunity 2030 Commitment Connection**

- ☑ Every Student Learns
- ☑ Every Student Belongs
- ☑ Every School Equipped
- ☑ Every Employee Valued
- ☑ Every Community Served

HAMILTON COUNTY SCHOOLS

3074 Claude Ramsey Parkway
Chattanooga, TN 37421

**To:** Hamilton County Board of Education
Dr. Justin Robertson Superintendent

**From:** Dr. Robert Sharpe, Chief Operating Officer
Justin Witt, Executive Director of Maintenance

**Date:** July 16, 2026

**RE:** Award CMAR-Request for Proposal RFP File 26-49, Brainerd High School Construction Manager at Risk

**Board Agenda Category:**

- ☑ Consent Agenda
- ☐ Action Item
- ☐ Reports and Information

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Award CMAR-Request for Proposal No. 26-49, Brainerd High School Construction Manager at Risk to Blaine Construction Corporation as Construction Manager at Risk (CMAR) for the Brainerd High School construction project. Approve the commencement of preconstruction services in the amount of $68,100.00 for an estimated preconstruction period of ten (10) Months with full construction completion estimated for June 2029. Expenditures for preconstruction services will be paid from 2024A Bond Fund. Construction services and any Guaranteed Maximum Price (GMP) amendments will be presented to the Board for separate consideration and approval at a later date.

On April 26, 2026, the Procurement Department advertised CMAR-Request for Proposal No. 26-49, seeking a qualified Construction Manager at Risk to provide preconstruction and construction phase services for the new construction of Brainerd High School. The CMAR delivery method was selected to allow for early contractor involvement during design, enhanced cost control, constructability input, and schedule optimization for this complex capital project.

A total of six (6) CMAR proposals were received. Following initial evaluation, three (3) top–ranked firms were invited to participate in oral presentations before the HCS selection committee. Proposals and presentations were evaluated in accordance with the criteria set forth in the solicitation. Based on the evaluation results and the recommendation of the selection committee, Blaine Construction Corporation was identified as the top-ranked firm and recommended for award.

HAMILTON COUNTY SCHOOLS

3074 Claude Ramsey Parkway
Chattanooga, TN 37421

The Construction Manager at Risk (CMAR) delivery method is structured in phases: an initial preconstruction phase, followed by a construction phase(s) authorized through a Guaranteed Maximum Price (GMP). Approval of this item authorizes preconstruction services only, including cost estimating, constructability reviews, scheduling, value engineering, and coordination with the design team to advance the project toward construction readiness. Upon completion of the preconstruction phase, the CMAR will submit separate GMP(s) for Board consideration and approval prior to the start of construction services.

Awarding the CMAR and preconstruction services to Blaine Construction Corporation establishes a collaborative delivery framework that promotes transparent cost development, coordinated scheduling, and early constructability input advancing the Brainerd High School construction project efficiently and strategically.

Attachment(s):

- Construction Manager at Risk Agreement

**Opportunity 2030 Commitment Connection**

- ☑ Every Student Learns
- ☑ Every Student Belongs
- ☑ Every School Equipped
- ☑ Every Employee Valued
- ☑ Every Community Served

# AGREEMENT BETWEEN OWNER
# &
# CONSTRUCTION MANAGER AT RISK

**THIS AGREEMENT**, is made by and between HAMILTON COUNTY DEPARTMENT OF EDUCATION, a Local Education Agency (LEA) of the State of Tennessee, hereinafter referred to as "**Owner**," and Blaine Construction Corporation, a For-profit Corporation, Formed and Licensed to Conduct Business in the State of Tennessee, hereinafter referred to as "**CMAR**"

W I T N E S S E T H:

**WHEREAS**, on or about April 26, 2026, the Owner issued its Solicitation No. 26-49. for Brainerd High School Construction Manager at Risk; and

**WHEREAS**, the CMAR has timely submitted a proposal in response to the Owner's Request for Proposal, whereby the CMAR has offered to provide construction management services in accordance with the request contained in Owner's Request for Proposal; and

**WHEREAS**, the Owner selected and designated Blaine Construction Corporation to be the CMAR for the Construction Manager at Risk for the CMAR-RFP 26-49, Brainerd High School Construction Manager at Risk, hereinafter, **"PROJECT**," subject to the negotiation, preparation, approval and execution of a definitive agreement between Owner and CMAR; and

**WHEREAS**, the Owner and CMAR are desirous of entering into such a definitive agreement pursuant to which CMAR will provide construction management services, all as more fully set forth herein;

**NOW THEREFORE**, in consideration of the mutual promises and covenants contained herein, the parties hereby agree as follows:

## ARTICLE 1.
## EXTENT OF AGREEMENT; DEFINITIONS

1.01 Agreement. This **PROJECT** is comprised of two distinct parts identified as follows; (1) Phase 1 - Preconstruction Services (Exhibit C); (2) Phase 2 – Construction Services (to be established in a separate amendment). All phases, including preconstruction services and architect-engineering services, may not exceed the total Hamilton County Department of Education Project Budget established by the Hamilton County Department of Education. The CMAR accepts the relationship of trust and confidence established between it and the Owner by this Agreement. The CMAR covenants with the Owner to furnish its skill and judgment as a Construction Manager at Risk and General Contractor with specific expertise in the planning and construction of the **PROJECT** and to cooperate with the Owner and the Owner's representatives, including specifically the Project Architect-Engineer (hereinafter referred to as "AE"), in furthering the interests of the Owner. The CMAR agrees to furnish efficient business administration and superintendence and use its best efforts to complete the **PROJECT** in the best and most expeditious and economical manner, consistent with the interests of the Owner.

The CMAR agrees to provide the services required by this Agreement to complete such services consistent with the Owner's direction, the approved program, and the terms of this Agreement, in accordance with a standard of care which is ordinarily exercised by other construction managers and general contractors in similar circumstances.

1.02 Construction Team. The CMAR, Owner and AE shall be called the "Construction Team" and shall work together as a team from the date established by the Notice to Proceed through construction completion. The CMAR and AE shall work jointly during the preconstruction design phase and through final construction completion and shall be available thereafter should additional services be required. The CMAR shall provide leadership to the Construction Team on all matters relating to construction. The CMAR understands, acknowledges and agrees that the AE shall provide leadership to the Construction Team on all matters relating to design and engineering.

1.03 Extent of Agreement. This agreement for Construction Management Services for the **PROJECT** represents the entire agreement between the Owner and the CMAR and supersedes any prior negotiations, representations or agreements. This Agreement shall not be superseded by any provisions of the Project Plans and Specifications and may be amended only by written instrument signed by both Owner and CMAR. This Agreement is intended to be consistent with and implement the approved program for the **PROJECT** as set forth and further defined in that certain agreement between Owner and AE dated October 2, 2025.

1.04 Definitions. As used in this Agreement, the words and phrases described in Exhibit A attached hereto and incorporated herein, shall have the meanings as set forth in that Exhibit A.

1.05 Use of Words and Phrases. Words of the masculine gender shall be deemed and construed to include correlative words of the feminine and neuter genders. Unless the context shall otherwise indicate, the singular shall include the plural as well as the singular number, and the word "person" shall include corporations and associations, including public bodies, as well as natural persons. "Herein," "hereby," "hereunder," "hereof," "herein- before," and "hereinafter" and other equivalent words refer to this Agreement and not solely to the particular portion thereof in which any such word is used.

## ARTICLE 2.
## PURPOSE; PROPOSAL; SCHEDULE

2.01 Purpose – The purpose of this Agreement is to provide for the provision of Construction Management Services for the **PROJECT** by the CMAR, and construction of the **PROJECT** by the CMAR in accordance with the Project Plans and Specifications. The further purpose of this Agreement is to define and delineate the responsibilities and obligations of the parties to this Agreement and to express the desire of all such parties to cooperate together to accomplish the purposes and expectations of this Agreement.

2.02 Response to Request for Proposal – CMAR's Response to the Request for Proposal for Construction Management Services submitted by CMAR to Owner is hereby found to be consistent with and in conformance with the provisions of Owner's Request for Solicitation No. 26-49 and is in the best interests of the Hamilton County Department of Education. It is the intent of the parties that the CMAR's Response to the Request for Proposal for Construction Management Services be implemented pursuant to this Agreement, and, therefore, such Response is hereby merged into and is effectuated by this Agreement. Reference is hereby made to the response to the Request for Proposal for Construction Management at Risk Services submitted by CMAR to the Hamilton County Department of Education, as well as any

supplementary representations and statements furnished by CMAR to Owner during the CMAR selection process. The parties acknowledge that the representations and statements or information contained therein have been relied upon by the Owner and have resulted in the selection of CMAR as the construction manager for this **PROJECT**. However, Owner acknowledges that the terms and conditions for the performance of the CMAR and for the provision of its services are solely as contained within this Agreement.

2.03 Project Schedule - The development and equipping of the **PROJECT** shall be undertaken and completed in accordance with the Project Schedule. The construction services portion of the Project Schedule may be amended, revised and supplemented, and may thereafter be revised from time to time by and in the reasonable good faith discretion of the CMAR and AE, which revision shall be effective upon receipt by the Owner of a written notice of revision, provided, however, that absent an event of Force Majeure or a revision to the Project Schedule authorized by the execution of a Change Order, no revision to the Project Schedule which extends the preconstruction phase or the Project Substantial Completion Date shall be effective without the prior written approval of the Owner.

## ARTICLE 3.
## COMPENSATION

3.01 CMAR'S Compensation – The Owner agrees to pay to the CMAR as compensation for all of its services and work provided for hereunder, including preconstruction and construction services. The fee for preconstruction services, as provided in Exhibit C, is **sixty-eight thousand one hundred dollars ($68,100),** and the sum of a CMAR fee to be negotiated at the time GMP* is established for Construction Services, as provided for in Exhibit B.

*The GMP will be established in a separate amendment to this Agreement.

1. Preconstruction Services (Exhibit C) shall be payable as follows: The Owner shall compensate the CMAR for preconstruction services in **ten (10)** equal monthly installments of **six thousand, eight hundred and ten dollars ($6,810)** each, for a total preconstruction fee of **sixty-eight thousand one hundred dollars ($68,100)**. The compensation set forth in this paragraph is designed to pay CMAR for its services rendered in connection with the preconstruction design phase of the **PROJECT**. If at any time during the preconstruction design phase, it can reasonably be concluded that CMAR's services are not being provided in accordance with the schedule of preconstruction services, CMAR shall be reimbursed based upon a percentage of the services performed during the prior month.

2. CMAR fee. Not more often than once a month, and on a date established at the Project Pre-Construction Conference, the CMAR will submit to the Project Manager for review the pay application form with associated schedule of values. This form shall be filled out and signed by the CMAR covering the Work-In-Place as of the date of the Application and supported by such data as the Project Manager may reasonably require. In the event that the Project Substantial Completion Date occurs prior to expiration of the construction phase period as set forth in the Project Schedule, the entire remaining balance due under the terms of this Subparagraph (2) shall be due and payable on the Punch List Completion Date.

3. Reimbursable Project Costs. Based on application for payment for the actual cost of work completed, submitted monthly, itemized to correspond to the basis of

compensation as set forth in Exhibit B and Article 6.03, including supportive documentation.

3.02 The Project; Changes in the Project; Additional Fee. The Project is as established by the Owner and AE in that certain construction document entitled Programming Brainerd High School ("Schematic Design"). If the Project GMP is increased by Owner, the CMAR shall be entitled to receive an additional fee **to be negotiated and established by the Parties, in writing, at the time of such increase to the GMP.** Payment of CMAR's additional fee shall be made in equal monthly installments calculated by dividing the additional fee by the months remaining in the construction phase of the Project schedule. Upon completion of the additional work and final payment to the subcontractors, the actual cost of such additional work shall be established and any adjustment in the fees paid to CMAR shall be made between Owner and CMAR. As an incentive for the CMAR to diligently pursue cost reducing alternatives no reduction in CMAR fee below the amount set in Article 3.01 will occur as a result of project cost savings including those resulting from recommendations of the CMAR.

3.03 Period of Construction; Additional Fee. Owner, AE and CMAR expect and believe that the period of construction or construction phase for the **PROJECT** shall be ***(to be established with Phase 2 amendment)*** calendar days to **substantial completion** and ***(to be established with Phase 2 amendment)***, calendar days to **final completion**.

Pre-Construction Phase Services shall be completed within **ten (10) months** of the date specified in the Pre-Construction Notice to Proceed.

***First Construction GMP payment and the subsequent monthly installments to be determined after the GMP has been established with Phase 2 amendment.**

In the event that the construction schedule is extended by agreement of Owner and CMAR due to changes in the **PROJECT** requested by Owner, CMAR shall be entitled to additional CMAR fee as negotiated in the GMP Amendment less any fee increase as calculated in Section 3.02 for work resulting in the subject increase in construction period. Provided, however, CMAR shall not be entitled to receive any portion of such additional compensation to the extent that the delay in performance results from acts of commission, omission, negligence, or fault of the CMAR, its agents or employees.

3.04 Project Costs. Project Costs shall mean all costs incurred by the Owner and CMAR in planning, constructing and equipping the **PROJECT**, in accordance with the Project Plans and Specifications all of which Project Costs shall be paid by the Owner, all of which Project Costs shall be included within the GMP established by CMAR and are more specifically described in Exhibit B.

3.05 Items and Expenses Included in CMAR's Compensation. Except as specifically set forth in Paragraphs 3.03 and 3.04 above, CMAR's compensation includes full payment for services set forth in this Agreement, including but not limited to salaries or other compensation of CMAR's officers, partners and/or employees; general operating expenses incurred by CMAR and relating to this **PROJECT**, including the cost of management, supervision and data processing staff, job office equipment and supplies, and other similar items as shown in Exhibit B, Part I, and necessary for CMAR to perform its services hereunder, specifically excluding any items described on Exhibit B, Part II, attached hereto and incorporated herein, and including overhead and profit.

## ARTICLE 4.
## CONSTRUCTION MANAGER'S RESPONSIBILITIES AND SERVICES

4.01 All documentation is required to be submitted digitally to the Owner Project Manager.

4.02 Project Management Information System – Commencing immediately following the date established by the Notice to Proceed, the CMAR shall implement and shall utilize throughout the life of this Agreement all subsystems of the Project Management Information System hereinafter referred to as "PMIS." The reports, documents and data to be provided through PMIS shall represent an accurate assessment of the current status of the **PROJECT** and of the work remaining to be accomplished and it shall provide a sound basis for identifying variances and problems and for making management decisions. It shall be prepared and furnished to the Owner and the AE monthly and shall accompany each pay request. If requested by the Owner, the CMAR shall conduct a comprehensive workshop in Hamilton County, TN, for participants designated by the Owner and such additional seminars as are required to provide instruction. The workshop and the seminars shall facilitate each participant's and the Owner's representatives' use and understanding of PMIS. The PMIS shall be described in terms of the following major subsystems:

1. Narrative Reporting. The CMAR shall prepare written reports as described hereunder. All such reports shall be in 8-2" x 11" or other convenient format. Copies shall be maintained at the Project Site and transmitted to the Owner and the AE. A bound copy of the complete narrative report shall be submitted to the Owner at the conclusion of the **PROJECT**. The narrative reporting subsystem shall include the following reports:

    a. A monthly executive summary which provides an overview of current and outstanding issues and pending decisions, primary party responsible for the decision, future developments and expected achievements, and any problems or delays, including code violations found by the Permitting Authority.

    b. A monthly cost narrative describing the current construction cost estimate and status of the **PROJECT**.

    c. A monthly scheduling narrative summarizing the current status of the overall Project Schedule. This report shall include an analysis of the various Project Schedules, a description of the critical path, and the analysis as necessary to compare planned performance with actual performance.

    d. A monthly accounting narrative describing the current actual cost and payment status of the **PROJECT** with supporting document. This report shall relate current encumbrances and expenditures to the budget allocations.

    e. A monthly construction progress report during the construction phase summarizing the work of the various subcontractors. This report shall include information from the weekly job site meetings as applicable such as general conditions, long lead supplies, current deliveries, safety and labor relations programs, permits, construction problems and recommendations and plans for the succeeding month.

    f. A daily construction diary during the construction phase describing events and conditions on the project site.

2. Schedule Control. As soon as reasonably possible following execution of this Agreement, but not later than thirty (30) calendar days following full execution hereof, the CMAR shall prepare a Project Schedule using the critical path method, establishing a detailed schedule for preconstruction services, construction and Owner occupancy of the **PROJECT**, subject to review of Owner and AE, and approval or rejection by Owner within thirty (30) calendar days of delivery to Owner. The Project Schedule shall include a scheduled Construction Commencement Date and Project Substantial Completion Date, which dates shall accommodate known or reasonably anticipated geographic, atmospheric and weather conditions. The Project Schedule will serve as the framework for the subsequent development of all detailed schedules. The Project Schedule shall be produced and updated monthly throughout the **PROJECT**. In a manner consistent with the Project Schedule the CMAR shall prepare and submit to the AE a construction schedule in quadruplicate graphically depicting the activities contemplated to occur as a necessary incident to performance of the work required to complete the **PROJECT**, showing the sequence in which the CMAR proposes for each such activity to occur as a necessary incident to performance of the work required to complete such activity to occur and duration (dates of commencement and completion, respectively) of each such activity. The AE shall determine whether the construction schedule delivered and submitted by the CMAR meets the requirements stated above and whether the construction schedule is consistent with the Project Schedule. Following development and submittal of the construction schedule, the CMAR shall, at the end of each calendar month occurring thereafter during the period of time required to finally complete the **PROJECT**, or at such earlier intervals as circumstances may require, update and/or revise the construction schedule to show the actual progress of the work performed and the occurrence of all events which have affected the progress of performance of the work already performed or will affect the progress of the performance of the work yet to be performed in contrast with the planned progress of performance of such work, as depicted on the original construction schedule and all updates and/or revisions thereto as reflected in the updated and/or revised construction schedule last submitted prior to submittal of each such monthly update and revision. Each such update and/or revision to the construction schedule shall be submitted to the Owner and AE in duplicate. The CMAR shall prepare and incorporate into the schedule data base, at the required intervals, the following schedules.

   a. The CMAR shall prepare a construction schedule for work encompassed in each bid package. The schedule shall be sufficiently detailed as to be suitable for inclusion in the bid package as a framework for contract completion by the successful bidder. It shall show the interrelationships between the work of the successful bidder and that of other subcontractors, and shall establish initial completion objectives keyed to the Project Schedule.

   b. Upon the award of each subcontract, the CMAR shall jointly with the subcontractor, develop a schedule which is more detailed than the original construction schedule included in the specifications, taking into account the work schedule of the other subcontractors. The construction schedule shall include as many activities as necessary to make the schedule an effective tool for construction planning and for monitoring the performance of the subcontractor. The construction schedule shall also show pertinent activities for material purchase orders, manpower supply, shop drawing schedules and material delivery schedules.

c. The CMAR shall jointly develop with the AE and Owner a detailed plan, inclusive of punch lists, final inspections, maintenance training and turn over procedures, to be used for ensuring accomplishment of a smooth and phased transition from construction to Owner occupancy. The occupancy schedule shall be produced and updated monthly from its inception through final Owner occupancy.

3. Work by Others. The Owner may perform additional Work related to the **PROJECT** by itself, or it may let other direct contracts which shall contain General Conditions similar to these.

   The CMAR will afford the other Contractors who are parties to such direct contracts (or the Owner, if it is performing the additional Work itself), reasonable opportunity for the introduction and storage of materials and equipment and the execution of the Work, and shall properly connect and coordinate his work with theirs. Should the Contract entail relocation of facilities not a part of this Contract, the CMAR will coordinate and cooperate with the applicable entity responsible for this portion of the work.

4. Cost Control. The operation of this subsystem shall provide sufficient timely data and detail to permit the Construction Team to control and adjust the **PROJECT** requirements, needs, materials, equipment and systems by building and site elements so that construction will be completed at a cost which, together with all Project Costs, will not exceed the Project Budget. Based upon a quantitative material take off with current local costs for each bid group by subcontract package, within a reasonable time period as determined by the Owner in the Owner's sole discretion, the CMAR shall provide its estimate of the total Project Costs for the PROJECT. These costs will be detailed by line item budget with a cost corresponding to each of the following stages or phases:

   a. At completion of the Schematic Design.

   b. At completion of the Design Development Phase.

   c. At completion of 50% of the Construction Documents Phase.

   d. At completion of 100% of the Construction Documents Phase.

   e. At establishment of the Guaranteed Maximum Price (GMP).

5. Project Accounting. The operation of this subsystem shall enable the Construction Team to plan effectively and to monitor and control the funds available for the **PROJECT**, including information relating to cash flow, costs, change orders, payments and other major financial factors by comparison of budget, estimate, total commitment, amounts invoiced and amounts payable. A schedule of values for each line item in the Project budget shall be integrated into the Project accounting contemplated by this paragraph. This subsystem will be produced and updated monthly and accompany each pay request. Project accounting includes the following reports which together will serve as a basic accounting tool and an audit trail:

   a. The budget, estimate, and base commitment (awarded contracts and purchase orders) for any given contract or budget line item. It shall show approved change orders for each contract which when added to the base commitment will become the total commitment. Pending change orders will

also be shown to produce the total estimated probable cost to complete the work.

b. The value in place (both current and cumulative), the amount invoiced (both current and cumulative) and the balance remaining.

c. The complete activity history of each item in the Project accounting structure. It shall include the budget, estimate, and base commitment figures for each contract. It shall give the change order history including change order numbers, description, proposed, and approved dates and the proposed and approved dollar amounts. It shall also show all pending or rejected change orders.

d. A cash flow diagram showing the projected accumulation of cash payments against the **PROJECT**. Cash flow projections shall be generated for anticipated monthly payments as well as cumulative payments.

4.03 Design Review and Recommendations and Warranty

1. Review and Recommendations. Immediately upon the start date established by the Notice to Proceed, CMAR shall familiarize itself thoroughly with the Schematic Design Construction Documents~~,~~ and with the architectural, civil, mechanical, plumbing, electrical, and structural plans and specifications being developed by the AE for the **PROJECT**. CMAR shall follow and/or otherwise review, as appropriate, the development of the design for the **PROJECT** from the Schematic Design presently available up through and including the Construction Document Phase. The CMAR shall make recommendations with respect to the selection of systems and materials and cost reducing alternatives (i.e., value engineering and life cycle cost analysis) including assistance to the AE and Owner in evaluating alternative comparisons versus long-term cost effects. The evaluation shall speak to the benefits of the speed of erection and early completion of the **PROJECT**. The CMAR shall furnish pertinent information as to the availability of materials and labor that will be required. The CMAR shall submit to the Owner, Permitting Authority and AE such comments as may be appropriate concerning construction feasibility and practicality (i.e., constructability analysis). The CMAR shall call to the Owner's and the AE's attention any apparent defects in the design, drawings and specifications or other documents.

2. Review Reports. Within thirty (30) calendar days after receiving the construction documents for each phase of the **PROJECT**, the CMAR shall perform a specific review thereof, focused upon factors of a nature encompassed in paragraph (1) above. Within the same 30-day period, the CMAR shall submit to the Owner and the AE a written report covering suggestions or recommendations previously submitted, additional suggestions or recommendations as the CMAR may deem appropriate, and all actions taken by the AE with respect to same, any comments the CMAR may deem to be appropriate with respect to separating the work into separate contracts, and alternative materials. Prior to establishment of the GMP, CMAR shall warrant to Owner (without assuming any architectural or engineering responsibility) that the Project Plans and Specifications are practical, feasible, and constructible and that the construction of the improvements identified and described in the Project Plans and Specifications may be accomplished within the time frame identified and described in the Project Schedule.

3. Long Lead Procurement. The CMAR shall review the design for the purpose of identifying long lead procurement items (machinery, equipment, materials, and supplies). When each item is identified, the CMAR shall notify the subcontractors, Owner and the AE of the required procurement and schedule. Such information shall be included in the bid documents and made a part of all affected subcontracts. As soon as the AE has completed drawings and technical specifications and the CMAR has obtained permitting approval, the CMAR shall prepare invitations for bids. Copies shall be supplied to Owner in advance of the invitation to bid for Owner's information and comment. The CMAR shall keep itself informed of the progress of the respective subcontractors or suppliers, manufacturing or fabricating such items and advise Owner and AE of any problems or prospective delay in delivery.

4. Separate Contracts Planning. The CMAR shall review the design and shall determine how it desires to divide the sequence of construction activities, and will determine the breakdown and composition of bid packages for award, based on the current schedule while the design is being completed and shall supply a copy for Owner for its review and approval. The CMAR shall take into consideration such factors as natural and practical lines of severability, sequencing effectiveness, accesses and availability constraints, total time for completion, construction market conditions, availability of labor and materials, community relations and any other factors pertinent to saving time and cost by overlapping design and construction that are authorized by the Owner. The CMAR will supply the Owner a copy of the schedule for the Owner's information and comment. The CMAR will work in conjunction with the Owner's representatives, including the AE, to ensure that the bid list includes local, small and/or minority businesses.

5. Interfacing.

    a. The CMAR shall take such measures as are necessary to ensure proper construction and delivery of the **PROJECT**, including but not limited to providing that all construction requirements will be covered in the separate procurement of long lead items, the separate construction subcontracts and the general conditions items performed without duplication or overlap to maintain completion of all work on schedule. Particular attention shall be given to provide that each bid package clearly identifies the work included in that particular separate subcontract, its scheduling for start and completion and its relationship to other separate contractors.

    b. Without assuming any design responsibilities for the AE, the CMAR shall include in the reports comments on overlap with any other separate subcontracts, omissions, lack of correlation between drawings, and any other deficiencies noted, in order that the AE may arrange for necessary corrections.

6. Job Site Facilities. The CMAR shall arrange for all job site facilities required and necessary to enable the CMAR and AE to perform their respective duties and to accommodate any representatives of the Owner which the Owner may choose to have present on the job, the description of which shall be finalized prior to the establishment of the GMP.

7. Weather Protection. The CMAR shall ascertain what temporary enclosures of building areas, if any, should be provided for and may be provided in order to assure orderly progress of the work in periods when extreme weather conditions are likely to be

experienced. The CMAR shall also be responsible for providing weather protection for work in progress and for materials stored on site.

8. Market Analysis and Stimulation of Subcontractor Interest.
The purpose of this subsection is to ensure that the CMAR makes a genuine effort to stimulate interest in the **PROJECT** and maximize participation of potential qualified subcontractors in the selection process with emphasis placed on recruiting and using local, small and/or minority businesses. The CMAR shall monitor conditions in the construction market to identify factors that will or may affect costs and time for completing the **PROJECT**; and make analysis as necessary to (i) determine and report on availability of labor, materials, equipment, potential subcontractors and possible impact of any shortages or surpluses of labor or material, and (ii) in light of such determination, make recommendations and take action as may be appropriate with respect to long lead procurement, separation of construction into subcontractor packages, sequencing of work, use of alternative materials, equipment or methods, other economies in design or construction and other matters that will promote cost savings and completion within the schedule time.

4.04 Establishment of Guaranteed Maximum Price for Construction. Prior to entering into any subcontracts, the CMAR will establish and submit in writing to the Owner for its approval a Guaranteed Maximum Price, guaranteeing the maximum price to the Owner, for the Project Cost. Such Guaranteed Maximum Price shall only be subject to modification for changes in the **PROJECT** or as otherwise specifically provided for in this Agreement. However, the actual price paid for the work by the Owner shall either be: (1) the actual Project Cost, or (2) the GMP, whichever is the lesser when the work is finally complete. Owner may request and will be provided by CMAR copies of documents relating to the development of Project cost and GMP.

1. All amounts of monies resulting from actual Project Costs, as described above, totaling less than the GMP shall be and accrue to the benefit of the Owner.

2. The GMP will include only those applicable taxes in the Project Cost which are legally enacted at the time the GMP is established. Should any applicable taxes be enacted after the GMP then the GMP shall be increased by the same amount.

3. At the time of submission of a Guaranteed Maximum Price, the CMAR will verify the time schedule for activities and work which were adopted by the Construction Team and used to determine the CMAR's GMP. The GMP will include an agreed-upon sum as the construction contingency which is included for the purpose of defraying the expenses due to unforeseen circumstances relating to construction. The CMAR will be required to furnish documentation evidencing proposed expenditures to this contingency prior to written authorization for the release of funds by the Owner. Actual and contemplated expenditures from the contingency shall be displayed monthly in the PMIS. If bids are received below the applicable line items in the GMP, the surplus will be added to the contingency.

4. Upon Mutual written agreement of the Owner and CMAR, when 100% of the subcontracts have been executed, the contingency within the GMP shall be decreased in proportion to the percent of the work as it is completed. In other words, if 10% of the work has been completed and paid and all subcontracts have been executed, and the Owner and CMAR

mutually agree that the contingency within the GMP be adjusted, then 10% of the contingency within the GMP will be removed from the GMP by Change Order.

5. If any bid package consistent with the Project Plans and Specifications for which the lowest price submitted by a subcontractor is in excess of the amount allocated by the CMAR for such bid package (unless Owner through change order changes the Scope of Work and the Guaranteed Maximum Price (GMP)), one of the following may occur: (1) the price of the bid package may be negotiated with the lowest responsible bidder, or (2) at the CMAR's request and expense, and at the Owner's sole option, Owner may require the AE to make certain changes in the Project Plans and Specifications as are necessary to bring that particular package into line, consistent with Owner's program and the Project's financial feasibility, or (3) with the approval of the Owner, funds may be reallocated from the construction contingency within the GMP to pay the difference between the low bid price and the amount allocated for the bid package, but in no case shall such approval serve to increase the GMP of the **PROJECT**.

4.05 Performance Bond and Labor and Material Payment Bond. Prior to the Construction Commencement Date, the CMAR shall obtain for the benefit of and directed to the Owner, a labor and material payment and performance bond, satisfying the requirements of the Hamilton County Department of Education and Tennessee Code Annotated, covering the faithful performance by the CMAR of its obligations under this Agreement, including but not limited to, the construction of the **PROJECT** on the Project Site, and the payment of all obligations arising thereunder, including all payments to subcontractors, laborers and materialmen (the "Payment and Performance Bond"). The surety selected by the CMAR to provide the Payment and Performance Bond shall be approved by the Owner prior the issuance of such Bond, which approval shall not be unreasonably withheld.

4.06 Construction Phase; Building Permit; Code Inspection.

1. Building Permit. The CMAR shall pay for all permits. The Owner and AE shall be required to provide such information to the Permitting Authority as is necessary to obtain approval from the Permitting Authority to commence construction prior to beginning construction. The CMAR shall pull the Building Permit, and shall be responsible for delivering and posting the Building Permit at the Project Site prior to the commencement of construction. The Owner and AE shall fully cooperate with the CMAR when and where necessary.

2. Code Inspections. All projects require detailed code compliance inspection during construction in disciplines determined by the Permitting Authority. These disciplines normally include, but are not necessarily limited to, structural, mechanical, electrical, plumbing, and general building. The CMAR shall notify the appropriate inspector(s) and the AE's representative, no less than 24 hours in advance that the work is ready for inspection and before the work is covered up. All inspection shall be made for conformance with the applicable ordinances and building codes. Costs for all re-inspections of work found defective and subsequently repaired shall not be included as Project costs and shall be borne by the CMAR or as provided in the contract between CMAR and subcontractor.

3. CMAR's Staff. The CMAR shall maintain sufficient off-site support staff and competent full-time staff at the Project Site authorized to act on behalf of the CMAR to coordinate, inspect and provide general direction of the work and progress of the subcontractors and the CMAR shall provide no less than those personnel during the respective phases of construction. The CMAR shall not change any of those persons unless mutually agreed

to by the Owner and CMAR. In such case, the Owner shall have the right to approval of the qualifications of the replacement personnel. The Owner shall have the right to request to replace the staff at the Project site at any time during the construction. The CMAR shall comply with the CMAR Background Screening Affidavit attached hereto and incorporated herein as Exhibit D.

4. Lines of Authority. The CMAR shall establish and maintain lines of authority for its personnel and shall provide this information to the Owner and all other affected parties, such as the code inspectors of the Permitting Authority, the subcontractors, and the AE to provide general direction of the work and progress of the various phases and subcontractors. The Owner and AE may attend meetings between the CMAR and his subcontractors.

5. Schedule Provision - Construction Phase. The CMAR shall continue to provide current scheduling information and provide direction and coordination regarding beginning and finishing dates, responsibilities for performance and the relationships of the CMAR's work to the work of its subcontractors and suppliers to enable them to perform their respective tasks so that the development of construction progresses in a smooth and efficient manner in conformance with the overall Project Schedule. The Project Schedule shall include all phases of procurement, approval of shop drawings, change orders in progress, schedules for change orders, and performance testing requirements. The CMAR shall advise the Owner, its representatives, and the AE of their required participation in any meeting or inspection giving each at least one week notice unless such notice is made impossible by conditions beyond its control. The CMAR shall hold job-site meetings at least biweekly with the Construction Team and at least once each week with the subcontractors and the AE's field representative, or more frequently as required by work progress, to review progress, discuss problems and their solutions and coordinate future work with all subcontractors. The CMAR shall prepare and maintain a record of such meetings and distribute copies as necessary.

6. Solicitation of Subcontracts.

   The Owner intends to bid, through the CMAR, all portions of this **PROJECT**.

   a. The CMAR shall prepare all documents for bidding procurement of long lead items, materials and services, and for subcontractor contracts. The solicitation and award process shall be consistent with the requirements of Article 6 hereof.

   b. As part of such bid preparation, the CMAR shall review the specifications and drawings prepared by the AE. Ambiguities, conflicts or lack of clarity of language, use of illegally restrictive requirements, and any other defects in the specifications or in the drawings noted by the CMAR shall be brought to the attention of the Owner and AE in written form.

   c. The CMAR shall, unless waived by Owner, conduct conferences with all prospective subcontractors, for the purpose of reviewing and approving awards. Invited will be the AE, Owner and Owner's representatives. In the event questions are raised which require an interpretation of the documents or otherwise indicate a need for clarification or correction, the CMAR shall transmit these to the AE and upon receiving clarification or correction in writing shall prepare an amendment to the document and issue same to all of the prospective subcontractors.

d. Selection and award of subcontracts shall be consistent with Article 6 hereof.

e. Work by CMAR and/or LEA: in accordance with Tennessee Code Annotated 49-2-203(a)(3)(D)(ii), the CMAR is prohibited from undertaking actual construction work on the PROJECT, except in instances where bids have been solicited twice and no bids have been submitted. If the CMAR can document that a good faith effort was made in each bid solicitation to obtain bids and no bids were received, then the CMAR may perform the construction work at a price agreed upon by the CMAR, the AE and the Owner of the project with written authorization to support such CMAR completion. Further, a school system, at its own discretion, may perform work on the PROJECT with its own employees, and may include the coordination and oversight of this work as part of the services of the CMAR.

f. Advertisement Timeframe

The CMAR shall publicly advertise the bidding for a period of time not less than the days provided in the schedule below. Such timeframes may only be waived or modified to a lesser time with approval of the Owner's Director of Procurement.

| ESTIMATED CONSTRUCTION COSTS | CALENDAR DAYS FOR ADVERTISEMENT |
|---|---|
| $100,000.00 - $200,000.00 | 10 DAYS |
| $200,000.01 - $500,000.00 | 15 DAYS |
| $500,000.01 + | 2I DAYS |

g. Advertisement Location/Media
The CMAR shall publicly advertise for the period listed above in a regionally circulated newspaper, on a news and information website, and on their company website or through a third-party eProcurement system where available. The advertisement must run at least once in the newspaper prior to the opening date following the above thresholds. The CMAR's advertisement must include the date and time of the submission deadline. The CMAR shall make every effort to receive maximum exposure and therefore receive adequate competition for their advertisement. Sealed bids for actual construction work shall be opened at a public bid opening and the names of the contractors and their bid amounts shall be announced.

h. Documentation Responsibility
The CMAR shall maintain files that adequately support the competitive solicitation process chosen and followed by the CMAR. At minimum, the CMAR shall provide to the Owner assigned Project Manager a summary bid tabulation depicting all bids received broken down by discipline and clear indication of the selected sub-contractor(s). Should the CMAR not select the lowest bidder in any instance, a written description as to why the lowest bidder was not selected must be provided within the bid tabulation summary.

The bid tabulation summary and the guaranteed maximum price documentation shall be provided to the Owner Project Manager for review. The GMP documentation shall also provide a breakdown of pricing by discipline.

7. Quality Control. The CMAR shall develop and maintain a program acceptable to the Owner and AE to assure quality control of the construction. The CMAR shall be responsible for and supervise the work of all subcontractors, providing instructions to each when their work does not conform to the requirements of the Project Plans and Specifications and the CMAR shall continue to coordinate the work of each subcontractor to ensure that corrections are made in a timely manner so as to not affect the efficient progress of the work. Should a disagreement occur between the CMAR and the AE over the acceptability of the work, the Owner, at its sole discretion and in addition to any other remedies provided herein, shall have the right to determine acceptability.

8. Subcontractor. The CMAR shall solely supervise the subcontractors. The CMAR shall negotiate all change orders and field orders with all affected subcontractors and shall review the costs and advise the Owner and AE of their validity and reasonableness, acting in the Owner's best interest. Before any work is begun on any change order which is to be funded through contingency, approval for use of contingency funds must be secured from Owner and a written authorization from the Owner must be issued. However, when there is an imminent threat to health and safety, and Owner's concurrence is impractical, the CMAR shall act immediately to remove the threats to health and safety and shall subsequently fully inform Owner of all such action taken. The CMAR shall also carefully review all shop drawings and then forward the same to the AE and Owner for review and actions. The AE will transmit them back to the CMAR who will then issue the shop drawings to the affected subcontractor for fabrication or revision. The CMAR shall maintain a suspense control system to promote expeditious handling. The CMAR shall request the AE to make interpretations of the drawings or specifications requested of him by the subcontractors and shall maintain a business system to promote timely response. The CMAR shall inform the AE which shop drawings or requests for clarification have the greatest urgency and need to be responded to first. The purpose shall be to enable the AE to prioritize requests coming from the CMAR. The AE shall timely respond. The CMAR shall advise the Owner and AE when timely response is not occurring on any of the above.

9. Job Site Requirements.

    a. The CMAR shall provide each of the following activities as a part of its services hereunder:

        i. Maintain a log of daily activities, including manpower records, weather, delays, major decisions, etc.

        ii. Maintain a roster of companies on the **PROJECT** with names and telephone numbers of key personnel.

        iii. Establish and enforce job rules governing parking, clean-up, use of facilities and work discipline.

        iv. Provide labor relationships management and equal opportunity employment for a harmonious productive **PROJECT**.

v. Provide and administer a safety program for the **PROJECT** to meet OSHA requirements. Monitor for subcontractor compliance without relieving them of responsibilities to perform work in accordance with best acceptable practice.

vi. Provide quality control program.

vii. Provide miscellaneous office supplies that support the construction efforts which are consumed by its own forces.

viii. Provide for travel to and from its home office to the Project Site and to those other places within Hamilton County as required by the **PROJECT**.

b. The CMAR shall provide personnel and equipment or shall arrange for separate subcontractors to provide each of the following as a Project Cost:

i. Distribution of all required bidding documents and shop drawings, including the sets required by the Permitting Authority's inspectors.

10. Job Site Administration. The CMAR shall provide as part of its services, job site administrative functions during construction to assure proper documentation, including but not limited to the following:

a. Job Meetings. Hold progress and coordination meetings to provide for a timely completed **PROJECT**. Implement procedures and assure timely submittals, expedite processing approvals and return of shop drawings, samples, etc. Coordinate and expedite critical ordering and delivery of materials, work sequences, inspection and testing(s), labor allocation, etc. Review and implement revisions to the Project Schedule. Monitor and promote safety requirements. The CMAR shall use the job site meetings as a tool for (i) preplanning of work and enforcing schedules and for establishing procedures, responsibilities and identification of authority for all to clearly understand; (ii) identify party or parties responsible for follow up on any problems, delay items or questions, and (iii) record course for solution. The CMAR shall visit each pending item at each subsequent meeting until resolution is achieved and shall require all present to make known any problems or delaying event known to those present for appropriate attention and resolution.

b. Material and Equipment Expediting. Provide staff to closely monitor material and equipment deliveries, critically important checking and follow-up procedures on supplier commitments of all subcontractors and maintain a material and equipment expediting log.

c. Payments to Subcontractors. Develop and implement a procedure for review, processing and payment of applications by subcontractors for progress and final payments.

d. Document Interpretation. Refer all questions for interpretation of the documents prepared by the AE to the AE and the Owner.

e. Reports and Project Site Documents. Record the progress of the **PROJECT**. Submit written progress reports to the Owner and the AE, including information on

subcontractors' work, and the percentage of completion. Keep a daily log available to the Owner, the AE and the Permitting Authority inspectors.

f. Subcontractors Progress. Prepare periodic punch lists for subcontractor's work including unsatisfactory or incomplete items and schedules for their completion.

g. Substantial Completion. The CMAR, AE, and Owner will conduct a pre-substantial completion inspection. The CMAR will prepare the pre-substantial completion punch list from which the CMAR and AE will develop a completion schedule. The CMAR shall ascertain when the work or designated portions thereof are ready for Owner and AE substantial completion inspection. The CMAR shall provide a complete list of incomplete or unsatisfactory items (preliminary punch list) to the Owner and AE prior to this inspection. The Owner and AE shall add to this list additional incomplete or unsatisfactory item(s). The CMAR shall prepare a punch list of items to be completed and a schedule for their completion including completion dates for review and approval by the Owner and AE ("Punch List Completion Date").

h. Final Completion. Monitor the subcontractors' performance on the completion of the **PROJECT** and provide notice to the Owner and AE that the work is completed and ready for final inspection. Secure and transmit three (3) copies to the Owner, through the AE, all required guarantees, affidavits, releases, bonds and waivers, manuals, record drawings and maintenance books including a final completion form.

i. Startup. With the Owner's personnel, direct the check-out of utilities, operations, systems and equipment for readiness and assist in their initial start up and testing by the subcontractors.

j. Record Drawings. The CMAR shall monitor the progress of its own forces or its subcontractors on marked up field prints so as to provide completed record drawings to be turned over to the AE for preparation of As-builts as required herein.

k. Administrative Records. The CMAR will maintain at the job site and his principal office, originals or copies of, on a current basis, files and records, such as, but not limited to the following:

Contracts or Purchase Orders
Shop Drawings submittal/Approval Logs
Equipment Purchase/Delivery Logs
Contract Drawings and Specifications with Amendment
Warranties and Guarantees
Cost Accounting Records
Labor Costs
Material Costs
Equipment Costs
Cost Proposal Request
Payment Request Records
Meeting Minutes
Cost Estimates
Bulletin Quotations
Lab Test Reports

Insurance Certificates and Bonds
Contract Changes
Purchase Orders
Material Purchase Delivery Logs
Technical Standards
Design Handbooks
Record Drawing Marked Print
Operating and Maintenance Instruction
Daily Progress Reports
Transmittal Records
Inspection Reports
Bid/Award Information
Bid Analysis and Negotiations
Punch Lists
PMIS Schedule and updates
Suspense (Tickler) Files of Outstanding Requirements
Documentation of Good Faith Effort
Correspondence Files

The **PROJECT** records shall be available at all reasonable times to the Owner and AE for reference, review or reproduction.

11. Shop Drawings and Samples. After checking and verifying all field measurements, the CMAR will submit to the AE and Owner for approval, in accordance with the acceptable schedule of Shop Drawing submission, five copies of all Shop Drawings, which shall have been checked by and stamped with the approval of the CMAR and identified as the AE may require. The data shown on the Shop Drawings will be complete with respect to dimensions, design criteria, materials of construction and the like to enable the AE to review the information as required.

    The CMAR will also submit to the AE for approval with such promptness as to cause no delay in the Work, all samples required by the Contract Documents. All samples will have been checked by and stamped with the approval of the CMAR, identified clearly as to material, manufacturer, any pertinent numbers and the use for which intended.

    a. At the time of each submission, the CMAR will in writing call the AE's attention to any deviations that the Shop Drawing or sample may have from the requirements of the Contract Documents and, in addition, shall cause a specific notation to be made on each shop drawing submitted for review and approval of each such variation.

       The AE will review and approve with reasonable promptness Shop Drawings and Samples, but its review and approval shall be only for conformance with the design concept of the **PROJECT** and for compliance with the information given in the Contract Documents. The approval of a separate item as such will not indicate approval of the assembly in which the item functions. The CMAR will make any corrections required by the AE and will return the required number of corrected copies of Shop Drawings and resubmit new samples until approved. All cost incurred for the resubmitted shop drawing shall be the CMAR responsibility. The CMAR's stamp of approval on any Shop Drawing or sample shall constitute a representation to the AE that the CMAR has either determined and verified all quantities, dimensions, field construction criteria, materials, catalog numbers and

similar data or he assumes full responsibility for doing so, and that he has reviewed or coordinated each Shop Drawing or sample with the requirements of the Work and the Contract Document.

No work requiring a Shop Drawing or sample submissions shall be commenced until the submission has been approved by the AE. Any related work performed prior to review and approval by the Owner of the pertinent submission will be sole expense and responsibility of the CMAR. A copy of each approved Shop Drawing and each approved sample shall be kept in good order by the CMAR at the site and shall be available to the AE.

The AE approval of Shop Drawings or samples shall not relieve the CMAR from his responsibility for any deviations from the requirements of the Contract Documents, unless the CMAR has in writing called the AE's attention to such deviation at the time of submission and the Owner and the AE have given written approval to the specific deviation; or shall any approval by the AE relieve the CMAR from responsibility for errors or omissions in the Shop Drawings.

4.07 Project Schedule; Substantial Completion; Occupancy.

1. Establishment of Project Substantial Completion Date. At the time a Guaranteed Maximum Price (GMP) is established, the Project Substantial Completion Date for completion of the construction may be amended by Owner upon recommendation of Construction Team, if reasonably necessary, which Project Substantial Completion Date shall be subject to Force Majeure. An amendment to Substantial Completion Date under this section will not necessarily involve additional CMAR compensation. The CMAR agrees to complete the construction prior to the Project Substantial Completion Date. The CMAR acknowledges that failure to complete the **PROJECT** prior to the Project Substantial Completion Date will result in substantial damages to the Owner. The CMAR shall be assessed liquidated damages in the amount, (*****Liquidated Damages will be established with Phase 2 amendment***), per calendar day for each day completion is extended beyond the Project Substantial Completion Date, plus any fines and penalties directly imposed against Owner by any regulatory and/or governmental authority against Owner. Provided, however, CMAR and Owner shall cooperate with each other, and shall use best efforts and due diligence to avoid the imposition of any such fines and/or penalties.

2. Completion of Construction. The date of Substantial Completion of the **PROJECT** or a designated portion thereof is the date when construction is sufficiently complete in accordance with the Project Plans and Specifications so the Owner can lawfully occupy or utilize the **PROJECT** for the use for which it is intended. The CMAR warranty shall commence on the Project Final Completion Date.

3. Owner Occupancy. The CMAR shall provide services during the design and construction phases which will provide a successful and timely Owner occupancy of the **PROJECT**. The CMAR shall provide consultation and Project management to facilitate Owner occupancy and provide transitional services to get the work, as completed by the subcontractors; "on line" in such conditions as will satisfy Owner operations requirements. The CMAR shall catalog operational and maintenance requirements of the equipment to be operated by maintenance personnel and convey these to the Owner in such a manner as to promote their usability. The CMAR shall provide operations training, in equipment use, for building operators.

4. Record Drawings. The CMAR shall continuously review Record Drawings and mark up progress prints. Upon receipt by CMAR of its final payment due hereunder, the CMAR shall provide to the AE and Owner an original of marked-up, Record Project Plans and Specifications showing the location and dimensions of the **PROJECT** as constructed, which documents shall be certified as being correct by the CMAR and the AE.

4.08 CMAR's Warranty. The CMAR warrants that all labor and materials will conform to the Project Plans and Specifications. The CMAR further warrants that all materials and equipment will be new, of good quality and free from any defects. With respect to the same work, the CMAR further agrees to correct or replace as necessary all work found by the Owner to be defective in material and workmanship or not in conformance with the Project Plans and Specifications for a period of one year from the Project Final Completion Date. CMAR shall use its best efforts and due diligence to ensure that, during the warranty period, those entities or individuals who have provided direct warranties to the Owner as required by the contract documents perform all required warranty work in a timely manner and at the sole cost and expense of such warranty providers. The direct cost of any warranty work shall be paid by CMAR. The CMAR shall collect and deliver to the Owner any specific written guaranties or warranties given by others as required by the contract documents. Also, the CMAR shall conduct, jointly with the Owner and the AE, a warranty inspection eleven (11) months after the Project Final Completion Date.

4.09 Lien Free Construction. All construction services provided by CMAR or any of the subcontractors in construction of the **PROJECT** on the Project Site shall be accomplished in a manner that will result in no liens, claims or encumbrances being imposed against the **PROJECT**.

## ARTICLE 5.
## OWNER'S RESPONSIBILITY

5.01 Project Site; Title. The Owner hereby represents to the CMAR that it currently has, and will maintain up through and including the Project Substantial Completion Date, good title to all of the real property constituting the Project Site. Owner agrees to resolve, at its expense, any disputes relating to the ownership and use of the Project Site which might arise during the course of construction.

5.02 Permits . The CMAR shall be responsible for paying for all licenses and shall be responsible for payment of and obtaining all necessary permits and governmental authorizations as may be necessary for the commencement of construction as contemplated by this Agreement, and through the completion of the **PROJECT**. Such permits and governmental authorizations shall include the Building Permit, temporary construction easements or right-of-ways if necessary, vacation of right-of-ways as may be required and any necessary variances, rezoning or other land use approvals. Upon receipt of all surveys, soils tests and other Project site information, CMAR shall promptly advise Owner of any inadequacies in such information and of the need for any additional surveys, soil or subsoil tests, or temporary construction easements or right-of-ways. Owner shall not be responsible for any delay or damages to the CMAR for any site conditions or deficiencies in the site and access to the site which could have been identified by CMAR and corrected by Owner prior to the establishment of the GMP. Nothing contained herein shall be construed as creating any obligation of the Owner relating to the **PROJECT** which is inconsistent with the exercise of Owner's obligations and responsibilities as a governmental authority, nor shall anything contained herein be construed as obligating the Owner to be a partner or joint venture with

CMAR. Nothing herein shall be construed or deemed to contractually or otherwise obligate Owner to approve any rezoning or variance petition, if such rezoning or variance is necessary or desirable for development and/or completion of the **PROJECT**.

5.03 Project Plans and Specifications; Architect. The parties hereto acknowledge and agree that owner has previously entered into an agreement between Owner and AE dated October 2, 2025. Pursuant to the terms of such agreement, the AE, as an agent and representative of Owner, is responsible for the preparation of Project Plans and Specifications which consist of drawings, specifications and other documents setting forth in detail the requirements for the construction of the **PROJECT**. All of such Project Plans and Specifications shall be provided either by Owner or the AE and CMAR shall be under no obligation to provide same and shall be entitled to rely upon the accuracy and completeness of the Project Plans and Specifications provided by the AE, and all preliminary drawings prepared in connection therewith. The CMAR shall be notified of any written modification in the agreement between Owner and AE. By execution hereof, CMAR represents and warrants that it has reviewed the agreement between Owner and AE, and finds that such agreement between Owner and AE is consistent and compatible with the obligations and requirements of CMAR as more fully set forth in this Agreement.

5.04 Surveys; Soil Tests and Other Project Site Information. Owner shall be responsible for providing a legal description and certified land survey of the Project Site in a form and content, and with such specificity as may be required by the AE and CMAR to perform their services. To the extent deemed necessary by Owner and AE, and solely at Owner's expense, Owner may engage the services of a Geotechnical Consultant to perform test borings and other underground soils testing as may be deemed necessary by the AE or the CMAR. CMAR shall not be obligated to provide such surveys or soil tests and shall be entitled to rely upon the accuracy and completeness of the information provided to CMAR. Owner shall provide CMAR as soon as reasonably possible following the execution of this Agreement all surveys or other survey information in its possession describing the physical characteristics of the Project Site, together with soils reports, subsurface investigations, utility locations, deed restrictions, easements and legal descriptions then in its possession or control.

5.05 Information; Communication; Coordination. The Owner hereby designates the District Facilities Director designee as Project Coordinator, to act in the Owner's behalf with respect to the **PROJECT**. The Project Coordinator shall examine all documents or requests for information submitted by the CMAR and shall advise CMAR of Owner's decisions pertaining thereto within a reasonable period of time to avoid unreasonable delay in the progress of the CMAR's services. CMAR shall indicate if any such documents or requests warrant priority consideration. However, decisions pertaining to approval of the Project Schedule as it relates to the date of Substantial Completion, the Project cost, CMAR's compensation, documentation relating to use of contingency, approving or changing the GMP shall only be effective when approved in writing by the Owner. Owner reserves the right to designate a different Project Coordinator provided CMAR is notified in writing of any such change. Owner and AE may communicate with subcontractors, materialmen, laborers or suppliers engaged to perform services on the **PROJECT**. Neither the Owner nor the AE shall attempt to direct the work of or otherwise interfere with any subcontractor, materialmen, laborer or supplier or otherwise interfere with the work of the CMAR.

5.06 Construction Inspections and Coordination. Owner, AE and CMAR agree to cooperate and coordinate with each other and all Permitting Authorities, including specifically: **City of Chattanooga and the State of TN Fire Marshall.**

5.07 Acknowledgment. The CMAR recognizes and acknowledges that Owner is a governmental body with certain procedural requirements to be satisfied. CMAR has and will make reasonable allowance in its performance of services for such additional time as may be required for approvals and decisions by the Owner and any other necessary government agency. Specific directions and approval made by the Owner shall be in writing authorized at its regular or special Board Meetings, or as otherwise consistent with authorities granted to the Project Coordinator.

## ARTICLE 6.
## SUBCONTRACTOR SELECTION AND PAYMENT PROCESS

6.01 Definition. A subcontractor is a person or organization who has a direct contract with the CMAR to perform any work at the Project Site. Except as specifically set forth herein with respect to direct materials acquisitions by Owner, nothing contained in this Agreement or in any contract document does or shall create any contractual relation between the Owner or AE and any subcontractor. Specifically, the CMAR is not acting as an agent of the Owner with respect to any subcontractor.

6.02 Subcontracts. The CMAR shall provide a copy of all proposed subcontracts, including general supplementary conditions to the Owner. Owner and CMAR understand, acknowledge and agree that Owner is in the process of evaluating its requirements for the procurement of subcontractor services necessary to construct the **PROJECT**. Prior to establishment of the GMP and CMAR's solicitation from subcontractors and/or suppliers, Owner and CMAR shall agree upon a procurement methodology and process which shall comply with the legal requirements and expectations of Owner. CMAR agrees to cooperate with Owner in any procurement methodology and process which is required by law, and also cooperate with Owner in any such methodology or process desired by Owner (and not otherwise legally required) provided that such cooperation does not result in any extension of the Project Substantial Completion Date established by the Project Schedule.

6.03 Application for Progress Payments.

1. Not more often than once a month, nor less often than specified in the approved payment schedule, and on a date established at the Project Preconstruction Conference, the CMAR will submit to the AE and Owner for review an Estimate and Requisition for Payment Form filled out and signed by the CMAR covering the actual Work completed as of the date of the Application and supported by such data. Also, if payment is requested on the basis of materials and equipment not incorporated in the Work but delivered and suitably stored at the site or at another location agreed to and authorized in writing, the application for Payment shall also be accompanied by such supporting data, satisfactory to the Owner, as well establish the Owner's title to the material and equipment and protect its interest therein, including applicable insurance. All progress payments will be subject to the retainage percentage. Such retainage shall be paid and will be issued in the final payment after acceptance by the Owner of the Work.

   The Estimate and Requisition for Payment form shall list individually, each instrument of change to the Guaranteed Maximum Price or Project Contingency, its approved value, the amount previously requisitioned, the amount sought in the current requisition, the total value of completed work and, if requested by the Owner, the Estimate and Requisition for Payment form shall, for each instrument of change to the Guaranteed

Maximum Price or Project Contingency, be further detailed to provide a breakdown, by trade, of the values and requisition amounts for each trade, for each change instrument.

2. Approval of Payments. The AE will, within ten (10) calendar days after receipt of each Application for Payment, either indicate his approval of payment and deliver the application to the Owner or return the Application to the CMAR indicating in writing the reason for refusing to approve payment. In the latter case, the CMAR may make the necessary corrections and resubmit the Application. The Owner will, within five (5) calendar days after receipt of each approved application for payment, either indicate their approval of payment and within fifteen (15) calendar days pay the CMAR ninety five percent (95%) of the portion of the GMP properly allocated to labor, materials and equipment incorporated in the Work and ninety five percent (95%) of the portion of the GMP properly allocated to materials and equipment suitably stored at the site or at some other location or return the application to the CMAR through the AE indicating in writing the reason for refusing to approve payment. In the latter case, the CMAR may make the necessary corrections and resubmit the application to the AE.

   The AE's approval of any payment requested in an Application for Payment shall constitute a representation by him to the Owner, based on the AE's on-site observations of the Work in progress and on his review of the Application for Payment and the supporting data that the CMAR is entitled to payment of the amount approved.

   The AE may refuse to approve the whole or any part of any payment if in his opinion, he is unable to make such representations to the Owner. He may then refuse to approve any such payment because of subsequently discovered evidence or the results of subsequent inspections or test, nullify any such payment previously approved, to such extent as may be necessary in his opinion to protect the Owner from loss because:

   a. The Work is defective;
   b. A portion of such payment is the subject of a dispute or claim that has been filed.
   c. The amount has been reduced because of Modifications;
   d. The Owner has been required to correct defective Work or complete the Work in accordance with the guarantee and warranty.
   e. Of unsatisfactory prosecution of the Work, including failure to clean up.

3. The CMAR shall pay each subcontractor, upon receipt of payment from the Owner, out of the amount paid to the CMAR on account of such subcontractor's work, the amount to which the subcontractor is entitled in accordance with the terms of the CMAR's contract with such subcontractor. The CMAR shall, by appropriate agreement with each subcontract, require each subcontractor to make payments to subcontractors in a similar manner. After receipt of payment from Owner, if the need should arise to withhold payments to subcontractors for any reason, as solely determined by CMAR, the CMAR shall promptly restore such monies to the owner, adjusting pay requests and Project bookkeeping as required.

   Commencing with second application of the Estimate and Requisition for Payment form, the Owner may require, as a condition of payment, the submission of releases of lien from any or all subcontractors. Where the Owner so requires, the releases furnished shall be original copies, properly executed and notarized, in a form acceptable to the Owner.

4. The CMAR warrants that upon payment of any retainage, materials and equipment covered by a partial payment request will pass to Owner either by incorporation in

construction or upon receipt of payment by the CMAR, whichever occurs first; (a) work, materials and equipment covered by previous partial payment requests are free and clear of liens, claims, security interests or encumbrances, hereinafter referred to as "liens"; and (b) no work, materials or equipment covered by a partial payment request will have been acquired by the CMAR, or any other person performing work at the site or furnishing materials or equipment for the **PROJECT** is subject to an agreement under which an interest therein or an encumbrance thereon is retained by the seller or otherwise imposed by the CMAR or other such person.

6.04 Application for Final Payment.

1. Final Inspection. Upon written notice from the CMAR that the **PROJECT** is complete, the AE and Owner will make a final inspection with the CMAR and will notify the CMAR in writing of any particulars which this inspection reveals that the Work is defective. The CMAR shall immediately make such corrections as are necessary to remedy the defects within a reasonable time.

2. Final Inspection for Payment. After the CMAR has completed any such corrections to the satisfaction of the AE and Owner and delivered all maintenance and operating instructions, schedules, guarantees, bonds, certificates of inspection and other documents as required by the Contract Documents, he may make application for final payment following the procedure for progress payments. The final Application for Payment shall be accompanied by legally effective final releases or waivers of liens from the CMAR and all subcontractor(s) which performed services for the CMAR pursuant to the Contract Documents and the consent of surety, if applicable to final payment.

3. Approval of Final Payment. If, on the basis of its observations and review of the Work during construction, its final inspection and its review of the final Estimate and Requisition for Payment, all as required by the Contract Documents, the AE is satisfied that the Work has been completed and the CMAR has fulfilled all of his obligations under the Contract Documents, it will, within ten (10) calendar days after receipt of the final Application for Payment, indicate in writing its approval of payment and deliver the application to the Owner. Otherwise, it will return the Application to the CMAR, indicating in writing its reason for refusing to approve final payment, in which case the CMAR will make the necessary corrections and resubmit the Application. The Owner will, within fifteen (15) calendar days after receipt of approved application for final payment, either indicate their approval of the estimate and requisition application for payment and within fifteen (15) calendar days pay the CMAR the amount approved by the Owner and issue a Certificate of Final Completion or return the application through the AE indicating in writing the reason for refusing to approve payment. In the latter case, the CMAR may make the necessary corrections and resubmit the application to the AE.

   If, after substantial Completion of the Work, final completion is materially delayed through no fault of the CMAR, and the AE so confirms, the Owner shall and without terminating the Agreement, make payment of the balance due for that portion of the Work fully completed and accepted. If the remaining balance for Work not fully completed or corrected is less than the retainage stipulated in the Agreement, and if bonds have been furnished, the written consent of the Surety to the payment of the balance due for that portion of the Work fully completed and accepted, shall be submitted by the CMAR to the AE, prior to certification of such payment. Such payment shall be made under the terms and conditions governing final payment, except that it shall not constitute a waiver of claims.

If liquidated damages are to be deducted from the final payment, the Owner shall so notify the CMAR in writing at least ten (10) calendar days prior to the Owner's submittal to Finance.

The CMAR will be required to submit with his final payment documents a DBE Participation Certification indicating all DBE subcontractor(s) and amount(s) utilized for the **PROJECT**.

At the final completion of the construction **PROJECT** the Owner's Project Manager will prepare a Contractor Performance Evaluation, and forward to the CMAR for review, comment and signature.

Upon receipt of the Contractor Performance Evaluation the CMAR will have seven (7) calendar days, from the date received, to review, comment, sign and return back to the Project manager. If the evaluation has not been received back from the CMAR within the seven (7) calendar days, the Owner will assume the CMAR fully agrees with and has no comments to the evaluation.

4. Final Accounting Costs. Final accounting of costs of the work shall be provided by the CMAR in the form of a detailed cost report showing vendor, invoice number and date of invoice for all costs, all sorted by trade division cost code as is maintained by the CMAR in his accounting system. Upon receipt of the detailed cost report final accounting, the Owner may have access to all accounting records at the CMAR's place of business for review and reporting purposes by the Owner's accountant, whether external or internal.

## ARTICLE 7
## CHANGES IN THE PROJECT

7.01 Amending and Supplementing Contract Documents. The Contract Documents may be amended to provide for additions, deletions and revisions in the Work or to modify the terms and conditions thereof in one or more of the following ways:

1. a formal Written Amendment,

2. a Change Order, or

3. a Field Directive Change.

The Contract price and the Contract Time may only be changed by the Change Order or a Written Amendment.

In addition, the requirements of the Contract Documents may be supplemented and minor variations and deviations in the Work may be authorized, in one or more of the following ways:

1. a Field Change Order,

2. the AE approval of a Shop Drawing or sample, or

3. the AE written interpretation or clarification.

7.02 Changes in Work. Without invalidating the Agreement, the Owner may unilaterally and at any time or from time to time order additions, deletions or revisions in the Work; these will be authorized by Change Orders or Field Directive Change. Upon receipt of a Change Order or Field Directive Change, the CMAR will proceed with the Work involved.

All such Work shall be executed under the applicable conditions of the Contract Documents.

If any Change Order or Field Directive Change causes an increase or decrease in the Guaranteed Maximum Price (GMP) or any extension or shortening the Contract Time, an equitable adjustment will be made.

Additional Work performed by the CMAR without written authorization of a change in the form of an approved Change Order will not entitle him to an increase in the Guaranteed Maximum Price (GMP) or any extension of the Contract Time, except in the case of an emergency.

It is the CMAR's responsibility to notify the Surety of any changes affecting the general scope of the Work or change of the Guaranteed Maximum Price (GMP) and the amount of the applicable Bonds shall be adjusted accordingly. The Surety's Acceptance must be submitted to the AE, by the CMAR, within ten (10) calendar days of the initiation of the change.

7.03 Change of Guaranteed Maximum Price. The Guaranteed Maximum Price (GMP) constitutes the total compensation payable to the CMAR for performing the Work. All duties, responsibilities and obligations assigned to or undertaken by the CMAR shall be at his expense without change in the Guaranteed Maximum Price.

The Guaranteed Maximum Price (GMP) may only be changed by a Change Order. Any claim for an increase or decrease in the Guaranteed Maximum Price (GMP) shall be in writing and delivered to the AE within fifteen (15) calendar days of the occurrence of the event giving rise to the claim and stating the general nature of the claim. Notice of the amount of the claim with supporting data shall be delivered within fifty (50) calendar days after such occurrence (unless Owner allows an additional period of time to ascertain more accurate data in support of the claim) and shall be accompanied by the CMAR's written statement that the amount claimed covers all known amounts (direct, indirect, and consequential) to which the CMAR has reason to believe it is entitled as a result of the occurrence of said event. No claim for an adjustment in the Guaranteed Maximum Price (GMP) will be valid if not submitted in accordance with this paragraph. All claims for adjustment in the Guaranteed Maximum Price (GMP) shall be reviewed by the AE. Any change in the Guaranteed Maximum Price (GMP) shall be incorporated in a Change Order and approved by the Owner. No claim by the CMAR for an equitable adjustment hereunder shall be allowed if asserted after final payment under this Contract.

The value of any Work covered by a Change Order or of any claim for an increase or decrease in the Guaranteed Maximum Price shall be determined in one of the following ways:

1. Where the Work involved is covered by unit prices contained in the Contract Documents or subsequently agreed upon, by application of unit prices to the quantities of the items involved.

2. By mutual acceptance of a lump sum properly itemized and supported by sufficient substantiating data to permit evaluation.

3. By cost of the Work and mutually acceptable fixed amount for overhead and profit agreed upon by the parties.

   In such cases the CMAR will submit in the form prescribed by the Owner an itemized cost breakdown together with supporting data. The amount of credit to be allowed by the CMAR to the Owner for any such change which results in a net decrease in cost will be the amount of the actual net decrease as determined by the Owner. When both additions and credits are involved in any one change, the combined overhead and profit shall be figured on the basis of the net increase or decrease, if any.

   Regardless of how the value of Work covered by a Change Order or any other claim for an increase or decrease in the Guaranteed Maximum Price is determined, in no case shall the total amount of overhead and profit, including all tiers of subcontractors, exceed 15% of the cost of the Work, unless otherwise approved by the Owner. Such 15% limit shall not include the cost of the Construction Manager's General Conditions or CMAR Fees where due.

7.04 Change of Contract Time. The Contract Time may only be changed by a Change Order. Any claim for an extension in the Contract Time shall be in writing and delivered to the AE within fifteen (15) calendar days of the occurrence of the event giving rise to the claim and stating general nature of the claim. Notice of the extent of the claim with supporting data (analysis and documentation) shall be delivered within sixty (60) calendar days after such occurrence (unless the AE allows an additional period of time to ascertain in more accurate data in support of the claim) and shall be accompanied by the CMAR's written statement that the adjustment claim is the entire adjustment to which the CMAR has reason to believe it is entitle as a result of the occurrence of said event. If adverse weather conditions are the basis for a Intclaim for additional time, such claim shall be documented by data substantiating that weather conditions were abnormal for the period of time and could not have been reasonably anticipated, and that the weather conditions had an adverse effect on the scheduled construction. No claim by the CMAR under this provision shall be allowed unless the CMAR has given the notice and the analysis and documentation required in this paragraph. All claims for adjustment in the Contract Time resulting from any such claim shall be incorporated in a Change Order.

The Owner shall not be responsible for any delay in the completion of the **PROJECT** where the delay is beyond the control or without fault or negligence on behalf of the Owner. The Owner shall not be held accountable for extra compensation or an extension of time due to default by the CMAR, subcontractors, or suppliers in the furnishing of labor or materials for the **PROJECT**, or having to replace defective materials.

The CMAR shall be entitled to a claim for an extension of time when a delay or hindrance is caused by an act of God, or any act or omission on the part of the Owner, provided the CMAR gives notice to the AE within fifteen (15) calendar days of the occurrence of the event giving rise to the claim and having stated the general nature of the claim. The CMAR's sole remedy shall be an extension of Contract Time.

No extension of Contract Time or increases in Guaranteed Maximum Price (GMP) shall be granted for any delay caused either by (1) inadequate crewing, default or bankruptcy of lower tier contract, slow submittals, etc., or (2) by severe though not unusual weather conditions (other than hurricanes and tornadoes) or (3) any delay impacting a portion of the Work within the available total float or slack time and not necessarily preventing completion of the Work within the Contract Time unless otherwise agreed to by the Owner in its sole discretion or (4)

for any delay which is caused by the CMAR having to replace defective material or (5) delays attributable to the lack of performance by subcontractors regardless of the reasons.

## ARTICLE 8.
## RELATIONSHIP BETWEEN CMAR AND ARCHITECT-ENGINEER (AE)

8.01 Administration. The AE will provide administration of this Agreement as it relates to inspection of the **PROJECT** during construction and shall at all times have access to the work wherever it is in preparation and progress. Owner shall, in accordance with this Agreement and Owner's Agreement with AE, use its best efforts to maintain cooperation between the AE and CMAR.

8.02 Inspection of the Work. The AE will visit the Project Site at intervals appropriate to the stage of construction to become familiar with the progress and quality of the work and to determine in general if the work is proceeding in accordance with this Agreement and the Project Plans and Specifications. On the basis of the AE's on-site observations as the design professional, the AE will keep the Owner informed of the progress of the work, and will endeavor to protect the Owner against defects and deficiencies in the work of the CMAR. The AE will not have control or charge of and will not be responsible for construction means, methods, techniques, sequences or procedures, or for safety precautions and programs in connection with the work which shall be the obligation of CMAR.

8.03 Interpretation of Project Plans and Specifications. The AE will be the interpreter of the requirements of the Project Plans and Specifications. Upon receipt of comments or objections by CMAR or Owner, the AE will make decisions on all claims, disputes or other matters pertaining to the interpretation of the plans and specifications. The AE's decisions in matters relating to artistic effect will be final if consistent with the Project Plans and Specifications.

8.04 Rejection of Nonconforming Work. The AE and Owner have the authority to reject work which does not conform to the Project Plans and Specifications.

8.05 Uncovering of Work.

1. If any portion of the work should be covered contrary to the written request of the AE, it must, if required in writing by the AE, be uncovered for his observation and shall be recovered at the CMAR's expense.

2. If any other portion of the work has been covered which the AE has not specifically requested to observe prior to being covered, the AE may request to see such work and it shall be uncovered by the CMAR. If such work be found to be in accordance with the Project Plans and Specifications, the cost of uncovering and replacement shall, by appropriate Change Order, be added to the Project Cost.

8.06 Correction of Work. The CMAR shall promptly correct all work rejected by the AE for being defective or as failing to conform to the Project Plans and Specifications whether observed before or after the Project Completion Date and whether or not fabricated, installed or completed. The CMAR shall bear all costs of correcting such rejected work, including compensation for AE additional services made necessary thereby.

8.07 Timely Performance of AE. Owner, CMAR and AE understand, acknowledge and agree that timely performance and response by AE to certain information requested by CMAR is

an important aspect of joint cooperation between and among the Construction Team. The CMAR shall identify which requests for information or response from the AE have the greatest urgency, and the CMAR shall identify those items which require prioritizing in response by the AE. The CMAR shall also identify the preferred time period for response and shall request a response time which is reasonably and demonstrably related to the needs of the **PROJECT** and CMAR. In the event that the period of time identified by CMAR for response is demonstrably unfair, AE shall communicate such information to CMAR, in writing, and AE shall identify the time necessary for response and a date upon which the AE's response will be made. In the event that the AE believes that any such information provided by CMAR is incomplete or otherwise inadequate to provide its response, AE shall immediately inform CMAR of such fact, in writing, with a copy to the Owner's Project Coordinator. In the event that the CMAR believes that AE is not providing timely services or responses as required by this paragraph, CMAR shall immediately inform AE of such fact, in writing, with a copy to the Owner's Project Coordinator.

## ARTICLE 9
## CONTRACTOR'S LIABILITY INSURANCE

9.01 Contractor's Liability Insurance. The CMAR will purchase and maintain such insurance as will protect him from claims under Worker's Compensation laws, disability benefit laws or other similar employee benefit laws; from claims for damages because of bodily injury, occupational sickness or disease, or death of his employees including claims insured by usual personal injury, sickness and disease, or death of any person other than his employees including claims insured by usual personal injury liability coverage; and from claims for injury to or destruction of tangible property including loss of use resulting therefrom any or all of which may arise out of or result from the CMAR's operations under the Contract Documents, whether such operations be by himself or any subcontractor or anyone directly or indirectly employed by any of them or for whose acts any of them may be legally liable. This insurance shall be written for no less than the limits of liability specified in the Contract Documents or required by law, whichever is greater, and shall include contractual liability insurance. As a prerequisite to the Owner signing the Contract, the CMAR will file with the Owner certificates of such insurance, acceptable to the Owner; these certificates shall contain a provision for cancellation.

9.02 Insurance Requirements. Before final execution of the Agreement and until acceptance of the Work by the Owner, the CMAR shall procure and maintain insurance of the types and of the limits specified below.

An Insurance Certificate shall be required from the CMAR. Such form must be properly executed and submitted by an authorized representative of the insurance company and CMAR. Such certificate of insurance state that the coverage is primary, and shall be in the types and amounts stated below.

9.03 Certificate of Insurance. the Hamilton County Department of Education, its officers and employees is to be specifically included as an Additional Insured on the Commercial General Liability coverage.

It shall be the responsibility of the CMAR to ensure that all subcontractors carry General Liability Insurance, Automobile Liability, and Workers' Compensation in compliance with statutory limits.

The Certificate of Insurance must contain the following limits:

1. Worker's Compensation: Coverage to apply for all employees for Statutory Limits in compliance with the applicable state and federal laws. The policy must include Employers' Liability with a minimum limit of $500,000.00 each accident. The certificate shall include a waiver of subrogation from the carrier.

2. Commercial General Liability: Shall have minimum limits of $1,000,000.00 per occurrence. Combined Single Limit for Bodily Injury Liability and Property Damage Liability. This shall include Premises and/or Operations, Independent Contractors and Products and/or Completed Operations, Broad Form Property Damage, and a Contractual Liability Endorsement. Said coverage must be on an occurrence basis. the Hamilton County Department of Education, its officers and employees shall be included as an Additional Insured.

3. Business Automobile Policy: Shall have minimum limits of $1,000,000.00 per occurrence. Combined Single Limit for Bodily Injury Liability and Property Damage Liability. This shall include Owned Vehicles, Hired and Non-owned Vehicles, and Employees Non-Ownership and be based on occurrence basis.

4. All Risk Builders Risk or Installation Floater: Upon execution of the Phase 2 Amendment, and prior to issuance of the Notice to Proceed for Construction Phase services, the CMAR shall also procure and maintain All Risk coverage, with the limits of insurance to equal 100% of the completed contract amount of such addition(s), building(s), or structure(s). Any deductible is the responsibility of the CMAR. The Owner shall be named as an additional insured only with respect to losses in connection with this contract.

   The CMAR agrees that the requested insurance coverage(s) are not intended to and shall not, in any manner, limit or reduce the liabilities and obligations assumed by the CMAR, it's agents, employees, subcontractors, etc.

## ARTICLE 10.
## FORCE MAJEURE, FIRE OR OTHER CASUALTY

10.01 Force Majeure

1. Delays in any performance by any party contemplated or required hereunder due to: fire, flood, earthquake or hurricane, acts of God, war, declaration of hostilities, revolt, civil strife, altercation or commotion, strike, labor dispute, or epidemic, or any law, order, proclamation, regulation or ordinance of any government or any subdivision thereof, or for any other similar cause to those enumerated, beyond the reasonable control and which with due diligence could not have been reasonably anticipated and without the fault or negligence of the party seeking excuse from performance, shall be deemed to be events of Force Majeure and any such delays shall be excused. In the event such party is delayed in the performance of any work or obligation pursuant to this Agreement for any of the events of Force Majeure and any such delays shall be excused. In the event such party is delayed in the performance of any work or obligation pursuant to this Agreement for any of the events of Force Majeure, the date for performance required or contemplated by this Agreement shall be extended by the number of calendar days such party is actually delayed in such substantial completion.

2. The party seeking excuse for nonperformance on the basis of Force Majeure shall promptly give written notice to the Owner, if with respect to the CMAR, or to the CMAR,

if with respect to the Owner, specifying its actual or anticipated duration, and weekly thereafter, if such delay shall be continuing, written notice stating whether the condition continues and giving its actual or then anticipated duration. Each party seeking excuse from nonperformance on the basis of Force Majeure shall use its best efforts to rectify any condition causing a delay and will cooperate with the other party, except that neither party shall be obligated to incur any unreasonable additional costs and expenses, to overcome any loss of time that has resulted.

10.02 Casualty; Actions by Owner and CMAR. During the Construction Period, if the **PROJECT**, or any part thereof, shall have been damaged or destroyed, in whole or in part, the CMAR shall promptly make proof of loss and Owner and CMAR shall proceed promptly to collect, or cause to be collected, all valid claims which may have arisen against insurers or others based upon such damage or destruction. The CMAR shall diligently assess the damages or destruction and shall prepare an estimate of the cost, expenses and other changes, including normal and ordinary compensation to the CMAR, necessary for reconstruction of the **PROJECT** substantially in accordance with the Project Plans and Specifications. Within fifteen (15) calendar days following satisfaction of the express conditions described in subsections (1), (2) and (3) below, the CMAR covenants and agrees diligently to commence reconstruction and to complete the reconstruction or repair of any loss or damage by fire or other casualty to the **PROJECT** to substantially the same size, floor area, cubic content and general appearance as prior to such loss or damage:

1. receipt by the Owner or the Trustee of the proceeds derived from collection of all valid claims against insurers or others based upon such damage or destruction; and receipt of other sums from any source such that the funds necessary to pay the Project Cost and any additions to the Project Cost necessitated for repair or reconstruction are available;

2. written agreement executed by the CMAR and the Owner, by amendment to this Agreement or otherwise, authorizing and approving the repair or reconstruction and any additions to the Project Cost necessitated thereby, including any required amendment to the GMP; and

3. final approval by the Owner of the Project Plans and Specifications for such repair or reconstruction and issuance of any required Building Permit.

10.03 Approval of Plans and Specifications. The Owner agrees to approve the plans and specifications for such reconstruction or repair if the reconstruction or repair contemplated by such plans and specifications is economically feasible, and will restore the **PROJECT**, or the damaged portion thereof, to substantially the same condition as prior to such loss or damage and such plans and specifications conform to the applicable laws, ordinances, codes and regulations. The owner agrees that all proceeds of any applicable insurance or other proceeds received by the owner or the CMAR as a result of such loss or damage shall be used solely for payment of the costs, expenses, and other charges of the reconstruction or repair of the **PROJECT**.

10.04 Notice of Loss or Damage. The CMAR shall promptly give the Owner written notice of any significant damage or destruction to the **PROJECT**, defined as loss or damage which it is contemplated by CMAR will increase the GMP or extend the date of substantial completion, stating the date on which such damage or destruction occurred, the then expectations of CMAR as to the effect of such damage or destruction on the use of the **PROJECT**, and the then proposed schedule, if any, for repair or reconstruction of the **PROJECT**. Loss or

damage which the CMAR determines will not affect the GMP or date of substantial completion will be reported to Owner and AE immediately and associated corrective actions will be undertaken without delay.

## ARTICLE 11
## INDEMNIFICATIONS

12.01 Indemnification by CMAR. To the fullest extent permitted by law, the CMAR shall indemnify, defend, and hold harmless the Owner, its board, officers, employees, agents, and consultants (collectively, the "Indemnitees") from and against any and all claims, demands, suits, actions, damages, liabilities, judgments, losses, costs, and expenses (including reasonable attorneys' fees and litigation costs) of any nature whatsoever arising out of, relating to, or resulting from:

1. the acts, errors, omissions, negligence, or willful misconduct of the CMAR, its subcontractors, suppliers, employees, agents, or consultants in connection with the performance of the Work;

2. any breach by the CMAR of its contractual obligations under this Agreement;

3. damage to or destruction of tangible property (including Owner's property) caused by or resulting from the CMAR or those acting under its direction;

4. injury to or death of any person caused by or resulting from the CMAR or those acting under its direction; and

5. the failure of the CMAR or those acting under its direction to comply with any applicable federal, state, or local laws, ordinances, rules, regulations, or orders.

The CMAR shall, at its sole expense, promptly repair, restore, or replace any tangible property of the Owner that is damaged by the CMAR or its subcontractors.

The obligations of indemnification under this Article shall apply regardless of whether such claim, damage, loss, or expense is caused in part by an Indemnitee; provided, however, that the CMAR shall not be required to indemnify or hold harmless an Indemnitee against liability for damages to the extent such damages are caused by the sole negligence or willful misconduct of that Indemnitee.

The parties acknowledge and agree that nothing in this Agreement shall be construed to waive or limit the Owner's governmental immunity or defenses available under the Tennessee Governmental Tort Liability Act, Tenn. Code Ann. § 29-20-101 et seq., or other applicable law. The CMAR's indemnification obligations are separate from, and in addition to, any insurance or self-insurance maintained by the Owner, including coverage provided through the Tennessee Risk Management Trust (TNRMT). Nothing herein shall be construed to expand the obligations of the Tennessee Risk Management Trust or to create any coverage for the CMAR's indemnification responsibilities, which remain the sole responsibility of the CMAR.

12.02 Exculpation. Notwithstanding the indemnification obligations set forth herein, the CMAR shall not be liable for, nor deemed to have assumed responsibility for, the professional services provided directly to the Owner by the Architect/Engineer (AE) or its agents,

employees, or consultants. Without limitation, the CMAR shall not be responsible for errors, omissions, or deficiencies in maps, drawings, specifications, surveys, reports, or other design documents prepared by the AE, nor for losses, injuries, or damages arising out of the AE's negligent performance of professional services.

The parties further acknowledge that the Owner's participation in the Tennessee Risk Management Trust provides certain self-insurance coverage subject to statutory limitations, but nothing in this Agreement shall be construed as obligating the Tennessee Risk Management Trust to provide coverage for the CMAR's indemnification obligations, which remain the sole responsibility of the CMAR.

## ARTICLE 12.
## DEFAULT; TERMINATION

12.01 Termination by Owner Without Cause. The Owner reserves the exclusive right to terminate this Agreement without cause as provided herein. In the event that Owner exercises its rights of termination, Owner shall provide written notice to CMAR of termination and the termination shall become effective upon delivery to CMAR of such written notice. As a condition of Owner's termination rights provided for in this paragraph, CMAR shall be released and discharged from all obligations arising by, through or under the terms of this Agreement, and the Payment and Performance Bond shall be terminated. In the event of any such termination by Owner, Owner shall assume and become liable for obligations, commitments and unsettled contractual claims that CMAR has previously undertaken or incurred in connection with the **PROJECT** and as authorized under this agreement. In addition, Owner shall pay CMAR the additional compensation described below:

1. Termination by Owner for Certain Identified Events. After the establishment of the GMP, if the final cost estimates make the **PROJECT** no longer reasonably feasible from the standpoint of the Owner, Owner shall provide written notice to CMAR of termination prior the Construction Commencement Date. Owner shall pay CMAR all compensation earned or accrued by CMAR up to and including the date of termination.

2. Termination Based Upon Abandonment, Casualty or Force Majeure. If, after the Construction Commencement Date (i) Owner abandons the **PROJECT** (which for purposes of this paragraph shall mean the cessation of all construction and other activities relating to the **PROJECT**, excluding those which are necessary to wind down or otherwise terminate all outstanding obligations with respect to the **PROJECT**, and no recommencement of same within 12 months following the date of termination), or (ii) the **PROJECT** is stopped for a period of 60 consecutive calendar days due to an instance of force majeure or the result of a casualty resulting in a loss that cannot be corrected or restored within 120 calendar days (excluding the time required to assess the damage and complete the steps contemplated), the Owner shall have the right to terminate this Agreement and pay the CMAR its compensation earned or accrued to date.

3. Owner's Termination for Owner Convenience. Notwithstanding anything contained herein to the contrary, Owner may without cause, terminate this agreement at any time upon delivery of written notice to the CMAR. In the event Owner delivers such notice to the CMAR, CMAR agrees to withdraw its employees and its equipment, if any, from the work site on the effective date of the termination as specified in said notice (which effective date shall not be less than two (2) business days after the date of delivery of the notice), regardless of any claim the CMAR may or may not have

against the Owner. In the event of such termination, CMAR shall be entitled to any unpaid Cost of the **PROJECT** incurred to the effective date of such termination, and to no compensation other than the fees owed or accrued through the date of termination.

12.02 Termination by the CMAR. In the event that the **PROJECT** is stopped for a period of sixty (60) calendar days by the CMAR for the Owner's failure to make payments thereon, or in the event that Owner shall have otherwise defaulted in its obligations under the terms of this Agreement, the CMAR, upon giving fourteen (14) calendar days written notice of such event of nonpayment or default to the Owner, and upon the expiration of such fourteen (14) calendar day period, if such nonpayment or other event of default has not been cured, the CMAR may terminate this Agreement and demand payment of all of the CMAR's compensation hereof and Owner shall assume and become liable for obligations, commitments and unsettled contractual claims that CMAR has previously undertaken or incurred pursuant to this Agreement.

12.03 Owner's Right to Perform CMAR's Obligations and Termination by Owner for Cause.

1. If the CMAR fails to timely perform any of his obligations under this Agreement, including any obligation the CMAR assumes to perform work with his own forces, the Owner may, after seven (7) calendar days' written notice, during which period the CMAR fails to perform such obligation, make good such deficiencies and perform such actions. The GMP, or the actual cost of the **PROJECT**, whichever is less, shall be reduced by the cost to the Owner of making good such deficiencies and the CMAR's compensation shall be reduced by an amount required to manage the deficiencies, provided, however, nothing contained herein shall limit or preclude Owner from pursuing additional damages from CMAR as a result of its breach.

2. If the CMAR is adjudged bankrupt, or if it makes a general assignment for the benefit of its creditors or if a receiver is appointed on account of its insolvency, or if it persistently or repeatedly refuses or fails, except in case for which extension of time is provided, to supply enough properly skilled workmen or proper materials, or fails, without being excused, to maintain an established schedule (failure to maintain schedule shall be defined as any activity on the critical path that falls thirty (30) calendar days or more behind schedule) which has been adopted by the Construction Team, or if it fails to make prompt payment to subcontractors for materials or labor, or disregards laws, rules, ordinances, regulations, or orders of any public authority having jurisdiction, or otherwise is guilty of substantial violations of a provision of the Agreement, then the Owner may, without prejudice to any other right or remedy, and after giving the CMAR and its surety, if any, fourteen (14) calendar days' written notice, and during which period the CMAR fails to cure the violation, terminate the employment of the CMAR and take possession of the Project Site and of all materials, equipment, tools, construction equipment, and machinery thereon owned by the CMAR, and may finish the **PROJECT** by whatever method the Owner may deem expedient. In such case, the CMAR shall not be entitled to receive any further payment. Owner shall be entitled to recover all costs and damages arising as a result of failure of CMAR to perform as provided in this Agreement, as well as reasonable termination expenses and costs and damages incurred by the Owner may be deducted from any payments left owing the CMAR.

12.04 Obligations, Rights and Remedies Cumulative. The specific rights and remedies to which either the Owner or the CMAR are entitled are not exclusive and are intended to be in

addition to any other remedies or means of redress to which the Owner or the CMAR may lawfully be entitled and are not specifically prohibited by this Agreement.

12.05 Non-action on Failure to Observe Provisions of This Agreement. The failure of the Owner or the CMAR to promptly insist upon strict performance of any terms, covenant, condition or provision of this Agreement or any exhibit or any other Agreement contemplated hereby, shall not be deemed a waiver of any right or remedy that the Owner or the CMAR may have, and shall not be deemed a waiver of any subsequent default or nonperformance of such term, covenant, condition or provision.

12.06 Litigation. All claims, disputes, or other matters in question between the Owner and the CMAR, arising under the terms of this Agreement and performance hereunder shall be decided by a court of competent jurisdiction, and shall not be the subject of arbitration. The parties agree that with respect to any Agreements executed by and between themselves relating to the **PROJECT** and any other persons or entities performing work on the **PROJECT**, that such agreements will contain a provision such that any disputes shall be resolved in a court of competent jurisdiction, it being the intention of all parties that any dispute be resolved in one consistent forum.

12.07 Attorney's Fees. In any litigation between the parties hereto arising out of this Agreement, the prevailing party shall be entitled to recover all fees and costs incurred in such litigation, including reasonable attorney's fees, through appeals.

## ARTICLE 13.
## MISCELLANEOUS

13.01 Harmony. CMAR is advised and hereby agrees that it will exert every reasonable and diligent effort to assure that all labor employed by it and its subcontractors for work on the **PROJECT** shall work in harmony with and be compatible with all other labor being used by building and construction contractors now or hereafter on the site of the **PROJECT**. CMAR further agrees that this provision will be included in all subcontracts of the subcontractors as well as the CMAR's own contract; provided, however, that this provision shall not be interpreted or enforced so as to deny or abridge on account of membership or non-membership in any labor union or labor organization, the right of any person to work of the Tennessee Constitution. Owner's liability for obligations, commitments and unsettled contract claims in the event of termination of this Agreement, shall be limited in accordance with an agreed to subcontract termination clause approved by Owner.

13.02 Ownership of Products and Documents. All documents, reports, analysis maps, blueprints, drawings and other papers and products prepared or received by CMAR in connection with this Agreement ("CMAR's work"), upon payment by Owner of fees accrued and owing at the time of CMAR's work shall be the property of Owner and Owner shall have the right to use CMAR's work subsequently without restriction or limitation.

13.03 Disadvantage Business Enterprises. The CMAR is advised that the Hamilton County Department of Education encourages the utilization of local Disadvantaged Business Enterprise (DBE) participation in District procurement's. CMAR will take all reasonable and necessary affirmative steps to assure that local DBE firms will be utilized for this **PROJECT**.

13.04 Successors and Assignment. No transfer or assignment of the rights and/or obligations of Owner under this Agreement shall be effective without the written consent of the CMAR. No transfer or assignment of the rights and/or obligations of the CMAR under this

Agreement shall be effective without the written consent of the Owner. The terms herein contained shall bind and inure to the benefit of the Owner, its successors and assigns, and the CMAR, its successors and assignments, except as may be otherwise specifically provided herein.

13.05 Notices. All notices, demands, requests for approvals or other communications which may be or are required to be given by either party to the other in writing shall be deemed given and delivered on the date received by the person listed below or the Authorized Representative, or, if notice is by mail, on the date mailed to the address below or, if by hand delivery, on the date delivered to the address below:

| | |
|---|---|
| To the CMAR | Blaine Construction Corporation<br>Kevin Riggs<br>6510 Deane Hill Drive<br>Knoxville, TN 37919 |
| With a copy to:<br>And; | |
| To the Consultant: | Hefferlin + Kronenberg Architects, PLLC<br>Michael Prater / Heidi Hefferlin<br>1216 East Main Street, Suite120<br>Chattanooga, TN 37408 |
| With a copy to:<br>And; | |
| To the Owner | Hamilton County Department of Education<br>3074 Claude Ramsey Parkway<br>Chattanooga, TN 37421 |
| Department of | Maintenance |
| Project Manager | Justin Witt, Executive Director of Maintenance |

The addresses to which notice is to be sent may be changed from time to time by a written notice delivered to each party to this Agreement. Until notice of change of address is received, a party may rely upon the last address given.

13.06 Severability. If any provision of this Agreement is held invalid by a court of competent jurisdiction, the remainder of this Agreement shall not be affected thereby if such reminder would then continue to conform to the requirements of applicable laws and if the remainder of this Agreement can substantially be reasonably performed without material hardship, so as to accomplish the intent and the goals of the parties hereto.

13.07 Applicable Law and Construction. The laws of the State of Tennessee shall govern the validity, performance and enforcement of this Agreement. This Agreement has been negotiated by the Owner and the CMAR, and this Agreement, including the Exhibits, shall not be deemed to have been prepared by either the Owner or the CMAR, and each of them shall be deemed to have participated equally in the preparation hereof.

13.08 Submission to Jurisdiction.

1. Each party to this Agreement hereby submits to the Jurisdiction of the courts of the State of Tennessee with venue in Hamilton County, Tennessee, for the purposes of any suit, action or other proceeding arising out of or related to this Agreement and hereby agrees not to assert by way of a motion as a defense or otherwise that such action is

brought in an inconvenient forum or that the venue of such action is improper or that the subject matter thereof may not be enforced in or by such courts.

2. The present registered agent of Blaine Construction Corporation is Registered Agents Inc., the individual designated for service of process by the corporation which is CMAR under the terms of this Agreement, with an address of 116 Agnes Road, Suite 200, Knoxville, TN 37919. If at any time during the term of this Agreement, the CMAR is not a resident of the State of Tennessee or has no partner, officer, employee or agent thereof available for service of process as a resident of the State of Tennessee, or if any permitted assignee thereof shall be a foreign corporation, partnership or other entity or shall have no officer, employee or agent available for service of process in the State of Tennessee, CMAR hereby designates the Secretary of State, State of Tennessee, its agent for the service of process in any court action between it and the Owner, arising out of or related to this Agreement and such service shall be made as provided by the laws of the State of Tennessee for service upon a nonresident; provided, however, that at the time of service on the Secretary of State, a copy of such service shall be mailed by prepaid, registered mail, return receipt requested, to the CMAR at the address for notices.

13.09 Estoppel Certificates. The CMAR and the Owner shall at any time and from time to time, upon not less than twenty-one (21) calendar days prior notice by the other party, execute, acknowledge and deliver to the other a statement certifying that this Agreement is unmodified and in full force and effect (or if there have been modifications that the same as modified is in full force and effect and setting forth such modifications), the dates to which any changes have been paid in advance, if any, and, to the knowledge of such party, neither it nor the other party is then in default hereof, it being intended that any such statement delivered may be relied upon by any prospective purchaser, mortgagee, assignee of any mortgage or assignee of the respective interests in the **PROJECT**, if any, of either party made in accordance with the provisions of this Agreement.

13.10 Complete Agreement. The written form of this Agreement and the Exhibits supersede and control over any and all prior agreements, understandings, representations and statements, whether written or oral, specifically including, but not limited to the Proposal, made with regard to the matters addressed by this Agreement.

13.11 Captions. The section headings and captions of this Agreement and the table of contents preceding this Agreement are for convenience and reference only and in no way definite, limit or describe the scope or intent of this Agreement, or any part thereof, or in any way affect this Agreement, or construe any article or section hereof.

13.12 Holidays. It is hereby agreed and declared that whenever the time period for a notice or performance under the terms of this Agreement is seven (7) days or greater, and would be made or given or done on a Saturday or Sunday or on a legal holiday observed by the Hamilton County Department of Education, it shall be postponed to the next following business day, not a Saturday, Sunday or legal holiday.

13.13 Exhibits. Each Exhibit referred to in and attached to this Agreement is an essential part of this Agreement. The Exhibits, and any amendments or revisions thereto, even if not physically attached hereto, shall be treated as if they are part of this Agreement.

13.14 Authorized Representatives. Within three (3) business days following the Effective Date of this Agreement, the Owner and the CMAR shall each designate an initial authorized

representative (the Project Coordinator as to the Owner) to act on its behalf to the extent and for the duration of the **PROJECT** and shall provide to the other the name, address and specimen signature of such authorized representative. Unless otherwise designated by Owner to the contrary. Thereafter, subsequent or replacement designations may be made as deemed necessary and appropriate by the designating party. Upon such subsequent or replacement designation being made, the designating party shall promptly notify the other party hereto.

13.15 Nondiscrimination. At all times during the construction of the **PROJECT**, including the receipt, evaluation, negotiations and approval of all bids for work to be performed on the **PROJECT**, and the hiring and discharge of all employees or other personnel, the CMAR shall not discriminate against any person or entity on the basis of race, creed, sex or national origin.

13.16 No General Obligation. In no event shall any obligation of the Owner under this Agreement be or constitute a pledge of the ad valorem taxing power of the Owner within the meaning of the Constitution of the State of Tennessee or any other applicable laws. Neither the CMAR nor any other party under or beneficiary of this Agreement shall ever have the right to compel the exercise of the ad valorem taxing power of the Owner, in any form on any real or personal property to pay the Owner's obligations or undertakings hereunder.

13.17 Members of the Owner Not Liable.

1. All covenants, stipulations, obligations and agreements of the Owner contained in this Agreement shall be deemed to be covenants, stipulations, obligations and agreements of the Owner to the full extent authorized by the Constitution and laws of the State of Tennessee.

2. No covenant, stipulation, obligation or agreement contained herein shall be deemed to be a covenant, stipulation, obligation or agreement of any present or future member of the Governing Body or agent or employee of the Owner in its, his or their individual capacity, and neither the members of the Governing Body of the Owner, nor any official executing this Agreement shall be liable personally or shall be subject to any accountability by reason of the execution by the Owner of this Agreement or any act pertaining hereto.

13.18 Relationship of the Parties. No party to this Agreement shall have any responsibility whatsoever with respect to services provided or contractual obligations assumed by the other party to third parties, and nothing in this Agreement shall be deemed to contemplate either party as a partner, agent or local representative of the other party, or relationship between the parties or to create the relationship of employer/employees.

13.19 Maintenance of Records. The CMAR shall keep adequate records and supporting documents applicable to this contractual matter. Said records and documentation will be retained by the CMAR for a minimum of seven (7) years from the date of termination of this Agreement. The Owner and its authorized agents shall have the right to audit, inspect and copy records and documentation as often as the Owner deems necessary during the period of this Agreement and during the period of seven (7) years thereafter; provided, however, such activity shall be conducted only during normal business hours. The Owner, during the period of time expressed by the preceding sentence, shall also have the right to obtain a copy of and otherwise inspect any audit made at the direction of the CMAR as concerns the aforesaid records and documentation.

CMAR specifically acknowledges its obligations to comply with State of Tennessee Regulations, with regard to public records, and shall:

1. keep and maintain public records that ordinarily and necessarily would be required by the Owner in order to perform the services required under this Agreement;

2. upon request from the Owner, provide the Owner with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the agreed upon costs or as otherwise provided by law;

3. ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed, except as authorized by law; and

4. meet all requirements for retaining public records and transfer, at no cost to the Owner, all public records in possession of CMAR upon termination of this Agreement and destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. All records stored electronically must be provided to the Owner in a format that is compatible with the information technology system of the Owner.

**IF THE CMAR HAS QUESTIONS REGARDING THE APPLICATION OF TENNESSEE CODE ANNOTATED 10-7-503, TO THE CMAR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THE CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT 423-498-7043, 3074 CLAUDE RAMSEY PARKWAY, CHATTANOOGA, TN 37421.**

**EXECUTION OF AGREEMENT**, the parties have executed this Agreement as of the date last below written.

**VENDOR:**

_____

Signature Date

_____

Printed Name:

_____

Title

**HAMILTON COUNTY DEPARTMENT OF EDUCATION:**

**Supported by:**
**Project Sponsoring Department**

_____

Signature Date

_____

Printed Name

_____

Title

**Approved by:**
**Hamilton County Department of Education**

_____

Signature Date

_____

Printed Name

_____

Title

# EXHIBIT A

## DEFINITIONS

1. "Agreement" means this Agreement between Owner and Construction Manager, including any Exhibits attached hereto, and any amendments or revisions to this Agreement or any of the exhibits.

2. "Authorized Representative" means the person designated by the Owner and CMAR, respectively, to act on its behalf, pursuant to the terms of this Agreement. The Authorized Representative is referred to herein in this Agreement as Project Coordinator.

3. "Change Order" means a written order to the CMAR signed by the Owner, issued after execution of the Contract, authorizing a change in the Work or an adjustment in the Guaranteed Maximum Price or the Contract Time. The Guaranteed Maximum Price and the Contract Time may be changed only by a Change Order. A Change Order signed by the CMAR indicates his agreement therewith, including the adjustment in the Guaranteed Maximum Price or the Contract Time.

4. "Completion (Final)" means acceptance of the Project by the Owner as evidenced by its signature upon a final payment Certification form and approval thereof by the Owner or their designee. The final payment Certification shall be signed only after the Owner has assured itself by tests, inspections, or otherwise that all of the provisions of the Contract have been carried out as required.

5. "Completion (Substantial)" means an acceptance of the Work by the Owner when construction is sufficiently complete in accordance with the Contract Documents so the Owner can occupy or utilize the work or designated portion thereof for the use for which it is intended. A certificate of occupancy or compliance, when applicable, issued by the Building Official is required concurrent with or prior to issuance of the Certificate of Substantial Completion.

6. "Construction Commencement Date" means the date specified in the Construction Phase Notice to Proceed.

7. "Effective Date of the Agreement" means the date on which the agreement is signed and delivered by the latter of the two parties.

8. "Exhibits" means those agreements, forms of agreements, instruments and other documents attached hereto and designated as exhibits to this Agreement or incorporated by reference into this Agreement.

9. "Field Change Order" is a written change order requested by the AE, accepted by the CMAR, and approved by the Project Coordinator for minor changes in the Work, not involving the adjustments in the Guaranteed Maximum Price or an extension of Time, and not inconsistent with the overall intent of the Contract Documents.

10. "Field Directive Change" is a written directive to the CMAR, issued on or after the effective date of the Agreement ordering an addition, deletion, or revision in the Work, or responding to differing or unforeseen physical conditions under which the Work is to be performed or to emergencies. A Field Directive Change may not change the Guaranteed Maximum Price or the Contract Time, but is evidence that the parties expect that the change directed or documented by a Field Directive Change will be incorporated in a subsequently issued

Change Order following negotiations by the parties as to its effect, if any, on the Guaranteed Maximum Price or the Contract Time.

11. "Force Majeure" means those conditions constituting excuse from performance as described in and subject to the conditions described in Paragraph 10.01 hereof.

12. "Guaranteed Maximum Price (GMP)" is established by the CMAR guaranteeing the maximum price to the Owner, for the construction cost of the project.

13. "Owner" means the Hamilton County Department of Education, a Local Education Agency (LEA) of the State of Tennessee, and any successor in interest thereto.

14. "Permitting Authority" means the Hamilton County Department of Education and any other applicable governmental authority acting in its governmental and regulatory capacity, which is required to issue or grant any permit, certificate, or other approval which is required to issue or grant any permit, certificate, or other approval which is required as a condition precedent to the commencement of any construction of the Project, or any part thereof, including the Building Permit.

15. "Project" means the design, construction and equipping of the Project established in the “Agreement between Owner and Construction Manager” and related or appurtenant facilities thereto, in accordance with the Project Plans and Specifications.

16. "Project Architect" or "AE" means Architect or Engineer established in the “Agreement between Owner and Construction Manager” and their successors and assigns, who have been selected by and retained by the Owner to provide the services of licensed architect-engineer for the Project as contemplated by this Agreement.

17. "Project Budget" means the compilation of identified costs for all services to be provided by CMAR, Project Architect and Subcontractors in connection with the planning, design, construction and equipping of the Project in accordance with the Project Plans and Specifications.

18. "Project Plans and Specifications" means the construction drawings and final specifications prepared by the Project Architect and any changes, supplements, amendments or additions thereto approved by the Owner and CMAR, which shall also include any construction drawings and final specifications required for the repair or construction of the Project.

19. "Project Schedule" means the estimated and approximate schedule and sequence of events for the commencement, progression and completion of the Project, and as such schedule may be amended as provided for in the Agreement.

20. "Punch List Completion Date" means the date upon which all previously incomplete or unsatisfactory items, as identified by CMAR, Project Architect and/or Owner are completed in a competent and workmanlike manner, consistent with standards for renovation of this type and with good building practices in the State of Tennessee.

21. "Subcontractor" means any person or organization as defined in Paragraph 6.01 hereof.

End of Exhibit A

# EXHIBIT B

## PROJECT COSTS

"Project Costs" mean all of the costs incurred by the Owner and CMAR [excluding Part II, below] in planning, constructing and equipping the Project, all of which Project Costs are to be incorporated within the GMP established by the CMAR, and without excluding any cost not listed but which is specifically identified in the Agreement, shall include the following:

## PART I

### Part IA - Costs Included Within CMAR Fees

Proportion related to this project of:

Salaries or other compensation of the CMAR's officers, partners and/or employees at its principal office and branch offices unless otherwise indicated in Part IB.

CMAR's general operating and overhead expenses of the CMAR's principal and branch offices, and all CMAR profit.

The costs of all data processing staff and data processing equipment.

Licenses.

Principal and branch office supplies including paper, pencils, paper clips, file folders, staples, etc.; janitorial supplies.

Impact Fees.

Permits.

### Part IB –Project Costs Not Included within CMAR Fee

Costs for copies of documents created within the PMIS Reporting System and copies of all documents furnished to Owner.

Wages and salaries of the Construction Manager's Project Manager and Superintendent when when engaged on the project.

Expenses such as telephone and facsimile service at the site, long-distance telephone charges, expressage, and postage.

Contractors' public liability and property damage insurance; and Worker's Compensation insurance.

Construction or other work performed by CMAR or otherwise, which, when CMAR is permitted to bid pursuant to this agreement, shall be for the bid price or where such work is performed pursuant to emergency or similar circumstances, shall be for the wages paid for labor in the direct employ of the CMAR (as opposed to wages paid to management or supervisory personnel), and such fringe benefits, if any, as may be payable with respect thereto.

Blueprint/Printing Copies - Costs of all reproductions used for bidding or information which may be distributed to vendors and the public.

Electrical Power consumption (monthly) - temporary construction use only.

Water consumption (monthly) - temporary construction use only.

Cleanup at the job site.

Barricades and safety equipment at the job site.

Temporary fencing and gates at the job site.

Signs at the job site, only sign permitted on site is project sign as defined in construction specification.

Weather protection at the job site.

Construction office trailer at the job site.

Record Drawings.

Progress Photographs/Video.

Owner's Insurance, including Builders Risk and Completed Products and Operations insurance

Cost of all materials, supplies and equipment incorporated by CMAR in the Project, including costs of transportation and storage thereof.

Cost including transportation and maintenance of all materials, supplies, equipment, temporary facilities and hand tools not owned by the workmen, which are employed or consumed in the performance of the work and cost less salvage value on such items used but not consumed which remain the property of the CMAR.

No costs shall be paid by the Owner to the CMAR for any expenses made necessary to correct defective workmanship or to correct any work not in conformance with the Plans and Specifications or to correct any deficiency or damage caused by negligent acts by the CMAR.

Surveys; layout equipment and materials.

Temporary Toilets/holding tanks.

Dumpsters at the job site.

Watchmen at the job site.

All costs directly incurred in the performance of the Project for the benefit of the Project and not included in the CMAR's fees as set forth in the Agreement.

## PART II

## Owner's Expenses

The Agreement includes items designated or contemplated as items to be provided by Owner, but excluded for the purposes of determination of the project costs or GMP. These items include but may not be limited to the following:

Site conditions (such as hazardous materials, concealed subsurface conditions and assorted tests and corrective measures).

Additional surveys, except construction layout.

Easements and temporary construction easements.

Land use approvals, if required.

Blue Print/Printing copies of the construction documents, plans and specifications.

Additional insurance, if any.

Any additional consultant fees as may be required, additional AE fees, additional CMAR fees.

All furniture, equipment and materials purchased and installed by Owner or other than CMAR.

Previously approved AE fees.

Already paid site acquisition costs.

Already completed Geotechnical and site studies.

Services provided by the Owners employees in planning, constructing and equipping the project.

End of Exhibit B

# EXHIBIT C

## PRE-CONSTRUCTION PROPOSAL

CMAR-RFP FILE: 26-49

Form 1 (Page 2 of 2)

HAMILTON COUNTY SCHOOLS

## COST PROPOSAL FORM

**COMPANY NAME:** Blaine Construction Corporation

**SOLICITATION:** **CMAR - RFP 26-49, Brainerd Middle High School Construction Manager at Risk**

**Having carefully examined the Solicitation/Contract Documents, Contractor/Vendor proposes to furnish the Scope of Services as described herein and within all applicable proposal submission documents for the fee(s) as presented below.**

Pricing shall be inclusive of all labor, equipment, supplies, overhead, profit, material, and any other incidental costs required to perform and complete all work as specified in the Solicitation/Contract Documents. All Unit Prices shall be proposal at the nearest whole penny.

HCS requests proposals/proposals be submitted on proposal/proposal forms provided by the HCS for this solicitation. Fee(s) submitted on other forms, other than those provided by the HCS, may be deemed Non-Responsive upon review by and at the sole discretion of the HCS Purchasing Office.

***BRAINERD MIDDLE HIGH SCHOOL CONSTRUCTION MANAGER AT RISK***

| ITEM | DESCRIPTION | UNIT OF MEASURE | AMOUNT / FEE |
|---|---|---|---|
| **PRECONSTRUCTION PHASE** | | | |
| 1 | Preconstruction Fee: Assume a construction budget of $31,650,000.00. | Lump Sum | $ 68,100.00 |
| **CONSTRUCTION PHASE** **The following fees are for evaluation purposes and shall be finalized as part of the final GMP process.* | | | |
| 2 | Proposed Construction Management Fee: Fee shall include overhead and profit applicable to a construction budget of $31,650,000.00. | Percentage | 3.0 % |
| 3 | Proposed General Conditions Costs: Provide general conditions costs based on the General Requirements as stated herein (Fee & Cost Allocations). | Lump Sum | $ 1,620,000.00 |
| 4 | Proposed General Liability Insurance Rate | Percentage | 0.35 % |
| 5 | Proposed Builders Risk Rate | Percentage | 0.12 % |
| 6 | Proposed Performance and Payment Bond Rate | Percentage | 0.63 % |

EXHIBIT D

CMAR'S BACKGROUND SCREENING AFFIDAVIT

CMAR-RFP FILE: 26-49

Form 8

## Certification of Compliance with Tennessee Public Chapter # 587

The General Assembly of the State of Tennessee requires any person, corporation or other entity who enters into or renews a contract with a local board of education comply with Tennessee Public Chapter #587 (TPC587).

TPC587 requires persons, employees of the person or corporation that have direct contact with school children or access to school grounds when children are present to have supplied to the corporation a fingerprint sample and have conducted a criminal history records check by the Tennessee Bureau of Investigation and the Federal Bureau of Investigation prior to permitting the person to have contact with such children or enter school grounds. (The Public Chapter 1080, (D) was amended to: "A person whose contract is for the performance of a service at a school-sponsored activity, assembly or even at which school officials or employees are present when the service is performed and where the activity, assembly, or event is *conducted under the supervision of school officials or employees."*

TPC587 provides guidance for employees who have been convicted of an offense that is classified as a sexual offense or a violent sexual offense.

**I have read the attached TENNESSEE PUBLIC CHAPTER # 587 and certify compliance with the regulations.**

Blaine Construction Corporation

Name/Address of Organization

Kevin Riggs, President

Name/Title of Submitting Official

K.H. Riggs

Signature

May 19, 2026

Date

HAMILTON COUNTY SCHOOLS

3074 Claude Ramsey Parkway
Chattanooga, TN 37421

**To:** Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

**From:** Dr. Robert Sharpe, Chief Operating Officer
Kristen Nauss, Director of School Nutrition

**Date:** July 16, 2026

**Subject:** Award RFP 26-57 Disposable and Non-Food Items for the School Nutrition Program

**Board Agenda Category:**

- ☑ Consent Agenda
- ☐ Action Item
- ☐ Reports and Information

---

Award Request for Proposal 26-57, Disposables and Non-Food Items for The School Nutrition Program for Fiscal Year 2027, to the following vendor for an initial term of one (1) year, with the option to renew, in whole or in part, for up to four (4) additional years.

On April 26, 2026, the Procurement Department advertised Request for Proposal 26-57, Disposables and Non-Food Items for the School Nutrition Program to obtain proposals to provide disposables and non-food items for Hamilton County Schools. On June 09, 2026, four (4) bid submissions were received. After review of the bid submission, staff recommends awarding to the lowest responsive and responsible bidder, American Paper and Twine div of Imperial Brady.

Attachment:

- N/A

**Opportunity 2030 Commitment Connection**

- ☐ Every Student Learns
- ☐ Every Student Belongs
- ☑ Every School Equipped
- ☐ Every Employee Valued
- ☐ Every Community Served

HAMILTON COUNTY SCHOOLS

3074 Claude Ramsey Parkway
Chattanooga, TN 37421

**To:** Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

**From:** Dr. Robert Sharpe, Chief Operating Officer
Kristen Nauss, Director of School Nutrition

**Date:** July 16, 2026

**Subject:** Award RFP 26-60 Ice Cream Products for the School Nutrition Program

**Board Agenda Category:**

- ☑ Consent Agenda
- ☐ Action Item
- ☐ Reports and Information

---

Award Request for Proposal 26-60, Ice Cream Products for The School Nutrition Program for Fiscal Year 2027, to the following vendor for an initial term of one (1) year, with the option to renew, in whole or in part, for up to four (4) additional years.

On May 31, 2026, the Procurement Department advertised Request for Proposal 26-60, Ice Cream Products for The School Nutrition Program to obtain proposals to provide ice cream products for Hamilton County Schools. On June 22, 2026, two (2) bid submissions were received. After review of the bid submission, staff recommends awarding to the lowest responsive and responsible bidder, Davis Ice Cream Georgia LLC.

Attachment:

- N/A

**Opportunity 2030 Commitment Connection**

- ☐ Every Student Learns
- ☐ Every Student Belongs
- ☑ Every School Equipped
- ☐ Every Employee Valued
- ☐ Every Community Served

HAMILTON COUNTY SCHOOLS

*3074 Claude Ramsey Parkway*
*Chattanooga, TN 37421*

**To:** Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

**From:** Dr. Neelie Parker, Chief of Opportunity and Access
Michelle Eargle, Executive Director of Exceptional Education

**Date:** July 16, 2026

**Subject:** Approve Contract for Special Education Services with Signal Centers, Inc.

**Board Agenda Category:**
- ☑ Consent Agenda
- ☐ Action Item
- ☐ Reports and Information

---

Approve annual professional services contract with Signal Centers, Inc. for the 2026-2027 school year to provide a proper comprehensive and well implemented Special Education Program for up to 50 students through June 30, 2027, as approved in the department's annual adopted budget, with the expected 2026-2027 contract expenditure to be $889,530.00. Expenditures will be paid from budgeted Individuals with Disabilities Education Act (IDEA) funds.

Attachment(s):
- Contract for Special Education Services with Signal Centers, Inc.

**Opportunity 2030 Commitment Connection**
- ☑ Every Student Learns
- ☑ Every Student Belongs
- ☐ Every School Equipped
- ☐ Every Employee Valued
- ☐ Every Community Served

**HAMILTON COUNTY BOARD OF EDUCATION**
**EXCEPTIONAL EDUCATION DEPARTMENT**

# CONTRACT FOR SPECIAL EDUCATION SERVICES

This agreement made this _____ day of July 2026 by and between the Hamilton County Board of Education {hereinafter known as **BOARD OF EDUCATION)** with its principal office at 3074 Claude Ramsey Parkway, Chattanooga, Tennessee, 37421 and **SIGNAL CENTERS** , Incorporated (hereinafter known as **SIGNAL CENTERS)** with its principal office in 109 North Germantown Road, Chattanooga, Tennessee, 37411.

**WITNESSETH**

WHEREAS **BOARD OF EDUCATION,** in order to provide a proper comprehensive and well implemented Special Education Program, finds it desirable to acquire the services of another agency.

WHEREAS **SIGNAL CENTERS** is an agency having appropriate programs, capacity, and competence to provide Special Education services for children who are the responsibility of the **BOARD OF EDUCATION.**

NOW, THEREFORE, **BOARD OF EDUCATION** and **SIGNAL CENTERS** for the consideration hereinafter names, agree as follows:

1. **SIGNAL CENTERS** agrees to be subject to and operate under the rules and regulations of the Tennessee Department of Education and the Hamilton County **BOARD OF EDUCATION**. Accordingly, the authority of the State Department of Education, the Hamilton County Superintendent of Schools, and all Hamilton County public school officials shall be as full and ample at **SIGNAL CENTERS** as it is under the jurisdiction of Hamilton County **BOARD OF EDUCATIONSIGNAL CENTERS** shall accept responsibility for the educational programming of preschool-aged students assigned by the **BOARD OF EDUCATION** and accepted by **SIGNAL CENTERS** . **SIGNAL CENTERS** shall follow the Tennessee Early Learning Developmental Standards (TN-ELDS) and implement the preschool curriculum utilized by the **BOARD OF EDUCATION** within the district's preschool programming.

**BOARD OF EDUCATION** shall pay **SIGNAL CENTERS** the sum of $889,530.00, payable in ten (10) equal monthly installments during the 2026-2027 school year following the HCDE school calendar, to serve up to and including fifty (50) funded enrollment seats. For purposes of this Agreement, two (2) students participating less than a full instructional day may be considered equivalent to one (1) full-day enrollment seat.

Where monthly HCDE-funded enrollment exceeds fifty (50) students, **SIGNAL CENTERS** may charge a fixed fee rate of $1,779.00 per student per month for each additional student actively served by **SIGNAL CENTERS** , up to a maximum total enrollment of fifty-seven (57) students. Enrollment beyond fifty-seven (57) students shall require a written amendment approved by both parties.

**SIGNAL CENTERS** shall provide speech/language services using Speech-Language Pathologists appropriately licensed by the State of Tennessee and holding all credentials required by the Tennessee Department of Education. The **BOARD OF EDUCATION** shall **SIGNAL CENTERS** at a rate of $84.00 per hour for speech/language services included in a student's IEP. Annual reimbursement shall not exceed $36,288 without prior written approval of the **BOARD OF EDUCATION.** If a student who has been privately enrolled at **SIGNAL CENTERS** is evaluated by the **BOARD OF EDUCATION**, determined eligible as a student with a disability, and the IEP Team determines that the child requires less than three (3) hours of special education services per instructional day, the child may remain enrolled in the family's privately paid enrollment seat.

Such students shall not automatically occupy one of the fifty (50) HCDE-funded enrollment seats. The **BOARD OF EDUCATION** shall not be financially responsible for special education services provided to privately enrolled students requiring less than three (3) hours of special education services per instructional day until all fifty (50) HCDE-funded enrollment seats are fully utilized.

For purposes of calculating monthly utilization, enrollment shall be determined based upon enrollment on the first instructional day of each month. Two (2) students receiving less than three (3) hours of special education services per instructional day shall be considered equivalent to one (1) funded enrollment seat.

Once monthly utilization exceeds the equivalent of fifty (50) funded enrollment seats, **SIGNAL CENTERS** may bill the **BOARD OF EDUCATION** at a rate of $14.12 per hour for special education services provided to privately enrolled students whose IEPs require less than three (3) hours of special education services per instructional day and whose services exceed the equivalent of the fifty (50) funded enrollment seats.

**SIGNAL CENTERS** shall maintain all service documentation required for Medicaid/TennCare reimbursement and audit purposes and shall provide such documentation to the **BOARD OF EDUCATION** upon request. The **BOARD OF EDUCATION** shall retain sole responsibility for Medicaid/TennCare billing, claim submission, compliance, and audit response activities.

**SIGNAL CENTERS** will follow the **BOARD OF EDUCATION** procedures for identifying and providing Extended school year services (ESY). ESY services will be provided by the **BOARD OF EDUCATION**. If it is agreed that ESY services will be provided by **SIGNAL CENTERS** , **SIGNAL CENTERS** will be reimbursed at a rate $14.12 per hour for special education services and $84.00 an hour for speech/language services- Item #7 and will follow the HCDE ESY calendar.

If a student enrolled at **SIGNAL CENTERS** requires homebound services pursuant to the student's IEP and **SIGNAL CENTERS** is able to provide those services, the student shall remain enrolled at **SIGNAL CENTERS** and continue to occupy an HCDE-funded enrollment seat. The **BOARD OF EDUCATION** shall continue reimbursement under the terms of this Agreement.

If a student enrolled at **SIGNAL CENTERS** requires homebound services and **SIGNAL CENTERS** is unable to provide those services, the **BOARD OF EDUCATION** may assume responsibility for the provision of homebound services. Upon mutual agreement of the parties, the student shall be disenrolled from **SIGNAL CENTERS** effective on the date homebound services are assumed by the **BOARD OF EDUCATION**, and the enrollment seat shall become available for reassignment.

Following a student's disenrollment due to homebound service needs, the **BOARD OF EDUCATION** and **SIGNAL CENTERS** will collaborate to fill the resulting vacancy as soon as practicable. Any homebound services provided by **SIGNAL CENTERS** shall be implemented in accordance with the student's current IEP and all applicable federal and state requirements.

Invoices for special education services and speech/language services shall be submitted on a monthly basis to the HCS Account Payable department and shall indicate service month, number of students served, individual student attendance for the month, and total amount due. A service log shall be submitted for speech/language services with appropriate therapy notes in a format agreed upon between the two parties. Payment will be made on Net 30 terms from receipt of invoice.

HCS Account Payable Department 3074
Claude Ramsey Parkway Chattanooga,
TN 37421
DOE_AP@HCDE.Org

2. **SIGNAL CENTERS , in collaboration with the BOARD OF EDUCATION, shall participate in the development, review, implementation, and revision of Individualized Education Programs (IEPs) for students served under this Agreement in accordance with the Individuals with Disabilities Education Act (IDEA), Tennessee special education rules, and BOARD OF EDUCATION procedures.**

**Each student's IEP shall include, as applicable:**

**a. Present Levels of Academic Achievement and Functional Performance (PLAAFP);**
**b. Measurable annual goals designed to address the student's disability-related needs;**
**c. A description of how progress toward annual goals will be measured and reported;**
**d. Special education services, related services, supplementary aids and services, program modifications, and supports for school personnel necessary for the student to receive a free appropriate public education (FAPE);**
**e. The anticipated frequency, location, duration, and beginning date of services;**
**f. An explanation of the extent, if any, to which the student will not participate with nondisabled peers in the regular early childhood or educational environment;**
**g. Participation in state and district assessments, including any accommodations or alternate assessments;**
**h. Transition services when required by law, if applicable;**

**Progress reports shall be provided to parents and the BOARD OF EDUCATION consistent with the reporting schedule established in the student's IEP. Attendance reports shall be submitted monthly to the BOARD OF EDUCATION .**

**Students served under this Agreement shall participate with nondisabled peers to the maximum extent appropriate in accordance with IDEA's Least Restrictive Environment requirements. Changes to a student's educational program or placement shall occur through the IEP Team process in accordance with IDEA and Tennessee special education rules.**

3. The staff of the **BOARD OF EDUCATION** may inspect the **SIGNAL CENTERS** facility and confer with the **SIGNAL CENTERS** staff to ensure compliance with the program. Inspections are to be at times reasonable to both parties.

5. All Child Find activities are the **BOARD OF EDUCATION** responsibility. Were the **BOARD OF EDUCATION** to contract with **SIGNAL CENTERS** for a speech/language evaluation, the **BOARD OF EDUCATION** will pay **SIGNAL CENTERS** at a rate of $84.00 an hour. The speech/language evaluation will include the assessment, a speech/language assessment report, and attendance at an IEP meeting to review the results of the evaluation and participate in eligibility determination. The **BOARD OF EDUCATION** will provide the IEP team all required information from the evaluation to determine eligibility and develop an IEP. This information includes but is not limited to: evaluation result reports, eligibility reports, parent information, eligibility criteria, and access to the Tennessee IEP online platform. Additionally, a **BOARD OF EDUCATION** Representative will attend each IEP meeting. The IEP Team will review assessment findings, determine eligibility, and if appropriate, recommend placement and programming.

6. The **BOARD OF EDUCATION** and **SIGNAL CENTERS** shall jointly schedule IEP Team meetings and share in the development and monitoring of the Individualized Education Program (IEP) for each student. The Department and **SIGNAL CENTERS** shall have the opportunity to provide a representative to attend and participate in the IEP Team meetings.

7. The **BOARD OF EDUCATION** , in collaboration with **SIGNAL CENTERS** , shall develop, review, revise, and implement an Individualized Education Program (IEP) for each student served under this Agreement in accordance with IDEA, Tennessee special education rules, and **BOARD OF EDUCATION BOARD OF EDUCATION** procedures. **SIGNAL CENTERS** shall be responsible for implementing the special education services, related services, instructional supports, materials, equipment, and accommodations identified in the student's IEP and required under this Agreement. Specialized or individualized equipment that is uniquely required for a specific student shall be determined through the IEP Team process, with a **BOARD OF EDUCATION** representative in attendance, and approved by the **BOARD OF EDUCATION** prior to exclusion from this provision. Special education and related services shall be determined by the IEP Team based on the individual needs of the student and documented within the student's IEP. Under the provisions of this Agreement, **SIGNAL CENTERS** shall provide:

    a. Special education services and instructional supports necessary for the student to receive a Free Appropriate Public Education (FAPE) and make progress toward IEP goals;

    b. Information, observations, data collection, and other educational input necessary to support evaluations, eligibility determinations, educational planning, and the development of appropriate special education and related services;

    c. The following related services, when determined necessary by the IEP Team:

        1. School Health Services (excluding one-to-one full-day nursing services);

        2. Behavior Support Services, provided in accordance with HCDE policies and procedures regarding behavioral interventions and private ABA therapy;

3. Counseling Services.

d. **SIGNAL CENTERS** shall ensure that a **BOARD OF EDUCATION** representative is invited to and has the opportunity to participate in any IEP Team meeting at which the addition, removal, increase, decrease, or modification of related services is being considered.

e. **SIGNAL CENTERS** shall ensure that at least one staff member maintains current training in Therapeutic Crisis Intervention for Schools (TCIS) or an equivalent **BOARD OF EDUCATION** -approved crisis prevention and de-escalation program.

f. All related services deemed necessary by the IEP Team and not specifically identified in Section 7(c) shall be provided by the **BOARD OF EDUCATION** unless otherwise agreed to in writing by both parties.

8. **SIGNAL CENTERS** shall notify the **BOARD OF EDUCATION** immediately and not to exceed seven (7) days when it learns that a student is no longer a resident of a Hamilton County School zone area. Following a student's disenrollment due to the student no longer being a resident of Hamilton County School zone area, **BOARD OF EDUCATION** and **SIGNAL CENTERS** will work together to fill the vacancy. In the event that a student's attendance reflects excessive absences beyond two (2) weeks, the IEP Team shall convene to address the consideration of a change of placement. In the event the IEP Team recommends homebound or hospital instruction, the student's enrollment status shall be determined in accordance with the homebound provisions contained in Section 2 of this Agreement..

9. All assessment information received by **SIGNAL CENTERS** not conducted by the **BOARD OF EDUCATION,** shall include a release of information to the **BOARD OF EDUCATION** so that the Exceptional Education Department has access to this assessment information. Any assessment reports conducted or received by **SIGNAL CENTERS,** Inc. while this contract is in effect shall be forwarded to the Executive Director of Exceptional Education and uploaded to TNPULSE. **SIGNAL CENTERS** shall have the responsibility to provide under the provisions of this contract assessments as required in the individual assessment plan:

   a. Evaluations and assessments conducted in accordance with IDEA, Tennessee special education rules, and **BOARD OF EDUCATION** procedures.

   b. School Health Assessments

   c. Functional Behavior Assessments

   All assessments deemed necessary by the IEP Team not included in the above will be provided by the **BOARD OF EDUCATION** in conjunction with the **SIGNAL CENTERS** school program.

   Department representatives must be in attendance in the IEP Team process documenting need.

10. This agreement is expressly conditioned on the following:

    a. **SIGNAL CENTERS** program is an appropriate placement to meet the needs of the students to be enrolled.

    b. **SIGNAL CENTERS** provides an educational program for at least 180 instructional days to students.

    c. The contractual agreement will require a school calendar, including minimal holiday breaks, to be submitted to HCDE.

    d. The professionals designated to work with the students shall be approved, licensed, or certified by the appropriate agency or agencies of the State of Tennessee verifying that they are not presently under suspension or subject to other disciplinary action by the appropriate agency or agencies of the State of Tennessee.

e. **SIGNAL CENTERS** shall certify that all students referred will be served by certified and/or licensed teachers and therapists and no teacher or therapist not in good standing with his/her licensing/certifying agency will serve any students so referred.

f. **SIGNAL CENTERS** agrees to fully and completely comply with TCA 49-5-413 regarding background checks on persons in positions requiring proximity to school children.

g. **SIGNAL CENTERS** agrees to verify employment eligibility requirements for all contract employees according to the Department of Homeland Security and U.S. Citizenship and Immigration services.

h. **SIGNAL CENTERS** certifies that staff members have received training and shall comply with all applicable federal and state laws, regulations, and guidance governing restraint, isolation, crisis intervention, student safety, and parent notification requirements.

11. In all matters pertaining to the records of the student maintained by **SIGNAL CENTERS. SIGNAL CENTERS** will comply with the Family Educational Rights and Privacy Act, 20 USC 1232(9) (FERPA) and the federal regulations applicable to FERPA at 34 C.F.R. Part 99 and with all state regulations relating to the privacy of such records. **SIGNAL CENTERS** may make such records available to authorized personnel of the **BOARD OF EDUCATION** including special education department staff, teachers, and other professionals for the purpose of educational planning and monitoring. **SIGNAL CENTERS** further agrees to notify the **BOARD OF EDUCATION** representative who referred the student for evaluation of the receipt of any subpoena or other legal process that seeks access to records of any student evaluated pursuant to this agreement. The **BOARD OF EDUCATION** will not release records pertaining to a student's evaluation received from **SIGNAL CENTERS** to any other party or agency unless the requesting entity complies with FERPA and the applicable regulations at 34 C.F.R. Part 99.

12. **SIGNAL CENTERS** agrees to assist, by attending the preparatory meetings and providing the necessary paperwork, prior to trial at no additional cost to the system, in any legal proceedings arising from alleged failure of the Department to comply with Federal and State Laws.

13. **SIGNAL CENTERS** shall not discriminate against any applicant for employment because of race, color, religion, or natural origin, and:

    a. Shall take affirmative actions to ensure that applicants are employed, and employees are treated during employment without regard to their race, color, natural origin, and

    b. Shall in all solicitations or advertisements for employees, state that all qualified applicants **will** receive consideration for employment without regard to race, color, religion, or natural origin.

    c. **BOARD OF EDUCATION** and **SIGNAL CENTERS** ensure that the rights and privileges available to children attending schools of **BOARD OF EDUCATION** shall be available to the children served by the **SIGNAL CENTERS,** including due process procedures, protection in evaluation procedures, least restrictive environment, and confidentiality of information.

14. **SIGNAL CENTERS** shall:

    a. Require all applicants for employment in Children's' Services and all current employees working in Children's Services to supply a fingerprint sample and all applicants for employment and all current employees submit to a criminal history records check to be conducted by the Tennessee Bureau of Investigation and the Federal Bureau of Investigation (FBI) prior to permitting the person to have contact with children or enter school grounds;

    b. Not allow an employee to come in direct contact with school children or enter the grounds of a school when children are present until the criminal history records check has been conducted;

and

c. Not allow an employee to come in direct contact with school children or to children in a child care program or enter the grounds of a school or child care center when children are present if the criminal history records check indicates that the employer or employee has been convicted of an offense that is classified as a sexual offense or the employee was convicted as a violent sexual offender as defined in Tenn. Code Ann. § 40-39-202.

15. **SIGNAL CENTERS** herein agrees to protect, defend, indemnify, and hold harmless the **BOARD OF EDUCATION ,** as well as its agents and employees, against any and all claims, demands or causes of action asserting any injuries, losses or costs, including, but not limited to, court costs or attorneys' fees, arising out of or in any way related to the rendering of services pursuant to this Agreement or its relationship with the **BOARD OF EDUCATION.**

16. **SIGNAL CENTERS** agrees that the auditor for Hamilton County, the Hamilton County Department, the State Comptroller's Office, or those of any Department of the Federal Government, having appropriate jurisdiction to require access, shall have and be given access to any and all books, documents and recording contracts for the purpose of examination, experts, and transcription.

17. A representative of the **BOARD OF EDUCATION** will monitor and inspect the **SIGNAL CENTERS** program and facility. Inspections are to be at a time reasonable to both parties.

18. Federal Provisions: the services being requested, and the associated Agreement are funded in whole or in part with Federal funds in addition to general funds of the Department. As such, the applicable federal provisions of Appendix II, supported and enforced by the 2 CFR Part 200.327, and provided within the Funding Notice & Provisions Exhibit A shall apply to the Agreement and where/as applicable to the Work performed.

19. This contract may be modified only by written amendment executed by the parties hereto and approved by the appropriate officials.

20. This contract may be terminated, without cause, by either party by giving written notice to the other, at least sixty (60) days before the effective date of such termination. This contract may be terminated immediately by the **BOARD OF EDUCATION** for cause, which cause may include but not be limited to:

    a. Non-compliance with rules, regulations, and procedures (state, federal and local).

    b. Non-compliance with any portion of this contract.

    c. **SIGNAL CENTERS** requiring the **BOARD OF EDUCATION** to pay for students who were not referred to **SIGNAL CENTERS** by the Department.

    d. Should the **BOARD OF EDUCATION** terminate for cause, the **BOARD OF EDUCATION** shall then withhold payments in excess of fair compensation for work completed and to require the **SIGNAL CENTERS** to repay to them any funds expended in contravention of such conditions. In the event, **SIGNAL CENTERS** shall be entitled to receive just and equitable compensation for any satisfactory authorized work completed as of the termination date.

21. Notwithstanding the above, **SIGNAL CENTERS** shall not be relieved of any liability to the **BOARD OF EDUCATION** for damages sustained by virtue of any breach of this contract.

22. This contract is contingent upon the contractor providing proof of insurance with coverage and limits satisfactory to the **BOARD OF EDUCATION** Office of Risk Management.

23. The period of this agreement is for the 2026-2027 school term starting July 1, 2026, and ending June 30, 2027, to include extended school year services for 2026-2027 IEP services.

***IN WITNESS*** *THEREOF*, parties have executed this AGREEMENT as of the ____ day of July 2026

| | |
|---|---|
| _____ | _____ |
| Dr. Justin Robertson, Superintendent<br>Hamilton County Board of Education | Chair, Hamilton County Board of Education |
| _____ | _____ |
| President of the Board, Signal Centers, Inc. | Executive Director, Signal Centers, Inc. |

**EXHIBIT A**

## FUNDING NOTICE & PROVISIONS

NOTICE: the services being requested and the associated Agreement are funded in whole or in part with Federal funds in addition to general funds of the agency. As such, the applicable federal provisions of Appendix II, supported and enforced by the 2 CFR Part 200.327, and provided within this Funding Notice & Provisions section shall apply to the Agreement and where/as applicable to the Work performed.

Provider agrees, through signature and certification provided below, to abide by and comply with all Federal terms, conditions, provisions, certifications, affidavits, or otherwise as applicable and stated herein and further agrees to incorporate all such clauses, provisions, and regulations into any sub-contracted agreements or equivalent business relationships the Provider creates to support the Provider 's servicing to HCS.

When the funding source or the applicability of any provision provided herein is not clear, it shall be the sole responsibility of the Provider to clarify any such items with the HCS authorized Project Manager or Sponsoring Department prior to omitting or not performing any action or requirement.

_____

Company Name

_____

Name & Title of Submitting Authorized Official

_____

Signature of Authorized Official Date

# CERTIFICATION REGARDING LOBBYING

Applicable to Grants, Subgrants, Cooperative Agreements, and Contracts Exceeding $100,000 in Federal Funds.
Submission of this certification is a prerequisite for making or entering into this transaction and is imposed by section 1352, title 31, U.S. Code. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of a Federal contract, the making of a Federal grant, the making of a Federal loan, the entering into of a cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying”, in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all covered sub awards and that all sub recipients shall certify and disclose accordingly to undersigned.

_____

Company Name

_____

Name & Title of Submitting Authorized Official

_____

Signature of Authorized Official Date

**Complete as applicable only.**

## DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

| 1. * Type of Federal Action: | 2. * Status of Federal Action: | 3. * Report Type: |
|---|---|---|
| ☐ a. contract<br>☒ b. grant<br>☐ c. cooperative agreement<br>☐ d. loan<br>☐ e. loan guarantee<br>☐ f. loan insurance | ☐ a. bid/offer/application<br>☒ b. initial award<br>☐ c. post-award | ☒ a. initial filing<br>☐ b. material change |

**4. Name and Address of Reporting Entity:**

☒ Prime ☐ SubAwardee

* Name

* Street 1 | Street 2

* City | State | Zip

Congressional District, if known:

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

**6. * Federal Department/Agency:**

**7. * Federal Program Name/Description:**

CFDA Number, if applicable:

**8. Federal Action Number, *if known:***

**9. Award Amount, *if known:***

$

**10. a. Name and Address of Lobbying Registrant:**

Prefix | * First Name | Middle Name

* Last Name | Suffix

* Street 1 | Street 2

* City | State | Zip

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix | * First Name | Middle Name

* Last Name | Suffix

* Street 1 | Street 2

* City | State | Zip

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* Signature:

*Name: Prefix | * First Name | Middle Name

* Last Name | Suffix

Title: | Telephone No.: | Date:

Federal Use Only:

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

## Attachment: Immigration Law Affidavit Certification

This Affidavit is required and should be signed by an authorized principal of the Provider. Further, Provider is required to enroll in the E-Verify program where the business meets E-Verify parameters, and provide acceptable evidence of their enrollment, upon request by HCS personnel. Acceptable evidence consists of a copy of the properly completed E-Verify Company Profile page or a copy of the fully executed E-Verify Memorandum of Understanding for the company.

HCS will not intentionally award HCS contracts to any vendor who knowingly employs unauthorized alien workers, constituting a violation of the employment provision contained in 8 U.S.C. Section 1324 a(e) Section 274A(e) of the Immigration and Nationality Act ("INA").

HCS may consider the employment by any Vendor of unauthorized aliens a violation of Section 274A (e) of the INA. Such Violation by the recipient of the Employment Provisions contained in Section 274A (e) of the INA shall be grounds for unilateral termination of the contract by HCS.

Provider attests that they are fully compliant with all applicable immigration laws (specifically to the 1986 Immigration Act and subsequent Amendment(s)) and agrees to comply with the provisions of the Memorandum of Understanding with E-Verify and to provide proof of enrollment in The Employment Eligibility Verification System (E-Verify), operated by the Department of Homeland Security in partnership with the Social Security Administration at any time upon request by HCS.

_____

Company Name

_____

Name & Title of Submitting Authorized Official

_____

Signature of Authorized Official Date

# FUNDING PROVISIONS

**1.** EQUAL EMPLOYMENT OPPORTUNITY:

1.1. During the performance of this contract, the contractor agrees as follows:

A. The Provider will not discriminate against any employee or applicant for employment because of race, color, religion, sex, sexual orientation, gender identity, or national origin. The Provider will take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, color, religion, sex, sexual orientation, gender identity, or national origin. Such action shall include, but not be limited to the following: Employment, upgrading, demotion, or transfer, recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. The Provider agrees to post in conspicuous places, available to employees and applicants for employment, notices to be provided by the contracting officer setting forth the provisions of this nondiscrimination clause.

B. The Provider will, in all solicitations or advertisements for employees placed by or on behalf of the Provider, state that all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, or national origin.

C. The Provider will not discharge or in any other manner discriminate against any employee or applicant for employment because such employee or applicant has inquired about, discussed, or disclosed the compensation of the employee or applicant or another employee or applicant. This provision shall not apply to instances in which an employee who has access to the compensation information of other employees or applicants as a part of such employee's essential job functions discloses the compensation of such other employees or applicants to individuals who do not otherwise have access to such information, unless such disclosure is in response to a formal complaint or charge, in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the employer, or is consistent with the Provider 's legal duty to furnish information.

D. The Provider will send to each labor union or representative of workers with which it has a collective bargaining agreement or other contract or understanding, a notice to be provided by the agency contracting officer, advising the labor union or workers' representative of the Provider 's commitments under section 202 of Executive Order 11246 of September 24, 1965, and shall post copies of the notice in conspicuous places available to employees and applicants for employment.

E. The Provider will comply with all provisions of Executive Order 11246 of September 24, 1965, and of the rules, regulations, and relevant orders of the Secretary of Labor.

F. The Provider will furnish all information and reports required by Executive Order 11246 of September 24, 1965, and by the rules, regulations, and orders of the Secretary of Labor, or pursuant thereto, and will permit access to his books, records, and accounts by the contracting agency and the Secretary of Labor for purposes of investigation to ascertain compliance with such rules, regulations, and orders.

G. In the event of the Provider 's non-compliance with the nondiscrimination clauses of this contract or with any of such rules, regulations, or orders, this contract may be canceled, terminated or suspended in whole or in part and the Provider may be declared ineligible for further Government contracts in accordance with procedures authorized in Executive Order 11246 of September 24, 1965, and such other sanctions may be imposed and remedies invoked as provided in Executive Order 11246 of September 24, 1965, or by rule, regulation, or order of the Secretary of Labor, or as otherwise provided by law.

H. The Provider will include the provisions of paragraphs (a) through (h) in every subcontract or purchase order unless exempted by rules, regulations, or orders of the Secretary of Labor issued pursuant to section 204 of Executive Order 11246 of September 24, 1965, so that such provisions will be binding upon each sub-Provider . The Provider will take such action with respect to any subcontract or purchase order as may be directed by the Secretary of Labor as a means of enforcing such provisions including sanctions for noncompliance: Provided, however, that in the event the Provider becomes involved in, or is threatened with, litigation with a sub-Provider as a result of such direction, the Provider may request the United States to enter into such litigation to protect the interests of the United States.

**2.** MAINTENANCE OF RECORDS:

2.1. The Provider will keep and maintain adequate records and supporting documentation applicable to all of the services, work, information, expense, costs, invoices and materials provided and performed pursuant to the requirements of this agreement. Said records and documentation will be retained by the Provider for a minimum of seven (7) years from the date of termination of this agreement, or for such period is required by law.

2.2. Provider shall provide, when requested, access by HCS, Federal granting agency, the Comptroller General of the United States, or any of their duly authorized representatives to any books, documents, papers, and records of the Provider which are directly pertinent to this contract for the purpose of making audit, examination, excerpts, and transcriptions.

2.3. Provider agrees to permit any of the foregoing parties to reproduce by any means whatsoever or to copy excerpts and transcriptions as reasonably needed.

2.4. Provider agrees to provide the Grant Agency Administrator or his authorized representatives' access to construction or other work sites pertaining to the work being completed under the contract.

2.5. Provider shall retain all records associated with this Agreement for a period of no less than seven (7) years after final payments and all other pending matters are closed.

2.6. HCS and its authorized agents shall, with reasonable prior notice, have the right to audit, inspect and copy all such records and documentation as often as HCS deems necessary during the period of this agreement, and during the period as set forth in the paragraphs above; provided, however, such activities shall be conducted only during normal business hours of the Provider and at the expense of HCS.

**3.** DHS SEAL, LOGO, AND FLAGS

3.1. The Provider shall not use the DHS seal(s), logos, crests, or reproductions of flags or likenesses of DHS agency officials without specific Grant Agency pre-approval.

**4.** LOCAL VENDOR PREFERENCE EXCLUSION

4.1. Local Vendor Preference is not applicable to this Agreement and subsequent contract and/or purchase order(s).

**5.** COMPLIANCE WITH FEDERAL LAW, REGULATIONS, and EXECUTIVE ORDERS

5.1. This is an acknowledgment that Grant Agency financial assistance will be used only to fund the services requested. The Provider will comply with all applicable federal law, regulations, executive orders, Grant Agency policies, procedures, and directives.

**6.** NO OBLIGATION BY THE FEDERAL GOVERNMENT

6.1. The Federal Government is not a party to this Agreement and is not subject to any obligations or liabilities to the non-Federal entity, Provider, or any other party pertaining to any matter resulting from the Agreement.

**7.** FRAUD and FALSE OR FRAUDULENT OR RELATED ACTS

7.1. The Provider acknowledges that 31 U.S.C. Chapter 38 (Administrative Remedies for False Claims and Statements) applies to the Provider s actions pertaining to this Agreement.

**8.** SUBCONTRACTS

8.1. The selected firm must require compliance with all federal requirements of all sub-Provider s performing work for Prime Provider under this Agreement, by including these federal requirements in all contracts with sub-Provider s.

**9.** CONFLICT OF INTEREST:

9.1. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officers, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The officers, employees, and agents of the non-Federal entity must neither solicit nor accept gratuities, favors, or anything of monetary value from Provider s or parties to subcontracts.

**10.** EMPLOYMENT ELIGIBILITY VERIFICATION SYSTEM (E-VERIFY):

10.1. Statutes and Executive Orders require employers to abide by the Immigration laws of the United States and to employ only individuals who are eligible to work in the United States. The Employment Eligibility Verification System (E-Verify) operated by the U.S. Department of Homeland Security (DHS) in partnership with the Social Security Administration (SSA) to provides an internet-based means of verifying employment eligibility of workers in the united States; it is not a substitute for any other employment eligibility verification requirements.

10.2. Sub-Provider requirement: Vendors shall require all subcontracted vendors to flow down the requirement to use E-Verify to sub-Provider s.

10.3. It shall be the vendor's responsibility to familiarize themselves with all rules and regulations governing this program.

10.4. For additional information regarding the Employment Eligibility Verification System (E-Verify) program visit the following website: http://www.dhs.gov/E-Verify.

**11.** ENERGY POLICY AND CONSERVATION ACT

11.1. Provider must follow any mandatory standards and policies relating to energy efficiency which are contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act (42 U.S.C. 6201).

**12.** DOMESTIC PREFERENCES FOR PROCUREMENT (2 C.F.R. § 200.322)

12.1. As appropriate and to the greatest extent consistent with law, state and non-state entities should, to the greatest extent practicable under its Grant Agency award, provide a preference for the purchase of goods, products or materials produced in the United States (including but not limited to iron, aluminum, steel, cement and other manufactured products). The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products under this award. 2 C.F.R. § 200.322 also provides specific definitions for "Produced in the United States" and "manufactured products" that Provider should review.

12.2. For purposes of this section: (1) "Produced in the United States" means, for iron and steel products, that all manufacturing processes, from the initial melting stage through the application of coatings, occurred in the United States. (2) "Manufactured products" means items and construction materials composed in whole or in part of nonferrous metals such as aluminum; plastics and polymer-based products such as polyvinyl chloride pipe; aggregates such as concrete; glass, including optical fiber; and lumber.

**13.** PROHIBITION ON CONTRACTING FOR COVERED TELECOMMUNICATIONS OR SERVICES (2 C.F.R. § 200.216)

13.1. 2 C.F.R. § 200.216 prohibits state and non-state entities from obligating or expending loan or grant funds to procure or obtain, extend or renew a contract to procure or obtain, or enter into a contract (or extend or renew a contract) to procure or obtain, equipment, services, or systems that uses covered telecommunications equipment or services as a substantial or essential component of any system, or as a critical technology as part of any system as identified in Section 889 of the John S. McCain National Defense Authorization Act for Fiscal Year 2019 (FY 2019 NDAA), Pub. L. No. 115-232 (2018) and 2 C.F.R. §§ 200.216, 200.327, 200.471, and Appendix II to 2 C.F.R. Part 200. See Prohibitions on Expending Grant Agency Award Funds for Covered Telecommunications Equipment or Services- Interim Policy for additional information.

**14.** TERMINATION FOR CAUSE AND/OR CONVENIENCE:

14.1. HCS, by written notice to the Provider, may terminate this Agreement with or without cause (for convenience), in whole or in part, when HCS determines in its sole discretion that it is in HCS's best interest to do so. In the event of termination the Provider will not incur any new obligations for the terminated portion of the Agreement after the Provider has received notification of termination.

14.2. If the Agreement is terminated before performance is completed, the Provider shall be paid only for that work satisfactorily performed for which costs can be substantiated. Such payment, however, may not exceed an amount that is the same percentage of the Agreement price as the amount of work satisfactorily completed is a percentage of the total work called for by this Agreement. All work in progress shall become the property of HCS and shall be turned over promptly by the Provider.

**15.** SUSPENSION AND DEBARMENT

15.1. This contract is a covered transaction for purposes of 2 C.F.R. pt. 180 and 2 C.F.R. pt. 3000. As such the Provider is required to verify that none of the Provider, its principals (defined at 2 C.F.R. § 180.995), or its affiliates (defined at 2 C.F.R. § 180.905) are excluded (defined at 2 C.F.R. § 180.940) or disqualified (defined at 2 C.F.R. §180.935).

15.2. The Provider must comply with 2 C.F.R. pt. 180, subpart C and 2 C.F.R. pt. 3000, subpart C and must include a requirement to comply with these regulations in any lower tier covered transaction it enters into.

15.3. This certification is a material representation of fact relied upon by the awarded Provider. If it is later determined that the Provider did not comply with 2 C.F.R. pt.180, subpart C and 2 C.F.R. pt. 3000, subpart C, in addition to remedies available to HCS, the Federal Government may pursue available remedies, including but not limited to suspension and/or debarment.

15.4. The Provider agrees to comply with the requirements of 2 C.F.R. pt. 180, subpart C and 2 C.F.R. pt. 3000, subpart C while this offer is valid and throughout the period of any contract that may arise from this offer. The bidder or proposer further agrees to include a provision requiring such compliance in its lower tier covered transactions.

**16.** RECOVERED MATERIALS

16.1. In the performance of this contract, the Provider shall make maximum use of products containing recovered material that are EPA-designated items unless the product cannot be acquired:

- Competitively within a timeframe providing for compliance with the contract performance schedule;
- Meeting contract performance requirements; or
- At a reasonable price.

16.2. Information about this requirement is available EPA'S Comprehensive Procurement Guidelines web site, http://www.epa.gov/cpg/ The list of EPA- designate items is available at http://www.epa.gov/cpg/products/htm

**17.** REMEDIES

17.1. In the event the Provider fails to satisfactorily perform or has failed to adhere to the terms and conditions under this Agreement, HCS may, upon written notice to the Provider and upon the Provider 's failure to cure within the specified timeframe, exercise any one or more of the following remedies, either concurrently or consecutively:

17.1.1. Withhold or suspend payment of all or any part of a request for payment.

17.1.2. Require that the Provider refund to HCS any monies used for ineligible purposes under the laws, rules and regulations governing the use of these funds.

17.1.3. Exercise any corrective or remedial actions, to include but not be limited to:

17.1.4. Requesting additional information from the Provider to determine the reasons for or the extent of non-compliance or lack of performance;

17.1.5. Issuing a written warning to advise that more serious measures may be taken if the situation is not corrected;

17.1.6. Advising the Provider to suspend, discontinue or refrain from incurring costs for any activities in question; or

17.1.7. Requiring the Provider to reimburse HCS for the amount of costs incurred for any items determined to be ineligible.

**18.** OTHER REMEDIES AND RIGHTS:

18.1. Pursuing any of the above remedies will not keep HCS from pursuing any other rights or remedies, which may be otherwise available under law or in equity. If HCS waives any right or remedy in this Agreement or fails to insist on strict performance by the Provider, it will not affect, extend or waive any other right or remedy of HCS, or affect the later exercise of the same right or remedy by HCS for any other default by the Provider.

18.2. Unless otherwise provided by the Contract, all claims, counter-claims, disputes and other matters in question between HCS and the Provider arising out of or relating to the Agreement between the parties, or the breach of it, that cannot be resolved by and between the parties after conferring in good faith, will be decided by a court of competent jurisdiction pursuant to Tennessee law. If such dispute is in state court, venue shall be in the courts of Hamilton County.

**19.** CONTRACT WORK HOURS & SAFETY STANDARDS: For Agreements exceeding $100,000 with use of mechanics or laborers.

19.1. Overtime requirements. No contractor or subcontractor contracting for any part of the contract work which may require or involve the employment of laborers or mechanics shall require or permit any such laborer or mechanic in any workweek in which he or she is employed on such work to work in excess of forty hours in such workweek unless such laborer or mechanic receives compensation at a rate not less than one and one-half times the basic rate of pay for all hours worked in excess of forty hours in such workweek.

19.2. Violation; liability for unpaid wages; liquidated damages. In the event of any violation of the clause set forth in paragraph (1) of this section the contractor and any subcontractor responsible therefor shall be liable for the unpaid wages. In addition, such contractor and subcontractor shall be liable to the United States (in the case of work done under contract for the District of Columbia or a territory, to such District or to such territory), for liquidated

damages. Such liquidated damages shall be computed with respect to each individual laborer or mechanic, including watchmen and guards, employed in violation of the clause set forth in paragraph (1) of this section, in the sum of $10 for each calendar day on which such individual was required or permitted to work in excess of the standard workweek of forty hours without payment of the overtime wages required by the clause set forth in paragraph (1) of this section.

19.3. Withholding for unpaid wages and liquidated damages. The State of Tennessee Division of Emergency Management or equivalent office shall upon its own action or upon written request of an authorized representative of the Department of Labor withhold or cause to be withheld, from any moneys payable on account of work performed by the contractor or subcontractor under any such contract or any other Federal contract with the same prime contractor, or any other federally-assisted contract subject to the Contract Work Hours and Safety Standards Act, which is held by the same prime contractor, such sums as may be determined to be necessary to satisfy any liabilities of such contractor or subcontractor for unpaid wages and liquidated damages as provided in the clause set forth in paragraph (2) of this section.

19.4. Subcontracts. The contractor or subcontractor shall insert in any subcontracts the clauses set forth in paragraph (1) through (4) of this section and also a clause requiring the subcontractors to include these clauses in any lower tier subcontracts. The prime contractor shall be responsible for compliance by any subcontractor or lower tier subcontractor with the clauses set forth in paragraphs (1) through (4) of this section.

**20.** CLEAN AIR ACT: For Agreements exceeding $150,000.

20.1. The contractor agrees to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act, as amended, 42 U.S.C. § 7401 et seq.

20.2. The contractor agrees to report each violation to the Grant Agency and the Regional Office of the Environmental Protection Agency and understands and agrees that the Grant Agency and the Regional Office of the Environmental Protection Agency will, in turn, report each violation as required to assure notification to HCS, Federal Emergency Management Agency, and the appropriate Environmental Protection Agency Regional Office.

20.3. The contractor agrees to include these requirements in each subcontract exceeding $150,000 financed in whole or in part with Federal assistance provided by Grant Agency.

**21.** FEDERAL WATER POLLUTION CONTROL ACT

21.1. The contractor agrees to comply with all applicable standards, orders or regulations issued pursuant to the Federal Water Pollution Control Act, as amended, 33 U.S.C. 1251 et seq.

21.2. The contractor agrees to report each violation to the Grant Agency and the Regional Office of the Environmental Protection Agency and understands and agrees that the Grant Agency and the Regional Office of the Environmental Protection Agency will, in turn, report each violation as required to assure notification to HCS, Federal Emergency Management Agency, and the appropriate Environmental Protection Agency Regional Office.

21.3. The contractor agrees to include these requirements in each subcontract exceeding $150,000 financed in whole or in part with Federal assistance provided by Grant Agency.

**22.** BYRD ANTI-LOBBYING AMENDMENT:

22.1. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant, or any other award covered by 31 U.S.C. § 1352. Each tier shall also disclose any lobbying

with nonfederal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the recipient. Providers who apply or bid for an award of $100,000 or more shall file the required certification.

**23.** CONTRACT CHANGES OR MODIFICATIONS

23.1. No alterations, amendment, changes, modifications or additions to any contract resulting from this bid shall be binding on HCS without the prior written approval of HCS.

**24.** RIGHTS TO INVENTIONS MADE UNDER AN AGREEMENT

24.1. If the Federal award meets the definition of "funding agreement" under 37 CFR §401.2 (a) and HCS enters into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that "funding agreement," the Agreement must comply with the requirements of 37 CFR Part 401, "Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements," and any implementing regulations.

**25.** CIVIL RIGHTS ASSURANCE STATEMENT

25.1. The vendor hereby agrees that it will comply with:

1. Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.);
2. Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.);
3. Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794);
4. Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.);
5. Title II and Title III of the Americans with Disabilities Act (ADA) of 1990 as amended by the ADA Amendment Act of 2008 (42 U.S.C. 12131-12189);
6. Executive Order 13166, "Improving Access to Services for Persons with Limited English Proficiency." (August 11, 2000);
7. Where USDA applies: All provisions required by the implementing regulations of the Department of Agriculture (USDA) (7 CFR Part 15 et seq.);
8. Department of Justice Enforcement Guidelines (28 CFR Parts 35, 42 and 50.3);
9. Where USDA applies: Food and Nutrition Service (FNS) directives and guidelines to the effect that, no person shall, on the grounds of race, color, national origin, sex, age, or disability, be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination under any program or activity for which the Program applicant receives Federal financial assistance from USDA; and hereby gives assurance that it will immediately take measures necessary to effectuate this Agreement.
10. Where USDA applies: The USDA non-discrimination statement that in accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs).

HAMILTON COUNTY SCHOOLS

*3074 Claude Ramsey Parkway*
*Chattanooga, TN 37421*

**To:** Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

**From:** Mary Ellen Heuton, Chief Financial Officer
Kim Myers, Director of Accounting

**Date:** July 16, 2026

**Subject:** Approve Renewal Amendment with Fifth Asset, Inc d/b/a DebtBook

**Board Agenda Category:**
- ☑ Consent Agenda
- ☐ Action Item
- ☐ Reports and Information

---

Approve a renewal amendment with Fifth Asset, Inc. for DebtBook software to provide Lease and Subscription-Based Information Technology Arrangement (SBITA) management services supporting Governmental Accounting Standards Board (GASB) compliance requirements. The amendment provides for a three-year agreement through June 30, 2029, at a fixed annual fee of $17,000.00 in accordance with Board-approved OMNIA Partners cooperative contract No. 159808. Expenditures will be paid from budgeted departmental General-Purpose funds.

Hamilton County Schools has utilized DebtBook on an annual basis since 2022 to support compliance with GASB 87 and GASB 96 accounting standards governing lease and subscription-based technology arrangements. DebtBook serves as the District's centralized system for managing applicable agreements, automating required accounting calculations, generating audit-ready amortization schedules, and supporting financial reporting requirements associated with these standards.

DebtBook has successfully provided the Finance Department with the tools and support necessary to efficiently manage the District's GASB compliance obligations. Approval of the three-year renewal will provide continued access to this financial management resource while stabilizing pricing, reducing future cost escalation, and generating an estimated five percent (5%) savings compared to year-to-year renewals. The fixed-term commitment will also ensure continuity of service and ongoing support for the District's financial reporting and audit requirements.

Attachment(s):
- Renewal Amendment

**Opportunity 2030 Commitment Connection**
- ☐ Every Student Learns
- ☐ Every Student Belongs
- ☑ Every School Equipped
- ☐ Every Employee Valued
- ☐ Every Community Served

DebtBook

## RENEWAL AMENDMENT & ORDER FORM

This Renewal Amendment & Order Form ("**Renewal Amendment**") to the existing Agreement, as defined below, is entered into between Fifth Asset, Inc. d/b/a DebtBook ("**DebtBook**") and the Customer identified in the signature block below ("**Customer**")(together, the "**Parties**"), is effective as of the date of Customer's signature below and amends the Agreement as set forth below.

### RECITALS

**WHEREAS,** the Parties have previously executed the Agreement dated April 1, 2022 (together, the "**Agreement**"), as amended, which established the rights and obligations of each party with respect to the Services.

**WHEREAS,** the Parties now wish to amend the Agreement to renew the Agreement and the Services for an additional 3 years.

**NOW, THEREFORE,** in consideration of the mutual covenants and promises set forth herein and the continuing rights and obligations of the parties as set forth in the Agreement and the Renewal Amendment, the parties agree as follows:

### SERVICES & FEES

| Compliance |
|---|
| **Item & Description** |
| Lease & SBITA Management Complete<br>Annual recurring fee for DebtBook's Lease and SBITA management software-as-a-service application provided to Customer through access to the Application Services |

| **Annual Summary** | **Year 1** | **Year 2** | **Year 3** |
|---|---|---|---|
| Recurring Subscription Fees | $17,000.00 | $17,000.00 | $17,000.00 |
| One-Time Implementation Fees | $0.00 | | |
| **Annual Total** | **$17,000.00** | **$17,000.00** | **$17,000.00** |
| | | | |
| **TOTAL** | | | **$51,000.00** |

### TERMS

1. The Parties have agreed to renew and extend the Agreement for an additional 3 years beginning on July 1, 2026 (the "**Renewal Date**") and concluding on June 30, 2029 (the "**Renewal Term**").

2. The definition for "**Application Services**" in the Agreement is hereby amended to mean the Products and other application-based services that DebtBook offers to Customer through access to the DebtBook application. "**Products**" means, collectively, any products DebtBook may offer to Customer from time to time through the Application Services, in each case as established in any Order Form then in effect. The specific Products offered to Customer as part of the Application Services are limited to those Products expressly described in any Order Form then in effect.

3. The Fees for each year of the Renewal Term are set forth above and will be due and payable on the Renewal Date and on each anniversary thereafter, subject in each case to the payment terms in the Agreement.

4. Any reference to the "Agreement" will mean the Agreement as modified by this Renewal Amendment. On the first day of the Renewal Term, this Renewal Amendment will constitute an "Order Form" as defined in the Agreement. Capitalized terms not defined herein will have the same meaning ascribed to them as set forth in the Agreement.

5. The express provisions of this Renewal Amendment constitute the sole amendment and modification of the Agreement by and between the Parties in connection with the Renewal Term. This Renewal Amendment may be executed in counterparts, including facsimile or other electronic counterparts.

6. Each of the undersigned represents that they are authorized to (1) execute and deliver this Renewal Amendment on behalf of their respective party and (2) bind their respective party to the terms of the Agreement, and (3) sufficient funds have been appropriated and are available to pay any Fees due under the Agreement in Customer's current fiscal year.

7. This Order Form and the Agreement are subject to the terms established under the Master Agreement dated February 19, 2026, and referenced as Contract #159808 (the "OMNIA Agreement"), by and between DebtBook and OMNIA Partners, Inc. ("OMNIA"), on its behalf and on behalf of other participating governmental agencies.

| **Fifth Asset, Inc. d/b/a DebtBook** | **Hamilton County Department of Education, TN** |
|---|---|
| By: | By: |
| Name: | Name: |
| Title: | Title: |
| Date: | Date: |

HAMILTON COUNTY SCHOOLS

3074 Claude Ramsey Parkway
Chattanooga, TN 37421

**To:** Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

**From:** Dr. Blake Freeman, Chief Academic Officer
Dr. John Rice, Director of Secondary Teaching and Learning

**Date:** July 16, 2026

**Subject:** Approve Instructure, Inc. – Canvas 3-Year Contract

**Board Agenda Category:**

- ☑ Consent Agenda
- ☐ Action Item
- ☐ Reports and Information

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Approve the purchase of continued services for the Canvas Learning Management System (LMS) through Instructure, Inc. The previous contract expired on June 30, 2026. The Teaching and Learning Department is Requesting authorization to continue services for Canvas LMS with Instructure, Inc. for a three-year period beginning July 1, 2026, through June 30, 2029.

On June 21, 2018, the Board approved a five-year contract with Instructure, Inc. for the implementation of Canvas as the LMS for Hamilton County Schools. On August 17, 2023, the Board approved an additional multi-year contract to continue these services. Since its adoption, Canvas LMS has been a valuable platform for students and teachers to access digital content and to create and manage lessons, courses, quizzes, and other training materials. Additionally, the platform provides parents with the ability to access and review students' progress and grades. The continuation of these services would greatly benefit teachers, students and parents.

This is a cooperative purchase based on Omnia Contract R250502 and is to be funded through the general-purpose budget within the Teaching and Learning Department's annual adopted budget.

Attachment(s):

- Instructure 3-Year Order Form Q-563472-6

**Opportunity 2030 Commitment Connection**

- ☑ Every Student Learns
- ☑ Every Student Belongs
- ☑ Every School Equipped
- ☑ Every Employee Valued
- ☑ Every Community Served

Instructure.

Instructure, Inc.
6330 South 3000 East, Suite 700
Salt Lake City, UT 84121
United States

Order Form

**Order:** Q-563472-6
**Date:** 2026-06-04
**Order Valid Through:** 2026-08-31

## Order Form for Hamilton County Schools (TN)

### Bill to Information

**Entity Name:** Hamilton County Schools (TN)
**Address:** 3074 Hickory Valley Rd
**City:** Chattanooga

**State/Province:** Tennessee

**Zip/Postal Code:** 37421

**Country:** United States

### Ship to Information

**Entity Name:** Hamilton County Schools (TN)
**Address:** 3074 Hickory Valley Rd
**City:** Chattanooga

**State/Province:** Tennessee

**Zip/Postal Code:** 37421

**Country:** United States

### Billing Contact

**Name:**

**Email:**

**Phone:**

### Shipping Contact

**Name:** Justin Robertson

**Email:** robertson_justin@hcde.org

**Phone:** +1 423 498 7024

### Billing Information

**Billing Frequency:** Annual Upfront

**Billing Frequency Term:** Non-Recurring items will be invoiced upon signing. Recurring items will be invoiced 30 days prior to the annual start date.

**Payment Terms:** Net 30

| Year 1 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Ref** | **Description** | **Start Date** | **End Date** | **Invoice** | **Metric** | **Qty** | **Price** | **Amount** |
| S1 | Instructure Learning Platform | 2026-07-01 | 2027-06-30 | Recurring | User | 23,000 | USD 5.13 | USD 117,875.00 |

| Year 2 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Ref** | **Description** | **Start Date** | **End Date** | **Invoice** | **Metric** | **Qty** | **Price** | **Amount** |
| S1 | Instructure Learning Platform | 2027-07-01 | 2028-06-30 | Recurring | User | 23,000 | USD 5.37 | USD 123,561.74 |

| Year 3 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Ref** | **Description** | **Start Date** | **End Date** | **Invoice** | **Metric** | **Qty** | **Price** | **Amount** |
| S1 | Instructure Learning Platform | 2028-07-01 | 2029-06-30 | Recurring | User | 23,000 | USD 5.63 | USD 129,532.83 |

| Billing Summary | | | |
|---|---|---|---|
| **Segment** | **Recurring** | **Non-Recurring** | **Total** |
| Year 1 | USD 117,875.00 | USD 0.00 | USD 117,875.00 |
| Year 2 | USD 123,561.74 | USD 0.00 | USD 123,561.74 |
| Year 3 | USD 129,532.83 | USD 0.00 | USD 129,532.83 |
| **Total** | **USD 370,969.57** | **USD 0.00** | **USD 370,969.57** |

| Reference | Products | Description |
|---|---|---|
| S7 | Instructure Learning Platform | **Included in your Instructure Learning Platform Bundle:** Canvas LMS Subscription \| Canvas 24x7 Support \| Canvas Tier 1 Support (Faculty Only) \| Training Portal Essential \| |

| Products | Description | Qty |
|---|---|---|
| Canvas LMS Cloud Subscription | Canvas LMS Cloud Subscription: Per User | 23,000.00 |
| 24x7 Support | 24x7 support per year (20% of subscription - minimums apply) | 1.00 |
| Tier 1 Support (Faculty Only) | Tier 1 Support per user | 23,000.00 |
| Training Portal Essential - Core On-Demand Content | Unlimited access to core on-demand training content for teachers and admins through the Training Portal. | 23,000.00 |

**Quote Special Terms**

The services provided under this Order Form shall begin on the first year Start Date set forth above and continue through the last year End Date set forth above, provided, however, that Instructure may provide certain implementation related services prior to the first year Start Date at its sole discretion.

**User Clause:** User Metric reflects the maximum number of individuals authorized by the Customer to access and/or use the Service and Customer has paid for such access and/or use.

**User Typical Use Clause:** In the event Customer enables access to the Service to more Users over a given contract year than are allocated to such contract year as set forth above, then Instructure reserves the right, in its sole discretion, to invoice the Customer for such additional number of Users. In addition, the User fees set forth above are based on the assumption that Customer's Users will use the Service commensurate with the average usage patterns of users across Instructure's user base in the aggregate (such average usage being referred to herein as "Typical Use") and do not account for usage of the Service by Customer's Users beyond such Typical Use. To the extent the Users' usage of the Service, in the aggregate, exceeds the Typical Use at any given time, Instructure reserves the right, in its sole discretion, to increase the fees by an amount proportional to such excess usage. In the event Instructure increases the fees pursuant to this paragraph, Instructure shall send an invoice to Customer for the applicable increase along with documentation evidencing the additional usage of or additional Users who have access to the Service giving rise to such fee increase. Any invoice sent pursuant to the foregoing shall be due and payable within 30 days of receipt.

**Payment Terms - Renewal Order Form:** In the event that Customer fails to execute this Order Form prior to the Start Date listed above, all fees shall become due payable upon Customer's receipt of an invoice.

**Non-Recurring Expiration:** Unless otherwise stated in an applicable Statement of Work or this Order Form, Non-Recurring Products and 3rd Party Products must be completed within 12 months beginning on the later of the last date of signature or the Initial Start Date specified in this Order Form.

**Terms and Conditions**

**Governing Terms:** Governing Terms: Choice of Law. To the extent that the Instructure entity identified on the Order Form is Instructure, Inc., this Agreement shall be interpreted, governed, and construed by the laws of the State of Tennessee, without regard to principles of conflict of laws. Section 17 of the Master Terms and Conditions titled "Indemnification," is hereby deleted in its entirety.

**Omnia Contract Number:** OMNIA Contract #R250502

| PURCHASE ORDER INFORMATION | TAX INFORMATION |
|---|---|
| Is a Purchase Order required for the purchase or payment of the products on this order form?<br><br>Please Enter (Yes or No): | Check here if your company is exempt from US state sales tax: |
| If Yes, please enter PO Number: | *Please email all US state sales tax exemption certifications to ar@instructure.com* |

Customer purchasing documentation, such as Purchase Orders, shall only be used as proof of acceptance of the Order Form referenced therein, and the associated Master Terms and Conditions. Any terms and conditions included in any such Customer purchasing documentation are hereby expressly disclaimed by Instructure, shall be void and of no effect, and shall in all cases be superseded by the applicable Master Terms and Conditions.

By executing this Order Form, each party agrees to be legally bound by this Order Form.

| **Hamilton County Schools (TN)** | |
|---|---|
| Signature: | |
| Name: | |
| Title: | |
| Date: | |

| **Instructure, Inc. (USA/CAN)** | |
|---|---|
| Signature: | |
| Name: | |
| Title: | |
| Date: | |

HAMILTON COUNTY SCHOOLS

3074 Claude Ramsey Parkway
Chattanooga, TN 37421

**To:** Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

**From:** Dr. Zac Brown, Deputy Superintendent
Mary Ellen Heuton, Chief Financial Officer
Penny Murray, Executive Director

**Date:** July 16, 2026

**Subject:** Approve Short-Term Bridge Agreement for Group Life and Disability Insurance

**Board Agenda Category:**

- ☑ Consent Agenda
- ☐ Action Item
- ☐ Reports and Information

---

The purpose of this memorandum is to provide the Board with information regarding a proposed short-term bridge agreement with Symetra to ensure uninterrupted group life and disability insurance services while Hamilton County Schools and Hamilton County Government continue to evaluate a joint procurement strategy.

Hamilton County Schools currently receives group life and disability insurance services through Symetra under RFP 22-10. The original contract included renewal provisions that have been exercised and will expire on December 31, 2026.

On June 15, 2026, Symetra provided written confirmation that it will continue to honor the contractual rates currently in effect through December 31, 2027. This confirmation references the original procurement and contract awarded through RFP 22-10 and reflects Symetra's willingness to maintain existing rates during a limited transition period.

Hamilton County Schools is currently collaborating with Hamilton County Government to explore a joint competitive procurement for these services. The timing necessary to coordinate, develop, issue, and evaluate a joint Request for Proposals may extend beyond the expiration of the current contract term.

HAMILTON COUNTY SCHOOLS

3074 Claude Ramsey Parkway
Chattanooga, TN 37421

This proposed bridge arrangement is not intended to avoid or replace a competitive procurement process. Rather, it is intended to:

- Prevent any lapse in critical employee insurance services.
- Maintain continuity of coverage for employees and beneficiaries.
- Preserve existing rates during the transition period.
- Allow sufficient time to complete a comprehensive joint procurement process with Hamilton County Government.
- Ensure the District can thoughtfully evaluate future service and pricing options through a competitive solicitation.

Administration recommends approval of a short-term bridge agreement with Symetra, utilizing the rates confirmed in the June 15, 2026 correspondence, for a period not to exceed December 31, 2027, or until a new competitive procurement process is completed, whichever occurs first.

This approach provides operational continuity while maintaining the District's commitment to a competitive and transparent procurement process.

Attachment(s):

- Rate Confirmation

**Opportunity 2030 Commitment Connection**

- ☐ Every Student Learns
- ☐ Every Student Belongs
- ☐ Every School Equipped
- ☑ Every Employee Valued
- ☐ Every Community Served

Hamilton County Department of Education
3074 Claude Ramsey Parkway
Chattanooga, TN 37421

Date: June 15, 2026

RE: Rate Confirmation for Policy Number 01-020402-00

To Whom It May Concern:

This letter serves as confirmation that, with respect to the contracts associated with the policy number referenced above and in accordance with **RFP 22-10**, Symetra will continue to offer and honor the rates in effect as of June 15, 2026, through December 31, 2027.

Accordingly, Hamilton County Department of Education may rely upon this letter as confirmation of the applicable contractual rates during the period specified above.

Should you have any questions regarding this confirmation, please do not hesitate to contact me.

Sincerely,

Mady Hoialmen

Mady Hoialmen
Senior Regional Account Manager
Symetra
Mady.Hoialmen@symetra.com
678-728-1565

HAMILTON COUNTY SCHOOLS

*3074 Claude Ramsey Parkway*
*Chattanooga, TN 37421*

**To:** Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

**From:** Mary Ellen Heuton, Chief Financial Officer

**Date:** July 16, 2026

**Subject:** Monthly Financial Report

**Board Agenda Category:**

- ☑ Consent Agenda
- ☐ Action Item
- ☐ Reports and Information

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Attached is the monthly financial report comparing budget to actual through May, 2026. The presentation of the monthly financial statement compares actual year-to-date expenditures to the original adopted budget and the year-to-date amended budget.

**Opportunity 2030 Commitment Connection**

- ☑ Every Student Learns
- ☑ Every Student Belongs
- ☑ Every School Equipped
- ☑ Every Employee Valued
- ☑ Every Community Served

**HAMILTON COUNTY SCHOOLS**
**REVENUE/EXPENSES VS BUDGET**
**PERIOD ENDED**
**May 2026**

| | | General Purpose | | | Federal Programs | | | Self-Funded Programs | | | School Nutrition | | | Grand Totals | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **REVENUES** | | **Adopted Budget** | **Revised Budget** | **YTD Actual** | **Adopted Budget** | **Revised Budget** | **YTD Actual** | **Adopted Budget** | **Revised Budget** | **YTD Actual** | **Adopted Budget** | **Revised Budget** | **YTD Actual** | **Adopted Budget** | **Revised Budget** | **YTD Actual** |
| LOCAL TAXES | | 276,530,590 | 276,530,590 | 243,761,853 | - | - | - | - | - | - | - | - | - | 276,530,590 | 276,530,590 | 243,761,853 |
| LICENSES AND PERMITS | | 13,000 | 13,000 | 11,642 | - | - | - | - | - | - | - | - | - | 13,000 | 13,000 | 11,642 |
| CHARGES FOR CURRENT SERVICES | | 424,000 | 424,000 | 462,138 | - | - | - | 5,203,293 | 5,333,996 | 4,399,186 | 3,718,711 | 3,718,711 | 3,575,636 | 9,346,004 | 9,476,707 | 8,436,959 |
| OTHER LOCAL REVENUES | | 4,396,679 | 5,934,404 | 3,133,466 | - | - | - | 5,152,154 | 6,274,896 | 2,308,945 | 694,774 | 694,774 | 495,188 | 10,243,607 | 12,904,074 | 5,937,600 |
| STATE OF TENNESSEE | | 294,513,153 | 304,482,963 | 272,888,557 | - | - | - | - | - | - | - | - | - | 294,513,153 | 304,482,963 | 272,888,557 |
| OTHER STATE REVENUES | | 13,632,985 | 23,139,888 | 6,909,569 | - | - | - | - | - | - | 210,000 | 210,000 | - | 13,842,985 | 23,349,888 | 6,909,569 |
| FEDERAL GOVERNMENT | | 2,154,770 | 1,809,985 | 1,115,801 | 36,439,010 | 55,272,742 | 29,868,074 | - | - | - | 25,726,184 | 25,726,184 | 23,256,176 | 64,319,964 | 82,808,911 | 54,240,051 |
| OTHER SOURCES | | 927,480 | 5,927,480 | 129,866 | - | - | - | - | - | - | - | - | 679 | 927,480 | 5,927,480 | 130,546 |
| RESERVES/FUND BALANCE * | | - | 15,184,247 | - | - | - | - | 21,623,109 | 55,613,764 | 18,725,527 | - | 560,539 | - | 21,623,109 | 71,358,550 | 18,725,527 |
| PY ENCUMBRANCE BUDGET | | 869,897 | 11,702,807 | - | - | - | - | - | - | - | - | 260,577 | - | 869,897 | 11,963,383 | - |
| **TOTAL REVENUES** | | **593,462,554** | **645,149,364** | **528,412,892** | **36,439,010** | **55,272,742** | **29,868,074** | **31,978,556** | **67,222,656** | **25,433,658** | **30,349,669** | **31,170,785** | **27,327,679** | **692,229,789** | **798,815,546** | **611,042,303** |
| **EXPENDITURES** | | | | | | | | | | | | | | | | |
| REGULAR INSTRUCTION PROGRAM | 71100 | 245,509,367 | 268,485,199 | 215,597,616 | 5,406,819 | 9,701,609 | 6,032,073 | 4,136,987 | 4,618,571 | 3,003,753 | - | - | - | 255,053,173 | 282,805,379 | 224,633,441 |
| SPECIAL EDUCATION INSTR PROG | 71200 | 43,682,602 | 48,728,268 | 36,029,985 | 8,943,157 | 11,146,674 | 8,859,973 | 1,134,693 | 1,155,296 | 489,827 | - | - | - | 53,760,452 | 61,030,238 | 45,379,785 |
| VOCATIONAL ED INSTR PROG | 71300 | 20,702,161 | 21,356,625 | 15,526,106 | 680,658 | 788,548 | 549,304 | 75,358 | 381,613 | 74,746 | - | - | - | 21,458,177 | 22,526,786 | 16,150,156 |
| STUDENT BODY EDUCATIONAL PROG | 71400 | 4,563,624 | 4,602,646 | 287,358 | - | - | - | 1,000 | 1,124 | 1,124 | - | - | - | 4,564,624 | 4,603,770 | 288,482 |
| ATTENDANCE | 72110 | 7,788,126 | 9,047,799 | 6,193,147 | 74,400 | 162,838 | 122,353 | - | - | - | - | - | - | 7,862,526 | 9,210,637 | 6,315,500 |
| HEALTH SERVICES | 72120 | 7,027,172 | 7,548,299 | 5,738,948 | 50,000 | 202,526 | 105,362 | 339,036 | 354,036 | 136,389 | - | - | - | 7,416,208 | 8,104,861 | 5,980,698 |
| OTHER STUDENT SUPPORT | 72130 | 28,610,569 | 32,208,095 | 23,690,156 | 5,741,369 | 9,591,941 | 4,355,275 | 220,000 | 251,245 | 248,230 | - | - | - | 34,571,938 | 42,051,281 | 28,293,661 |
| REG INST SUPPORT | 72210 | 29,734,786 | 33,319,503 | 24,362,549 | 9,283,328 | 11,341,052 | 7,157,244 | 1,213,948 | 1,450,753 | 854,537 | - | - | - | 40,232,062 | 46,111,308 | 32,374,330 |
| SPECIAL ED INST SUPPORT | 72220 | 12,609,004 | 12,284,980 | 9,753,649 | 2,242,397 | 4,418,541 | 1,659,683 | - | - | - | - | - | - | 14,851,401 | 16,703,521 | 11,413,331 |
| VOCATIONAL ED INST SUPPORT | 72230 | 1,201,742 | 926,816 | 743,792 | 10,000 | 16,812 | 10,550 | - | 1,544 | (450) | - | - | - | 1,211,742 | 945,172 | 753,892 |
| EDUCATION TECHNOLOGY | 72250 | 9,227,277 | 12,036,808 | 8,044,048 | - | - | - | - | - | - | - | - | - | 9,227,277 | 12,036,808 | 8,044,048 |
| BOARD OF EDUCATION | 72310 | 6,928,477 | 6,849,950 | 6,560,842 | - | - | - | 100,000 | 150,000 | 54,968 | - | - | - | 7,028,477 | 6,999,950 | 6,615,810 |
| OFFICE OF SUPERINTENDENT | 72320 | 2,873,493 | 3,102,072 | 2,400,369 | - | - | - | 113,877 | 115,777 | 92,956 | - | - | - | 2,987,370 | 3,217,849 | 2,493,325 |
| OFFICE OF PRINCIPAL | 72410 | 38,488,175 | 39,598,250 | 33,601,384 | - | 8,160 | - | 18,000 | 19,000 | 13,222 | - | - | - | 38,506,175 | 39,625,410 | 33,614,607 |
| FISCAL SERVICES | 72510 | 4,510,135 | 4,988,340 | 3,760,026 | - | - | - | - | - | - | - | - | - | 4,510,135 | 4,988,340 | 3,760,026 |
| HUMAN RESOURCES | 72520 | 4,568,932 | 4,930,731 | 3,842,668 | 155,460 | 388,687 | 315,206 | 50,291 | 54,791 | 13,219 | - | - | - | 4,774,683 | 5,374,209 | 4,171,092 |
| OPERATION OF PLANT | 72610 | 35,490,091 | 35,764,943 | 29,547,428 | - | 1,181,811 | 1,176,930 | 2,000 | 128,241 | 117,632 | - | - | - | 35,492,091 | 37,074,995 | 30,841,990 |
| MAINTENANCE OF PLANT | 72620 | 12,312,491 | 19,394,927 | 12,313,048 | - | - | - | - | 144,261 | 121,491 | - | - | - | 12,312,491 | 19,539,188 | 12,434,539 |
| TRANSPORTATION | 72710 | 29,051,159 | 31,966,790 | 29,354,241 | 241,105 | 1,117,881 | 389,918 | 33,000 | 62,196 | 33,163 | - | - | - | 29,325,264 | 33,146,867 | 29,777,322 |
| CENTRAL AND OTHER | 72810 | 2,676,353 | 1,319,493 | 806,937 | - | - | - | 13,000 | 13,000 | 428 | - | - | - | 2,689,353 | 1,332,493 | 807,365 |
| FOOD SERVICE | 73100 | 5,850 | 5,850 | 6,113 | - | - | - | - | - | - | 30,349,669 | 31,170,785 | 26,056,394 | 30,355,519 | 31,176,635 | 26,062,507 |
| COMMUNITY SERVICES | 73300 | 748,518 | 788,488 | 512,141 | 365,201 | 375,654 | 240,365 | 3,957,973 | 3,966,723 | 3,133,095 | - | - | - | 5,071,692 | 5,130,865 | 3,885,601 |
| EARLY CHILDHOOD EDUCATION | 73400 | 2,908,533 | 3,149,631 | 2,574,594 | 2,364,558 | 2,771,080 | 1,976,754 | 564,643 | 556,472 | 392,993 | - | - | - | 5,837,734 | 6,477,183 | 4,944,340 |
| REGULAR CAPITAL OUTLAY | 76100 | 1,461,548 | 1,284,949 | 518,720 | - | - | - | 20,001,000 | 53,793,111 | 18,197,025 | - | - | - | 21,462,548 | 55,078,060 | 18,715,745 |
| EDUCATION DEBT SERVICE | | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| EDUCATION CAPITAL PROJECTS | | - | 138,873 | - | 880,558 | 2,058,928 | 83,952 | 3,750 | 4,902 | - | - | - | - | 884,308 | 2,202,703 | 83,952 |
| CHARTER SCHOOLS (TRANSFERS ) | | 40,782,369 | 41,321,041 | 34,999,724 | - | - | - | - | - | - | - | - | - | 40,782,369 | 41,321,041 | 34,999,724 |
| TRANSFERS-STATE GRANTS | | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TRANSFERS TO FUND BALANCE | | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **TOTAL EXPENDITURES** | | **593,462,554** | **645,149,364** | **506,765,587** | **36,439,010** | **55,272,742** | **33,034,940** | **31,978,556** | **67,222,656** | **26,978,347** | **30,349,669** | **31,170,785** | **26,056,394** | **692,229,789** | **798,815,546** | **592,835,268** |

HAMILTON COUNTY SCHOOLS

*3074 Claude Ramsey Parkway*
*Chattanooga, TN 37421*

**To:** Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

**From:** Mary Ellen Heuton, Chief Financial Officer, Finance

**Date:** July 16, 2026

**Subject:** Budget Amendments – Federal Grants, State Grants and Self-Funded Programs

**Board Agenda Category:**

- ☑ Consent Agenda
- ☐ Action Item
- ☐ Reports and Information

The Federal Programs budget is amended by items 1 - 13. Items 1 – 8 and 11 consist of current year awards. Items 9, 10, 12 and 13 consist of carryover funds.

The State Programs budget is amended by items 14 and 15. Item 14 consists of carryover funds. Item 15 consists of current year awards.

The Self-Funded Programs budget is amended by items 16 – 19. Items 16, 17 and 19 consist of carryover contributions. Item 18 consists of current year contributions and carryover contributions.

1. ESSA Consolidated Administration, with a net decrease of $130,699 and transfers between lines
2. Title I, Part A: Improving Basic Programs, with a net increase of $3,695,684 and transfers between lines
3. Title II, Part A: Training and Recruiting Grant, with a net increase of $392,863 and transfers between lines
4. Title III, Part A: Language Instruction for English Learners and Immigrant Students, with a net increase of $107,657 and transfers between lines
5. Title IV, Part A: Student Support and Academic Enrichment Grant, with a net increase of $3,435 and transfers between lines
6. Title I, Part A: Local Neglected, with a net increase of $80,339 and transfers between lines
7. Title I, Part D: Delinquent, with a net increase of $7,113 and transfers between lines
8. Title I, Part C: Migrant, with a net decrease of $4,043 and transfers between lines
9. Mental Health Service Professional Grant, with a net increase of $545,211 and

transfers between lines
10. Tennessee Healthcare Resiliency Program, totaling $56,765
11. Carl Perkins Vocational Grant, with transfers between lines
12. BJA FY24 STOP School Violence Program, with transfers between lines
13. Preschool Development Grant, totaling $250,000
14. Innovative School Models, with a net increase of $693,506 and transfers between lines
15. School Uplift, totaling $200,000
16. Athletic Field Rental, with a net increase of $13,770
17. Community Donations – Schools, with a net increase of $820
18. Public Education Foundation, totaling $10,840
19. Teacher Recruitment/Induction, totaling $100

**Opportunity 2030 Commitment Connection**

- ☑ Every Student Learns
- ☑ Every Student Belongs
- ☑ Every School Equipped
- ☑ Every Employee Valued
- ☑ Every Community Served

**FEDERAL PROGRAMS**
**SOURCE OF FUNDS**

July 16, 2026

| BUDGET AMENDMENTS | FEDERAL THROUGH STATE 47100 | OTHER FEDERAL THROUGH STATE 47590 | DIRECT FEDERAL FUNDS 47990 | TOTAL REVENUE | AMENDMENT ITEM # |
|---|---|---|---|---|---|
| ESSA Consolidated Administration | (130,699) | | | (130,699) | 1 |
| Title I, Part A: Improving Basic Programs | 3,695,684 | | | 3,695,684 | 2 |
| Title II, Part A Teacher and Principal Training and Recruiting Grant | 392,863 | | | 392,863 | 3 |
| Title III: Language Instruction for English Learners and Immigrant Students | 107,657 | | | 107,657 | 4 |
| Title IV, Part A: Student Support and Academic Enrichments Grant | 3,435 | | | 3,435 | 5 |
| Title I, Part A: Local Neglected | 80,339 | | | 80,339 | 6 |
| Title I, Part D: Delinquent | 7,113 | | | 7,113 | 7 |
| Title I, Part C: Migrant | (4,043) | | | (4,043) | 8 |
| Mental Health Service Professional Grant | | | 545,211 | 545,211 | 9 |
| Tennessee Healthcare Resiliency Program | | 56,765 | | 56,765 | 10 |
| Carl Perkins Vocational Grant | - | | | - | 11 |
| BJA FY24 STOP School Violence Program | | | - | - | 12 |
| Preschool Development Grant | | 250,000 | | 250,000 | 13 |
| | 4,152,349 | 306,765 | 545,211 | 5,004,325 | |

**FEDERAL PROGRAMS**
**USE OF FUNDS**

July 16, 2026

| BUDGET AMENDMENTS | REGULAR INSTRUCTION 71100 | SPECIAL EDUCATION INSTRUCTION 71200 | VOCATIONAL EDUCATION INSTRUCTION 71300 | HEALTH SERVICES 72120 | OTHER STUDENT SUPPORT 72130 | REGULAR INSTRUCTION SUPPORT 72210 | VOCATIONAL EDUCATION SUPPORT 72230 | OFFICE OF THE PRINCIPAL 72410 | HUMAN RESOURCES/ PERSONNEL 72520 | TRANSPORTATION 72710 | EARLY CHILDHOOD EDUCATION 73400 | INDIRECT COST 99100 | TOTAL AMENDMENT AMOUNT | AMENDMENT ITEM # |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ESSA Consolidated Administration | | | | | | (163,130) | | | | | | 32,431 | (130,699) | 1 |
| Title I, Part A: Improving Basic Programs | 1,597,235 | 97,902 | | 9,000 | 1,722,235 | (353,520) | | 46,660 | 31,277 | 394,044 | 309,482 | (158,631) | 3,695,684 | 2 |
| Title II, Part A Teacher and Principal Training and Recruiting Grant | 7,913 | 293,392 | | | | 98,701 | | (8,018) | | | | 875 | 392,863 | 3 |
| Title III: Language Instruction for English Learners and Immigrant Students | 161,689 | | | | (18,873) | (37,347) | | | | | | 2,188 | 107,657 | 4 |
| Title IV, Part A: Student Support and Academic Enrichments Grant | (71,115) | | | | 37,682 | 30,845 | | | | 6,023 | | - | 3,435 | 5 |
| Title I, Part A: Local Neglected | 47,837 | | | | | 26,500 | | | | | | 6,002 | 80,339 | 6 |
| Title I, Part D: Delinquent | (6,551) | | | | 8,809 | 2,687 | | | | | | 2,168 | 7,113 | 7 |
| Title I, Part C: Migrant | (2,968) | | | | | (1,255) | | | | | | 180 | (4,043) | 8 |
| Mental Health Service Professional Grant | | | | | 545,211 | | | | | - | | | 545,211 | 9 |
| Tennessee Healthcare Resiliency Program | | | | 56,765 | | | | | | | | | 56,765 | 10 |
| Carl Perkins Vocational Grant | | | (32,319) | | 59,987 | | (5,100) | | | | | (22,568) | - | 11 |
| BJA FY24 STOP School Violence Program | | | | | - | | | | | | | | - | 12 |
| Preschool Development Grant | | | | | | | | | | | 250,000 | | 250,000 | 13 |
| | 1,734,040 | 391,294 | (32,319) | 65,765 | 2,355,051 | (396,519) | (5,100) | 38,642 | 31,277 | 400,067 | 559,482 | (137,355) | 5,004,325 | |

**STATE PROGRAMS**
**SOURCE OF FUNDS**

July 16, 2026

| BUDGET AMENDMENTS | STATE REVENUE 46000 | TOTAL REVENUE | AMENDMENT ITEM # |
|---|---|---|---|
| Innovative School Models | 693,506 | 693,506 | 14 |
| School Uplift | 200,000 | 200,000 | 15 |
| | 893,506 | 893,506 | |

**STATE PROGRAMS**

**USE OF FUNDS**

July 16, 2026

| BUDGET AMENDMENTS | REGULAR INSTRUCTION 71100 | VOCATIONAL EDUCATION INSTRUCTION 71300 | OTHER STUDENT SUPPORT 72130 | MAINTENANCE OF PLANT 72620 | REGULAR CAPITAL OUTLAY 76100 | TOTAL AMENDMENT AMOUNT | AMENDMENT ITEM # |
|---|---|---|---|---|---|---|---|
| Innovative School Models | 76,261 | 375,797 | 5,158 | | 236,290 | 693,506 | 14 |
| School Uplift | | | | 200,000 | | 200,000 | 15 |
| | 76,261 | 375,797 | 5,158 | 200,000 | 236,290 | 893,506 | |

**SELF-FUNDED PROGRAMS**
**SOURCE OF FUNDS**

July 16, 2026

| BUDGET AMENDMENTS | RESTRICTED FOR EDUCATION FUND BALANCE 34555 | OTHER LOCAL REVENUES 44000 | TOTAL AMENDMENT AMOUNT | AMENDMENT ITEM # |
|---|---|---|---|---|
| Athletic Field Rental | 13,770 | | 13,770 | 16 |
| Community Donations - Schools | 820 | | 820 | 17 |
| Public Education Foundation | 680 | 10,160 | 10,840 | 18 |
| Teacher Recruitment/Induction | 100 | | 100 | 19 |
| | 15,370 | 10,160 | 25,530 | |

**SELF-FUNDED PROGRAMS**
**USE OF FUNDS**

July 16, 2026

| BUDGET AMENDMENTS | VOCATIONAL EDUCATION INSTRUCTION 71300 | REGULAR INSTRUCTION SUPPORT 72210 | HUMAN SERVICES 72520 | MAINTENANCE OF PLANT 72620 | TOTAL AMENDMENT AMOUNT | AMENDMENT ITEM # |
|---|---|---|---|---|---|---|
| Athletic Field Rental | | | | 13,770 | 13,770 | 16 |
| Community Donations - Schools | | 820 | | | 820 | 17 |
| Public Education Foundation | 10,840 | | | | 10,840 | 18 |
| Teacher Recruitment/Induction | | | 100 | | 100 | 19 |
| | 10,840 | 820 | 100 | 13,770 | 25,530 | |

**HAMILTON COUNTY DEPARTMENT OF EDUCATION**
**FEDERAL PROGRAMS**
**ESSA CONSOLIDATED ADMINISTRATION**
**BUDGET FISCAL YEAR 2026-2027**

**Note: Consolidated Administration is funded by transfers from the Title I, Title I N & D, Title I C, Title II Part A, Title III, and Title IV federal grants.**

**SOURCE OF FUNDS SUMMARY**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-100-0000-0-00000-471410-0000-0000-100 | Transfer from Title I | 1,625,356 | 1,517,877 | (1,625,356) | 1,517,877 |
| 141-2-100-0000-0-00000-471410-0000-0000-100 | Transfer from Title I Neglected | 16,094 | 18,893 | (16,094) | 18,893 |
| 141-2-100-0000-0-00000-471410-0000-0000-100 | Transfer from Title I Delinquent | 11,244 | 8,858 | (11,244) | 8,858 |
| 141-2-100-0000-0-00000-471410-0000-0000-100 | Transfer from Title I C Migrant | | 901 | | 901 |
| 141-2-100-0000-0-00000-471890-0000-0000-100 | Transfer from Title II Part A | 221,147 | 196,613 | (221,147) | 196,613 |
| 141-2-100-0000-0-00000-471460-0000-0000-100 | Transfer from Title III | 100 | 100 | (100) | 100 |
| 141-2-100-0000-0-00000-471470-0000-0000-100 | Transfer from Title IV | 100 | 100 | (100) | 100 |
| | **Total Source of Funds** | **1,874,041** | **1,743,342** | **(1,874,041)** | **1,743,342** |

**USE OF FUNDS SUMMARY**

| | | | | | |
|---|---|---|---|---|---|
| **72210** | Instructional Support | 1,834,439 | 1,671,309 | (1,834,439) | 1,671,309 |
| **99100** | Indirect Cost | 39,602 | 72,033 | (39,602) | 72,033 |
| | **Total Use of Funds** | **1,874,041** | **1,743,342** | **(1,874,041)** | **1,743,342** |

**USE OF FUNDS DETAIL**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-100-0000-0-72210-510510-PBEN-0000-100 | Directors (1.75) | 239,505 | 239,066 | (239,505) | 239,066 |
| 141-2-100-0000-0-72210-510560-PBEN-0000-100 | Administrators (5) | 597,285 | 600,327 | (597,285) | 600,327 |
| 141-2-100-0000-0-72210-511910-PBEN-0000-100 | Accountant (1.75) | 163,800 | 137,706 | (163,800) | 137,706 |
| 141-2-100-0000-0-72210-516110-PBEN-0000-100 | Admin Assistants (1) | 67,200 | 67,225 | (67,200) | 67,225 |
| 141-2-100-0000-0-72210-516210-PBEN-0000-100 | Clerical (3) | 182,700 | 186,959 | (182,700) | 186,959 |
| 141-2-100-0000-0-72210-518810-PBEN-0000-100 | Bonus | | 10,000 | - | 10,000 |
| 141-2-100-0000-0-72210-520110-PBEN-0000-100 | Social Security | 77,530 | 76,960 | (77,530) | 76,960 |
| 141-2-100-0000-0-72210-520410-PBEN-0000-100 | State Retirement | 158,812 | 141,781 | (158,812) | 141,781 |
| 141-2-100-0000-0-72210-520610-PBEN-0000-100 | Life Insurance | 475 | 475 | (475) | 475 |
| 141-2-100-0000-0-72210-520710-PBEN-0000-100 | Health Insurance | 167,288 | 167,288 | (167,288) | 167,288 |
| 141-2-100-0000-0-72210-520810-PBEN-0000-100 | Dental Insurance | 3,000 | 3,000 | (3,000) | 3,000 |
| 141-2-100-0000-0-72210-521010-PBEN-0000-100 | Unemployment Compensation | 175 | 163 | (175) | 163 |
| 141-2-100-0000-0-72210-521210-PBEN-0000-100 | Medicare | 18,132 | 17,999 | (18,132) | 17,999 |
| 141-2-100-0000-0-72210-529910-PBEN-0000-100 | Long Term Disability | 1,300 | 1,300 | (1,300) | 1,300 |
| 141-2-100-0000-0-72210-529930-PBEN-0000-100 | Short Term Disability | 1,413 | 1,413 | (1,413) | 1,413 |
| 141-2-100-0000-0-72210-530810-0000-0000-100 | Consultant | 50,000 | 3,000 | (50,000) | 3,000 |
| 141-2-100-0000-0-72210-533610-0000-0000-100 | Equipment Repair & Maintenance | 1,000 | | (1,000) | - |
| 141-2-100-0000-0-72210-535510-0000-0000-100 | Travel/Mileage | 15,000 | 1,882 | (15,000) | 1,882 |
| 141-2-100-0000-0-72210-539910-0000-0000-100 | Contracted Services - Copier Usage | 1,000 | | (1,000) | - |
| 141-2-100-0000-0-72210-549990-0000-0000-100 | Supplies & Materials | 30,000 | 3,000 | (30,000) | 3,000 |
| 141-2-100-0000-0-72210-552410-0000-0000-100 | Staff Development | 58,824 | 11,765 | (58,824) | 11,765 |
| | **Total 72210 - Instructional Support** | **1,834,439** | **1,671,309** | **(1,834,439)** | **1,671,309** |
| 141-2-100-0000-0-99100-550410-0000-0000-100 | Indirect Cost (4.31%) | 39,602 | 72,033 | (39,602) | 72,033 |
| | **Total 99100 - Indirect Cost** | **39,602** | **72,033** | **(39,602)** | **72,033** |
| | **TOTAL BUDGET** | **1,874,041** | **1,743,342** | **(1,874,041)** | **1,743,342** |

**HAMILTON COUNTY DEPARTMENT OF EDUCATION**
**FEDERAL PROGRAMS**
**TITLE I, PART A: IMPROVING BASIC PROGRAMS**
**BUDGET FISCAL YEAR 2026-2027**

**SOURCE OF FUNDS SUMMARY**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-101-0000-0-00000-471410-0000-0000-101 | FY27 Allocation less Contribution to Con Admin | 13,436,220 | 17,131,904 | (13,436,220) | 17,131,904 |
| | **Total Source of Funds** | **13,436,220** | **17,131,904** | **(13,436,220)** | **17,131,904** |

**USE OF FUNDS DETAIL**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-101-6100-0-71100-511610-PBEN-BUDG-101 | Teachers ( FTE) | 60,900 | | (60,900) | - |
| 141-2-101-6100-0-71100-5116A0-PBEN-BUDG-101 | Teacher - Related Arts ( FTE) | 60,900 | | (60,900) | - |
| 141-2-101-6100-0-71100-5116H0-PBEN-BUDG-101 | Teacher - Intervention ( FTE) | 42,630 | | (42,630) | - |
| 141-2-101-6100-0-71100-513450-PBEN-BUDG-101 | Tutors and Interventionist ( FTE) | 88,800 | | (88,800) | - |
| 141-2-101-6100-0-71100-513450-PWOB-BUDG-101 | Tutors and Interventionist Part-time ( FTE) | 714,125 | | (714,125) | - |
| 141-2-101-6100-0-71100-514090-0000-BUDG-101 | Teacher Supplements | 200,000 | | (200,000) | - |
| 141-2-101-6100-0-71100-516310-PBEN-BUDG-101 | Educational Assistant ( FTE) | 770,000 | | (770,000) | - |
| 141-2-101-6100-0-71100-516310-PWOB-BUDG-101 | Educational Assistant Part-time ( FTE) | 13,689 | | (13,689) | - |
| 141-2-101-6100-0-71100-516350-PBEN-BUDG-101 | Educational Assistant - Behavior ( FTE) | 282,000 | | (282,000) | - |
| 141-2-101-6100-0-71100-518990-0000-BUDG-101 | Other Salaries and Wages | 10,000 | | (10,000) | - |
| 141-2-101-6100-0-71100-520110-0000-BUDG-101 | Social Security | 13,020 | | (13,020) | - |
| 141-2-101-6100-0-71100-520110-PBEN-BUDG-101 | Social Security | 80,924 | | (80,924) | - |
| 141-2-101-6100-0-71100-520110-PWOB-BUDG-101 | Social Security | 45,124 | | (45,124) | - |
| 141-2-101-6100-0-71100-520410-0000-BUDG-101 | State Retirement | 16,800 | | (16,800) | - |
| 141-2-101-6100-0-71100-520410-PBEN-BUDG-101 | State Retirement | 104,418 | | (104,418) | - |
| 141-2-101-6100-0-71100-520410-PWOB-BUDG-101 | State Retirement | 58,225 | | (58,225) | - |
| 141-2-101-6100-0-71100-520610-PBEN-BUDG-101 | Life Insurance | 1,661 | | (1,661) | - |
| 141-2-101-6100-0-71100-520710-PBEN-BUDG-101 | Health Insurance | 584,837 | | (584,837) | - |
| 141-2-101-6100-0-71100-520770-PWOB-BUDG-101 | Health Insurance | 11,788 | | (11,788) | - |
| 141-2-101-6100-0-71100-520810-PBEN-BUDG-101 | Dental Insurance | 10,488 | | (10,488) | - |
| 141-2-101-6100-0-71100-521010-PBEN-BUDG-101 | Unemployment Compensation | 568 | | (568) | - |
| 141-2-101-6100-0-71100-521210-0000-BUDG-101 | Employer Medicare | 3,045 | | (3,045) | - |
| 141-2-101-6100-0-71100-521210-PBEN-BUDG-101 | Employer Medicare | 18,926 | | (18,926) | - |
| 141-2-101-6100-0-71100-521210-PWOB-BUDG-101 | Employer Medicare | 10,553 | | (10,553) | - |
| 141-2-101-6100-0-71100-529910-PBEN-BUDG-101 | Long Term Disability | 4,545 | | (4,545) | - |
| 141-2-101-6100-0-71100-529930-PBEN-BUDG-101 | Short Term Disability | 4,938 | | (4,938) | - |
| 141-2-101-6100-0-71100-535610-0000-BUDG-101 | Tuition | 1,000 | | (1,000) | - |
| 141-2-101-6100-0-71100-539980-0000-BUDG-101 | Contract Substitutes | 20,000 | | (20,000) | - |
| 141-2-101-6100-0-71100-542910-0000-BUDG-101 | Instructional Supplies and Materials | 186,620 | | (186,620) | - |
| 141-2-101-6100-0-71100-547110-0000-BUDG-101 | Software | 30,000 | | (30,000) | - |
| 141-2-101-6100-0-71100-559990-0000-BUDG-101 | Other Charges | 10,000 | | (10,000) | - |
| 141-2-101-6100-0-71100-572210-0000-BUDG-101 | Instructional Equipment | 25,000 | | (25,000) | - |
| | **Total 71100 - Regular Instruction** | **3,485,524** | **-** | **(3,485,524)** | **-** |
| | | | | | |
| 141-2-101-6100-0-71200-516340-PBEN-BUDG-101 | Educational Assistant - ExEd ( FTE) | 131,850 | | (131,850) | - |
| 141-2-101-6100-0-71200-520110-PBEN-BUDG-101 | Social Security | 8,175 | | (8,175) | - |
| 141-2-101-6100-0-71200-520410-PBEN-BUDG-101 | State Retirement | 16,745 | | (16,745) | - |
| 141-2-101-6100-0-71200-520610-PBEN-BUDG-101 | Life Insurance | 171 | | (171) | - |
| 141-2-101-6100-0-71200-520710-PBEN-BUDG-101 | Health Insurance | 60,224 | | (60,224) | - |
| 141-2-101-6100-0-71200-520810-PBEN-BUDG-101 | Dental Insurance | 1,080 | | (1,080) | - |
| 141-2-101-6100-0-71200-521010-PBEN-BUDG-101 | Unemployment Compensation | 59 | | (59) | - |
| 141-2-101-6100-0-71200-521210-PBEN-BUDG-101 | Employer Medicare | 1,912 | | (1,912) | - |
| 141-2-101-6100-0-71200-529910-PBEN-BUDG-101 | Long Term Disability | 468 | | (468) | - |
| 141-2-101-6100-0-71200-529930-PBEN-BUDG-101 | Short Term Disability | 509 | | (509) | - |
| | **Total 71200 - Special Education Program** | **221,193** | **-** | **(221,193)** | **-** |
| | | | | | |
| 141-2-101-6100-0-72130-512310-PBEN-BUDG-101 | Guidance Counselor (FTE) | 62,400 | | (62,400) | - |
| 141-2-101-6100-0-72130-518960-PBEN-BUDG-101 | Parent Coordinator (FTE ) | 47,360 | | (47,360) | - |
| 141-2-101-6100-0-72130-518960-PWOB-BUDG-101 | Parent Coordinator Part-time (FTE ) | 29,124 | | (29,124) | - |
| 141-2-101-6100-0-72130-518970-PBEN-BUDG-101 | Family Partnership Specialist (FTE ) | 42,700 | | (42,700) | - |
| 141-2-101-6100-0-72130-5189B0-PBEN-BUDG-101 | Truancy Specialist ( FTE ) | 355,770 | | (355,770) | - |
| 141-2-101-6100-0-72130-5189G0-PBEN-BUDG-101 | Behavior Management Specialists (FTE) | 499,200 | | (499,200) | - |
| 141-2-101-6100-0-72130-5189G0-PWOB-BUDG-101 | Behavior Management Specialists Part-time (FTE ) | 20,759 | | (20,759) | - |
| 141-2-101-6100-0-72130-520110-0000-BUDG-101 | Social Security | 62,461 | | (62,461) | - |
| 141-2-101-6100-0-72130-520110-PWOB-BUDG-101 | Social Security | 3,093 | | (3,093) | - |
| 141-2-101-6100-0-72130-520410-0000-BUDG-101 | State Retirement | 80,594 | | (80,594) | - |
| 141-2-101-6100-0-72130-520410-PWOB-BUDG-101 | State Retirement | 3,991 | | (3,991) | - |
| 141-2-101-6100-0-72130-520610-0000-BUDG-101 | Life Insurance | 847 | | (847) | - |
| 141-2-101-6100-0-72130-520710-0000-BUDG-101 | Health Insurance | 298,441 | | (298,441) | - |
| 141-2-101-6100-0-72130-520770-PWOB-BUDG-101 | Health Insurance | 780 | | (780) | - |
| 141-2-101-6100-0-72130-520810-0000-BUDG-101 | Dental Insurance | 5,352 | | (5,352) | - |
| 141-2-101-6100-0-72130-521010-0000-BUDG-101 | Unemployment Compensation | 290 | | (290) | - |
| 141-2-101-6100-0-72130-521210-0000-BUDG-101 | Employer Medicare | 14,608 | | (14,608) | - |
| 141-2-101-6100-0-72130-521210-PWOB-BUDG-101 | Employer Medicare | 723 | | (723) | - |
| 141-2-101-6100-0-72130-529910-0000-BUDG-101 | Long Term Disability | 2,319 | | (2,319) | - |
| 141-2-101-6100-0-72130-529930-0000-BUDG-101 | Short Term Disability | 2,520 | | (2,520) | - |
| 141-2-101-6100-0-72130-532210-0000-BUDG-101 | Evaluation and Testing | 8,500 | | (8,500) | - |
| 141-2-101-6100-0-72130-535510-0000-BUDG-101 | Travel/Mileage | 4,500 | | (4,500) | - |
| 141-2-101-6100-0-72130-539990-0000-BUDG-101 | Contracted Services | 5,000 | | (5,000) | - |
| 141-2-101-6100-0-72130-547110-0000-BUDG-101 | Other Student Support Software | 30,000 | | (30,000) | - |
| 141-2-101-6100-0-72130-549990-0000-BUDG-101 | Other Supplies and Materials | 40,000 | | (40,000) | - |
| 141-2-101-6100-0-72130-559990-0000-BUDG-101 | Other Charges | 150,000 | | (150,000) | - |
| | **Total 72130 - Other Student Supports** | **1,771,332** | **-** | **(1,771,332)** | **-** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-101-6100-0-72210-513810-PBEN-BUDG-101 | Instrucational Computer Tech ( FTE) | 50,200 | | (50,200) | - |
| 141-2-101-6100-0-72210-517210-PBEN-BUDG-101 | Instructional Coach (FTE) | 493,500 | | (493,500) | - |
| 141-2-101-6100-0-72210-5189E0-PBEN-BUDG-101 | Dean of Students (FTE) | 135,000 | | (135,000) | - |
| 141-2-101-6100-0-72210-520110-PBEN-BUDG-101 | Social Security | 42,079 | | (42,079) | - |
| 141-2-101-6100-0-72210-520410-PBEN-BUDG-101 | State Retirement | 54,296 | | (54,296) | - |
| 141-2-101-6100-0-72210-520610-PBEN-BUDG-101 | Life Insurance | 380 | | (380) | - |
| 141-2-101-6100-0-72210-520710-PBEN-BUDG-101 | Health Insurance | 133,830 | | (133,830) | - |
| 141-2-101-6100-0-72210-520810-PBEN-BUDG-101 | Dental Insurance | 2,400 | | (2,400) | - |
| 141-2-101-6100-0-72210-521010-PBEN-BUDG-101 | Unemployment Compensation | 130 | | (130) | - |
| 141-2-101-6100-0-72210-521210-PBEN-BUDG-101 | Employer Medicare | 9,841 | | (9,841) | - |
| 141-2-101-6100-0-72210-529910-PBEN-BUDG-101 | Long Term Disability | 1,040 | | (1,040) | - |
| 141-2-101-6100-0-72210-529930-PBEN-BUDG-101 | Short Term Disability | 1,130 | | (1,130) | - |
| 141-2-101-6100-0-72210-535510-0000-BUDG-101 | Travel/ Local Mileage | 5,000 | | (5,000) | - |
| 141-2-101-6100-0-72210-549990-0000-BUDG-101 | Other Supplies and Materials | 500 | | (500) | - |
| 141-2-101-6100-0-72210-552410-0000-BUDG-101 | Staff Development | 30,000 | | (30,000) | - |
| 141-2-101-6100-0-72210-559990-0000-BUDG-101 | Other Charges | 50,000 | | (50,000) | - |
| | **Total 72210 - Regular Instruction Support** | **1,009,326** | **-** | **(1,009,326)** | **-** |
| | **Total Budgetary Accounts** | **6,487,375** | **-** | **(6,487,375)** | **-** |
| 141-2-101-0000-0-99100-550410-0000-0000-101 | Indirect Cost (4.31%) | 248,319 | 89,688 | (248,319) | 89,688 |
| | **Total 99100 - Indirect Cost** | **248,319** | **89,688** | **(248,319)** | **89,688** |
| **Pre Kindergarten** | | | | | |
| 141-2-101-6100-6-73400-5116D0-PBEN-1130-101 | Teacher Pre-K ( FTE) | 1,125,432 | 1,210,000 | (1,125,432) | 1,210,000 |
| 141-2-101-0000-6-73400-516110-PBEN-1130-101 | Admin Assistant | 17,700 | 15,900 | (17,700) | 15,900 |
| 141-2-101-6100-6-73400-516330-PBEN-1130-101 | Educational Assistant Pre-K ( FTE) | 369,600 | 460,000 | (369,600) | 460,000 |
| 141-2-101-6000-6-73400-518980-PBEN-1130-101 | Student Support Coach | 65,000 | 69,500 | (65,000) | 69,500 |
| 141-2-101-6000-6-73400-5189D0-PBEN-1130-101 | District Content Lead ( FTE) | 84,000 | 87,900 | (84,000) | 87,900 |
| 141-2-101-6000-6-73400-5189J0-PWOB-1130-101 | Coordinator Part-time ( FTE) | 45,000 | 50,000 | (45,000) | 50,000 |
| 141-2-101-0000-6-73400-520110-PBEN-1130-101 | Social Security | 1,097 | 986 | (1,097) | 986 |
| 141-2-101-6000-6-73400-520110-PBEN-1130-101 | Social Security | 9,238 | 9,759 | (9,238) | 9,759 |
| 141-2-101-6000-6-73400-520110-PWOB-1130-101 | Social Security | 2,790 | 3,100 | (2,790) | 3,100 |
| 141-2-101-6100-6-73400-520110-PBEN-1130-101 | Social Security | 92,692 | 103,540 | (92,692) | 103,540 |
| 141-2-101-0000-6-73400-520410-PBEN-1130-101 | State Retirement | 2,248 | 2,337 | (2,248) | 2,337 |
| 141-2-101-6000-6-73400-520410-PBEN-1130-101 | State Retirement | 11,920 | 14,166 | (11,920) | 14,166 |
| 141-2-101-6000-6-73400-520410-PWOB-1130-101 | State Retirement | 5,715 | | (5,715) | - |
| 141-2-101-6100-6-73400-520410-PBEN-1130-101 | State Retirement | 136,974 | 176,520 | (136,974) | 176,520 |
| 141-2-101-0000-6-73400-520610-PBEN-1130-101 | Life Insurance | 11 | 11 | (11) | 11 |
| 141-2-101-6000-6-73400-520610-PBEN-1130-101 | Life Insurance | 76 | 76 | (76) | 76 |
| 141-2-101-6100-6-73400-520610-PBEN-1130-101 | Life Insurance | 1,213 | 1,406 | (1,213) | 1,406 |
| 141-2-101-0000-6-73400-520710-PBEN-1130-101 | Health Insurance | 4,015 | 4,015 | (4,015) | 4,015 |
| 141-2-101-6000-6-73400-520710-PBEN-1130-101 | Health Insurance | 26,766 | 26,766 | (26,766) | 26,766 |
| 141-2-101-6100-6-73400-520710-PBEN-1130-101 | Health Insurance | 427,185 | 495,171 | (427,185) | 495,171 |
| 141-2-101-6000-6-73400-520770-PWOB-1130-101 | Health Insurance - Part-time | 260 | 520 | (260) | 520 |
| 141-2-101-0000-6-73400-520810-PBEN-1130-101 | Dental Insurance | 72 | 72 | (72) | 72 |
| 141-2-101-6000-6-73400-520810-PBEN-1130-101 | Dental Insurance | 480 | 480 | (480) | 480 |
| 141-2-101-6100-6-73400-520810-PBEN-1130-101 | Dental Insurance | 7,661 | 8,880 | (7,661) | 8,880 |
| 141-2-101-0000-6-73400-521010-PBEN-1130-101 | Unemployment Compensation | 4 | 4 | (4) | 4 |
| 141-2-101-6000-6-73400-521010-PBEN-1130-101 | Unemployment Compensation | 26 | 26 | (26) | 26 |
| 141-2-101-6100-6-73400-521010-PBEN-1130-101 | Unemployment Compensation | 415 | 481 | (415) | 481 |
| 141-2-101-0000-6-73400-521210-PBEN-1130-101 | Medicare | 257 | 231 | (257) | 231 |
| 141-2-101-6000-6-73400-521210-PBEN-1130-101 | Medicare | 2,161 | 2,282 | (2,161) | 2,282 |
| 141-2-101-6000-6-73400-521210-PWOB-1130-101 | Medicare | 653 | 725 | (653) | 725 |
| 141-2-101-6100-6-73400-521210-PBEN-1130-101 | Medicare | 21,678 | 24,215 | (21,678) | 24,215 |
| 141-2-101-0000-6-73400-529910-PBEN-1130-101 | Long Term Disability | 31 | 31 | (31) | 31 |
| 141-2-101-6000-6-73400-529910-PBEN-1130-101 | Long Term Disability | 208 | 209 | (208) | 209 |
| 141-2-101-6100-6-73400-529910-PBEN-1130-101 | Long Term Disability | 3,320 | 3,847 | (3,320) | 3,847 |
| 141-2-101-0000-6-73400-529930-PBEN-1130-101 | Short Term Disability | 34 | 34 | (34) | 34 |
| 141-2-101-6000-6-73400-529930-PBEN-1130-101 | Short Term Disability | 226 | 226 | (226) | 226 |
| 141-2-101-6100-6-73400-529930-PBEN-1130-101 | Short Term Disability | 3,607 | 4,181 | (3,607) | 4,181 |
| 141-2-101-6000-6-73400-535510-0000-1130-101 | Travel | 1,350 | 3,000 | (1,350) | 3,000 |
| | **Total 73400 - Early Childhood Education** | **2,471,115** | **2,780,597** | **(2,471,115)** | **2,780,597** |
| | **Total Pre Kindergarten** | **2,471,115** | **2,780,597** | **(2,471,115)** | **2,780,597** |
| **Total Priority and on the Cusp School Set Aside** | | | | | |
| 141-2-101-0017-1-71100-516310-PBEN-1150-101 | Educational Assistant (1 FTE) | - | 30,620 | | 30,620 |
| 141-2-101-0017-1-71100-520110-PBEN-1150-101 | Social Security | - | 1,898 | | 1,898 |
| 141-2-101-0017-1-71100-520410-PBEN-1150-101 | Retirement | - | 4,502 | | 4,502 |
| 141-2-101-0017-1-71100-520610-PBEN-1150-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0017-1-71100-520710-PBEN-1150-101 | Medical Insurance | - | 13,384 | | 13,384 |
| 141-2-101-0017-1-71100-520810-PBEN-1150-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0017-1-71100-521010-PBEN-1150-101 | Unemployment Compensation | - | 14 | | 14 |
| 141-2-101-0017-1-71100-521210-PBEN-1150-101 | Medicare | - | 444 | | 444 |
| 141-2-101-0017-1-71100-529910-PBEN-1150-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0017-1-71100-529930-PBEN-1150-101 | Short Term Disability | - | 114 | | 114 |
| | **Total 71100 - Regular Instruction -Bess T. Shepherd** | **-** | **51,358** | **-** | **51,358** |
| 141-2-101-0033-1-71100-516310-PBEN-1150-101 | Educational Assistant (1 FTE) | - | 31,316 | | 31,316 |
| 141-2-101-0033-1-71100-520110-PBEN-1150-101 | Social Security | - | 1,942 | | 1,942 |
| 141-2-101-0033-1-71100-520410-PBEN-1150-101 | Retirement | - | 4,604 | | 4,604 |
| 141-2-101-0033-1-71100-520610-PBEN-1150-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0033-1-71100-520710-PBEN-1150-101 | Medical Insurance | - | 13,384 | | 13,384 |
| 141-2-101-0033-1-71100-520810-PBEN-1150-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0033-1-71100-521010-PBEN-1150-101 | Unemployment Compensation | - | 14 | | 14 |
| 141-2-101-0033-1-71100-521210-PBEN-1150-101 | Medicare | - | 454 | | 454 |
| 141-2-101-0033-1-71100-529910-PBEN-1150-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0033-1-71100-529930-PBEN-1150-101 | Short Term Disability | - | 114 | | 114 |
| | **Total 71100 - Regular Instruction - Brown Academy** | **-** | **52,210** | **-** | **52,210** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-101-0037-1-71100-516310-PBEN-1150-101 | Educational Assistant (2 FTE) | - | 62,174 | | 62,174 |
| 141-2-101-0037-1-71100-520110-PBEN-1150-101 | Social Security | - | 3,852 | | 3,852 |
| 141-2-101-0037-1-71100-520410-PBEN-1150-101 | Retirement | - | 9,134 | | 9,134 |
| 141-2-101-0037-1-71100-520610-PBEN-1150-101 | Life Insurance | - | 76 | | 76 |
| 141-2-101-0037-1-71100-520710-PBEN-1150-101 | Medical Insurance | - | 26,766 | | 26,766 |
| 141-2-101-0037-1-71100-520810-PBEN-1150-101 | Dental Insurance | - | 480 | | 480 |
| 141-2-101-0037-1-71100-521010-PBEN-1150-101 | Unemployment Compensation | - | 14 | | 14 |
| 141-2-101-0037-1-71100-521210-PBEN-1150-101 | Medicare | - | 902 | | 902 |
| 141-2-101-0037-1-71100-529910-PBEN-1150-101 | Long Term Disability | - | 208 | | 208 |
| 141-2-101-0037-1-71100-529930-PBEN-1150-101 | Short Term Disability | - | 226 | | 226 |
| | **Total 71100 - Regular Instruction - Donaldson Elementary** | **-** | **103,832** | **-** | **103,832** |
| 141-2-101-0048-1-71100-516310-PBEN-1150-101 | Educational Assistant (1 FTE) | - | 27,238 | | 27,238 |
| 141-2-101-0048-1-71100-520110-PBEN-1150-101 | Social Security | - | 1,690 | | 1,690 |
| 141-2-101-0048-1-71100-520410-PBEN-1150-101 | Retirement | - | 4,004 | | 4,004 |
| 141-2-101-0048-1-71100-520610-PBEN-1150-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0048-1-71100-520710-PBEN-1150-101 | Medical Insurance | - | 13,384 | | 13,384 |
| 141-2-101-0048-1-71100-520810-PBEN-1150-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0048-1-71100-521010-PBEN-1150-101 | Unemployment Compensation | - | 14 | | 14 |
| 141-2-101-0048-1-71100-521210-PBEN-1150-101 | Medicare | - | 396 | | 396 |
| 141-2-101-0048-1-71100-529910-PBEN-1150-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0048-1-71100-529930-PBEN-1150-101 | Short Term Disability | - | 114 | | 114 |
| | **Total 71100 - Regular Instruction - CHES** | **-** | **47,222** | **-** | **47,222** |
| 141-2-101-0063-1-71100-516310-PBEN-1150-101 | Educational Assistant (1 FTE) | - | 27,238 | | 27,238 |
| 141-2-101-0063-1-71100-520110-PBEN-1150-101 | Social Security | - | 1,690 | | 1,690 |
| 141-2-101-0063-1-71100-520410-PBEN-1150-101 | Retirement | - | 4,004 | | 4,004 |
| 141-2-101-0063-1-71100-520610-PBEN-1150-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0063-1-71100-520710-PBEN-1150-101 | Medical Insurance | - | 13,384 | | 13,384 |
| 141-2-101-0063-1-71100-520810-PBEN-1150-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0063-1-71100-521010-PBEN-1150-101 | Unemployment Compensation | - | 14 | | 14 |
| 141-2-101-0063-1-71100-521210-PBEN-1150-101 | Medicare | - | 396 | | 396 |
| 141-2-101-0063-1-71100-529910-PBEN-1150-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0063-1-71100-529930-PBEN-1150-101 | Short Term Disability | - | 114 | | 114 |
| | **Total 71100 - Regular Instruction - East Lake Elementary** | **-** | **47,222** | **-** | **47,222** |
| 141-2-101-0065-1-71100-516310-PBEN-1150-101 | Educational Assistant (1 FTE) | - | 30,602 | | 30,602 |
| 141-2-101-0065-1-71100-520110-PBEN-1150-101 | Social Security | - | 1,898 | | 1,898 |
| 141-2-101-0065-1-71100-520410-PBEN-1150-101 | Retirement | - | 4,498 | | 4,498 |
| 141-2-101-0065-1-71100-520610-PBEN-1150-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0065-1-71100-520710-PBEN-1150-101 | Medical Insurance | - | 13,384 | | 13,384 |
| 141-2-101-0065-1-71100-520810-PBEN-1150-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0065-1-71100-521010-PBEN-1150-101 | Unemployment Compensation | - | 14 | | 14 |
| 141-2-101-0065-1-71100-521210-PBEN-1150-101 | Medicare | - | 444 | | 444 |
| 141-2-101-0065-1-71100-529910-PBEN-1150-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0065-1-71100-529930-PBEN-1150-101 | Short Term Disability | - | 114 | | 114 |
| | **Total 71100 - Regular Instruction - East Ridge Elementary** | **-** | **51,336** | **-** | **51,336** |
| 141-2-101-0078-1-71100-516310-PBEN-1150-101 | Educational Assistant (1 FTE) | - | 35,394 | | 35,394 |
| 141-2-101-0078-1-71100-520110-PBEN-1150-101 | Social Security | - | 2,194 | | 2,194 |
| 141-2-101-0078-1-71100-520410-PBEN-1150-101 | Retirement | - | 5,204 | | 5,204 |
| 141-2-101-0078-1-71100-520610-PBEN-1150-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0078-1-71100-520710-PBEN-1150-101 | Medical Insurance | - | 13,384 | | 13,384 |
| 141-2-101-0078-1-71100-520810-PBEN-1150-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0078-1-71100-521010-PBEN-1150-101 | Unemployment Compensation | - | 14 | | 14 |
| 141-2-101-0078-1-71100-521210-PBEN-1150-101 | Medicare | - | 514 | | 514 |
| 141-2-101-0078-1-71100-529910-PBEN-1150-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0078-1-71100-529930-PBEN-1150-101 | Short Term Disability | - | 114 | | 114 |
| | **Total 71100 - Regular Instruction - East Side Elementary** | **-** | **57,200** | **-** | **57,200** |
| 141-2-101-0090-1-71100-516310-PBEN-1150-101 | Educational Assistant (1 FTE) | - | 29,244 | | 29,244 |
| 141-2-101-0090-1-71100-520110-PBEN-1150-101 | Social Security | - | 1,814 | | 1,814 |
| 141-2-101-0090-1-71100-520410-PBEN-1150-101 | Retirement | - | 4,300 | | 4,300 |
| 141-2-101-0090-1-71100-520610-PBEN-1150-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0090-1-71100-520710-PBEN-1150-101 | Medical Insurance | - | 13,384 | | 13,384 |
| 141-2-101-0090-1-71100-520810-PBEN-1150-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0090-1-71100-521010-PBEN-1150-101 | Unemployment Compensation | - | 14 | | 14 |
| 141-2-101-0090-1-71100-521210-PBEN-1150-101 | Medicare | - | 424 | | 424 |
| 141-2-101-0090-1-71100-529910-PBEN-1150-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0090-1-71100-529930-PBEN-1150-101 | Short Term Disability | - | 114 | | 114 |
| | **Total 71100 - Regular Instruction - Harrison Elementary** | **-** | **49,676** | **-** | **49,676** |
| 141-2-101-0097-1-71100-516310-PBEN-1150-101 | Educational Assistant (1 FTE) | - | 29,244 | | 29,244 |
| 141-2-101-0097-1-71100-520110-PBEN-1150-101 | Social Security | - | 1,814 | | 1,814 |
| 141-2-101-0097-1-71100-520410-PBEN-1150-101 | Retirement | - | 4,300 | | 4,300 |
| 141-2-101-0097-1-71100-520610-PBEN-1150-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0097-1-71100-520710-PBEN-1150-101 | Medical Insurance | - | 13,384 | | 13,384 |
| 141-2-101-0097-1-71100-520810-PBEN-1150-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0097-1-71100-521010-PBEN-1150-101 | Unemployment Compensation | - | 14 | | 14 |
| 141-2-101-0097-1-71100-521210-PBEN-1150-101 | Medicare | - | 424 | | 424 |
| 141-2-101-0097-1-71100-529910-PBEN-1150-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0097-1-71100-529930-PBEN-1150-101 | Short Term Disability | - | 114 | | 114 |
| | **Total 71100 - Regular Instruction - Barger Academy** | **-** | **49,676** | **-** | **49,676** |
| 141-2-101-0110-1-71100-516310-PBEN-1150-101 | Educational Assistant (1 FTE) | - | 26,574 | | 26,574 |
| 141-2-101-0110-1-71100-520110-PBEN-1150-101 | Social Security | - | 1,648 | | 1,648 |
| 141-2-101-0110-1-71100-520410-PBEN-1150-101 | Retirement | - | 3,906 | | 3,906 |
| 141-2-101-0110-1-71100-520610-PBEN-1150-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0110-1-71100-520710-PBEN-1150-101 | Medical Insurance | - | 13,384 | | 13,384 |
| 141-2-101-0110-1-71100-520810-PBEN-1150-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0110-1-71100-521010-PBEN-1150-101 | Unemployment Compensation | - | 14 | | 14 |
| 141-2-101-0110-1-71100-521210-PBEN-1150-101 | Medicare | - | 386 | | 386 |
| 141-2-101-0110-1-71100-529910-PBEN-1150-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0110-1-71100-529930-PBEN-1150-101 | Short Term Disability | - | 114 | | 114 |
| | **Total 71100 - Regular Instruction - Hardy Elementary** | **-** | **46,408** | **-** | **46,408** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-101-0194-1-71100-516310-PBEN-1150-101 | Educational Assistant (1 FTE) | - | 32,386 | | 32,386 |
| 141-2-101-0194-1-71100-520110-PBEN-1150-101 | Social Security | - | 2,008 | | 2,008 |
| 141-2-101-0194-1-71100-520410-PBEN-1150-101 | Retirement | - | 4,762 | | 4,762 |
| 141-2-101-0194-1-71100-520610-PBEN-1150-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0194-1-71100-520710-PBEN-1150-101 | Medical Insurance | - | 13,384 | | 13,384 |
| 141-2-101-0194-1-71100-520810-PBEN-1150-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0194-1-71100-521010-PBEN-1150-101 | Unemployment Compensation | - | 14 | | 14 |
| 141-2-101-0194-1-71100-521210-PBEN-1150-101 | Medicare | - | 470 | | 470 |
| 141-2-101-0194-1-71100-529910-PBEN-1150-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0194-1-71100-529930-PBEN-1150-101 | Short Term Disability | - | 114 | | 114 |
| | **Total 71100 - Regular Instruction - Orchard Knob ES** | **-** | **53,520** | **-** | **53,520** |
| 141-2-101-0235-1-71100-516310-PBEN-1150-101 | Educational Assistant (1 FTE) | - | 27,918 | | 27,918 |
| 141-2-101-0235-1-71100-520110-PBEN-1150-101 | Social Security | - | 1,732 | | 1,732 |
| 141-2-101-0235-1-71100-520410-PBEN-1150-101 | Retirement | - | 4,104 | | 4,104 |
| 141-2-101-0235-1-71100-520610-PBEN-1150-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0235-1-71100-520710-PBEN-1150-101 | Medical Insurance | - | 13,384 | | 13,384 |
| 141-2-101-0235-1-71100-520810-PBEN-1150-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0235-1-71100-521010-PBEN-1150-101 | Unemployment Compensation | - | 14 | | 14 |
| 141-2-101-0235-1-71100-521210-PBEN-1150-101 | Medicare | - | 406 | | 406 |
| 141-2-101-0235-1-71100-529910-PBEN-1150-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0235-1-71100-529930-PBEN-1150-101 | Short Term Disability | - | 114 | | 114 |
| | **Total 71100 - Regular Instruction - Spring Creek Elementary** | **-** | **48,054** | **-** | **48,054** |
| 141-2-101-0245-1-71100-516310-PBEN-1150-101 | Educational Assistant (1 FTE) | - | 29,924 | | 29,924 |
| 141-2-101-0245-1-71100-520110-PBEN-1150-101 | Social Security | - | 1,856 | | 1,856 |
| 141-2-101-0245-1-71100-520410-PBEN-1150-101 | Retirement | - | 4,400 | | 4,400 |
| 141-2-101-0245-1-71100-520610-PBEN-1150-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0245-1-71100-520710-PBEN-1150-101 | Medical Insurance | - | 13,384 | | 13,384 |
| 141-2-101-0245-1-71100-520810-PBEN-1150-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0245-1-71100-521010-PBEN-1150-101 | Unemployment Compensation | - | 14 | | 14 |
| 141-2-101-0245-1-71100-521210-PBEN-1150-101 | Medicare | - | 434 | | 434 |
| 141-2-101-0245-1-71100-529910-PBEN-1150-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0245-1-71100-529930-PBEN-1150-101 | Short Term Disability | - | 114 | | 114 |
| | **Total 71100 - Regular Instruction - Woodmore ES** | **-** | **50,508** | **-** | **50,508** |
| 141-2-101-0065-1-72130-539990-0000-1150-101 | Contracted Services | - | 30,480 | | 30,480 |
| | **Total 72130 - Other Student Support - East Ridge Elementary** | **-** | **30,480** | **-** | **30,480** |
| 141-2-101-0070-3-72130-539990-0000-1150-101 | Contracted Services | - | 30,481 | | 30,481 |
| | **Total 72130 - Other Student Support - East Ridge High** | **-** | **30,481** | **-** | **30,481** |
| 141-2-101-0075-2-72130-539990-0000-1150-101 | Contracted Services | - | 30,481 | | 30,481 |
| | **Total 72130 - Other Student Support - East Ridge Middle** | **-** | **30,481** | **-** | **30,481** |
| 141-2-101-0235-1-72130-539990-0000-1150-101 | Contracted Services | - | 30,480 | | 30,480 |
| | **Total 72130 - Other Student Support - Spring Creek Elementary** | **-** | **30,480** | **-** | **30,480** |
| 141-2-101-6000-0-72130-5189B0-PBEN-1150-101 | Truancy Specialist (1 FTE) | 55,461 | 61,100 | (55,461) | 61,100 |
| 141-2-101-6000-0-72130-520110-PBEN-1150-101 | Social Security | 3,439 | 3,788 | (3,439) | 3,788 |
| 141-2-101-6000-0-72130-520410-PBEN-1150-101 | Retirement | 7,044 | 8,979 | (7,044) | 8,979 |
| 141-2-101-6000-0-72130-520610-PBEN-1150-101 | Life Insurance | 38 | 38 | (38) | 38 |
| 141-2-101-6000-0-72130-520710-PBEN-1150-101 | Medical Insurance | 13,383 | 13,384 | (13,383) | 13,384 |
| 141-2-101-6000-0-72130-520810-PBEN-1150-101 | Dental Insurance | 240 | 240 | (240) | 240 |
| 141-2-101-6000-0-72130-521010-PBEN-1150-101 | Unemployment Compensation | 13 | 14 | (13) | 14 |
| 141-2-101-6000-0-72130-521210-PBEN-1150-101 | Medicare | 804 | 886 | (804) | 886 |
| 141-2-101-6000-0-72130-529910-PBEN-1150-101 | Long Term Disability | 104 | 104 | (104) | 104 |
| 141-2-101-6000-0-72130-529930-PBEN-1150-101 | Short Term Disability | 113 | 114 | (113) | 114 |
| 141-2-101-6000-0-72130-535510-0000-1150-101 | Travel: Mileage | 1,800 | 2,000 | (1,800) | 2,000 |
| 141-2-101-6000-0-72130-539990-0000-1150-101 | Contracted Services | 76,582 | | (76,582) | - |
| | **Total 72130 - Other Student Support - District** | **159,021** | **90,647** | **(159,021)** | **90,647** |
| 141-2-101-6002-0-72130-512310-PBEN-1150-101 | Counselor (.75 FTE) | 63,935 | 70,350 | (63,935) | 70,350 |
| 141-2-101-6002-0-72130-518980-PBEN-1150-101 | MT Student Support Coach (1 FTE) | 48,076 | 53,300 | (48,076) | 53,300 |
| 141-2-101-6002-0-72130-518980-0000-1150-101 | MT Student Support Coach - additional days | 1,663 | 7,500 | (1,663) | 7,500 |
| 141-2-101-6002-0-72130-520110-0000-1150-101 | Social Security | 103 | 465 | (103) | 465 |
| 141-2-101-6002-0-72130-520110-PBEN-1150-101 | Social Security | 6,945 | 7,667 | (6,945) | 7,667 |
| 141-2-101-6002-0-72130-520410-0000-1150-101 | Retirement | - | 675 | | 675 |
| 141-2-101-6002-0-72130-520410-PBEN-1150-101 | Retirement | 8,961 | 14,595 | (8,961) | 14,595 |
| 141-2-101-6002-0-72130-520610-PBEN-1150-101 | Life Insurance | 67 | 68 | (67) | 68 |
| 141-2-101-6002-0-72130-520710-PBEN-1150-101 | Medical Insurance | 23,420 | 23,420 | (23,420) | 23,420 |
| 141-2-101-6002-0-72130-520810-PBEN-1150-101 | Dental Insurance | 420 | 420 | (420) | 420 |
| 141-2-101-6002-0-72130-521010-PBEN-1150-101 | Unemployment Compensation | 13 | 24 | (13) | 24 |
| 141-2-101-6002-0-72130-521210-0000-1150-101 | Medicare | 24 | 109 | (24) | 109 |
| 141-2-101-6002-0-72130-521210-PBEN-1150-101 | Medicare | 1,624 | 1,793 | (1,624) | 1,793 |
| 141-2-101-6002-0-72130-529910-PBEN-1150-101 | Long Term Disability | 182 | 182 | (182) | 182 |
| 141-2-101-6002-0-72130-529930-PBEN-1150-101 | Short Term Disability | 198 | 198 | (198) | 198 |
| 141-2-101-6002-0-72130-535510-0000-1150-101 | Mileage | 900 | 3,000 | (900) | 3,000 |
| | **Total 72130 - Other Student Support - MidTown LC** | **156,531** | **183,766** | **(156,531)** | **183,766** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-101-0000-0-72210-510510-PBEN-1150-101 | Director (1 FTE) | 118,600 | 63,250 | (118,600) | 63,250 |
| 141-2-101-0000-0-72210-510560-PBEN-1150-101 | Administrator (1 FTE) | 104,850 | 57,668 | (104,850) | 57,668 |
| 141-2-101-0000-0-72210-511910-PBEN-1150-101 | Accountant (.25 FTE) | 18,385 | 10,112 | (18,385) | 10,112 |
| 141-2-101-0000-0-72210-518990-PWOB-1150-101 | Leadership Development Mananger (.46) | - | 32,340 | | 32,340 |
| 141-2-101-0000-0-72210-520110-PBEN-1150-101 | Social Security | 14,994 | 8,124 | (14,994) | 8,124 |
| 141-2-101-0000-0-72210-520110-PWOB-1150-101 | Social Security | - | 2,005 | | 2,005 |
| 141-2-101-0000-0-72210-520410-PBEN-1150-101 | Retirement | 30,713 | 12,372 | (30,713) | 12,372 |
| 141-2-101-0000-0-72210-520610-PBEN-1150-101 | Life Insurance | 86 | 43 | (86) | 43 |
| 141-2-101-0000-0-72210-520710-PBEN-1150-101 | Medical Insurance | 30,112 | 15,032 | (30,112) | 15,032 |
| 141-2-101-0000-0-72210-520770-PWOB-1150-101 | Medical Insurance - Part-time | - | 260 | | 260 |
| 141-2-101-0000-0-72210-520810-PBEN-1150-101 | Dental Insurance | 540 | 270 | (540) | 270 |
| 141-2-101-0000-0-72210-521010-PBEN-1150-101 | Unemployment Compensation | 29 | 15 | (29) | 15 |
| 141-2-101-0000-0-72210-521210-PBEN-1150-101 | Medicare | 3,507 | 1,900 | (3,507) | 1,900 |
| 141-2-101-0000-0-72210-521210-PWOB-1150-101 | Medicare | - | 469 | | 469 |
| 141-2-101-0000-0-72210-529910-PBEN-1150-101 | Long Term Disability | 234 | 117 | (234) | 117 |
| 141-2-101-0000-0-72210-529930-PBEN-1150-101 | Short Term Disability | 254 | 127 | (254) | 127 |
| 141-2-101-0000-0-72210-530810-0000-1150-101 | Consultants | - | 100,000 | | 100,000 |
| 141-2-101-0000-0-72210-535510-0000-1150-101 | Travel | 3,227 | 1,000 | (3,227) | 1,000 |
| | **Total 72210 - Regular Instruction Support - District** | **325,531** | **305,104** | **(325,531)** | **305,104** |
| 141-2-101-6002-0-72210-514100-0000-1150-101 | Differentiated Pay | - | 7,737 | | 7,737 |
| 141-2-101-6002-0-72210-517210-PBEN-1150-101 | Instructional Coach - New Teacher Coach (.5 FTE) | - | 22,774 | - | 22,774 |
| 141-2-101-6002-0-72210-517210-PBEN-1150-101 | Instructional Coach (1 FTE) | 89,693 | 45,346 | (89,693) | 45,346 |
| 141-2-101-6002-0-72210-5189D0-PBEN-1150-101 | District K-5 Math Lead MT (.67 FTE) | 226,632 | 27,297 | (226,632) | 27,297 |
| 141-2-101-6002-0-72210-5189D0-PBEN-1150-101 | District 6-12 Math Lead MT (.25 FTE) | - | 11,387 | | 11,387 |
| 141-2-101-6002-0-72210-5189D0-PBEN-1150-101 | District K-2 ELA Lead MT (.67 FTE) | - | 35,274 | | 35,274 |
| 141-2-101-6002-0-72210-5189D0-PBEN-1150-101 | District 3-5 ELA Lead MT (1 FTE) | - | 44,480 | | 44,480 |
| 141-2-101-6002-0-72210-5189D0-PBEN-1150-101 | District 6-12 ELA Lead MT (.25 FTE) | - | 9,318 | | 9,318 |
| 141-2-101-6002-0-72210-5189D0-0000-1150-101 | District Content Lead Supplemental Pay | 4,217 | 4,004 | (4,217) | 4,004 |
| 141-2-101-6002-0-72210-520110-0000-1150-101 | Social Security | 261 | 728 | (261) | 728 |
| 141-2-101-6002-0-72210-520110-PBEN-1150-101 | Social Security | 19,612 | 12,144 | (19,612) | 12,144 |
| 141-2-101-6002-0-72210-520410-0000-1150-101 | Retirement | - | 1,057 | | 1,057 |
| 141-2-101-6002-0-72210-520410-PBEN-1150-101 | Retirement | 40,173 | 17,629 | (40,173) | 17,629 |
| 141-2-101-6002-0-72210-520610-PBEN-1150-101 | Life Insurance | 165 | 83 | (165) | 83 |
| 141-2-101-6002-0-72210-520710-PBEN-1150-101 | Medical Insurance | 58,082 | 29,041 | (58,082) | 29,041 |
| 141-2-101-6002-0-72210-520810-PBEN-1150-101 | Dental Insurance | 1,042 | 521 | (1,042) | 521 |
| 141-2-101-6002-0-72210-521010-PBEN-1150-101 | Unemployment Compensation | 56 | 28 | (56) | 28 |
| 141-2-101-6002-0-72210-521210-0000-1150-101 | Medicare | 61 | 170 | (61) | 170 |
| 141-2-101-6002-0-72210-521210-PBEN-1150-101 | Medicare | 4,587 | 2,841 | (4,587) | 2,841 |
| 141-2-101-6002-0-72210-529910-PBEN-1150-101 | Long Term Disability | 451 | 226 | (451) | 226 |
| 141-2-101-6002-0-72210-529930-PBEN-1150-101 | Short Term Disability | 490 | 245 | (490) | 245 |
| 141-2-101-6002-0-72210-535510-0000-1150-101 | Travel | 900 | 2,500 | (900) | 2,500 |
| | **Total 72210 - Regular Instruction Support - Midtown** | **446,422** | **274,830** | **(446,422)** | **274,830** |
| 141-2-101-6003-0-72210-514100-0000-1150-101 | Differentiated Compensation - MR Math Content Leads | 15,196 | 16,884 | (15,196) | 16,884 |
| 141-2-101-6003-0-72210-517210-PBEN-1150-101 | District New Teacher Coach MR (1 FTE) | 153,802 | 45,816 | (153,802) | 45,816 |
| 141-2-101-6003-0-72210-517210-PBEN-1150-101 | Instructional Coach (1 FTE) | - | 37,054 | | 37,054 |
| 141-2-101-6003-0-72210-5189D0-PBEN-1150-101 | District K-5 Math Lead MR (1 FTE) | 399,000 | 41,543 | (399,000) | 41,543 |
| 141-2-101-6003-0-72210-5189D0-PBEN-1150-101 | District 6-12 Math Content Lead MR (1 FTE) | - | 42,878 | | 42,878 |
| 141-2-101-6003-0-72210-5189D0-PBEN-1150-101 | District 6-12 Math Content Lead MR (FTE) | - | 46,084 | | 46,084 |
| 141-2-101-6003-0-72210-5189D0-PBEN-1150-101 | District Content Lead 3-5 ELA MR (1 FTE) | - | 43,679 | | 43,679 |
| 141-2-101-6003-0-72210-5189D0-PBEN-1150-101 | District ELA K-2 Lead (1 FTE) | - | 46,084 | | 46,084 |
| 141-2-101-6003-0-72210-5189D0-0000-1150-101 | District Content Lead Supplemental Pay | 6,355 | 9,368 | (6,355) | 9,368 |
| 141-2-101-6003-0-72210-520110-0000-1150-101 | Social Security | 1,336 | 1,628 | (1,336) | 1,628 |
| 141-2-101-6003-0-72210-520110-PBEN-1150-101 | Social Security | 34,274 | 18,794 | (34,274) | 18,794 |
| 141-2-101-6003-0-72210-520410-0000-1150-101 | Retirement | - | 2,363 | | 2,363 |
| 141-2-101-6003-0-72210-520410-PBEN-1150-101 | Retirement | 70,206 | 27,286 | (70,206) | 27,286 |
| 141-2-101-6003-0-72210-520610-PBEN-1150-101 | Life Insurance | 266 | 133 | (266) | 133 |
| 141-2-101-6003-0-72210-520710-PBEN-1150-101 | Medical Insurance | 93,681 | 46,841 | (93,681) | 46,841 |
| 141-2-101-6003-0-72210-520810-PBEN-1150-101 | Dental Insurance | 1,680 | 840 | (1,680) | 840 |
| 141-2-101-6003-0-72210-521010-PBEN-1150-101 | Unemployment Compensation | 91 | 46 | (91) | 46 |
| 141-2-101-6003-0-72210-521210-0000-1150-101 | Medicare | 312 | 381 | (312) | 381 |
| 141-2-101-6003-0-72210-521210-PBEN-1150-101 | Medicare | 8,016 | 4,396 | (8,016) | 4,396 |
| 141-2-101-6003-0-72210-529910-PBEN-1150-101 | Long Term Disability | 728 | 364 | (728) | 364 |
| 141-2-101-6003-0-72210-529930-PBEN-1150-101 | Short Term Disability | 791 | 396 | (791) | 396 |
| 141-2-101-6003-0-72210-535510-0000-1150-101 | Travel | 1,800 | 4,000 | (1,800) | 4,000 |
| | **Total 72210 - Regular Instruction Support - Missionary Ridge** | **787,534** | **436,858** | **(787,534)** | **436,858** |
| 141-2-101-0037-1-72210-517210-PBEN-1150-101 | Instructional Coach (1 FTE) | - | 39,249 | | 39,249 |
| 141-2-101-0037-1-72210-520110-PBEN-1150-101 | Social Security | - | 2,434 | | 2,434 |
| 141-2-101-0037-1-72210-520410-PBEN-1150-101 | Retirement | - | 3,533 | | 3,533 |
| 141-2-101-0037-1-72210-520610-PBEN-1150-101 | Life Insurance | - | 19 | | 19 |
| 141-2-101-0037-1-72210-520710-PBEN-1150-101 | Medical Insurance | - | 6,692 | | 6,692 |
| 141-2-101-0037-1-72210-520810-PBEN-1150-101 | Dental Insurance | - | 120 | | 120 |
| 141-2-101-0037-1-72210-521010-PBEN-1150-101 | Unemployment Compensation | - | 7 | | 7 |
| 141-2-101-0037-1-72210-521210-PBEN-1150-101 | Medicare | - | 569 | | 569 |
| 141-2-101-0037-1-72210-529910-PBEN-1150-101 | Long Term Disability | - | 52 | | 52 |
| 141-2-101-0037-1-72210-529930-PBEN-1150-101 | Short Term Disability | - | 57 | | 57 |
| | **Total 72210 - Regular Instruction Support - DES** | **-** | **52,732** | **-** | **52,732** |
| 141-2-101-0048-1-72210-517210-PBEN-1150-101 | Instructional Coach (.5 FTE) | - | 16,699 | | 16,699 |
| 141-2-101-0048-1-72210-520110-PBEN-1150-101 | Social Security | - | 1,036 | | 1,036 |
| 141-2-101-0048-1-72210-520410-PBEN-1150-101 | Retirement | - | 1,503 | | 1,503 |
| 141-2-101-0048-1-72210-520610-PBEN-1150-101 | Life Insurance | - | 10 | | 10 |
| 141-2-101-0048-1-72210-520710-PBEN-1150-101 | Medical Insurance | - | 3,346 | | 3,346 |
| 141-2-101-0048-1-72210-520810-PBEN-1150-101 | Dental Insurance | - | 60 | | 60 |
| 141-2-101-0048-1-72210-521010-PBEN-1150-101 | Unemployment Compensation | - | 4 | | 4 |
| 141-2-101-0048-1-72210-521210-PBEN-1150-101 | Medicare | - | 242 | | 242 |
| 141-2-101-0048-1-72210-529910-PBEN-1150-101 | Long Term Disability | - | 26 | | 26 |
| 141-2-101-0048-1-72210-529930-PBEN-1150-101 | Short Term Disability | - | 29 | | 29 |
| | **Total 72210 - Regular Instruction Support - CHES** | **-** | **22,955** | **-** | **22,955** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-101-0110-1-72210-517210-PBEN-1150-101 | Instructional Coach (1 FTE) | - | 36,567 | | 36,567 |
| 141-2-101-0110-1-72210-520110-PBEN-1150-101 | Social Security | - | 2,267 | | 2,267 |
| 141-2-101-0110-1-72210-520410-PBEN-1150-101 | Retirement | - | 3,291 | | 3,291 |
| 141-2-101-0110-1-72210-520610-PBEN-1150-101 | Life Insurance | - | 19 | | 19 |
| 141-2-101-0110-1-72210-520710-PBEN-1150-101 | Medical Insurance | - | 6,692 | | 6,692 |
| 141-2-101-0110-1-72210-520810-PBEN-1150-101 | Dental Insurance | - | 120 | | 120 |
| 141-2-101-0110-1-72210-521010-PBEN-1150-101 | Unemployment Compensation | - | 7 | | 7 |
| 141-2-101-0110-1-72210-521210-PBEN-1150-101 | Medicare | - | 530 | | 530 |
| 141-2-101-0110-1-72210-529910-PBEN-1150-101 | Long Term Disability | - | 52 | | 52 |
| 141-2-101-0110-1-72210-529930-PBEN-1150-101 | Short Term Disability | - | 57 | | 57 |
| | **Total 72210 - Regular Instruction Support - HES** | **-** | **49,602** | **-** | **49,602** |
| 141-2-101-0194-1-72210-517210-PBEN-1150-101 | Instructional Coach (1 FTE) | - | 44,126 | | 44,126 |
| 141-2-101-0194-1-72210-520110-PBEN-1150-101 | Social Security | - | 2,736 | | 2,736 |
| 141-2-101-0194-1-72210-520410-PBEN-1150-101 | Retirement | - | 3,972 | | 3,972 |
| 141-2-101-0194-1-72210-520610-PBEN-1150-101 | Life Insurance | - | 19 | | 19 |
| 141-2-101-0194-1-72210-520710-PBEN-1150-101 | Medical Insurance | - | 6,692 | | 6,692 |
| 141-2-101-0194-1-72210-520810-PBEN-1150-101 | Dental Insurance | - | 120 | | 120 |
| 141-2-101-0194-1-72210-521010-PBEN-1150-101 | Unemployment Compensation | - | 7 | | 7 |
| 141-2-101-0194-1-72210-521210-PBEN-1150-101 | Medicare | - | 640 | | 640 |
| 141-2-101-0194-1-72210-529910-PBEN-1150-101 | Long Term Disability | - | 52 | | 52 |
| 141-2-101-0194-1-72210-529930-PBEN-1150-101 | Short Term Disability | - | 57 | | 57 |
| | **Total 72210 - Regular Instruction Support - OKES** | **-** | **58,421** | **-** | **58,421** |
| 141-2-101-0200-2-72210-517210-PBEN-1150-101 | Instructional Coach (1 FTE) | - | 37,054 | | 37,054 |
| 141-2-101-0200-2-72210-520110-PBEN-1150-101 | Social Security | - | 2,298 | | 2,298 |
| 141-2-101-0200-2-72210-520410-PBEN-1150-101 | Retirement | - | 3,335 | | 3,335 |
| 141-2-101-0200-2-72210-520610-PBEN-1150-101 | Life Insurance | - | 19 | | 19 |
| 141-2-101-0200-2-72210-520710-PBEN-1150-101 | Medical Insurance | - | 6,692 | | 6,692 |
| 141-2-101-0200-2-72210-520810-PBEN-1150-101 | Dental Insurance | - | 120 | | 120 |
| 141-2-101-0200-2-72210-521010-PBEN-1150-101 | Unemployment Compensation | - | 7 | | 7 |
| 141-2-101-0200-2-72210-521210-PBEN-1150-101 | Medicare | - | 538 | | 538 |
| 141-2-101-0200-2-72210-529910-PBEN-1150-101 | Long Term Disability | - | 52 | | 52 |
| 141-2-101-0200-2-72210-529930-PBEN-1150-101 | Short Term Disability | - | 57 | | 57 |
| | **Total 72210 - Regular Instruction Support - OKMS** | **-** | **50,172** | **-** | **50,172** |
| 141-2-101-0245-1-72210-517210-PBEN-1150-101 | Instructional Coach (.5 FTE) | - | 18,893 | | 18,893 |
| 141-2-101-0245-1-72210-520110-PBEN-1150-101 | Social Security | - | 1,172 | | 1,172 |
| 141-2-101-0245-1-72210-520410-PBEN-1150-101 | Retirement | - | 1,701 | | 1,701 |
| 141-2-101-0245-1-72210-520610-PBEN-1150-101 | Life Insurance | - | 10 | | 10 |
| 141-2-101-0245-1-72210-520710-PBEN-1150-101 | Medical Insurance | - | 3,346 | | 3,346 |
| 141-2-101-0245-1-72210-520810-PBEN-1150-101 | Dental Insurance | - | 60 | | 60 |
| 141-2-101-0245-1-72210-521010-PBEN-1150-101 | Unemployment Compensation | - | 4 | | 4 |
| 141-2-101-0245-1-72210-521210-PBEN-1150-101 | Medicare | - | 274 | | 274 |
| 141-2-101-0245-1-72210-529910-PBEN-1150-101 | Long Term Disability | - | 26 | | 26 |
| 141-2-101-0245-1-72210-529930-PBEN-1150-101 | Short Term Disability | - | 29 | | 29 |
| | **Total 72210 - Regular Instruction Support - Woodmore Elementary** | **-** | **25,515** | **-** | **25,515** |
| 141-2-101-0000-0-72410-518810-0000-1150-101 | Bonus | - | 40,000 | | 40,000 |
| 141-2-101-0000-0-72410-520110-0000-1150-101 | Social Security | - | 2,480 | | 2,480 |
| 141-2-101-0000-0-72410-520410-0000-1150-101 | Retirement | - | 3,600 | | 3,600 |
| 141-2-101-0000-0-72410-521210-0000-1150-101 | Medicare | - | 580 | | 580 |
| | **Total 72410 - Office of the Principal** | **-** | **46,660** | **-** | **46,660** |
| 141-2-101-0000-0-72520-510540-PBEN-1150-101 | Manager .5 FTE | 41,797 | 46,000 | (41,797) | 46,000 |
| 141-2-101-0000-0-72520-518810-0000-1150-101 | Bonus | - | 20,000 | | 20,000 |
| 141-2-101-0000-0-72520-520110-0000-1150-101 | Social Security | - | 1,240 | | 1,240 |
| 141-2-101-0000-0-72520-520110-PBEN-1150-101 | Social Security | 2,591 | 2,852 | (2,591) | 2,852 |
| 141-2-101-0000-0-72520-520410-0000-1150-101 | Retirement | - | 1,800 | | 1,800 |
| 141-2-101-0000-0-72520-520410-PBEN-1150-101 | Retirement | 3,344 | 6,762 | (3,344) | 6,762 |
| 141-2-101-0000-0-72520-520610-PBEN-1150-101 | Life Insurance | 19 | 20 | (19) | 20 |
| 141-2-101-0000-0-72520-520710-PBEN-1150-101 | Medical Insurance | 6,692 | 6,692 | (6,692) | 6,692 |
| 141-2-101-0000-0-72520-520810-PBEN-1150-101 | Dental Insurance | 120 | 120 | (120) | 120 |
| 141-2-101-0000-0-72520-521010-PBEN-1150-101 | Unemployment Compensation | 7 | 8 | (7) | 8 |
| 141-2-101-0000-0-72520-521210-0000-1150-101 | Medicare | - | 290 | | 290 |
| 141-2-101-0000-0-72520-521210-PBEN-1150-101 | Medicare | 606 | 668 | (606) | 668 |
| 141-2-101-0000-0-72520-529910-PBEN-1150-101 | Long Term Disability | 52 | 52 | (52) | 52 |
| 141-2-101-0000-0-72520-529930-PBEN-1150-101 | Short Term Disability | 57 | 58 | (57) | 58 |
| 141-2-101-6000-0-72520-539990-0000-1150-101 | Other Contracted Services | 250,000 | 250,000 | (250,000) | 250,000 |
| | **Total 72520 - Human Resources/Personnel** | **305,285** | **336,562** | **(305,285)** | **336,562** |
| | **Total Priority and on the Cusp School Set Aside** | **2,180,324** | **2,763,968** | **(2,180,324)** | **2,763,968** |
| **Homeless Set Aside** | | | | | |
| 141-2-101-6000-0-72130-539990-0000-1110-101 | Contracted Services | 100,000 | 75,000 | (100,000) | 75,000 |
| | **Total 72130 - Other Student Support** | **100,000** | **75,000** | **(100,000)** | **75,000** |
| 141-2-101-0000-0-72210-5189A0-PBEN-1110-101 | Salary-Homeless Liaison (1 FTE) | 60,671 | 72,000 | (60,671) | 72,000 |
| 141-2-101-0000-0-72210-520110-PBEN-1110-101 | Social Security | 3,762 | 4,464 | (3,762) | 4,464 |
| 141-2-101-0000-0-72210-520410-PBEN-1110-101 | Retirement | 4,854 | 10,584 | (4,854) | 10,584 |
| 141-2-101-0000-0-72210-520610-PBEN-1110-101 | Life Insurance | 38 | 38 | (38) | 38 |
| 141-2-101-0000-0-72210-520710-PBEN-1110-101 | Health Insurance | 13,383 | 13,383 | (13,383) | 13,383 |
| 141-2-101-0000-0-72210-520810-PBEN-1110-101 | Dental Insurance | 240 | 240 | (240) | 240 |
| 141-2-101-0000-0-72210-521010-PBEN-1110-101 | Unemployment Compensation | 13 | 13 | (13) | 13 |
| 141-2-101-0000-0-72210-521210-PBEN-1110-101 | Medicare | 880 | 1,044 | (880) | 1,044 |
| 141-2-101-0000-0-72210-529910-PBEN-1110-101 | Long Term Disability | 104 | 104 | (104) | 104 |
| 141-2-101-0000-0-72210-529930-PBEN-1110-101 | Short Term Disability | 113 | 113 | (113) | 113 |
| 141-2-101-0000-0-72210-535510-0000-1110-101 | Mileage | 2,000 | 2,000 | (2,000) | 2,000 |
| | **Total 72210 - Regular Instruction Support** | **86,058** | **103,983** | **(86,058)** | **103,983** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-101-0000-0-72710-5189M0-PBEN-1110-101 | Route Dispatcher (1 FTE) | 52,223 | 57,345 | (52,223) | 57,345 |
| 141-2-101-0000-0-72710-520110-PBEN-1110-101 | Social Security | 3,238 | 3,555 | (3,238) | 3,555 |
| 141-2-101-0000-0-72710-520410-PBEN-1110-101 | Retirement | 4,178 | 8,430 | (4,178) | 8,430 |
| 141-2-101-0000-0-72710-520610-PBEN-1110-101 | Life Insurance | 38 | 38 | (38) | 38 |
| 141-2-101-0000-0-72710-520710-PBEN-1110-101 | Health Insurance | 13,383 | 13,383 | (13,383) | 13,383 |
| 141-2-101-0000-0-72710-520810-PBEN-1110-101 | Dental Insurance | 240 | 240 | (240) | 240 |
| 141-2-101-0000-0-72710-521010-PBEN-1110-101 | Unemployment Compensation | 13 | 13 | (13) | 13 |
| 141-2-101-0000-0-72710-521210-PBEN-1110-101 | Medicare | 757 | 832 | (757) | 832 |
| 141-2-101-0000-0-72710-529910-PBEN-1110-101 | Long Term Disability | 104 | 104 | (104) | 104 |
| 141-2-101-0000-0-72710-529930-PBEN-1110-101 | Short Term Disability | 113 | 113 | (113) | 113 |
| | **Total 72710 - Transportation** | **74,287** | **84,053** | **(74,287)** | **84,053** |
| | **Total Homeless Set Aside** | **260,345** | **263,036** | **(260,345)** | **263,036** |
| **Diploma Completion (Graduation Success Program) - Set Aside** | | | | | |
| 141-2-101-7524-7-71100-511610-PBEN-1120-101 | Teacher - Diploma Completion (1 FTE) | 76,336 | 83,700 | (76,336) | 83,700 |
| 141-2-101-7524-7-71100-520110-PBEN-1120-101 | Social Security | 4,733 | 5,200 | (4,733) | 5,200 |
| 141-2-101-7524-7-71100-520410-PBEN-1120-101 | State Retirement | 6,107 | 4,850 | (6,107) | 4,850 |
| 141-2-101-7524-7-71100-520610-PBEN-1120-101 | Life Insurance | 38 | 38 | (38) | 38 |
| 141-2-101-7524-7-71100-520710-PBEN-1120-101 | Health Insurance | 13,383 | 13,383 | (13,383) | 13,383 |
| 141-2-101-7524-7-71100-520810-PBEN-1120-101 | Dental Insurance | 240 | 240 | (240) | 240 |
| 141-2-101-7524-7-71100-521010-PBEN-1120-101 | Unemployment Compensation | 13 | 13 | (13) | 13 |
| 141-2-101-7524-7-71100-521210-PBEN-1120-101 | Medicare | 1,107 | 1,250 | (1,107) | 1,250 |
| 141-2-101-7524-7-71100-529910-PBEN-1120-101 | Long Term Disability | 104 | 104 | (104) | 104 |
| 141-2-101-7524-7-71100-529930-PBEN-1120-101 | Short Term Disability | 113 | 113 | (113) | 113 |
| | **Total 71100 - Regular Instruction** | **102,174** | **108,891** | **(102,174)** | **108,891** |
| 141-2-101-7524-7-72210-510420-PBEN-1120-101 | Coordinator - Diploma Completion (1 FTE) | 115,254 | 125,250 | (115,254) | 125,250 |
| 141-2-101-7524-7-72210-520110-0000-1120-101 | Social Security | 7,146 | | (7,146) | - |
| 141-2-101-7524-7-72210-520110-PBEN-1120-101 | Social Security | - | 7,800 | | 7,800 |
| 141-2-101-7524-7-72210-520410-0000-1120-101 | Retirement | 9,220 | | (9,220) | - |
| 141-2-101-7524-7-72210-520410-PBEN-1120-101 | Retirement | - | 7,300 | | 7,300 |
| 141-2-101-7524-7-72210-520610-0000-1120-101 | Life Insurance | 38 | | (38) | - |
| 141-2-101-7524-7-72210-520610-PBEN-1120-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-7524-7-72210-520710-0000-1120-101 | Health Insurance | 13,383 | | (13,383) | - |
| 141-2-101-7524-7-72210-520710-PBEN-1120-101 | Health Insurance | - | 13,383 | | 13,383 |
| 141-2-101-7524-7-72210-520810-0000-1120-101 | Dental Insurance | 240 | | (240) | - |
| 141-2-101-7524-7-72210-520810-PBEN-1120-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-7524-7-72210-521010-0000-1120-101 | Unemployment Compensation | 13 | | (13) | - |
| 141-2-101-7524-7-72210-521010-PBEN-1120-101 | Unemployment Compensation | - | 13 | | 13 |
| 141-2-101-7524-7-72210-521210-0000-1120-101 | Medicare | 1,671 | | (1,671) | - |
| 141-2-101-7524-7-72210-521210-PBEN-1120-101 | Medicare | - | 1,850 | | 1,850 |
| 141-2-101-7524-7-72210-529910-0000-1120-101 | Long Term Disability | 104 | | (104) | - |
| 141-2-101-7524-7-72210-529910-PBEN-1120-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-7524-7-72210-529930-0000-1120-101 | Short Term Disability | 113 | | (113) | - |
| 141-2-101-7524-7-72210-529930-PBEN-1120-101 | Short Term Disability | - | 113 | | 113 |
| 141-2-101-7524-0-72210-535510-0000-1120-101 | Mileage | 2,000 | 2,000 | (2,000) | 2,000 |
| | **Total 72210 - Regular Instruction Support** | **149,182** | **158,091** | **(149,182)** | **158,091** |
| | **Total Diploma Completion Set Aside** | **251,356** | **266,982** | **(251,356)** | **266,982** |
| **Expectation Graduation Program** | | | | | |
| 141-2-101-6000-0-71100-514090-0000-1122-101 | Extended Contracts | 16,280 | 264,000 | (16,280) | 264,000 |
| 141-2-101-6000-0-71100-520110-0000-1122-101 | Social Security | 1,009 | 16,370 | (1,009) | 16,370 |
| 141-2-101-6000-0-71100-520410-0000-1122-101 | State Retirement | 1,475 | 23,760 | (1,475) | 23,760 |
| 141-2-101-6000-0-71100-521210-0000-1122-101 | Medicare | 236 | 3,830 | (236) | 3,830 |
| 141-2-101-6000-0-71100-559990-0000-1122-101 | Other Charges | - | 25,000 | | 25,000 |
| | **Total 71100 - Regular Instruction** | **19,000** | **332,960** | **(19,000)** | **332,960** |
| 141-2-101-6000-0-72710-531410-0000-1122-101 | Contracts w/ Public Carriers | 6,000 | 200,000 | (6,000) | 200,000 |
| | **Total 72710 - Transportation** | **6,000** | **200,000** | **(6,000)** | **200,000** |
| | **Total Expectation Graduation Program** | **25,000** | **532,960** | **(25,000)** | **532,960** |
| **Family Engagement** | | | | | |
| 141-2-101-0000-0-72130-549990-0000-1160-101 | Supplies: Channing Betes Books | 5,433 | | (5,433) | - |
| 141-2-101-6000-0-72130-549990-0000-1160-101 | Supplies: Channing Betes Books | - | 17,131 | | 17,131 |
| | **Total 72130 - Other Student Support** | **5,433** | **17,131** | **(5,433)** | **17,131** |
| | **Total Family Engagement** | **5,433** | **17,131** | **(5,433)** | **17,131** |
| **Reserve of Funds** | | | | | |
| 141-2-101-0000-0-72130-559990-0000-1140-101 | Other Charges: Set Aside | 100 | 81,083 | (100) | 81,083 |
| | **Total 72130 - Other Student Support** | **100** | **81,083** | **(100)** | **81,083** |
| | **Total District Programs** | **5,441,992** | **6,795,445** | **(5,441,992)** | **6,795,445** |
| **Grace Baptist (Private School)** | | | | | |
| 141-2-101-9007-5-71100-539990-0000-0000-101 | Contracted Services | 64,667 | 64,000 | (64,667) | 64,000 |
| | **Total 71100 - Regular Instruction** | **64,667** | **64,000** | **(64,667)** | **64,000** |
| 141-2-101-9007-5-72130-559990-0000-0000-101 | Charges: Parental Involvement | 892 | 907 | (892) | 907 |
| | **Total 72130 - Other Student Support** | **892** | **907** | **(892)** | **907** |
| 141-2-101-9007-5-72210-539990-0000-0000-101 | Contracted Services | 14,000 | 18,382 | (14,000) | 18,382 |
| | **Total 72210 - Regular Instruction Support** | **14,000** | **18,382** | **(14,000)** | **18,382** |
| | **Total Grace Baptist** | **79,559** | **83,289** | **(79,559)** | **83,289** |
| **Avondale SDA (Private School)** | | | | | |
| 141-2-101-9010-5-71100-539990-0000-0000-101 | Contracted Services | 24,205 | 28,183 | (24,205) | 28,183 |
| | **Total 71100 - Regular Instruction** | **24,205** | **28,183** | **(24,205)** | **28,183** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-101-9010-5-72130-549990-0000-0000-101 | Other Materials and Supplies -Parent Involvement | 274 | 310 | (274) | 310 |
| | **Total 72130 - Other Student Support** | **274** | **310** | **(274)** | **310** |
| | **Total Avondale SDA** | **24,479** | **28,493** | **(24,479)** | **28,493** |
| **Berean Academy** | | | | | |
| 141-2-101-9020-5-71100-539980-0000-0000-101 | Contract Substitutes | - | 8,000 | | 8,000 |
| 141-2-101-9020-5-71100-539990-0000-0000-101 | Contracted Services | 19,150 | 30,000 | (19,150) | 30,000 |
| | **Total 71100 - Regular Instruction** | **19,150** | **38,000** | **(19,150)** | **38,000** |
| 141-2-101-9020-5-72130-549990-0000-0000-101 | Other Materials and Supplies -Parent Involvement | 412 | 931 | (412) | 931 |
| | **Total 72130 - Other Student Support** | **412** | **931** | **(412)** | **931** |
| 141-2-101-9020-5-72210-539990-0000-0000-101 | Contracted Services | 5,400 | 28,400 | (5,400) | 28,400 |
| 141-2-101-9020-5-72210-552410-0000-0000-101 | Staff Development | 11,758 | 18,150 | (11,758) | 18,150 |
| | **Total 72210 - Regular Instruction Support** | **17,158** | **46,550** | **(17,158)** | **46,550** |
| | **Total Berean Academy** | **36,720** | **85,481** | **(36,720)** | **85,481** |
| **Boyd Buchanan (Private School)** | | | | | |
| 141-2-101-9025-5-71100-539990-0000-0000-101 | Contracted Services | 45,720 | 70,308 | (45,720) | 70,308 |
| | **Total 71100 - Regular Instruction** | **45,720** | **70,308** | **(45,720)** | **70,308** |
| 141-2-101-9025-5-72130-539990-0000-0000-101 | Contracted Services | 9,750 | 2,500 | (9,750) | 2,500 |
| 141-2-101-9025-5-72130-549990-0000-0000-101 | Other Materials and Supplies -Parent Involvement | 629 | 1,074 | (629) | 1,074 |
| | **Total 72130 - Other Student Support** | **10,379** | **3,574** | **(10,379)** | **3,574** |
| 141-2-101-9025-5-72210-539990-0000-0000-101 | Contracted Services | - | 14,750 | | 14,750 |
| 141-2-101-9025-5-72210-552410-0000-0000-101 | Staff Development | - | 10,000 | | 10,000 |
| | **Total 72210 - Regular Instruction Support** | **-** | **24,750** | **-** | **24,750** |
| | **Total Boyd Buchanan** | **56,099** | **98,632** | **(56,099)** | **98,632** |
| **Brainerd Baptist (Private School)** | | | | | |
| 141-2-101-9030-5-71100-539990-0000-0000-101 | Contracted Services | 30,256 | 64,511 | (30,256) | 64,511 |
| | **Total 71100 - Regular Instruction** | **30,256** | **64,511** | **(30,256)** | **64,511** |
| 141-2-101-9030-5-72130-539990-0000-0000-101 | Contracted Services | - | 1,250 | | 1,250 |
| 141-2-101-9030-5-72130-549990-0000-0000-101 | Other Supplies and Materials - Parent Involvement | - | 724 | | 724 |
| | **Total 72130 - Other Student Support** | **-** | **1,974** | **-** | **1,974** |
| | **Total Brainerd Baptist** | **30,256** | **66,485** | **(30,256)** | **66,485** |
| **Bright School (Private School)** | | | | | |
| 141-2-101-9035-5-71100-539990-0000-0000-101 | Other Contracted Services | 9,077 | 8,176 | (9,077) | 8,176 |
| | **Total 71100 - Regular Instruction** | **9,077** | **8,176** | **(9,077)** | **8,176** |
| 141-2-101-9035-5-72120-539990-0000-0000-101 | Other Contracted Services | - | 7,000 | | 7,000 |
| | **Total 72120 - Health Services** | **-** | **7,000** | **-** | **7,000** |
| 141-2-101-9035-5-72130-539990-0000-0000-101 | Other Contracted Services | | | | |
| 141-2-101-9035-5-72130-549990-0000-0000-101 | Materials and Supplies | 103 | 167 | (103) | 167 |
| | **Total 72130 - Other Student Support** | **103** | **167** | **(103)** | **167** |
| | **Total Bright School** | **9,180** | **15,343** | **(9,180)** | **15,343** |
| **Chattanooga Christian School (Private School)** | | | | | |
| 141-2-101-9045-5-71100-539990-0000-0000-101 | Other Contracted Services | 157,334 | 254,826 | (157,334) | 254,826 |
| | **Total 71100 - Regular Instruction** | **157,334** | **254,826** | **(157,334)** | **254,826** |
| 141-2-101-9045-5-72130-539990-0000-0000-101 | Other Contracted Services | | 14,000 | | 14,000 |
| 141-2-101-9045-5-72130-549990-0000-0000-101 | Materials and Supplies | 892 | 1,479 | (892) | 1,479 |
| 141-2-101-9045-5-72130-559990-0000-0000-101 | Charges: Parental Involvement | 892 | 1,480 | (892) | 1,480 |
| | **Total 72130 - Other Student Support** | **1,784** | **16,959** | **(1,784)** | **16,959** |
| | **Total Chattanooga Christian School** | **159,118** | **271,785** | **(159,118)** | **271,785** |
| **Collegedale Elementary** | | | | | |
| 141-2-101-9108-5-71100-539990-0000-0000-101 | Other Contracted Services | - | 41,190 | | 41,190 |
| | **Total 71100 - Regular Instruction** | **-** | **41,190** | **-** | **41,190** |
| 141-2-101-9108-5-72130-549990-0000-0000-101 | Materials and Supplies | - | 453 | | 453 |
| | **Total 72130 - Other Student Support** | **-** | **453** | **-** | **453** |
| | **Total Collegedale Elementary School** | **-** | **41,643** | **-** | **41,643** |
| **Montessori School (Private School)** | | | | | |
| 141-2-101-9066-5-71100-539990-0000-0000-101 | Other Contracted Services | 2,017 | 8,672 | (2,017) | 8,672 |
| | **Total 71100 - Regular Instruction** | **2,017** | **8,672** | **(2,017)** | **8,672** |
| 141-2-101-9066-5-72130-559990-0000-0000-101 | Charges: Parent Involvement | 23 | 95 | (23) | 95 |
| | **Total 72130 - Other Student Support** | **23** | **95** | **(23)** | **95** |
| | **Total Montessori School** | **2,040** | **8,767** | **(2,040)** | **8,767** |
| **Hickory Valley Christian School (Private School)** | | | | | |
| 141-2-101-9075-5-71100-539990-0000-0000-101 | Other Contracted Services | 8,068 | 13,176 | (8,068) | 13,176 |
| | **Total 71100 - Regular Instruction** | **8,068** | **13,176** | **(8,068)** | **13,176** |
| 141-2-101-9075-5-72120-539990-0000-0000-101 | Other Contracted Services | - | 2,000 | | 2,000 |
| | **Total 72120 - Health Services** | **-** | **2,000** | **-** | **2,000** |
| 141-2-101-9075-5-72130-559990-0000-0000-101 | Charges: Parent Involvement | 92 | 167 | (92) | 167 |
| | **Total 72130 - Other Student Support** | **92** | **167** | **(92)** | **167** |
| | **Total Hickory Valley Christian School** | **8,160** | **15,343** | **(8,160)** | **15,343** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| **Silverdale Academy (Private School)** | | | | | |
| 141-2-101-9081-5-71100-539990-0000-0000-101 | Other Contracted Services | - | 54,199 | - | 54,199 |
| | **Total 71100 - Regular Instruction** | **-** | **54,199** | **-** | **54,199** |
| 141-2-101-9081-5-72130-559990-0000-0000-101 | Charges: Parent Involvement | 600 | 596 | (600) | 596 |
| | **Total 72130 - Other Student Support** | **600** | **596** | **(600)** | **596** |
| | **Total Silverdale Academy** | **600** | **54,795** | **(600)** | **54,795** |
| **Notre Dame High (Private School)** | | | | | |
| 141-2-101-9325-5-71100-539990-0000-0000-101 | Other Contracted Services | 55,760 | 94,858 | (55,760) | 94,858 |
| 141-2-101-9325-5-71100-542910-0000-0000-101 | Instructional Supplies | 2,900 | 3,640 | (2,900) | 3,640 |
| 141-2-101-9325-5-71100-559990-0000-0000-101 | Charges: Field Trips, etc | - | 1,700 | | 1,700 |
| | **Total 71100 - Regular Instruction** | **58,660** | **100,198** | **(58,660)** | **100,198** |
| 141-2-101-9325-5-72130-539990-0000-0000-101 | Contracted Services | 1,750 | 600 | (1,750) | 600 |
| 141-2-101-9325-5-72130-549990-0000-0000-101 | Materials and Supplies | 500 | | (500) | - |
| 141-2-101-9325-5-72130-559990-0000-0000-101 | Charges: Parent Involvement | - | 600 | | 600 |
| | **Total 72130 - Other Student Support** | **2,250** | **1,200** | **(2,250)** | **1,200** |
| 141-2-101-9325-5-72210-552410-0000-0000-101 | Staff Development | 10,000 | | (10,000) | - |
| | **Total 72210 - Regular Instruction Support** | **10,000** | **-** | **(10,000)** | **-** |
| 141-2-101-9325-5-72710-531410-0000-0000-101 | Contracts w/ Public Carriers | - | 6,000 | | 6,000 |
| | **Total 72710 - Transportation** | **-** | **6,000** | **-** | **6,000** |
| | **Total Notre Dame High** | **70,910** | **107,398** | **(70,910)** | **107,398** |
| **Our Lady of Perpetual Help (Private School)** | | | | | |
| 141-2-101-9115-5-71100-539990-0000-0000-101 | Contracted Services | 42,863 | 63,593 | (42,863) | 63,593 |
| | **Total 71100 - Regular Instruction** | **42,863** | **63,593** | **(42,863)** | **63,593** |
| 141-2-101-9115-5-72130-559990-0000-0000-101 | Charges: Parent Involvement | 486 | 700 | (486) | 700 |
| | **Total 72130 - Other Student Support** | **486** | **700** | **(486)** | **700** |
| | **Total Our Lady of Perpetual Help** | **43,349** | **64,293** | **(43,349)** | **64,293** |
| **Saint Jude (Private School)** | | | | | |
| 141-2-101-9140-5-71100-539990-0000-0000-101 | Contracted Services | 28,239 | 54,257 | (28,239) | 54,257 |
| | **Total 71100 - Regular Instruction** | **28,239** | **54,257** | **(28,239)** | **54,257** |
| 141-2-101-9140-5-72130-539990-0000-0000-101 | Other Contracted Services | - | 5,000 | | 5,000 |
| 141-2-101-9140-5-72130-549990-0000-0000-101 | Parent supplies: materials, postage | 320 | | (320) | - |
| 141-2-101-9140-5-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 652 | | 652 |
| | **Total 72130 - Other Student Support** | **320** | **5,652** | **(320)** | **5,652** |
| | **Total Saint Jude** | **28,559** | **59,909** | **(28,559)** | **59,909** |
| **St. Nicholas** | | | | | |
| 141-2-101-9145-5-71100-539990-0000-0000-101 | Other Contracted Services | 6,000 | 19,402 | (6,000) | 19,402 |
| | **Total 71100 - Regular Instruction** | **6,000** | **19,402** | **(6,000)** | **19,402** |
| 141-2-101-9145-5-72130-539990-0000-0000-101 | Other Contracted Services | 1,803 | | (1,803) | - |
| 141-2-101-9145-5-72130-559990-0000-0000-101 | Charges: Parental Involvement | 137 | 247 | (137) | 247 |
| | **Total 72130 - Other Student Support** | **1,940** | **247** | **(1,940)** | **247** |
| 141-2-101-9145-5-72210-552410-0000-0000-101 | Staff Development | 4,300 | 3,000 | (4,300) | 3,000 |
| | **Total 72210 - Regular Instruction Support** | **4,300** | **3,000** | **(4,300)** | **3,000** |
| | **Total St. Nicholas** | **12,240** | **22,649** | **(12,240)** | **22,649** |
| **Belvoir Christian Academy** | | | | | |
| 141-2-101-9090-5-71100-539990-0000-0000-101 | Other Contracted Services | 33,282 | 52,031 | (33,282) | 52,031 |
| | **Total 71100 - Regular Instruction** | **33,282** | **52,031** | **(33,282)** | **52,031** |
| 141-2-101-9090-5-72130-549990-0000-0000-101 | Other Supplies and Materials - Parent Involvement | 188 | 286 | (188) | 286 |
| 141-2-101-9090-5-72130-559990-0000-0000-101 | Charges: Parental Involvement | 189 | 287 | (189) | 287 |
| | **Total 72130 - Other Student Support** | **377** | **573** | **(377)** | **573** |
| | **Total Belvoir Christian Academy** | **33,659** | **52,604** | **(33,659)** | **52,604** |
| **Annoor Academy (Private School)** | | | | | |
| 141-2-101-9181-5-71100-539990-0000-0000-101 | Contracted Services | 16,137 | 46,250 | (16,137) | 46,250 |
| | **Total 71100 - Regular Instruction** | **16,137** | **46,250** | **(16,137)** | **46,250** |
| 141-2-101-9181-5-72130-549990-0000-0000-101 | Supplies, Awards, Postage | 183 | 509 | (183) | 509 |
| | **Total 72130 - Other Student Support** | **183** | **509** | **(183)** | **509** |
| | **Total Annoor Academy** | **16,320** | **46,759** | **(16,320)** | **46,759** |
| **Skyuka Hall** | | | | | |
| 141-2-101-9120-5-71100-539990-0000-0000-101 | Contracted Services | 14,120 | 21,847 | (14,120) | 21,847 |
| | **Total 71100 - Regular Instruction** | **14,120** | **21,847** | **(14,120)** | **21,847** |
| 141-2-101-9120-5-72130-559990-0000-0000-101 | Charges: Parental Involvement | 160 | 262 | (160) | 262 |
| | **Total 72130 - Other Student Support** | **160** | **262** | **(160)** | **262** |
| 141-2-101-9120-5-72210-552410-0000-0000-101 | Staff Development | - | 2,000 | | 2,000 |
| | **Total 72210 - Regular Instruction Support** | **-** | **2,000** | **-** | **2,000** |
| | **Total Skyuka Hall** | **14,280** | **24,109** | **(14,280)** | **24,109** |
| **St. Peter's** | | | | | |
| 141-2-101-9147-5-71100-539990-0000-0000-101 | Contracted Services | 25,214 | 53,476 | (25,214) | 53,476 |
| | **Total 71100 - Regular Instruction** | **25,214** | **53,476** | **(25,214)** | **53,476** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-101-9147-5-72130-559990-0000-0000-101 | Charges: Parental Involvement | 286 | 588 | (286) | 588 |
| | **Total 72130 - Other Student Support** | **286** | **588** | **(286)** | **588** |
| | **Total St. Peter's** | **25,500** | **54,064** | **(25,500)** | **54,064** |
| **Beacon Academy** | | | | | |
| 141-2-101-9823-5-71100-539990-0000-0000-101 | Contracted Services | 3,642 | 10,562 | (3,642) | 10,562 |
| 141-2-101-9823-5-71100-547110-0000-0000-101 | Software | - | 1,000 | | 1,000 |
| | **Total 71100 - Regular Instruction** | **3,642** | **11,562** | **(3,642)** | **11,562** |
| 141-2-101-9823-5-72130-549990-0000-0000-101 | Supplies and Materials - Parent Involvement | 57 | 127 | (57) | 127 |
| | **Total 72130 - Other Student Support** | **57** | **127** | **(57)** | **127** |
| | **Total Beacon Academy** | **3,699** | **11,689** | **(3,699)** | **11,689** |
| **Foundations Preschool** | | | | | |
| 141-2-101-9848-5-71100-542910-0000-0000-101 | Instructional Supplies | - | 2,168 | | 2,168 |
| | **Total 71100 - Regular Instruction** | **-** | **2,168** | **-** | **2,168** |
| 141-2-101-9848-5-72130-549990-0000-0000-101 | Supplies and Materials - Parent Involvement | - | 24 | | 24 |
| | **Total 72130 - Other Student Support** | **-** | **24** | **-** | **24** |
| | **Total Foundations Preschool** | **-** | **2,192** | **-** | **2,192** |
| **Redemption Point Christian Academy** | | | | | |
| 141-2-101-9898-5-71100-542910-0000-0000-101 | Instructional Supplies | 2,521 | 2,391 | (2,521) | 2,391 |
| 141-2-101-9898-5-71100-542930-0000-0000-101 | Instructional Supplies - Equipment | - | 500 | | 500 |
| | **Total 71100 - Regular Instruction** | **2,521** | **2,891** | **(2,521)** | **2,891** |
| 141-2-101-9898-5-72130-559990-0000-0000-101 | Parent Meeting Expense | 29 | 32 | (29) | 32 |
| | **Total 72130 - Other Student Support** | **29** | **32** | **(29)** | **32** |
| | **Total Redemption Point Christian Academy** | **2,550** | **2,923** | **(2,550)** | **2,923** |
| **Mission Montessori School** | | | | | |
| 141-2-101-9941-5-71100-539990-0000-0000-101 | Contracted Services | 1,513 | | (1,513) | - |
| | **Total 71100 - Regular Instruction** | **1,513** | **-** | **(1,513)** | **-** |
| 141-2-101-9941-5-72130-559990-0000-0000-101 | Parent Meeting Expense | 17 | | (17) | - |
| | **Total 72130 - Other Student Support** | **17** | **-** | **(17)** | **-** |
| | **Total Mission Montessori School** | **1,530** | **-** | **(1,530)** | **-** |
| | **Total Private Schools** | **658,807** | **1,218,645** | **(658,807)** | **1,218,645** |
| **Central High** | | | | | |
| 141-2-101-0040-3-71100-516350-PBEN-0000-101 | Educational Assistant - Behavior (1 FTE) | - | 34,320 | | 34,320 |
| 141-2-101-0040-3-71100-520110-PBEN-0000-101 | Social Security | - | 2,128 | | 2,128 |
| 141-2-101-0040-3-71100-520410-PBEN-0000-101 | Retirement | - | 5,045 | | 5,045 |
| 141-2-101-0040-3-71100-520610-PBEN-0000-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0040-3-71100-520710-PBEN-0000-101 | Health Insurance | - | 13,383 | | 13,383 |
| 141-2-101-0040-3-71100-520810-PBEN-0000-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0040-3-71100-521010-PBEN-0000-101 | Unemployment Compensation | - | 13 | | 13 |
| 141-2-101-0040-3-71100-521210-PBEN-0000-101 | Medicare | - | 498 | | 498 |
| 141-2-101-0040-3-71100-529910-PBEN-0000-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0040-3-71100-529930-PBEN-0000-101 | Short Term Disability | - | 113 | | 113 |
| | **Total 71100 - Regular Instruction** | **-** | **55,882** | **-** | **55,882** |
| 141-2-101-0040-3-72130-512310-PBEN-0000-101 | Guidance Personnel (1 FTE) | - | 58,014 | | 58,014 |
| 141-2-101-0040-3-72130-5189J0-PWOB-0000-101 | Graduation Coach PT (.49 FTE) | - | 18,378 | | 18,378 |
| 141-2-101-0040-3-72130-520110-PBEN-0000-101 | Social Security | - | 3,597 | | 3,597 |
| 141-2-101-0040-3-72130-520110-PWOB-0000-101 | Social Security | - | 1,139 | | 1,139 |
| 141-2-101-0040-3-72130-520410-PBEN-0000-101 | Retirement | - | 5,221 | | 5,221 |
| 141-2-101-0040-3-72130-520610-PBEN-0000-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0040-3-72130-520710-PBEN-0000-101 | Health Insurance | - | 13,383 | | 13,383 |
| 141-2-101-0040-3-72130-520770-PWOB-0000-101 | Health Insurance - Part-time | - | 460 | | 460 |
| 141-2-101-0040-3-72130-520810-PBEN-0000-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0040-3-72130-521010-PBEN-0000-101 | Unemployment Compensation | - | 13 | | 13 |
| 141-2-101-0040-3-72130-521210-PBEN-0000-101 | Medicare | - | 841 | | 841 |
| 141-2-101-0040-3-72130-521210-PWOB-0000-101 | Medicare | - | 266 | | 266 |
| 141-2-101-0040-3-72130-529910-PBEN-0000-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0040-3-72130-529930-PBEN-0000-101 | Short Term Disability | - | 113 | | 113 |
| 141-2-101-0040-3-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 3,281 | | 3,281 |
| | **Total 72130 - Other Student Support** | **-** | **105,088** | **-** | **105,088** |
| 141-2-101-0040-3-72210-516210-0000-0000-101 | Classified Overtime | - | 2,506 | | 2,506 |
| 141-2-101-0040-3-72210-520110-0000-0000-101 | Social Security | - | 155 | | 155 |
| 141-2-101-0040-3-72210-520410-0000-0000-101 | Retirement | - | 368 | | 368 |
| 141-2-101-0040-3-72210-521210-0000-0000-101 | Medicare | - | 36 | | 36 |
| | **Total 72210 - Regular Instruction Support** | **-** | **3,065** | **-** | **3,065** |
| | **Total Central High** | **-** | **164,035** | **-** | **164,035** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| **East Ridge High** | | | | | |
| 141-2-101-0070-3-71100-514090-0000-0000-101 | Teacher Supplements | - | 10,000 | | 10,000 |
| 141-2-101-0070-3-71100-516310-PBEN-0000-101 | Educational Assistant (1 FTE) | - | 33,000 | | 33,000 |
| 141-2-101-0070-3-71100-520110-0000-0000-101 | Social Security | - | 620 | | 620 |
| 141-2-101-0070-3-71100-520110-PBEN-0000-101 | Social Security | - | 2,046 | | 2,046 |
| 141-2-101-0070-3-71100-520410-0000-0000-101 | Retirement | - | 900 | | 900 |
| 141-2-101-0070-3-71100-520410-PBEN-0000-101 | Retirement | - | 4,851 | | 4,851 |
| 141-2-101-0070-3-71100-520610-PBEN-0000-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0070-3-71100-520710-PBEN-0000-101 | Medical Insurance | - | 13,381 | | 13,381 |
| 141-2-101-0070-3-71100-520810-PBEN-0000-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0070-3-71100-521010-PBEN-0000-101 | Unemployment Compensation | - | 13 | | 13 |
| 141-2-101-0070-3-71100-521210-0000-0000-101 | Medicare | - | 145 | | 145 |
| 141-2-101-0070-3-71100-521210-PBEN-0000-101 | Medicare | - | 479 | | 479 |
| 141-2-101-0070-3-71100-529910-PBEN-0000-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0070-3-71100-529930-PBEN-0000-101 | Short Term Disability | - | 113 | | 113 |
| 141-2-101-0070-3-71100-542910-0000-0000-101 | Instructional Supplies | - | 10,000 | | 10,000 |
| | **Total 71100 - Regular Instruction** | **-** | **75,930** | **-** | **75,930** |
| 141-2-101-0070-3-72130-5189B0-PBEN-0000-101 | Truancy Specialist (2 FTE) | - | 108,900 | | 108,900 |
| 141-2-101-0070-3-72130-520110-PBEN-0000-101 | Social Security | - | 6,752 | | 6,752 |
| 141-2-101-0070-3-72130-520410-PBEN-0000-101 | Retirement | - | 16,008 | | 16,008 |
| 141-2-101-0070-3-72130-520610-PBEN-0000-101 | Life Insurance | - | 76 | | 76 |
| 141-2-101-0070-3-72130-520710-PBEN-0000-101 | Health Insurance | - | 26,766 | | 26,766 |
| 141-2-101-0070-3-72130-520810-PBEN-0000-101 | Dental Insurance | - | 480 | | 480 |
| 141-2-101-0070-3-72130-521010-PBEN-0000-101 | Unemployment Compensation | - | 26 | | 26 |
| 141-2-101-0070-3-72130-521210-PBEN-0000-101 | Medicare | - | 1,579 | | 1,579 |
| 141-2-101-0070-3-72130-529910-PBEN-0000-101 | Long Term Disability | - | 208 | | 208 |
| 141-2-101-0070-3-72130-529930-PBEN-0000-101 | Short Term Disability | - | 226 | | 226 |
| 141-2-101-0070-3-72130-539990-0000-0000-101 | Contracted Services | - | 30,481 | | 30,481 |
| 141-2-101-0070-3-72130-559990-0000-0000-101 | Parent Meeting Expense | - | 519 | | 519 |
| | **Total 72130 - Other Student Support** | **-** | **192,021** | **-** | **192,021** |
| 141-2-101-0070-3-72210-5189E0-PBEN-0000-101 | Dean of Academic Success (1 FTE) | - | 66,000 | | 66,000 |
| 141-2-101-0070-3-72210-520110-PBEN-0000-101 | Social Security | - | 4,092 | | 4,092 |
| 141-2-101-0070-3-72210-520410-PBEN-0000-101 | Retirement | - | 5,940 | | 5,940 |
| 141-2-101-0070-3-72210-520610-PBEN-0000-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0070-3-72210-520710-PBEN-0000-101 | Health Insurance | - | 13,383 | | 13,383 |
| 141-2-101-0070-3-72210-520810-PBEN-0000-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0070-3-72210-521010-PBEN-0000-101 | Unemployment Compensation | - | 13 | | 13 |
| 141-2-101-0070-3-72210-521210-PBEN-0000-101 | Medicare | - | 957 | | 957 |
| 141-2-101-0070-3-72210-529910-PBEN-0000-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0070-3-72210-529930-PBEN-0000-101 | Short Term Disability | - | 113 | | 113 |
| 141-2-101-0070-3-72210-552410-0000-0000-101 | Staff Development | - | 10,321 | | 10,321 |
| | **Total 72210 - Regular Instruction Support** | **-** | **101,201** | **-** | **101,201** |
| | **Total East Ridge High** | **-** | **369,152** | **-** | **369,152** |
| **Hixson High** | | | | | |
| 141-2-101-0128-3-71100-513450-PWOB-0000-101 | Instructional Personnel-Interventionist/Tutor Part-Time (1 FTE) | - | 37,760 | | 37,760 |
| 141-2-101-0128-3-71100-514090-0000-0000-101 | Teacher Supplements | - | 4,000 | | 4,000 |
| 141-2-101-0128-3-71100-516350-PBEN-0000-101 | Educational Assistant - Behavior (1 FTE) | - | 37,510 | | 37,510 |
| 141-2-101-0128-3-71100-520110-0000-0000-101 | Social Security | - | 248 | | 248 |
| 141-2-101-0128-3-71100-520110-PBEN-0000-101 | Social Security | - | 2,326 | | 2,326 |
| 141-2-101-0128-3-71100-520110-PWOB-0000-101 | Social Security | - | 2,341 | | 2,341 |
| 141-2-101-0128-3-71100-520410-0000-0000-101 | Retirement | - | 360 | | 360 |
| 141-2-101-0128-3-71100-520410-PBEN-0000-101 | Retirement | - | 5,514 | | 5,514 |
| 141-2-101-0128-3-71100-520610-PBEN-0000-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0128-3-71100-520710-PBEN-0000-101 | Medical Insurance | - | 13,383 | | 13,383 |
| 141-2-101-0128-3-71100-520770-PWOB-0000-101 | Medical Insurance - Part-time | - | 840 | | 840 |
| 141-2-101-0128-3-71100-520810-PBEN-0000-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0128-3-71100-521010-PBEN-0000-101 | Unemployment Compensation | - | 13 | | 13 |
| 141-2-101-0128-3-71100-521210-0000-0000-101 | Medicare | - | 58 | | 58 |
| 141-2-101-0128-3-71100-521210-PBEN-0000-101 | Medicare | - | 544 | | 544 |
| 141-2-101-0128-3-71100-521210-PWOB-0000-101 | Medicare | - | 548 | | 548 |
| 141-2-101-0128-3-71100-529910-PBEN-0000-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0128-3-71100-529930-PBEN-0000-101 | Short Term Disability | - | 113 | | 113 |
| 141-2-101-0128-3-71100-542910-0000-0000-101 | Instructional Supplies | - | 5,866 | | 5,866 |
| | **Total 71100 - Regular Instruction** | **-** | **111,806** | **-** | **111,806** |
| 141-2-101-0128-3-72130-5189B0-PBEN-0000-101 | Truancy Specialist (.5 FTE) | - | 28,134 | | 28,134 |
| 141-2-101-0128-3-72130-520110-PBEN-0000-101 | Social Security | - | 1,744 | | 1,744 |
| 141-2-101-0128-3-72130-520410-PBEN-0000-101 | Retirement | - | 4,136 | | 4,136 |
| 141-2-101-0128-3-72130-520610-PBEN-0000-101 | Life Insurance | - | 19 | | 19 |
| 141-2-101-0128-3-72130-520710-PBEN-0000-101 | Medical Insurance | - | 6,692 | | 6,692 |
| 141-2-101-0128-3-72130-520810-PBEN-0000-101 | Dental Insurance | - | 120 | | 120 |
| 141-2-101-0128-3-72130-521010-PBEN-0000-101 | Unemployment Compensation | - | 7 | | 7 |
| 141-2-101-0128-3-72130-521210-PBEN-0000-101 | Medicare | - | 408 | | 408 |
| 141-2-101-0128-3-72130-529910-PBEN-0000-101 | Long Term Disability | - | 52 | | 52 |
| 141-2-101-0128-3-72130-529930-PBEN-0000-101 | Short Term Disability | - | 57 | | 57 |
| 141-2-101-0128-3-72130-549990-0000-0000-101 | Supplies, Awards, Postage | - | 500 | | 500 |
| 141-2-101-0128-3-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 3,372 | | 3,372 |
| | **Total 72130 - Other Student Support** | **-** | **45,241** | **-** | **45,241** |
| | **Total Hixson High** | **-** | **157,047** | **-** | **157,047** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| **Red Bank High** | | | | | |
| 141-2-101-0175-3-71100-5116H0-PBEN-0000-101 | Teacher - Intervention (.15 FTE) | - | 14,013 | | 14,013 |
| 141-2-101-0175-3-71100-514090-0000-0000-101 | Teacher Supplements | - | 5,290 | | 5,290 |
| 141-2-101-0175-3-71100-516350-PBEN-0000-101 | Educational Assistant - Behavior (1 FTE) | - | 35,254 | | 35,254 |
| 141-2-101-0175-3-71100-520110-0000-0000-101 | Social Security | - | 328 | | 328 |
| 141-2-101-0175-3-71100-520110-PBEN-0000-101 | Social Security | - | 3,055 | | 3,055 |
| 141-2-101-0175-3-71100-520410-0000-0000-101 | Retirement | - | 476 | | 476 |
| 141-2-101-0175-3-71100-520410-PBEN-0000-101 | Retirement | - | 6,444 | | 6,444 |
| 141-2-101-0175-3-71100-520610-PBEN-0000-101 | Life Insurance | - | 44 | | 44 |
| 141-2-101-0175-3-71100-520710-PBEN-0000-101 | Medical Insurance | - | 15,390 | | 15,390 |
| 141-2-101-0175-3-71100-520810-PBEN-0000-101 | Dental Insurance | - | 276 | | 276 |
| 141-2-101-0175-3-71100-521010-PBEN-0000-101 | Unemployment Compensation | - | 15 | | 15 |
| 141-2-101-0175-3-71100-521210-0000-0000-101 | Medicare | - | 77 | | 77 |
| 141-2-101-0175-3-71100-521210-PBEN-0000-101 | Medicare | - | 714 | | 714 |
| 141-2-101-0175-3-71100-529910-PBEN-0000-101 | Long Term Disability | - | 120 | | 120 |
| 141-2-101-0175-3-71100-529930-PBEN-0000-101 | Short Term Disability | - | 130 | | 130 |
| | **Total 71100 - Regular Instruction** | **-** | **81,626** | **-** | **81,626** |
| 141-2-101-0175-3-72130-5189F0-PWOB-0000-101 | College & Career Advisor - Part-time (.6 FTE) | - | 31,203 | | 31,203 |
| 141-2-101-0175-3-72130-5189G0-PBEN-0000-101 | Behavior Management Specialist (1 FTE) | - | 46,965 | | 46,965 |
| 141-2-101-0175-3-72130-520110-PBEN-0000-101 | Social Security | - | 2,911 | | 2,911 |
| 141-2-101-0175-3-72130-520110-PWOB-0000-101 | Social Security | - | 1,935 | | 1,935 |
| 141-2-101-0175-3-72130-520410-PBEN-0000-101 | Retirement | - | 6,902 | | 6,902 |
| 141-2-101-0175-3-72130-520610-PBEN-0000-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0175-3-72130-520710-PBEN-0000-101 | Medical Insurance | - | 13,383 | | 13,383 |
| 141-2-101-0175-3-72130-520770-PWOB-0000-101 | Medical Insurance - Part-time | - | 460 | | 460 |
| 141-2-101-0175-3-72130-520810-PBEN-0000-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0175-3-72130-521010-PBEN-0000-101 | Unemployment Compensation | - | 13 | | 13 |
| 141-2-101-0175-3-72130-521210-PBEN-0000-101 | Medicare | - | 681 | | 681 |
| 141-2-101-0175-3-72130-521210-PWOB-0000-101 | Medicare | - | 452 | | 452 |
| 141-2-101-0175-3-72130-529910-PBEN-0000-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0175-3-72130-529930-PBEN-0000-101 | Short Term Disability | - | 113 | | 113 |
| 141-2-101-0175-3-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 3,927 | | 3,927 |
| | **Total 72130 - Other Student Support** | **-** | **109,327** | **-** | **109,327** |
| | **Total Red Bank High** | **-** | **190,953** | **-** | **190,953** |
| **Sequoyah High** | | | | | |
| 141-2-101-0196-3-71100-514090-0000-0000-101 | Teacher Supplements | - | 5,000 | | 5,000 |
| 141-2-101-0196-3-71100-520110-0000-0000-101 | Social Security | - | 310 | | 310 |
| 141-2-101-0196-3-71100-520410-0000-0000-101 | Retirement | - | 450 | | 450 |
| 141-2-101-0196-3-71100-521210-0000-0000-101 | Medicare | - | 73 | | 73 |
| | **Total 71100 - Regular Instruction** | **-** | **5,833** | **-** | **5,833** |
| 141-2-101-0196-3-72130-549990-0000-0000-101 | Supplies, Awards, Postage | - | 6,496 | | 6,496 |
| 141-2-101-0196-3-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 404 | | 404 |
| | **Total 72130 - Other Student Support** | **-** | **6,900** | **-** | **6,900** |
| 141-2-101-0196-3-72210-517210-0000-0000-101 | Instructional Coach - additional days | | | | |
| 141-2-101-0196-3-72210-519610-0000-0000-101 | In-Service Stipends | - | 3,105 | | 3,105 |
| 141-2-101-0196-3-72210-520110-0000-0000-101 | Social Security | - | 193 | | 193 |
| 141-2-101-0196-3-72210-520410-0000-0000-101 | Retirement | - | 278 | | 278 |
| 141-2-101-0196-3-72210-521210-0000-0000-101 | Medicare | - | 45 | | 45 |
| | **Total 72210 - Regular Instruction Support** | **-** | **3,621** | **-** | **3,621** |
| | **Total Sequoyah High** | **-** | **16,354** | **-** | **16,354** |
| **Brainerd High** | | | | | |
| 141-2-101-0021-3-71100-542910-0000-0000-101 | Instructional Supplies | - | 29,594 | | 29,594 |
| | **Total 71100 - Regular Instruction** | **-** | **29,594** | **-** | **29,594** |
| 141-2-101-0021-3-72130-5189F0-PBEN-0000-101 | College and Career Advisor (.65 FTE) | - | 41,577 | | 41,577 |
| 141-2-101-0021-3-72130-5189G0-PBEN-0000-101 | Behavior Management Specialist (3 FTE) | - | 137,487 | | 137,487 |
| 141-2-101-0021-3-72130-520110-PBEN-0000-101 | Social Security | - | 11,102 | | 11,102 |
| 141-2-101-0021-3-72130-520410-PBEN-0000-101 | Retirement | - | 26,325 | | 26,325 |
| 141-2-101-0021-3-72130-520610-PBEN-0000-101 | Life Insurance | - | 139 | | 139 |
| 141-2-101-0021-3-72130-520710-PBEN-0000-101 | Health Insurance | - | 48,848 | | 48,848 |
| 141-2-101-0021-3-72130-520810-PBEN-0000-101 | Dental Insurance | - | 876 | | 876 |
| 141-2-101-0021-3-72130-521010-PBEN-0000-101 | Unemployment Compensation | - | 47 | | 47 |
| 141-2-101-0021-3-72130-521210-PBEN-0000-101 | Medicare | - | 2,596 | | 2,596 |
| 141-2-101-0021-3-72130-529910-PBEN-0000-101 | Long Term Disability | - | 380 | | 380 |
| 141-2-101-0021-3-72130-529930-PBEN-0000-101 | Short Term Disability | - | 412 | | 412 |
| 141-2-101-0021-3-72130-549990-0000-0000-101 | Supplies, Awards, Postage | - | 2,000 | | 2,000 |
| 141-2-101-0021-3-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 2,622 | | 2,622 |
| | **Total 72130 - Other Student Support** | **-** | **274,411** | **-** | **274,411** |
| | **Total Brainerd High** | **-** | **304,005** | **-** | **304,005** |
| **Howard School of Academics/Technology** | | | | | |
| 141-2-101-0137-3-71100-514090-0000-0000-101 | Teacher Supplements | - | 35,000 | | 35,000 |
| 141-2-101-0137-3-71100-520110-0000-0000-101 | Social Security | - | 2,170 | | 2,170 |
| 141-2-101-0137-3-71100-520410-0000-0000-101 | Retirement | - | 3,150 | | 3,150 |
| 141-2-101-0137-3-71100-521210-0000-0000-101 | Medicare | - | 508 | | 508 |
| | **Total 71100 - Regular Instruction** | **-** | **40,828** | **-** | **40,828** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-101-0137-3-72130-518990-0000-0000-101 | Other Salaries and Wages | - | 10,000 | | 10,000 |
| 141-2-101-0137-3-72130-5189G0-PBEN-0000-101 | Behavior Management Specialist (3 FTE) | - | 141,000 | | 141,000 |
| 141-2-101-0137-3-72130-5189B0-PBEN-0000-101 | Truancy Specialist (2 FTE) | - | 120,719 | | 120,719 |
| 141-2-101-0137-3-72130-520110-0000-0000-101 | Social Security | - | 620 | | 620 |
| 141-2-101-0137-3-72130-520110-PBEN-0000-101 | Social Security | - | 16,227 | | 16,227 |
| 141-2-101-0137-3-72130-520410-0000-0000-101 | Retirement | - | 1,470 | | 1,470 |
| 141-2-101-0137-3-72130-520410-PBEN-0000-101 | Retirement | - | 38,473 | | 38,473 |
| 141-2-101-0137-3-72130-520610-PBEN-0000-101 | Life Insurance | - | 190 | | 190 |
| 141-2-101-0137-3-72130-520710-PBEN-0000-101 | Medical Insurance | - | 66,915 | | 66,915 |
| 141-2-101-0137-3-72130-520810-PBEN-0000-101 | Dental Insurance | - | 1,200 | | 1,200 |
| 141-2-101-0137-3-72130-521010-PBEN-0000-101 | Unemployment Compensation | - | 65 | | 65 |
| 141-2-101-0137-3-72130-521210-0000-0000-101 | Medicare | - | 145 | | 145 |
| 141-2-101-0137-3-72130-521210-PBEN-0000-101 | Medicare | - | 3,795 | | 3,795 |
| 141-2-101-0137-3-72130-529910-PBEN-0000-101 | Long Term Disability | - | 520 | | 520 |
| 141-2-101-0137-3-72130-529930-PBEN-0000-101 | Short Term Disability | - | 565 | | 565 |
| 141-2-101-0137-3-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 8,188 | | 8,188 |
| | **Total 72130 - Other Student Support** | **-** | **410,092** | **-** | **410,092** |
| 141-2-101-0137-3-72210-5189E0-0000-0000-101 | Dean of Students additional days | - | 3,600 | | 3,600 |
| 141-2-101-0137-3-72210-5189E0-PBEN-0000-101 | Dean of Students (1 FTE) | - | 62,400 | | 62,400 |
| 141-2-101-0137-3-72210-520110-0000-0000-101 | Social Security | - | 224 | | 224 |
| 141-2-101-0137-3-72210-520110-PBEN-0000-101 | Social Security | - | 3,868 | | 3,868 |
| 141-2-101-0137-3-72210-520410-0000-0000-101 | Retirement | - | 324 | | 324 |
| 141-2-101-0137-3-72210-520410-PBEN-0000-101 | Retirement | - | 5,616 | | 5,616 |
| 141-2-101-0137-3-72210-520610-PBEN-0000-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0137-3-72210-520710-PBEN-0000-101 | Health Insurance | - | 13,383 | | 13,383 |
| 141-2-101-0137-3-72210-520810-PBEN-0000-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0137-3-72210-521010-PBEN-0000-101 | Unemployment Compensation | - | 13 | | 13 |
| 141-2-101-0137-3-72210-521210-0000-0000-101 | Medicare | - | 52 | | 52 |
| 141-2-101-0137-3-72210-521210-PBEN-0000-101 | Medicare | - | 904 | | 904 |
| 141-2-101-0137-3-72210-529910-PBEN-0000-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0137-3-72210-529930-PBEN-0000-101 | Short Term Disability | - | 113 | | 113 |
| | **Total 72210 - Regular Instruction Support** | **-** | **90,879** | **-** | **90,879** |
| 141-2-101-0137-3-72710-531410-0000-0000-101 | Contracts w/ Public Carriers | - | 16,468 | | 16,468 |
| | **Total 72710 - Transportation** | **-** | **16,468** | **-** | **16,468** |
| | **Total Howard School of Academics/Technology** | **-** | **558,267** | **-** | **558,267** |
| **Lookout Valley Middle/High** | | | | | |
| 141-2-101-0165-4-71100-514090-0000-0000-101 | Teacher Supplements | - | 10,000 | | 10,000 |
| 141-2-101-0165-4-71100-516350-PBEN-0000-101 | Educational Assistant - Behavior (1 FTE) | - | 28,215 | | 28,215 |
| 141-2-101-0165-4-71100-520110-0000-0000-101 | Social Security | - | 620 | | 620 |
| 141-2-101-0165-4-71100-520110-PBEN-0000-101 | Social Security | - | 1,749 | | 1,749 |
| 141-2-101-0165-4-71100-520410-0000-0000-101 | Retirement | - | 900 | | 900 |
| 141-2-101-0165-4-71100-520410-PBEN-0000-101 | Retirement | - | 4,148 | | 4,148 |
| 141-2-101-0165-4-71100-520610-PBEN-0000-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0165-4-71100-520710-PBEN-0000-101 | Medical Insurance | - | 13,383 | | 13,383 |
| 141-2-101-0165-4-71100-520810-PBEN-0000-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0165-4-71100-521010-PBEN-0000-101 | Unemployment Compensation | - | 13 | | 13 |
| 141-2-101-0165-4-71100-521210-0000-0000-101 | Medicare | - | 145 | | 145 |
| 141-2-101-0165-4-71100-521210-PBEN-0000-101 | Medicare | - | 409 | | 409 |
| 141-2-101-0165-4-71100-529910-PBEN-0000-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0165-4-71100-529930-PBEN-0000-101 | Short Term Disability | - | 113 | | 113 |
| 141-2-101-0165-4-71100-542910-0000-0000-101 | Instructional Supplies | - | 2,898 | | 2,898 |
| | **Total 71100 - Regular Instruction** | **-** | **62,975** | **-** | **62,975** |
| 141-2-101-0165-4-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 1,592 | | 1,592 |
| | **Total 72130 - Other Student Support** | **-** | **1,592** | **-** | **1,592** |
| | **TOTAL Lookout Valley Middle/High** | **-** | **64,567** | **-** | **64,567** |
| **Tyner Middle/High** | | | | | |
| 141-2-101-0238-4-71100-514090-0000-0000-101 | Teacher Supplements | - | 20,000 | | 20,000 |
| 141-2-101-0238-4-71100-520110-0000-0000-101 | Social Security | - | 1,240 | | 1,240 |
| 141-2-101-0238-4-71100-520410-0000-0000-101 | Retirement | - | 1,800 | | 1,800 |
| 141-2-101-0238-4-71100-521210-0000-0000-101 | Medicare | - | 290 | | 290 |
| 141-2-101-0238-4-71100-542910-0000-0000-101 | Instructional Supplies | - | 25,000 | | 25,000 |
| 141-2-101-0238-4-71100-559990-0000-0000-101 | Other Charges | - | 13,000 | | 13,000 |
| | **Total 71100 - Regular Instruction** | **-** | **61,330** | **-** | **61,330** |
| 141-2-101-0238-4-72130-518970-PBEN-0000-101 | Family Partnership Specialist (1 FTE) | - | 72,747 | | 72,747 |
| 141-2-101-0238-4-72130-5189G0-PBEN-0000-101 | Behavior Management Specialist (3 FTE) | - | 213,800 | | 213,800 |
| 141-2-101-0238-4-72130-520110-PBEN-0000-101 | Social Security | - | 17,766 | | 17,766 |
| 141-2-101-0238-4-72130-520410-PBEN-0000-101 | Retirement | - | 42,128 | | 42,128 |
| 141-2-101-0238-4-72130-520610-PBEN-0000-101 | Life Insurance | - | 152 | | 152 |
| 141-2-101-0238-4-72130-520710-PBEN-0000-101 | Medical Insurance | - | 53,532 | | 53,532 |
| 141-2-101-0238-4-72130-520810-PBEN-0000-101 | Dental Insurance | - | 960 | | 960 |
| 141-2-101-0238-4-72130-521010-PBEN-0000-101 | Unemployment Compensation | - | 52 | | 52 |
| 141-2-101-0238-4-72130-521210-PBEN-0000-101 | Medicare | - | 4,155 | | 4,155 |
| 141-2-101-0238-4-72130-529910-PBEN-0000-101 | Long Term Disability | - | 416 | | 416 |
| 141-2-101-0238-4-72130-529930-PBEN-0000-101 | Short Term Disability | - | 452 | | 452 |
| 141-2-101-0238-4-72130-547110-0000-0000-101 | Software | - | 7,000 | | 7,000 |
| | **Total 72130 - Other Student Support** | **-** | **413,160** | **-** | **413,160** |
| 141-2-101-0238-4-72210-552410-0000-0000-101 | Staff Development | - | 15,000 | | 15,000 |
| | **Total 72210 - Regular Instruction Support** | **-** | **15,000** | **-** | **15,000** |
| 141-2-101-0238-4-72710-531410-0000-0000-101 | Contracts w/ Public Carriers | - | 10,222 | | 10,222 |
| | **Total 72710 - Transportation** | **-** | **10,222** | **-** | **10,222** |
| | **Total Tyner Middle/High** | **-** | **499,712** | **-** | **499,712** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| **Hamilton County Virtual School** | | | | | |
| 141-2-101-0275-4-71100-547110-0000-0000-101 | Software | - | 7,324 | | 7,324 |
| 141-2-101-0275-4-71100-559990-0000-0000-101 | Other Charges | - | 3,000 | | 3,000 |
| | **Total 71100 - Regular Instruction** | **-** | **10,324** | **-** | **10,324** |
| 141-2-101-0275-4-71200-516340-PWOB-0000-101 | Educational Assistant - ExEd PT (.53 FTE) | - | 15,840 | | 15,840 |
| 141-2-101-0275-4-71200-520110-PWOB-0000-101 | Social Security | - | 982 | | 982 |
| 141-2-101-0275-4-71200-520770-PWOB-0000-101 | Medical Insurance - Part-time | - | 420 | | 420 |
| 141-2-101-0275-4-71200-521210-PWOB-0000-101 | Medicare | - | 230 | | 230 |
| | **Total 71200 - Special Education Program** | **-** | **17,472.00** | **-** | **17,472.00** |
| 141-2-101-0275-4-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 2,240 | | 2,240 |
| | **Total 72130 - Other Student Support** | **-** | **2,240** | **-** | **2,240** |
| 141-2-101-0275-4-72710-531410-0000-0000-101 | Contracts w/ Public Carriers | - | 6,900 | | 6,900 |
| | **Total 72710 - Transportation** | **-** | **6,900** | **-** | **6,900** |
| | **Total Hamilton County Virtual School** | **-** | **36,936** | **-** | **36,936** |
| **Chattanooga Girls Leadership Academy** | | | | | |
| 141-2-101-8001-8-71100-542910-0000-0000-101 | Instructional Supplies | 14,500 | 12,215 | (14,500) | 12,215 |
| 141-2-101-8001-8-71100-547110-0000-0000-101 | Software | 45,000 | 40,000 | (45,000) | 40,000 |
| | **Total 71100 - Regular Instruction** | **59,500** | **52,215** | **(59,500)** | **52,215** |
| 141-2-101-8001-8-72130-549990-0000-0000-101 | Parent Materials and Supplies | 300 | 300 | (300) | 300 |
| 141-2-101-8001-8-72130-559990-0000-0000-101 | Charges: Behavior Specialists Part-Time (.48 FTE) | 14,112 | 13,209 | (14,112) | 13,209 |
| 141-2-101-8001-8-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 2,063 | | 2,063 |
| | **Total 72130 - Other Student Support** | **14,412** | **15,572** | **(14,412)** | **15,572** |
| 141-2-101-8001-8-72210-559990-0000-0000-101 | Charges: Instructional Coach (.32 FTE Part-time .5 FTE Full-time) | 75,658 | 79,759 | (75,658) | 79,759 |
| 141-2-101-8001-8-72210-559990-0000-0000-101 | Charges: Computer Technician (.26 FTE) | - | 11,651 | | 11,651 |
| 141-2-101-8001-8-72210-559990-0000-0000-101 | Charges: Professional Development Stipends | - | 4,666 | | 4,666 |
| | **Total 72210 - Regular Instruction Support** | **75,658** | **96,076** | **(75,658)** | **96,076** |
| | **Total Chattanooga Girls Leadership Academy** | **149,570** | **163,863** | **(149,570)** | **163,863** |
| **Chattanooga Charter School of Excellence** | | | | | |
| 141-2-101-8003-8-72130-559990-0000-0000-101 | Charges: Counselor (1 FTE) | 103,995 | 70,472 | (103,995) | 70,472 |
| 141-2-101-8003-8-72130-559990-0000-0000-101 | Charges: Behavior Management Specialist (1 FTE) | - | 60,442 | | 60,442 |
| 141-2-101-8003-8-72130-559990-0000-0000-101 | Other Charges - Parent Meeting | - | 3,058 | | 3,058 |
| | **Total 72130 - Other Student Support** | **103,995** | **133,972** | **(103,995)** | **133,972** |
| 141-2-101-8003-8-72210-559990-0000-0000-101 | Charges: Curriculum Coaches (.87 FTE) | 81,740 | 78,086 | (81,740) | 78,086 |
| | **Total 72210 - Regular Instruction Support** | **81,740** | **78,086** | **(81,740)** | **78,086** |
| | **Total Chattanooga Charter School of Excellence** | **185,735** | **212,058** | **(185,735)** | **212,058** |
| **Chatt Academy Community School** | | | | | |
| 141-2-101-8006-8-71100-542910-0000-0000-101 | Instructional Supplies | - | 17,101 | | 17,101 |
| 141-2-101-8006-8-71100-547110-0000-0000-101 | Software | - | 9,500 | | 9,500 |
| | **Total 71100 - Regular Instruction** | **-** | **26,601** | **-** | **26,601** |
| 141-2-101-8006-8-71200-559990-0000-0000-101 | Charges: ExEd Assistant (1 FTE) | 40,000 | 65,874 | (40,000) | 65,874 |
| | **Total 71200 - Special Education Program** | **40,000** | **65,874** | **(40,000)** | **65,874** |
| 141-2-101-8006-8-72130-549990-0000-0000-101 | Parent Materials and Supplies | | 1,592 | | 1,592 |
| 141-2-101-8006-8-72130-559990-0000-0000-101 | Charges: Parent Meetings | 1,022 | | (1,022) | - |
| | **Total 72130 - Other Student Support** | **1,022** | **1,592** | **(1,022)** | **1,592** |
| 141-2-101-8006-8-72210-552410-0000-0000-101 | Staff Development | - | 9,300 | | 9,300 |
| | **Total 72210 - Regular Instruction Support** | **-** | **9,300** | **-** | **9,300** |
| 141-2-101-8006-8-72710-531410-0000-0000-101 | Contracts with Public Carriers | 17,457 | 7,000 | (17,457) | 7,000 |
| | **Total 72710 - Transportation** | **17,457** | **7,000** | **(17,457)** | **7,000** |
| | **Total Chatt Academy Community School** | **58,479** | **110,367** | **(58,479)** | **110,367** |
| **Chattanooga Charter School of Excellence Middle School** | | | | | |
| 141-8-101-8010-8-72130-559990-0000-0000-101 | Charges: Counselor (1 FTE) | 83,992 | 92,293 | (83,992) | 92,293 |
| 141-8-101-8010-8-72130-559990-0000-0000-101 | Charges: Parent Meetings | - | 1,675 | | 1,675 |
| | **Total 72130 - Other Student Support** | **83,992** | **93,968** | **(83,992)** | **93,968** |
| 141-8-101-8010-8-72210-559990-0000-0000-101 | Charges: Curriculum Coaches (.25 FTE) | 25,808 | 22,182 | (25,808) | 22,182 |
| | **Total 72210 - Regular Instruction Support** | **25,808** | **22,182** | **(25,808)** | **22,182** |
| | **Total CCSE Middle** | **109,800** | **116,150** | **(109,800)** | **116,150** |
| **Chattanooga Charter School of Excellence High School** | | | | | |
| 141-2-101-8015-8-72130-559990-0000-0000-101 | Charges: Parent Meeting | 1,126 | 1,064 | (1,126) | 1,064 |
| | **Total 72130 - Other Student Support** | **1,126** | **1,064** | **(1,126)** | **1,064** |
| 141-2-101-8015-8-72210-559990-0000-0000-101 | Charges: Curriculum Coaches (.74 FTE) | 72,900 | 72,675 | (72,900) | 72,675 |
| | **Total 72210 - Regular Instruction Support** | **72,900** | **72,675** | **(72,900)** | **72,675** |
| | **Total CCSE High** | **74,026** | **73,739** | **(74,026)** | **73,739** |
| **Chattanooga Preparatory School** | | | | | |
| 141-2-101-8011-8-72130-549990-0000-0000-101 | Charges: Parent Materials and Supplies | 3,079 | | (3,079) | - |
| 141-2-101-8011-8-72130-559990-0000-0000-101 | Charges: Other Student Support Salaries BMS (FTE) | 33,721 | 2,801 | (33,721) | 2,801 |
| | **Total 72130 - Other Student Support** | **36,800** | **2,801** | **(36,800)** | **2,801** |
| 141-2-101-8011-8-72210-559990-0000-0000-101 | Charges: Dean of Students (1.6 FTE) | 102,000 | 162,820 | (102,000) | 162,820 |
| | **Total 72210 - Regular Instruction Support** | **102,000** | **162,820** | **(102,000)** | **162,820** |
| | **Total Chattanooga Preparatory School** | **138,800** | **165,621** | **(138,800)** | **165,621** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| **CGLA Montessori School** | | | | | |
| 141-2-101-8142-8-71100-542910-0000-0000-101 | Instructional Supplies | 26,001 | | (26,001) | - |
| 141-2-101-8142-8-71100-547110-0000-0000-101 | Software | 24,000 | 16,155 | (24,000) | 16,155 |
| 141-2-101-8142-8-71100-559990-0000-0000-101 | Charges: Educational Assistant (.7 FTE) | 74,452 | 38,931 | (74,452) | 38,931 |
| | **Total 71100 - Regular Instruction** | **124,453** | **55,086** | **(124,453)** | **55,086** |
| 141-2-101-8142-8-72130-539990-0000-0000-101 | Contracted Services - Parent Involvement | - | 600 | | 600 |
| 141-2-101-8142-8-72130-549990-0000-0000-101 | Charges: Parental Involvement | - | 500 | | 500 |
| 141-2-101-8142-8-72130-559990-0000-0000-101 | Parent Meeting Expense | 2,183 | 1,000 | (2,183) | 1,000 |
| 141-2-101-8142-8-72130-559990-0000-0000-101 | Charges: Behavior Management Specialist (.8 FTE) | - | 60,640 | | 60,640 |
| | **Total 72130 - Other Student Support** | **2,183** | **62,740** | **(2,183)** | **62,740** |
| 141-2-101-8142-8-72210-552410-0000-0000-101 | Staff Development | 5,000 | | (5,000) | - |
| 141-2-101-8142-8-72210-559990-0000-0000-101 | Charges: Tech Support (.26 FTE) | - | 11,651 | | 11,651 |
| 141-2-101-8142-8-72210-559990-0000-0000-101 | Charges: PT Instructional Coach (.32 FTE) | - | 15,130 | | 15,130 |
| | **Total 72210 - Regular Instruction Support** | **5,000** | **26,781** | **(5,000)** | **26,781** |
| | **Total CGLA Montessori School** | **131,636** | **144,607** | **(131,636)** | **144,607** |
| **Brown Middle** | | | | | |
| 141-2-101-0035-2-71100-513450-PWOB-0000-101 | Instructional Personnel-Interventionist/Tutor Part-Time (.5 FTE) | - | 22,500 | | 22,500 |
| 141-2-101-0035-2-71100-514090-0000-0000-101 | Teacher Supplements | - | 9,100 | | 9,100 |
| 141-2-101-0035-2-71100-520110-0000-0000-101 | Social Security | - | 564 | | 564 |
| 141-2-101-0035-2-71100-520110-PWOB-0000-101 | Social Security | - | 1,395 | | 1,395 |
| 141-2-101-0035-2-71100-520410-0000-0000-101 | Retirement | - | 819 | | 819 |
| 141-2-101-0035-2-71100-520770-PWOB-0000-101 | Medical Insurance - Part-time | - | 420 | | 420 |
| 141-2-101-0035-2-71100-521210-0000-0000-101 | Medicare | - | 132 | | 132 |
| 141-2-101-0035-2-71100-521210-PWOB-0000-101 | Medicare | - | 326 | | 326 |
| 141-2-101-0035-2-71100-539980-0000-0000-101 | Contract Substitutes | - | 3,600 | | 3,600 |
| 141-2-101-0035-2-71100-542910-0000-0000-101 | Instructional Supplies | - | 21,327 | | 21,327 |
| 141-2-101-0035-2-71100-547110-0000-0000-101 | Software | - | 4,000 | | 4,000 |
| 141-2-101-0035-2-71100-559990-0000-0000-101 | Charges: Field Trips, etc | - | 4,000 | | 4,000 |
| | **Total 71100 - Regular Instruction** | **-** | **68,183** | **-** | **68,183** |
| 141-2-101-0035-2-72130-547110-0000-0000-101 | Software | - | 6,500 | | 6,500 |
| 141-2-101-0035-2-72130-549990-0000-0000-101 | Supplies, Awards, Postage | - | 500 | | 500 |
| 141-2-101-0035-2-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 1,500 | | 1,500 |
| | **Total 72130 - Other Student Support** | **-** | **8,500** | **-** | **8,500** |
| 141-2-101-0035-2-72210-5189L0-0000-0000-101 | Stipend - Professional Learning | - | 3,000 | | 3,000 |
| 141-2-101-0035-2-72210-519610-0000-0000-101 | In-Service Stipends | - | 2,000 | | 2,000 |
| 141-2-101-0035-2-72210-520110-0000-0000-101 | Social Security | - | 310 | | 310 |
| 141-2-101-0035-2-72210-520410-0000-0000-101 | Retirement | - | 450 | | 450 |
| 141-2-101-0035-2-72210-521210-0000-0000-101 | Medicare | - | 73 | | 73 |
| 141-2-101-0035-2-72210-552410-0000-0000-101 | Staff Development | - | 13,000 | | 13,000 |
| | **Total 72210 - Regular Instruction Support** | **-** | **18,833** | **-** | **18,833** |
| 141-2-101-0035-2-72710-531410-0000-0000-101 | Contracts w/ Public Carriers | - | 10,000 | | 10,000 |
| | **Total 72710 - Transportation** | **-** | **10,000** | **-** | **10,000** |
| | **Total Brown Middle** | **-** | **105,516** | **-** | **105,516** |
| **East Ridge Middle** | | | | | |
| 141-2-101-0075-2-71100-5116A0-0000-0000-101 | Teacher - Related Arts (1 FTE) | - | 55,355 | | 55,355 |
| 141-2-101-0075-2-71100-514090-0000-0000-101 | Teacher Supplements | - | 31,462 | | 31,462 |
| 141-2-101-0075-2-71100-520110-0000-0000-101 | Social Security | - | 1,951 | | 1,951 |
| 141-2-101-0075-2-71100-520110-PBEN-0000-101 | Social Security | - | 3,432 | | 3,432 |
| 141-2-101-0075-2-71100-520410-0000-0000-101 | Retirement | - | 2,831 | | 2,831 |
| 141-2-101-0075-2-71100-520410-PBEN-0000-101 | Retirement | - | 4,981 | | 4,981 |
| 141-2-101-0075-2-71100-520610-PBEN-0000-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0075-2-71100-520710-PBEN-0000-101 | Medical Insurance | - | 13,383 | | 13,383 |
| 141-2-101-0075-2-71100-520810-PBEN-0000-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0075-2-71100-521010-PBEN-0000-101 | Unemployment Compensation | - | 13 | | 13 |
| 141-2-101-0075-2-71100-521210-0000-0000-101 | Medicare | - | 456 | | 456 |
| 141-2-101-0075-2-71100-521210-PBEN-0000-101 | Medicare | - | 803 | | 803 |
| 141-2-101-0075-2-71100-529910-PBEN-0000-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0075-2-71100-529930-PBEN-0000-101 | Short Term Disability | - | 113 | | 113 |
| 141-2-101-0075-2-71100-547110-0000-0000-101 | Software | - | 2,500 | | 2,500 |
| 141-2-101-0075-2-71100-559990-0000-0000-101 | Charges: Field Trips, etc | - | 4,000 | | 4,000 |
| | **Total 71100 - Regular Instruction** | **-** | **121,662** | **-** | **121,662** |
| 141-2-101-0075-2-72130-518990-0000-0000-101 | Other Salaries and Wages: Classified FE activites | - | 6,532 | | 6,532 |
| 141-2-101-0075-2-72130-5189G0-PBEN-0000-101 | Behavior Management Specialist (1 FTE) | - | 52,800 | | 52,800 |
| 141-2-101-0075-2-72130-520110-0000-0000-101 | Social Security | - | 405 | | 405 |
| 141-2-101-0075-2-72130-520110-PBEN-0000-101 | Social Security | - | 3,274 | | 3,274 |
| 141-2-101-0075-2-72130-520410-0000-0000-101 | Retirement | - | 960 | | 960 |
| 141-2-101-0075-2-72130-520410-PBEN-0000-101 | Retirement | - | 7,762 | | 7,762 |
| 141-2-101-0075-2-72130-520610-PBEN-0000-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0075-2-72130-520710-PBEN-0000-101 | Medical Insurance | - | 13,383 | | 13,383 |
| 141-2-101-0075-2-72130-520810-PBEN-0000-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0075-2-72130-521010-PBEN-0000-101 | Unemployment Compensation | - | 13 | | 13 |
| 141-2-101-0075-2-72130-521210-0000-0000-101 | Medicare | - | 95 | | 95 |
| 141-2-101-0075-2-72130-521210-PBEN-0000-101 | Medicare | - | 766 | | 766 |
| 141-2-101-0075-2-72130-529910-PBEN-0000-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0075-2-72130-529930-PBEN-0000-101 | Short Term Disability | - | 113 | | 113 |
| 141-2-101-0075-2-72130-539990-0000-0000-101 | Contracted Services - Parent | - | 30,481 | | 30,481 |
| 141-2-101-0075-2-72130-547110-0000-0000-101 | Software | - | 7,000 | | 7,000 |
| 141-2-101-0075-2-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 3,809 | | 3,809 |
| | **Total 72130 - Other Student Support** | **-** | **127,775** | **-** | **127,775** |
| 141-2-101-0075-2-72210-516210-0000-0000-101 | Clerical Personnel | - | 327 | | 327 |
| 141-2-101-0075-2-72210-520110-0000-0000-101 | Social Security | - | 20 | | 20 |
| 141-2-101-0075-2-72210-520410-0000-0000-101 | Retirement | - | 48 | | 48 |
| 141-2-101-0075-2-72210-521210-0000-0000-101 | Medicare | - | 5 | | 5 |
| 141-2-101-0075-2-72210-552410-0000-0000-101 | Staff Development | - | 3,296 | | 3,296 |
| | **Total 72210 - Regular Instruction Support** | **-** | **3,696** | **-** | **3,696** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-101-0075-2-72710-531410-0000-0000-101 | Contracts w/ Public Carriers | - | 2,000 | | 2,000 |
| | **Total 72710 - Transportation** | - | **2,000** | - | **2,000** |
| | **Total East Ridge Middle** | - | **255,133** | - | **255,133** |
| **Ooltewah Middle** | | | | | |
| 141-2-101-0157-2-71100-514090-0000-0000-101 | Teacher Supplements | - | 15,000 | | 15,000 |
| 141-2-101-0157-2-71100-520110-0000-0000-101 | Social Security | - | 930 | | 930 |
| 141-2-101-0157-2-71100-520410-0000-0000-101 | Retirement | - | 1,328 | | 1,328 |
| 141-2-101-0157-2-71100-521210-0000-0000-101 | Medicare | - | 218 | | 218 |
| 141-2-101-0157-2-71100-542910-0000-0000-101 | Instructional Supplies | - | 8,548 | | 8,548 |
| 141-2-101-0157-2-71100-547110-0000-0000-101 | Software | - | 8,549 | | 8,549 |
| | **Total 71100 - Regular Instruction** | - | **34,573** | - | **34,573** |
| 141-2-101-0157-2-72130-518990-0000-0000-101 | Other Salaries | - | 5,000 | | 5,000 |
| 141-2-101-0157-2-72130-520110-0000-0000-101 | Social Security | - | 310 | | 310 |
| 141-2-101-0157-2-72130-520410-0000-0000-101 | Retirement | - | 735 | | 735 |
| 141-2-101-0157-2-72130-521210-0000-0000-101 | Medicare | - | 73 | | 73 |
| 141-2-101-0157-2-72130-549990-0000-0000-101 | Supplies, Awards, Postage | - | 1,500 | | 1,500 |
| 141-2-101-0157-2-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 2,000 | | 2,000 |
| | **Total 72130 - Other Student Support** | - | **9,618** | - | **9,618** |
| 141-2-101-0157-2-72210-517210-PBEN-0000-101 | Instructional Coach (.5 FTE) | - | 37,054 | | 37,054 |
| 141-2-101-0157-2-72210-520110-PBEN-0000-101 | Social Security | - | 2,297 | | 2,297 |
| 141-2-101-0157-2-72210-520410-PBEN-0000-101 | Retirement | - | 3,335 | | 3,335 |
| 141-2-101-0157-2-72210-520610-PBEN-0000-101 | Life Insurance | - | 19 | | 19 |
| 141-2-101-0157-2-72210-520710-PBEN-0000-101 | Medical Insurance | - | 6,692 | | 6,692 |
| 141-2-101-0157-2-72210-520810-PBEN-0000-101 | Dental Insurance | - | 120 | | 120 |
| 141-2-101-0157-2-72210-521010-PBEN-0000-101 | Unemployment Compensation | - | 7 | | 7 |
| 141-2-101-0157-2-72210-521210-PBEN-0000-101 | Medicare | - | 537 | | 537 |
| 141-2-101-0157-2-72210-529910-PBEN-0000-101 | Long Term Disability | - | 52 | | 52 |
| 141-2-101-0157-2-72210-529930-PBEN-0000-101 | Short Term Disability | - | 57 | | 57 |
| | **Total 72210 - Regular Instruction Support** | - | **50,170** | - | **50,170** |
| 141-2-101-0157-2-72710-531410-0000-0000-101 | Contracts w/ Public Carriers | - | 25,000 | | 25,000 |
| | **Total 72710 - Transportation** | - | **25,000** | - | **25,000** |
| | **Total Ooltewah Middle** | - | **119,361** | - | **119,361** |
| **Red Bank Middle** | | | | | |
| 141-2-101-0180-2-71100-5116H0-PBEN-0000-101 | Teacher - Intervention (.7 FTE) | - | 38,500 | | 38,500 |
| 141-2-101-0180-2-71100-513450-PWOB-0000-101 | Tutor Part-Time (.79) | - | 21,240 | | 21,240 |
| 141-2-101-0180-2-71100-520110-PBEN-0000-101 | Social Security | - | 2,387 | | 2,387 |
| 141-2-101-0180-2-71100-520110-PWOB-0000-101 | Social Security | - | 1,317 | | 1,317 |
| 141-2-101-0180-2-71100-520410-PBEN-0000-101 | Retirement | - | 3,466 | | 3,466 |
| 141-2-101-0180-2-71100-520610-PBEN-0000-101 | Life Insurance | - | 27 | | 27 |
| 141-2-101-0180-2-71100-520710-PBEN-0000-101 | Medical Insurance | - | 9,368 | | 9,368 |
| 141-2-101-0180-2-71100-520770-PWOB-0000-101 | Medical Insurance - Part Time | - | 620 | | 620 |
| 141-2-101-0180-2-71100-520810-PBEN-0000-101 | Dental Insurance | - | 168 | | 168 |
| 141-2-101-0180-2-71100-521010-PBEN-0000-101 | Unemployment Compensation | - | 9 | | 9 |
| 141-2-101-0180-2-71100-521210-PBEN-0000-101 | Medicare | - | 558 | | 558 |
| 141-2-101-0180-2-71100-521210-PWOB-0000-101 | Medicare | - | 308 | | 308 |
| 141-2-101-0180-2-71100-529910-PBEN-0000-101 | Long Term Disability | - | 73 | | 73 |
| 141-2-101-0180-2-71100-529930-PBEN-0000-101 | Short Term Disability | - | 79 | | 79 |
| 141-2-101-0180-2-71100-547110-0000-0000-101 | Software | - | 4,543 | | 4,543 |
| 141-2-101-0180-2-71100-559990-0000-0000-101 | Charges: Field Trips, etc | - | 5,000 | | 5,000 |
| | **Total 71100 - Regular Instruction** | - | **87,663** | - | **87,663** |
| 141-2-101-0180-2-72130-518980-0000-0000-101 | Student Support Coach additional days | - | 3,555 | | 3,555 |
| 141-2-101-0180-2-72130-5189B0-PBEN-0000-101 | Truancy Specialist (.7 FTE) | - | 38,470 | | 38,470 |
| 141-2-101-0180-2-72130-520110-0000-0000-101 | Social Security | - | 221 | | 221 |
| 141-2-101-0180-2-72130-520110-PBEN-0000-101 | Social Security | - | 2,385 | | 2,385 |
| 141-2-101-0180-2-72130-520410-0000-0000-101 | Retirement | - | 320 | | 320 |
| 141-2-101-0180-2-72130-520410-PBEN-0000-101 | Retirement | - | 5,655 | | 5,655 |
| 141-2-101-0180-2-72130-520610-PBEN-0000-101 | Life Insurance | - | 27 | | 27 |
| 141-2-101-0180-2-72130-520710-PBEN-0000-101 | Medical Insurance | - | 9,368 | | 9,368 |
| 141-2-101-0180-2-72130-520810-PBEN-0000-101 | Dental Insurance | - | 168 | | 168 |
| 141-2-101-0180-2-72130-521010-PBEN-0000-101 | Unemployment Compensation | - | 9 | | 9 |
| 141-2-101-0180-2-72130-521210-0000-0000-101 | Medicare | - | 52 | | 52 |
| 141-2-101-0180-2-72130-521210-PBEN-0000-101 | Medicare | - | 557 | | 557 |
| 141-2-101-0180-2-72130-529910-PBEN-0000-101 | Long Term Disability | - | 73 | | 73 |
| 141-2-101-0180-2-72130-529930-PBEN-0000-101 | Short Term Disability | - | 79 | | 79 |
| 141-2-101-0180-2-72130-547110-0000-0000-101 | Software | - | 2,800 | | 2,800 |
| 141-2-101-0180-2-72130-549990-0000-0000-101 | Supplies, Awards, Postage | - | 6,424 | | 6,424 |
| 141-2-101-0180-2-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 3,427 | | 3,427 |
| | **Total 72130 - Other Student Support** | - | **73,590** | - | **73,590** |
| 141-2-101-0180-2-72210-5140M0-0000-0000-101 | Stipend - Multi-Classroom Lead | - | 2,500 | | 2,500 |
| 141-2-101-0180-2-72210-5189E0-0000-0000-101 | Dean of Students additional days | - | 4,140 | | 4,140 |
| 141-2-101-0180-2-72210-520110-0000-0000-101 | Social Security | - | 412 | | 412 |
| 141-2-101-0180-2-72210-520410-0000-0000-101 | Retirement | - | 598 | | 598 |
| 141-2-101-0180-2-72210-521210-0000-0000-101 | Medicare | - | 96 | | 96 |
| 141-2-101-0180-2-72210-552410-0000-0000-101 | Staff Development | - | 16,832 | | 16,832 |
| | **Total 72210 - Regular Instruction Support** | - | **24,578** | - | **24,578** |
| 141-2-101-0180-2-72710-531410-0000-0000-101 | Contracts w/ Public Carriers | - | 5,000 | | 5,000 |
| | **Total 72710 - Transportation** | - | **5,000** | - | **5,000** |
| | **Total Red Bank Middle** | - | **190,831** | - | **190,831** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| **Dalewood Middle** | | | | | |
| 141-2-101-0055-2-71100-514090-0000-0000-101 | Teacher Supplements | - | 20,000 | | 20,000 |
| 141-2-101-0055-2-71100-520110-0000-0000-101 | Social Security | - | 1,240 | | 1,240 |
| 141-2-101-0055-2-71100-520410-0000-0000-101 | Retirement | - | 2,085 | | 2,085 |
| 141-2-101-0055-2-71100-521210-0000-0000-101 | Medicare | - | 290 | | 290 |
| 141-2-101-0055-2-71100-542910-0000-0000-101 | Instructional Supplies | - | 2,337 | | 2,337 |
| | **Total 71100 - Regular Instruction** | **-** | **25,952** | **-** | **25,952** |
| 141-2-101-0055-2-72130-518980-PBEN-0000-101 | Student Support Coach (.3 FTE) | - | 14,781 | | 14,781 |
| 141-2-101-0055-2-72130-5189B0-PBEN-0000-101 | Truancy Specialist (.5 FTE) | - | 30,508 | | 30,508 |
| 141-2-101-0055-2-72130-520110-PBEN-0000-101 | Social Security | - | 2,808 | | 2,808 |
| 141-2-101-0055-2-72130-520410-PBEN-0000-101 | Retirement | - | 6,657 | | 6,657 |
| 141-2-101-0055-2-72130-520610-PBEN-0000-101 | Life Insurance | - | 30 | | 30 |
| 141-2-101-0055-2-72130-520710-PBEN-0000-101 | Medical Insurance | - | 10,706 | | 10,706 |
| 141-2-101-0055-2-72130-520810-PBEN-0000-101 | Dental Insurance | - | 192 | | 192 |
| 141-2-101-0055-2-72130-521010-PBEN-0000-101 | Unemployment Compensation | - | 10 | | 10 |
| 141-2-101-0055-2-72130-521210-PBEN-0000-101 | Medicare | - | 657 | | 657 |
| 141-2-101-0055-2-72130-529910-PBEN-0000-101 | Long Term Disability | - | 83 | | 83 |
| 141-2-101-0055-2-72130-529930-PBEN-0000-101 | Short Term Disability | - | 90 | | 90 |
| 141-2-101-0055-2-72130-549990-0000-0000-101 | Supplies, Awards, Postage | - | 500 | | 500 |
| 141-2-101-0055-2-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 1,328 | | 1,328 |
| | **Total 72130 - Other Student Support** | **-** | **68,350** | **-** | **68,350** |
| 141-2-101-0055-2-72210-5140M0-0000-0000-101 | Stipend - Multi-Classroom Lead | - | 20,000 | | 20,000 |
| 141-2-101-0055-2-72210-520110-0000-0000-101 | Social Security | - | 1,240 | | 1,240 |
| 141-2-101-0055-2-72210-520410-0000-0000-101 | Retirement | - | 1,800 | | 1,800 |
| 141-2-101-0055-2-72210-521210-0000-0000-101 | Medicare | - | 290 | | 290 |
| | **Total 72210 - Regular Instruction Support** | **-** | **23,330** | **-** | **23,330** |
| | **Total Dalewood Middle** | **-** | **117,632** | **-** | **117,632** |
| **East Lake Academy** | | | | | |
| 141-2-101-0064-2-71100-511650-PBEN-0000-101 | Teacher - ENL (.5 FTE) | - | 28,375 | | 28,375 |
| 141-2-101-0064-2-71100-514090-0000-0000-101 | Teacher Supplements | - | 8,173 | | 8,173 |
| 141-2-101-0064-2-71100-520110-0000-0000-101 | Social Security | - | 507 | | 507 |
| 141-2-101-0064-2-71100-520110-PBEN-0000-101 | Social Security | - | 1,759 | | 1,759 |
| 141-2-101-0064-2-71100-520410-0000-0000-101 | Retirement | - | 736 | | 736 |
| 141-2-101-0064-2-71100-520410-PBEN-0000-101 | Retirement | - | 3,017 | | 3,017 |
| 141-2-101-0064-2-71100-520610-PBEN-0000-101 | Life Insurance | - | 19 | | 19 |
| 141-2-101-0064-2-71100-520710-PBEN-0000-101 | Medical Insurance | - | 6,692 | | 6,692 |
| 141-2-101-0064-2-71100-520810-PBEN-0000-101 | Dental Insurance | - | 120 | | 120 |
| 141-2-101-0064-2-71100-521010-PBEN-0000-101 | Unemployment Compensation | - | 7 | | 7 |
| 141-2-101-0064-2-71100-521210-0000-0000-101 | Medicare | - | 119 | | 119 |
| 141-2-101-0064-2-71100-521210-PBEN-0000-101 | Medicare | - | 411 | | 411 |
| 141-2-101-0064-2-71100-529910-PBEN-0000-101 | Long Term Disability | - | 52 | | 52 |
| 141-2-101-0064-2-71100-529930-PBEN-0000-101 | Short Term Disability | - | 57 | | 57 |
| 141-2-101-0064-2-71100-542910-0000-0000-101 | Instructional Supplies | - | 236 | | 236 |
| 141-2-101-0064-2-71100-547110-0000-0000-101 | Software | - | 29,500 | | 29,500 |
| | **Total 71100 - Regular Instruction** | **-** | **79,780** | **-** | **79,780** |
| 141-2-101-0064-2-72130-518960-PBEN-0000-101 | Parent Coordinator (.6 FTE) | - | 17,272 | | 17,272 |
| 141-2-101-0064-2-72130-518980-PBEN-0000-101 | Student Support Coach (1 FTE) | - | 52,877 | | 52,877 |
| 141-2-101-0064-2-72130-5189G0-PBEN-0000-101 | Behavior Management Specialist (1 FTE) | - | 41,801 | | 41,801 |
| 141-2-101-0064-2-72130-520110-PBEN-0000-101 | Social Security | - | 6,941 | | 6,941 |
| 141-2-101-0064-2-72130-520410-PBEN-0000-101 | Retirement | - | 16,457 | | 16,457 |
| 141-2-101-0064-2-72130-520610-PBEN-0000-101 | Life Insurance | - | 99 | | 99 |
| 141-2-101-0064-2-72130-520710-PBEN-0000-101 | Medical Insurance | - | 34,796 | | 34,796 |
| 141-2-101-0064-2-72130-520810-PBEN-0000-101 | Dental Insurance | - | 624 | | 624 |
| 141-2-101-0064-2-72130-521010-PBEN-0000-101 | Unemployment Compensation | - | 34 | | 34 |
| 141-2-101-0064-2-72130-521210-PBEN-0000-101 | Medicare | - | 1,623 | | 1,623 |
| 141-2-101-0064-2-72130-529910-PBEN-0000-101 | Long Term Disability | - | 270 | | 270 |
| 141-2-101-0064-2-72130-529930-PBEN-0000-101 | Short Term Disability | - | 294 | | 294 |
| 141-2-101-0064-2-72130-547110-0000-0000-101 | Software | - | 2,500 | | 2,500 |
| | **Total 72130 - Other Student Support** | **-** | **175,588** | **-** | **175,588** |
| 141-2-101-0064-2-72210-552410-0000-0000-101 | Staff Development | - | 2,500 | | 2,500 |
| | **Total 72210 - Regular Instruction Support** | **-** | **2,500** | **-** | **2,500** |
| | **Total East Lake Academy** | **-** | **257,868** | **-** | **257,868** |
| **Hixson Middle** | | | | | |
| 141-2-101-0129-2-72130-518980-PBEN-0000-101 | Student Support Coach (.62 FTE) | - | 46,418 | | 46,418 |
| 141-2-101-0129-2-72130-5189G0-PBEN-0000-101 | Behavior Management Specialist (1 FTE) | - | 42,842 | | 42,842 |
| 141-2-101-0129-2-72130-520110-PBEN-0000-101 | Social Security | - | 5,534 | | 5,534 |
| 141-2-101-0129-2-72130-520410-PBEN-0000-101 | Retirement | - | 13,120 | | 13,120 |
| 141-2-101-0129-2-72130-520610-PBEN-0000-101 | Life Insurance | - | 62 | | 62 |
| 141-2-101-0129-2-72130-520710-PBEN-0000-101 | Medical Insurance | - | 21,680 | | 21,680 |
| 141-2-101-0129-2-72130-520810-PBEN-0000-101 | Dental Insurance | - | 389 | | 389 |
| 141-2-101-0129-2-72130-521010-PBEN-0000-101 | Unemployment Compensation | - | 21 | | 21 |
| 141-2-101-0129-2-72130-521210-PBEN-0000-101 | Medicare | - | 1,294 | | 1,294 |
| 141-2-101-0129-2-72130-529910-PBEN-0000-101 | Long Term Disability | - | 168 | | 168 |
| 141-2-101-0129-2-72130-529930-PBEN-0000-101 | Short Term Disability | - | 183 | | 183 |
| 141-2-101-0129-2-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 2,850 | | 2,850 |
| | **Total 72130 - Other Student Support** | **-** | **134,561** | **-** | **134,561** |
| 141-2-101-0129-2-72210-5189L0-0000-0000-101 | Stipend - Professional Learning | - | 560 | | 560 |
| 141-2-101-0129-2-72210-520110-0000-0000-101 | Social Security | - | 35 | | 35 |
| 141-2-101-0129-2-72210-520410-0000-0000-101 | Retirement | - | 50 | | 50 |
| 141-2-101-0129-2-72210-521210-0000-0000-101 | Medicare | - | 8 | | 8 |
| | **Total 72210 - Regular Instruction Support** | **-** | **653** | **-** | **653** |
| | **Total Hixson Middle** | **-** | **135,214** | **-** | **135,214** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| **Orchard Knob Middle** | | | | | |
| 141-2-101-0200-2-71100-513450-PWOB-0000-101 | Tutor-Part-Time (.47 FTE) | - | 15,750 | | 15,750 |
| 141-2-101-0200-2-71100-520110-PWOB-0000-101 | Social Security | - | 977 | | 977 |
| 141-2-101-0200-2-71100-520770-PWOB-0000-101 | Medical Insurance - Part Time | - | 420 | | 420 |
| 141-2-101-0200-2-71100-521210-PWOB-0000-101 | Medicare | - | 228 | | 228 |
| 141-2-101-0200-2-71100-542910-0000-0000-101 | Instructional Supplies | - | 5,710 | | 5,710 |
| 141-2-101-0200-2-71100-559990-0000-0000-101 | Charges: Field Trips, etc | - | 7,500 | | 7,500 |
| | **Total 71100 - Regular Instruction** | **-** | **30,585** | **-** | **30,585** |
| 141-2-101-0200-2-72130-5189G0-PBEN-0000-101 | Behavior Management Specialist (1 FTE) | - | 41,802 | | 41,802 |
| 141-2-101-0200-2-72130-520110-PBEN-0000-101 | Social Security | - | 2,591 | | 2,591 |
| 141-2-101-0200-2-72130-520410-PBEN-0000-101 | Retirement | - | 6,145 | | 6,145 |
| 141-2-101-0200-2-72130-520610-PBEN-0000-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0200-2-72130-520710-PBEN-0000-101 | Medical Insurance | - | 13,383 | | 13,383 |
| 141-2-101-0200-2-72130-520810-PBEN-0000-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0200-2-72130-521010-PBEN-0000-101 | Unemployment Compensation | - | 13 | | 13 |
| 141-2-101-0200-2-72130-521210-PBEN-0000-101 | Medicare | - | 606 | | 606 |
| 141-2-101-0200-2-72130-529910-PBEN-0000-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0200-2-72130-529930-PBEN-0000-101 | Short Term Disability | - | 113 | | 113 |
| 141-2-101-0200-2-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 2,009 | | 2,009 |
| | **Total 72130 - Other Student Support** | **-** | **67,044** | **-** | **67,044** |
| 141-2-101-0200-2-72210-5140M0-0000-0000-101 | Stipend - Multi Classroom Lead | - | 10,000 | | 10,000 |
| 141-2-101-0200-2-72210-520110-0000-0000-101 | Social Security | - | 620 | | 620 |
| 141-2-101-0200-2-72210-520410-0000-0000-101 | Retirement | - | 900 | | 900 |
| 141-2-101-0200-2-72210-521210-0000-0000-101 | Medicare | - | 145 | | 145 |
| | **Total 72210 - Regular Instruction Support** | **-** | **11,665** | **-** | **11,665** |
| 141-2-101-0200-2-72710-531410-0000-0000-101 | Contracts w/ Public Carriers | - | 26,152 | | 26,152 |
| | **Total 72710 - Transportation** | **-** | **26,152** | **-** | **26,152** |
| | **Total Orchard Knob Middle** | **-** | **135,446** | **-** | **135,446** |
| **Alpine Crest Elementary** | | | | | |
| 141-2-101-0010-1-71100-514090-0000-0000-101 | Teacher Supplements | - | 640 | | 640 |
| 141-2-101-0010-1-71100-516310-PWOB-0000-101 | Educational Assistant (.79 FTE) | - | 20,768 | | 20,768 |
| 141-2-101-0010-1-71100-520110-0000-0000-101 | Social Security | - | 40 | | 40 |
| 141-2-101-0010-1-71100-520110-PWOB-0000-101 | Social Security | - | 1,288 | | 1,288 |
| 141-2-101-0010-1-71100-520410-0000-0000-101 | Retirement | - | 58 | | 58 |
| 141-2-101-0010-1-71100-520770-PWOB-0000-101 | Medical Insurance - Part-time | - | 420 | | 420 |
| 141-2-101-0010-1-71100-521210-0000-0000-101 | Medicare | - | 9 | | 9 |
| 141-2-101-0010-1-71100-521210-PWOB-0000-101 | Medicare | - | 301 | | 301 |
| 141-2-101-0010-1-71100-539980-0000-0000-101 | Contract Substitutes | - | 1,680 | | 1,680 |
| 141-2-101-0010-1-71100-542910-0000-0000-101 | Instructional Supplies | - | 10 | | 10 |
| | **Total 71100 - Regular Instruction** | **-** | **25,214** | **-** | **25,214** |
| 141-2-101-0010-1-72130-5189G0-PWOB-0000-101 | Behavior Management Specialist Part-time (.6 FTE) | - | 22,493 | | 22,493 |
| 141-2-101-0010-1-72130-520110-PWOB-0000-101 | Social Security | - | 1,395 | | 1,395 |
| 141-2-101-0010-1-72130-520770-PWOB-0000-101 | Medical - Part-time | - | 420 | | 420 |
| 141-2-101-0010-1-72130-521210-PWOB-0000-101 | Medicare | - | 326 | | 326 |
| 141-2-101-0010-1-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 1,160 | | 1,160 |
| | **Total 72130 - Other Student Support** | **-** | **25,794** | **-** | **25,794** |
| 141-2-101-0010-1-72210-516210-0000-0000-101 | Clerical Personnel | - | 650 | | 650 |
| 141-2-101-0010-1-72210-517210-0000-0000-101 | Instructional Coach additional days | - | 630 | | 630 |
| 141-2-101-0010-1-72210-520110-0000-0000-101 | Social Security | - | 79 | | 79 |
| 141-2-101-0010-1-72210-520410-0000-0000-101 | Retirement | - | 153 | | 153 |
| 141-2-101-0010-1-72210-521210-0000-0000-101 | Employer Medicare | - | 18 | | 18 |
| | **Total 72210 - Regular Instruction Support** | **-** | **1,530** | **-** | **1,530** |
| | **TOTAL Alpine Crest Elementary** | **-** | **52,538** | **-** | **52,538** |
| **East Ridge Elementary** | | | | | |
| 141-2-101-0065-1-71100-513450-PWOB-0000-101 | Other Instructional Personnel Interventionist/Tutor (3.45 FTE) | - | 104,000 | | 104,000 |
| 141-2-101-0065-1-71100-514090-0000-0000-101 | Teacher Supplements | - | 10,000 | | 10,000 |
| 141-2-101-0065-1-71100-516310-PBEN-0000-101 | Educational Assistants (2 FTE) | - | 64,900 | | 64,900 |
| 141-2-101-0065-1-71100-520110-0000-0000-101 | Social Security | - | 620 | | 620 |
| 141-2-101-0065-1-71100-520110-PBEN-0000-101 | Social Security | - | 4,024 | | 4,024 |
| 141-2-101-0065-1-71100-520110-PWOB-0000-101 | Social Security | - | 6,448 | | 6,448 |
| 141-2-101-0065-1-71100-520410-0000-0000-101 | Retirement | - | 900 | | 900 |
| 141-2-101-0065-1-71100-520410-PBEN-0000-101 | Retirement | - | 9,536 | | 9,536 |
| 141-2-101-0065-1-71100-520610-PBEN-0000-101 | Life Insurance | - | 76 | | 76 |
| 141-2-101-0065-1-71100-520710-PBEN-0000-101 | Medical Insurance | - | 26,766 | | 26,766 |
| 141-2-101-0065-1-71100-520770-PWOB-0000-101 | Medical Insurance - Part-time | - | 2,100 | | 2,100 |
| 141-2-101-0065-1-71100-520810-PBEN-0000-101 | Dental Insurance | - | 480 | | 480 |
| 141-2-101-0065-1-71100-521010-PBEN-0000-101 | Unemployment Compensation | - | 26 | | 26 |
| 141-2-101-0065-1-71100-521210-0000-0000-101 | Medicare | - | 145 | | 145 |
| 141-2-101-0065-1-71100-521210-PBEN-0000-101 | Medicare | - | 941 | | 941 |
| 141-2-101-0065-1-71100-521210-PWOB-0000-101 | Medicare | - | 1,508 | | 1,508 |
| 141-2-101-0065-1-71100-529910-PBEN-0000-101 | Long Term Disability | - | 208 | | 208 |
| 141-2-101-0065-1-71100-529930-PBEN-0000-101 | Short Term Disability | - | 226 | | 226 |
| 141-2-101-0065-1-71100-539990-0000-0000-101 | Contracted Services | - | 11,000 | | 11,000 |
| | **Total 71100 - Regular Instruction** | **-** | **243,904** | **-** | **243,904** |
| 141-2-101-0065-1-71200-516340-PBEN-0000-101 | Educational Assistant - ExEd (1 FTE) | - | 35,750 | | 35,750 |
| 141-2-101-0065-1-71200-520110-PBEN-0000-101 | Social Security | - | 2,217 | | 2,217 |
| 141-2-101-0065-1-71200-520410-PBEN-0000-101 | Retirement | - | 5,255 | | 5,255 |
| 141-2-101-0065-1-71200-520610-PBEN-0000-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0065-1-71200-520710-PBEN-0000-101 | Medical Insurance | - | 13,383 | | 13,383 |
| 141-2-101-0065-1-71200-520810-PBEN-0000-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0065-1-71200-521010-PBEN-0000-101 | Unemployment Compensation | - | 13 | | 13 |
| 141-2-101-0065-1-71200-521210-PBEN-0000-101 | Medicare | - | 518 | | 518 |
| 141-2-101-0065-1-71200-529910-PBEN-0000-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0065-1-71200-529930-PBEN-0000-101 | Short Term Disability | - | 113 | | 113 |
| | **Total 71200 - Special Education Program** | **-** | **57,631** | **-** | **57,631** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-101-0065-1-72130-539990-0000-0000-101 | Contracted Services | - | 30,481 | | 30,481 |
| 141-2-101-0065-1-72130-547110-0000-0000-101 | Software | - | 2,500 | | 2,500 |
| 141-2-101-0065-1-72130-549990-0000-0000-101 | Supplies, Awards, Postage | - | 7,590 | | 7,590 |
| 141-2-101-0065-1-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 3,720 | | 3,720 |
| | **Total 72130 - Other Student Support** | **-** | **44,291** | **-** | **44,291** |
| 141-2-101-0065-1-72210-5189L0-0000-0000-101 | Stipend - Professional Learning | - | 5,000 | | 5,000 |
| 141-2-101-0065-1-72210-519610-0000-0000-101 | In-Service Stipends | - | 5,000 | | 5,000 |
| 141-2-101-0065-1-72210-520110-0000-0000-101 | Social Security | - | 620 | | 620 |
| 141-2-101-0065-1-72210-520410-0000-0000-101 | Retirement | - | 900 | | 900 |
| 141-2-101-0065-1-72210-521210-0000-0000-101 | Medicare | - | 146 | | 146 |
| 141-2-101-0065-1-72210-552410-0000-0000-101 | Staff Development | | 7,500 | | 7,500 |
| | **Total 72210 - Regular Instruction Support** | **-** | **19,166** | **-** | **19,166** |
| 141-2-101-0065-1-72710-531410-0000-0000-101 | Contracts w/ Public Carriers | - | 10,000 | | 10,000 |
| | **Total 72710 - Transportation** | **-** | **10,000** | **-** | **10,000** |
| | **Total East Ridge Elementary** | **-** | **374,992** | **-** | **374,992** |
| **Middle Valley Elementary** | | | | | |
| 141-2-101-0085-1-71100-513450-PWOB-0000-101 | Other Instructional Personnel Interventionist/Tutor Part-time (2.02 FTE) | - | 31,853 | | 31,853 |
| 141-2-101-0085-1-71100-520110-PWOB-0000-101 | Social Security | - | 1,975 | | 1,975 |
| 141-2-101-0085-1-71100-520770-PWOB-0000-101 | Medical Insurance - Part-time | - | 1,327 | | 1,327 |
| 141-2-101-0085-1-71100-521210-PWOB-0000-101 | Medicare | - | 462 | | 462 |
| 141-2-101-0085-1-71100-539980-0000-0000-101 | Contracted Substitutes | - | 7,224 | | 7,224 |
| 141-2-101-0085-1-71100-542910-0000-0000-101 | Instructional Supplies | - | 8,000 | | 8,000 |
| 141-2-101-0085-1-71100-547110-0000-0000-101 | Software | - | 8,000 | | 8,000 |
| 141-2-101-0085-1-71100-559990-0000-0000-101 | Other Charges | - | 7,500 | | 7,500 |
| | **Total 71100 - Regular Instruction** | **-** | **66,341** | **-** | **66,341** |
| 141-2-101-0085-1-72130-518990-0000-0000-101 | Other Salaries and Wages | - | 750 | | 750 |
| 141-2-101-0085-1-72130-520110-0000-0000-101 | Social Security | - | 47 | | 47 |
| 141-2-101-0085-1-72130-520410-0000-0000-101 | Retirement | - | 110 | | 110 |
| 141-2-101-0085-1-72130-521210-0000-0000-101 | Medicare | - | 11 | | 11 |
| 141-2-101-0085-1-72130-539990-0000-0000-101 | Contracted Services | - | 1,200 | | 1,200 |
| 141-2-101-0085-1-72130-547110-0000-0000-101 | Software | - | 1,500 | | 1,500 |
| 141-2-101-0085-1-72130-559990-0000-0000-101 | Training materials, mtg exp. | - | 1,511 | | 1,511 |
| | **Total 72130 - Other Student Support** | **-** | **5,129** | **-** | **5,129** |
| 141-2-101-0085-1-72210-516210-0000-0000-101 | Classified Extended Contracts/Overtime | - | 750 | | 750 |
| 141-2-101-0085-1-72210-5189L0-0000-0000-101 | Stipend - Professional Learning | - | 11,700 | | 11,700 |
| 141-2-101-0085-1-72210-520110-0000-0000-101 | Social Security | - | 772 | | 772 |
| 141-2-101-0085-1-72210-520410-0000-0000-101 | Retirement | - | 1,162 | | 1,162 |
| 141-2-101-0085-1-72210-521210-0000-0000-101 | Medicare | - | 181 | | 181 |
| 141-2-101-0085-1-72210-552410-0000-0000-101 | Staff Development | - | 14,926 | | 14,926 |
| | **Total 72210 - Regular Instruction Support** | **-** | **29,491** | **-** | **29,491** |
| 141-2-101-0085-1-72710-531410-0000-0000-101 | Contracts w/ Public Carriers | - | 9,000 | | 9,000 |
| | **Total 72710 - Transportation** | **-** | **9,000** | **-** | **9,000** |
| | **Total Middle Valley Elementary** | **-** | **109,961** | **-** | **109,961** |
| **Harrison Elementary** | | | | | |
| 141-2-101-0090-1-71100-513450-PBEN-0000-101 | Other Instructional Personnel Interventionist/Tutor (2 FTE) | - | 59,100 | | 59,100 |
| 141-2-101-0090-1-71100-514090-0000-0000-101 | Teacher Supplements | - | 12,000 | | 12,000 |
| 141-2-101-0090-1-71100-516310-PBEN-0000-101 | Educational Assistant (2 FTE) | - | 55,946 | | 55,946 |
| 141-2-101-0090-1-71100-520110-0000-0000-101 | Social Security | - | 744 | | 744 |
| 141-2-101-0090-1-71100-520110-PBEN-0000-101 | Social Security | - | 7,133 | | 7,133 |
| 141-2-101-0090-1-71100-520410-0000-0000-101 | Retirement | - | 1,080 | | 1,080 |
| 141-2-101-0090-1-71100-520410-PBEN-0000-101 | Retirement | - | 16,912 | | 16,912 |
| 141-2-101-0090-1-71100-520610-PBEN-0000-101 | Life Insurance | - | 152 | | 152 |
| 141-2-101-0090-1-71100-520710-PBEN-0000-101 | Medical Insurance | - | 53,532 | | 53,532 |
| 141-2-101-0090-1-71100-520810-PBEN-0000-101 | Dental Insurance | - | 960 | | 960 |
| 141-2-101-0090-1-71100-521010-PBEN-0000-101 | Unemployment Compensation | - | 52 | | 52 |
| 141-2-101-0090-1-71100-521210-0000-0000-101 | Medicare | - | 174 | | 174 |
| 141-2-101-0090-1-71100-521210-PBEN-0000-101 | Medicare | - | 1,668 | | 1,668 |
| 141-2-101-0090-1-71100-529910-PBEN-0000-101 | Long Term Disability | - | 416 | | 416 |
| 141-2-101-0090-1-71100-529930-PBEN-0000-101 | Short Term Disability | - | 452 | | 452 |
| 141-2-101-0090-1-71100-542910-0000-0000-101 | Instructional Supplies | - | 20,000 | | 20,000 |
| | **Total 71100 - Regular Instruction** | **-** | **230,321** | **-** | **230,321** |
| 141-2-101-0090-1-72130-518970-PBEN-0000-101 | Family Partnership Specialist (1 FTE) | - | 48,773 | | 48,773 |
| 141-2-101-0090-1-72130-520110-PBEN-0000-101 | Social Security | - | 2,938 | | 2,938 |
| 141-2-101-0090-1-72130-520410-PBEN-0000-101 | Retirement | - | 6,963 | | 6,963 |
| 141-2-101-0090-1-72130-520610-PBEN-0000-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0090-1-72130-520710-PBEN-0000-101 | Medical Insurance | - | 13,383 | | 13,383 |
| 141-2-101-0090-1-72130-520810-PBEN-0000-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0090-1-72130-521010-PBEN-0000-101 | Unemployment Compensation | - | 13 | | 13 |
| 141-2-101-0090-1-72130-521210-PBEN-0000-101 | Medicare | - | 687 | | 687 |
| 141-2-101-0090-1-72130-529910-PBEN-0000-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0090-1-72130-529930-PBEN-0000-101 | Short Term Disability | - | 113 | | 113 |
| | **Total 72130 - Other Student Support** | **-** | **73,252** | **-** | **73,252** |
| 141-2-101-0090-1-72210-552410-0000-0000-101 | Staff Development | - | 4,898 | | 4,898 |
| | **Total 72210 - Regular Instruction Support** | **-** | **4,898** | **-** | **4,898** |
| | **Total Harrison Elementary** | **-** | **308,471** | **-** | **308,471** |
| **Wolftever Creek Elementary** | | | | | |
| 141-2-101-0148-1-71100-513450-PWOB-0000-101 | Other Instruction Personnel Interventionists/Tutors Part-Time (2.37 FTE) | - | 63,130 | | 63,130 |
| 141-2-101-0148-1-71100-520110-PWOB-0000-101 | Social Security | - | 3,914 | | 3,914 |
| 141-2-101-0148-1-71100-520770-PWOB-0000-101 | Medical Insurance - Part-time | - | 1,260 | | 1,260 |
| 141-2-101-0148-1-71100-521210-PWOB-0000-101 | Medicare | - | 915 | | 915 |
| 141-2-101-0148-1-71100-542910-0000-0000-101 | Instructional Supplies | - | 490 | | 490 |
| | **Total 71100 - Regular Instruction** | **-** | **69,709** | **-** | **69,709** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-101-0148-1-72130-518970-PBEN-0000-101 | Family Partnership Specialist (1 FTE) | - | 51,700 | | 51,700 |
| 141-2-101-0148-1-72130-520110-PBEN-0000-101 | Social Security | - | 3,205 | | 3,205 |
| 141-2-101-0148-1-72130-520410-PBEN-0000-101 | Retirement | - | 7,600 | | 7,600 |
| 141-2-101-0148-1-72130-520610-PBEN-0000-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0148-1-72130-520710-PBEN-0000-101 | Medical Insurance | - | 13,383 | | 13,383 |
| 141-2-101-0148-1-72130-520810-PBEN-0000-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0148-1-72130-521010-PBEN-0000-101 | Unemployment Compensation | - | 13 | | 13 |
| 141-2-101-0148-1-72130-521210-PBEN-0000-101 | Medicare | - | 750 | | 750 |
| 141-2-101-0148-1-72130-529910-PBEN-0000-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0148-1-72130-529930-PBEN-0000-101 | Short Term Disability | - | 113 | | 113 |
| | **Total 72130 - Other Student Support** | **-** | **77,146** | **-** | **77,146** |
| | **Total Wolftever Creek Elementary** | **-** | **146,855** | **-** | **146,855** |
| **Red Bank Elementary** | | | | | |
| 141-2-101-0171-1-71100-513450-PWOB-0000-101 | Other Instruction Personnel Interventionists/Tutors Part-Time (1.28 FTE) | - | 28,800 | | 28,800 |
| 141-2-101-0171-1-71100-520110-PWOB-0000-101 | Social Security | - | 1,786 | | 1,786 |
| 141-2-101-0171-1-71100-520770-PWOB-0000-101 | Medical Insurance - Part-time | - | 840 | | 840 |
| 141-2-101-0171-1-71100-521210-PWOB-0000-101 | Medicare | - | 418 | | 418 |
| 141-2-101-0171-1-71100-543990-0000-0000-101 | Contracted Services | - | 6,000 | | 6,000 |
| 141-2-101-0171-1-71100-542910-0000-0000-101 | Instructional Supplies | - | 6,438 | | 6,438 |
| | **Total 71100 - Regular Instruction** | **-** | **44,282** | **-** | **44,282** |
| 141-2-101-0171-1-71200-516340-PBEN-0000-101 | Educational Assistant - ExEd (2 FTE) | - | 68,234 | | 68,234 |
| 141-2-101-0171-1-71200-520110-PBEN-0000-101 | Social Security | - | 4,230 | | 4,230 |
| 141-2-101-0171-1-71200-520410-PBEN-0000-101 | Retirement | - | 10,030 | | 10,030 |
| 141-2-101-0171-1-71200-520610-PBEN-0000-101 | Life Insurance | - | 76 | | 76 |
| 141-2-101-0171-1-71200-520710-PBEN-0000-101 | Medical Insurance | - | 26,766 | | 26,766 |
| 141-2-101-0171-1-71200-520810-PBEN-0000-101 | Dental Insurance | - | 480 | | 480 |
| 141-2-101-0171-1-71200-521010-PBEN-0000-101 | Unemployment Compensation | - | 26 | | 26 |
| 141-2-101-0171-1-71200-521210-PBEN-0000-101 | Medicare | - | 989 | | 989 |
| 141-2-101-0171-1-71200-529910-PBEN-0000-101 | Long Term Disability | - | 208 | | 208 |
| 141-2-101-0171-1-71200-529930-PBEN-0000-101 | Short Term Disability | - | 226 | | 226 |
| | **Total 71200 - Special Education Program** | **-** | **111,265** | **-** | **111,265** |
| 141-2-101-0171-1-72130-518980-0000-0000-101 | Student Support Coach | - | 5,000 | | 5,000 |
| 141-2-101-0171-1-72130-520110-0000-0000-101 | Social Security | - | 310 | | 310 |
| 141-2-101-0171-1-72130-520410-0000-0000-101 | Retirement | - | 450 | | 450 |
| 141-2-101-0171-1-72130-521210-0000-0000-101 | Medicare | - | 73 | | 73 |
| 141-2-101-0171-1-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 3,336 | | 3,336 |
| | **Total 72130 - Other Student Support** | **-** | **9,169** | **-** | **9,169** |
| 141-2-101-0171-1-72210-5140M0-0000-0000-101 | Stipend - Multi-Classroom Lead | - | 10,000 | | 10,000 |
| 141-2-101-0171-1-72210-520110-0000-0000-101 | Social Security | - | 620 | | 620 |
| 141-2-101-0171-1-72210-520410-0000-0000-101 | Retirement | - | 900 | | 900 |
| 141-2-101-0171-1-72210-521210-0000-0000-101 | Medicare | - | 145 | | 145 |
| | **Total 72210 - Regular Instruction Support** | **-** | **11,665** | **-** | **11,665** |
| | **Total Red Bank Elementary** | **-** | **176,381** | **-** | **176,381** |
| **Spring Creek Elementary** | | | | | |
| 141-2-101-0235-1-71100-513450-PWOB-0000-101 | Other Instructional Personnel Interventionists/Tutors Part-Time (2.01 FTE) | - | 52,500 | | 52,500 |
| 141-2-101-0235-1-71100-516310-PBEN-0000-101 | Educational Assistants (3 FTE) | - | 90,860 | | 90,860 |
| 141-2-101-0235-1-71100-520110-PBEN-0000-101 | Social Security | - | 5,633 | | 5,633 |
| 141-2-101-0235-1-71100-520110-PWOB-0000-101 | Social Security | - | 3,255 | | 3,255 |
| 141-2-101-0235-1-71100-520410-PBEN-0000-101 | Retirement | - | 13,356 | | 13,356 |
| 141-2-101-0235-1-71100-520610-PBEN-0000-101 | Life Insurance | - | 115 | | 115 |
| 141-2-101-0235-1-71100-520710-PBEN-0000-101 | Medical Insurance | - | 40,149 | | 40,149 |
| 141-2-101-0235-1-71100-520770-PWOB-0000-101 | Medical Insurance - Part-time | - | 1,260 | | 1,260 |
| 141-2-101-0235-1-71100-520810-PBEN-0000-101 | Dental Insurance | - | 720 | | 720 |
| 141-2-101-0235-1-71100-521010-PBEN-0000-101 | Unemployment Compensation | - | 39 | | 39 |
| 141-2-101-0235-1-71100-521210-PBEN-0000-101 | Medicare | - | 1,318 | | 1,318 |
| 141-2-101-0235-1-71100-521210-PWOB-0000-101 | Medicare | - | 761 | | 761 |
| 141-2-101-0235-1-71100-529910-PBEN-0000-101 | Long Term Disability | - | 312 | | 312 |
| 141-2-101-0235-1-71100-529930-PBEN-0000-101 | Short Term Disability | - | 339 | | 339 |
| 141-2-101-0235-1-71100-542910-0000-0000-101 | Instructional Supplies | - | 21,377 | | 21,377 |
| | **Total 71100 - Regular Instruction** | **-** | **231,994** | **-** | **231,994** |
| 141-2-101-0235-1-72130-539990-0000-0000-101 | Contracted Services | - | 30,481 | | 30,481 |
| 141-2-101-0235-1-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 2,013 | | 2,013 |
| | **Total 72130 - Other Student Support** | **-** | **32,494** | **-** | **32,494** |
| 141-2-101-0235-1-72210-5189L0-0000-0000-101 | Stipend - Professional Learning | - | 16,000 | | 16,000 |
| 141-2-101-0235-1-72210-520110-0000-0000-101 | Social Security | - | 992 | | 992 |
| 141-2-101-0235-1-72210-520410-0000-0000-101 | Retirement | - | 1,440 | | 1,440 |
| 141-2-101-0235-1-72210-521210-0000-0000-101 | Medicare | - | 232 | | 232 |
| 141-2-101-0235-1-72210-552410-0000-0000-101 | Staff Development | - | 6,050 | | 6,050 |
| | **Total 72210 - Regular Instruction Support** | **-** | **24,714** | **-** | **24,714** |
| | **Total Spring Creek Elementary** | **-** | **289,202** | **-** | **289,202** |
| **Barger Academy** | | | | | |
| 141-2-101-0097-1-71100-513450-PWOB-0000-101 | Instruction Personnel Interventionist/Tutor Part-time (2.31 FTE) | - | 53,940 | | 53,940 |
| 141-2-101-0097-1-71100-520110-PWOB-0000-101 | Social Security | - | 3,344 | | 3,344 |
| 141-2-101-0097-1-71100-520770-PWOB-0000-101 | Medical Insurance - Part-time | - | 1,260 | | 1,260 |
| 141-2-101-0097-1-71100-521210-PWOB-0000-101 | Medicare | - | 782 | | 782 |
| 141-2-101-0097-1-71100-542910-0000-0000-101 | Instructional Supplies | - | 11,972 | | 11,972 |
| | **Total 71100 - Regular Instruction** | **-** | **71,298** | **-** | **71,298** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-101-0097-1-72130-518960-PWOB-0000-101 | Parent Coordinator Part-Time (.79 FTE) | - | 19,906 | | 19,906 |
| 141-2-101-0097-1-72130-5189G0-PBEN-0000-101 | Behavior Management Specialist (1 FTE) | - | 44,765 | | 44,765 |
| 141-2-101-0097-1-72130-520110-PBEN-0000-101 | Social Security | - | 2,775 | | 2,775 |
| 141-2-101-0097-1-72130-520110-PWOB-0000-101 | Social Security | - | 1,234 | | 1,234 |
| 141-2-101-0097-1-72130-520410-PBEN-0000-101 | Retirement | - | 6,580 | | 6,580 |
| 141-2-101-0097-1-72130-520610-PBEN-0000-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0097-1-72130-520710-PBEN-0000-101 | Medical Insurance | - | 13,383 | | 13,383 |
| 141-2-101-0097-1-72130-520770-PWOB-0000-101 | Medical Insurance - Part-time | - | 420 | | 420 |
| 141-2-101-0097-1-72130-520810-PBEN-0000-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0097-1-72130-521010-PBEN-0000-101 | Unemployment Compensation | - | 13 | | 13 |
| 141-2-101-0097-1-72130-521210-PBEN-0000-101 | Medicare | - | 649 | | 649 |
| 141-2-101-0097-1-72130-521210-PWOB-0000-101 | Medicare | - | 289 | | 289 |
| 141-2-101-0097-1-72130-529910-PBEN-0000-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0097-1-72130-529930-PBEN-0000-101 | Short Term Disability | - | 113 | | 113 |
| | **Total 72130 - Other Student Support** | **-** | **90,509** | **-** | **90,509** |
| 141-2-101-0097-1-72710-531410-0000-0000-101 | Contracts w/ Public Carriers | - | 2,100 | | 2,100 |
| | **Total 72710 - Transportation** | **-** | **2,100** | **-** | **2,100** |
| | **Total Barger Academy** | **-** | **163,907** | **-** | **163,907** |
| **Clifton Hills Elementary** | | | | | |
| 141-2-101-0048-1-71100-5116A0-PBEN-0000-101 | Teacher - Related Arts (1 FTE) | - | 56,749 | | 56,749 |
| 141-2-101-0048-1-71100-513450-PWOB-0000-101 | Other Instructional Personnel Interventionists/Tutors - Part-Time (.53 FTE) | - | 16,000 | | 16,000 |
| 141-2-101-0048-1-71100-520110-PBEN-0000-101 | Social Security | - | 3,518 | | 3,518 |
| 141-2-101-0048-1-71100-520110-PWOB-0000-101 | Social Security | - | 992 | | 992 |
| 141-2-101-0048-1-71100-520410-PBEN-0000-101 | Retirement | - | 5,106 | | 5,106 |
| 141-2-101-0048-1-71100-520610-PBEN-0000-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0048-1-71100-520710-PBEN-0000-101 | Medical Insurance | - | 13,383 | | 13,383 |
| 141-2-101-0048-1-71100-520770-PWOB-0000-101 | Medical Insurance - Part Time | - | 420 | | 420 |
| 141-2-101-0048-1-71100-520810-PBEN-0000-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0048-1-71100-521010-PBEN-0000-101 | Unemployment Compensation | - | 13 | | 13 |
| 141-2-101-0048-1-71100-521210-PBEN-0000-101 | Medicare | - | 823 | | 823 |
| 141-2-101-0048-1-71100-521210-PWOB-0000-101 | Medicare | - | 232 | | 232 |
| 141-2-101-0048-1-71100-529910-PBEN-0000-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0048-1-71100-529930-PBEN-0000-101 | Short Term Disability | - | 113 | | 113 |
| 141-2-101-0048-1-71100-539980-0000-0000-101 | Contract Substitutes | - | 3,600 | | 3,600 |
| 141-2-101-0048-1-71100-542910-0000-0000-101 | Instructional Supplies | - | 37,000 | | 37,000 |
| 141-2-101-0048-1-71100-559990-0000-0000-101 | Charges: Field Trips, etc | - | 18,000 | | 18,000 |
| | **Total 71100 - Regular Instruction** | **-** | **156,331** | **-** | **156,331** |
| 141-2-101-0048-1-72130-5189B0-PBEN-0000-101 | Truancy Specialist (1 FTE) | - | 55,482 | | 55,482 |
| 141-2-101-0048-1-72130-520110-PBEN-0000-101 | Social Security | - | 3,440 | | 3,440 |
| 141-2-101-0048-1-72130-520410-PBEN-0000-101 | Retirement | - | 8,156 | | 8,156 |
| 141-2-101-0048-1-72130-520610-PBEN-0000-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0048-1-72130-520710-PBEN-0000-101 | Medical Insurance | - | 13,383 | | 13,383 |
| 141-2-101-0048-1-72130-520810-PBEN-0000-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0048-1-72130-521010-PBEN-0000-101 | Unemployment Compensation | - | 13 | | 13 |
| 141-2-101-0048-1-72130-521210-PBEN-0000-101 | Medicare | - | 804 | | 804 |
| 141-2-101-0048-1-72130-529910-PBEN-0000-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0048-1-72130-529930-PBEN-0000-101 | Short Term Disability | - | 113 | | 113 |
| 141-2-101-0048-1-72130-547110-0000-0000-101 | Software | - | 4,810 | | 4,810 |
| 141-2-101-0048-1-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 4,123 | | 4,123 |
| | **Total 72130 - Other Student Support** | **-** | **90,706** | **-** | **90,706** |
| 141-2-101-0048-1-72210-5140M0-0000-0000-101 | Stipend Multi-Classroom Lead | - | 10,000 | | 10,000 |
| 141-2-101-0048-1-72210-517210-PBEN-0000-101 | Instructional Coach (.5 FTE) | - | 33,397 | | 33,397 |
| 141-2-101-0048-1-72210-5189L0-0000-0000-101 | Stipend - Professional Learning | - | 15,000 | | 15,000 |
| 141-2-101-0048-1-72210-520110-0000-0000-101 | Social Security | - | 1,550 | | 1,550 |
| 141-2-101-0048-1-72210-520110-PBEN-0000-101 | Social Security | - | 2,071 | | 2,071 |
| 141-2-101-0048-1-72210-520410-0000-0000-101 | Retirement | - | 2,250 | | 2,250 |
| 141-2-101-0048-1-72210-520410-PBEN-0000-101 | Retirement | - | 3,006 | | 3,006 |
| 141-2-101-0048-1-72210-520610-PBEN-0000-101 | Life Insurance | - | 19 | | 19 |
| 141-2-101-0048-1-72210-520710-PBEN-0000-101 | Health Insurance | - | 6,692 | | 6,692 |
| 141-2-101-0048-1-72210-520810-PBEN-0000-101 | Dental Insurance | - | 120 | | 120 |
| 141-2-101-0048-1-72210-521010-PBEN-0000-101 | Unemployment Compensation | - | 7 | | 7 |
| 141-2-101-0048-1-72210-521210-0000-0000-101 | Medicare | - | 363 | | 363 |
| 141-2-101-0048-1-72210-521210-PBEN-0000-101 | Medicare | - | 484 | | 484 |
| 141-2-101-0048-1-72210-529910-PBEN-0000-101 | Long Term Disability | - | 52 | | 52 |
| 141-2-101-0048-1-72210-529930-PBEN-0000-101 | Short Term Disability | - | 57 | | 57 |
| | **Total 72210 - Regular Instruction Support** | **-** | **75,068** | **-** | **75,068** |
| 141-2-101-0048-1-72710-531410-0000-0000-101 | Contracts w/ Public Carriers | - | 10,000 | | 10,000 |
| | **Total 72710 - Transportation** | **-** | **10,000** | **-** | **10,000** |
| | **Total Clifton Hills Elementary** | **-** | **332,105** | **-** | **332,105** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| **Donaldson Elementary** | | | | | |
| 141-2-101-0037-1-71100-513450-PBEN-0000-101 | Other Instructional Personnel Interventionists/Tutors (1 FTE) | - | 29,550 | | 29,550 |
| 141-2-101-0037-1-71100-514090-0000-0000-101 | Teacher Supplements | - | 1,000 | | 1,000 |
| 141-2-101-0037-1-71100-516350-PBEN-0000-101 | Educational Assistant - Behavior (1 FTE) | - | 35,750 | | 35,750 |
| 141-2-101-0037-1-71100-520110-0000-0000-101 | Social Security | - | 62 | | 62 |
| 141-2-101-0037-1-71100-520110-PBEN-0000-101 | Social Security | - | 4,049 | | 4,049 |
| 141-2-101-0037-1-71100-520410-0000-0000-101 | Retirement | - | 90 | | 90 |
| 141-2-101-0037-1-71100-520410-PBEN-0000-101 | Retirement | - | 9,655 | | 9,655 |
| 141-2-101-0037-1-71100-520610-PBEN-0000-101 | Life Insurance | - | 76 | | 76 |
| 141-2-101-0037-1-71100-520710-PBEN-0000-101 | Medical Insurance | - | 26,766 | | 26,766 |
| 141-2-101-0037-1-71100-520810-PBEN-0000-101 | Dental Insurance | - | 480 | | 480 |
| 141-2-101-0037-1-71100-521010-PBEN-0000-101 | Unemployment Compensation | - | 26 | | 26 |
| 141-2-101-0037-1-71100-521210-0000-0000-101 | Medicare | - | 15 | | 15 |
| 141-2-101-0037-1-71100-521210-PBEN-0000-101 | Medicare | - | 946 | | 946 |
| 141-2-101-0037-1-71100-529910-PBEN-0000-101 | Long Term Disability | - | 208 | | 208 |
| 141-2-101-0037-1-71100-529930-PBEN-0000-101 | Short Term Disability | - | 226 | | 226 |
| 141-2-101-0037-1-71100-542910-0000-0000-101 | Instructional Supplies | - | 6,001 | | 6,001 |
| 141-2-101-0037-1-71100-547110-0000-0000-101 | Software | - | 8,000 | | 8,000 |
| 141-2-101-0037-1-71100-559900-0000-0000-101 | Other Charges | - | 1,000 | | 1,000 |
| | **Total 71100 - Regular Instruction** | **-** | **123,900** | **-** | **123,900** |
| 141-2-101-0037-1-72130-5189B0-PBEN-0000-101 | Truancy Specialist (.4 FTE) | - | 23,264 | | 23,264 |
| 141-2-101-0037-1-72130-520110-PBEN-0000-101 | Social Security | - | 1,442 | | 1,442 |
| 141-2-101-0037-1-72130-520410-PBEN-0000-101 | Retirement | - | 3,420 | | 3,420 |
| 141-2-101-0037-1-72130-520610-PBEN-0000-101 | Life Insurance | - | 15 | | 15 |
| 141-2-101-0037-1-72130-520710-PBEN-0000-101 | Medical Insurance | - | 5,353 | | 5,353 |
| 141-2-101-0037-1-72130-520810-PBEN-0000-101 | Dental Insurance | - | 96 | | 96 |
| 141-2-101-0037-1-72130-521010-PBEN-0000-101 | Unemployment Compensation | - | 5 | | 5 |
| 141-2-101-0037-1-72130-521210-PBEN-0000-101 | Medicare | - | 337 | | 337 |
| 141-2-101-0037-1-72130-529910-PBEN-0000-101 | Long Term Disability | - | 42 | | 42 |
| 141-2-101-0037-1-72130-529930-PBEN-0000-101 | Short Term Disability | - | 45 | | 45 |
| 141-2-101-0037-1-72130-549990-0000-0000-101 | Supplies, Awards, Postage | - | 2,000 | | 2,000 |
| 141-2-101-0037-1-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 593 | | 593 |
| | **Total 72130 - Other Student Support** | **-** | **36,612** | **-** | **36,612** |
| 141-2-101-0037-1-72210-516210-0000-0000-101 | Classified Extended Contracts/PD Stipends/Overtime | - | 1,000 | | 1,000 |
| 141-2-101-0037-1-72210-520110-0000-0000-101 | Social Security | - | 62 | | 62 |
| 141-2-101-0037-1-72210-520410-0000-0000-101 | Retirement | - | 147 | | 147 |
| 141-2-101-0037-1-72210-521210-0000-0000-101 | Medicare | - | 15 | | 15 |
| 141-2-101-0037-1-72210-552410-0000-0000-101 | Staff Development | - | 4,800 | | 4,800 |
| | **Total 72210 - Regular Instruction Support** | **-** | **6,024** | **-** | **6,024** |
| 141-2-101-0037-1-72710-531410-0000-0000-101 | Contracts w/ Public Carriers | - | 5,000 | | 5,000 |
| | **Total 72710 -Transportation** | **-** | **5,000** | **-** | **5,000** |
| | **Total Donaldson Elementary** | **-** | **171,536** | **-** | **171,536** |
| **Daisy Elementary** | | | | | |
| 141-2-101-0050-1-71100-514090-0000-0000-101 | Teacher Supplements | - | 2,000 | | 2,000 |
| 141-2-101-0050-1-71100-516310-PBEN-0000-101 | Educational Assistant (1 FTE) | - | 32,450 | | 32,450 |
| 141-2-101-0050-1-71100-520110-0000-0000-101 | Social Security | - | 124 | | 124 |
| 141-2-101-0050-1-71100-520110-PBEN-0000-101 | Social Security | - | 2,012 | | 2,012 |
| 141-2-101-0050-1-71100-520410-0000-0000-101 | Retirement | - | 180 | | 180 |
| 141-2-101-0050-1-71100-520410-PBEN-0000-101 | Retirement | - | 4,769 | | 4,769 |
| 141-2-101-0050-1-71100-520610-PBEN-0000-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0050-1-71100-520710-PBEN-0000-101 | Medical Insurance | - | 13,383 | | 13,383 |
| 141-2-101-0050-1-71100-520810-PBEN-0000-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0050-1-71100-521010-PBEN-0000-101 | Unemployment Compensation | - | 13 | | 13 |
| 141-2-101-0050-1-71100-521210-0000-0000-101 | Medicare | - | 29 | | 29 |
| 141-2-101-0050-1-71100-521210-PBEN-0000-101 | Medicare | - | 471 | | 471 |
| 141-2-101-0050-1-71100-529910-PBEN-0000-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0050-1-71100-529930-PBEN-0000-101 | Short Term Disability | - | 113 | | 113 |
| 141-2-101-0050-1-71100-539980-0000-0000-101 | Contract Substitutes | - | 2,400 | | 2,400 |
| | **Total 71100 - Regular Instruction** | **-** | **58,326** | **-** | **58,326** |
| 141-2-101-0050-1-72130-518990-0000-0000-101 | Other Salaries and Wages | - | 2,800 | | 2,800 |
| 141-2-101-0050-1-72130-520110-0000-0000-101 | Social Security | - | 174 | | 174 |
| 141-2-101-0050-1-72130-520410-0000-0000-101 | Retirement | - | 412 | | 412 |
| 141-2-101-0050-1-72130-521210-0000-0000-101 | Medicare | - | 41 | | 41 |
| 141-2-101-0050-1-72130-549990-0000-0000-101 | Supplies, Awards, Postage | - | 267 | | 267 |
| 141-2-101-0050-1-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 3,400 | | 3,400 |
| | **Total 72130 - Other Student Support** | **-** | **7,094** | **-** | **7,094** |
| 141-2-101-0050-1-72210-5189L0-0000-0000-101 | Stipend - Professional Learning | - | 2,915 | | 2,915 |
| 141-2-101-0050-1-72210-520110-0000-0000-101 | Social Security | - | 181 | | 181 |
| 141-2-101-0050-1-72210-520410-0000-0000-101 | Retirement | - | 262 | | 262 |
| 141-2-101-0050-1-72210-521210-0000-0000-101 | Medicare | - | 42 | | 42 |
| 141-2-101-0050-1-72210-552410-0000-0000-101 | Staff Development | - | 3,500 | | 3,500 |
| | **Total 72210 - Regular Instruction Support** | **-** | **6,900** | **-** | **6,900** |
| 141-2-101-0050-1-72710-531410-0000-0000-101 | Contracts w/ Public Carriers | - | 505 | | 505 |
| | **Total 72710 - Transportation** | **-** | **505** | **-** | **505** |
| | **Total Daisy Elementary** | **-** | **72,825** | **-** | **72,825** |
| **Dupont Elementary** | | | | | |
| 141-2-101-0058-1-71100-513450-PWOB-0000-101 | Instruction Personnel Interventionist/Tutor Part-Time (2.7 FTE) | - | 78,300 | | 78,300 |
| 141-2-101-0058-1-71100-520110-PWOB-0000-101 | Social Security | - | 4,854 | | 4,854 |
| 141-2-101-0058-1-71100-520770-PWOB-0000-101 | Medical Insurance - Part-time | - | 1,470 | | 1,470 |
| 141-2-101-0058-1-71100-521210-PWOB-0000-101 | Medicare | - | 1,135 | | 1,135 |
| 141-2-101-0058-1-71100-542910-0000-0000-101 | Instructional Supplies | - | 3,001 | | 3,001 |
| 141-2-101-0058-1-71100-559990-0000-0000-101 | Charges: Field Trips, etc | - | 1,800 | | 1,800 |
| | **Total 71100 - Regular Instruction** | **-** | **90,560** | **-** | **90,560** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-101-0058-1-72130-539990-0000-0000-101 | Other Contracted Services | - | 600 | | 600 |
| 141-2-101-0058-1-72130-549990-0000-0000-101 | Supplies, Awards, Postage | - | 335 | | 335 |
| 141-2-101-0058-1-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 732 | | 732 |
| | **Total 72130 - Other Student Support** | **-** | **1,667** | **-** | **1,667** |
| 141-2-101-0058-1-72210-5189L0-0000-0000-101 | Stipend - Professional Learning | - | 5,200 | | 5,200 |
| 141-2-101-0058-1-72210-519610-0000-0000-101 | In-Service Stipends | - | 1,000 | | 1,000 |
| 141-2-101-0058-1-72210-520110-0000-0000-101 | Social Security | - | 384 | | 384 |
| 141-2-101-0058-1-72210-520410-0000-0000-101 | Retirement | - | 558 | | 558 |
| 141-2-101-0058-1-72210-521210-0000-0000-101 | Medicare | - | 90 | | 90 |
| 141-2-101-0058-1-72210-552410-0000-0000-101 | Staff Development | - | 1,000 | | 1,000 |
| | **Total 72210 - Regular Instruction Support** | **-** | **8,232** | **-** | **8,232** |
| 141-2-101-0058-1-72710-531410-0000-0000-101 | Contracts w/ Public Carriers | - | 1,800 | | 1,800 |
| | **Total 72710 - Transportation** | **-** | **1,800** | **-** | **1,800** |
| | **Total Dupont Elementary** | **-** | **102,259** | **-** | **102,259** |
| **East Brainerd Elementary** | | | | | |
| 141-2-101-0062-1-71100-516310-PBEN-0000-101 | Educational Assistant (3 FTE) | - | 86,694 | | 86,694 |
| 141-2-101-0062-1-71100-520110-PBEN-0000-101 | Social Security | - | 5,375 | | 5,375 |
| 141-2-101-0062-1-71100-520410-PBEN-0000-101 | Retirement | - | 12,744 | | 12,744 |
| 141-2-101-0062-1-71100-520610-PBEN-0000-101 | Life Insurance | - | 114 | | 114 |
| 141-2-101-0062-1-71100-520710-PBEN-0000-101 | Medical Insurance | - | 40,149 | | 40,149 |
| 141-2-101-0062-1-71100-520810-PBEN-0000-101 | Dental Insurance | - | 720 | | 720 |
| 141-2-101-0062-1-71100-521010-PBEN-0000-101 | Unemployment Compensation | - | 39 | | 39 |
| 141-2-101-0062-1-71100-521210-PBEN-0000-101 | Medicare | - | 1,257 | | 1,257 |
| 141-2-101-0062-1-71100-529910-PBEN-0000-101 | Long Term Disability | - | 312 | | 312 |
| 141-2-101-0062-1-71100-529930-PBEN-0000-101 | Short Term Disability | - | 339 | | 339 |
| 141-2-101-0062-1-71100-547110-0000-0000-101 | Software | - | 4,550 | | 4,550 |
| | **Total 71100 - Regular Instruction** | **-** | **152,293** | **-** | **152,293** |
| 141-2-101-0062-1-71200-516340-PBEN-0000-101 | Educational Assistant - ExEd (2 FTE) | - | 64,627 | | 64,627 |
| 141-2-101-0062-1-71200-520110-PBEN-0000-101 | Social Security | - | 4,007 | | 4,007 |
| 141-2-101-0062-1-71200-520410-PBEN-0000-101 | Retirement | - | 9,500 | | 9,500 |
| 141-2-101-0062-1-71200-520610-PBEN-0000-101 | Life Insurance | - | 76 | | 76 |
| 141-2-101-0062-1-71200-520710-PBEN-0000-101 | Medical Insurance | - | 26,766 | | 26,766 |
| 141-2-101-0062-1-71200-520810-PBEN-0000-101 | Dental Insurance | - | 480 | | 480 |
| 141-2-101-0062-1-71200-521010-PBEN-0000-101 | Unemployment Compensation | - | 26 | | 26 |
| 141-2-101-0062-1-71200-521210-PBEN-0000-101 | Medicare | - | 937 | | 937 |
| 141-2-101-0062-1-71200-529910-PBEN-0000-101 | Long Term Disability | - | 208 | | 208 |
| 141-2-101-0062-1-71200-529930-PBEN-0000-101 | Short Term Disability | - | 226 | | 226 |
| | **Total 71200 - Special Education Instruction** | **-** | **106,853** | **-** | **106,853** |
| 141-2-101-0062-1-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 5,526 | | 5,526 |
| | **Total 72130 - Other Student Support** | **-** | **5,526** | **-** | **5,526** |
| | **Total East Brainerd Elementary** | **-** | **264,672** | **-** | **264,672** |
| **East Lake Elementary** | | | | | |
| 141-2-101-0063-1-71100-514090-0000-0000-101 | Teacher Supplements | - | 22,710 | | 22,710 |
| 141-2-101-0063-1-71100-516310-PBEN-0000-101 | Educational Assistant (1 FTE) | - | 32,450 | | 32,450 |
| 141-2-101-0063-1-71100-520110-0000-0000-101 | Social Security | - | 1,408 | | 1,408 |
| 141-2-101-0063-1-71100-520110-PBEN-0000-101 | Social Security | - | 2,012 | | 2,012 |
| 141-2-101-0063-1-71100-520410-0000-0000-101 | Retirement | - | 2,044 | | 2,044 |
| 141-2-101-0063-1-71100-520410-PBEN-0000-101 | Retirement | - | 4,770 | | 4,770 |
| 141-2-101-0063-1-71100-520610-PBEN-0000-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0063-1-71100-520710-PBEN-0000-101 | Medical Insurance | - | 13,383 | | 13,383 |
| 141-2-101-0063-1-71100-520810-PBEN-0000-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0063-1-71100-521010-PBEN-0000-101 | Unemployment Compensation | - | 13 | | 13 |
| 141-2-101-0063-1-71100-521210-0000-0000-101 | Medicare | - | 329 | | 329 |
| 141-2-101-0063-1-71100-521210-PBEN-0000-101 | Medicare | - | 471 | | 471 |
| 141-2-101-0063-1-71100-529910-PBEN-0000-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0063-1-71100-529930-PBEN-0000-101 | Short Term Disability | - | 113 | | 113 |
| 141-2-101-0063-1-71100-542910-0000-0000-101 | Instructional Supplies | - | 20,007 | | 20,007 |
| 141-2-101-0063-1-71100-547110-0000-0000-101 | Software | - | 8,500 | | 8,500 |
| 141-2-101-0063-1-71100-559990-0000-0000-101 | Charges: Field Trips, etc | - | 35,000 | | 35,000 |
| | **Total 71100 - Regular Instruction** | **-** | **143,592** | **-** | **143,592** |
| 141-2-101-0063-1-72130-5189G0-PBEN-0000-101 | Behavior Management Specialist (1 FTE) | - | 46,907 | | 46,907 |
| 141-2-101-0063-1-72130-520110-PBEN-0000-101 | Social Security | - | 2,908 | | 2,908 |
| 141-2-101-0063-1-72130-520410-PBEN-0000-101 | Retirement | - | 6,895 | | 6,895 |
| 141-2-101-0063-1-72130-520610-PBEN-0000-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0063-1-72130-520710-PBEN-0000-101 | Medical Insurance | - | 13,383 | | 13,383 |
| 141-2-101-0063-1-72130-520810-PBEN-0000-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0063-1-72130-521010-PBEN-0000-101 | Unemployment Compensation | - | 13 | | 13 |
| 141-2-101-0063-1-72130-521210-PBEN-0000-101 | Medicare | - | 680 | | 680 |
| 141-2-101-0063-1-72130-529910-PBEN-0000-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0063-1-72130-529930-PBEN-0000-101 | Short Term Disability | - | 113 | | 113 |
| 141-2-101-0063-1-72130-547110-0000-0000-101 | Software | - | 8,500 | | 8,500 |
| | **Total 72130 - Other Student Support** | **-** | **79,781** | **-** | **79,781** |
| 141-2-101-0063-1-72210-517210-0000-0000-101 | Instructional Coach - additional hours | - | 8,000 | | 8,000 |
| 141-2-101-0063-1-72210-5189L0-0000-0000-101 | Stipend - Professional Learning | - | 10,000 | | 10,000 |
| 141-2-101-0063-1-72210-520110-0000-0000-101 | Social Security | - | 1,116 | | 1,116 |
| 141-2-101-0063-1-72210-520410-0000-0000-101 | Retirement | - | 1,620 | | 1,620 |
| 141-2-101-0063-1-72210-521210-0000-0000-101 | Medicare | - | 261 | | 261 |
| 141-2-101-0063-1-72210-552410-0000-0000-101 | Staff Development | - | 4,813 | | 4,813 |
| | **Total 72210 - Regular Instruction Support** | **-** | **25,810** | **-** | **25,810** |
| 141-2-101-0063-1-72710-531410-0000-0000-101 | Contracts w/ Public Carriers | - | 40,000 | | 40,000 |
| | **Total 72710 - Transportation** | **-** | **40,000** | **-** | **40,000** |
| | **Total East Lake Elementary** | **-** | **289,183** | **-** | **289,183** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| **East Side Elementary** | | | | | |
| 141-2-101-0078-1-71100-513450-PWOB-0000-101 | Other Instruction Personnel Interventionist/Tutor Part-time (1.06 FTE) | - | 30,000 | | 30,000 |
| 141-2-101-0078-1-71100-516310-PBEN-0000-101 | Educational Assistants (1 FTE) | - | 52,292 | | 52,292 |
| 141-2-101-0078-1-71100-520110-PBEN-0000-101 | Social Security | - | 3,242 | | 3,242 |
| 141-2-101-0078-1-71100-520110-PWOB-0000-101 | Social Security | - | 1,860 | | 1,860 |
| 141-2-101-0078-1-71100-520410-PBEN-0000-101 | Retirement | - | 7,685 | | 7,685 |
| 141-2-101-0078-1-71100-520610-PBEN-0000-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0078-1-71100-520710-PBEN-0000-101 | Medical Insurance | - | 13,383 | | 13,383 |
| 141-2-101-0078-1-71100-520770-PWOB-0000-101 | Medical Insurance - Part-time | - | 840 | | 840 |
| 141-2-101-0078-1-71100-520810-PBEN-0000-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0078-1-71100-521010-PBEN-0000-101 | Unemployment Compensation | - | 13 | | 13 |
| 141-2-101-0078-1-71100-521210-PBEN-0000-101 | Medicare | - | 758 | | 758 |
| 141-2-101-0078-1-71100-521210-PWOB-0000-101 | Medicare | - | 435 | | 435 |
| 141-2-101-0078-1-71100-529910-PBEN-0000-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0078-1-71100-529930-PBEN-0000-101 | Short Term Disability | - | 113 | | 113 |
| 141-2-101-0078-1-71100-542910-0000-0000-101 | Instructional Supplies | - | 11,073 | | 11,073 |
| | **Total 71100 - Regular Instruction** | **-** | **122,076** | **-** | **122,076** |
| 141-2-101-0078-1-72130-539990-0000-0000-101 | Contracted Services | - | 1,000 | | 1,000 |
| 141-2-101-0078-1-72130-549990-0000-0000-101 | Supplies, Awards, Postage | - | 1,500 | | 1,500 |
| 141-2-101-0078-1-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 906 | | 906 |
| | **Total 72130 - Other Student Support** | **-** | **3,406** | **-** | **3,406** |
| 141-2-101-0078-1-72210-517210-PBEN-0000-101 | Instructional Coach (1 FTE) | - | 74,800 | | 74,800 |
| 141-2-101-0078-1-72210-5189L0-0000-0000-101 | Stipend - Professional Learning | - | 5,000 | | 5,000 |
| 141-2-101-0078-1-72210-520110-0000-0000-101 | Social Security | - | 310 | | 310 |
| 141-2-101-0078-1-72210-520110-PBEN-0000-101 | Social Security | - | 4,638 | | 4,638 |
| 141-2-101-0078-1-72210-520410-0000-0000-101 | Retirement | - | 450 | | 450 |
| 141-2-101-0078-1-72210-520410-PBEN-0000-101 | Retirement | - | 6,732 | | 6,732 |
| 141-2-101-0078-1-72210-520610-PBEN-0000-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0078-1-72210-520710-PBEN-0000-101 | Health Insurance | - | 13,383 | | 13,383 |
| 141-2-101-0078-1-72210-520810-PBEN-0000-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0078-1-72210-521010-PBEN-0000-101 | Unemployment Compensation | - | 13 | | 13 |
| 141-2-101-0078-1-72210-521210-0000-0000-101 | Medicare | - | 73 | | 73 |
| 141-2-101-0078-1-72210-521210-PBEN-0000-101 | Medicare | - | 1,085 | | 1,085 |
| 141-2-101-0078-1-72210-529910-PBEN-0000-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0078-1-72210-529930-PBEN-0000-101 | Short Term Disability | - | 113 | | 113 |
| | **Total 72210 - Regular Instruction Support** | **-** | **106,979** | **-** | **106,979** |
| | **Total East Side Elementary** | **-** | **232,461** | **-** | **232,461** |
| **Hardy Elementary** | | | | | |
| 141-2-101-0110-1-71100-513450-PWOB-0000-101 | Instructional Personnel Interventionist/Tutor Part-time (1.57 FTE) | - | 51,625 | | 51,625 |
| 141-2-101-0110-1-71100-514090-0000-0000-101 | Teacher Supplements | - | 15,000 | | 15,000 |
| 141-2-101-0110-1-71100-520110-0000-0000-101 | Social Security | - | 930 | | 930 |
| 141-2-101-0110-1-71100-520110-PWOB-0000-101 | Social Security | - | 3,201 | | 3,201 |
| 141-2-101-0110-1-71100-520410-0000-0000-101 | Retirement | - | 1,635 | | 1,635 |
| 141-2-101-0110-1-71100-520770-PWOB-0000-101 | Medical Insurance - Part-time | - | 1,260 | | 1,260 |
| 141-2-101-0110-1-71100-521210-0000-0000-101 | Medicare | - | 210 | | 210 |
| 141-2-101-0110-1-71100-521210-PWOB-0000-101 | Medicare | - | 756 | | 756 |
| 141-2-101-0110-1-71100-542910-0000-0000-101 | Instructional Supplies | - | 2,047 | | 2,047 |
| | **Total 71100 - Regular Instruction** | **-** | **76,664** | **-** | **76,664** |
| 141-2-101-0110-1-72130-518980-PBEN-0000-101 | Student Support Coach (.3 FTE) | - | 14,203 | | 14,203 |
| 141-2-101-0110-1-72130-5189G0-PBEN-0000-101 | Behavior Management Specialist (1 FTE) | - | 53,798 | | 53,798 |
| 141-2-101-0110-1-72130-520110-PBEN-0000-101 | Social Security | - | 4,216 | | 4,216 |
| 141-2-101-0110-1-72130-520410-PBEN-0000-101 | Retirement | - | 9,987 | | 9,987 |
| 141-2-101-0110-1-72130-520610-PBEN-0000-101 | Life Insurance | - | 49 | | 49 |
| 141-2-101-0110-1-72130-520710-PBEN-0000-101 | Medical Insurance | - | 17,398 | | 17,398 |
| 141-2-101-0110-1-72130-520810-PBEN-0000-101 | Dental Insurance | - | 312 | | 312 |
| 141-2-101-0110-1-72130-521010-PBEN-0000-101 | Unemployment Compensation | - | 17 | | 17 |
| 141-2-101-0110-1-72130-521210-PBEN-0000-101 | Medicare | - | 986 | | 986 |
| 141-2-101-0110-1-72130-529910-PBEN-0000-101 | Long Term Disability | - | 135 | | 135 |
| 141-2-101-0110-1-72130-529930-PBEN-0000-101 | Short Term Disability | - | 158 | | 158 |
| 141-2-101-0110-1-72130-549990-0000-0000-101 | Supplies, Awards, Postage | - | 475 | | 475 |
| 141-2-101-0110-1-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 2,500 | | 2,500 |
| | **Total 72130 - Other Student Support** | **-** | **104,234** | **-** | **104,234** |
| 141-2-101-0110-1-72210-5189L0-0000-0000-101 | Stipend - Professional Learning | - | 10,000 | | 10,000 |
| 141-2-101-0110-1-72210-520110-0000-0000-101 | Social Security | - | 620 | | 620 |
| 141-2-101-0110-1-72210-520410-0000-0000-101 | Retirement | - | 900 | | 900 |
| 141-2-101-0110-1-72210-521210-0000-0000-101 | Medicare | - | 145 | | 145 |
| 141-2-101-0110-1-72210-552410-0000-0000-101 | Staff Development | - | 10,100 | | 10,100 |
| | **Total 72210 - Regular Instruction Support** | **-** | **21,765** | **-** | **21,765** |
| | **Total Hardy Elementary** | **-** | **202,663** | **-** | **202,663** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| **Hixson Elementary** | | | | | |
| 141-2-101-0127-1-71100-513450-PWOB-0000-101 | Instruction Personnel Interventionist/Tutor Part-time (1.04 FTE) | - | 31,320 | | 31,320 |
| 141-2-101-0127-1-71100-514090-0000-0000-101 | Teacher Supplements | - | 1,000 | | 1,000 |
| 141-2-101-0127-1-71100-516310-PBEN-0000-101 | Educational Assistant (1 FTE) | - | 25,419 | | 25,419 |
| 141-2-101-0127-1-71100-516350-PWOB-0000-101 | Educational Assistant - Behavior Part-time (1 FTE) | - | 35,750 | | 35,750 |
| 141-2-101-0127-1-71100-520110-0000-0000-101 | Social Security | - | 62 | | 62 |
| 141-2-101-0127-1-71100-520110-PBEN-0000-101 | Social Security | - | 3,792 | | 3,792 |
| 141-2-101-0127-1-71100-520110-PWOB-0000-101 | Social Security | - | 1,941 | | 1,941 |
| 141-2-101-0127-1-71100-520410-0000-0000-101 | Retirement | - | 90 | | 90 |
| 141-2-101-0127-1-71100-520410-PBEN-0000-101 | Retirement | - | 8,992 | | 8,992 |
| 141-2-101-0127-1-71100-520610-PBEN-0000-101 | Life Insurance | - | 76 | | 76 |
| 141-2-101-0127-1-71100-520710-PBEN-0000-101 | Medical Insurance | - | 26,766 | | 26,766 |
| 141-2-101-0127-1-71100-520770-PWOB-0000-101 | Medical Insurance - Part-time | - | 840 | | 840 |
| 141-2-101-0127-1-71100-520810-PBEN-0000-101 | Dental Insurance | - | 480 | | 480 |
| 141-2-101-0127-1-71100-521010-PBEN-0000-101 | Unemployment Compensation | - | 26 | | 26 |
| 141-2-101-0127-1-71100-521210-0000-0000-101 | Medicare | - | 15 | | 15 |
| 141-2-101-0127-1-71100-521210-PBEN-0000-101 | Medicare | - | 887 | | 887 |
| 141-2-101-0127-1-71100-521210-PWOB-0000-101 | Medicare | - | 454 | | 454 |
| 141-2-101-0127-1-71100-529910-PBEN-0000-101 | Long Term Disability | - | 208 | | 208 |
| 141-2-101-0127-1-71100-529930-PBEN-0000-101 | Short Term Disability | - | 226 | | 226 |
| 141-2-101-0127-1-71100-542910-0000-0000-101 | Instructional Supplies | - | 1,279 | | 1,279 |
| 141-2-101-0127-1-71100-559990-0000-0000-101 | Charges: Field Trips, etc | - | 500 | | 500 |
| | **Total 71100 - Regular Instruction** | **-** | **140,123** | **-** | **140,123** |
| 141-2-101-0127-1-72130-5189B0-PBEN-0000-101 | Truancy Specialist (.25 FTE) | - | 14,067 | | 14,067 |
| 141-2-101-0127-1-72130-520110-PBEN-0000-101 | Social Security | - | 872 | | 872 |
| 141-2-101-0127-1-72130-520410-PBEN-0000-101 | Retirement | - | 2,068 | | 2,068 |
| 141-2-101-0127-1-72130-520610-PBEN-0000-101 | Life Insurance | - | 10 | | 10 |
| 141-2-101-0127-1-72130-520710-PBEN-0000-101 | Medical Insurance | - | 3,346 | | 3,346 |
| 141-2-101-0127-1-72130-520810-PBEN-0000-101 | Dental Insurance | - | 60 | | 60 |
| 141-2-101-0127-1-72130-521010-PBEN-0000-101 | Unemployment Compensation | - | 3 | | 3 |
| 141-2-101-0127-1-72130-521210-PBEN-0000-101 | Medicare | - | 204 | | 204 |
| 141-2-101-0127-1-72130-529910-PBEN-0000-101 | Long Term Disability | - | 26 | | 26 |
| 141-2-101-0127-1-72130-529930-PBEN-0000-101 | Short Term Disability | - | 28 | | 28 |
| 141-2-101-0127-1-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 2,704 | | 2,704 |
| | **Total 72130 - Other Student Support** | **-** | **23,388** | **-** | **23,388** |
| 141-2-101-0127-1-72210-5189L0-0000-0000-101 | Stipend - Professional Learning | - | 2,000 | | 2,000 |
| 141-2-101-0127-1-72210-520110-0000-0000-101 | Social Security | - | 124 | | 124 |
| 141-2-101-0127-1-72210-520410-0000-0000-101 | Retirement | - | 180 | | 180 |
| 141-2-101-0127-1-72210-521210-0000-0000-101 | Medicare | - | 29 | | 29 |
| | **Total 72210 - Regular Instruction Support** | **-** | **2,333** | **-** | **2,333** |
| 141-2-101-0127-1-72710-531410-0000-0000-101 | Contracts w/ Public Carriers | - | 613 | | 613 |
| | **Total 72710 - Transportation** | **-** | **613** | **-** | **613** |
| | **Total Hixson Elementary** | **-** | **166,457** | **-** | **166,457** |
| **Lookout Valley Elementary** | | | | | |
| 141-2-101-0241-1-71100-5116G0-PBEN-0000-101 | Teacher - RTI (.23 FTE) | - | 17,861 | | 17,861 |
| 141-2-101-0241-1-71100-513450-PWOB-0000-101 | Instructional Personnel Interventionist/Tutor Part-time (.5 FTE) | - | 20,880 | | 20,880 |
| 141-2-101-0241-1-71100-520110-PBEN-0000-101 | Social Security | - | 1,107 | | 1,107 |
| 141-2-101-0241-1-71100-520110-PWOB-0000-101 | Social Security | - | 1,295 | | 1,295 |
| 141-2-101-0241-1-71100-520410-PBEN-0000-101 | Retirement | - | 1,607 | | 1,607 |
| 141-2-101-0241-1-71100-520610-PBEN-0000-101 | Life Insurance | - | 9 | | 9 |
| 141-2-101-0241-1-71100-520710-PBEN-0000-101 | Medical Insurance | - | 3,078 | | 3,078 |
| 141-2-101-0241-1-71100-520770-PWOB-0000-101 | Medical Insurance - Part-time | - | 420 | | 420 |
| 141-2-101-0241-1-71100-520810-PBEN-0000-101 | Dental Insurance | - | 55 | | 55 |
| 141-2-101-0241-1-71100-521010-PBEN-0000-101 | Unemployment Compensation | - | 3 | | 3 |
| 141-2-101-0241-1-71100-521210-PBEN-0000-101 | Medicare | - | 259 | | 259 |
| 141-2-101-0241-1-71100-521210-PWOB-0000-101 | Medicare | - | 303 | | 303 |
| 141-2-101-0241-1-71100-529910-PBEN-0000-101 | Long Term Disability | - | 24 | | 24 |
| 141-2-101-0241-1-71100-529930-PBEN-0000-101 | Short Term Disability | - | 26 | | 26 |
| 141-2-101-0241-1-71100-542910-0000-0000-101 | Instructional Supplies | - | 200 | | 200 |
| 141-2-101-0241-1-71100-559990-0000-0000-101 | Charges: Field Trips, etc | - | 196 | | 196 |
| | **Total 71100 - Regular Instruction** | **-** | **47,323** | **-** | **47,323** |
| 141-2-101-0241-1-72130-549990-0000-0000-101 | Supplies, Awards, Postage | - | 1,455 | | 1,455 |
| | **Total 72130 - Other Student Support** | **-** | **1,455** | **-** | **1,455** |
| | **Total Lookout Valley Elementary** | **-** | **48,778** | **-** | **48,778** |
| **Orchard Knob Elementary** | | | | | |
| 141-2-101-0194-1-71100-513450-PWOB-0000-101 | Instruction Personnel Interventionist/Tutor Part-time (1.54 FTE) | - | 42,050 | | 42,050 |
| 141-2-101-0194-1-71100-516350-PBEN-0000-101 | Educational Assistant - Behavior (1 FTE) | - | 31,936 | | 31,936 |
| 141-2-101-0194-1-71100-520110-PBEN-0000-101 | Social Security | - | 1,980 | | 1,980 |
| 141-2-101-0194-1-71100-520110-PWOB-0000-101 | Social Security | - | 2,607 | | 2,607 |
| 141-2-101-0194-1-71100-520410-PBEN-0000-101 | Retirement | - | 4,695 | | 4,695 |
| 141-2-101-0194-1-71100-520610-PBEN-0000-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0194-1-71100-520710-PBEN-0000-101 | Medical Insurance | - | 13,383 | | 13,383 |
| 141-2-101-0194-1-71100-520770-PWOB-0000-101 | Medical Insurance - Part-time | - | 840 | | 840 |
| 141-2-101-0194-1-71100-520810-PBEN-0000-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0194-1-71100-521010-PBEN-0000-101 | Unemployment Compensation | - | 13 | | 13 |
| 141-2-101-0194-1-71100-521210-PBEN-0000-101 | Medicare | - | 463 | | 463 |
| 141-2-101-0194-1-71100-521210-PWOB-0000-101 | Medicare | - | 610 | | 610 |
| 141-2-101-0194-1-71100-529910-PBEN-0000-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0194-1-71100-529930-PBEN-0000-101 | Short Term Disability | - | 113 | | 113 |
| 141-2-101-0194-1-71100-539980-0000-0000-101 | Contract Substitutes | - | 1,440 | | 1,440 |
| 141-2-101-0194-1-71100-539990-0000-0000-101 | Contracted Services | - | 1,200 | | 1,200 |
| 141-2-101-0194-1-71100-542910-0000-0000-101 | Instructional Supplies | - | 13,891 | | 13,891 |
| 141-2-101-0194-1-71100-559990-0000-0000-101 | Charges: Field Trips, etc | - | 600 | | 600 |
| | **Total 71100 - Regular Instruction** | **-** | **116,203** | **-** | **116,203** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-101-0194-1-72130-5189G0-PBEN-0000-101 | Behavior Management Specialist (1 FTE) | - | 42,842 | | 42,842 |
| 141-2-101-0194-1-72130-520110-PBEN-0000-101 | Social Security | - | 2,656 | | 2,656 |
| 141-2-101-0194-1-72130-520410-PBEN-0000-101 | Retirement | - | 6,298 | | 6,298 |
| 141-2-101-0194-1-72130-520610-PBEN-0000-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0194-1-72130-520710-PBEN-0000-101 | Medical Insurance | - | 13,383 | | 13,383 |
| 141-2-101-0194-1-72130-520810-PBEN-0000-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0194-1-72130-521010-PBEN-0000-101 | Unemployment Compensation | - | 13 | | 13 |
| 141-2-101-0194-1-72130-521210-PBEN-0000-101 | Medicare | - | 621 | | 621 |
| 141-2-101-0194-1-72130-529910-PBEN-0000-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0194-1-72130-529930-PBEN-0000-101 | Short Term Disability | - | 113 | | 113 |
| 141-2-101-0194-1-72130-549990-0000-0000-101 | Supplies, Awards, Postage | - | 1,456 | | 1,456 |
| 141-2-101-0194-1-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 1,457 | | 1,457 |
| | **Total 72130 - Other Student Support** | **-** | **69,221** | **-** | **69,221** |
| 141-2-101-0194-1-72210-552410-0000-0000-101 | Staff Development | - | 10,413 | | 10,413 |
| | **Total 72210 - Regular Instruction Support** | **-** | **10,413** | **-** | **10,413** |
| 141-2-101-0194-1-72710-531410-0000-0000-101 | Contracts w/ Public Carriers | - | 700 | | 700 |
| | **Total 72710 - Transportation** | **-** | **700** | **-** | **700** |
| | **Total Orchard Knob Elementary** | **-** | **196,537** | **-** | **196,537** |
| **Rivermont Elementary** | | | | | |
| 141-2-101-0183-1-71100-513450-PWOB-0000-101 | Instruction Personnel Interventionist/Tutor Part-time (2.11 FTE) | - | 52,473 | | 52,473 |
| 141-2-101-0183-1-71100-520110-PWOB-0000-101 | Social Security | - | 3,253 | | 3,253 |
| 141-2-101-0183-1-71100-520770-PWOB-0000-101 | Medical Insurance - Part-time | - | 1,121 | | 1,121 |
| 141-2-101-0183-1-71100-521210-PWOB-0000-101 | Medicare | - | 761 | | 761 |
| | **Total 71100 - Regular Instruction** | **-** | **57,608** | **-** | **57,608** |
| 141-2-101-0183-1-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 1,460 | | 1,460 |
| | **Total 72130 - Other Student Support** | **-** | **1,460** | **-** | **1,460** |
| 141-2-101-0183-1-72210-552410-0000-0000-101 | Staff Development | - | 142 | | 142 |
| | **Total 72210 - Regular Instruction Support** | **-** | **142** | **-** | **142** |
| | **Total Rivermont Elementary** | **-** | **59,210** | **-** | **59,210** |
| **Shepherd Elementary** | | | | | |
| 141-2-101-0017-1-71100-511610-PBEN-0000-101 | Teacher (1 FTE) | - | 73,475 | | 73,475 |
| 141-2-101-0017-1-71100-513450-PWOB-0000-101 | Other Instruction Personnel Interventionists/Tutor PT (FTE) | - | 10,000 | | 10,000 |
| 141-2-101-0017-1-71100-520110-PBEN-0000-101 | Social Security | - | 4,555 | | 4,555 |
| 141-2-101-0017-1-71100-520110-PWOB-0000-101 | Social Security | - | 620 | | 620 |
| 141-2-101-0017-1-71100-520410-PBEN-0000-101 | Retirement | - | 7,033 | | 7,033 |
| 141-2-101-0017-1-71100-520610-PBEN-0000-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0017-1-71100-520710-PBEN-0000-101 | Medical Insurance | - | 13,383 | | 13,383 |
| 141-2-101-0017-1-71100-520810-PBEN-0000-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0017-1-71100-521010-PBEN-0000-101 | Unemployment Compensation | - | 13 | | 13 |
| 141-2-101-0017-1-71100-521210-PBEN-0000-101 | Medicare | - | 1,065 | | 1,065 |
| 141-2-101-0017-1-71100-521210-PWOB-0000-101 | Medicare | - | 145 | | 145 |
| 141-2-101-0017-1-71100-529910-PBEN-0000-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0017-1-71100-529930-PBEN-0000-101 | Short Term Disability | - | 113 | | 113 |
| | **Total 71100 - Regular Instruction** | **-** | **110,784** | **-** | **110,784** |
| 141-2-101-0017-1-72130-518970-PBEN-0000-101 | Family Partnership Specialist (1 FTE) | - | 74,140 | | 74,140 |
| 141-2-101-0017-1-72130-520110-PBEN-0000-101 | Social Security | - | 4,510 | | 4,510 |
| 141-2-101-0017-1-72130-520410-PBEN-0000-101 | Retirement | - | 10,694 | | 10,694 |
| 141-2-101-0017-1-72130-520610-PBEN-0000-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0017-1-72130-520710-PBEN-0000-101 | Medical Insurance | - | 13,383 | | 13,383 |
| 141-2-101-0017-1-72130-520810-PBEN-0000-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0017-1-72130-521010-PBEN-0000-101 | Unemployment Compensation | - | 13 | | 13 |
| 141-2-101-0017-1-72130-521210-PBEN-0000-101 | Medicare | - | 1,055 | | 1,055 |
| 141-2-101-0017-1-72130-529910-PBEN-0000-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0017-1-72130-529930-PBEN-0000-101 | Short Term Disability | - | 113 | | 113 |
| 141-2-101-0017-1-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 435 | | 435 |
| | **Total 72130 - Other Student Support** | **-** | **104,725** | **-** | **104,725** |
| | **Total Shepherd Elementary** | **-** | **215,509** | **-** | **215,509** |
| **Snow Hill Elementary** | | | | | |
| 141-2-101-0215-1-71100-513450-PWOB-0000-101 | Other Instructional Personnel - Part-Time Tutor (2.79 FTE) | - | 78,225 | | 78,225 |
| 141-2-101-0215-1-71100-514090-0000-0000-101 | Teacher Supplemental Pay | - | 3,760 | | 3,760 |
| 141-2-101-0215-1-71100-520110-0000-0000-101 | Social Security | - | 233 | | 233 |
| 141-2-101-0215-1-71100-520110-PWOB-0000-101 | Social Security | - | 4,850 | | 4,850 |
| 141-2-101-0215-1-71100-520410-0000-0000-101 | Retirement | - | 338 | | 338 |
| 141-2-101-0215-1-71100-520770-PWOB-0000-101 | Medical Insurance - Part-time | - | 2,310 | | 2,310 |
| 141-2-101-0215-1-71100-521210-0000-0000-101 | Medicare | - | 55 | | 55 |
| 141-2-101-0215-1-71100-521210-PWOB-0000-101 | Medicare | - | 1,134 | | 1,134 |
| 141-2-101-0215-1-71100-542910-0000-0000-101 | Instructional Supplies | - | 15 | | 15 |
| | **Total 71100 - Regular Instruction** | **-** | **90,920** | **-** | **90,920** |
| 141-2-101-0215-1-72130-539990-0000-0000-101 | Contracted Services | - | 600 | | 600 |
| 141-2-101-0215-1-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 1,806 | | 1,806 |
| | **Total 72130 - Other Student Support** | **-** | **2,406** | **-** | **2,406** |
| | **Total Snow Hill Elementary** | **-** | **93,326** | **-** | **93,326** |
| **Woodmore Elementary** | | | | | |
| 141-2-101-0245-1-71100-513450-PWOB-0000-101 | Other Instructional Personnel - Part-Time Tutor (1.47 FTE) | - | 39,040 | | 39,040 |
| 141-2-101-0245-1-71100-520110-PWOB-0000-101 | Social Security | - | 2,420 | | 2,420 |
| 141-2-101-0245-1-71100-520770-PWOB-0000-101 | Medical Insurance - Part-time | - | 1,260 | | 1,260 |
| 141-2-101-0245-1-71100-521210-PWOB-0000-101 | Medicare | - | 566 | | 566 |
| | **Total 71100 - Regular Instruction** | **-** | **43,286** | **-** | **43,286** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-101-0245-1-72130-5189B0-PBEN-0000-101 | Truancy (.25 FTE) | - | 15,254 | | 15,254 |
| 141-2-101-0245-1-72130-520110-PBEN-0000-101 | Social Security | - | 946 | | 946 |
| 141-2-101-0245-1-72130-520410-PBEN-0000-101 | Retirement | - | 2,242 | | 2,242 |
| 141-2-101-0245-1-72130-520610-PBEN-0000-101 | Life Insurance | - | 10 | | 10 |
| 141-2-101-0245-1-72130-520710-PBEN-0000-101 | Medical Insurance | - | 3,346 | | 3,346 |
| 141-2-101-0245-1-72130-520810-PBEN-0000-101 | Dental Insurance | - | 60 | | 60 |
| 141-2-101-0245-1-72130-521010-PBEN-0000-101 | Unemployment Compensation | - | 3 | | 3 |
| 141-2-101-0245-1-72130-521210-PBEN-0000-101 | Medicare | - | 221 | | 221 |
| 141-2-101-0245-1-72130-529910-PBEN-0000-101 | Long Term Disability | - | 26 | | 26 |
| 141-2-101-0245-1-72130-529930-PBEN-0000-101 | Short Term Disability | - | 28 | | 28 |
| 141-2-101-0245-1-72130-549990-0000-0000-101 | Supplies, Awards, Postage | - | 117 | | 117 |
| 141-2-101-0245-1-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 1,700 | | 1,700 |
| | **Total 72130 - Other Student Support** | **-** | **23,953** | **-** | **23,953** |
| 141-2-101-0245-1-72210-517210-PBEN-0000-101 | Instructional Coach (.5 FTE) | - | 37,786 | | 37,786 |
| 141-2-101-0245-1-72210-520110-PBEN-0000-101 | Social Security | - | 2,343 | | 2,343 |
| 141-2-101-0245-1-72210-520410-PBEN-0000-101 | Retirement | - | 3,401 | | 3,401 |
| 141-2-101-0245-1-72210-520610-PBEN-0000-101 | Life Insurance | - | 19 | | 19 |
| 141-2-101-0245-1-72210-520710-PBEN-0000-101 | Health Insurance | - | 6,692 | | 6,692 |
| 141-2-101-0245-1-72210-520810-PBEN-0000-101 | Dental Insurance | - | 120 | | 120 |
| 141-2-101-0245-1-72210-521010-PBEN-0000-101 | Unemployment Compensation | - | 7 | | 7 |
| 141-2-101-0245-1-72210-521210-PBEN-0000-101 | Medicare | - | 546 | | 546 |
| 141-2-101-0245-1-72210-529910-PBEN-0000-101 | Long Term Disability | - | 52 | | 52 |
| 141-2-101-0245-1-72210-529930-PBEN-0000-101 | Short Term Disability | - | 57 | | 57 |
| | **Total 72210 - Regular Instruction Support** | **-** | **51,023** | **-** | **51,023** |
| | **Total Woodmore Elementary** | **-** | **118,262** | **-** | **118,262** |
| **Brown Academy** | | | | | |
| 141-2-101-0033-1-71100-513450-PWOB-0000-101 | Other Instructional Personnel - Part-Time Tutor (3.16 FTE) | - | 80,240 | | 80,240 |
| 141-2-101-0033-1-71100-520110-PWOB-0000-101 | Social Security | - | 4,975 | | 4,975 |
| 141-2-101-0033-1-71100-520770-PWOB-0000-101 | Medical Insurance - Part-time | - | 1,680 | | 1,680 |
| 141-2-101-0033-1-71100-521210-PWOB-0000-101 | Medicare | - | 1,163 | | 1,163 |
| | **Total 71100 - Regular Instruction** | **-** | **88,058** | **-** | **88,058** |
| 141-2-101-0033-1-72130-512310-PBEN-0000-101 | School Counselor (.25 FTE) | - | 15,429 | | 15,429 |
| 141-2-101-0033-1-72130-520110-PBEN-0000-101 | Social Security | - | 957 | | 957 |
| 141-2-101-0033-1-72130-520410-PBEN-0000-101 | Retirement | - | 1,388 | | 1,388 |
| 141-2-101-0033-1-72130-520610-PBEN-0000-101 | Life Insurance | - | 10 | | 10 |
| 141-2-101-0033-1-72130-520710-PBEN-0000-101 | Medical Insurance | - | 3,346 | | 3,346 |
| 141-2-101-0033-1-72130-520810-PBEN-0000-101 | Dental Insurance | - | 60 | | 60 |
| 141-2-101-0033-1-72130-521010-PBEN-0000-101 | Unemployment Compensation | - | 3 | | 3 |
| 141-2-101-0033-1-72130-521210-PBEN-0000-101 | Medicare | - | 224 | | 224 |
| 141-2-101-0033-1-72130-529910-PBEN-0000-101 | Long Term Disability | - | 26 | | 26 |
| 141-2-101-0033-1-72130-529930-PBEN-0000-101 | Short Term Disability | - | 28 | | 28 |
| 141-2-101-0033-1-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 1,759 | | 1,759 |
| | **Total 72130 - Other Student Support** | **-** | **23,230** | **-** | **23,230** |
| 141-2-101-0033-1-72210-5189L0-0000-0000-101 | Stipend - Professional Learning | - | 2,250 | | 2,250 |
| 141-2-101-0033-1-72210-519610-0000-0000-101 | In-Service Stipends | - | 225 | | 225 |
| 141-2-101-0033-1-72210-520110-0000-0000-101 | Social Security | - | 154 | | 154 |
| 141-2-101-0033-1-72210-520410-0000-0000-101 | Retirement | - | 223 | | 223 |
| 141-2-101-0033-1-72210-521210-0000-0000-101 | Medicare | - | 36 | | 36 |
| | **Total 72210 - Regular Instruction Support** | **-** | **2,888** | **-** | **2,888** |
| 141-2-101-0033-1-72710-531410-0000-0000-101 | Contracts w/ Public Carriers | - | 3,275 | | 3,275 |
| | **Total 72710 - Transportation** | **-** | **3,275** | **-** | **3,275** |
| | **Total Brown Academy** | **-** | **117,451** | **-** | **117,451** |
| **Battle Academy** | | | | | |
| 141-2-101-0016-1-71100-513450-PWOB-0000-101 | Other Instructional Personnel Part-Time Interventionist/Tutor (FTE) | - | 34,560 | | 34,560 |
| 141-2-101-0016-1-71100-520110-PWOB-0000-101 | Social Security | - | 2,143 | | 2,143 |
| 141-2-101-0016-1-71100-520770-PWOB-0000-101 | Medical Insurance - Part-time | - | 840 | | 840 |
| 141-2-101-0016-1-71100-521210-PWOB-0000-101 | Medicare | - | 501 | | 501 |
| | **Total 71100 - Regular Instruction** | **-** | **38,044** | **-** | **38,044** |
| 141-2-101-0016-1-72130-518980-PBEN-0000-101 | Student Support Coach (1 FTE) | - | 67,900 | | 67,900 |
| 141-2-101-0016-1-72130-520110-PBEN-0000-101 | Social Security | - | 4,210 | | 4,210 |
| 141-2-101-0016-1-72130-520410-PBEN-0000-101 | Retirement | - | 9,979 | | 9,979 |
| 141-2-101-0016-1-72130-520610-PBEN-0000-101 | Life Insurance | - | 38 | | 38 |
| 141-2-101-0016-1-72130-520710-PBEN-0000-101 | Medical Insurance | - | 13,383 | | 13,383 |
| 141-2-101-0016-1-72130-520810-PBEN-0000-101 | Dental Insurance | - | 240 | | 240 |
| 141-2-101-0016-1-71100-521010-PBEN-0000-101 | Unemployment Compensation | - | 13 | | 13 |
| 141-2-101-0016-1-72130-521210-PBEN-0000-101 | Medicare | - | 985 | | 985 |
| 141-2-101-0016-1-72130-529910-PBEN-0000-101 | Long Term Disability | - | 104 | | 104 |
| 141-2-101-0016-1-72130-529930-PBEN-0000-101 | Short Term Disability | - | 113 | | 113 |
| 141-2-101-0016-1-72130-559990-0000-0000-101 | Charges: Parental Involvement | - | 2,830 | | 2,830 |
| | **Total 72130 - Other Student Support** | **-** | **99,795** | **-** | **99,795** |
| 141-2-101-0016-1-72710-531410-0000-0000-101 | Contracts w/ Public Carriers | - | 10,000 | | 10,000 |
| | **Total 72710 - Transportation** | **-** | **10,000** | **-** | **10,000** |
| | **Total Battle Academy** | **-** | **147,839** | **-** | **147,839** |
| | **TOTAL BUDGET** | **13,436,220** | **17,131,904** | **(13,436,220)** | **17,131,904** |

**HAMILTON COUNTY DEPARTMENT OF EDUCATION**
**FEDERAL PROGRAMS**
**TITLE II, PART A: TEACHER AND PRINCIPAL TRAINING AND RECRUITING GRANT**
**BUDGET FISCAL YEAR 2026-2027**

| | | | | | |
|---|---|---|---|---|---|
| | 2027 Award | 2,047,654 | 368,329 | | 2,415,983 |
| | Transfer to Consolidated Administration | (221,147) | 24,534 | | (196,613) |
| | **Total Source of Funds** | **1,826,507** | **392,863** | **-** | **2,219,370** |

**SOURCE OF FUNDS SUMMARY**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-102-0000-0-00000-471890-0000-0000-102 | Revenue | 1,826,507 | 392,863 | | 2,219,370 |
| | **Total Source of Funds** | **1,826,507** | **392,863** | **-** | **2,219,370** |

**USE OF FUNDS SUMMARY**

| | | | | | | |
|---|---|---|---|---|---|---|
| **71100** | Regular Instruction | - | 7,913 | - | 7,913 |
| **71200** | Special Education Program | 1,223,058 | 1,516,450 | (1,223,058) | 1,516,450 |
| **72210** | Regular Instruction Support | 585,431 | 684,132 | (585,431) | 684,132 |
| **72410** | Office of the Principal | 8,018 | - | (8,018) | - |
| **99100** | Indirect Cost | 10,000 | 10,875 | (10,000) | 10,875 |
| | **Total Use of Funds** | **1,826,507** | **2,219,370** | **(1,826,507)** | **2,219,370** |

**USE OF FUNDS DETAIL**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-102-0000-0-99100-550410-0000-0000-102 | Indirect Cost (4.31%) | 10,000 | 10,875 | (10,000) | 10,875 |
| | **Total 99100 - Indirect Cost** | **10,000** | **10,875** | **(10,000)** | **10,875** |
| **School Support** | | | | | |
| 141-2-102-6000-0-71200-514100-0000-0000-102 | Differentiated Compensation | 871,250 | 1,300,000 | (871,250) | 1,300,000 |
| 141-2-102-6000-0-71200-518810-0000-0000-102 | Bonus Pay | 145,000 | | (145,000) | - |
| 141-2-102-6000-0-71200-520110-0000-0000-102 | Social Security | 63,008 | 80,600 | (63,008) | 80,600 |
| 141-2-102-6000-0-71200-520410-0000-0000-102 | State Retirement | 129,064 | 117,000 | (129,064) | 117,000 |
| 141-2-102-6000-0-71200-521210-0000-0000-102 | Medicare | 14,736 | 18,850 | **(14,736)** | 18,850 |
| | **Total 71200 - Special Education Program** | **1,223,058** | **1,516,450** | **(1,223,058)** | **1,516,450** |
| | | | | | - |
| 141-2-102-6000-0-72210-552410-0000-0000-102 | Staff Development | 68,216 | 100,000 | (68,216) | 100,000 |
| | **Total 72210 - Regular Instruction Support** | **68,216** | **100,000** | **(68,216)** | **100,000** |
| 141-2-102-7056-7-72410-514100-0000-0000-102 | Differentiated Compensation | 2,000 | | (2,000) | - |
| 141-2-102-7056-7-72410-518810-0000-0000-102 | Bonus | 2,500 | | (2,500) | - |
| 141-2-102-7056-7-72410-518990-0000-0000-102 | Other Salaries and Wages | 2,500 | | (2,500) | - |
| 141-2-102-7056-7-72410-520110-0000-0000-102 | Social Security | 310 | | (310) | - |
| 141-2-102-7056-7-72410-520410-0000-0000-102 | State Retirement | 635 | | (635) | - |
| 141-2-102-7056-7-72410-521210-0000-0000-102 | Medicare | 73 | | (73) | - |
| | **Total 72410 - Office of the Principal** | **8,018** | **-** | **(8,018)** | **-** |
| | **Total School Support Staff Development** | **1,299,292** | **1,616,450** | **(1,299,292)** | **1,616,450** |
| **Harrison Bay Learning Community** | | | | | |
| 141-2-102-6001-0-72210-552410-0000-0000-102 | Staff Development | 25,000 | 25,000 | (25,000) | 25,000 |
| | **Total 72210 - Regular Instruction Support** | **25,000** | **25,000** | **(25,000)** | **25,000** |
| | **Total Harrison Bay Learning Community** | **25,000** | **25,000** | **(25,000)** | **25,000** |
| **Missionary Ridge Learning Community** | | | | | |
| 141-2-102-6003-0-72210-552410-0000-0000-102 | Staff Development | 25,000 | 25,000 | (25,000) | 25,000 |
| | **Total 72210 - Regular Instruction Support** | **25,000** | **25,000** | **(25,000)** | **25,000** |
| | **Total Missionary Ridge Learning Community** | **25,000** | **25,000** | **(25,000)** | **25,000** |
| **North River Learning Community** | | | | | |
| 141-2-102-6004-0-72210-552410-0000-0000-102 | Staff Development | 25,000 | 25,000 | (25,000) | 25,000 |
| | **Total 72210 - Regular Instruction Support** | **25,000** | **25,000** | **(25,000)** | **25,000** |
| | **Total North River Learning Community** | **25,000** | **25,000** | **(25,000)** | **25,000** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| **Rock Point Learning Community** | | | | | |
| 141-2-102-6005-0-72210-552410-0000-0000-102 | Staff Development | 25,000 | 25,000 | (25,000) | 25,000 |
| | **Total 72210 - Regular Instruction Support** | **25,000** | **25,000** | **(25,000)** | **25,000** |
| | **Total Rock Point Learning Community** | **25,000** | **25,000** | **(25,000)** | **25,000** |
| **Midtown Learning Community** | | | | | |
| 141-2-102-6002-0-72210-5189L0-0000-0000-102 | Stipend - Professional Learning | - | 3,500 | | 3,500 |
| 141-2-102-6002-0-72210-519610-0000-0000-102 | In-Service Stipends | - | 750 | | 750 |
| 141-2-102-6002-0-72210-520110-0000-0000-102 | Social Security | - | 264 | | 264 |
| 141-2-102-6002-0-72210-520410-0000-0000-102 | State Retirement | - | 424 | | 424 |
| 141-2-102-6002-0-72210-521210-0000-0000-102 | Medicare | - | 62 | | 62 |
| 141-2-102-6002-0-72210-552410-0000-0000-102 | Staff Development | 25,000 | 20,000 | (25,000) | 20,000 |
| | **Total 72210 - Regular Instruction Support** | **25,000** | **25,000** | **(25,000)** | **25,000** |
| | **Total Midtown Learning Community** | **25,000** | **25,000** | **(25,000)** | **25,000** |
| **Human Resources** | | | | | |
| 141-2-102-0000-0-72210-519610-0000-2160-102 | In-Service Stipends | 37,200 | 38,600 | (37,200) | 38,600 |
| 141-2-102-0000-0-72210-520110-0000-2160-102 | Social Security | 2,306 | 2,440 | (2,306) | 2,440 |
| 141-2-102-0000-0-72210-520410-0000-2160-102 | State Retirement | 3,348 | 3,400 | (3,348) | 3,400 |
| 141-2-102-0000-0-72210-521210-0000-2160-102 | Medicare | 539 | 560 | (539) | 560 |
| 141-2-102-0000-0-72210-547110-0000-2160-102 | Software | 17,510 | | (17,510) | - |
| 141-2-102-0000-0-72210-552410-0000-2160-102 | Staff Development | 39,097 | 55,000 | (39,097) | 55,000 |
| | **Total 72210 - Regular Instruction Support** | **100,000** | **100,000** | **(100,000)** | **100,000** |
| | **Total Human Resources** | **100,000** | **100,000** | **(100,000)** | **100,000** |
| | **Total School Support, Salary Set Aside** | **1,524,292** | **1,841,450** | **(1,524,292)** | **1,841,450** |
| **PRIVATE SCHOOLS** | | | | | |
| **Grace Baptist** | | | | | |
| 141-2-102-9007-5-72210-552410-0000-0000-102 | Staff Development | 18,455 | 20,825 | (18,455) | 20,825 |
| | **Total 72210 - Regular Instruction Support** | **18,455** | **20,825** | **(18,455)** | **20,825** |
| **Avondale SDA** | | | | | |
| 141-2-102-9010-5-72210-552410-0000-0000-102 | Staff Development | 1,659 | 1,700 | (1,659) | 1,700 |
| | **Total 72210 - Regular Instruction Support** | **1,659** | **1,700** | **(1,659)** | **1,700** |
| **Berean Academy** | | | | | |
| 141-2-102-9020-5-71100-539980-0000-0000-102 | Contract Substitutes | - | 5,000 | | 5,000 |
| | **Total 71100 - Regular Instruction** | **-** | **5,000** | **-** | **5,000** |
| 141-2-102-9020-5-72210-539990-0000-0000-102 | Contracted Services | 10,560 | | (10,560) | - |
| 141-2-102-9020-5-72210-552410-0000-0000-102 | Staff Development | 3,229 | 12,043 | (3,229) | 12,043 |
| | **Total 72210 - Regular Instruction Support** | **13,789** | **12,043** | **(13,789)** | **12,043** |
| **Boyd Buchanan** | | | | | |
| 141-2-102-9025-5-72210-539990-0000-0000-102 | Contracted Services | 1,000 | 1,000 | (1,000) | 1,000 |
| 141-2-102-9025-5-72210-552410-0000-0000-102 | Staff Development | 35,081 | 43,667 | (35,081) | 43,667 |
| | **Total 72210 - Regular Instruction Support** | **36,081** | **44,667** | **(36,081)** | **44,667** |
| **Brainerd Baptist** | | | | | |
| 141-2-102-9030-5-72210-552410-0000-0000-102 | Staff Development | 9,020 | 11,730 | (9,020) | 11,730 |
| | **Total 72210 - Regular Instruction Support** | **9,020** | **11,730** | **(9,020)** | **11,730** |
| **Bright School** | | | | | |
| 141-2-102-9035-5-72210-552410-0000-0000-102 | Staff Development | 9,539 | 11,942 | (9,539) | 11,942 |
| | **Total 72210 - Regular Instruction Support** | **9,539** | **11,942** | **(9,539)** | **11,942** |
| **Chattanooga Christian** | | | | | |
| 141-2-102-9045-5-72210-539980-0000-0000-102 | Contracted Services - Substitutes | 12,600 | | (12,600) | - |
| 141-2-102-9045-5-72210-539990-0000-0000-102 | Contracted Services | 25,000 | 42,985 | (25,000) | 42,985 |
| 141-2-102-9045-5-72210-552410-0000-0000-102 | Staff Development | 9,885 | 20,000 | (9,885) | 20,000 |
| | **Total 72210 - Regular Instruction Support** | **47,485** | **62,985** | **(47,485)** | **62,985** |
| **Montessori** | | | | | |
| 141-2-102-9066-5-72210-552410-0000-0000-102 | Staff Development | 3,007 | 3,273 | (3,007) | 3,273 |
| | **Total 72210 - Regular Instruction Support** | **3,007** | **3,273** | **(3,007)** | **3,273** |
| **Hickory Valley Christian** | | | | | |
| 141-2-102-9075-5-72210-552410-0000-0000-102 | Staff Development | 2,419 | 2,847 | (2,419) | 2,847 |
| | **Total 72210 - Regular Instruction Support** | **2,419** | **2,847** | **(2,419)** | **2,847** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| **Silverdale Baptist Academy** | | | | | |
| 141-2-102-9081-5-72210-552410-0000-0000-102 | Staff Development | 40,090 | 49,343 | (40,090) | 49,343 |
| | **Total 72210 - Regular Instruction Support** | **40,090** | **49,343** | **(40,090)** | **49,343** |
| **Belvoir Christian Academy** | | | | | |
| 141-2-102-9090-5-72210-552410-0000-0000-102 | Staff Development | 3,456 | 4,547 | (3,456) | 4,547 |
| | **Total 72210 - Regular Instruction Support** | **3,456** | **4,547** | **(3,456)** | **4,547** |
| **Collegedale Academy Elementary** | | | | | |
| 141-2-102-9108-5-72210-552410-0000-0000-102 | Staff Development | 7,188 | 20,059 | (7,188) | 20,059 |
| | **Total 72210 - Regular Instruction Support** | **7,188** | **20,059** | **(7,188)** | **20,059** |
| **Collegedale Academy High** | | | | | |
| 141-2-102-9110-5-72210-547110-0000-0000-102 | Software | 1,605 | | (1,605) | - |
| 141-2-102-9110-5-72210-552410-0000-0000-102 | Staff Development | 11,044 | 16,065 | (11,044) | 16,065 |
| | **Total 72210 - Regular Instruction Support** | **12,649** | **16,065** | **(12,649)** | **16,065** |
| **Our Lady of Perpetual Help** | | | | | |
| 141-2-102-9115-5-71100-539980-0000-0000-102 | Contract Substitutes | - | 2,913 | | 2,913 |
| | **Total 71100 - Regular Instruction** | **-** | **2,913** | **-** | **2,913** |
| 141-2-102-9115-5-72210-539990-0000-0000-102 | Contracted Services | 3,400 | 2,000 | (3,400) | 2,000 |
| 141-2-102-9115-5-72210-552410-0000-0000-102 | Staff Development | 4,791 | 5,500 | (4,791) | 5,500 |
| | **Total 72210 - Regular Instruction Support** | **8,191** | **7,500** | **(8,191)** | **7,500** |
| **Skyuka Hall** | | | | | |
| 141-2-102-9120-5-72210-552410-0000-0000-102 | Staff Development | 4,044 | 4,930 | (4,044) | 4,930 |
| | **Total 72210 - Regular Instruction Support** | **4,044** | **4,930** | **(4,044)** | **4,930** |
| **Saint Jude** | | | | | |
| 141-2-102-9140-5-72210-539990-0000-0000-102 | Contracted Services | 3,000 | 2,500 | (3,000) | 2,500 |
| 141-2-102-9140-5-72210-552410-0000-0000-102 | Staff Development | 7,506 | 11,015 | (7,506) | 11,015 |
| | **Total 72210 - Regular Instruction Support** | **10,506** | **13,515** | **(10,506)** | **13,515** |
| **St. Nicholas** | | | | | |
| 141-2-102-9145-5-72210-552410-0000-0000-102 | Staff Development | 4,044 | 5,228 | (4,044) | 5,228 |
| | **Total 72210 - Regular Instruction Support** | **4,044** | **5,228** | **(4,044)** | **5,228** |
| **St. Peter's** | | | | | |
| 141-2-102-9147-5-72210-552410-0000-0000-102 | Staff Development | 6,290 | 7,608 | (6,290) | 7,608 |
| | **Total 72210 - Regular Instruction Support** | **6,290** | **7,608** | **(6,290)** | **7,608** |
| **Annoor Academy** | | | | | |
| 141-2-102-9181-5-72210-539990-0000-0000-102 | Contracted Services | 2,557 | 4,675 | (2,557) | 4,675 |
| | **Total 72210 - Regular Instruction Support** | **2,557** | **4,675** | **(2,557)** | **4,675** |
| **Collegedale Adventist Middle** | | | | | |
| 141-2-102-9300-5-72210-552410-0000-0000-102 | Staff Development | 9,158 | | (9,158) | - |
| | **Total 72210 - Regular Instruction Support** | **9,158** | **-** | **(9,158)** | **-** |
| **Notre Dame** | | | | | |
| 141-2-102-9325-5-72210-552410-0000-0000-102 | Staff Development | 13,893 | 17,808 | (13,893) | 17,808 |
| | **Total 72210 - Regular Instruction Support** | **13,893** | **17,808** | **(13,893)** | **17,808** |
| **Beacon Academy** | | | | | |
| 141-2-102-9823-5-72210-552410-0000-0000-102 | Staff Development | 2,316 | 3,867 | (2,316) | 3,867 |
| | **Total 72210 - Regular Instruction Support** | **2,316** | **3,867** | **(2,316)** | **3,867** |
| **Foundations Preschool** | | | | | |
| 141-2-102-9848-5-72210-552410-0000-0000-102 | Staff Development | - | 2,847 | | 2,847 |
| | **Total 72210 - Regular Instruction Support** | **-** | **2,847** | **-** | **2,847** |
| **Redemption Point Christian Academy** | | | | | |
| 141-2-102-9898-5-72210-552410-0000-0000-102 | Staff Development | 4,009 | 6,248 | (4,009) | 6,248 |
| | **Total 72210 - Regular Instruction Support** | **4,009** | **6,248** | **(4,009)** | **6,248** |
| **Mission Montessori** | | | | | |
| 141-2-102-9941-5-72210-552410-0000-0000-102 | Staff Development | 449 | 340 | (449) | 340 |
| | **Total 72210 - Regular Instruction Support** | **449** | **340** | **(449)** | **340** |
| | **Total Private Schools** | **270,294** | **344,505** | **(270,294)** | **344,505** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| **CHARTER SCHOOLS** | | | | | |
| **Chattanooga Girls Leadership Academy** | | | | | |
| 141-2-102-8001-8-72210-552410-0000-0000-102 | Staff Development | 2,595 | | (2,595) | - |
| 141-2-102-8001-8-72210-559990-0000-0000-102 | Other Charges: Stipends PD | - | 2,479 | | 2,479 |
| | **Total 72210 - Regular Instruction Support** | **2,595** | **2,479** | **(2,595)** | **2,479** |
| **Ivy Academy** | | | | | |
| 141-2-102-8002-8-72210-559990-0000-0000-102 | Other Charges: Stipends PD | 3,557 | 3,528 | (3,557) | 3,528 |
| | **Total 72210 - Regular Instruction Support** | **3,557** | **3,528** | **(3,557)** | **3,528** |
| | **Total Ivy Academy** | **3,557** | **3,528** | **(3,557)** | **3,528** |
| **Chattanooga Charter School of Excellence Elementary** | | | | | |
| 141-2-102-8003-8-72210-552410-0000-0000-102 | Staff Development | - | 1,336 | | 1,336 |
| 141-2-102-8003-8-72210-559990-0000-0000-102 | Other Charges: Stipends PD | 3,390 | 1,872 | (3,390) | 1,872 |
| | **Total 72210 - Regular Instruction Support** | **3,390** | **3,208** | **(3,390)** | **3,208** |
| **Skillern Elementary** | | | | | |
| 141-2-102-8005-8-72210-559990-0000-0000-102 | Other Charges: Stipends PD | 2,041 | 3,171 | (2,041) | 3,171 |
| | **Total 72210 - Regular Instruction Support** | **2,041** | **3,171** | **(2,041)** | **3,171** |
| **Chatt Academy Community School** | | | | | |
| 141-2-102-8006-8-72210-552410-0000-0000-102 | Staff Development | 1,137 | | (1,137) | - |
| 141-2-102-8006-8-72210-559990-0000-0000-102 | Other Charges: Stipends PD | - | 1,669 | | 1,669 |
| | **Total 72210 - Regular Instruction Support** | **1,137** | **1,669** | **(1,137)** | **1,669** |
| **Chattanooga Charter School of Excellence Middle** | | | | | |
| 141-2-102-8010-8-72210-552410-0000-0000-102 | Staff Development | 379 | 379 | (379) | 379 |
| 141-2-102-8010-8-72210-559990-0000-0000-102 | Other Charges: Stipends PD | 1,400 | 1,378 | (1,400) | 1,378 |
| | **Total 72210 - Regular Instruction Support** | **1,779** | **1,757** | **(1,779)** | **1,757** |
| **Chattanooga Preparatory School** | | | | | |
| 141-2-102-8011-8-72210-559990-0000-0000-102 | Other Charges: Stipends PD | 3,864 | 3,397 | (3,864) | 3,397 |
| | **Total 72210 - Regular Instruction Support** | **3,864** | **3,397** | **(3,864)** | **3,397** |
| **Chattanooga Charter School of Excellence High** | | | | | |
| 141-2-102-8015-8-72210-552410-0000-0000-102 | Staff Development | - | 1,115 | | 1,115 |
| 141-2-102-8015-8-72210-559990-0000-0000-102 | Other Charges: Stipends PD | 1,181 | | (1,181) | - |
| | **Total 72210 - Regular Instruction Support** | **1,181** | **1,115** | **(1,181)** | **1,115** |
| **CGLA Montessori** | | | | | |
| 141-2-102-8142-8-72210-552410-0000-0000-102 | Staff Development | 2,377 | 2,216 | (2,377) | 2,216 |
| | **Total 72210 - Regular Instruction Support** | **2,377** | **2,216** | **(2,377)** | **2,216** |
| | **Total Charter Schools** | **21,921** | **22,540** | **(21,921)** | **22,540** |
| | **TOTAL BUDGET** | **1,826,507** | **2,219,370** | **(1,826,507)** | **2,219,370** |

**HAMILTON COUNTY DEPARTMENT OF EDUCATION**
**FEDERAL PROGRAMS**
**TITLE III: LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS**
**BUDGET FISCAL YEAR 2026-2027**

| | | | | | |
|---|---|---|---|---|---|
| | 2027 Award | 616,080 | 107,657 | | 723,737 |
| | Transfer to Consolidated Administration | (100) | | | (100) |
| | **Total Source of Funds** | **615,980** | **107,657** | **-** | **723,637** |

**SOURCE OF FUNDS SUMMARY**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-103-0000-0-00000-471460-0000-0000-103 | Revenue | 615,980 | 107,657 | - | 723,637 |
| | **Total Source of Funds** | **615,980** | **107,657** | **-** | **723,637** |

**USE OF FUNDS SUMMARY**

| | | | | | | |
|---|---|---|---|---|---|---|
| **71100** | Regular Instruction | 271,316 | 433,005 | (271,316) | 433,005 |
| **72130** | Other Student Support | 36,876 | 18,003 | (36,876) | 18,003 |
| **72210** | Instructional Support | 295,788 | 258,441 | (295,788) | 258,441 |
| **99100** | Indirect Cost | 12,000 | 14,188 | (12,000) | 14,188 |
| | **Total Use of Funds** | **615,980** | **723,637** | **(615,980)** | **723,637** |
| | | | **107,657** | | |

**USE OF FUNDS DETAIL**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-103-6000-0-71100-514090-0000-0000-103 | Teachers Supplements | - | 11,900 | | 11,900 |
| 141-2-103-6100-0-71100-516310-PBEN-0000-103 | Educational Assistants (4 FTE) | 110,122 | 121,500 | (110,122) | 121,500 |
| 141-2-103-6000-0-71100-520110-0000-0000-103 | Social Security | - | 738 | | 738 |
| 141-2-103-6100-0-71100-520110-PBEN-0000-103 | Social Security | 6,828 | 7,533 | (6,828) | 7,533 |
| 141-2-103-6000-0-71100-520410-0000-0000-103 | State Retirement | - | 1,071 | | 1,071 |
| 141-2-103-6100-0-71100-520410-PBEN-0000-103 | State Retirement | 8,810 | 17,861 | (8,810) | 17,861 |
| 141-2-103-6100-0-71100-520610-PBEN-0000-103 | Life Insurance | 152 | 152 | (152) | 152 |
| 141-2-103-6100-0-71100-520710-PBEN-0000-103 | Medical Insurance | 53,532 | 53,532 | (53,532) | 53,532 |
| 141-2-103-6100-0-71100-520810-PBEN-0000-103 | Dental Insurance | 960 | 960 | (960) | 960 |
| 141-2-103-6100-0-71100-521010-PBEN-0000-103 | Unemployment Compensation | 52 | 52 | (52) | 52 |
| 141-2-103-6000-0-71100-521210-0000-0000-103 | Medicare | - | 173 | | 173 |
| 141-2-103-6100-0-71100-521210-PBEN-0000-103 | Medicare | 1,597 | 1,762 | (1,597) | 1,762 |
| 141-2-103-6100-0-71100-529910-PBEN-0000-103 | Long Term Disability | 416 | 416 | (416) | 416 |
| 141-2-103-6100-0-71100-529930-PBEN-0000-103 | Short Term Disability | 452 | 452 | (452) | 452 |
| 141-2-103-6000-0-71100-542910-0000-0000-103 | Instructional Supplies | 6,739 | 120,004 | (6,739) | 120,004 |
| 141-2-103-6000-0-71100-547110-0000-0000-103 | Software | 77,500 | 89,000 | (77,500) | 89,000 |
| | **Total 71100 - Regular Instruction** | **267,160** | **427,106** | **(267,160)** | **427,106** |
| | | | | | |
| 141-2-103-6000-0-72130-518990-0000-0000-103 | Other Salaries and Wages | 19,417 | 4,520 | (19,417) | 4,520 |
| 141-2-103-6000-0-72130-520110-0000-0000-103 | Social Security | 1,204 | 280 | (1,204) | 280 |
| 141-2-103-6000-0-72130-520410-0000-0000-103 | State Retirement | 1,748 | 407 | (1,748) | 407 |
| 141-2-103-6000-0-72130-521210-0000-0000-103 | Medicare | 282 | 66 | (282) | 66 |
| 141-2-103-6000-0-72130-539990-0000-0000-103 | Contracted Services | 10,120 | 8,955 | (10,120) | 8,955 |
| 141-2-103-6000-0-72130-549980-0000-0000-103 | Other Supplies - Equipment | 1,875 | | (1,875) | |
| | **Total 72130 - Other Student Support** | **34,646** | **14,228** | **(34,646)** | **14,228** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-103-6000-0-72210-5189D0-PBEN-0000-103 | Content Lead (2 FTE) | 146,000 | 158,697 | (146,000) | 158,697 |
| 141-2-103-6000-0-72210-5189L0-PBEN-0000-103 | Stipend - Professional Learning | - | 12,000 | | 12,000 |
| 141-2-103-0000-0-72210-519610-0000-0000-103 | In-Service Stipends | 78,000 | | (78,000) | - |
| 141-2-103-6000-0-72210-519610-0000-0000-103 | In-Service Stipends | | 2,000 | | 2,000 |
| 141-2-103-6000-0-72210-520110-0000-0000-103 | Social Security | 4,836 | 868 | (4,836) | 868 |
| 141-2-103-6000-0-72210-520110-PBEN-0000-103 | Social Security | 9,052 | 9,839 | (9,052) | 9,839 |
| 141-2-103-6000-0-72210-520410-0000-0000-103 | State Retirement | 6,240 | 1,260 | (6,240) | 1,260 |
| 141-2-103-6000-0-72210-520410-PBEN-0000-103 | State Retirement | 11,680 | 14,282 | (11,680) | 14,282 |
| 141-2-103-6000-0-72210-520610-PBEN-0000-103 | Life Insurance | 76 | 76 | (76) | 76 |
| 141-2-103-6000-0-72210-520710-PBEN-0000-103 | Medical Insurance | 26,766 | 26,766 | (26,766) | 26,766 |
| 141-2-103-6000-0-72210-520810-PBEN-0000-103 | Dental Insurance | 480 | 480 | (480) | 480 |
| 141-2-103-6000-0-72210-521010-PBEN-0000-103 | Unemployment Compensation | 26 | 26 | (26) | 26 |
| 141-2-103-6000-0-72210-521210-0000-0000-103 | Medicare | 1,131 | 203 | (1,131) | 203 |
| 141-2-103-6000-0-72210-521210-PBEN-0000-103 | Medicare | 2,117 | 2,301 | (2,117) | 2,301 |
| 141-2-103-6000-0-72210-529910-PBEN-0000-103 | Long Term Disability | 208 | 208 | (208) | 208 |
| 141-2-103-6000-0-72210-529930-PBEN-0000-103 | Short Term Disability | 226 | 226 | (226) | 226 |
| 141-2-103-0000-0-72210-535510-0000-0000-103 | Travel | 8,950 | 2,228 | (8,950) | 2,228 |
| 141-2-103-0000-0-72210-552410-0000-0000-103 | Staff Development | - | 26,981 | | 26,981 |
| | **Total 72210 - Instructional Support** | **295,788** | **258,441** | **(295,788)** | **258,441** |
| 141-2-103-0000-0-99100-550410-0000-0000-103 | Indirect Cost (4.31%) | 12,000 | 14,188 | (12,000) | 14,188 |
| | **Total 99100 - Indirect Cost** | **12,000** | **14,188** | **(12,000)** | **14,188** |
| **Avondale SDA** | | | | | |
| 141-2-103-9010-5-71100-539990-0000-0000-103 | Contracted Services | 1,723 | 472 | (1,723) | 472 |
| | **Total 71100 - Regular Instruction** | **1,723** | **472** | **(1,723)** | **472** |
| | **Total Avondale SDA** | **1,723** | **472** | **(1,723)** | **472** |
| **Chattanooga Christian** | | | | | |
| 141-2-103-9045-5-72130-539990-0000-0000-103 | Contracted Services | 1,216 | 1,416 | (1,216) | 1,416 |
| | **Total 72130 - Other Student Support** | **1,216** | **1,416** | **(1,216)** | **1,416** |
| | **Total Chattanooga Christian** | **1,216** | **1,416** | **(1,216)** | **1,416** |
| **OLPH** | | | | | |
| 141-2-103-9115-5-72130-539990-0000-0000-103 | Contracted Services | 1,014 | 2,359 | (1,014) | 2,359 |
| | **Total 72130 - Other Student Support** | **1,014** | **2,359** | **(1,014)** | **2,359** |
| | **Total OLPH** | **1,014** | **2,359** | **(1,014)** | **2,359** |
| **Annoor** | | | | | |
| 141-2-103-9181-5-71100-542910-0000-0000-103 | Instructional Supplies | 1,521 | 4,719 | (1,521) | 4,719 |
| | **Total 71100 - Regular Instruction** | **1,521** | **4,719** | **(1,521)** | **4,719** |
| | **Total Annoor** | **1,521** | **4,719** | **(1,521)** | **4,719** |
| **Beacon** | | | | | |
| 141-2-103-9823-5-71100-539990-0000-0000-103 | Contracted Services | - | 236 | | 236 |
| 141-2-103-9823-5-71100-547110-0000-0000-103 | Software | 304 | | (304) | - |
| | **Total 71100 - Regular Instruction** | **304** | **236** | **(304)** | **236** |
| | **Total Beacon** | **304** | **236** | **(304)** | **236** |
| **Mission Montessori** | | | | | |
| 141-2-103-9941-5-71100-539990-0000-0000-103 | Contracted Services | 608 | 472 | (608) | 472 |
| | **Total 71100 - Regular Instruction** | **608** | **472** | **(608)** | **472** |
| | **Total Mission Montessori** | **608** | **472** | **(608)** | **472** |
| | **TOTAL BUDGET** | **615,980** | **723,637** | **(615,980)** | **723,637** |

**HAMILTON COUNTY DEPARTMENT OF EDUCATION**
**FEDERAL PROGRAMS**
**TITLE IV, PART A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANT**
**BUDGET FISCAL YEAR 2026-2027**

| | | | | | |
|---|---|---|---|---|---|
| | 2027 Award | 1,157,033 | 3,435 | | 1,160,468 |
| | Transfer to Consolidated Administration | (100) | | | (100) |
| | **Total Source of Funds** | **1,156,933** | **3,435** | **-** | **1,160,368** |

**SOURCE OF FUNDS SUMMARY**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-104-0000-0-00000-471470-0000-0000-104 | Revenue | 1,156,933 | 3,435 | - | 1,160,368 |
| | **Total Source of Funds** | **1,156,933** | **3,435** | **-** | **1,160,368** |

**USE OF FUNDS SUMMARY**

| | | | | | |
|---|---|---|---|---|---|
| **71100** | Regular Instruction | 378,717 | 307,602 | (378,717) | 307,602 |
| **72130** | Other Student Support | 13,164 | 50,846 | (13,164) | 50,846 |
| **72210** | Regular Instruction Support | 723,502 | 754,347 | (723,502) | 754,347 |
| **72710** | Transportation | 18,977 | 25,000 | (18,977) | 25,000 |
| **99100** | Indirect Cost | 22,573 | 22,573 | (22,573) | 22,573 |
| | **Total Use of Funds** | **1,156,933** | **1,160,368** | **(1,156,933)** | **1,160,368** |

**USE OF FUNDS DETAIL**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-104-0000-0-99100-550410-0000-0000-104 | Indirect Cost (4.31% limited to 2%) | 22,573 | 22,573 | (22,573) | 22,573 |
| | **Total 99100 - Indirect Cost** | **22,573** | **22,573** | **(22,573)** | **22,573** |
| 141-2-104-6000-0-71100-542910-0000-410S-104 | Instructional Materials COMP SH | 2,750 | | (2,750) | - |
| 141-2-104-6000-0-71100-547110-0000-410W-104 | Software WR | 68,000 | 68,000 | (68,000) | 68,000 |
| | **Total 71100 - Regular Instruction** | **70,750** | **68,000** | **(70,750)** | **68,000** |
| 141-2-104-6000-0-72130-532210-0000-410W-104 | Evaluation & Testing | - | 47,667 | | 47,667 |
| | **Total 72130 - Other Student Support** | **-** | **47,667** | **-** | **47,667** |
| 141-2-104-0000-0-72210-510540-PBEN-410S-104 | Manager SH (1 FTE) | 101,304 | 108,808 | (101,304) | 108,808 |
| 141-2-104-0000-0-72210-5189L0-0000-410S-104 | Stipend - Professional Learning | - | 34,576 | | 34,576 |
| 141-2-104-0000-0-72210-519610-0000-410S-104 | In-Service Stipends - COMP (NTN) SH | 12,030 | 1,716 | (12,030) | 1,716 |
| 141-2-104-0000-0-72210-520110-0000-410S-104 | Social Security SH | 746 | 2,250 | (746) | 2,250 |
| 141-2-104-0000-0-72210-520110-PBEN-410S-104 | Social Security SH | 6,281 | 6,746 | (6,281) | 6,746 |
| 141-2-104-0000-0-72210-520410-0000-410S-104 | State Retirement SH | 1,528 | 3,266 | (1,528) | 3,266 |
| 141-2-104-0000-0-72210-520410-PBEN-410S-104 | State Retirement SH | 12,866 | 9,793 | (12,866) | 9,793 |
| 141-2-104-0000-0-72210-520610-PBEN-410S-104 | Life Insurance SH | 38 | 38 | (38) | 38 |
| 141-2-104-0000-0-72210-520710-PBEN-410S-104 | Health Insurance SH | 13,383 | 13,383 | (13,383) | 13,383 |
| 141-2-104-0000-0-72210-520810-PBEN-410S-104 | Dental Insurance SH | 240 | 240 | (240) | 240 |
| 141-2-104-0000-0-72210-521010-PBEN-410S-104 | Unemployment Compensation SH | 13 | 13 | (13) | 13 |
| 141-2-104-0000-0-72210-521210-0000-410S-104 | Medicare SH | 174 | 525 | (174) | 525 |
| 141-2-104-0000-0-72210-521210-PBEN-410S-104 | Medicare SH | 1,469 | 1,578 | (1,469) | 1,578 |
| 141-2-104-0000-0-72210-529910-PBEN-410S-104 | Long Term Disability SH | 104 | 104 | (104) | 104 |
| 141-2-104-0000-0-72210-529930-PBEN-410S-104 | Short Term Disability SH | 113 | 113 | (113) | 113 |
| 141-2-104-0000-0-72210-552410-0000-410S-104 | Staff Development SH | 8,066 | 25,000 | (8,066) | 25,000 |
| | **Total 72210 - Regular Instruction Support** | **158,355** | **208,149** | **(158,355)** | **208,149** |
| 141-2-104-6000-0-72710-531410-0000-410W-104 | Contracts with Public Carriers WR | 17,000 | 15,000 | (17,000) | 15,000 |
| | **Total 72710 - Transportation** | **17,000** | **15,000** | **(17,000)** | **15,000** |
| | **Total** | **246,105** | **338,816** | **(246,105)** | **338,816** |
| **Fine Arts (Well Rounded)** | | | | | |
| 141-2-104-6000-0-71100-542910-0000-411W-104 | Instructional Materials | - | 6,642 | | 6,642 |
| | **Total 71100 - Regular Instruction** | **-** | **6,642** | **-** | **6,642** |
| 141-2-104-0000-0-72210-5189K0-PBEN-411W-104 | District Content Lead (1 FTE) | 86,226 | 92,248 | (86,226) | 92,248 |
| 141-2-104-0000-0-72210-5189L0-0000-411W-104 | Stipend - Professional Learning | - | 3,000 | - | 3,000 |
| 141-2-104-0000-0-72210-519610-0000-411W-104 | In-Service Stipends | 16,360 | - | (16,360) | - |
| 141-2-104-0000-0-72210-520110-0000-411W-104 | Social Security | 1,014 | 186 | (1,014) | 186 |
| 141-2-104-0000-0-72210-520110-PBEN-411W-104 | Social Security | 5,346 | 5,719 | (5,346) | 5,719 |
| 141-2-104-0000-0-72210-520410-0000-411W-104 | State Retirement | 2,078 | 270 | (2,078) | 270 |
| 141-2-104-0000-0-72210-520410-PBEN-411W-104 | State Retirement | 6,898 | 8,302 | (6,898) | 8,302 |
| 141-2-104-0000-0-72210-520610-PBEN-411W-104 | Life Insurance | 38 | 38 | (38) | 38 |
| 141-2-104-0000-0-72210-520710-PBEN-411W-104 | Health Insurance | 13,383 | 13,383 | (13,383) | 13,383 |
| 141-2-104-0000-0-72210-520810-PBEN-411W-104 | Dental Insurance | 240 | 240 | (240) | 240 |
| 141-2-104-0000-0-72210-521010-PBEN-411W-104 | Unemployment Compensation | 13 | 13 | (13) | 13 |
| 141-2-104-0000-0-72210-521210-0000-411W-104 | Medicare | 237 | 44 | (237) | 44 |
| 141-2-104-0000-0-72210-521210-PBEN-411W-104 | Medicare | 1,250 | 1,338 | (1,250) | 1,338 |
| 141-2-104-0000-0-72210-529910-PBEN-411W-104 | Long Term Disability | 104 | 104 | (104) | 104 |
| 141-2-104-0000-0-72210-529930-PBEN-411W-104 | Short Term Disability | 113 | 113 | (113) | 113 |
| 141-2-104-0000-0-72210-552410-0000-411W-104 | Staff Development | 16,500 | 11,750 | (16,500) | 11,750 |
| | **Total 72210 - Regular Instruction Support** | **149,800** | **136,748** | **(149,800)** | **136,748** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-104-6000-0-72710-531410-0000-411W-104 | Contracts with Public Carriers | - | 10,000 | | 10,000 |
| | **Total 72710 - Transportation** | **-** | **10,000** | **-** | **10,000** |
| | **Total Fine Arts Well Rounded** | **149,800** | **153,390** | **(149,800)** | **153,390** |
| **Social Studies (Well Rounded)** | | | | | |
| 141-2-104-6000-0-71100-542910-0000-412W-104 | Instructional Materials | 6,000 | 2,000 | (6,000) | 2,000 |
| | **Total 71100 - Regular Instruction** | **6,000** | **2,000** | **(6,000)** | **2,000** |
| 141-2-104-0000-0-72210-5189K0-PBEN-412W-104 | District Content Lead (1 FTE) | 88,169 | 93,806 | (88,169) | 93,806 |
| 141-2-104-0000-0-72210-5189L0-0000-412W-104 | Stipend - Professional Learning | - | 11,144 | | 11,144 |
| 141-2-104-0000-0-72210-519610-0000-412W-104 | In-Service Stipends | 9,417 | | (9,417) | - |
| 141-2-104-0000-0-72210-520110-0000-412W-104 | Social Security | 584 | 691 | (584) | 691 |
| 141-2-104-0000-0-72210-520110-PBEN-412W-104 | Social Security | 5,466 | 5,816 | (5,466) | 5,816 |
| 141-2-104-0000-0-72210-520410-0000-412W-104 | State Retirement | 1,196 | 1,003 | (1,196) | 1,003 |
| 141-2-104-0000-0-72210-520410-PBEN-412W-104 | State Retirement | 7,054 | 8,442 | (7,054) | 8,442 |
| 141-2-104-0000-0-72210-520610-PBEN-412W-104 | Life Insurance | 38 | 38 | (38) | 38 |
| 141-2-104-0000-0-72210-520710-PBEN-412W-104 | Health Insurance | 13,383 | 13,383 | (13,383) | 13,383 |
| 141-2-104-0000-0-72210-520810-PBEN-412W-104 | Dental Insurance | 240 | 240 | (240) | 240 |
| 141-2-104-0000-0-72210-521010-PBEN-412W-104 | Unemployment Compensation | 13 | 13 | (13) | 13 |
| 141-2-104-0000-0-72210-521210-0000-412W-104 | Medicare | 137 | 162 | (137) | 162 |
| 141-2-104-0000-0-72210-521210-PBEN-412W-104 | Medicare | 1,278 | 1,360 | (1,278) | 1,360 |
| 141-2-104-0000-0-72210-529910-PBEN-412W-104 | Long Term Disability | 104 | 104 | (104) | 104 |
| 141-2-104-0000-0-72210-529930-PBEN-412W-104 | Short Term Disability | 113 | 113 | (113) | 113 |
| 141-2-104-0000-0-72210-552410-0000-412W-104 | Staff Development | 22,000 | | (22,000) | - |
| | **Total 72210 - Regular Instruction Support** | **149,192** | **136,315** | **(149,192)** | **136,315** |
| | **Total Social Studies** | **155,192** | **138,315** | **(155,192)** | **138,315** |
| **STEM (Well Rounded)** | | | | | |
| 141-2-104-6000-0-71100-542910-0000-413W-104 | Instructional Materials | 43,412 | 19,368 | (43,412) | 19,368 |
| | **Total 71100 - Regular Instruction** | **43,412** | **19,368** | **(43,412)** | **19,368** |
| 141-2-104-0000-0-72210-5189K0-PBEN-413W-104 | District Content Lead STEM (1 FTE) | 90,595 | 96,402 | (90,595) | 96,402 |
| 141-2-104-0000-0-72210-5189L0-0000-413W-104 | Stipend - Professional Learning | - | 2,143 | | 2,143 |
| 141-2-104-0000-0-72210-519610-0000-413W-104 | In-Service Stipends | 8,399 | | (8,399) | - |
| 141-2-104-0000-0-72210-520110-0000-413W-104 | Social Security | 521 | 133 | (521) | 133 |
| 141-2-104-0000-0-72210-520110-PBEN-413W-104 | Social Security | 5,617 | 5,977 | (5,617) | 5,977 |
| 141-2-104-0000-0-72210-520410-0000-413W-104 | State Retirement | 1,067 | 193 | (1,067) | 193 |
| 141-2-104-0000-0-72210-520410-PBEN-413W-104 | State Retirement | 7,248 | 8,676 | (7,248) | 8,676 |
| 141-2-104-0000-0-72210-520610-PBEN-413W-104 | Life Insurance | 38 | 38 | (38) | 38 |
| 141-2-104-0000-0-72210-520710-PBEN-413W-104 | Health Insurance | 13,383 | 13,383 | (13,383) | 13,383 |
| 141-2-104-0000-0-72210-520810-PBEN-413W-104 | Dental Insurance | 240 | 240 | (240) | 240 |
| 141-2-104-0000-0-72210-521010-PBEN-413W-104 | Unemployment Compensation | 13 | 13 | (13) | 13 |
| 141-2-104-0000-0-72210-521210-0000-413W-104 | Medicare | 122 | 31 | (122) | 31 |
| 141-2-104-0000-0-72210-521210-PBEN-413W-104 | Medicare | 1,314 | 1,398 | (1,314) | 1,398 |
| 141-2-104-0000-0-72210-529910-PBEN-413W-104 | Long Term Disability | 104 | 104 | (104) | 104 |
| 141-2-104-0000-0-72210-529930-PBEN-413W-104 | Short Term Disability | 113 | 113 | (113) | 113 |
| 141-2-104-0000-0-72210-552410-0000-413W-104 | Staff Development | 17,000 | 8,132 | (17,000) | 8,132 |
| | **Total 72210 - Regular Instruction Support** | **145,774** | **136,976** | **(145,774)** | **136,976** |
| | **Total STEM** | **189,186** | **156,344** | **(189,186)** | **156,344** |
| **Innovation (Well Rounded)** | | | | | |
| 141-2-104-6000-0-71100-542910-0000-414W-104 | Instructional Materials | 22,500 | | (22,500) | - |
| | **Total 71100 - Regular Instruction** | **22,500** | **-** | **(22,500)** | **-** |
| 141-2-104-0000-0-72210-5189A0-PBEN-414W-104 | Tech Int/Innov Coach (.75 FTE) | 52,293 | 56,721 | (52,293) | 56,721 |
| 141-2-104-0000-0-72210-5189A0-PBEN-414E-104 | Tech Int/Innov Coach (.25 FTE) | 17,431 | 18,907 | (17,431) | 18,907 |
| 141-2-104-0000-0-72210-520110-PBEN-414W-104 | Social Security | 3,242 | 3,517 | (3,242) | 3,517 |
| 141-2-104-0000-0-72210-520110-PBEN-414E-104 | Social Security | 1,081 | 1,172 | (1,081) | 1,172 |
| 141-2-104-0000-0-72210-520410-PBEN-414W-104 | State Retirement | 4,183 | 5,105 | (4,183) | 5,105 |
| 141-2-104-0000-0-72210-520410-PBEN-414E-104 | State Retirement | 1,394 | 1,702 | (1,394) | 1,702 |
| 141-2-104-0000-0-72210-520610-PBEN-414W-104 | Life Insurance | 29 | 28 | (29) | 28 |
| 141-2-104-0000-0-72210-520610-PBEN-414E-104 | Life Insurance | 10 | 10 | (10) | 10 |
| 141-2-104-0000-0-72210-520710-PBEN-414W-104 | Health Insurance | 10,037 | 10,037 | (10,037) | 10,037 |
| 141-2-104-0000-0-72210-520710-PBEN-414E-104 | Health Insurance | 3,346 | 3,346 | (3,346) | 3,346 |
| 141-2-104-0000-0-72210-520810-PBEN-414W-104 | Dental Insurance | 180 | 180 | (180) | 180 |
| 141-2-104-0000-0-72210-520810-PBEN-414E-104 | Dental Insurance | 60 | 60 | (60) | 60 |
| 141-2-104-0000-0-72210-521010-PBEN-414W-104 | Unemployment Compensation | 10 | 10 | (10) | 10 |
| 141-2-104-0000-0-72210-521010-PBEN-414E-104 | Unemployment Compensation | 3 | 3 | (3) | 3 |
| 141-2-104-0000-0-72210-521210-PBEN-414W-104 | Medicare | 758 | 822 | (758) | 822 |
| 141-2-104-0000-0-72210-521210-PBEN-414E-104 | Medicare | 253 | 274 | (253) | 274 |
| 141-2-104-0000-0-72210-529910-PBEN-414W-104 | Long Term Disability | 78 | 78 | (78) | 78 |
| 141-2-104-0000-0-72210-529910-PBEN-414E-104 | Long Term Disability | 26 | 26 | (26) | 26 |
| 141-2-104-0000-0-72210-529930-PBEN-414W-104 | Short Term Disability | 85 | 85 | (85) | 85 |
| 141-2-104-0000-0-72210-529930-PBEN-414E-104 | Short Term Disability | 28 | 28 | (28) | 28 |
| | **Total 72210 - Regular Instruction Support** | **94,526** | **102,111** | **(94,526)** | **102,111** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-104-6000-0-72710-531410-0000-414W-104 | Contracts with Public Carriers | 1,000 | | (1,000) | - |
| | **Total 72710 - Transportation** | **1,000** | **-** | **(1,000)** | **-** |
| | **Total Innovation** | **118,026** | **102,111** | **(118,026)** | **102,111** |
| | **Total District** | **858,309** | **888,976** | **(858,309)** | **888,976** |
| **PRIVATE SCHOOLS** | | | | | |
| **Avondale SDA** | | | | | |
| 141-2-104-9010-5-71100-542910-0000-000W-104 | Instructional Materials WR | 2,638 | 889 | (2,638) | 889 |
| | **Total 71100 - Regular Instruction** | **2,638** | **889** | **(2,638)** | **889** |
| | **Total Avondale SDA** | **2,638** | **889** | **(2,638)** | **889** |
| **Brainerd Baptist** | | | | | |
| 141-2-104-9030-5-71100-539990-0000-000W-104 | Contracted Services WR | 2,400 | 2,358 | (2,400) | 2,358 |
| 141-2-104-9030-5-71100-542910-0000-000W-104 | Instructional Materials WR | 1,794 | 1,500 | (1,794) | 1,500 |
| 141-2-104-9030-5-71100-547110-0000-000W-104 | Software WR | 1,998 | 2,275 | (1,998) | 2,275 |
| | **Total 71100 - Regular Instruction** | **6,192** | **6,133** | **(6,192)** | **6,133** |
| | **Total Brainerd Baptist** | **6,192** | **6,133** | **(6,192)** | **6,133** |
| **Chattanooga Christian** | | | | | |
| 141-2-104-9045-5-71100-539990-0000-000W-104 | Contracted Services WR | 36,037 | 32,930 | (36,037) | 32,930 |
| | **Total 71100 - Regular Instruction** | **36,037** | **32,930** | **(36,037)** | **32,930** |
| | **Total Chattanooga Christian** | **36,037** | **32,930** | **(36,037)** | **32,930** |
| **Montessori School** | | | | | |
| 141-2-104-9066-5-71100-539990-0000-000W-104 | Contracted Services WR | 1,000 | 1,711 | (1,000) | 1,711 |
| 141-2-104-9066-5-71100-559990-0000-000W-104 | Other charges: field experiences WR | 945 | | (945) | - |
| | **Total 71100 - Regular Instruction** | **1,945** | **1,711** | **(1,945)** | **1,711** |
| 141-2-104-9066-5-72710-531410-0000-000W-104 | Contracts with Public Carriers WR | 977 | | (977) | - |
| | **Total 72710 - Transportation** | **977** | **-** | **(977)** | **-** |
| | **Total Montessori School** | **2,922** | **1,711** | **(2,922)** | **1,711** |
| **Notre Dame** | | | | | |
| 141-2-104-9325-5-71100-533610-0000-000W-104 | Maintenance and Repair Equipment WR | 328 | 1,900 | (328) | 1,900 |
| 141-2-104-9325-5-71100-535610-0000-000W-104 | Tuition WR | 1,750 | | (1,750) | - |
| 141-2-104-9325-5-71100-542910-0000-000W-104 | Instructional Materials WR | 7,856 | 7,410 | (7,856) | 7,410 |
| | **Total 71100 - Regular Instruction** | **9,934** | **9,310** | **(9,934)** | **9,310** |
| | **Total Notre Dame** | **9,934** | **9,310** | **(9,934)** | **9,310** |
| **Saint Jude** | | | | | |
| 141-2-104-9140-5-71100-547110-0000-000W-104 | Software WR | 6,680 | 7,066 | (6,680) | 7,066 |
| | **Total 71100 - Regular Instruction** | **6,680** | **7,066** | **(6,680)** | **7,066** |
| | **Total Saint Jude** | **6,680** | **7,066** | **(6,680)** | **7,066** |
| **Silverdale Baptist** | | | | | |
| 141-2-104-9081-5-71100-542910-0000-000W-104 | Instructional Materials WR | 13,910 | | (13,910) | - |
| 141-2-104-9081-5-71100-542930-0000-000W-104 | Instructional Materials - Equipment WR | - | 25,797 | | 25,797 |
| 141-2-104-9081-5-71100-547110-0000-000W-104 | Software WR | 12,655 | | (12,655) | - |
| | **Total 71100 - Regular Instruction** | **26,565** | **25,797** | **(26,565)** | **25,797** |
| | **Total Silverdale Baptist** | **26,565** | **25,797** | **(26,565)** | **25,797** |
| **Grace Baptist** | | | | | |
| 141-2-104-9007-5-71100-542910-0000-000W-104 | Instructional Materials WR | 4,608 | 900 | (4,608) | 900 |
| 141-2-104-9007-5-71100-547110-0000-000W-104 | Software WR | 10,500 | 9,988 | (10,500) | 9,988 |
| | **Total 71100 - Regular Instruction** | **15,108** | **10,888** | **(15,108)** | **10,888** |
| | **Total Grace Baptist** | **15,108** | **10,888** | **(15,108)** | **10,888** |
| **Annoor Academy** | | | | | |
| 141-2-104-9181-5-71100-547110-0000-000W-104 | Software WR | 1,769 | 2,444 | (1,769) | 2,444 |
| | **Total 71100 - Regular Instruction** | **1,769** | **2,444** | **(1,769)** | **2,444** |
| | **Total Annoor Academy** | **1,769** | **2,444** | **(1,769)** | **2,444** |
| **Collegedale Academy** | | | | | |
| 141-2-104-9110-5-71100-542910-0000-000W-104 | Instructional Materials WR | 16,690 | 16,836 | (16,690) | 16,836 |
| 141-2-104-9110-5-71100-547110-0000-000W-104 | Software WR | 2,050 | 2,050 | (2,050) | 2,050 |
| | **Total 71100 - Regular Instruction** | **18,740** | **18,886** | **(18,740)** | **18,886** |
| | **Total Collegedale Academy** | **18,740** | **18,886** | **(18,740)** | **18,886** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| **Belvoir Christian Academy** | | | | | |
| 141-2-104-9090-5-71100-547110-0000-000W-104 | Software WR | 2,684 | 2,378 | (2,684) | 2,378 |
| | **Total 71100 - Regular Instruction** | **2,684** | **2,378** | **(2,684)** | **2,378** |
| | **Total Belvoir Christian Academy** | **2,684** | **2,378** | **(2,684)** | **2,378** |
| **Boyd-Buchanan** | | | | | |
| 141-2-104-9025-5-71100-533610-0000-000W-104 | Maintenance & Repairs | - | 500 | | 500 |
| 141-2-104-9025-5-71100-539990-0000-000W-104 | Contracted Services WR | 10,000 | 17,763 | (10,000) | 17,763 |
| 141-2-104-9025-5-71100-542910-0000-000W-104 | Instructional Materials WR | 12,974 | 4,090 | (12,974) | 4,090 |
| 141-2-104-9025-5-71100-547110-0000-000W-104 | Software WR | 3,112 | 1,000 | (3,112) | 1,000 |
| | **Total 71100 - Regular Instruction** | **26,086** | **23,353** | **(26,086)** | **23,353** |
| | **Total Boyd-Buchanan** | **26,086** | **23,353** | **(26,086)** | **23,353** |
| **Bright School** | | | | | |
| 141-2-104-9035-5-71100-539990-0000-000W-104 | Contracted Services WR | 6,202 | 6,244 | (6,202) | 6,244 |
| | **Total 71100 - Regular Instruction** | **6,202** | **6,244** | **(6,202)** | **6,244** |
| | **Total Bright School** | **6,202** | **6,244** | **(6,202)** | **6,244** |
| **Hickory Valley Christian School** | | | | | |
| 141-2-104-9075-5-71100-539990-0000-000W-104 | Contracted Services WR | 1,975 | 1,489 | (1,975) | 1,489 |
| | **Total 71100 - Regular Instruction** | **1,975** | **1,489** | **(1,975)** | **1,489** |
| | **Total Hickory Valley Christian School** | **1,975** | **1,489** | **(1,975)** | **1,489** |
| **OLPH** | | | | | |
| 141-2-104-9115-5-71100-539990-0000-000W-104 | Contracted Services WR | 4,125 | 5,345 | (4,125) | 5,345 |
| 141-2-104-9115-5-71100-547110-0000-000W-104 | Software WR | 3,345 | | (3,345) | - |
| 141-2-104-9115-5-71100-542910-0000-000W-104 | Instructional Materials WR | 2,976 | 99 | (2,976) | 99 |
| | **Total 71100 - Regular Instruction** | **10,446** | **5,444** | **(10,446)** | **5,444** |
| 141-2-104-9115-5-72210-539990-0000-000W-104 | Contracted Services WR | 2,000 | | (2,000) | - |
| | **Total 72210 - Regular Instruction Support** | **2,000** | **-** | **(2,000)** | **-** |
| | **Total OLPH** | **12,446** | **5,444** | **(12,446)** | **5,444** |
| **Berean Academy** | | | | | |
| 141-2-104-9020-5-71100-542910-0000-000W-104 | Instructional Materials WR | 14,018 | 8,660 | (14,018) | 8,660 |
| 141-2-104-9020-5-71100-547110-0000-000W-104 | Software WR | - | 250 | | 250 |
| | **Total 71100 - Regular Instruction** | **14,018** | **8,910** | **(14,018)** | **8,910** |
| | **Total Berean Academy** | **14,018** | **8,910** | **(14,018)** | **8,910** |
| **Skyuka Hall** | | | | | |
| 141-2-104-9120-5-71100-539990-0000-000W-104 | Contracted Services WR | - | 2,578 | - | 2,578 |
| 141-2-104-9120-5-71100-539990-0000-000S-104 | Contracted Services SH | 2,000 | | (2,000) | - |
| | **Total 71100 - Regular Instruction** | **2,000** | **2,578** | **(2,000)** | **2,578** |
| 141-2-104-9120-5-72130-539990-0000-000S-104 | Contracted Services SH | 1,525 | | (1,525) | |
| | **Total 72130 - Other Student Support** | **1,525** | **-** | **(1,525)** | **-** |
| | **Total Skyuka Hall** | **3,525** | **2,578** | **(3,525)** | **2,578** |
| **St. Nicholas** | | | | | |
| 141-2-104-9145-5-71100-539990-0000-000W-104 | Contracted Services WR | 2,569 | 2,733 | (2,569) | 2,733 |
| | **Total 71100 - Regular Instruction** | **2,569** | **2,733** | **(2,569)** | **2,733** |
| | **Total St Nicholas** | **2,569** | **2,733** | **(2,569)** | **2,733** |
| **St. Peter's** | | | | | |
| 141-2-104-9147-5-71100-539990-0000-000W-104 | Contracted Services WR | 10,601 | 3,977 | (10,601) | 3,977 |
| | **Total 71100 - Regular Instruction** | **10,601** | **3,977** | **(10,601)** | **3,977** |
| | **Total St Peter's** | **10,601** | **3,977** | **(10,601)** | **3,977** |
| **Beacon Academy** | | | | | |
| 141-2-104-9823-5-71100-539990-0000-000W-104 | Contracted Services WR | 1,487 | 2,022 | (1,487) | 2,022 |
| | **Total 71100 - Regular Instruction** | **1,487** | **2,022** | **(1,487)** | **2,022** |
| | **Total Beacon Academy** | **1,487** | **2,022** | **(1,487)** | **2,022** |
| **Foundations Preschool** | | | | | |
| 141-2-104-9848-5-71100-539990-0000-000W-104 | Contracted Services WR | - | 1,489 | | 1,489 |
| | **Total 71100 - Regular Instruction** | **-** | **1,489** | **-** | **1,489** |
| | **Total Foundations Preschool** | **-** | **1,489** | **-** | **1,489** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| **Redemption Point** | | | | | |
| 141-2-104-9898-5-71100-547110-0000-000W-104 | Software | 2,790 | 3,266 | (2,790) | 3,266 |
| | **Total 71100 - Regular Instruction** | **2,790** | **3,266** | **(2,790)** | **3,266** |
| | **Total Redemption Point** | **2,790** | **3,266** | **(2,790)** | **3,266** |
| **Mission Montessori** | | | | | |
| 141-2-104-9941-5-71100-539990-0000-000W-104 | Contracted Services | 285 | | (285) | - |
| 141-2-104-9941-5-71100-542910-0000-000W-104 | Instructional Supplies | - | 178 | | 178 |
| | **Total 71100 - Regular Instruction** | **285** | **178** | **(285)** | **178** |
| | **Total Mission Montessori** | **285** | **178** | **(285)** | **178** |
| | **Total Private Schools** | **211,253** | **180,115** | **(211,253)** | **180,115** |
| **CHARTER SCHOOLS** | | | | | |
| **Chattanooga Preparatory School** | | | | | |
| 141-2-104-8011-8-72130-532210-0000-000W-104 | Evaluation and Testing | 11,639 | | (11,639) | - |
| | **Total 72130 - Other Student Support** | **11,639** | **-** | **(11,639)** | **-** |
| 141-2-104-8011-8-72210-559990-0000-000S-104 | Other Charges SH | - | 10,354 | | 10,354 |
| | **Total 72210 - Regular Instruction Support** | **-** | **10,354** | **-** | **10,354** |
| | **Total Chattanooga Preparatory School** | **11,639** | **10,354** | **(11,639)** | **10,354** |
| **Chattanooga Girls Leadership Academy** | | | | | |
| 141-2-104-8001-8-72210-552410-0000-000W-104 | Staff Development WR | 7,818 | 7,555 | (7,818) | 7,555 |
| | **Total 72210 - Regular Instruction Support** | **7,818** | **7,555** | **(7,818)** | **7,555** |
| | **Total Chattanooga Girls Leadership Academy** | **7,818** | **7,555** | **(7,818)** | **7,555** |
| **Ivy Academy** | | | | | |
| 141-2-104-8002-8-71100-542910-0000-000W-104 | Instructional Materials WR | 7,135 | 5,954 | (7,135) | 5,954 |
| 141-2-104-8002-8-71100-559990-0000-000W-104 | Other Charges WR | 3,581 | 4,800 | (3,581) | 4,800 |
| | **Total 71100 - Regular Instruction** | **10,716** | **10,754** | **(10,716)** | **10,754** |
| | **Total Ivy Academy** | **10,716** | **10,754** | **(10,716)** | **10,754** |
| **Chattanooga Charter School of Excellence** | | | | | |
| 141-2-104-8003-8-71100-542910-0000-000W-104 | Instructional Materials WR | - | 802 | | 802 |
| 141-2-104-8003-8-71100-559990-0000-000W-104 | Other Charges | 1,500 | 1,500 | (1,500) | 1,500 |
| | **Total 71100 - Regular Instruction** | **1,500** | **2,302** | **(1,500)** | **2,302** |
| 141-2-104-8003-8-72210-552410-0000-000S-104 | Staff Development SH | | 7,475 | | 7,475 |
| 141-2-104-8003-8-72210-552410-0000-000W-104 | Staff Development WR | 7,475 | | (7,475) | - |
| | **Total 72210 - Regular Instruction Support** | **7,475** | **7,475** | **(7,475)** | **7,475** |
| | **Total Chattanooga Charter School of Excellence** | **8,975** | **9,777** | **(8,975)** | **9,777** |
| **Skillern Elementary School** | | | | | |
| 141-2-104-8005-8-71100-559990-0000-000W-104 | Other Charges WR | 6,149 | 9,666 | (6,149) | 9,666 |
| | **Total 71100 - Regular Instruction** | **6,149** | **9,666** | **(6,149)** | **9,666** |
| | **Total Skillern Elementary** | **6,149** | **9,666** | **(6,149)** | **9,666** |
| **Chatt Academy Community School** | | | | | |
| 141-2-104-8006-8-72210-552410-0000-000E-104 | Stafff Development ET | | 5,088 | | 5,088 |
| 141-2-104-8006-8-72210-552410-0000-000W-104 | Stafff Development WR | 3,426 | | (3,426) | - |
| | **Total 72210 - Regular Instruction Support** | **3,426** | **5,088** | **(3,426)** | **5,088** |
| | **Total Chatt Academy Community School** | **3,426** | **5,088** | **(3,426)** | **5,088** |
| **Chattanooga Charter School of Excellence Middle** | | | | | |
| 141-2-104-8010-8-71100-542910-0000-000W-104 | Instructional Materials WR | 5,358 | 5,355 | (5,358) | 5,355 |
| | **Total 71100 - Regular Instruction** | **5,358** | **5,355** | **(5,358)** | **5,355** |
| | **Total Chattanooga Charter School of Excellence M** | **5,358** | **5,355** | **(5,358)** | **5,355** |
| **Chattanooga Charter School of Excellence High** | | | | | |
| 141-2-104-8015-8-71100-542910-0000-000W-104 | Instructional Materials WR | 3,558 | 3,400 | (3,558) | 3,400 |
| | **Total 71100 - Regular Instruction** | **3,558** | **3,400** | **(3,558)** | **3,400** |
| | **Total Chattanooga Charter School of Excellence H** | **3,558** | **3,400** | **(3,558)** | **3,400** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| **Montessori Elementary Charter** | | | | | |
| 141-2-104-8142-8-71100-542910-0000-000W-104 | Instructional Materials WR | 823 | | (823) | - |
| 141-2-104-8142-8-71100-559990-0000-000W-104 | Other Charges WR | 1,200 | | (1,200) | - |
| | **Total 71100 - Regular Instruction** | **2,023** | **-** | **(2,023)** | **-** |
| 141-2-104-8142-8-72130-547110-0000-000S-104 | Software | - | 3,179 | | 3,179 |
| | **Total 72130 - Other Student Support** | **-** | **3,179** | **-** | **3,179** |
| 141-2-104-8142-8-72210-552410-0000-000W-104 | Staff Development | 5,136 | | (5,136) | - |
| 141-2-104-8142-8-72210-559990-0000-000S-104 | Other Charges - Stipends SH | - | 3,576 | | 3,576 |
| | **Total 72210 - Regular Instruction Support** | **5,136** | **3,576** | **(5,136)** | **3,576** |
| | **Total Montessori Elementary Charter** | **7,159** | **6,755** | **(7,159)** | **6,755** |
| | **Total Charter Schools** | **64,798** | **68,704** | **(64,798)** | **68,704** |
| | **TOTAL BUDGET** | **1,156,933** | **1,160,368** | **(1,156,933)** | **1,160,368** |

**HAMILTON COUNTY DEPARTMENT OF EDUCATION**
**FEDERAL PROGRAMS**
**TITLE I, PART A: LOCAL NEGLECTED**
**BUDGET FISCAL YEAR 2026-2027**

| | | | | | |
|---|---|---|---|---|---|
| | 2027 Award | 149,019 | 83,138 | | 232,157 |
| | Transfer to Consolidated Administration | (16,094) | | (2,799) | (18,893) |
| | **Total Source of Funds** | **132,925** | **83,138** | **(2,799)** | **213,264** |

**SOURCE OF FUNDS SUMMARY**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-110-0000-0-00000-471410-0000-0000-110 | Revenue | 132,925 | 83,138 | (2,799) | 213,264 |
| | **Total Source of Funds** | **132,925** | **83,138** | **(2,799)** | **213,264** |

**USE OF FUNDS SUMMARY**

| | | | | | | |
|---|---|---|---|---|---|---|
| **71100** | Regular Instruction | 86,116 | 133,953 | (86,116) | 133,953 |
| **72210** | Instructional Support | 44,000 | 70,500 | (44,000) | 70,500 |
| **99100** | Indirect Cost | 2,809 | 8,811 | (2,809) | 8,811 |
| | **Total Use of Funds** | **132,925** | **213,264** | **(132,925)** | **213,264** |

**USE OF FUNDS DETAIL**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| Parkridge Valley | | | | | |
| 141-2-110-9160-5-71100-539990-0000-0000-110 | Contracted Services | | 45,453 | | 45,453 |
| 141-2-110-9160-5-71100-542910-0000-0000-110 | Instructional Supplies | 7,393 | 10,000 | (7,393) | 10,000 |
| 141-2-110-9160-5-71100-547110-0000-0000-110 | Software | | 2,000 | | 2,000 |
| 141-2-110-9160-5-71100-559990-0000-0000-110 | Other Charges | 36,000 | | (36,000) | - |
| | **Total 71100 - Regular Instruction** | **43,393** | **57,453** | **(43,393)** | **57,453** |
| 141-2-110-9160-5-72210-552410-0000-0000-110 | Staff Development | 5,000 | 15,000 | (5,000) | 15,000 |
| 141-2-110-9160-5-72210-559990-0000-0000-110 | Other Charges-Transition Sp | 39,000 | 42,000 | (39,000) | 42,000 |
| | **Total 72210 - Regular Instruction Support** | **44,000** | **57,000** | **(44,000)** | **57,000** |
| 141-2-110-9160-5-99100-550410-0000-0000-110 | Indirect Cost (4.31%) | 1,887 | 4,932 | (1,887) | 4,932 |
| | **Total 99100 - Indirect Cost** | **1,887** | **4,932** | **(1,887)** | **4,932** |
| | **Total Parkridge Valley** | **89,280** | **119,385** | **(89,280)** | **119,385** |
| Bethel Christian Academy | | | | | |
| 141-2-110-9180-5-71100-539990-0000-0000-110 | Other Contracted Services | | 10,000 | | 10,000 |
| 141-2-110-9180-5-71100-559990-0000-0000-110 | Other Charges | 42,723 | 66,500 | (42,723) | 66,500 |
| | **Total 71100 - Regular Instruction** | **42,723** | **76,500** | **(42,723)** | **76,500** |
| 141-2-110-9180-5-72210-559990-0000-0000-110 | Other Charges | | 13,500 | | 13,500 |
| | **Total 72210 - Regular Instruction Support** | **-** | **13,500** | **-** | **13,500** |
| 141-2-110-9180-5-99100-550410-0000-0000-110 | Indirect Cost (4.31%) | 922 | 3,879 | (922) | 3,879 |
| | **Total 99100 - Indirect Cost** | **922** | **3,879** | **(922)** | **3,879** |
| | **Total Bethel Christian Academy** | **43,645** | **93,879** | **(43,645)** | **93,879** |
| | **TOTAL BUDGET** | **132,925** | **213,264** | **(132,925)** | **213,264** |

**HAMILTON COUNTY DEPARTMENT OF EDUCATION**
**FEDERAL PROGRAMS**
**TITLE I, PART D: DELINQUENT**
**BUDGET FISCAL YEAR 2026-2027**

| | | | | | |
|---|---|---|---|---|---|
| | 2027 Award | 104,116 | 4,727 | | 108,843 |
| | Transfer to Consolidated Administration | (11,244) | 2,386 | | (8,858) |
| | **Total Source of Funds** | **92,872** | **7,113** | **-** | **99,985** |

**SOURCE OF FUNDS SUMMARY**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-111-0000-0-00000-471410-0000-0000-111 | Revenue | 92,872 | 7,113 | - | 99,985 |
| | **Total Source of Funds** | **92,872** | **7,113** | **-** | **99,985** |

**USE OF FUNDS SUMMARY**

| | | | | | | |
|---|---|---|---|---|---|---|
| **71100** | Regular Instruction | 73,196 | 66,645 | (73,196) | 66,645 |
| **72130** | Other Student Support | - | 8,809 | - | 8,809 |
| **72210** | Instructional Support | 17,713 | 20,400 | (17,713) | 20,400 |
| **99100** | Indirect Cost | 1,963 | 4,131 | (1,963) | 4,131 |
| | **Total Use of Funds** | **92,872** | **99,985** | **(92,872)** | **99,985** |

**USE OF FUNDS DETAIL**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| **CADAS-Scholze Center** | | | | | |
| 141-2-111-9265-5-71100-539990-0000-0000-111 | Contracted Services | 37,500 | 10,300 | (37,500) | 10,300 |
| 141-2-111-9265-5-71100-542910-0000-0000-111 | Instructional Supplies | 15,122 | | (15,122) | - |
| 141-2-111-9265-5-71100-547110-0000-0000-111 | Software | 4,636 | 4,345 | (4,636) | 4,345 |
| 141-2-111-9265-5-71100-559990-0000-0000-111 | Other Charges | 15,938 | 52,000 | (15,938) | 52,000 |
| | **Total 71100 - Regular Instruction** | **73,196** | **66,645** | **(73,196)** | **66,645** |
| 141-2-111-9265-5-72130-559990-0000-0000-111 | Other Charges | - | 8,809 | | 8,809 |
| | **Total 72130 - Other Student Support** | **-** | **8,809** | **-** | **8,809** |
| 141-2-111-9265-5-72210-552410-0000-0000-111 | Staff Development | 17,713 | 10,000 | (17,713) | 10,000 |
| 141-2-111-9265-5-72210-559990-0000-0000-111 | Other Charges | - | 10,400 | | 10,400 |
| | **Total 72210 - Regular Instruction Support** | **17,713** | **20,400** | **(17,713)** | **20,400** |
| 141-2-111-9265-5-99100-550410-0000-0000-111 | Indirect Cost (4.31%) | 1,963 | 4,131 | (1,963) | 4,131 |
| | **Total 99100 - Indirect Cost** | **1,963** | **4,131** | **(1,963)** | **4,131** |
| | **Total CADAS-Scholze Center** | **92,872** | **99,985** | **(92,872)** | **99,985** |
| | **TOTAL BUDGET** | **92,872** | **99,985** | **(92,872)** | **99,985** |

**HAMILTON COUNTY DEPARTMENT OF EDUCATION**
**FEDERAL PROGRAMS**
**TITLE I, PART C: MIGRANT**
**BUDGET FISCAL YEAR 2026-2027**

| | | | | | |
|---|---|---|---|---|---|
| | 2027 Award | 14,217 | | (3,142) | 11,075 |
| | Transfer to Consolidated Administration | | | (901) | (901) |
| | **Total Source of Funds** | **14,217** | **-** | **(4,043)** | **10,174** |

**SOURCE OF FUNDS SUMMARY**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-112-0000-0-00000-471410-0000-0000-112 | Revenue | 14,217 | | (4,043) | 10,174 |
| | **Total Source of Funds** | **14,217** | **-** | **(4,043)** | **10,174** |

**USE OF FUNDS SUMMARY**

| | | | | | | |
|---|---|---|---|---|---|---|
| **71100** | Regular Instruction | 12,722 | 9,754 | (12,722) | 9,754 |
| **72210** | Instructional Support | 1,255 | - | (1,255) | - |
| **99100** | Indirect Cost | 240 | 420 | (240) | 420 |
| | **Total Use of Funds** | **14,217** | **10,174** | **(14,217)** | **10,174** |

**USE OF FUNDS DETAIL**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-112-6000-0-71100-514090-0000-0000-112 | Teacher Supplements | 11,000 | 8,362 | (11,000) | 8,362 |
| 141-2-112-6000-0-71100-520110-0000-0000-112 | Social Security | 682 | 518 | (682) | 518 |
| 141-2-112-6000-0-71100-520410-0000-0000-112 | State Retirement | 880 | 753 | (880) | 753 |
| 141-2-112-6000-0-71100-521210-0000-0000-112 | Medicare | 160 | 121 | (160) | 121 |
| | **Total 71100 - Regular Instruction** | **12,722** | **9,754** | **(12,722)** | **9,754** |
| 141-2-112-0000-0-72210-552410-0000-0000-112 | Staff Development | 1,255 | | (1,255) | - |
| | **Total 72210 - Instructional Support** | **1,255** | **-** | **(1,255)** | **-** |
| 141-2-112-0000-0-99100-550410-0000-0000-112 | Indirect Cost (4.31%) | 240 | 420 | (240) | 420 |
| | **Total 99100 - Indirect Cost** | **240** | **420** | **(240)** | **420** |
| | **TOTAL BUDGET** | **14,217** | **10,174** | **(14,217)** | **10,174** |

**HAMILTON COUNTY DEPARTMENT OF EDUCATION**
**FEDERAL PROGRAMS**
**MENTAL HEALTH SERVICE PROFESSIONAL GRANT**
**BUDGET FISCAL YEAR 2026-2027**

| | | | | | |
|---|---|---|---|---|---|
| | FY26 Carryover | 981,328 | 545,211 | | 1,526,539 |
| | **Total Source of Funds** | **981,328** | **545,211** | **-** | **1,526,539** |

**SOURCE OF FUNDS SUMMARY**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-148-0000-0-00000-479900-0000-0000-148 | Revenue | 981,328 | 545,211 | | 1,526,539 |
| | **Total Source of Funds** | **981,328** | **545,211** | **-** | **1,526,539** |

**USE OF FUNDS SUMMARY**

| | | | | | |
|---|---|---|---|---|---|
| **72130** | Other Student Support | 819,176 | 1,170,487 | (625,276) | 1,364,387 |
| **72710** | Transportation | 10,000 | 10,000 | (10,000) | 10,000 |
| **99100** | Transfers | 152,152 | - | - | 152,152 |
| | **Total Use of Funds** | **981,328** | **1,180,487** | **(635,276)** | **1,526,539** |

**USE OF FUNDS DETAIL**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-148-0000-0-72130-518810-0000-0000-148 | Bonus Payment | 118,000 | | (118,000) | - |
| 141-2-148-0000-0-72130-5189A0-PBEN-0000-148 | Resource Facilitator (.5 FTE) | 17,500 | 17,500 | | 35,000 |
| 141-2-148-6000-0-72130-518990-PWOB-0000-148 | Interns | 15,186 | | (15,186) | - |
| 141-2-148-6100-0-72130-518990-PBEN-0000-148 | Interns | 275,760 | | (275,760) | - |
| 141-2-148-6100-0-72130-518990-PWOB-0000-148 | Interns | 45,558 | | (45,558) | - |
| 141-2-148-0000-0-72130-519610-0000-0000-148 | Supervisor Stipend - 28 Supervisors | 30,240 | | (15,120) | 15,120 |
| 141-2-148-0000-0-72130-520110-0000-0000-148 | Social Security | 9,191 | | (8,253) | 938 |
| 141-2-148-0000-0-72130-520110-PBEN-0000-148 | Social Security | 1,085 | 1,085 | | 2,170 |
| 141-2-148-6000-0-72130-520110-PWOB-0000-148 | Social Security | 942 | | (942) | - |
| 141-2-148-6100-0-72130-520110-PBEN-0000-148 | Social Security | 17,097 | | (17,097) | - |
| 141-2-148-6100-0-72130-520110-PWOB-0000-148 | Social Security | 2,826 | | (2,826) | - |
| 141-2-148-0000-0-72130-520410-0000-0000-148 | State Retirement | 11,859 | | (10,499) | 1,360 |
| 141-2-148-0000-0-72130-520410-PBEN-0000-148 | State Retirement | 1,400 | 3,745 | | 5,145 |
| 141-2-148-6000-0-72130-520410-PWOB-0000-148 | State Retirement | - | | | - |
| 141-2-148-6100-0-72130-520410-PBEN-0000-148 | State Retirement | 22,061 | | (22,061) | - |
| 141-2-148-0000-0-72130-520610-PBEN-0000-148 | Life Insurance | 10 | 9 | | 19 |
| 141-2-148-6100-0-72130-520610-PBEN-0000-148 | Life Insurance | 220 | | (220) | - |
| 141-2-148-0000-0-72130-520710-PBEN-0000-148 | Health Insurance | 3,171 | 3,521 | | 6,692 |
| 141-2-148-6100-0-72130-520710-PBEN-0000-148 | Health Insurance | 77,621 | | (77,621) | - |
| 141-2-148-6000-0-72130-520770-PWOB-0000-148 | Health Insurance - Part-time | 400 | | (400) | - |
| 141-2-148-6100-0-72130-520770-PWOB-0000-148 | Health Insurance - Part-time | 1,200 | | (1,200) | - |
| 141-2-148-0000-0-72130-520810-PBEN-0000-148 | Dental Insurance | 67 | 53 | | 120 |
| 141-2-148-6100-0-72130-520810-PBEN-0000-148 | Dental Insurance | 1,392 | | (1,392) | - |
| 141-2-148-0000-0-72130-521010-PBEN-0000-148 | Unemployment Compensation | 3 | 4 | | 7 |
| 141-2-148-6100-0-72130-521010-PBEN-0000-148 | Unemployment Compensation | 75 | | (75) | - |
| 141-2-148-0000-0-72130-521210-0000-0000-148 | Medicare | 2,149 | | (1,930) | 219 |
| 141-2-148-0000-0-72130-521210-PBEN-0000-148 | Medicare | 254 | 254 | | 508 |
| 141-2-148-6000-0-72130-521210-PWOB-0000-148 | Medicare | 220 | | (220) | - |
| 141-2-148-6100-0-72130-521210-PBEN-0000-148 | Medicare | 3,998 | | (3,998) | - |
| 141-2-148-6100-0-72130-521210-PWOB-0000-148 | Medicare | 660 | | (660) | - |
| 141-2-148-0000-0-72130-529910-PBEN-0000-148 | Long Term Disability | 25 | 27 | | 52 |
| 141-2-148-0000-0-72130-529930-PBEN-0000-148 | Short Term Disability | 27 | 30 | | 57 |
| 141-2-148-6100-0-72130-529910-PBEN-0000-148 | Long Term Disability | 603 | | (603) | - |
| 141-2-148-6100-0-72130-529930-PBEN-0000-148 | Short Term Disability | 655 | | (655) | - |
| 141-2-148-0000-0-72130-535610-0000-0000-148 | Tuition | 137,721 | 80,370 | | 218,091 |
| 141-2-148-0000-0-72130-552410-0000-0000-148 | Staff Development | 10,000 | | (5,000) | 5,000 |
| 141-2-148-0000-0-72130-559990-0000-0000-148 | Other Charges | 10,000 | | | 10,000 |
| | **Total 72130 - Other Student Support** | **819,176** | **106,598** | **(625,276)** | **300,498** |

| | | | | | |
|---|---|---|---|---|---|
| 141-2-148-6100-0-72130-518810-0000-148P-148 | Bonus Payment (School Psychologists) | - | 8,000 | | 8,000 |
| 141-2-148-6100-0-72130-518990-PBEN-148P-148 | Interns Full Time (Psychologists) FTE | - | 60,000 | | 60,000 |
| 141-2-148-6100-0-72130-519610-0000-148P-148 | Supervisor Stipend - Supervisors (Psychologists) | - | 6,480 | | 6,480 |
| 141-2-148-6100-0-72130-520110-0000-148P-148 | Social Security (Psychologists) | - | 898 | | 898 |
| 141-2-148-6100-0-72130-520110-PBEN-148P-148 | Social Security (Psychologists) | - | 3,720 | | 3,720 |
| 141-2-148-6100-0-72130-520410-0000-148P-148 | State Retirement (Psychologists) | - | 2,129 | | 2,129 |
| 141-2-148-6100-0-72130-520410-PBEN-148P-148 | State Retirement (Psychologists) | - | 8,820 | | 8,820 |
| 141-2-148-6100-0-72130-520610-PBEN-148P-148 | Life Insurance (Psychologists) | - | 38 | | 38 |
| 141-2-148-6100-0-72130-520710-PBEN-148P-148 | Health Insurance (Psychologists) | - | 13,383 | | 13,383 |
| 141-2-148-6100-0-72130-520810-PBEN-148P-148 | Dental Insurance (Psychologists) | - | 240 | | 240 |
| 141-2-148-6100-0-72130-521210-0000-148P-148 | Medicare (Psychologists) | - | 210 | | 210 |
| 141-2-148-6100-0-72130-521210-PBEN-148P-148 | Medicare (Psychologists) | - | 870 | | 870 |
| 141-2-148-6100-0-72130-529910-PBEN-148P-148 | Long Term Disability (Psychologists) | - | 104 | | 104 |
| 141-2-148-6100-0-72130-529930-PBEN-148P-148 | Short Term Disability (Psychologists) | - | 113 | | 113 |
| 141-2-148-6100-0-72130-535610-0000-148P-148 | Tuition (Psychologists) | - | 240,000 | | 240,000 |
| | **Total 72130 - Other Student Support - Psychologists** | | **345,004** | | **345,004** |
| | | | | | |
| 141-2-148-6100-0-72130-518990-PBEN-148S-148 | Interns Full Time (Social Workers) 5 FTE | - | 300,000 | | 300,000 |
| 141-2-148-6100-0-72130-519610-0000-148S-148 | Supervisor Stipend - Supervisors (Social Workers) | - | 8,640 | | 8,640 |
| 141-2-148-6100-0-72130-520110-0000-148S-148 | Social Security (Social Workers) | - | 536 | | 536 |
| 141-2-148-6100-0-72130-520110-PBEN-148S-148 | Social Security (Social Workers) | - | 18,600 | | 18,600 |
| 141-2-148-6100-0-72130-520410-0000-148S-148 | State Retirement (Social Workers) | - | 778 | | 778 |
| 141-2-148-6100-0-72130-520410-PBEN-148S-148 | State Retirement (Social Workers) | - | 44,100 | | 44,100 |
| 141-2-148-6100-0-72130-520610-PBEN-148S-148 | Life Insurance (Social Workers) | - | 190 | | 190 |
| 141-2-148-6100-0-72130-520710-PBEN-148S-148 | Health Insurance (Social Workers) | - | 66,915 | | 66,915 |
| 141-2-148-6100-0-72130-520810-PBEN-148S-148 | Dental Insurance (Social Workers) | - | 1,200 | | 1,200 |
| 141-2-148-6100-0-72130-521010-PBEN-148S-148 | Unemployment Compensation (Social Workers) | - | 65 | | 65 |
| 141-2-148-6100-0-72130-521210-0000-148S-148 | Medicare (Social Workers) | - | 125 | | 125 |
| 141-2-148-6100-0-72130-521210-PBEN-148S-148 | Medicare (Social Workers) | - | 4,350 | | 4,350 |
| 141-2-148-6100-0-72130-529910-PBEN-148S-148 | Long Term Disability (Social Workers) | - | 520 | | 520 |
| 141-2-148-6100-0-72130-529930-PBEN-148S-148 | Short Term Disability (Social Workers) | - | 565 | | 565 |
| 141-2-148-6100-0-72130-535610-0000-148S-148 | Tuition (Social Workers) | - | 100,000 | | 100,000 |
| 141-2-148-6100-0-72130-552410-0000-148S-148 | Staff Development | - | 5,000 | | 5,000 |
| | **Total 72130 - Other Student Support - Social Workers** | | **551,584** | | **551,584** |
| | | | | | |
| 141-2-148-6100-0-72130-518990-PBEN-148C-148 | Interns Full Time (Counselors) 1 FTE | - | 60,000 | | 60,000 |
| 141-2-148-6100-0-72130-520110-PBEN-148C-148 | Social Security (Counselors) | - | 3,720 | | 3,720 |
| 141-2-148-6100-0-72130-520410-PBEN-148C-148 | State Retirement (Counselors) | - | 8,820 | | 8,820 |
| 141-2-148-6100-0-72130-520610-PBEN-148C-148 | Life Insurance (Counselors) | - | 38 | | 38 |
| 141-2-148-6100-0-72130-520710-PBEN-148C-148 | Health Insurance (Counselors) | - | 13,383 | | 13,383 |
| 141-2-148-6100-0-72130-520810-PBEN-148C-148 | Dental Insurance (Counselors) | - | 240 | | 240 |
| 141-2-148-6100-0-72130-521010-PBEN-148C-148 | Unemployment Compensation (Counselors) | - | 13 | | 13 |
| 141-2-148-6100-0-72130-521210-PBEN-148C-148 | Medicare (Counselors) | - | 870 | | 870 |
| 141-2-148-6100-0-72130-529910-PBEN-148C-148 | Long Term Disability (Counselors) | - | 104 | | 104 |
| 141-2-148-6100-0-72130-529930-PBEN-148C-148 | Short Term Disability (Counselors) | - | 113 | | 113 |
| 141-2-148-6100-0-72130-535610-0000-148C-148 | Tuition (Counselors) | - | 80,000 | | 80,000 |
| | **Total 72130 - Other Student Support - Counselors** | | **167,301** | | **167,301** |
| | | | | | |
| 141-2-148-0000-0-72710-531410-0000-0000-148 | Contracts with Public Carriers | 10,000 | | (10,000) | - |
| 141-2-148-6100-0-72710-531410-0000-148C-148 | Contracts with Public Carriers | - | 3,334 | | 3,334 |
| 141-2-148-6100-0-72710-531410-0000-148P-148 | Contracts with Public Carriers | - | 3,333 | | 3,333 |
| 141-2-148-6100-0-72710-531410-0000-148S-148 | Contracts with Public Carriers | - | 3,333 | | 3,333 |
| | **Total 72710 - Transportation** | **10,000** | **10,000** | **(10,000)** | **10,000** |
| | | | | | |
| 141-2-148-0000-0-99100-550410-0000-0000-148 | Indirect Cost | 152,152 | | | 152,152 |
| | **Total 99100 - Transfers** | **152,152** | **-** | **-** | **152,152** |
| | | | | | |
| | **TOTAL BUDGET** | **981,328** | **1,180,487** | **(635,276)** | **1,526,539** |

# HAMILTON COUNTY DEPARTMENT OF EDUCATION
# FEDERAL PROGRAMS
# TENNESSEE HEALTHCARE RESILIENCY PROGRAM
# BUDGET FISCAL YEAR 2026-2027

**FY26 estimated carryover is $56,765**

**SOURCE OF FUNDS SUMMARY**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET 7/16/2026 |
|---|---|---|
| 141-2-197-0000-0-00000-475900-0000-0000-197 | Revenue | 56,765 |
| | **Total Source of Funds** | **56,765** |

**USE OF FUNDS SUMMARY**

| | | |
|---|---|---|
| **72120** | Health Services | 56,765 |
| | **Total Use of Funds** | **56,765** |

**USE OF FUNDS DETAIL**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET 7/16/2026 |
|---|---|---|
| 141-2-197-0000-0-72120-559990-0000-0000-197 | Other Charges | 30,000 |
| 141-2-197-0000-0-72120-573510-0000-0000-197 | Health Equipment | 26,765 |
| | **Total 72120 - Health Services** | **56,765** |
| | **TOTAL BUDGET** | **56,765** |

**HAMILTON COUNTY DEPT OF EDUCATION**
**FEDERAL PROGRAMS**
**CARL PERKINS VOCATIONAL GRANT**
**BUDGET FISCAL YEAR 2026-2027**
**FY27 allocation is $967,926.18**

**SOURCE OF FUNDS SUMMARY**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-301-0000-0-00000-471310-0000-0000-301 | Revenue | 967,926 | | | 967,926 |
| | **Total Source of Funds** | **967,926** | **-** | **-** | **967,926** |

**USE OF FUNDS SUMMARY**

| | | | | | | |
|---|---|---|---|---|---|---|
| **71300** | Vocational Instruction | 821,245 | 44,151 | (76,470) | 788,926 |
| **72130** | Other Student Support | 112,913 | 66,387 | (6,400) | 172,900 |
| **72230** | Vocational Instruction Staff Support | 11,200 | - | (5,100) | 6,100 |
| **99100** | Indirect Cost | 22,568 | - | (22,568) | - |
| | **Total Use of Funds** | **967,926** | **110,538** | **(110,538)** | **967,926** |

**USE OF FUNDS DETAIL**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-301-0000-0-71300-5189A0-PBEN-0000-301 | CTE Innovation Coach (1 FTE) | 75,742 | | (3,607) | 72,135 |
| 141-2-301-0000-0-71300-5189H0-PBEN-0000-301 | WBL/Youth Apprenticeship Facilitator (1 FTE) | 110,345 | | (3,340) | 107,005 |
| 141-2-301-0000-0-71300-5189H0-PBEN-0000-301 | Future Ready Partnership Specialist (1 FTE) | 89,657 | 8,943 | | 98,600 |
| 141-2-301-0000-0-71300-5189K0-PBEN-0000-301 | District Content Lead (1 FTE) | 89,656 | | (14,609) | 75,047 |
| 141-2-301-0000-0-71300-520110-PBEN-0000-301 | Social Security | 22,655 | | (783) | 21,872 |
| 141-2-301-0000-0-71300-520410-PBEN-0000-301 | State Retirement | 29,232 | | (1,009) | 28,223 |
| 141-2-301-0000-0-71300-520610-PBEN-0000-301 | Life Insurance | 152 | | | 152 |
| 141-2-301-0000-0-71300-520710-PBEN-0000-301 | Medical Insurance | 53,532 | | | 53,532 |
| 141-2-301-0000-0-71300-520810-PBEN-0000-301 | Dental Insurance | 960 | | | 960 |
| 141-2-301-0000-0-71300-521010-PBEN-0000-301 | Unemployment Compensation | 52 | | | 52 |
| 141-2-301-0000-0-71300-521210-PBEN-0000-301 | Medicare | 5,299 | | (184) | 5,115 |
| 141-2-301-0000-0-71300-529910-PBEN-0000-301 | Long Term Disability | 416 | | | 416 |
| 141-2-301-0000-0-71300-529930-PBEN-0000-301 | Short Term Disability | 452 | | | 452 |
| 141-2-301-7535-7-71300-5116E0-PBEN-0000-301 | CTE Career Exploration (1 FTE) | 67,474 | 1 | | 67,475 |
| 141-2-301-7535-7-71300-520110-PBEN-0000-301 | Social Security | 4,183 | | | 4,183 |
| 141-2-301-7535-7-71300-520410-PBEN-0000-301 | State Retirement | 5,398 | | | 5,398 |
| 141-2-301-7535-7-71300-520610-PBEN-0000-301 | Life Insurance | 38 | | | 38 |
| 141-2-301-7535-7-71300-520710-PBEN-0000-301 | Medical Insurance | 13,383 | | | 13,383 |
| 141-2-301-7535-7-71300-520810-PBEN-0000-301 | Dental Insurance | 240 | | | 240 |
| 141-2-301-7535-7-71300-521010-PBEN-0000-301 | Unemployment Compensation | 13 | | | 13 |
| 141-2-301-7535-7-71300-521210-PBEN-0000-301 | Medicare | 978 | | | 978 |
| 141-2-301-7535-7-71300-529910-PBEN-0000-301 | Long Term Disability | 104 | | | 104 |
| 141-2-301-7535-7-71300-529930-PBEN-0000-301 | Short Term Disability | 113 | | | 113 |
| 141-2-301-0000-0-71300-542910-0000-0000-301 | Instructional Supplies & Materials | 20,000 | 10,000 | | 30,000 |
| 141-2-301-0000-0-71300-547110-0000-0000-301 | Software | 75,000 | | (52,938) | 22,062 |
| 141-2-301-0000-0-71300-549990-0000-0000-301 | Supplies & Materials | 156,171 | 25,207 | | 181,378 |
| | **Total 71300 - Vocational Instruction** | **821,245** | **44,151** | **(76,470)** | **788,926** |
| | | | | | |
| 141-2-301-0000-0-72130-519610-0000-0000-301 | Teacher Stipends for PD/Lead Teachers | 4,323 | 21,879 | | 26,202 |
| 141-2-301-0000-0-72130-520110-0000-0000-301 | Social Security | 268 | 1,356 | | 1,624 |
| 141-2-301-0000-0-72130-520410-0000-0000-301 | State Retirement | 346 | 1,748 | | 2,094 |
| 141-2-301-0000-0-72130-521210-0000-0000-301 | Medicare | 63 | 317 | | 380 |
| 141-2-301-0000-0-72130-539990-0000-0000-301 | Other Contracted Services | 55,000 | | (6,400) | 48,600 |
| 141-2-301-0000-0-72130-552410-0000-0000-301 | Staff Development | 42,913 | 31,087 | | 74,000 |
| 141-2-301-0000-0-72130-559990-0000-0000-301 | Other Charges | 10,000 | 10,000 | | 20,000 |
| | **Total 72130 - Other Student Support** | **112,913** | **66,387** | **(6,400)** | **172,900** |
| | | | | | |
| 141-2-301-0000-0-72230-552410-0000-0000-301 | Staff Development | 11,200 | | (5,100) | 6,100 |
| | **Total 72230 - Vocational Instruction Staff Support** | **11,200** | **-** | **(5,100)** | **6,100** |
| | | | | | |
| 141-2-301-0000-0-99100-550410-0000-0000-301 | Indirect Cost (4.31%) | 22,568 | | (22,568) | - |
| | **Total 99100 - Indirect Cost** | **22,568** | **-** | **(22,568)** | **-** |
| | | | | | |
| | **TOTAL BUDGET** | **967,926** | **110,538** | **(110,538)** | **967,926** |

**HAMILTON COUNTY DEPARTMENT OF EDUCATION**
**FEDERAL PROGRAMS**
**BJA FY24 STOP SCHOOL VIOLENCE PROGRAM**
**BUDGET FISCAL YEAR 2026-2027**
**FY26 estimated carryover $520,000**

**SOURCE OF FUNDS SUMMARY**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-311-0000-0-00000-479900-0000-0000-311 | Revenue | 520,000 | | | 520,000 |
| | **Total Source of Funds** | **520,000** | **-** | **-** | **520,000** |

**USE OF FUNDS SUMMARY**

| | | | | | | |
|---|---|---|---|---|---|---|
| **72130** | Other Student Support | 239,337 | 2,848 | (2,848) | 239,337 |
| **72210** | Regular Education Instruction Support | 185,001 | - | - | 185,001 |
| **72710** | Transportation | 15,037 | - | - | 15,037 |
| **99100** | Indirect Cost | 80,625 | - | - | 80,625 |
| | **Total Use of Funds** | **520,000** | **2,848** | **(2,848)** | **520,000** |

**USE OF FUNDS DETAIL**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-2-311-6100-0-72130-518990-PWOB-0000-311 | Alternative Setting Transition Case Manager (.5 FTE) | 31,078 | | | 31,078 |
| 141-2-311-0000-0-72130-5189H0-PBEN-0000-311 | Culture of Care Facilitator (1 FTE) | 81,467 | | | 81,467 |
| 141-2-311-0000-0-72130-520110-PBEN-0000-311 | Social Security | 5,112 | | | 5,112 |
| 141-2-311-6000-0-72130-520110-PWOB-0000-311 | Social Security | 1,979 | | (1,979) | - |
| 141-2-311-6100-0-72130-520110-PWOB-0000-311 | Social Security | - | 1,979 | | 1,979 |
| 141-2-311-0000-0-72130-520410-PBEN-0000-311 | State Retirement | 16,333 | | | 16,333 |
| 141-2-311-0000-0-72130-520610-PBEN-0000-311 | Life Insurance | 50 | | | 50 |
| 141-2-311-0000-0-72130-520710-PBEN-0000-311 | Medical Insurance | 16,548 | | | 16,548 |
| 141-2-311-6000-0-72130-520770-PWOB-0000-311 | Medical Insurance | 550 | | (550) | - |
| 141-2-311-6100-0-72130-520770-PWOB-0000-311 | Medical Insurance | - | 550 | | 550 |
| 141-2-311-0000-0-72130-520810-PBEN-0000-311 | Dental Insurance | 366 | | | 366 |
| 141-2-311-0000-0-72130-521010-PBEN-0000-311 | Unemployment | 18 | | | 18 |
| 141-2-311-0000-0-72130-521210-PBEN-0000-311 | Employer Medicare | 1,197 | | | 1,197 |
| 141-2-311-6000-0-72130-521210-PWOB-0000-311 | Employer Medicare | 319 | | (319) | - |
| 141-2-311-6100-0-72130-521210-PWOB-0000-311 | Employer Medicare | - | 319 | | 319 |
| 141-2-311-0000-0-72130-529910-PBEN-0000-311 | Long Term Disability | 137 | | | 137 |
| 141-2-311-0000-0-72130-529930-PBEN-0000-311 | Short Term Disability | 148 | | | 148 |
| 141-2-311-6000-0-72130-549990-0000-0000-311 | Other Supplies And Materials | 84,035 | | | 84,035 |
| | **Total 72130 - Other Student Support** | **239,337** | **2,848** | **(2,848)** | **239,337** |
| 141-2-311-6000-0-72210-519610-0000-0000-311 | Stipends - Professional Development | 134,500 | | | 134,500 |
| 141-2-311-6000-0-72210-520110-0000-0000-311 | Social Security | 8,339 | | | 8,339 |
| 141-2-311-6000-0-72210-520410-0000-0000-311 | State Retirement | 17,082 | | | 17,082 |
| 141-2-311-6000-0-72210-521210-0000-0000-311 | Employer Medicare | 1,950 | | | 1,950 |
| 141-2-311-6000-0-72210-539990-0000-0000-311 | Other Contracted Services | 10,000 | | | 10,000 |
| 141-2-311-6000-0-72210-552410-0000-0000-311 | In Service/Staff Development | 13,130 | | | 13,130 |
| | **Total 72210 - Regular Education Instruction Support** | **185,001** | **-** | **-** | **185,001** |
| 141-2-311-6000-0-72710-531410-0000-0000-311 | Contracts w/ Public Carriers | 15,037 | | | 15,037 |
| | **Total 72710 - Transportation** | **15,037** | **-** | **-** | **15,037** |
| 141-2-311-6000-0-99100-550410-0000-0000-311 | Indirect Cost (12.31%) | 80,625 | | | 80,625 |
| | **Total 99100 - Indirect Cost** | **80,625** | **-** | **-** | **80,625** |
| | **TOTAL BUDGET** | **520,000** | **2,848** | **(2,848)** | **520,000** |

Year 3 award of $320,699 will be added 10-1-26

**HAMILTON COUNTY DEPARTMENT OF EDUCATION**
**FEDERAL PROGRAMS**
**PRESCHOOL DEVELOPMENT GRANT**
**BUDGET FISCAL YEAR 2026-2027**
**FY26 carryover $250,000**

**SOURCE OF FUNDS SUMMARY**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET 7/16/2026 |
|---|---|---|
| 141-2-351-0000-0-00000-475900-0000-0000-351 | Revenue | 250,000 |
| | **Total Source of Funds** | **250,000** |

**USE OF FUNDS SUMMARY**

| | | |
|---|---|---|
| **73400** | Early Childhood Education | 250,000 |
| | **Total Use of Funds** | **250,000** |

**USE OF FUNDS DETAIL**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET 7/16/2026 |
|---|---|---|
| 141-2-351-6000-6-73400-530710-0000-0000-351 | Communications | 6,000 |
| 141-2-351-6000-6-73400-542910-0000-0000-351 | Instructional Supplies & Materials | 114,000 |
| 141-2-351-6000-6-73400-549990-0000-0000-351 | Other Supplies & Materials | 20,000 |
| 141-2-351-6000-6-73400-552410-0000-0000-351 | In-Service/Staff Development | 50,000 |
| 141-2-351-6000-6-73400-579010-0000-0000-351 | Other Equipment | 60,000 |
| | **Total 73400 - Early Childhood Education** | **250,000** |
| | **TOTAL BUDGET** | **250,000** |

**HAMILTON COUNTY DEPARTMENT OF EDUCATION**
**STATE PROGRAMS**
**INNOVATIVE SCHOOL MODELS**
**BUDGET FISCAL YEAR 2026-2027**
**FY26 estimated carryover is $2,258,506**

**SOURCE OF FUNDS SUMMARY**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-1-222-0000-0-00000-465900-0000-0000-222 | Revenue | 1,565,000 | 693,506 | | 2,258,506 |
| | **Total Source of Funds** | **1,565,000** | **693,506** | **-** | **2,258,506** |

**USE OF FUNDS SUMMARY**

| | | | | | | |
|---|---|---|---|---|---|---|
| | **71100** | Regular Education Instruction | - | 76,261 | - | 76,261 |
| | **71300** | Vocational Education Instruction | 1,264,602 | 1,334,659 | (958,862) | 1,640,399 |
| | **72130** | Other Student Support | - | 5,158 | - | 5,158 |
| | **72510** | Fiscal Services | 75,640 | - | - | 75,640 |
| | **76100** | Regular Capital Outlay | 224,758 | 241,714 | (5,424) | 461,048 |
| | | **Total Use of Funds** | **1,565,000** | **1,657,792** | **(964,286)** | **2,258,506** |

**USE OF FUNDS DETAIL**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| **District** | | | | | |
| 141-1-222-0000-0-72510-511930-PBEN-0000-222 | Bookkeeper (1 FTE) | 50,469 | | | 50,469 |
| 141-1-222-0000-0-72510-520110-PBEN-0000-222 | Social Security | 3,129 | | | 3,129 |
| 141-1-222-0000-0-72510-520410-PBEN-0000-222 | State Retirement | 6,410 | | | 6,410 |
| 141-1-222-0000-0-72510-520610-PBEN-0000-222 | Life Insurance | 38 | | | 38 |
| 141-1-222-0000-0-72510-520710-PBEN-0000-222 | Health Insurance | 13,383 | | | 13,383 |
| 141-1-222-0000-0-72510-520810-PBEN-0000-222 | Dental Insurance | 240 | | | 240 |
| 141-1-222-0000-0-72510-521010-PBEN-0000-222 | Unemployment Compensation | 13 | | | 13 |
| 141-1-222-0000-0-72510-521210-PBEN-0000-222 | Medicare | 732 | | | 732 |
| 141-1-222-0000-0-72510-521710-PBEN-0000-222 | State Retirement Hybrid | 1,009 | | | 1,009 |
| 141-1-222-0000-0-72510-529910-PBEN-0000-222 | Long Term Disability | 104 | | | 104 |
| 141-1-222-0000-0-72510-529930-PBEN-0000-222 | Short Term Disability | 113 | | | 113 |
| | **Total 72510 - Fiscal Services** | **75,640** | **-** | **-** | **75,640** |
| | **Total - District** | **75,640** | **-** | **-** | **75,640** |
| **Brainerd High School** | | | | | |
| 141-1-222-0021-3-71300-5116E0-PBEN-0000-222 | CTE Teacher (1 FTE) | 75,000 | | (14,934) | 60,066 |
| 141-1-222-0021-3-71300-520110-PBEN-0000-222 | Social Security | 4,650 | | (926) | 3,724 |
| 141-1-222-0021-3-71300-520410-PBEN-0000-222 | State Retirement | 6,000 | | (1,195) | 4,805 |
| 141-1-222-0021-3-71300-520610-PBEN-0000-222 | Life Insurance | 38 | | | 38 |
| 141-1-222-0021-3-71300-520710-PBEN-0000-222 | Health Insurance | 13,383 | | | 13,383 |
| 141-1-222-0021-3-71300-520810-PBEN-0000-222 | Dental Insurance | 240 | | | 240 |
| 141-1-222-0021-3-71300-521010-PBEN-0000-222 | Unemployment Compensation | 13 | | | 13 |
| 141-1-222-0021-3-71300-521210-PBEN-0000-222 | Medicare | 1,088 | | (217) | 871 |
| 141-1-222-0021-3-71300-521710-PBEN-0000-222 | State Retirement Hybrid | 750 | | (149) | 601 |
| 141-1-222-0021-3-71300-529910-PBEN-0000-222 | Long Term Disability | 104 | | | 104 |
| 141-1-222-0021-3-71300-529930-PBEN-0000-222 | Short Term Disability | 113 | | | 113 |
| | **Total 71300 - Vocational Education Instruction** | **101,379** | **-** | **(17,421)** | **83,958** |
| | **Total - Brainerd High School** | **101,379** | **-** | **(17,421)** | **83,958** |
| **Central High School** | | | | | |
| 141-1-222-0040-3-71300-542930-0000-0000-222 | Instructional Supplies & Materials - Equipment | - | 182,367 | | 182,367 |
| 141-1-222-0040-3-71300-542930-0000-7535-222 | Instructional Supplies & Materials - Equipment - FRFRC | 60,000 | | (60,000) | - |
| | **Total 71300 - Vocational Education Instruction** | **60,000** | **182,367** | **(60,000)** | **182,367** |
| 141-1-222-0040-3-76100-570710-0000-0000-222 | Building Improvements | - | 79,006 | | 79,006 |
| | **Total 76100 - Regular Capital Outlay** | **-** | **79,006** | **-** | **79,006** |
| | **Total - Central High School** | **60,000** | **261,373** | **(60,000)** | **261,373** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| **Center for Creative Arts** | | | | | |
| 141-1-222-0045-4-71300-5116E0-PBEN-0000-222 | CTE Teacher (.34 FTE) | - | 19,009 | | 19,009 |
| 141-1-222-0045-4-71300-520110-PBEN-0000-222 | Social Security | - | 1,178 | | 1,178 |
| 141-1-222-0045-4-71300-520410-PBEN-0000-222 | State Retirement | - | 1,520 | | 1,520 |
| 141-1-222-0045-4-71300-520610-PBEN-0000-222 | Life Insurance | - | 14 | | 14 |
| 141-1-222-0045-4-71300-520710-PBEN-0000-222 | Health Insurance | - | 4,952 | | 4,952 |
| 141-1-222-0045-4-71300-520810-PBEN-0000-222 | Dental Insurance | - | 89 | | 89 |
| 141-1-222-0045-4-71300-521010-PBEN-0000-222 | Unemployment Compensation | - | 5 | | 5 |
| 141-1-222-0045-4-71300-521210-PBEN-0000-222 | Medicare | - | 276 | | 276 |
| 141-1-222-0045-4-71300-521710-PBEN-0000-222 | State Retirement Hybrid | - | 190 | | 190 |
| 141-1-222-0045-4-71300-529910-PBEN-0000-222 | Long Term Disability | - | 38 | | 38 |
| 141-1-222-0045-4-71300-529930-PBEN-0000-222 | Short Term Disability | - | 42 | | 42 |
| 141-1-222-0045-4-71300-5116E0-PWOB-0000-222 | CTE Teacher - PTNB (.5 FTE) | 25,000 | | (25,000) | - |
| 141-1-222-0045-4-71300-520110-PWOB-0000-222 | Social Security | 1,550 | | (1,550) | - |
| 141-1-222-0045-4-71300-520770-PWOB-0000-222 | Health Insurance | 400 | | (400) | - |
| 141-1-222-0045-4-71300-521210-PWOB-0000-222 | Medicare | 363 | | (363) | - |
| 141-1-222-0045-4-71300-549990-0000-0000-222 | Other Supplies & Materials | - | 53,400 | | 53,400 |
| | **Total 71300 - Vocational Education Instruction** | **27,313** | **80,713** | **(27,313)** | **80,713** |
| 141-1-222-0045-4-76100-570710-0000-0000-222 | Building Improvements | - | 5,000 | | 5,000 |
| | **Total 76100 - Regular Capital Outlay** | **-** | **5,000** | **-** | **5,000** |
| | **Total - Center for Creative Arts** | **27,313** | **85,713** | **(27,313)** | **85,713** |
| **Chattanooga School for Arts & Sciences** | | | | | |
| 141-1-222-0046-4-71300-549980-0000-0000-222 | Other Supplies & Materials - Equipment | - | 34,200 | | 34,200 |
| | **Total 71300 - Vocational Education Instruction** | **-** | **34,200** | **-** | **34,200** |
| | **Total - Chattanooga School for Arts & Sciences** | **-** | **34,200** | **-** | **34,200** |
| **Dalewood Middle School** | | | | | |
| 141-1-222-0055-2-71300-549980-0000-7535-222 | Other Supplies & Materials - Equipment - FRFRC | 60,000 | | (60,000) | - |
| | **Total 71300 - Vocational Education Instruction** | **60,000** | **-** | **(60,000)** | **-** |
| | **Total - Dalewood Middle School** | **60,000** | **-** | **(60,000)** | **-** |
| **East Hamilton High School** | | | | | |
| 141-1-222-0059-3-71300-573010-0000-7535-222 | Equipment Vocational | - | 100,000 | | 100,000 |
| | **Total 71300 - Vocational Education Instruction** | **-** | **100,000** | **-** | **100,000** |
| 141-1-222-0059-3-76100-570710-0000-0000-222 | Building Improvements | - | 85,115 | | 85,115 |
| | **Total 76100 - Regular Capital Outlay** | **-** | **85,115** | **-** | **85,115** |
| | **Total - East Hamilton High School** | **-** | **185,115** | **-** | **185,115** |
| **East Hamilton Middle School** | | | | | |
| 141-1-222-0060-2-71300-573010-0000-7535-222 | Equipment Vocational - FRFRC | 30,000 | | (30,000) | - |
| | **Total 71300 - Vocational Education Instruction** | **30,000** | **-** | **(30,000)** | **-** |
| | **Total - East Hamilton Middle School** | **30,000** | **-** | **(30,000)** | **-** |
| **East Lake Academy** | | | | | |
| 141-1-222-0064-2-76100-539990-0000-0000-222 | Other Contracted Services | 9,000 | | (5,424) | 3,576 |
| 141-1-222-0064-2-76100-570710-0000-0000-222 | Building Improvements | 165,758 | | | 165,758 |
| | **Total 76100 - Regular Capital Outlay** | **174,758** | **-** | **(5,424)** | **169,334** |
| | **Total - East Lake Academy** | **174,758** | **-** | **(5,424)** | **169,334** |
| **East Ridge Middle School** | | | | | |
| 141-1-222-0075-2-76100-570710-0000-0000-222 | Building Improvements | - | 57,623 | | 57,623 |
| | **Total 76100 - Regular Capital Outlay** | **-** | **57,623** | **-** | **57,623** |
| | **Total - East Ridge Middle School** | **-** | **57,623** | **-** | **57,623** |
| **Hamilton County Collegiate High** | | | | | |
| 141-1-222-0086-3-71300-542910-0000-7535-222 | Instructional Supplies & Materials - Consumables - FRFRC | 70,000 | | (70,000) | - |
| 141-1-222-0086-3-71300-542930-0000-7535-222 | Instructional Supplies & Materials - Equipment - FRFRC | 200,000 | | (200,000) | - |
| 141-1-222-0086-3-71300-573010-0000-7535-222 | Equipment Vocational - FRFRC | 30,000 | | (30,000) | - |
| | **Total 71300 - Vocational Education Instruction** | **300,000** | **-** | **(300,000)** | **-** |
| | **Total - Hamilton County Collegiate High** | **300,000** | **-** | **(300,000)** | **-** |
| **Howard Connect Academy** | | | | | |
| 141-1-222-0098-2-72130-549990-0000-0000-222 | Other Supplies & Materials | - | 5,158 | | 5,158 |
| | **Total 72130 - Other Student Support** | **-** | **5,158** | **-** | **5,158** |
| | **Total - Howard Connect Academy** | **-** | **5,158** | **-** | **5,158** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| **Hixson High School** | | | | | |
| 141-1-222-0128-3-71300-5116E0-PBEN-0000-222 | CTE Teacher (.25 FTE) | 29,746 | | | 29,746 |
| 141-1-222-0128-3-71300-520110-PBEN-0000-222 | Social Security | 1,844 | | | 1,844 |
| 141-1-222-0128-3-71300-520410-PBEN-0000-222 | State Retirement | 2,380 | | | 2,380 |
| 141-1-222-0128-3-71300-520610-PBEN-0000-222 | Life Insurance | 10 | | | 10 |
| 141-1-222-0128-3-71300-520710-PBEN-0000-222 | Health Insurance | 3,346 | | | 3,346 |
| 141-1-222-0128-3-71300-520810-PBEN-0000-222 | Dental Insurance | 60 | | | 60 |
| 141-1-222-0128-3-71300-521010-PBEN-0000-222 | Unemployment Compensation | 3 | | | 3 |
| 141-1-222-0128-3-71300-521210-PBEN-0000-222 | Medicare | 431 | | | 431 |
| 141-1-222-0128-3-71300-521710-PBEN-0000-222 | State Retirement Hybrid | 297 | | | 297 |
| 141-1-222-0128-3-71300-529910-PBEN-0000-222 | Long Term Disability | 26 | | | 26 |
| 141-1-222-0128-3-71300-529930-PBEN-0000-222 | Short Term Disability | 28 | | | 28 |
| 141-1-222-0128-3-71300-542930-0000-7535-222 | Instructional Supplies & Materials - Equipment - FRFRC | 40,000 | | (40,000) | - |
| 141-1-222-0128-3-71300-573010-0000-0000-222 | Equipment Vocational | - | 27,984 | | 27,984 |
| | **Total 71300 - Vocational Education Instruction** | **78,171** | **27,984** | **(40,000)** | **66,155** |
| | **Total - Hixson High School** | **78,171** | **27,984** | **(40,000)** | **66,155** |
| **Hixson Middle School** | | | | | |
| 141-1-222-0129-2-71100-542930-0000-0000-222 | Instructional Supplies & Materials - Equipment | - | 76,261 | | 76,261 |
| | **Total 71100 - Regular Education Instruction** | **-** | **76,261** | **-** | **76,261** |
| | **Total - Hixson Middle School** | **-** | **76,261** | **-** | **76,261** |
| **The Howard School** | | | | | |
| 141-1-222-0137-3-71300-5116E0-PBEN-0000-222 | CTE Teacher (1.5 FTE) | 85,989 | | | 85,989 |
| 141-1-222-0137-3-71300-520110-PBEN-0000-222 | Social Security | 5,331 | | | 5,331 |
| 141-1-222-0137-3-71300-520410-PBEN-0000-222 | State Retirement | 6,879 | | | 6,879 |
| 141-1-222-0137-3-71300-520610-PBEN-0000-222 | Life Insurance | 57 | | | 57 |
| 141-1-222-0137-3-71300-520710-PBEN-0000-222 | Health Insurance | 20,075 | | | 20,075 |
| 141-1-222-0137-3-71300-520810-PBEN-0000-222 | Dental Insurance | 360 | | | 360 |
| 141-1-222-0137-3-71300-521010-PBEN-0000-222 | Unemployment Compensation | 20 | | | 20 |
| 141-1-222-0137-3-71300-521210-PBEN-0000-222 | Medicare | 1,247 | | | 1,247 |
| 141-1-222-0137-3-71300-521710-PBEN-0000-222 | State Retirement Hybrid | 860 | | | 860 |
| 141-1-222-0137-3-71300-529910-PBEN-0000-222 | Long Term Disability | 156 | | | 156 |
| 141-1-222-0137-3-71300-529930-PBEN-0000-222 | Short Term Disability | 170 | | | 170 |
| 141-1-222-0137-3-71300-549980-0000-7535-222 | Other Supplies & Materials - Equipment - FRFRC | 30,000 | | (30,000) | - |
| | **Total 71300 - Vocational Education Instruction** | **151,144** | **-** | **(30,000)** | **121,144** |
| | **Total -The Howard School** | **151,144** | **-** | **(30,000)** | **121,144** |
| **Ooltewah Middle School** | | | | | |
| 141-1-222-0157-2-71300-542930-0000-0000-222 | Instructional Supplies & Materials - Equipment | - | 74,686 | | 74,686 |
| 141-1-222-0157-2-71300-549980-0000-0000-222 | Other Supplies & Materials - Equipment | - | 68,208 | | 68,208 |
| 141-1-222-0157-2-71300-549980-0000-7535-222 | Other Supplies & Materials - Equipment - FRFRC | 60,000 | | (60,000) | - |
| | **Total 71300 - Vocational Education Instruction** | **60,000** | **142,894** | **(60,000)** | **142,894** |
| | **Total - Ooltewah Middle School** | **60,000** | **142,894** | **(60,000)** | **142,894** |
| **Chattanooga School for the Liberal Arts** | | | | | |
| 141-1-222-0162-4-71300-542930-0000-0000-222 | Instructional Supplies & Materials - Equipment | - | 45,650 | | 45,650 |
| 141-1-222-0162-4-71300-549990-0000-0000-222 | Other Supplies & Materials | - | 19,027 | | 19,027 |
| | **Total 71300 - Vocational Education Instruction** | **-** | **64,677** | **-** | **64,677** |
| | **Total - Chattanooga School for the Liberal Arts** | **-** | **64,677** | **-** | **64,677** |
| **Lookout Valley Middle/High School** | | | | | |
| 141-1-222-0165-4-71300-542930-0000-7535-222 | Instructional Supplies & Materials - Equipment - FRFRC | 20,000 | | (20,000) | - |
| | **Total 71300 - Vocational Education Instruction** | **20,000** | **-** | **(20,000)** | **-** |
| | **Total - Lookout Valley Middle/High School** | **20,000** | **-** | **(20,000)** | **-** |
| **Red Bank High School** | | | | | |
| 141-1-222-0175-3-71300-542930-0000-0000-222 | Instructional Supplies & Materials - Equipment | - | 7,886 | | 7,886 |
| | **Total 71300 - Vocational Education Instruction** | **-** | **7,886** | **-** | **7,886** |
| 141-1-222-0175-3-76100-570710-0000-0000-222 | Building Improvements | - | 4,970 | | 4,970 |
| | **Total 76100 - Regular Capital Outlay** | **-** | **4,970** | **-** | **4,970** |
| | **Total - Red Bank High School** | **-** | **12,856** | **-** | **12,856** |
| **Sale Creek Middle/High School** | | | | | |
| 141-1-222-0190-4-71300-542930-0000-0000-222 | Instructional Supplies & Materials - Equipment | - | 35,891 | | 35,891 |
| 141-1-222-0190-4-71300-542930-0000-7535-222 | Instructional Supplies & Materials - Equipment - FRFRC | 40,000 | | (40,000) | - |
| | **Total 71300 - Vocational Education Instruction** | **40,000** | **35,891** | **(40,000)** | **35,891** |
| 141-1-222-0190-4-76100-570710-0000-0000-222 | Building Improvements | 20,000 | | | 20,000 |
| | **Total 76100 - Regular Capital Outlay** | **20,000** | **-** | **-** | **20,000** |
| | **Total - Sale Creek Middle/High School** | **60,000** | **35,891** | **(40,000)** | **55,891** |

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| **Sequoyah High School** | | | | | |
| 141-1-222-0196-3-71300-542910-0000-7535-222 | Instructional Supplies & Materials - Consumables - FRFRC | 10,000 | | (10,000) | - |
| 141-1-222-0196-3-71300-542930-0000-0000-222 | Instructional Supplies & Materials - Equipment | - | 3,225 | | 3,225 |
| | **Total 71300 - Vocational Education Instruction** | **10,000** | **3,225** | **(10,000)** | **3,225** |
| 141-1-222-0196-3-76100-570710-0000-0000-222 | Building Improvements | 30,000 | | | 30,000 |
| | **Total 76100 - Regular Capital Outlay** | **30,000** | **-** | **-** | **30,000** |
| | **Total - Sequoyah High School** | **40,000** | **3,225** | **(10,000)** | **33,225** |
| **Orchard Knob Middle School** | | | | | |
| 141-1-222-0200-2-71300-542930-0000-7535-222 | Instructional Supplies & Materials - Equipment - FRFRC | 60,000 | | (60,000) | - |
| | **Total 71300 - Vocational Education Instruction** | **60,000** | **-** | **(60,000)** | **-** |
| | **Total - Orchard Knob Middle School** | **60,000** | **-** | **(60,000)** | **-** |
| **Signal Mountain Middle/High School** | | | | | |
| 141-1-222-0210-4-71300-542930-0000-7535-222 | Instructional Supplies & Materials - Equipment - FRFRC | 100,000 | | (100,000) | - |
| 141-1-222-0210-4-71300-542930-0000-0000-222 | Instructional Supplies & Materials - Equipment | - | 21,293 | | 21,293 |
| 141-1-222-0210-4-71300-573010-0000-0000-222 | Equipment Vocational | - | 141,290 | | 141,290 |
| | **Total 71300 - Vocational Education Instruction** | **100,000** | **162,583** | **(100,000)** | **162,583** |
| 141-1-222-0210-4-76100-570710-0000-0000-222 | Building Improvements | - | 10,000 | | 10,000 |
| | **Total 76100 - Regular Capital Outlay** | **-** | **10,000** | **-** | **10,000** |
| | **Total - Signal Mountain Middle/High School** | **100,000** | **172,583** | **(100,000)** | **172,583** |
| **Soddy Daisy High School** | | | | | |
| 141-1-222-0220-3-71300-5116E0-PBEN-0000-222 | CTE Teacher (.75 FTE) | 44,619 | | | 44,619 |
| 141-1-222-0220-3-71300-520110-PBEN-0000-222 | Social Security | 2,766 | | | 2,766 |
| 141-1-222-0220-3-71300-520410-PBEN-0000-222 | State Retirement | 3,570 | | | 3,570 |
| 141-1-222-0220-3-71300-520610-PBEN-0000-222 | Life Insurance | 29 | | | 29 |
| 141-1-222-0220-3-71300-520710-PBEN-0000-222 | Health Insurance | 10,037 | | | 10,037 |
| 141-1-222-0220-3-71300-520810-PBEN-0000-222 | Dental Insurance | 180 | | | 180 |
| 141-1-222-0220-3-71300-521010-PBEN-0000-222 | Unemployment Compensation | 10 | | | 10 |
| 141-1-222-0220-3-71300-521210-PBEN-0000-222 | Medicare | 647 | | | 647 |
| 141-1-222-0220-3-71300-521710-PBEN-0000-222 | State Retirement Hybrid | 446 | | | 446 |
| 141-1-222-0220-3-71300-529910-PBEN-0000-222 | Long Term Disability | 78 | | | 78 |
| 141-1-222-0220-3-71300-529930-PBEN-0000-222 | Short Term Disability | 85 | | | 85 |
| 141-1-222-0220-3-71300-542930-0000-7535-222 | Instructional Supplies & Materials - Equipment - FRFRC | 19,128 | | (19,128) | - |
| | **Total 71300 - Vocational Education Instruction** | **81,595** | **-** | **(19,128)** | **62,467** |
| | **Total -Soddy Daisy High School** | **81,595** | **-** | **(19,128)** | **62,467** |
| **Soddy Daisy Middle School** | | | | | |
| 141-1-222-0225-2-71300-542910-0000-0000-222 | Instructional Supplies & Materials | - | 4,226 | | 4,226 |
| 141-1-222-0225-2-71300-542930-0000-0000-222 | Instructional Supplies & Materials - Equipment | - | 34,651 | | 34,651 |
| 141-1-222-0225-2-71300-542930-0000-7535-222 | Instructional Supplies & Materials - Equipment - FRFRC | 40,000 | | (40,000) | - |
| 141-1-222-0225-2-71300-573010-0000-7535-222 | Equipment Vocational - FRFRC | 10,000 | | (10,000) | - |
| | **Total 71300 - Vocational Education Instruction** | **50,000** | **38,877** | **(50,000)** | **38,877** |
| | **Total - Soddy Daisy Middle School** | **50,000** | **38,877** | **(50,000)** | **38,877** |
| **Tyner Middle High** | | | | | |
| 141-1-222-0238-4-71300-542910-0000-7535-222 | Instructional Supplies & Materials - Consumables - FRFRC | 5,000 | | (5,000) | - |
| 141-1-222-0238-4-71300-549980-0000-0000-222 | Other Supplies & Materials - Equipment | - | 50,804 | | 50,804 |
| 141-1-222-0238-4-71300-549980-0000-7535-222 | Other Supplies & Materials - Equipment - FRFRC | 30,000 | | (30,000) | - |
| | **Total 71300 - Vocational Education Instruction** | **35,000** | **50,804** | **(35,000)** | **50,804** |
| | **Total - Tyner Academy** | **35,000** | **50,804** | **(35,000)** | **50,804** |
| **Franklin Roberts Future Ready Center** | | | | | |
| 141-1-222-7535-7-71300-539990-0000-0000-222 | Other Contracted Services | - | 100,000 | | 100,000 |
| 141-1-222-7535-7-71300-542910-0000-0000-222 | Instructional Supplies & Materials | - | 75,000 | | 75,000 |
| 141-1-222-7535-7-71300-542910-0000-2222-222 | Instructional Supplies & Materials - Consumables | - | 10,000 | | 10,000 |
| 141-1-222-7535-7-71300-542930-0000-0000-222 | Instructional Supplies & Materials - Equipment | - | 67,558 | | 67,558 |
| 141-1-222-7535-7-71300-549980-0000-0000-222 | Other Supplies & Materials - Equipment | - | 70,000 | | 70,000 |
| 141-1-222-7535-7-71300-549990-0000-0000-222 | Other Supplies & Materials | - | 10,000 | | 10,000 |
| 141-1-222-7535-7-71300-573010-0000-0000-222 | Equipment Vocational | - | 70,000 | | 70,000 |
| | **Total 71300 - Vocational Education Instruction** | **-** | **402,558** | **-** | **402,558** |
| | **Total - Franklin Roberts Future Ready Center** | **-** | **402,558** | **-** | **402,558** |
| | **TOTAL BUDGET** | **1,565,000** | **1,657,792** | **(964,286)** | **2,258,506** |

**HAMILTON COUNTY DEPARTMENT OF EDUCATION**
**STATE PROGRAMS**
**SCHOOL UPLIFT - STRATEGIC ENERGY MANAGEMENT (SEM) PROJECT**
**BUDGET FISCAL YEAR 2026-2027**
**FY27 Award is $200,000.00**

**SOURCE OF FUNDS SUMMARY**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET 7/16/2026 |
|---|---|---|
| 141-1-225-0000-0-00000-469800-0000-0000-225 | Revenue | 200,000 |
| | **Total Source of Funds** | **200,000** |

**USE OF FUNDS SUMMARY**

| | | |
|---|---|---|
| **72620** | Maintenance of Plant | 200,000 |
| | **Total Use of Funds** | **200,000** |

**USE OF FUNDS DETAIL**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET 7/16/2026 |
|---|---|---|
| 141-1-225-0041-4-72620-571710-0000-0000-225 | Equipment | 200,000 |
| | **Total 72620 - Maintenance of Plant** | **200,000** |
| | **TOTAL BUDGET** | **200,000** |

**HAMILTON COUNTY DEPARTMENT OF EDUCATION**
**SELF-FUNDED PROGRAMS**
**ATHLETIC FIELD RENTAL**
**BUDGET FISCAL YEAR 2026-2027**
**FY26 carryover is $16,270.00**

**SOURCE OF FUNDS SUMMARY**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-5-426-0000-0-00000-4T4555-0000-0000 | Restricted for Education | 2,500 | 13,770 | - | 16,270 |
| | **Total Source of Funds** | **2,500** | **13,770** | **-** | **16,270** |

**USE OF FUNDS SUMMARY**

| | | | | | |
|---|---|---|---|---|---|
| **72620** | Maintenance of Plant | 2,500 | 13,770 | - | 16,270 |
| | **Total Use of Funds** | **2,500** | **13,770** | **-** | **16,270** |

**USE OF FUNDS DETAIL**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| **Athletic Field Maintenance** | | | | | |
| 141-5-426-6000-0-72620-549980-0000-0000 | Other Supplies - Equipment | 1,700 | 7,570 | | 9,270 |
| 141-5-426-6000-0-72620-549990-0000-0000 | Other Supplies & Materials | 800 | 6,200 | | 7,000 |
| | **Total 72620 - Maintenance of Plant** | **2,500** | **13,770** | **-** | **16,270** |
| | **TOTAL BUDGET** | **2,500** | **13,770** | **-** | **16,270** |

**HAMILTON COUNTY DEPARTMENT OF EDUCATION**
**SELF-FUNDED PROGRAMS**
**COMMUNITY DONATIONS - SCHOOLS**
**BUDGET FISCAL YEAR 2026-2027**
**FY26 carryover is $820**

**SOURCE OF FUNDS SUMMARY**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| 141-5-427-0000-0-00000-4T4555-0000-0000 | Restricted for Education | 1,900 | 820 | - | 2,720 |
| | **Total Source of Funds** | **1,900** | **820** | **-** | **2,720** |

**USE OF FUNDS SUMMARY**

| | | | | | |
|---|---|---|---|---|---|
| **72210** | Regular Instruction Support | 1,900 | 820 | - | 2,720 |
| | **Total Use of Funds** | **1,900** | **820** | **-** | **2,720** |

**USE OF FUNDS DETAIL**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET DOCUMENT | INCREASE | DECREASE | AMENDED BUDGET 7/16/2026 |
|---|---|---|---|---|---|
| **TN GYO - Educator Residency Act** | | | | | |
| 141-5-427-0000-0-72210-559990-0000-0000 | Other Charges | 1,900 | | | 1,900 |
| | **Total 72210 - Regular Instruction Support** | **1,900** | **-** | **-** | **1,900** |
| | **Total - TN GYO ERA** | **1,900** | **-** | **-** | **1,900** |
| **Librarians** | | | | | |
| 141-5-427-0000-0-72210-547110-0000-0000 | Software | - | 820 | | 820 |
| | **Total 72210 - Regular Instruction Support** | **-** | **820** | **-** | **820** |
| | **Total - Librarian Funds** | **-** | **820** | **-** | **820** |
| | **TOTAL BUDGET** | **1,900** | **820** | **-** | **2,720** |

# HAMILTON COUNTY DEPARTMENT OF EDUCATION
# SELF-FUNDED PROGRAMS
# PUBLIC EDUCATION FOUNDATION
# BUDGET FISCAL YEAR 2026-2027

**FY26 carryover is $679.80**

**SOURCE OF FUNDS SUMMARY**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET 7/16/2026 |
|---|---|---|
| 141-5-459-0000-0-00000-4T4555-0000-0000 | Restricted for Education | 680 |
| 141-5-459-0000-0-00000-445700-0000-0000 | Contributions and Gifts | 10,160 |
| | **Total Source of Funds** | **10,840** |

**USE OF FUNDS SUMMARY**

| | | |
|---|---|---|
| **71300** | Vocational Instruction | 10,840 |
| | **Total Use of Funds** | **10,840** |

**USE OF FUNDS DETAIL**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET 7/16/2026 |
|---|---|---|
| 141-5-459-0017-1-71300-542930-0000-0000 | Instructional Supplies - Equipment | 4,405 |
| 141-5-459-0062-1-71300-542930-0000-0000 | Instructional Supplies - Equipment | 6,435 |
| | **Total 71300 - Vocational Instruction** | **10,840** |
| | **TOTAL BUDGET** | **10,840** |

# HAMILTON COUNTY DEPARTMENT OF EDUCATION
# SELF-FUNDED PROGRAMS
# TEACHER RECRUITMENT / INDUCTION
# BUDGET FISCAL YEAR 2026-2027

**SOURCE OF FUNDS SUMMARY**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET 7/16/2026 |
|---|---|---|
| 141-5-490-0000-0-00000-4T4555-0000-0000 | Restricted for Education | 100 |
| | **Total Source of Funds** | **100** |

**USE OF FUNDS SUMMARY**

| | | |
|---|---|---|
| **72520** | Human Resources | 100 |
| | **Total Use of Funds** | **100** |

**USE OF FUNDS DETAIL**

| ACCOUNT CODE | DESCRIPTION | FY2027 BUDGET 7/16/2026 |
|---|---|---|
| **Teacher Recruitment/Induction** | | |
| 141-5-490-0000-0-72520-559990-0000-0000 | Other Charges | 100 |
| | **Total - Recruitment/Retention HR** | **100** |
| | **Total 72520 - Human Resources** | **100** |
| | **TOTAL BUDGET** | **100** |

HAMILTON COUNTY SCHOOLS

*3074 Claude Ramsey Parkway*
*Chattanooga, TN 37421*

**To:** Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

**From:** Shannon Moody, Chief of Staff
Dr. Caitlyne Steward, Director of Collective Impact and Partnership

**Date:** July 16, 2026

**Subject:** Continuation of Community Forward Schools in Partnership with the City of Chattanooga MOU

**Board Agenda Category:**

☐ Consent Agenda
☑ Action Item
☐ Reports and Information

The Office of the Chief of Staff requests the Board of Education's approval to authorize a relationship MOU between Hamilton County Schools and the City of Chattanooga to support the continued implementation of the Community Forward Schools initiative.

If approved, these partnerships will continue to offer targeted services and support to schools across Hamilton County as part of a coordinated community school approach. The work outlined in this MOU supports academic learning and growth, strengthens student well-being, and increases meaningful family engagement.

**Opportunity 2030 Commitment Connection**

- ☑ Every Student Learns
- ☑ Every Student Belongs
- ☑ Every School Equipped
- ☐ Every Employee Valued
- ☑ Every Community Served

**MEMORANDUM OF UNDERSTANDING *BETWEEN***

**HAMILTON COUNTY SCHOOLS *AND***

**THE CITY OF CHATTANOOGA**

This Memorandum of Understanding, herein referred to as "MOU," is entered into by and between the Hamilton County Department of Education, TN School District (herein HCS) and The City of Chattanooga (herein The City) who elects to accept its terms pursuant to all sections herein, collectively referred to herein as the “parties”.

## PREAMBLE

HCS is committed to providing a safe and healthy learning environment for its students and recognizes the importance of addressing the academic and holistic needs of its students and families to achieve this goal. However, many of its students come from underserved communities and experience barriers and a lack of opportunity for growth and development.

The City is a municipal governing body that provides stability services, educational programming, and empowerment work to under-resourced communities and residents living in the Chattanooga area. The City operates a network of community schools that offer integrated supports for students and families across the continuum of key practices represented in the HCS Community Forward Schools Framework. The City recognizes the importance of addressing the unique needs of students and families and creating opportunities that strengthen and reinforce well-being and student achievement. The City supports the HCS Community Forward School Strategy as a comprehensive approach to school improvement that prioritizes stakeholder agencies and access to necessary supportive services.

The purpose of this MOU is to establish the roles of HCS and The City in the development, implementation, and ongoing operation of any HCS Community Forward School in partnership with The City, including but not limited to the sharing of student data related to the support of HCS & The City’s efforts relevant to student achievement and well-being. The City Community School Coordinators will perform institutional services aligned to the Community Forward Schools Framework, Opportunity 2030, and The City’s One Chattanooga strategic plan. It is necessary, therefore, for the parties to collaborate and share data on a reciprocal basis for the purpose of evaluating and analyzing their respective educational initiatives.

THEREFORE, HCS and The City agree to the following terms of this MOU:

## I. GENERAL PROVISIONS

**A.** This MOU shall become effective on July 10, 2026 and shall remain in continuous effect in accordance with the terms of this MOU. This MOU shall undergo an annual review, to be completed with both parties by June 30 each calendar year to ensure continued relevance and effectiveness of the Community Forward Schools Partnership.

**B.** Either party may terminate this MOU without cause by giving ninety (90) days prior written notice to the other party of its intention to terminate.

**C.** This MOU is not intended to create any rights or interests for any person or entity other than HCS and The City.

**D.** This document states the entire agreement between HCS and The City with respect to the work of The City with HCS students and in HCS schools and supersedes any previous and contemporaneous or oral representations, statements, negotiations, or agreements.

**E.** Each of the persons signing this MOU on behalf of HCS and The City represents that he or she has authority to sign on behalf and to bind such parties.

**F.** Signatories of this MOU may not assign their rights, duties, or obligations under this MOU, either in whole or in part, without the prior written consent of the other signatories to this MOU, with the understanding that such designations and designees must adhere to any and all MOU parameters.

**G.** If any provision of this MOU is held to be illegal, invalid, or unenforceable under present or future laws effective during the term of this MOU, such provision shall be fully severable. This MOU shall remain in full force and effect unaffected by such severance, provided that the severed provision(s) are not material to the overall purpose and operation of this MOU.

**H.** Waiver by any signatory to this MOU of any breach of any provision of this MOU or warranty of representation set forth herein shall not be construed as a waiver of any subsequent breach of the same or any other provision. The failure to exercise any right under this MOU shall not operate as a waiver of such right. All rights and remedies provided for in this MOU are cumulative.

**I.** If any of the Parties to this MOU, are dissatisfied with the performance of any of the obligations imposed on the other Parties under the terms of this Memorandum, the dissatisfied Parties shall give written notice to the non-performing Parties of the duties which the dissatisfied parties believe have not been performed. The non-performing Parties shall have 10 days in which to correct any failure to perform the duties so specified or to communicate with the dissatisfied Parties to resolve any disagreement between the Parties.

**J.** In an effort to support the objectives of this MOU, HCS and The City may enter into future agreements for goods or services whereby funds are exchanged for the receipt of such goods or services, including but not limited to an Independent Consultant Agreement. These future agreements shall be completed separately from this MOU, shall meet all HCS required policies and procedures, and shall support the goals, objectives, outcomes, strategic plan, and/or equivalent expressed within the MOU. No funds may be released to The City without issuance of a valid HCS Purchase Order.

**K.** This MOU may be amended or modified at any time by written mutual agreement of the authorized representatives of the signatories to this MOU. HCS and The City further agree to amend this MOU to the extent amendments are required by an applicable law or policy issued by an appropriate regulatory authority if the amendment does not materially affect the provisions of this MOU. However, if new laws, policies, or regulations applicable to HCS and/or The City are implemented which materially affect the intent of the provision of this MOU, the authorized representatives of the signatories to this MOU shall meet within a reasonable period of time (e.g., 20 business days from the date of notice of such change of law, policy, or regulations) to confer regarding how and/or if those laws, policies, or regulations will be applied or excepted.

**L.** This MOU shall be governed and construed in accordance with the laws of the State of Tennessee.

## II. DATA SHARING

**A.** When necessary, HCS and The City shall provide one another with aggregate data. This reciprocal agreement does not include data identified in TCA 49-1-606. Available data shall be provided in the manner and form as specified by the designated representatives or designee from the educational institutions represented in this MOU. Primary data sets will be made available to The City or HCS through a secured data sharing platform or by an alternate, agreed-upon method.

**B.** The data shall be used only for conducting studies and to assist with the design, evaluation, delivery, and instruction; assisting in the services or functions for which HCS would otherwise use their employees. The City or HCS will share data-related work products via secure, electronic transmission or similarly fortified method. This data may include personally identifiable information including but not limited to names, date of birth, gender, and ethnicity as well as admissions information, terms of enrollment, courses and grades. Any data received pursuant to this Memorandum shall be destroyed or permanently, securely housed when it is no longer needed for the studies.

**C.** The Community Forward Program Director and their direct supervisor or their agreed upon designee is not at liberty to share student data and aggregated student outcome data with additional third parties, funding partners, peer organizations, and research institutions without the written consent of HCS. The City's Community Forward Program Director and their direct supervisor is not at liberty to share any identifying information of participating students without express permission and written consent from a student's parent or guardian. The Community Forward Program Director and their immediate supervisor or designee may utilize the individual data gathered by the City's Community School Coordinators as long as it does not have any identifying student information. The City's Community Forward Program Director or agreed upon designee agrees to share any aggregate data in efforts to fully support the sustainability and continuous improvement of the Community Forward Schools strategy.

**D.** Before The City's use of student images, video, or other media, The City agrees to work with HCS to ensure appropriate releases are on file.

## III. CONFIDENTIALITY

HCS and The City will ensure that all of their employees with view only student data access shall maintain the confidentiality of HCS student records at all times, in accordance with HCS policies and procedures, Tennessee law, FERPA, and HIPAA. The City and HCS will maintain the confidentiality of any and all data exchanged as a part of this MOU. The confidentiality requirements under this paragraph shall survive the termination or expiration of this MOU or any subsequent agreement intended to supersede this MOU. To ensure the continued confidentiality and security of the student data processed, stored, or transmitted under this MOU, The City and HCS shall establish a system of safeguards that will at minimum include the following:

**A.** Procedures and systems that ensure all student records are kept in secured facilities and access to such records is limited to personnel who are authorized to have access to said data under this section of the MOU.

**B.** All designated members, staff and faculty at educational institutions involved in the handling, transmittal, and/or processing of data provided under this MOU will be required to execute a confidentiality agreement requiring said personnel to maintain the confidentiality of all student related personally identifiable information.

**C.** Procedures and systems that shall require the use of secure passwords to access computer databases used to process, store, or transmit data provided under this MOU.

**D.** Procedures and systems, such as good practices for assigning passwords, shall be developed and implemented to maintain the integrity of the systems used to secure computer databases used to process, store, or transmit data provided under this MOU.

**E.** Procedures and systems that ensure that all confidential student data processed, stored, and/or transmitted under the provisions of this MOU shall be maintained in a secure manner that prevents the interception, diversion, or other unauthorized access to said data.

**F.** The procedures and systems developed and implemented to process, store, or transmit data provided under this MOU shall ensure that any and all disclosures of confidential student data comply with all provisions of FERPA and Tennessee law relating to the privacy rights of students and educators, including but not limited to, relevant statutes listed in Title 49 - Education insofar as such laws are applicable to the parties to this MOU. Community School Coordinators are employees of the City of Chattanooga and report directly to the Community School Director. Coordinators must follow all policies outlined in the City Employee Information Guide.

## IV. COORDINATORS ROLE, SERVICES & ACCESS

**A. Coordinator Role:** The Community School Coordinators will be available to work in conjunction with HCS employees for up to 215 days to implement relevant programming, extended learning opportunities, and health and wellness initiatives to promote the holistic success of students, families, and the community in alignment with the Community Forward Framework.

In order to fulfill Community Forward objectives, The City Community School Coordinators shall:

1. Oversee systems-level support by creating, coordinating, and managing frameworks and processes, with limited direct service provision with prior approval of The City's Community Forward Program Director, the school principal, and the HCS District Coordinator of Community Schools;
2. Serve as an active member of the Student Success Planning (herein SSP) team by regularly attending meetings and contributing to the management and monitoring of referrals made on behalf of students and families (the cadence of school-based SSP meetings are determined by members of the corresponding school team);
3. Sit on the school leadership team and meet regularly with the principal (cadence of coordinator-principal check-ins should be determined in partnership with the Community School Coordinator, school principal, and The City leadership);
4. Participate in professional learning opportunities and training facilitated by HCS and the Tennessee Community School State Network (herein TCSSN) to demonstrate a strong commitment to ongoing growth and development;
5. Refer families and students to The City and other community partners for stability support, food, clothing & hygiene needs, mental health care, or other relevant needs;
6. Coordinate, connect, and manage initiatives , resources, and systems that support the key practices of the Community Forward Framework;
7. Prioritize collaborative leadership, inclusive decision-making, and data-driven approaches to reinforce the strategy of community schools;
8. Utilize co-constructed assessment and reflection tools to continuously monitor the integrity of the school-level implementation of the Community Forward strategy.

9. Collaborate with school leadership to identify and address specific needs of the school community through the School Action Plan.
10. Implement programs and initiatives that support HCS's goals for academic achievement, student well-being, and family engagement. Expansion of site-based services will be approved by the school principals;
11. Ensure engagement primarily in systems support with limited direct service provision. Coordinators are to focus on facilitating and coordinating support systems rather than delivering services directly to students;
12. Assist in the collection and analysis of data relevant to HCS's performance metrics and Community Forward objectives. Regularly report on progress and outcomes to both The City and HCS leadership;
13. Facilitate partnerships between the school, local businesses, and community organizations to enhance resources available to students and families. Attend community events and local meetings to stay informed about new programs, build a network of potential partners and to coordinate services among different stakeholders.

Additionally, each Community School Coordinator will partner with their school leadership to identify a community advisory board or site steering committee (facilitated by the Community School Coordinator with membership including school stakeholders such as parents, community members, external organizational partners, faculty and staff, and students) that will have shared responsibility to continuously assess school needs and assets to set goals and objectives tied to the School Action Plan that can be supported by the key practices of the Community Forward Framework.

**B. The City Services:** In addition to the expectations outlined above, The City Community School Coordinators may provide the following services to students and/or families at no cost to HCS. All services provided shall comply with all applicable Federal, State, and local laws, codes, and regulations, including but not limited to all HCS policies, procedures, operating guidelines, and/or regulations.

All student and family services provided by The City Community School Coordinators should align directly with the Community Forward Framework. Listed below are examples of the types of services Coordinators may provide but are not limited to; an expansion of these services should be discussed and approved by school principals in partnership with the HCS District Coordinator of Community Schools:

1. Facilitation of seamless and expedited connections to The City's offices, departments, and resources (i.e. LIHEAP, Case Management, and the Office of Family Empowerment) ensuring that youth and families receive timely support to address immediate needs and long-term stability.
2. Afterschool programming: Develop partnerships with community organizations to offer diverse afterschool activities.
3. Social/emotional and academic development support: Coordinate with school counselors and external agencies to implement school-wide initiatives and programs.
4. Family and community engagement: Create systems for regular communication, events, and opportunities for families and community members to participate in school life.
5. Mentorship: Establish and manage school-wide mentorship programs by recruiting and coordinating volunteer mentors from the community.
6. College & career exploration support: Organize school-wide college and career fairs, coordinate guest speaker programs, and develop partnerships with local businesses and

higher education institutions.

**C. Access, Consent & Cost:** When applicable, any afterschool program run by The City will be open during a timeframe determined in partnership with the school principal and The City, and will be staffed by a designated staff member assigned by The City. The responsibilities of the afterschool staff member shall be determined in partnership with The City leadership, the Community School Coordinator, and the school principal.

Outside of the parameters of any established Independent Consultant Agreement or other funding agreement (see: Section I: General Provisions, Subsection J), The City's community school on-site services will operate at no cost to HCS, the associated school, and will not deny any student access because of inability to pay.

The City will also communicate with the parents and legal guardians of students. The City should make every effort to be family-centered and to involve the student's family regarding the care of the student. In order for students to access either on-site or referral services from The City's operated community school, The City and the associated school will partner together to receive parental consent. Instances that necessitate parental consent should be jointly determined by The City and the associated school.

## V. JOINT OBLIGATIONS

**A. Confidentiality:** (See Section III: Confidentiality)

**B. Coordinator Role, Services & Access:** (See Section V: Coordinator Role, Services & Access)

**C. Hiring & Staffing:** As of the signing of this MOU, The City agrees to operate community schools at eight HCS schools: Brainerd High School, Calvin Donaldson Elementary, Hardy Elementary, Orchard Knob Elementary, Orchard Knob Middle, The Howard High School, Tyner Academy, and Woodmore Elementary. Onboarding additional schools to this list will require an additional review and update of this MOU. Responsibilities regarding costs associated with the hiring of community school personnel should be outlined in an Independent Consultant Agreement or other supplemental funding agreement (See Section I: General Provisions, Subsection J).

The City will hire all staff for the operation of the community school, specifically one designated Community School Coordinator, but may also include additional programmatic staff as needed.

The City & HCS will collaborate on the hiring process. The City, at minimum, shall conduct a two-week open application period and two rounds of interviews when hiring for Community School Coordinator positions, unless otherwise approved by both parties. The HCS District representative and the school principal may be included in the application screening process. The City does retain the right to make the final hiring decision.

**D. Funding & Sustainability:** Both parties shall advocate for the sustainability of The City Community School Coordinators by seeking and applying for funding opportunities to support the growth and sustainability of Community Forward Schools. Further, both parties agree that any established funding commitment related to Community School Coordinator salary from the district or an individual school shall remain in place for at least three years, except in the event that:

1. An affected school receives a new principal; or
2. An affected school will otherwise not be able to staff their building with all essential personnel.

In the event an affected school requests to be released from its funding commitment early, HCS shall make every effort to advocate that the school retains its Community School Coordinator and will support the school in exploring additional avenues for being able to do so.

Both parties agree to identify and pursue opportunities for initiative expansion and enhancement. HCS must approve the onboarding of new Community Forward Schools.

**E. Objectives:** Both parties agree to the following objectives of The City in partnership with Community Forward Schools:

1. To strengthen relationships between schools and families;
2. To support students in developing a sense of belonging in their school and community;
3. To build connections and opportunities for students and families;
4. To promote family stability through collaborating to provide wraparound supports to meet immediate student and family needs.

**F. Reporting & Progress Monitoring:** Both parties will collaborate to create monthly, quarterly, and annual progress reports on outcome measures. Both parties agree to track the following metrics:

1. Increased student and family engagement with the school;
2. *Increased academic achievement for students consistently participating in academic supports that they are connected to by The City Community School Coordinators (reported to the City of Chattanooga Mayor's Cabinet after each 9-week assessment period). The City will work with the HCS team to define the parameters of participation to ensure accuracy in data collection and reporting efforts;*
3. Increased percentage of on-time graduates;
4. Increased percentage of seniors with a post-secondary plan;
5. Percentage of student absenteeism rate by month *(reported monthly to the City of Mayor's Chattanooga Cabinet);*
6. *Decrease in percentage of students placement in out-of-school suspension (reported monthly to the City of Mayor's Chattanooga Cabinet); and*
7. Increased number of high-quality community partnerships.

Both parties shall participate in an annual review aligned to the Community Forward Schools Framework to assess goals for the year in relation to the agreed-upon objectives and School Action Plan.

HCS will provide The City and Community School Coordinators with technical assistance and systems to support the capturing, managing, analyzing, and reporting of data to assess outcomes and ongoing agreed upon key performance indicators. The City will also capture and share its own data as it relates to student & family outcomes and community services.

**G. Professional Development:**

HCS and The City will partner together to provide shared guidance and training opportunities throughout the year for coordinating positions, school administration, school staff, community partners, families, and community stakeholders around topics aligned to Community School standards.

HCS and The City will partner together to provide Community School Coordinators with trainings that focus broadly on the following topics:

1. Implementation of the Community Forward Framework and national community schools standards;
2. Leveraging of ongoing district initiatives to support community school efforts, including but not limited to trainings on Student Success Planning and strategic partnership;
3. Integration of family and community engagement with the School Action Plan (herein SAP);
4. Use of student cohort groups;
5. Development of partner teams including meeting facilitation;
6. Using data to inform community partnerships;
7. Development of a community advisory board and facilitation of meetings; and
8. Communication of HCS policies that relate to community school work. Hamilton County School professional development will occur during the 215 day service window.

**HCS OBLIGATIONS**

**H. Operations:** HCS agrees to provide the following at no cost to The City for the establishment and operation of a community school:

1. HCS will provide school access, office space, programming space (e.g., cafeteria/gymnasium/library for after-school and weekend programming) and equipment (e.g., office telephone), to the City team, as members of the relevant school team, and in support of the aligned community school efforts.

2. HCS will provide an HCS email address and access to the Student Information System (PowerSchool), ClassLink, and the Student Success Planning platform to The City team members, as members of the relevant school team. HCS will work with The City's IT Department to create seamless utilization and support wherever possible.

## VI. The City OBLIGATIONS

**A. Operations:** The City shall...

1. Provide site-based Community School Coordinators to the agreed-upon schools and ensure implementation efforts are aligned with The City's One Chattanooga Plan and other relevant initiatives.

2. Utilize expertise in educational programming and stakeholder relationships to promote and advocate for the Community Forward Model among external partners and other relevant networks.

**B. Background Checks:** The City shall require all of its personnel providing services on its behalf to HCS students to undergo a comprehensive background check.

1. The City shall further ensure that all of its personnel providing services to HCS students shall undergo all background check procedures established by The City. All background check procedures established by The City shall adhere to the provisions outlined in Tenn. Code Ann. § 49-5-413. The City will provide the results of such background checks to HCS. The City shall be responsible for payment of costs associated with The City's background checks.

2. Alternatively, all The City Community School personnel will make arrangements to undergo a fingerprint-based criminal background check in accordance with the provisions set forth in Tenn. Code Ann. § 49-5-413. These individuals will coordinate this fingerprint

check through HCS's Human Resources Office. The individual must provide the results of the fingerprint check to HCS. The individual is responsible for payment of costs associated with each component of the background check.

The following signatories agree to execute the above MOU:

| | |
|---|---|
| _____ | _____ |
| **Name, Title**<br>**The City of Chattanooga** | **Date** |
| _____ | _____ |
| **Name, Title**<br>**Hamilton County Schools** | **Date** |

HAMILTON COUNTY SCHOOLS

*3074 Claude Ramsey Pkwy*
*Chattanooga, TN 37421*

**To:** Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

**From:** Dr. Zac Brown, Deputy Superintendent

**Date:** July 16, 2026

**Subject:** Teachers Eligible for Tenure Reinstatement

**Board Agenda Category:**

- ☐ Consent Agenda
- ☑ Action Item
- ☐ Reports and Information

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In accordance with Tennessee Code Annotated 49-5-504, the following educators are recommended for reinstatement of tenure status. The educators were formally employed with Hamilton County Schools and had obtained tenure while employed. They left employment in good standing and then were re-employed. They have completed the two-year probationary period required by the T.C.A to regain tenure.

Your consideration of this request is appreciated. Please do not hesitate to contact me should you have any questions.

**Educators Recommended for Tenure Reinstatement**

| | |
|---|---|
| **Dupont Elementary** | Hammonds, Tonya |
| **East Hamilton High** | Smith, Eric |
| **East Ridge Elementary** | Kane, Jessica |
| **Elementary C&I** | O'Neal, Kali |
| **Hunter Middle** | Collins, Melanie |

HAMILTON COUNTY SCHOOLS

*3074 Claude Ramsey Pkwy*
*Chattanooga, TN 37421*

| | |
|---|---|
| **Loftis Middle** | Allen, Jennifer |
| **Lookout Valley Elementary** | Ball, Amy |
| **PALS** | Weir, Sharon |
| **Sale Creek Middle/High** | Clemons, Edward |
| **SEAD** | Kadrie, Ismahen<br>Reid, Sherelle |
| **Soddy Daisy High** | Smith, Megan |
| **Spring Creek Elementary** | Ingram, Shanell |
| **Wallace A. Smith Elementary** | Smith, Rachel |

Opportunity 2030 Commitment Connection

- ☐ Every Student Learns
- ☐ Every Student Belongs
- ☐ Every School Equipped
- ☑ Every Employee Valued
- ☐ Every Community Served

HAMILTON COUNTY SCHOOLS

*3074 Claude Ramsey Parkway*
*Chattanooga, TN 37421*

**To:** Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

**From:** Robert Sharpe, EdD, Chief Operations Officer
Brandon Allen, Director, Transportation
Mike Griffith, Director, School Safety

**Date:** July 16, 2026

**Subject:** Approval to Submit Application to COPS School Violence Prevention Program

**Board Agenda Category:**

- ☐ Consent Agenda
- ☑ Action Item
- ☐ Reports and Information

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The School Safety and the Transportation departments are requesting approval to submit an application for the COPS Grant in the amount of $500,000.

This grant will provide one-time funding for the transportation department to purchase additional two-way radios for buses to enhance communication capabilities. Funds from this grant will also provide our school safety department with additional equipment to improve school and districtwide communication and surveillance capabilities.

This grant requires a 25% match from district funds in the amount $166,666. This match will come from the general purpose budget over the three-year term of the grant.

**Opportunity 2030 Commitment Connection**

- ☐ Every Student Learns
- ☐ Every Student Belongs
- ☑ Every School Equipped
- ☐ Every Employee Valued
- ☐ Every Community Served

OMB No. 1103-0098
Approval Expires: 05/31/2028

# FY 2026 COPS School Violence Prevention Program

Grants.gov Funding Opportunity Number: O-COPS-2026-172540

## Application Deadlines in Eastern Time (ET):

1: Complete SF-424 and Submit in Grants.gov: **August 4, 2026, by 4:59 p.m. ET**

2: Submit full application in JustGrants: **August 11, 2026, by 4:59 p.m. ET**

Community Oriented Policing Services
U.S. Department of Justice

# Contents

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# 1. BASIC INFORMATION

## Purpose of the Funding

The Office of Community Oriented Policing Services (COPS) is the component of the U.S. Department of Justice responsible for advancing the practice of community policing and the Administration's priority of Making America Safe Again by supporting the nation's state, local, territorial and Tribal law enforcement agencies through information and grant resources.

This is a notice of funding opportunity (NOFO) for the FY26 School Violence Prevention Program (SVPP). This funding opportunity seeks to provide competitive funding directly to states, units of local government, Indian tribes, and their public agencies to improve security at schools and on school grounds in the recipient's jurisdiction through evidence-based school safety programs. The COPS Office anticipates that up to $73,000,000 will be available for up to $500,000 per award, with approximately 200 awards anticipated. A local cost share (matching funds) of at least 25 percent in the form of cash is required unless a match waiver is requested and approved, and the period of performance duration will be 36 months, with a period of performance start date of 10/1/26.

Approximately $1 million of the available funding will be reserved for microgrants for school districts, including rural, tribal, and low-resourced schools. Applications for microgrants must not exceed $100,000, and the COPS Office will waive the 25 percent local cost share (matching funds) requirement for microgrant applicants that are selected for funding. Consideration for microgrant funding does not exclude your agency from consideration from non-microgrant SVPP funding.

Applications should demonstrate a comprehensive approach to school safety and activities must fall within one of the following statutory purpose areas (see 34 U.S.C. § 10551(b)(5)–(9)):

- "Coordination with local law enforcement"
- "Training for local law enforcement officers to prevent student violence against others and self"
- "Placement and use of metal detectors, locks, lighting, and other deterrent measures"
- "Acquisition and installation of technology for expedited notification of local law enforcement during an emergency"
- "Any other measure that, in the determination of the COPS Office Director, may provide a significant improvement in security"

See the FY26 SVPP Application Resource Guide for a nonexhaustive list of allowable and unallowable costs.

**Comprehensive School Safety Assessments:** As a condition of funding, if awarded, recipients must conduct comprehensive school safety assessments during the grant award period for all schools involved in the project. These assessments must inform the measures necessary to improve school safety and ensure a safe and positive learning environment for students.

Note: The Office of Justice Programs' Bureau of Justice Assistance (BJA) and the Office of Juvenile Justice and Delinquency Program (OJJDP) also provide grants under STOP Act funding. Those programs fund different purpose areas and project types from COPS Office funding. Applicants may submit applications for COPS Office, BJA, and OJJDP funding, but applicants are not permitted to submit the same application to each NOFO—that is, each application must propose distinct projects and costs and must be responsive to the NOFO for which the application is submitted. See the FY26 SVPP Application Resource Guide for additional information on the school safety measures that are considered out of scope for the COPS Office FY26 SVPP NOFOs but may be eligible for funding under the BJA and/or OJJDP NOFOs.

See the Eligible Applicants section for eligibility details.

All awards are subject to the availability of appropriated funds and any modifications or additional requirements that may be imposed by law.

## Funding Details

| | |
|---|---|
| Announcement Type | Initial |
| Assistance Listing Number | 16.071 |
| Statutory Authority | 34 U.S.C. § 10551 et seq |
| Grants.gov Opportunity Number | O-COPS-2026-172540 |
| Expected Total Amount of Funding | Up to $73,000,000 |
| Anticipated Number of Awards | 200 |
| Award Type(s) | Grants |
| Anticipated Award Amount | Up to $500,000 |
| Expected Award Period(s) | 36 months starting on October 1, 2026 |

## Key Dates and Times

| | |
|---|---|
| **NOFO Release Date** | June 9, 2026 |
| **Step 1: Grants.gov Deadline** | 04:59 p.m. ET on August 4, 2026 |
| **Step 2: JustGrants Deadline** | 04:59 p.m. ET on August 11, 2026 |
| **Anticipated Notification Date** | On or after October 1, 2026 |

See Questions? at the end of this NOFO for agency contact information.

# 2. ELIGIBILITY

## Eligible Applicants

The following entities are eligible to apply under this program:

- States, units of local government, Indian tribes, and their public agencies, including:
  - School districts, including public charter schools and school districts with a single school;
  - School boards;
  - Law enforcement agencies.

Note: Individual schools not operating as school districts and independent schools and private schools, including private charter schools, are NOT eligible to apply as primary applicants.

- Government Entities
- State governments
- County governments
- City or township governments
- Special district governments
- Native American Tribal governments (federally recognized)
- Native American Tribal governments (other than federally recognized)
- Educational Organizations
- Independent school districts
- Other

**State Government Entities**: For the purposes of this NOFO, "state" means any state of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands.

**Other Units of Local Government:** For the purposes of this NOFO, other units of local government include towns, boroughs, parishes, villages, or other general purpose political subdivisions of a state.

**Cost Sharing (Match) Requirement:** This NOFO requires cost sharing (match). See Program Description: Cost Sharing (Match) Requirement for details on the cost sharing (match) calculation and what types of contributions are acceptable.

## Additional Eligibility Factors

- Pursuant to 34 U.S.C. §§ 10552(a)(1)–(2), each application shall be accompanied by an assurance that the application was prepared after consultation with individuals not limited to law enforcement officers (including licensed mental health professionals, social workers, students, parents, school violence researchers/academics (if practical), teachers, principals, and other school personnel) to ensure that the improvements to be funded under the grant are
    - consistent with a comprehensive approach to preventing school violence including being protective of student privacy and ensuring that students are not discriminated against on the basis of race, national origin, disability, religion, or sex, and
    - individualized to the needs of each school at which those improvements are to be made.
- As part of your application, your agency will be required to answer questions directly related to this statutory assurance. Applicants that do not provide this assurance will be deemed ineligible.
- State and local governmental entities must comply with 8 U.S.C. §1373, which provides that State and local government entities may not prohibit, or in any way restrict, any government entity or official from sending to, receiving from, maintaining, or exchanging information regarding citizenship or immigration status, lawful or unlawful, of any individual with components of the U.S. Department of Homeland Security or any other federal, state or local government entity. This includes any prohibitions or restrictions imposed or established by a State or local government entity or official.
- Applications under which two or more entities (project partners) would carry out the federal award will be considered. However, only one entity may be the primary applicant; any others must be proposed as subrecipients. See the FY26 SVPP Application Resource Guide for additional information.

- With limited funding, the COPS Office expects a competitive NOFO. The COPS Office may elect to fund applications submitted under this NOFO in future fiscal years, dependent on, among other considerations, the merit of the applications and the availability of funding.
- Applicants may not submit more than one application to the COPS Office under FY26 SVPP; only one application for COPS Office funding will be reviewed for each applicant.

# 3. PROGRAM DESCRIPTION

## Statutory Authority

The COPS School Violence Prevention Program is authorized under the Students, Teachers, and Officers Preventing (STOP) School Violence Act of 2018 (34 U.S.C. § 10551 et seq.).

## Agency Funding Priorities

Consistent with Administration priorities, the COPS Office will provide additional consideration to:

- Applicants that did not receive funding under SVPP in FY23–FY25
- Applicants that faced an unanticipated catastrophic event
- State and local agencies that cooperate with federal law enforcement to address illegal immigration
- Agencies that coordinate and participate with the Homeland Security Task Force (HSTF) or, if awarded, plan to coordinate and participate with the HSTF (law enforcement applicants only)
- State, local, and tribal agencies that submit accurate race and ethnicity information in the National Incident Based Reporting System (NIBRS) for each offender, victim, and arrestee involved in each incident

Additional consideration will also be provided to agencies where each primary and secondary school impacted by the proposed SVPP program have comprehensive school safety plans that promote the use of mental health professionals and resources.

**Note:** Addressing these priorities is one of many factors that the COPS Office considers in making funding decisions. Receiving priority consideration does not guarantee funding.

**Unallowable Activities:** The COPS Office has identified activities that are unallowable and will not be funded: read the FY26 SVPP Application Resource Guide for details. In addition, refer to the Budget section in this NOFO for information on allowable and unallowable costs to help you develop your application.

## Goals and Objectives of this Funding Opportunity

Goal: To improve security at schools and on school grounds through the implementation of evidence-based school safety programs and technology. SVPP awards will contribute to this goal by funding projects which include funding of civilian personnel to serve as coordinators with local law enforcement, training for local law enforcement officers, purchase and installation of certain allowable equipment and technology, and other measures to significantly improve school security.

- **Objective 1:** improved information sharing with local law enforcement
- **Objective 2:** increased interaction and improved communications between law enforcement and school officials
- **Objective 3:** reduced notification times to law enforcement; improved response time to threats and events; accurate identification of danger and follow-up
- **Objective 4:** increased knowledge of and use of community policing principles
- **Objective 5:** Increased school safety and sustainability planning efforts

For the purposes of this program, a school is defined as an elementary or secondary school, including a Bureau of Indian Affairs–funded school (as defined in section 1141 of the Education Amendments of 1978 (25 U.S.C. § 2021)).34 U.S.C. § 10554(1).

## Expected Outcomes

The COPS Office will measure success by reviewing a recipient's submission of performance reports and data and the extent to which project implementation reflects progress toward the goals and objectives of this NOFO.

### Deliverables

Recipients do not need to submit any deliverables other than the standard items in the Post-Award Requirements and Administration section.

## Cost Sharing (Match) Requirements

This funding opportunity requires a local cost share (match) of at least 25 percent unless a waiver is approved at the time of application. Recipients must satisfy this cost sharing (match) requirement with cash. In-kind contributions are not allowable.

Read the DOJ Grants Financial Guide for additional definitions and requirements of "cost sharing" (match), including the allowable sources of cash cost sharing.

See Waiver of Local Cost Share (Matching Funds) for additional information.

# 4. APPLICATION CONTENTS AND FORMAT

## Application Contents List

The COPS Office will only consider applications that contain all required parts, which are marked ***REQUIRED*** below. Refer to the DOJ Grant Application Submission Checklist for application instructions. All supporting documents and resources for this program are on the COPS Office Website at https://cops.usdoj.gov/SVPP.

Please **do not** include any content, including attachments or language within your application, commenting, modifying, challenging, and/or editing the grant requirements including the terms and conditions. Such content, if included, will not be **reviewed or considered** when evaluating your application nor will any attachment from an applicant unilaterally change the terms of a grant if awarded.

| Application Item | Submission Type |
|---|---|
| **Step 1: Grants.gov** | |
| Application for Federal Assistance: SF-424 ***REQUIRED*** | Online Form |
| **Step 2: JustGrants** | |
| Standard Applicant Information ***REQUIRED*** | Online Form |
| Data Requested with Application ***REQUIRED*** | Online Form |
| Budget ***REQUIRED*** | Online Form |
| Additional Application Components<br>• Non-Competitive Justification (if applicable)<br>• Consultant Rate Justification (if applicable)<br>• Letters of Support | Attachment |

## Standard Applicant Information *REQUIRED*

Review and edit as needed the information imported from the SF-424 submitted in Grants.gov and add ZIP codes for areas affected by the project.

## Proposal Abstract

In JustGrants, enter a proposal abstract briefly summarizing (in 5–6 sentences / 500 words or less) the proposed project. As abstracts for funded projects are public, do not include any personally identifying information (*e.g.,* staff names). The abstract should include names of applicant and partners, project title, purpose of the project (including

goal and intended outcome), primary activities for which funds are requested, key partners, and who will benefit (including geographic area to be served). The abstract should be coherent, concise, and able to stand alone as a project summary. The abstract will not be scored but is used throughout the review process.

Write your project abstract for a general public audience without any personally identifiable or law enforcement sensitive information. Avoid using acronyms or terminology unfamiliar to a general public audience. This abstract, along with other federal award information, may be published on publicly available government-wide websites.

## Data Requested with Application *REQUIRED*

A copy of the survey questions required for this NOFO can be found at https://cops.usdoj.gov/SVPP.

Following is a summary of the questions that applicants will be required to complete.

- Program Impact: Applicants will respond to questions regarding scope of program impact, including the number of schools and students impacted.
- Need for Improved Security/School Climate: Applicants will provide information on existing school security infrastructure and planning and rate of incidents.
- Need for Federal Assistance: All applicants are required to explain their inability to address the needs identified in this application without federal assistance. Applicants will answer a series of questions about their service population and about the fiscal health of their area.
- Proposal Narrative Questions: All applicants are required to respond to these questions to describe their project and detail their proposal for grant funding.

## Budget and Associated Documentation

### Budget *REQUIRED*

- Applicants must complete the Budget Detail Worksheet (Web-Based Form) in JustGrants, providing narrative entries in the "additional narrative" field to describe and justify each proposed cost. Read Complete the Application in JustGrants: Budget for more information on completing the form.
- Include only costs that are reasonable, allocable, and necessary to implement the project. They must be allowable under the funding statute and agency requirements.[1] See the FY26 SVPP Application Resource Guide for a nonexhaustive list of allowable and unallowable costs.

[1] Read information on unallowable costs that apply to all funding opportunities in 2 C.F.R. Part 200, Subpart E and the DOJ Grants Financial Guide.

- The information in the "additional narrative" field(s) should be mathematically sound and correspond clearly with the information provided in the budget detail worksheets. The narrative should explain how the applicant estimated and calculated all costs and how those costs are necessary to the completion of the proposed project and demonstrate the efficient use of funding in achieving program goals.
- List each cost needed to implement the project under the appropriate cost category.
    - › Clearly name and describe each cost.
    - › Show the computation of each cost (*e.g.*, cost per unit, number of units, and total cost).
- All items will be reviewed on a case-by-case basis to determine reasonableness and allowability in the context of the allowable and unallowable costs of the program's purpose areas. Items under the program must be purchased in accordance the requirements set forth by the STOP School Violence Act of 2018 (34 U.S.C. § 10551 et seq.). In addition, each item must programmatically link to the SVPP activities described in your application.
- Budget requests must not exceed the three-year award period. The COPS Office reserves the right to deny funding for items not considered reasonable, allocable, and allowable, even if not specified on the list of unallowable costs.
- Applicants will not have the opportunity to revise their budget if unallowable costs are included. If selected for award, any unallowable costs will be removed from the budget by the COPS Office, and the award amount will be reduced accordingly.
- All final calculations should be rounded to the nearest whole dollar. Once the budget for your application has been completed, a budget summary page will reflect the total amounts requested in each category, the total project costs, and the federal share and local share amounts.
- Note: Costs incurred by the applicant prior to the start date of the period of performance of the federal award are unallowable. Requests for reimbursement of items purchased or expenses incurred prior to the award start date (i.e., pre-agreement costs) will not be approved by the COPS Office.

**Waiver of Local Cost Share (Matching Funds)**

- In the Local Match Details section, you will be presented with the option to request a waiver of the local cost share (matching funds) requirement. If a local cost share (matching funds) waiver is requested by selecting "Yes," you will be instructed to enter the maximum local cost share you would be able to contribute, if any, and to specify whether the COPS Office should continue to consider the application if the waiver request is not granted.

- Local Cost Share (matching funds) waiver requests will be evaluated based on a demonstration of severe fiscal distress as reflected through the fiscal health data provided in the application and a comparison of your fiscal health data with that of the overall applicant pool. Please indicate whether the COPS Office should continue to consider your application if the waiver request is not granted or whether it should be removed from consideration.

**Budget/Financial Attachments**

- **Non-Competitive Justification (if applicable):** Applicants should attach the noncompetitive justification or sole source justification as applicable. Additional guidance can be found in the Sole Source Justification Fact Sheet.

- **Consultant Rate Justification (if applicable):** Applicants should attach the consultant rate justification as applicable. Additional guidance can be found in the Consultant/Contractor Rate Information for COPS Office Awards Fact Sheet.

## Additional Application Components

Attach in JustGrants:

- **Letters of Support:** Letters of support are required from major partners and other significant stakeholders when a proposed project involves coordination with another jurisdiction or agency (city, county, law enforcement agency, school district, etc.). Letters of support should confirm major partners' or significant stakeholders' planned involvement and support of the project. If an applicant submits multiple versions of the same document, the COPS Office will review only the most recent system-validated version submitted.

  Submit letters of support together as one attachment. The COPS Office strongly recommends that uploaded files be clearly named to indicate the applicant organization name and the file contents to ensure that reviewers can easily locate application documents. Recommended file formats are PDF, Microsoft Word, and Microsoft Excel.

## Disclosures and Assurances

Complete the disclosures, assurances, and certifications in JustGrants. See the FY26 SVPP Application Resource Guide for more information.

# 5. SUBMISSION REQUIREMENTS AND DEADLINES

The DOJ Grant Application Submission Checklist provides instructions for how to submit by the deadlines. Executive Order (E.O.) 12372 (Intergovernmental Review of Federal Programs) applies to this funding opportunity. See the appendices of the FY26 SVPP Application Resource Guide for additional information.

Read COPS Office policy for applicants to request late submission due to technical difficulties, severe weather, or natural or manmade disasters in the FY26 SVPP Application Resource Guide.

# 6. APPLICATION REVIEW INFORMATION

The FY26 SVPP Application Resource Guide explains the responsiveness review, review criteria, review and selection process, including risk review, and deciding official.

# 7. AWARD NOTICES

Read about the award notification process in the FY26 SVPP Application Resource Guide.

# 8. POST-AWARD REQUIREMENTS AND ADMINISTRATION

Read the FY26 SVPP Application Resource Guide for more information about standard award terms and conditions, administrative and national policy requirements, and post-award reporting requirements.

# 9. QUESTIONS?

| | |
|---|---|
| **NOFO Contact** | COPS Office Response Center<br>Phone: 800-421-6770<br>Email: AskCopsRC@usdoj.gov<br>Hours: 9 a.m. to 5 p.m. ET Monday–Friday (closed federal holidays) |
| **SAM.gov Help Desk** | Website: https://sam.gov/content/help<br>Hours: 8 a.m. to 8 p.m. ET Monday–Friday |
| **Grants.gov Help Desk** | Phone: 800-518-4726<br>Email: support@grants.gov<br>Website: https://www.grants.gov/support<br>Hours: 24 hours a day, 7 days a week (closed federal holidays) |
| **JustGrants Help Desk** | Phone: 833-872-5175<br>Email: JustGrants.Support@usdoj.gov<br>Hours: 7 a.m. to 9 p.m. ET Monday–Friday;<br>9 a.m. to 5 p.m. ET Saturday, Sunday, and federal holidays. |

HAMILTON COUNTY SCHOOLS

*3074 Claude Ramsey Parkway*
*Chattanooga, TN 37421*

**To:** Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

**From:** Robert Sharpe, EdD, Chief Operations Officer
Cathy Loftis, Manager, School Age Child Care Progams

**Date:** July 16, 2026

**Subject:** FY27 School Age Child Care Fee Increase

**Board Agenda Category:**

- ☐ Consent Agenda
- ☒ Action Item
- ☐ Reports and Information

This proposal recommends adjusting child care fees effective August 5th, 2026. The proposed increase is necessary to address rising operating costs and maintaining competitive staff wages while ensuring the long-term financial stability of our program.

School Age Child Care last increased rates during the 2021 – 2022 school year. Since that time, we have seen increased costs in salaries, equipment and supplies.

| Daily Rates | 1988 - 1989 | 2000 - 2001 | 2014 - 2015 | 2021 - 2022 | Proposed Rates |
|---|---|---|---|---|---|
| AM Care* | $2 | $3 | $4 | $6 | $8 |
| PM Care* | $5 | $6 | $6 | $9 | $12 |
| Full Day Care* | $10 | $12 | $15 | $20 | $25 |
| Half Day Care* | $7 | $8 | $10 | $10 | $15 |
| Fall Registration Fee | $5 | $10 | $10 | $20 | $30 |
| Summer Registration Fee | N/A** | N/A** | $10 | $20 | $30 |
| Late Summer Registration Fee*** | N/A | N/A | N/A | N/A | $50 |

*Half price sibling discount and half price employee discount applied to rates

**Did not require semi-annual registration fee until 2014-2015 school year

***Only applied after our deadline in May for those registering late

**Additional Fees**

I would like to increase our credit card convenience fee from $3 to $4. In January 2026, we switched credit card processors due to a mandatory software upgrade. Previously, our credit card rates were variable depending on the card but rarely went over 3% per transaction. Our new vendor, Nuvei, has a set 3.49% rate on all transactions. On top of what is charged by the processor, we also pay a $.40 per transaction fee to InTouch. From January 2026 to current, our average credit card convenience fee now costs over $3 per transaction. Credit cards are roughly 75% of our revenue.

| | 2017 – 2018 | Proposed Rate |
|---|---|---|
| Credit Card Convenience Fee | $3 | $4 |

I am requesting that our sibling discount be reduced from 50% to 25%. The 50% employee discount would not be touched.

I am recommending the approval of these rate adjustments effective August 5th, 2026. This increase will allow the program to maintain financial stability, continue attracting and retaining qualified staff, providing additional staff training and maintaining the high-quality services for our families and children.

**Opportunity 2030 Commitment Connection**

- ☐Every Student Learns
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HAMILTON COUNTY SCHOOLS

*3074 Claude Ramsey Parkway*
*Chattanooga, TN 37421*

**To:** Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

**From:** Dr. Robert Sharpe – Chief Operating Officer
Mary Ellen Heuton, CPA – Chief Financial Officer
Justin Witt – Executive Director of Maintenance

**Date:** July 16, 2026

**Subject:** Cell Tower Lease Agreement Amendment – East Ridge High School

**Board Agenda Category:**

- ☐ Consent Agenda
- ☑ Action Item
- ☐ Reports and Information

Hamilton County Board of Education and Tower Assets Newcom IX, LLC entered into a lease related to a Cell Tower at East Ridge High School April 24, 2016. Due to changes in market conditions the Lessee requested a modification to the lease terms. After negotiation, the following has been agreed to:

- Reduce monthly rent payable to HCS from from $1,757.48 to $1,378.33
- Provide 2 additional five-year renewal terms
- Provide a $4,600 one-time signing bonus payable within 60 days

Attached is the proposed lease amendment.

Rental fees for cell towers are split 50/50 with the school where the tower is located.

Board approval is requested to accept the proposed amendment.

Opportunity 2030 Commitment Connection

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# FIRST AMENDMENT TO LEASE AGREEMENT
## (For Telecommunications Facility at East Ridge High School)

THIS FIRST AMENDMENT TO LEASE AGREEMENT ("***First Amendment***") is dated as of this _____ day of _____, 2026 ("***Effective Date***"), by and between Hamilton County Board of Education ("***The Board***"), and Tower Assets Newco IX, LLC, a Delaware limited liability company ("***Lessee***"). The Board and Lessee are herein collectively referred to as the "***Parties***". Any capitalized terms used in this First Amendment shall, unless otherwise defined or the context otherwise requires, have the meaning given in the Lease (as hereinafter defined).

WHEREAS, the Parties and/or the Parties' respective predecessors-in-interest are parties to that certain Lease Agreement dated April 24, 2016 (the "***Lease***"); and

WHEREAS, The Board and Lessee now wish to further amend the Lease.

NOW THEREFORE, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, The Board and Lessee agree to the following:

1. **Ratification.** The Board and Lessee hereby ratify, confirm, and adopt the terms and conditions of the Lease as amended herein, and further acknowledge and agree that the Lease is in full force and effect, and neither The Board nor Lessee, as of the Effective Date, is in breach under the terms of the Lease including payment of Rent.

2. **Rent Reduction**. Current Rent is One Thousand Seven Hundred Fifty-Seven and 48/100 Dollars ($1,757.48). Upon the Effective Date, The Board and Lessee agree that Rent shall be reduced to One Thousand Three Hundred Seventy-Eight and 33/100 Dollars ($1,378.33), and said amount shall constitute Rent as defined within the Lease through the remainder of all terms and renewal terms of the Lease.

3. **Additional Renewal Terms**. The Board grants to Lessee two (2) additional and successive five-year renewal terms (each an "***Additional Renewal Term***" and collectively the "***Additional Renewal Terms***").

4. **Signing Bonus**. As consideration for The Board's prompt execution of this First Amendment, Lessee shall pay to The Board a onetime signing bonus in the amount of Four Thousand Six Hundred and 00/100 Dollars ($4,600.00) within sixty (60) days of the Effective Date of this First Amendment.

5. **Miscellaneous.** The unenforceability, invalidity or illegality of any provision of this First Amendment shall not render any other provision unenforceable, invalid or illegal. All of the terms and conditions of this First Amendment shall be binding upon, inure to the benefit of, and be enforceable by the Parties hereto and their respective legal representatives, successors and assigns. The Board agrees to cooperate with Lessee in executing any documents necessary to protect Lessee's rights in or use of the Premises. Upon request by Lessee, the Parties shall execute a Memorandum of Lease and such

Memorandum may be recorded in place of the Lease by Lessee. This First Amendment may be executed in counterparts and any party may execute any counterpart, each of which shall be deemed to be an original and all of which, taken together, shall be deemed to be one and the same document. In the event of any conflict or inconsistency between the terms of this First Amendment and the Lease, the terms of this First Amendment shall govern and control. Except as modified by this First Amendment, the terms and conditions of the Lease remain unmodified and are in full force and effect.

6. **Warranties and Representations**.

a. The Board has all requisite power and authority to execute this First Amendment, to enable The Board to execute and deliver this First Amendment, and to perform The Board's obligations under this First Amendment. The execution, delivery and performance by The Board of this First Amendment has been duly authorized by all requisite action on the part of The Board. The execution and delivery by The Board of this First Amendment will not conflict with, or result in a breach or violation of, or constitute a default under any agreement of The Board relating to indebtedness for money borrowed or, to the best of The Board's knowledge, will not conflict with, or result in a breach or violation of, or constitute a default under any applicable law.

b. There are no legal actions, orders or stipulations of or by any authority, pending or, to the best of The Board's knowledge, threatened at law, in equity or before any authority against The Board or the Property or relating to the ownership of the Property or would reasonably be expected to impair The Board's ability to consummate the transactions contemplated by this First Amendment or perform its obligations under this First Amendment.

c. The Board owns good and marketable fee simple title to the Premises, free and clear of all Liens (as defined below) and encumbrances. The Board alone has full right to grant access to the Premises for the term set out herein. The Board further represents and warrants that Lessee, on performing its obligations hereunder, shall peaceably and quietly hold and enjoy the Premises for the term of the Lease. As used herein, the term "Lien" means any of the following: mortgage; lien (statutory or other); or other security agreement, arrangement or interest; pledge; assignment; charge; attachment; garnishment; encumbrance (including any easement, exception, reservation or limitation, right of way, and the like); conditional sale; title retention; preemptive or similar right; any financing lease; the filing of any financing statement under the Uniform Commercial Code or comparable law of any jurisdiction; restriction on sale, transfer, assignment, disposition or other alienation; or any option, equity, claim or right of or obligation to, any other person, of whatever kind and character.

**{Remainder of page intentionally blank / signature page to follow}**

IN WITNESS WHEREOF, the Parties hereto have set their hands and affixed their respective seals the day and year first above written.

**LESSEE:**

**TOWER ASSETS NEWCO IX, LLC**
a Delaware limited liability company

By: _____
Name: _____
Title: _____
Date: _____

**SUPERINTENDENT:**

**HAMILTON COUNTY BOARD OF EDUCATION**

By: _____
Name: _____
Title: _____
Date: _____




**THE BOARD:**

**HAMILTON COUNTY BOARD OF EDUCATION**

By: _____
Name: _____
Title: _____
Date: _____

HAMILTON COUNTY SCHOOLS

3074 Claude Ramsey Parkway
Chattanooga, TN 37421

**To:** Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

**From:** Dr. Blake Freeman, Chief Academic Officer

**Date:** July 16, 2026

**Subject:** Testing Programs Follow Up – Board Policy 4.700

**Board Agenda Category:**

- ☐ Consent Agenda
- ☐ Action Item
- ☑ Reports and Information

Board policy 4.700- Testing Programs requires the administration to present a summary of all district-level assessments, including purpose, grade level, frequency, and instructional use, which shall be submitted to the Board of Education annually by July 1 for formal approval. Additionally, any assessment beyond those required by the State of Tennessee and an approved single annual benchmark must be formally approved by the Board before implementation. The previous presentation was given to the Board at the June 18 meeting and the decision was to table the vote.

We submit the attached plan for your approval.

**Opportunity 2030 Commitment Connection**

- ☑ Every Student Learns
- ☐ Every Student Belongs
- ☐ Every School Equipped
- ☐ Every Employee Valued
- ☐ Every Community Served

HAMILTON COUNTY SCHOOLS

# 2026-2027 Assessment Plan

## Overview:

Board policy 4.700- Testing Programs requires the administration to present a summary of all district-level assessments, including purpose, grade level, frequency, and instructional use, which shall be submitted to the Board of Education annually by July 1 for formal approval. Additionally, any assessment beyond those required by the State of Tennessee and an approved single annual benchmark must be formally approved by the Board before implementation

During the 2026 Legislative Session, Tennessee adopted legislation written in consultation with the Hamilton County Board of Education that would allow up to 10 select districts to participate in a testing reduction pilot that would allow for the reduction of assessments across screeners and benchmarks to a total of no more than 3 assessments in Math and ELA for students who score above the 40th percentile. It is HCS' intent to apply to be a part of the pilot for the 2027-2028 school year.

## Recommendation:

Given this information, **HCS recommends 2 benchmark assessments in state-assessed TCAP/EOC subjects.** No optional snapshot assessments will be offered to schools.

| Grade Band | ELA | Math | Science | Soc. Studies |
|---|---|---|---|---|
| K-2<br><br>*no benchmark K-2 | Aug - Screener<br>Dec - Screener<br>April - Screener | Aug - Screener<br>Dec - Screener<br>April - Screener | | |
| 3-5<br><br>*if in pilot, reduced screeners for students 40th %ile or above in FY28 | Aug - Screener<br>Nov - Benchmark 1<br>Jan - Screener<br>Feb - Benchmark 2<br>April - Screener | Aug - Screener<br>Nov - Benchmark 1<br>Jan - Screener<br>Feb - Benchmark 2<br>April - Screener | Nov - Benchmark 1<br>Feb - Benchmark 2<br>*5th grade only | |
| 6-8<br><br>*FY27 6th grade requires screening 3xs per year<br>*same pilot info for 6th FY28. | Aug - Screener*<br>Nov - Benchmark 1<br>Feb - Benchmark 2 | Aug - Screener*<br>Nov - Benchmark 1<br>Feb - Benchmark 2 | Nov - Benchmark 1<br>Feb - Benchmark 2 | Nov - Benchmark 1<br>Feb - Benchmark 2 |
| 9-12<br><br>Only taken if enrolled in one of the 7 tested courses | Nov - Benchmark 1<br>Feb - Benchmark 2<br><br>Eng 1<br>Eng 2 | Nov - Benchmark 1<br>Feb - Benchmark 2<br><br>Alg 1<br>Geom<br>Alg 2 | Nov - Benchmark 1<br>Feb - Benchmark 2<br><br>Biology | Nov - Benchmark 1<br>Feb - Benchmark 2<br><br>US History |

*Red = Universal Screener required by the Tennessee Department of Education

*Blue = Universal Screener required by the TDOE, but may be waived in FY28 for students scoring above the 40th percentile if HCS is accepted into the state pilot program.

HAMILTON COUNTY SCHOOLS

# 2026-2027 Full Assessment Overview

| Tennessee State Required Assessments | |
|---|---|
| **Test Name** | **Frequency** |
| **TCAP Achievement 3-8 & EOC**<br>Required for all students, grades 3-EOC. One test with multiple subparts per course/subject in ELA, Math, Science, and Social Studies. | 3rd-11th: 1x per year |
| **US Civics Assessment**<br>11th and 12th graders. A passing score of 70% or better is required for graduation and students will have multiple chances to pass. | Until Passing |
| **Universal Screeners**<br>Math and ELA. Skills-based and nationally normed. | K-5: 3xs per year<br>6-8: 1x per year |
| **Progress Monitoring**<br>RTI Tier 3: Required for students falling below the 10th percentile nationally | Ongoing - every 1-2 weeks |
| **ACT**<br>11th and 12th graders. Required 1x, offered without cost 2x - Must take the ACT to graduate | 2xs between 11th & 12th grade |
| **Dual Enrollment**<br>Only students enrolled in DE courses | One per course |
| **Statewide Dual Credit**<br>Only students enrolled in SDC courses | One per course |
| **LDC Exams**<br>Only students enrolled in LDC courses | One per course |
| **DLM-Kite/TCAP alt (SPED)**<br>Required for students in special education programs that do not take the ACH or EOC assessments (Grades 3-8, 10 & 11) | 2x per year for ELA and Math<br>1x per year for Science & SS |
| **ELPA21 (ELL)**<br>Required for students receiving or waived ELL services. Assesses English Language Proficiency. (Grades K-12)<br>Possible pilot for ENL screener | 1x per year |
| **NAEP**<br>National Assessment of Educational Progress. | 1x per year<br>7-9 select schools only; DOE determines |
| **PISA**<br>Program for International Student Assessment. Very limited 1-2 schools/grades per year. | 1x per year |

| Additional Assessments | |
|---|---|
| **Test Name** | **Frequency** |
| **Benchmark Tests**<br>Given in all ACH & EOC grades and subjects. Allows schools access to monitor and adjust. | 2x per year |
| **PSAT**<br>Optional. 11th graders, but 9th and 10th graders may take it for practice. | 1x per year |
| **IB Exams**<br>IB students only for IB credit | One per course |
| **AP Exams**<br>Only students enrolled in AP courses looking for AP credit | One per course |
| **Kindergarten Screener**<br>Readiness screener for all incoming K students | K: 1x per year |
| **Course Exams** | Ongoing |
| **Classroom Tests** | Ongoing |

## Assessment by grade band:

### Elementary and Middle (K-8):

Required
- ACH Gr 3-8
- Universal Screener
- Progress Monitoring
- DLM-Kite/TCAP alt
- ELPA21

Additional
- Benchmark
- Classroom Tests
- Kindergarten Screener

### High School (9-12):

Required
- EOC
- US Civics Assessment
- ACT
- Dual Enrollment
- Statewide Dual Credit
- Local Dual Credit
- DLM-Kite/TCAP alt
- ELPA21

Additional
- Benchmark
- Course Exams
- PSAT
- IB Exams
- AP Exams

*Blue = assessments that apply for all students.

HAMILTON COUNTY SCHOOLS

*3074 Claude Ramsey Parkway*
*Chattanooga, TN 37421*

**To:** Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

**From:** Shannon Moody, Chief Strategy Officer

**Date:** July 16, 2026

**Subject:** Policy Revisions, 2nd and Final Read

**Board Agenda Category:**

- ☐ Consent Agenda
- ☑ Action Item
- ☐ Reports and Information

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The Administration, in consultation and under the advisement of the Board's attorneys, has reviewed and recommended the following policies for a second and final reading.

| **POLICY #** | **POLICY TITLE** |
|---|---|
| 4.301 | Field Trips and Excursions |
| 5.304 | Extended Leaves of Absence for Personal |

**Opportunity 2030 Commitment Connection**

- ☑ Every Student Learns
- ☑ Every Student Belongs
- ☐ Every School Equipped
- ☑ Every Employee Valued
- ☑ Every Community Served

# Hamilton County Board of Education

| Monitoring: | Descriptor Term: | Descriptor Code: | Issued Date: |
|---|---|---|---|
| **Review: Annually, in 3rd Quarter** | **Field Trips and Excursions** | **4.301** | **05/19/16** |
| | | Rescinded: | Revised: **07/16/26** |

## SCHOOL FIELD TRIPS

Field trips designed to stimulate interest and inquiry and to provide opportunities for social growth and development are considered appropriate extensions of the classroom.

To be educationally beneficial, a field trip requires thoughtful selection, careful advance preparation of the class, and opportunities for students to summarize the experience at the conclusion of the trip. To this end, teachers and principals will be expected to consider the following factors in selecting field trips:

1. Value of the activity to the particular class group or groups;

2. Relationship of the field trip activity to a particular aspect of classroom instruction;

3. Suitability of the activity and distance traveled in terms of the age level;

4. Mode and availability of transportation; and

5. Cost. School officials are reminded that they may not require the payment of any fee as a condition of any student attending any field trip that occurs during any portion of the regular school day or that is offered in connection with a class offered for credit even if the trip is voluntary.

The following guidelines shall be followed in planning and conducting academic field trips:

1. Any teacher desiring to take a group of students on a school field trip must obtain advance approval of the principal and the director of schools. All overnight activities require Board approval;

2. The trip must have a definite purpose and reflect careful planning. Students should be prepared by general class discussion and/or research;

3. If bus transportation is required, the principal or his/her designee shall make the necessary arrangements. All outside carriers must be on the approved carrier list.

4. Signed parental permission forms must be obtained for every student making an off-campus

trip beyond the immediate vicinity of the school. The principal shall ensure that these forms are kept on file for the remainder of the school year. The form for parental permission must include: purpose, date, time of departure and return, travel plans, destination, number of chaperones, personal expense involved, and other facts necessary for parents to be fully informed. This information is to be completed by the school before the form is signed by the parent. *The Hamilton County Code of Acceptable Behavior* and all board policies shall be applicable to school field trips;

5. For school field trips (day and overnight), groups must be accompanied by at least one certified employee. The chaperones shall be responsible for student conduct for the duration of the trip. Only certified employees can be chaperones on overnight field trips. For day trips that do not extend beyond the school day, classified employees may be included as chaperones.

6. For overnight school trips, chaperones must be approved by the principal and the director of schools in advance. There must be at least one female and one male chaperone if the trip is for a mixed group.

7. Students shall not be penalized for participating in approved school-sponsored trips and activities. Teachers shall permit students to make up class assignments missed because of a trip or activity;

8. All accidents that occur on a school-sponsored trip must be reported by the teacher to the principal immediately. Serious accidents involving personal injury must be reported immediately to the principal and/or director of schools. An emergency shall be dealt with promptly by the teacher or other members of the school staff by taking appropriate action, including sending the student to the hospital or summoning medical aid or ambulance. In cases where it is necessary to send the student to the hospital, reasonable effort must be made to notify the parents;

9. Any school-sponsored trip not meeting the "educationally beneficial" criteria as defined in this section must have prior approval of the director of schools or his/her designee;

**SPECIAL RULES FOR ATHLETIC, APPROVED SCHOOL COMPETITION/EXTRACURRICULAR TEAMS, AND BAND TRIPS**

1. Except has otherwise set forth in this section, the same policies governing school field trips shall govern athletic, approved school competition/extracurricular teams, and band trips.

2. Athletic, approved school competition/extracurricular teams, and band trips that do not extend beyond the school day must be approved by the principal and the director for the schools. In addition to the previous approvals, overnight athletic and band trips must also be approved by the Hamilton County School Board. The Board of Education recognizes, however, that in

some unusual situations, school officials will not be able to secure advance approval of the Board for these trips. The Board cautions school officials, however, to be especially diligent to adhere to the terms of Board policy in those situations in which the trip must occur prior to the Board's approval.

3. There should be at least one chaperone to every fifteen students on athletic, school competition/extracurricular, and band overnight trips. Parent volunteers may serve as chaperones on athletic, approved school competition/extracurricular teams, and band overnight trips; provided, however, that these volunteers must first submit to a background check; and further provided that the trip organizer shall be responsible for familiarizing these volunteers with the Hamilton County Code of Acceptable Behavior and other provisions of Board policy applicable to supervision of students.

## TRIPS AND EXCURSIONS NOT SACTIONED BY THE SCHOOL

The Board of Education does not sanction any field trip or other excursion outside the scope of this policy and disclaims any legal and financial responsibilities for any such trips. Any employee who organizes any such privately planned trip, whether on his or her own initiative or as an agent or independent contractor for another entity, is solely responsible for the trip and his or her actions.

The Board of Education cautions any employee organizing a privately planned trip regarding an educator's professional duties toward the students of the Hamilton County Schools, including the obligation not to use relationships with students for personal financial gain. Furthermore, the Board reminds any such employee of the obligation to adhere to the highest professional standards when interacting with students, even when doing so on any privately planned trip. The Board will discipline any employee who breaches his or her professional duties toward any student even when on a privately planned trip.

No employee may recruit students to participate in any privately planned trip except to the extent that the school also permits third party vendors to recruit students for such trips. Under no circumstances may an employee recruit students during class time or other portions of the regular school day.

Legal References

Cross References

# Hamilton County Board of Education

| Monitoring: | Descriptor Term: | Descriptor Code: | Issued Date: |
|---|---|---|---|
| **Review: Annually, in 2nd Quarter** | **Extended Leaves of Absence for Certificated/Classified Personnel** | **5.304** | **12/21/17** |
| | | Rescinded: | Revised: **07/16/26** |

**CERTIFICATED EMPLOYEES:**

Any person holding a position requiring a license to teach shall be granted leave for military service, legislative service, maternity, adoption, recuperation of health, educational improvements or other sufficient reason without loss of accumulated leave credits, tenure status, or other fringe benefits, if applicable. All leaves shall be requested in writing at least thirty (30) calendar days in advance on forms provided by the director of schools. The application for leave forms shall require:

1. A description of the type of leave requested;
2. The requested dates for beginning and ending the leave; AND
3. A statement of intent to return to the position from which leave is granted.

With regard to LOA's for the recuperation of health or maternity leave, the thirty (30) calendar day notice may be waived or reduced by the director of schools upon submission of a certified statement by a physician.

If the physician is unable to provide estimated date of return, LOA will be granted for no more than eight (8) weeks. If an employee needs to extend leave beyond the eight-week leave period, the employee must formally request an extension from Human Resources no less than 30 days before the expiration of that eight-week leave period, unless the notice period is waived by the director of schools upon receipt of a certified statement by a physician. This request must be accompanied by updated documentation from a physician.

Each request for leave must be acted upon by the director of schools within fifteen (15) working days. Each applicant shall be notified in writing of the action of the director and the beginning and ending dates of the leave which is granted. All leaves, except military leave, shall be from a specific date. However, any leave may be extended by the director of schools upon written request from the teacher. Military leave shall be granted for whatever period may be required. The procedure and condition for extending a leave are the same as those used when originally requesting and granting the leave. Furthermore, if the employee seeks to extend leave, thirty (30) days' notice must be given prior to the expiration of the leave.

Positions vacated for less than twelve (12) calendar months by teachers on leave shall be filled with an interim teacher while the teacher is on leave. If the teacher returns from leave within twelve (12) calendar months, the interim teacher shall relinquish the position provided the interim teacher is no longer under contract. If the teacher returns from leave and the interim teacher's contract has not yet

ended, the interim teacher shall complete the full term of the contract before the teacher who was on leave resumes performing the functions of his or her position. If the leave exceeds twelve (12) months, the teacher shall be placed in the same or a comparable position upon return. Please note that placement depends upon the teacher's licensure and position availability, as the teacher's original position is no longer guaranteed. A reasonable accommodation to extend leave may be explored for an employee who cannot return to work following twelve (12) months of leave due to a disability.

Any teacher on leave shall notify the director of schools at least thirty (30) calendar days prior to the date of return if the teacher does **not** intend to return to the position from which he/she is on leave. Failure to give such notice shall be considered breach of contract and may result in penalties up to and including suspension of a teacher's license for up to one calendar year.[1]

Certificated employees on an extended leave of absence are prohibited from accepting employment elsewhere, working elsewhere while on leave, or receiving compensation for work during the leave. The Superintendent may waive the prohibition on outside work in extraordinary circumstances in order to avoid a hardship to the employee.

## PAY AND BENEFITS - CERTIFIED

All leave granted in conformance with this policy shall be without pay except as may be covered by personal or sick leave in the case of maternity and recuperative leaves. Employees shall have the opportunity to continue participation, at their own expense, in group insurance plans subject to restrictions of the insuring carrier.

Employees who take leave under the provisions of the Family Medical Leave Act (FMLA) shall have the same portion of their insurance premiums paid by the Board as is paid for active employees. FMLA leave is limited to twelve (12) calendar weeks and subject to the restrictions and conditions of the Family Medical Leave Act.

## CLASSIFIED EMPLOYEES:

Any person may request leave for military service, legislative service, maternity, adoption, recuperation of health, educational improvements or other sufficient reason without loss of accumulated leave credits or other fringe benefits. All leaves shall be requested in writing at least thirty (30) calendar days in advance on forms provided by the director of schools. The application for leave forms shall require:

1. A description of the type of leave requested;
2. The requested dates for beginning and ending the leave; AND
3. A statement of intent to return to the position from which leave is granted.

With regard to LOAs for the recuperation of health, the thirty (30) calendar day notice may be waived or reduced by the director of schools upon submission of a certified statement by a physician.

If the physician is unable to provide an estimated date of return, LOA will be granted for no more than

eight (8) weeks. If an employee needs leave extending beyond the eight-week leave period, then the employee must formally request an extension from Human Resources no more than 30 days before the expiration of that eight-week leave period. This request must be accompanied by updated documentation from a physician.

Each request for leave must be acted upon by the director of schools within fifteen (15) working days. Each applicant shall be notified in writing of the action of the director and the beginning and ending dates of the leave which is granted. All leaves, except military leave, shall be from a specific date to a specific date. However, any leave may be extended by the director of schools upon written request from the employee. Military leave shall be granted for whatever period may be required. The procedure and condition for extending a leave are the same as those used when originally requesting and granting the leave. If the employee seeks to extend his or her leave, a minimum of thirty (30) days' notice must be given prior to the expiration of the original leave period, unless the notice period is waived by the director of schools upon receipt of a certified statement by a physician.

Unless required by law or other HCDE board policy (i.e., FMLA), the employee may or may not return to the same position depending upon business needs and job availability, as the employee's position is no longer guaranteed once FMLA (if eligible and applicable) is exhausted. While Board Policy allows for employees to take up to twelve (12) months of leave, the classified employee is **not** guaranteed a position, as the efficient operation of school and business functions must be considered. A reasonable accommodation may be explored for an employee who cannot return to work following twelve (12) months of leave due to a disability. If an employee is released to return to work and a position is no longer available, the employee is welcome to apply for future openings.

Any employee on leave shall notify the supervisor at least thirty (30) calendar days prior to the date of return if the employee does **not** intend to return to the position from which he/she is on leave. Failure to give such notice shall be considered job abandonment and the employee will be terminated.

Classified employees on an extended leave of absence (other than to student teach/internship) are prohibited from accepting employment elsewhere, working elsewhere while on leave, or receiving compensation for work during the leave.

## PAY AND BENEFITS-CLASSIFIED

All leave granted in conformance with this policy shall be without pay except as may be covered by personal or sick leave in the case of maternity and recuperative leaves. Employees shall have the opportunity to continue participation, at their own expense, in group insurance plans subject to restrictions of the insuring carrier.

Employees who take leave under the provisions of the Family Medical Leave Act (FMLA) shall have the same portion of their insurance premiums paid by the Board as is paid for active employees. This leave is limited to twelve (12) calendar weeks and subject to the restrictions and conditions of the Family Medical Leave Act.

## PART-TIME EMPLOYEES

Part-time employees are not eligible for extended leave protections under this policy unless otherwise required by law.

Legal References

1. TCA 49-5-702 through TCA 49-5-709

Cross References

Family and Medical Leave 5.305
Military Leave 5.306
Physical Assault Leave 5.307
Sabbatical Leave 5.308
Legislative Leave 5.309
Interim Employees 5.700

HAMILTON COUNTY SCHOOLS

*3074 Claude Ramsey Parkway*
*Chattanooga, TN 37421*

**To:** Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

**From:** Shannon Moody, Chief Strategy Officer

**Date:** July 16, 2026

**Subject:** Policy Revisions, 1st and Final Read

**Board Agenda Category:**

- ☐ Consent Agenda
- ☑ Action Item
- ☐ Reports and Information

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The Administration, in consultation and under the advisement of the Board's attorneys, has reviewed and recommended the following policies for a first and final reading.

| POLICY # | POLICY TITLE |
|---|---|
| 1.400 | School Board Meetings |
| 4.2121 | Chater School Renewal |
| 4.606 | Graduation Requirements |
| 5.106 | Application and Employment |
| 5.204 | Resignation |
| 5.600 | Staff Rights & Responsibilities |
| 5.6011 | Code of Professional Conduct |
| 5.602 | Time Schedules and Extra Duties |
| 6.200 | Attendance |
| 6.202 | Home Schools |
| 6.205 | Student Assignments |
| 6.303 | Interrogations and Searches |
| 6.309 | Zero Tolerance Offenses |
| 6.408 | Supervision of Students |
| 6.5001 | Outside Applied Behavior Analysis Access |

**Opportunity 2030 Commitment Connection**

- ☑ Every Student Learns
- ☑ Every Student Belongs
- ☐ Every School Equipped
- ☑ Every Employee Valued
- ☑ Every Community Served

# Hamilton County Board of Education

| Monitoring: | Descriptor Term: | Descriptor Code: | Issued Date: |
|---|---|---|---|
| **Review: Annually, in September** | **School Board Meetings** | **1.400** | **02/15/07** |
| | | Rescinded: | Revised: **07/16/26** |

The Board will transact all business at official meetings which may be either regular or special.

Every meeting of the Board, except with the attorney to discuss pending or threatened litigation or to discuss school security[5], will be open to the public.[1] Open meetings will be physically accessible to all students, employees, and interested citizens.[3]

Each member of the Board shall consider it his/her duty to appear at every Board meeting properly prepared to discuss the items appearing on the agenda.

Each Board member is obligated to attend all Board meetings unless physically incapacitated or prevented from doing so due to circumstances beyond his/her control. Whenever possible, each member should advise the chair of an impending absence.

## REGULAR MEETINGS

The Board will hold regular monthly meetings based upon a calendar approved in April of each year. The meetings will begin with a work session at 4:30 pm to hear public comments, to hear updates from the Administration, to review the agenda, and to consider such other matters as the Board deems necessary. The public comment portion of the work session shall not exceed 45 minutes. The business session will begin at 6:00 pm unless the Board must first go into executive session. Each April the Board will approve an annual calendar of meetings.

In instances when any regular meeting date falls on a legal holiday, the meeting shall be rescheduled by the chair.

## SPECIAL MEETINGS

The Board shall hold such special meetings as necessary to transact the business of the Board. Such meetings shall be called by the chair whenever, in his/her judgment, the interests of the schools require it, or when requested to do so by a majority of the Board.[2]

Only business related to the call of the meeting, and details related to agenda items shall be discussed or transacted by the Board at a special meeting.

Special meetings may be called for either of the following purposes:

1. To enable the Board to concentrate and take action on a single problem or set of problems; or
2. To enable the Board to take emergency action between regular meetings.

## ADJOURNED MEETINGS

The Board may hold an adjourned meeting of the Board to a specific locality and at a specific time provided; however, the Board shall give adequate public notice of such meeting.

## ELECTRONIC PARTICIPATION IN MEETINGS[4]

The Board member may attend a scheduled Board meeting by electronic means including, but not limited to, telephone, videoconferencing or other web-based media if the member participating by electronic means can be visually identified by the chair, and if the member is absent: 1) because the member is required to be out of Hamilton County for the member's work; 2) because the member is sick or in a period of convalescence on the advice of a healthcare professional that the member not appear in person; 3) due to inclement weather or natural disaster if Hamilton County schools are closed; 4) because the member has a family emergency that inhibits the member from attending in person; or 5) because the member is out of the county due to military service.

No Board meeting shall be conducted with electronic participation unless a quorum of members is physically present at the location of the meeting ~~unless~~ except that a board meeting may be conducted with electronic participation without a quorum of members being physically present when inclement weather or a natural disaster makes the physical presence of a quorum of members at the location of the meeting impractical or unsafe; provided, that a board meeting must not be conducted with electronic participation without a quorum of members being physically present at the location of the meeting more than three (3) times per year.[6]

Only members who are 1) out of the county for work; 2) sick or in a period of convalescence; 3) experiencing inclement weather or natural disaster where Hamilton County schools are closed; 4) experiencing a family emergency; or 5) out of the county due to military service may attend and participate in the meeting electronically. A Board member wishing to participate in a scheduled Board meeting electronically who is or will be out of the county because of work shall give at least five (5) days notice prior to the scheduled Board meeting of the member's intention to participate electronically.

No Board member shall participate electronically in Board meetings due to being out of the county for work more than two (2) times per school year, provided, however, that this limitation shall not apply to

a Board member who is out of the county due to military service.

No Board member shall participate electronically in Board meetings due to being sick or in a period of convalescence more than three (3) times per school year.

No Board member shall participate electronically in Board meetings due to inclement weather or natural disaster more than three (3) times per school year.

No Board member shall participate electronically in Board meetings due to a family emergency more than two (2) times per school year.

Legal References

1. TCA 8-44-102 2. TCA 49-2-202(c)(1)
2. TCA 49-2-202(c)(1)
3. 28 CFR § 36.201(a); 36.202
4. T.C.A. 49-2-203(c) 40
5. TCA 49-6-804
6. TCA 49-2-203(c)(2)

Cross References

School Board Legal Status and Authority 1.100 37
Section 504/ADA Grievance Procedures 1.802 38
Board-Director Relations 1.205 39

# Hamilton County Board of Education

| Monitoring: | Descriptor Term: | Descriptor Code: | Issued Date: |
|---|---|---|---|
| **Review: Annually, in 3rd Quarter** | **Charter School Renewal** | **4.2121** | **03/16/23** |
| | | Rescinded: | Revised: **07/16/26** |

## RENEWAL APPLICATION

Any school that seeks renewal from the HCDE Board of Education ("the Board") as its authorizer pursuant to T.C.A. 49-13-121, shall submit a renewal application in accordance with T.C.A. 49-13-121 and any charter renewal guidance issued by HCDE and the Department of Education. The guidance (found in HCDE Charter School Handbook) shall also include the standards and criteria that shall guide the Board's renewal decisions. A school may choose not to submit a renewal application to the Board, in which case the charter school shall close at the end of its current charter term.

The deadline for the submission of all renewal applications is no later than April 1 of the ninth year of enrollment, the year prior to the year in which the charter expires.

The renewal application shall provide a school with the opportunity to make a clear and compelling case for renewal, respond to its cumulative performance report, and to submit any corrections or clarifications for the report. The renewal application shall require the charter school to present evidence supporting its case for charter renewal that is aligned with the Board's renewal standards and the charter school's performance standards and goals in the charter agreement, as well as any additional evidence and improvements undertaken during the charter term. The renewal application shall also require each charter school to present its plan for the next charter term.

## RENEWAL CRITERIA

The Board shall adopt, publicize, and use clear and rigorous standards that establish the expectations for academic, organizational, and financial performance necessary to earn renewal of a charter where it serves as the authorizer.

The Board shall execute charter agreements with its charter schools, pursuant to Hamilton County Board of Education Policy 4.2124 (Charter School Agreements), that establish the performance standards under which schools shall be evaluated so that all stakeholders are aware from the outset what a charter school must accomplish in order to meet performance expectations set forth in charter agreement.

The Board shall ensure that renewal decisions are based on demonstrable merit and grant renewal only to charter schools that have sufficiently met the Board's high standards, sufficiently achieved the targets stated in the charter agreement, are organizationally and fiscally viable, have been faithful to the terms of their charter agreement and applicable law, and present sound academic, financial, and

organizational plans for the next charter term.

The Board shall not make renewal decisions on the basis of political or community pressure or solely on promises of future improvement.

Ongoing monitoring, data collection and reporting requirements shall be aligned with the Board's renewal standards and criteria.

The renewal application shall be evaluated using the TN Model Scoring Rubric for Charter School Renewal, found in the TN Department of Education's guidance on "Charter School Renewal Application."

Any charter school renewal application received by the Hamilton County Department of Education from a charter school that is deemed a high-performing charter school, as defined by TCA 49-13-121(e), shall automatically be approved for renewal.[6]

## INTERIM REVIEW

The Director of Schools/designee shall conduct an interim review of a charter school in the fifth year of a charter term in accordance with guidelines developed by the State Board of Education. As part of this process, the charter school shall submit a report on the progress of the school in achieving the goals and objectives set forth in the charter agreement.[1]

## RENEWAL CUMULATIVE PERFORMANCE REPORT

Three (3) months prior to the date on which a charter school is required to submit a renewal application, the Director of Schools/designee shall submit a performance report to the charter school that summarizes the school's performance record over the charter term and states the summative findings concerning the school's performance and prospects for renewal.[2]

## APPLICATION AND EVALUATION

No later than April 1st of the year prior to the year in which the charter school agreement expires, the governing body of a charter school shall submit a renewal application to the Board.[3] The Director of Schools/designee shall report each renewal application received to the Tennessee Public Charter School Commission ("the Commission") within ten (10) days of receipt.[3]

The Director of Schools/designee shall conduct a renewal evaluation site visit to each charter school that submits a charter school renewal application.

The Board will make renewal decisions by February 1st in the year the charter school agreement expires.[4]

## RENEWAL APPLICATION REVIEW COMMITTEE

The Charter Schools Coordinator, under direction of the Board, shall assemble a renewal application

review committee comprised of teams of internal and external evaluators with relevant and diverse educational, organizational (governance and management), financial and legal expertise, as well as a thorough understanding of the essential principles of public-school autonomy and accountability. The Board, or its designee, shall provide training to the Renewal Review Committee members to ensure consistent standards and fair treatment of all renewal application reviews.

The Renewal Review Committee shall review the renewal application received directly by the Board as the authorizer.

The Board shall ensure that the renewal review process, Renewal Review Committee members, and decision-making processes are free of conflicts of interest and shall require full disclosure of any potential or perceived conflicts of interest between Renewal Review Committee members and applicable charter schools.

The Renewal Review Committee members, led by the Charter Schools Coordinator, shall provide an evidence-based recommendation to the Chair of the Board.

The Board shall consider the recommendation of the Renewal Review Committee when rendering a decision on the renewal, but the Board is not bound by the recommendation. The Board shall meet and render a decision on or before February 1 of the year following submission of the charter renewal application. If the Board grants the renewal application, the school shall continue to operate for the prescribed period of ten (10) academic years (subject to the right of the Board to revoke the charter agreement), and the Board shall continue to be the authorizer.

If the Board denies the renewal application, the charter school may appeal to the Tennessee Public Charter School Commission within ten (10) days of the date of the decision to deny.

**RENEWAL CHARTER AGREEMENT**

The Board shall define and communicate to charter schools the criteria for renewal that is consistent with the charter agreement. The Board shall make its renewal decisions based on the renewal application, annual progress reports, and renewal performance reports.

For all charter schools where the Board serves as the authorizer, the Board's approval of a charter school's renewal application is separate and distinct from the Board's approval of its renewal charter agreement and a school's right to remain open.

Within ten (10) days of the Board voting by resolution on a renewal application, the Director of Schools/designee shall promptly notify a school of its renewal recommendation and decision, including the reasons for the decision and any rights to an appeal. The Director of Schools/designee shall promptly communicate renewal decisions to the school community and public as well as the Department of Education and the Commission.

Once a renewal application is approved by the Board, the Board shall negotiate a renewal charter agreement with the school's governing body that must be signed by both parties and submitted to the board for approval

Legal References

1. TCA 49-13-121(k); Public Acts of 2025, Chapter No. 275
2. State BOE Policy 6.111; TCA 49-13-121(c)
3. TCA 49-13-121(a); Public Acts of 2025, Chapter No. 275
4. TCA 49-13-121(d)
5. TCA 49-13-121; State BOE Policy 6.111; Public Acts of 2025, Chapter No. 275
6. TCA 49-13-121(e)

Cross References

# Hamilton County Board of Education

| Monitoring: | Descriptor Term: | Descriptor Code: | Issued Date: |
|---|---|---|---|
| **Review: Annually, in 3rd Quarter** | **Graduation Requirements** | **4.606** | **08/15/24** |
| | | Rescinded: | Revised: **07/16/26** |

## GENERAL

The program of studies shall include areas required by the State Board of Education.

Before high school graduation, every student shall; [1]

1. Achieve the specified units of credit;
2. Take the required end of course exams;
3. Have satisfactory records of attendance and conduct
4. Take the ACT or SAT in the 11th grade;[2] and
5. Take and pass a United States civics test.[3]

## SPECIAL EDUCATION STUDENTS

Special education students who successfully complete their Individualized Educational Program (IEP), pass the required competency assessment and have satisfactory records of attendance and conduct shall be awarded a regular diploma. A special education diploma shall be awarded to students who have satisfactorily completed their IEP and who have satisfactory records of attendance and conduct, but who have not met the proficiency testing requirements.[5]

Special education students who do not meet the requirements for a high school diploma may be awarded an occupational diploma if the student has:[1,4]

1. satisfactorily completed their IEP;
2. maintained satisfactory records of attendance and conduct;
3. completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA);
4. completed at least four (4) years of high school; and
5. has two (2) years of paid or non-paid work experience.

The decision to attain an occupational diploma shall be made at the conclusion of the student's tenth (10th) grade year, or two (2) academic years prior to the expected graduation date. Students who have received an occupational diploma shall continue to make progress towards a high school diploma until the end of the school year in which they turn twenty-two (22) years old.

An alternate academic diploma (ADA) may be awarded to students with the most significant cognitive disabilities at the end of their fourth (4th) year of high school who have:

1. participated in the high school alternate assessments;
2. earned the prescribed twenty-two (22) credit minimum;
3. received special education services or supports and made satisfactory progress on an IEP;
4. have satisfactory records of attendance and conduct; and
5. have completed a transition assessment(s) that measures, at a minimum, postsecondary education and training, employment, independent living, and community involvement.

The required credits may be earned either through the state-approved standards or through alternate academic diploma course requirements defined by the Department of Education. A student who earns an alternate academic diploma shall continue to be eligible for special education services under IDEA until the student receives a traditional high school diploma or through the school year in which the student turns twenty-two (22).[6]

## STUDENT LOAD

All full-time students in grades 9-12 shall be enrolled each semester in subjects that produce a minimum of five units of credit for graduation per year. Students with hardships and gifted students may appeal this requirement to the director of schools and then to the board.[7]

## EARLY GRADUATION[8]

High school students shall be permitted to complete an early graduation program. Students intending to graduate early shall inform the school principal of this intent prior to the beginning of 9th grade, or as soon thereafter as the intent is known.

In order to graduate early, students must meet the following requirements:

1. Earn the required seventeen (17) credits;
2. Score on-track or mastered level on each end-of-course assessment taken, excluding end-of-course assessments taken during the student's final semester prior to early graduation;
3. Attain a cumulative GPA of at least 3.2 on a 4.0 scale;
4. Meet benchmark scores of twenty-five (25) or higher on the mathematics portion of the ACT and twenty-five (25) or higher on the English portion on the ACT, or equivalent scores on the SAT or Classic Learning Test (CLT)[8] (Scores may come from different test administrators);
5. Achieve a passing score on a nationally recognized world language proficiency assessment; and
6. Complete at least two (2) types of postsecondary courses.

The director of schools or his/her designee shall develop administrative procedures to ensure that the early graduation program is conducted in accordance with state law and state policy.

Legal References

1. TCA 49-6-6001; TN State Bd. Policy 2.103, TRR/MS 0520-01-03-.06
2. TCA 49-6-6001(b); TN State Bd. Policy 2.103
3. TCA 49-6-408; TN State Bd. Policy 2.103
4. TRR/MS 0520-01-03-.06; TN State Bd. Policy 2.103
5. TCA 49-6-6005;
6. TN State Bd. Policy 2.103
7. TRR/MS 0520-01-03-06(18)
8. TCA 49-6-8103; TN State Bd. Policy 2.103

Cross References

Basic Curriculum Program
Class Ranking 4.602

# Hamilton County Board of Education

| Monitoring: | Descriptor Term: | Descriptor Code: | Issued Date: |
|---|---|---|---|
| **Review: Annually, in December** | **Application and Employment** | **5.106** | **03/14/19** |
| | | Rescinded: | Revised: **07/16/26** |

**APPLICATION**

An individual desiring a position with the Board shall make application to the Director of Schools on the applicant tracking system approved by the Board.[1] In a continuing effort to further ensure the safety and welfare of students and staff, the district shall require criminal history records checks and fingerprinting of applicants for teaching positions and applicants for any other positions requiring proximity to children.[9] If applying for a teaching position, the Director of Schools shall also check the applicant's license status in the State Board of Education's database to determine if there is a hold on that applicant's license and, if so, the reasoning behind the hold.[13]

Knowingly falsifying information regarding an applicant's criminal or employment dismissal history on an application shall be sufficient grounds for termination of employment and shall also constitute a Class A misdemeanor which must be reported to the District Attorney General for prosecution.[8]

The Board assigns to the Director of Schools or his/her designee the duty to conduct thorough background checks, reference checks or employment verification, and to advise all applicants that all hiring decisions are contingent upon satisfactory background check results.

Any costs incurred by the Tennessee Bureau of Investigation in conducting background investigations of applicants shall be paid by the applicant at the time such applicant is offered a position with the Board.[2]

*Professional Employees (Certified)*

The application must include a transcript of credits earned at the colleges or universities attended along with reference information from persons such as previous employers, college professors and supervisors of student teachers. Other information shall include whether such applicant has been dismissed for cause from a school system. If previously employed by a local board of education, the applicant shall provide evidence of acceptable resignation. [1]

No person shall be employed:

1. Who does not hold a valid license to teach or a temporary permit to teach from the State Board

of Education;[3]
2. Who does not present a physician's certificate showing a satisfactory health record or has any contagious or communicable disease in such form that might endanger the health of school children;[4]
3. Who refuses to take and subscribe to an oath to support the Constitution of the State of Tennessee and of the United States of America;[5]
4. Who fails to make a full disclosure of any prior criminal record and any prior dismissals from employment for cause;[1]
5. Who does not receive a satisfactory background check.[1,10]
6. Who has not complied with the Immigration Reform and Control Act of 1986.
7. Who has not had his/her work authorization status verified via the E-Verify program.[14]
8. Who has been identified by the Department of Children's Services as a perpetrator of child abuse, severe child abuse, child sexual abuse, or child neglect or who poses an immediate threat to the health safety and welfare of children.[11]
9. Who is listed on the state's abuse of vulnerable persons registry maintained by the Department of Health.[11]

*Classified Employees*

No person shall be employed:

1. Who does not present a physician's certificate showing a satisfactory health record; or has any contagious or communicable disease in such form that might endanger the health of the children;[4]
2. Who has not complied with the Immigration Reform and Control Act of 1986;[6] or
3. Who fails to make a full disclosure of any prior criminal record and any prior dismissals from employment for cause;
4. Who does not receive a satisfactory criminal background check.[1,10]
5. Who has been identified by the Department of Children's Services as a perpetrator of child abuse, severe child abuse, child sexual abuse, or child neglect or who poses an immediate threat to the health safety and welfare of children.[11]
6. Who is listed on the state's abuse of vulnerable persons registry maintained by the Department of Health.[11]

**EMPLOYMENT**

*Professional Employees (Certified)*

The Director of Schools shall hire and assign qualified applicant.[7]

Upon initial employment, the Director of Schools or his/her designee shall notify such person, in writing, of the offer and conditions of employment. Upon receipt of the employment notification, the person must accept or reject, in writing, the offer of employment as follows:

Such person shall have fourteen (14) calendar days to accept or reject, in writing, an offer made

between and including April 1st and May 31st.

Such person shall have five (5) business days to accept or reject, in writing, an offer made between and including June 1st and March 31st. The five-business-day period begins on the first business day after receipt of the employment notification. From the date of the written acceptance, such person is considered to be under employment with the Board and is subject to all rights, privileges and duties.[1] [12]

*Classified Employees*

The Director of Schools shall hire and assign qualified applicants.

Legal References

1. TCA 49-5-406
2. TCA 49-5- 406 (a); TCA 49-5-413(b) (c)
3. TCA 49-5-403; TCA 49-5-101; TCA 49-5-106
4. TCA 49-5-404;TRR/MS 0520-1-3-.08(2)(f)
5. TCA 49-5-405
6. Immigration Reform and Control Act of 1986
7. TCA 49-2-301(b)(1)(CC)
8. TCA 49-5-406(a)(2)(A)
9. TCA 49-5-413
10. TCA 49-5-413(a), (f)
11. TCA 49-5-413(e)
12. TCA 49-5-406 (b)
13. SBOE Policy 5.501
14. ~~TCA 50-1-111~~ Pub. Ch. 772 (2026)

Cross References

Orientation and Probation 5.107
Compensation Guides & Contracts 5.110
Criminal Records Check 5.1061

# Hamilton County Board of Education

| Monitoring: | Descriptor Term: | Descriptor Code: | Issued Date: |
|---|---|---|---|
| **Review: Annually, in 2nd Quarter** | **Resignation** | **5.204** | **03/05/12** |
| | | Rescinded: | Revised: **07/16/26** |

**PROFESSIONAL PERSONNEL**

A teacher shall give the Director of Schools notice of resignation at least thirty (30) days before the effective date of the resignation. A teacher who fails to give such notice, in the absence of justifiable extenuating circumstances, may not be eligible for consideration for reemployment by the Board for a period of three (3) years and may forfeit all tenure status. The Board may waive the thirty (30) days notice requirement and permit a teacher to resign in good standing.

The conditions under which it is permissible to break a contract with the Board are as follows[1]:

1. The incapacity on the part of the teacher to perform the contract as evidenced by the certified statement of a physician approved by the Board;
2. The release by the Board of the teacher from the contract which the teacher has entered into with the Board.[1]

Any teacher on leave shall notify the Director of Schools in writing at least thirty (30) days prior to the date of return if the teacher does not intend to return to the position from which he/she has taken leave Failure to render such notice may be considered a breach of contract.[~~1~~2]

~~Upon a breach of contract, the Board, upon a motion recorded in its minutes, may file a complaint with the State Board of Education and request the suspension of a teacher's license. After the State Board of Education has provided the teacher an opportunity for defense during a hearing, the State Board of Education may suspend the license for no less than thirty (30) and no more than three hundred sixty-five (365) days.~~[2]

**CLASSIFIED PERSONNEL**

While classified personnel are employed at will, meaning that they may terminate their employment with the Hamilton County Department of Education at any time and for any reason, the Board of Education requires classified employees to give their immediate supervisor written notice of their intent to resign their employment at least ten (10) working days in advance of the effective date of their resignation. Any employee who fails to provide the supervisor with his/her requisite notice may not be eligible for reemployment in the Hamilton County School system; provided, however, that the director of schools may waive this notice requirement and the disqualification for good cause.

Legal References

1. TCA 49-5-508; TCA 49-5-411
2. TCA 49-5-706

Cross References

# Hamilton County Board of Education

| Monitoring: | Descriptor Term: | Descriptor Code: | Issued Date: |
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| **Review: Annually, in 2nd Quarter** | **Staff Rights & Responsibilities** | **5.600** | **12/18/14** |
| | | Rescinded: | Revised: **07/16/26** |

In fulfilling any citizenship rights and responsibilities, employees shall give proper consideration to the educational welfare of the students and ensure that no conflict exists with their actual duties.

**Each staff member has the right to:**

1. A work environment free from sexual, racial, ethnic and religious discrimination/harassment.[1]

2. Academic freedom within the confines of state law and board policy in order to create an atmosphere of freedom in the classroom.

3. Upon request, a professional employee is entitled to have assistance of another professional employee or an organization with respect to any aspect of employment.

**Each staff member has the responsibility to:**

1. Make themselves familiar with and abide by, the laws of the state as these affect their work, the policies of the Board and the procedures designed to implement them.[2]

2. To adhere to the Teacher Code of Ethics.[3]

3. Exercise good judgment in selecting issues for discussion and balance the relative maturity of his/her students and the students' right to know.

4. Be courteous and helpful in interacting and responding to parents, visitors and members of the public.

5. Keep all records and prepare and submit promptly all reports that may be required by state law, state board regulations, board policy and administrative procedures.

6. Wear appropriate dress for work according to board guidelines and local school rules.

**Use of Electronic Communications**

The Hamilton County Board of Education considers an employee's use of any electronic media for the purpose of communicating with a student or a parent to be an extension of the employee's workplace responsibilities. Accordingly, the Board expects employees to use professional judgment and

appropriate decorum when using any such media in this fashion.

In view of this expectation, the Board of Education authorizes the administration to require employees to provide access to any web sites, apps, or other electronic media used by an employee for communication with students or parents and to produce copies of any electronic communication with students or parents, including text messages, social media exchanges, web page posts, etc. This policy does not authorize any administrator to inspect any employee's personal equipment without the employee's express consent.

**Use of Social Media and Social Networking Sites**

When utilizing social media platforms and/or social networking sites for any purpose, educators shall be mindful of their professional role within the community and exercise reasonable and appropriate discretion when posting to or commenting on social media.

Legal References

1. 42 U.S.C.A. § 2000 E-2(a-b); TCA 49-6-8002 through 8006
2. TCA 49-5-201
3. TCA 49-5-1001 through 1008

Cross References

Curriculum Development 4.200
Controversial Issues 4.800
Religion in the Curriculum 4.804

# Hamilton County Board of Education

| Monitoring: | Descriptor Term: | Descriptor Code: | Issued Date: |
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| **Review: Annually, in 2nd Quarter** | **Code of Professional Conduct** | **5.6011** | **09/16/21** |
| | | Rescinded: | Revised: **07/16/26** |

The Hamilton County Board of Education acknowledges that all educators, including certified teachers, classified educational assistants, and any other employees who instructs or care for children, carry a public trust. This trust is vital since the community depends upon the school system to mold and shape its most precious asset, our children.

In order to maintain this trust, educators must be held to the highest professional standards not only while at school or working with students but also in their personal lives. Accordingly, the Hamilton County Board of Education affirms the broad principles of professionalism set forth in the Tennessee Teachers' Code of Ethics and adopts these principles as standards of conduct for all educators, whether certified professionals, classified assistants, and any other employees who provide instruction to or care for students.

Without limiting the full scope of the Tennessee Teachers' Code of Ethics, the Board underscores certain specific expectations for its instructional employees.

- Employees must conduct themselves in a manner that preserves the dignity and integrity of the education process.[1] They should exercise great care in how they present themselves in the classroom, in the public, and on social media since missteps, however unintentional, impact the public's confidence in an educator's sound judgment.
- Employees must maintain a professional approach with students at all times and avoid any setting that a reasonable person would think is inappropriate or lacks transparency. [2]
- Employees must protect the health and safety of students.[3] This duty also extends to protecting their emotional well-being.[4] This duty necessarily requires educators to place themselves in places of trust vis à vis the student. This is a heavy responsibility.
- Employees must avoid any interaction with any student that has any sort of sexual overtones.[5] This prohibition applies not only to the obviously inappropriate actions or relationships that could lead to criminal prosecution but also to the seemingly innocuous banter that some might minimize as joking or teasing. Because of the level of trust that must exist between an employee and a student, students may not be in a position to understand when a line has been crossed, and if they are, they are not in a position to express their concerns. Accordingly, the public demands that employees adhere to the highest ethical standard in this regard, and the Board of Education will not tolerate deviation from that standard. This prohibition also applies to any sexual behavior toward any former student who was enrolled at any HCDE school within the immediately preceding 12 months.

- Employees must not unfairly favor, exclude, or deny any student on the basis of race; color; creed; disability; sex; national origin; marital status; political or religious beliefs, family; social or cultural background; or sexual orientation.[6] Furthermore, since each of these issues can be important to students and their families, employees must take great care when exercising their own freedom of expression to be alert to how their views may impact a student's or parent's perception of the educator so as not to create unnecessary barriers to the education process.

- Employees must behave with appropriate sobriety and discretion.[7] Use of illegal drugs or misuse of legal drugs and alcohol can be devastating to anyone, and, in the case of an educator, such actions can erode the public trust by undermining confidence in the employee's sound judgment.

- Employees must protect confidential information of students and shall not disclose such confidential information to anyone, including other school system employees, unless there is an appropriate reason for disclosing it.[8]

The director of schools shall have the Administration develop an appropriate training program for instructional employees to ensure understanding of this Code of Professional Conduct.

Legal References

1. [1] Tenn. Code Ann. § 49-5-1004(c)(2).
2. [1] Tenn. Code Ann. § 49-5-1003(b)(14) and (19).
3. [1] Tenn. Code Ann. § 49-5-1003(b)(7).
4. [1] Tenn. Code Ann. § 49-5-1003(b)(8).
5. ~~[1] Tenn. Code Ann. § 49-5-1003(b)(15).~~ TCA 49-5-1008
6. [1] Tenn. Code Ann. § 49-5-1003(b)(10).
7. [1] Tenn. Code Ann. § 49-5-1003(b)(16), (17), (18), (19); § 49-5-1004(b)(9).

Cross References

8. [1] Tenn. Code Ann. § 49-5-1003(b)(12).

# Hamilton County Board of Education

| Monitoring: | Descriptor Term: | Descriptor Code: | Issued Date: |
|---|---|---|---|
| **Review: Annually, in 2nd Quarter** | **Time Schedules and Extra Duty** | **5.602** | **01/17/08** |
| | | Rescinded: | Revised: **07/16/26** |

***Professional Personnel***

## DAILY SCHEDULES

The normal workday for professional employees shall be at least seven and one-half (7.5) hours. Workday shall mean the length of time a professional employee is required by the immediate supervisor to be at an assigned work location(s).[1] Professional employees will report to work 15 minutes prior to the beginning of the student day and remain 15 minutes beyond the end of the student day which is included in the 7.5 hour day count. Supervisors may adjust lunch break schedules as needed to accommodate efficient operations, but it is separate from the 7.5 hours of work duties.

## EXTRA DUTIES

Teachers may be assigned duties beyond the normal workday, provided, however, that such duties shall be distributed on an equitable basis, as determined by the principal and the faculty.

At least one (1) principal or teacher must be on the school grounds when a bus arrives and at least one (1) teacher or principal must remain after the close of the school day until all buses depart.

## PLANNING TIME

An unencumbered schedule for any teacher is to provide time for planning, student and/or parent conferences, preparation for effective teaching and attention to major program improvement.[2]

## LEAVING CLASSROOM

Teachers shall not be called from their classroom, unit or area while students are under their immediate supervision for any purpose other than an emergency concerning the teacher's immediate family or property or for purposes, as deemed by the principal, to be official school business needing immediate attention. Coverage will be provided in the event a teacher is asked to leave.

## RETURN TO WORK

A teacher who has either undergone a medical procedure or been absent due to a medical condition or medical event must provide a written return-to-work authorization from their healthcare provider before resuming duties. The authorization must: 1) state that the employee is medically cleared to return to work, 2) state the specific date the employee is able to return to work, and 3) detail any restrictions or accommodations, if applicable. It is requested that this return-to-work authorization be submitted to the Human Resources department at least 24 hours prior to the intended return date.

## INCLEMENT WEATHER

All full-time benefit eligible employees on FMLA or in regular work/paid status during the pay period when an inclement weather closure occurs will be compensated for the inclement weather day. Part-time staff are only paid for time worked; therefore, they are not paid for inclement weather closures.

### ***Classified Personnel***[3]

The school system shall comply with Wage and Hour Regulations as administered by the U.S. Department of Labor. Actual hours worked are to be reported by each employee. No employee shall be at the job location unless so directed by the immediate supervisor.

## WORK SCHEDULES

Supervisors shall prepare a daily work schedule for both school and non-school months. The daily schedule includes the time to begin work, lunch time and ending time.

Each employee is required to work according to his/her schedule unless there is an emergency. When an emergency arises, the immediate supervisor shall be notified as soon as possible.

All authorized overtime or time-on-the-job-location not within the scheduled time must be approved by the immediate supervisor before the overtime occurs.

## TIME RECORDS REQUIRED

Each employee covered by the Wage and Hour Law shall keep a time record of *actual hours worked*.

At the end of each reporting period, employees shall turn in time records to their immediate supervisor for approval. All-time records will be forwarded to the payroll office for calculations.

## LUNCH PERIODS

All employees covered by the Wage and Hour Law have at least a thirty (30) minutes lunch period. During this scheduled lunch period, the employee shall be relieved of all duties of any nature.

## EMPLOYEES NOT COVERED BY WAGE AND HOUR LAW

All employees are covered by the Wage and Hour Law except:

- Students who work an hour or less per day;
- Volunteer workers other than regular employees; and
- Those set forth in the Fair Labor Standards Act as executives, administrative employees and professional (to include all certified personnel).

## RETURN TO WORK

An employee who has either undergone a medical procedure or been absent due to a medical condition or medical event must provide a written return-to-work authorization from their healthcare provider before resuming duties. The authorization must: 1) state the employee is medically cleared to return to work, 2) state the specific date the employee is able to return to work, and 3) detail any restrictions or accommodations, if applicable. It is requested that this return-to-work authorization be submitted to the Human Resources department at least 24 hours prior to the intended return date.

## INCLEMENT WEATHER

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Legal References

1. TRR/MS 0520-1-3-.03(1)
2. TRR/MS 0520-1-3-.03(4)
3. TCA 5-23-101;104

Cross References

School Day 1.801
Curriculum Development 4.200
Reporting Student Progress 4.601
In-Service & Staff Development Activities 5.113
Supervision of Students 6.408

# Hamilton County Board of Education

| Monitoring: | Descriptor Term: | Descriptor Code: | Issued Date: |
|---|---|---|---|
| **Review: Annually, in 4th Quarter** | **Attendance** | **6.200** | **08/02/18** |
| | | Rescinded: | Revised: **07/16/26** |

## STATEMENT

The Hamilton County Board of Education believes in the establishment of a tradition of regular school attendance for each student. This establishes the first step toward a successful academic career culminating in a high school diploma and this is an essential concept to learn for the job market.

Attendance is a key factor in student achievement and, therefore, students are expected to be present each day that school is in session.

## RECORDING

The Hamilton County Department of Education has a state approved system for maintaining attendance records for each student enrolled in the district.

It shall be the duty of the principal or teacher of all public and non-public schools to report promptly to the director of schools or his/her designated representative, the names of all children who have withdrawn from school or who have been absent three (3) days.[1] (This means a total of (3) three days during the school year and not necessarily (3) three consecutive days.)

The Attendance Supervisor shall oversee the entire attendance program, which shall include: [2]

1. All accounting and reporting procedures and their dissemination;
2. Providing documentation of enrollment status upon request for students applying for new or reinstatement of driver's permit or license; and
3. Notifying the Department of Safety whenever a student with a driver's permit or license withdraws from school.[3]
4. Report all children who have been absent for five days without an adequate excuse and have failed to show improved attendance with support through the *Tiered Attendance Interventions* to the Juvenile Judge.
5. Ensuring that all school-age children attend school.

The principal or designee shall be responsible for ensuring that:

1. Attendance is checked and reported daily for each class;
2. Written excuses are submitted and documented for absences and tardiness;
3. System-wide procedures for accounting and reporting are followed;
4. Notification in writing is provided to the director of schools and the parents of the student of an action taken by the school.

Conditions for which a student's absence may be excused are:

1. **Personal Illness:** Students are excused who are sick and whose attendance would be detrimental to their health and the health of other students. A physician's statement may be required.
2. **Death in Immediate Family:** Students may be excused for three (3) days in the event of a death in their immediate families including mother, father, stepparent, brother, sister, or grandparent. Extenuating circumstances may require a longer period of excused absence.
3. **Family Illness:** Students having an illness in the family which requires them to give temporary help will be excused from attendance after receipt of a physician's statement concerning the necessity of the student's assistance.
4. **Religious Holiday:** Students shall be excused on special or recognized religious holidays regularly observed by that particular faith or for other religious purposes for up to twenty (20) days, or parts thereof, during any given school year. Prior approval is required should the religious holidays occur while school is in session. Should a student be absent for twenty (20) or more days or parts thereof during a school year for any religious purpose, the administrators at the student's school will set a meeting to discuss the status of the student's education with the student's parents. [4]
5. **Personal:** Students who are absent for a good cause such as a doctor or dental appointment which cannot be scheduled at times other than school hours, court appearances, etc. may be excused upon proof of appointment. Prior approval by the parent or guardian and the principal or his designee is required.
6. **Approved School-Sponsored Activities:** Students shall be marked present when participating in a school-sponsored activity away from the school building.

All other reasons for absence, including out-of-school suspensions and failing to report a reason, will be deemed an unexcused absence. Ten (10) consecutive or fifteen (15) total unexcused absences during any semester renders a student ineligible to retain a driver's permit or license, or to obtain such if of age.[3]

## EXPLANATION OF ABSENCES

By law students must attend school daily. HCDE will allow parent/guardian excuses to serve as documentation for three (3) personal illness days only. After three (3) parent/guardian excused personal illness days, parents must provide medical services documentation for the following: personal illness, family illness, or personal (as defined above). To avoid student absences being recorded as unexcused, a written statement signed and dated by the parent/guardian and any medical documentation should be presented to the appropriate school official within five (5) days of the student returning to school.

## TRANSFER STUDENTS

For any student who enrolls after the start of the school year, Hamilton County Department of Education will request the student's attendance records from the public school district from which the student transferred. The number of unexcused absences accumulated by the student at the student's former public school during the current school year shall be included in the total number of the

student's unexcused absences for truancy intervention considerations.[7]

## HABITUAL TRUANCY

District personnel will intervene to address habitual truancy using a Tiered Attendance Intervention support structure for students and their families, as detailed below.

*Progressive Truancy Plan*[5]

A student who is absent five (5) days without adequate excuse shall be reported to the Director of Schools, Attendance Supervisor or his/her designee who will, in turn, provide written notice to the parent(s)/guardian(s) of the student's absences or request an attendance hearing. Then, the Director of Schools shall implement the progressive truancy plan described below prior to referral to juvenile court. [6]

Tier One

Tier One of the Progressive Truancy Plan shall apply to all students within the district and include schoolwide prevention-oriented supports to assist with satisfactory attendance. These supports shall include, but are not limited to:

1. Parents and students will be notified of attendance expectations and the Truancy Plan in the Student Handbook;
2. At three (3) unexcused absences, parents and students will be made aware of the number of absences and that five (5) unexcused absences will begin Tier Two.

Tier Two

Tier Two of the progressive truancy plan shall be implemented after the accumulation of five (5) unexcused absences but before referral to a juvenile court.
Tier Two includes:

1. A conference with the student and parent, guardian, or other person having control of the student;
2. A resulting attendance contract, to be signed by the student, parent/guardian, and the attendance supervisor/designee. The contract shall include:
    a. A specific description of the school's attendance expectations for the student;
    b. The period for which the contract is effective; and
    c. Penalties for additional absences and alleged school offenses, including additional disciplinary action and potential referral to juvenile court.
3. Regularly scheduled follow-up meetings to discuss the student's progress; and
4. A school employee shall conduct an individualized assessment detailing reasons the student has been absent from school. This employee may refer the student to counseling, community-based services, or other services to address the student's attendance problems.

Tier Three

Tier Three shall be implemented if the interventions under Tier Two are unsuccessful.

Tier Three may consist of one or more of the following:

1. A conference at the school with the attendance committee.
2. Review and update of the attendance contract.
3. School-based and community resources are provided, as needed.
4. Courses on Saturday or outside of school hours designed to improve attendance and behavior (i.e., Attendance Improvement Workshop).

If any tier of progressive truancy intervention is unsuccessful, and the school can document that the student's parent or guardian is unwilling to cooperate with the truancy intervention requirements outlined in the plan, the director of schools/designee may report the student's absences to the juvenile judge without first having to implement subsequent intervention tiers, if any. [5]

**PROCEDURAL DUE PROCESS**

The established policy should be reviewed periodically to ensure that procedural due process is provided.

1. Prior to its enactment, notice of the rules, regulations, and penalties are provided to students and parents.
2. All students receive a written copy of the policy. Students who arrive during the school year also receive the policy.
3. Policy is to be enforced by all in a fair, consistent, nondiscriminatory manner.
4. The policy provides for exceptions through an impartial hearing and appeals process.
5. Announce policy at student assemblies and parent meetings.

Legal References

1. TCA 49-6-3007(e)(2)
2. TCA 49-6-3006
3. TCA 49-6-3017(c)
4. TCA 49-6-2904(b)(5); TCA 36-8-103(c)(7)
5. TCA 49-6-3009
6. TCA 49-6-3007(e)(3)(4)
7. TCA 49-6-3007(i)(3)

Cross References

# Hamilton County Board of Education

| Monitoring: | Descriptor Term: | Descriptor Code: | Issued Date: |
|---|---|---|---|
| **Review: Annually, in 4th Quarter** | **Home Schools** | **6.202** | **09/19/13** |
| | | Rescinded: | Revised: **07/16/26** |

A "home school" is a school conducted by parent(s) or legal guardians for their own children. Home schools which teach K-12 where the parents are associated with an organization that conducts church-related schools *(as defined by §49-50-801)* which are supervised by such organization, and which administer standardized achievement tests at the same time tests are given in their regular day schools are exempt from the following provisions but must follow procedures issued by the State Department of Education.[1]

A parent wishing to conduct a home school, except as defined above, shall meet the following requirements:

1. Provide notice to the Director of Schools or his/her designee by August 1 before the commencement of each school year of the intent to conduct a home school;

2. Submit to the director of schools the name, number, age, grade level of children involved, location of the school, curriculum to be offered, proposed hours of instruction, qualifications of the parent/teacher, whether a college preparatory or general course of education will be taught in grades 9-12, and a description of the courses to be taught each year;

3. Maintain attendance records, subject to inspection of the local Director of Schools or his/her designee;

4. Submit attendance records to the Director of Schools or his/her designee at the end of each school year;

5. Provide instruction for at least four (4) hours per day for the same number of instructional days as are required by state law for public schools;

6. Possess a high school diploma or high school equivalency credential approved by the state board of education~~, GED, or HiSET~~ in order to conduct classes in grades 9-12, or submit proof ~~of~~ to the State Department of Education

7. Cooperate in the administration to home school students of appropriate tests approved by the State Board of Education ~~by the Commissioner of Education, his/her designee or by a professional testing service~~ or, a standardized test selected by the parent-teacher that provides nationally normed analytics in the subjects of English language arts and mathematics, that is proctored by an individual who is not related to the student, and that is recorded by the developer of the nationally normed examination, at the expense of the parent-

teacher[2], in grades five (5), seven (7), and nine (9);

8. Take action according to state law if home school student falls behind appropriate grade level;

9. Submit proof to the director of schools that the home school student has been vaccinated as required by law;

10. Submit proof to the director of schools that other health services and examinations as require by law have been received by the home school student; and

11. In the event of illness or inadequacy of the home school parent-teacher to teach a specific subject, employ a tutor having the same qualifications as required of parent/teacher.

If one or more of these requirements are not met, the Board authorizes the director of schools to take formal action to bring the child into compliance with the compulsory attendance law (until the child has reached age 17), either in the home school or in a public, private or church-related school.

It shall be the policy of this Board that public school facilities shall be available for home school instruction only when all of the following conditions exist:

1. Special needs courses are being taught which require services unavailable to the home school student;
2. These services cannot be provided through any means other than the public schools;
3. Requests for services are made known by the home school parent when notice is given to the Director of Schools of the intent to conduct a home school;
4. The Director of Schools investigates request and makes recommendations to the Board;
5. No overcrowding, additional expenses including providing transportation, or other special situations which interfere with the normal operation of the school system shall be incurred; and
6. Approval by the Board on a case-by-case basis.

The Director of Schools, through the attendance supervisor, shall have the attendance records of the home school inspected at least two (2) times each school year in order to provide assistance in implementing the Compulsory Attendance Law.

If a home school student falls more than one (1) year behind his/her appropriate grade level in his/her comprehensive test score for two (2) consecutive tests, and if a certified teacher who would have taught the child at his/her grade level determines through appropriate means that the student does not have a learning disability, the director of schools shall require the parents to enroll the child in a public, private, or church-related school.

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Legal References

1. TCA 49-6-3050
2. TCA 49-6-3050(b)(5)(A)

Cross References

# Hamilton County Board of Education

| Monitoring: | Descriptor Term: | Descriptor Code: | Issued Date: |
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| **Review: Annually, in 4th Quarter** | **Student Assignments** | **6.205** | **04/20/17** |
| | | Rescinded: | Revised: **07/16/26** |

**TO SCHOOLS**

Students, including kindergarten, shall attend the school to which they are assigned. Parents who wish to have their child attend a school other than his or her assigned school may apply/be entered into the lottery for School Choice and/or magnet schools applications open by the end of November of each school year.[1]

If a student is navigating a personal or family circumstance that substantially impacts their ability to attend their zoned school, the student's parent/guardian may submit a hardship transfer request in accordance with the district-established criteria. The hardship transfer application window shall open annually in March and June on dates established by the district. Approval of hardship transfer requests shall be based on documented eligibility criteria, availability capacity, and other conditions established by the district. Transportation to and from the approved school shall be the responsibility of the parent/guardian unless otherwise required by the law, including but not limited to a School Safety Transfer as defined by the Tennessee State Board of Education's Unsafe School Choice Policy 4.202.[2]

**TO CLASSES**

The principal shall be responsible for assigning all students to classes.

Students who enter the system from another school system are to be placed by the principal in the grade and/or level as indicated by records from the former school. If the student's placement is inappropriate in the grade or level assigned, he/she may be reassigned by the principal to another grade level. Parents shall be kept advised.

If an order of protection is issued to protect one student from another student enrolled in the same school, the principal shall develop and implement a safety plan for the student who is named as the petitioner in the order of protection. This shall be done as soon as possible, but no later than five (5) school days from the date on which the school receives a copy of the order of protection. When reasonably practicable and appropriate, the building-level school safety team and the parent(s)/guardian(s) of the student named as the petitioner shall provide input into the plan. The Director of Schools shall develop administrative procedures to implement this process. [4]

The principal shall separate any alleged victims of child sexual abuse from an alleged perpetrator if the abuse allegedly occurred while the child was under the supervision or care of the school. If available and appropriate, a child shall be reassigned if a request is made by the child's parent or custodian and the perpetrator has been: (1) substantiated by the Department of Children's Services; (2) adjudicated by a juvenile court to have committed the child sexual abuse; or (3) criminally charged.[3]

Legal References

1. TCA 49-6-3102(i)
2. Tennessee SBOE Policy 4.202
3. TCA 49-6-3102(h)
4. ~~TCA 49-6-323~~ Pub. Ch. 862 (2026)

Cross References

# Hamilton County Board of Education

| Monitoring: | Descriptor Term: | Descriptor Code: | Issued Date: |
|---|---|---|---|
| **Review: Annually, in 4th Quarter** | **Interrogations and Searches** | **6.303** | **06/18/15** |
| | | Rescinded: | Revised: **07/16/26** |

## INTERROGATIONS BY SCHOOL PERSONNEL

Students may be questioned by teachers or principals about any matter pertaining to the operation of a school and/or the enforcement of its rules. Questioning must be conducted discreetly and under circumstances which will avoid unnecessary embarrassment to the student being questioned. Any student answering falsely, evasively or refusing to answer a proper question may be subject to disciplinary action, including suspension.

If a student is suspected or accused of misconduct or infraction of the student code of conduct, the principal may interrogate the student, without the presence of parent(s)/guardian(s) or legal custodians and without giving the student constitutional warnings.

## INTERROGATIONS BY LAW ENFORCEMENT (AT ADMINISTRATOR'S REQUEST)

If the principal has requested assistance by law enforcement to investigate a crime involving his/her school, law enforcement shall have permission to interrogate a student suspect in school during school hours. The principal shall first attempt to notify the parent(s)/guardian(s) or legal custodians of the student of the intended interrogation, but the interrogation may proceed without attendance of the parent(s)/guardian(s) or legal custodians. The principal or his/her designee shall be present during the interrogation.

The use of a female officer or female staff members is desirable in the interrogation of female students.

## LAW ENFORCEMENT-INITIATED INTERROGATIONS

If the law enforcement deems circumstances of sufficient urgency to interrogate students at school for unrelated crimes committed outside of school hours, law enforcement shall first contact the principal regarding the planned interrogation, inform him/her of the probable cause to investigate within the school. The principal shall make reasonable effort to notify the parent(s)/guardian(s) or legal custodians of the interrogation, but the interrogation may proceed without attendance of the parent(s)/guardian(s) or legal custodians. The principal or his/her designee shall be present during the interrogation.

## SEARCHES BY SCHOOL PERSONNEL

A school resource officer, school security officer, ~~or~~ school administrator, or other school employee designated by the Director of Schools who has completed training pursuant to TCA § 49-6-4212,

having reasonable suspicion may search any student, place or thing on school property or in the actual or constructive possession of any student during any organized school activity off campus, including buses, vehicles of students or visitors (*Notice shall be posted in the school parking lot that vehicles parked on school property by students or visitors are subject to search for drugs, drug paraphernalia or dangerous weapons*), and containers or packages if he/she receives information which would cause a reasonable belief that the search will lead to the discovery of:

1. Evidence of any violation of the law;
2. Evidence of any violation of school rules or regulations or proper standards of student or faculty conduct;
3. Any object or substance which, because of its presence, presents an immediate danger of harm or illness to any person.

If a searched student is under 18 years of age, the principal will notify the student's parent or legal guardian that the search took place by the end of the school day, regardless of the outcome of the search.

A student using a locker that is the property of the school system does not have the right of privacy in that locker or its contents. All lockers or other storage areas provided for student use on school premises remain the property of the school system and are provided for the use of students subject to inspection, access for maintenance and search. *Notice shall be posted in each school that lockers and other storage areas are school property and are subject to search.*

A student may be subject to physical search or a student's pocket, purse or other container may be required to be emptied because of the results of a locker search, or because of information received from a teacher, staff member or other student if such action is reasonable to the principal. All of the following standards of reasonableness shall be met:

1. A particular student has violated policy;
2. The search could be expected to yield evidence of the violation of school policy or disclosure of a dangerous weapon or drug;
3. The search is in pursuit of legitimate interests of the school in maintaining order, discipline, safety, supervision and education of students;
4. The primary purpose of the search is not to collect evidence for a criminal prosecution; and
5. The search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student, as well as the nature of the infraction alleged to have been committed.

A student, his/her possessions or room may be searched while the student is on a school-sponsored field trip. The reason for the search must be based on reasonable information or evidence that the student has violated or is violating a rule related to the trip. Students shall be advised of the above prior to the trip.

## USE OF METAL DETECTORS

In view of the escalating presence of weapons in the schools, the Board of Education authorizes the use of hand-held or walk-through metal detectors to check a student's person or personal effects as follows:

School officials or law enforcement officers may conduct metal detector checks of groups of individuals if the checks are done in a minimally intrusive, nondiscriminatory manner (e.g., on all students in a randomly selected class; or every third individual entering an athletic event). Metal detector checks of groups of individuals may not be used to single out a particular individual or category of individuals.

If a school official or a law enforcement officer has reasonable suspicion to believe that a particular student is in possession of an illegal or unauthorized metal-containing object or weapon, he/she may conduct a metal detector check of the student's person and personal effects.
A student's failure to permit a metal detector check as provided in this policy will be considered grounds for disciplinary action including possible suspension.

The Director of Schools shall develop procedures for the use of metal detectors.

## SEARCHES BY LAW ENFORCEMENT

If public health or safety is involved, upon request of the principal who shall be present, law enforcement may make a general search of students' lockers and desks, or students' or non-students' automobiles for drugs, weapons, or items of an illegal or prohibited nature.

If the principal has received reliable information which he/she believes to be true that evidence of a crime or of stolen goods, not involving school property of members of the school staff or student body, is located on school property and that any search for such evidence or goods would be unrelated to school discipline or to the health and safety of a student or the student body, he/she shall request law enforcement; and procedures to obtain and execute a search warrant shall thereafter be followed.

Anything found in the course of the search conducted in accordance with this policy which is evidence of a violation of the law, or a violation of student conduct standards may be:

1. Seized and admitted as evidence in any hearing, trial, suspension, or dismissal proceeding. It should be tagged for identification at the time it is seized and kept in a secure place by the principal or the principal's designee until it is presented at the hearing. At the discretion of the principal, the items seized may be returned to the parent or guardian of a student or, if it has no significant value, the item may be destroyed, but only with the express written permission of the director of schools.
2. Any seized item may be turned over to any law enforcement officer. Any dangerous weapon or drug as defined in TCA 49-6-4202 shall be turned over to an appropriate law enforcement official after completion of an administrative proceeding at which its presence is reasonably required.

Whenever the possibility of uncovering evidence of a criminal nature exists, the principal or his/her designee may request the assistance of a law enforcement officer to:

1. Search any area of the school premises, any student, or any motor vehicle on the school premises; or
2. Identify or dispose of anything found in the course of a search conducted in accordance with this policy.

The involvement of law enforcement officials is encouraged when there is reasonable cause to suspect that criminal evidence is about to be uncovered.

In order to facilitate a search, dogs or other animals trained to detect drugs by odor or other means may be used in conducting the search. Such animals shall be used only to pinpoint areas required to be searched and shall not be used to search the persons of students or visitors.

Legal References

1. TCA 49-6-4202 through TCA 49-6-4212

Cross References

Procedural Due Process 6.302
Child Abuse and Neglect 6.409

# Hamilton County Board of Education

| Monitoring: | Descriptor Term: | Descriptor Code: | Issued Date: |
|---|---|---|---|
| **Review: Annually, in 4th Quarter** | **Zero Tolerance Offenses** | **6.309** | **09/15/16** |
| | | Rescinded: | Revised: **07/16/26** |

In order to ensure a safe and secure learning environment, the following offenses will not be tolerated, and in accordance with state law, any student in violation shall be expelled for a period of not less than one (1) calendar year:

**WEAPONS & DANGEROUS INSTRUMENTS**

Students shall not possess, handle, transmit, use, or attempt to use any dangerous weapon in school buildings or on school grounds at any time, or in school vehicles and/or buses or off the school grounds at a school-sponsored activity, function, or event.[1]

Dangerous weapons for the purposes of this policy shall include but are not limited to a firearm or anything manifestly designed, made, or adapted for the purpose of inflicting death or serious bodily injury or anything that in the manner of its use or intended use is capable of causing death or serious bodily injury.[2]

Violators of this section shall be subject to suspension and/or expulsion from school for a period of not less than one (1) calendar year.

**FIREARMS (as defined in 18 U.S.C.§ 921)[3]**

In accordance with state law, any student who unlawfully possesses a firearm on school property shall be expelled for a period of not less than one (1) calendar year. The Director of Schools shall have the authority to modify this expulsion requirement on a case-by-case basis.[4]

**DRUGS**

In accordance with state law, any student who unlawfully possesses or is under the influence of any drug including any controlled substance or legend drug shall be expelled for a period of not less than one (1) calendar year. The Director of Schools shall have the authority to modify this expulsion requirement on a case-by-case basis.[4]

**ASSAULT**

In accordance with state law, any student who commits aggravated assault or commits an assault that results in physical contact with any teacher, principal, administrator, any other employee of the school, or school resource office, shall be expelled for a period of not less than one (1) calendar year. The Director of Schools shall have the authority to modify this expulsion requirement on a case-by-case

basis.

## THREAT BY ELECTRONIC DEVICE

In accordance with state law, any student who transmits by an electronic device a credible threat to cause bodily injury or death to another student or school employee and the threat causes actual disruptive activity at the school shall be expelled for a period of not less than one (1) calendar year. The Director of Schools shall have the authority to modify this expulsion requirement on a case-by-case basis.

## THREATS OF MASS VIOLENCE

In accordance with state law, any student who makes a threat of mass violence on school property or at a school-related activity that a threat of assessment team deems to be ~~valid~~ credible shall be expelled for a period of not less than one **(1)** calendar year. The Director of Schools shall have the authority to modify this expulsion requirement on a case-by-case basis.[4] The director of schools or his/her designee must report any ~~valid~~ credible threat of mass violence to law enforcement.

If the threat assessment team does not determine the threat to have been ~~valid~~ credible, then the student may be disciplined **in** accordance with the Code of Acceptable Behavior if the administration determines that discipline is appropriate.

A threat of mass violence is credible if the threat causes another person to reasonably expect the commission of an act of mass violence.[5]

## NOTIFICATION

When it is determined that a student has violated this policy, the principal of the school shall notify the student's parent or guardian in writing and the criminal justice or juvenile delinquency system as required by law.[56]

Legal References

1. TCA 39-17-1309
2. TCA 39-11-106(a)(5)(A)(B)
3. 18 U.S.C. 921
4. TCA 49-6-3401(g)
5. TCA 39-16-517(d)
6. TCA 49-6-4209; TCA 39-17-1312

Cross References

Discipline Procedures 6.3021

# Hamilton County Board of Education

| Monitoring: | Descriptor Term: | Descriptor Code: | Issued Date: |
|---|---|---|---|
| **Review: Annually, in 4th Quarter** | **Supervision of Students** | **6.408** | **12/16/04** |
| | | Rescinded: | Revised: **07/16/26** |

Students will be under the supervision of school personnel, either certified or noncertified, [1] at all times, including play periods and lunch periods, as well as during the school day and during extracurricular activities.

The principal shall assign students to school personnel and ensure proper supervision.

The principal, teacher or school personnel may relocate a student from the student's present location to another location for the student's safety or safety of others. The use of reasonable or justifiable force, if required to accomplish this task due to the unwillingness of the student to cooperate, is allowed. If steps beyond the use of reasonable or justifiable force are required, the student shall be allowed to remain in place until such a time as local law enforcement officers or school resource officers can be summoned to relocate the student or take the student into custody until such time as a parent or guardian can retrieve the student. Teachers and school personnel may also intervene in a physical altercation between two (2) or more students, or between a student and LEA employees using reasonable or justifiable force upon student, if necessary to end the altercation by relocating the student to another location. [2]

## CLASSROOM EVACUATION NOTIFICATION [3]

A "classroom evacuation" is defined as the removal of some or all students from a classroom or instructional area due to the violent, aggressive, or severely disruptive behavior or another student that creates a safety concern or substantially interrupts classroom instruction.

In the event a classroom evacuation occurs, the principal or principal's designee must provide notification to the parent or legal guardian of each student who was in the classroom or instructional area at the time that the classroom evacuation occurred. The notification to parents must be made by the end of the day in which the classroom evacuation occurred unless the event that prompted the classroom evacuation is an ongoing emergency or is otherwise under investigation by a state or local law enforcement agency, in which case the notification must not be provided to parents and legal guardians until the emergency event is resolved or the principal or the principal's designee determines that providing the notification does not impede an ongoing investigation, as applicable.

The notification to parent(s)/guardian(s) must include:

1. The fact that a classroom evacuation occurred;
2. A brief description of the general nature of the incident sufficient to explain why the classroom evacuation occurred; and

3. Any steps taken by the school to ensure the continued safety and supervision of students.

The notification must not disclose any information about the student whose conduct caused the classroom evacuation or any other student.

Each school shall maintain, for each classroom evacuation, a written or electronic record of:

1. The date and time of the classroom evacuation;
2. The number of students evacuated;
3. The time and manner of the parental notifications; and
4. The staff member responsible for issuing parental notifications.

Legal References

1. TCA 49-2-303(6)(10)(A)
2. TCA 49-6-4008
3. TCA 49-6-4303

Cross References

Time Schedules and Extra Duties 5.602

# Hamilton County Board of Education

| Monitoring: | Descriptor Term: | Descriptor Code: | Issued Date: |
|---|---|---|---|
| **Review: Annually, in 4th Quarter** | **Outside Applied Behavior Analysis Access** | **6.5001** | **07/16/26** |
| | | Rescinded: | Revised: |

The Board of Education adopts this policy to establish rigid operational procedures and professional guidelines allowing private pay providers access to students diagnosed with autism spectrum disorder or developmental delays during the school day. This policy ensures such access is balanced with the fundamental obligation of Hamilton County Department of Education to maintain an orderly learning environment and protect the integrity of core instructional delivery.[1]

## Definition

For purposes of this policy, a "private pay provider" means a licensed behavior analyst, licensed assistant behavior analyst, registered behavior technician, or other certified/licensed therapist contracted and privately compensated by a student's parent or legal guardian (or an external entity on their behalf) to provide applied behavior analysis services.[2]

## Access and Conditions[1]

The District shall allow a private pay provider access to an enrolled student during the school day to deliver behavioral or developmental services, provided that:

1. **Eligible Diagnosis:** The student has been diagnosed with autism spectrum disorder or developmental delays and has either an IEP or a 504 plan.
2. **Parental Consent:** The student's parent or legal guardian completes and signs a written consent form provided by the District, acknowledging private compensation and agreeing to the operational boundaries established herein.
3. **Needs Alignment:** The private pay services align with, and do not contradict, the student's documented educational and developmental needs.
4. **No Fee/Barriers:** The District shall not charge a fee or impose arbitrary barriers that hinder access, provided the provider remains in full compliance with the strict instructional and behavioral boundaries outlined in this policy.

The Director of Schools shall develop a memorandum of understanding (MOU) governing the access of any private pay provider or employing agency to Hamilton County Department of Education. The Director shall develop onboarding procedures to facilitate private pay providers' understanding of this policy, the MOU, and the expectations for access to Hamilton County Department of Education schools. The Director shall also appoint a liaison in the Exceptional Education Department to coordinate communication between private pay providers and IEP teams and 504 committees.

## Protection of Instructional Integrity and IEP Alignment

The presence of a private pay provider must not infringe upon the educational rights of the student or peers. The following instructional protections are strictly enforced:

- **Zero Disruption Standard:** Private pay services must be integrated into the school day without causing any disruption to the overall classroom environment, the teacher's ability to manage the classroom, or the delivery of instruction to other students.
- **Interference with Goals Prohibited:** Private pay services shall not interfere with, alter, or undermine the student's documented IEP goals or general education instructional objectives. If a provider's methods or interventions run counter to the district's established curriculum or instructional strategy, the district's educational plan takes absolute precedence.
- **Scheduling Constraints:** To prevent the fragmentation of the student's academic day and protect their access to the core curriculum, the school administration retains final authority over the timing and duration of the provider's sessions.
- **Supplement vs. Supplant:** Private pay services must strictly **supplement, not supplant**, any services or requirements mandated by the student's IEP. These services shall not be used by the District to meet its independent legal obligation to provide a Free Appropriate Public Education (FAPE).[3]

## Professional, Behavioral, and Operational Expectations

Private pay providers permitted onto school property act as guests and must strictly adhere to the following professional and environmental standards:

1. **Background Checks:** All private pay providers must clear a state and national fingerprint-based criminal history background check, and a check of the state's vulnerable person and sex offender registries, in compliance with *Tenn. Code Ann.* § 49-5-413, prior to entering school grounds.[4]
2. **Non-Intrusive Presence:** Providers must maintain a non-intrusive presence in the classroom. They may not re-arrange classroom spaces, direct or correct district staff, or introduce materials/equipment that cause physical or visual distractions in the learning environment.
3. **Observation and Interaction Limits:** Providers are permitted to interact with and observe **only** the specific student for whom they are contracted. Providers shall not interact with, evaluate, or intervene with other students in the classroom.
4. **Adherence to District Policy:** Private pay providers must abide by all District policies regarding student privacy (FERPA), safety, restraint protocols (including the Special Education Behavioral Supports Act), dress codes, and professional conduct.

## Accommodations and Rights Protections

- **Reasonable Accommodations:** School administrators shall provide reasonable accommodations necessary for the delivery of the provider's services, provided they do not place a burden on school operations or compromise classroom capacity or the District's own service delivery.

- **Non-Discrimination:** The District shall not discriminate against, deny educational benefits to, or retaliate against any student, parent, or private pay provider for seeking or delivering services under this policy.

## Discontinuation and Immediate Termination for Breach

The District reserves the right to suspend or permanently terminate a private pay provider's access if a breach of this policy or a violation of the law occurs (collectively, a breach). Decisions regarding the immediate suspension of a provider are made initially at the building level by the school principal or their designee pending investigation into whether a breach may have occurred. Grounds for immediate termination of access due to breach include, but are not limited to:

- **Instructional/Classroom Disruption:** Any single instance of material disruption to the classroom learning environment, peer group instruction, or general-education goals.
- **IEP Contradiction:** Persistent failure or refusal to align private strategies with the student's established IEP or 504 plan.
- **Safety & Conduct Violations:** Failure to follow scheduled times, front-office check-in protocols, or background check verification updates.
- **Privacy Violations:** Unauthorized interaction with, evaluation of, or data collection on students other than the designated client-student.

Upon determining that a breach has occurred, the school principal shall issue a written **Notice of Termination** to both the private pay provider and the student's parent/legal guardian within two (2) business days, detailing the specific grounds for the breach.

## Internal Administrative Appeal Process

If a parent/legal guardian or the private pay provider disagrees with a building-level decision to deny, suspend, or terminate access, they may appeal the decision through the following internal administrative process:

1. **Filing the Appeal:** A written **Request for Reconsideration** must be submitted to the Office of the Director of Schools within ten (10) business days of receiving the written Notice of Access Termination. The request must include specific facts, documentation, or arguments refuting the alleged breach.
2. **Review Period:** The Director of Schools (or his designee) shall review the appeal, the principal's original determination, and any supporting documentation regarding classroom disruption or instructional interference.
3. **Administrative Hearing:** At the Director's discretion, an informal administrative hearing may be scheduled with the parent and provider to discuss the operational barriers or safety concerns.
4. **Final Determination:** The Director of Schools shall issue a written final decision within fifteen (15) business days of receiving the appeal. **The decision of the Director of Schools shall be final and binding** regarding the provider's physical access to District property, ensuring that local school administrative control over classroom environments is maintained.

Legal References

1. T.C.A. § 49-10-1502
2. T.C.A. § 49-10-1501
3. Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 et seq.
4. T.C.A. § 49-5-413

Cross References

HAMILTON COUNTY SCHOOLS

*3074 Claude Ramsey Parkway*
*Chattanooga, TN 37421*

**To:** Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

**From:** Shannon Moody, Chief of Staff
Fannie Moore, Director of Charter Schools

**Date:** July 16, 2026

**Subject:** Vote on Chattanooga Prep Charter Amendment to Increase Enrollment

**Board Agenda Category:**

- ☐ Consent Agenda
- ☑ Action Item
- ☐ Reports and Information

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The request to amend Chattanooga Prep's current charter agreement and increase their student enrollment was discussed in the work session earlier this evening. We are now asking the board for their vote to approve or decline the request.

**Opportunity 2030 Commitment Connection**

- ☑ Every Student Learns
- ☑ Every Student Belongs
- ☐ Every School Equipped
- ☐ Every Employee Valued
- ☑ Every Community Served

TENNESSEE STATE BOARD OF EDUCATION

| Chattanooga Preparatory School Amendment Petition Review Summary | |
|---|---|
| ☐ Meetsor Exceeds Standard | ☐ DoesNot Meet Standard |

## Strengths

- Strong Demonstrated Demand: The amendment request is supported by current enrollment data rather than projected growth, including high student retention (96%), a substantial waitlist, sibling applications, and interest from former families seeking to re-enroll.
- Alignment with Mission: The proposed enrollment increase aligns with the school's mission of providing rigorous, college-preparatory education for historically underserved students and reflects continued community demand for the program.
- Organizational Readiness: The school has demonstrated capacity to support additional enrollment through a proactive staffling plan, adequate facilities, governing board approval, and family notification. Planned staffing additions are intended to strengthen leadership and support services for special student populations.
- Financial Capacity: Financial projections indicate the school can sustain the proposed enrollment increase, maintaining a positive financial position while reducing reliance on fundraising as enrollment grows.
- Expanded Student Opportunities: Increased enrollment is expected to strengthen the high school program by expanding course offerings, electives, extracurricular activities, and overall student opportunities.
- Positive Student Outcomes: The school has demonstrated strong student success, including 100% graduation rate and a 97% College and Career Readiness (CCR) score.
- Commitment to Continuous Improvement: School leadership has responded to academic challenges by implementing targeted interventions, staffing adjustments, and additional student supports, with early benchmark data indicating positive progress.

## Concerns/Questions

- ChattPrep was identified as a CSI school, and while the improvement efforts are underway, continued monitoring of academic performance and student outcomes will be important as enrollment increases.
- Successful implementation of the amendment will depend on timely hiring and onboarding of planned staff to ensure student supports keep pace with enrollment growth. Special populations should be considered throughout this process.
- Continued monitoring of enrollment, retention, and academic outcomes will help ensure the school maintains program quality while serving a larger student population.
- A comprehensive enrollment management plan that ensures compliance with the enrollment limits established in the charter agreement was missing.

Tennessee’s Charter School Amendment Pe��on 4  July 2025

# Hamilton County Schools (HCS)

## Charter School Amendment Application Recommendation Report

**July 2026**

**Name of School**

Chattanooga Preparatory School

**Evaluation Team**

Jim Boles, Director of Access and School Choice, HCS
Mary Ellen Heuton, Chief Financial Officer, HCS
Fannie Moore, Charter Schools Coordinator, HCS
Dr. John Thomas, Federal Programs Coordinator, HCS
Dr. Diego Trujillo, ENL Director, HCS

## Introduction

Charter schools are public schools operated by independent, non-profit governing bodies that are granted greater autonomy in the areas of curriculum, calendar, staffing, methodology, and pedagogy in return for greater accountability in achieving high quality academic results with their students. In Tennessee, students who attend charter schools are measured against the same academic standards as students in other public schools and are required to use the same state-approved assessments as all other public schools. Charter schools are required to serve all eligible students, with the education of at-risk students being of utmost importance.

In accordance with Tennessee Code Annotated (T.C.A.) § 49-13-110(d), the governing body of a charter school may petition its authorizer to amend its charter agreement. A charter school may submit an emergency amendment petition at any time when good cause exists due to unanticipated or extraordinary circumstances. The charter school's governing body must submit a background statement that includes detailed written findings explaining the unanticipated or extraordinary circumstances giving rise to the emergency amendment petition. It is the responsibility of a quality authorizer to establish and apply a rigorous, fair, and thorough amendment review process to ensure that any approved amendments meet or exceed the standards set by the Tennessee State Board of Education.

Charter schools are required to provide appropriate curriculum, aligned professional standards, engaging models of parental and partnership programs, and strategic planning to leverage and grow resources for the school. Schools are held accountable for academic results, responsible school leadership, sound fiscal and operational management, and adherence to the laws and rules that govern education in their state of residence.

## Evaluation Process

Charter school emergency amendment applications are evaluated by a review team of internal reviewers who are qualified to assess the academic, operational, and financial implications of proposed changes to an existing charter agreement. Emergency amendment petitions are reviewed in accordance with Tennessee charter policy, which limits emergency consideration to circumstances that are presented as unanticipated and extraordinary and that require review outside of the standard amendment window.

Evaluators examine specific components of the application, including Exceptional Education, English Language learners, business and finance, curriculum and instruction, facilities, transportation, enrollment planning, and strategic capacity, as well as the amendment application as a whole. Particular attention is given to whether the proposed amendment is consistent with the school's approved charter agreement and whether approval is in the best interest of students, families, and the community.

### Evaluation Process

This recommendation report is the culmination of the following stages of review for an emergency charter amendment petition:

- **Application review**
  The evaluation team conducts a comprehensive review of the emergency amendment application submitted by an existing HCS approved charter school. The review examines the proposed enrollment increase from multiple perspectives, including, but not limited to, academic performance and capacity, enrollment trends, strategic planning, culture, Exceptional Education and English Language learner services, curriculum and instructional approach, facilities readiness, operational capacity, budgets, and overall financial sustainability.

- **Capacity Interview**
  The evaluation team invites members of the leadership team and or governing board to participate in an in person capacity interview. The purpose of the interview is to allow the school to provide additional context for the emergency request, respond to clarifying questions, and explain how the proposed enrollment increase would impact the operation of the school. Information gathered during the interview informs the team's assessment of the school's readiness to implement the proposed amendment and its ability to sustain the change over time.

- **Consensus Conclusion**
  Following the application review and capacity interview, the evaluation team meets to discuss findings and arrive at a consensus recommendation to approve or deny the emergency amendment request. Consensus is defined as a majority of the review team being in agreement with the final recommendation.

## Rating Characteristics

**Meets the Standard**

The response thoroughly addresses key issues. The proposed amendment clearly aligns with the mission and goals of the school. The response includes specific, evidence-based information that shows thorough preparation and viability of the plan.

**Does Not Meet Standard**

The response is substantially incomplete; demonstrates lack of preparation; is unsuited to the mission and goals of the school; or otherwise raises significant concerns about the viability of the plan or the applicant's ability to implement it.

## Amendment Petition Scoring Criteria

**Characteristics of a strong response:**

- Clear, evidenced-based rationale for the proposed amendment that is aligned with the school's mission and goals, and supports the best interest of students.
- Academic results provide compelling support for the proposed amendment. (For Subparts B, C, F, G, and H only)
- Realistic and detailed budget that explains the financial impact of the proposed amendment and clear evidence that the financial outlook of the school supports the costs associated with the proposed amendment.
- Thoughtful and realistic facility plans that accommodate the proposed amendment. (For Subparts B, C, and E only).
- Detailed implementation plan with a realistic timeline that addresses the operational impact of the proposed amendment.
- Clear evidence of support for the proposed amendment from parents, staff and community partners.
- FOR EMERGENCY PETITIONS ONLY: Compelling evidence of unanticipated extraordinary circumstances supporting the filing of an emergency amendment application.

## Evaluation Contents

This evaluation report includes the following:

- **School Overview**
  A summary of the emergency amendment request as presented in the application, including the proposed change to student enrollment.

- **Executive Summary**
  An overall judgment, based on extensive analysis of all evidence presented by the charter school operator, regarding whether the emergency amendment request meets the criteria for approval.

  The analysis of the emergency amendment request is based on the following areas:
  - **General Information**
    Identification of the amendment petition category and subpart under which the charter school operator is applying, along with relevant background information about the school.
  - **Specific Amendment Subpart(s)**
    This amendment application focuses on Subpart C Student Enrollment. This subpart is completed by charter school operators seeking approval to change student enrollment outside of the minimum or maximum enrollment thresholds established in the charter agreement. A narrative response and supporting documentation addressing each question within the subpart are required.

Sustaining a successful, high performing charter school requires a complete and coherent plan. Strength in one area cannot compensate for weaknesses in another. Accordingly, in order to receive a positive recommendation, the school must meet or exceed the standard in all major areas of review, including academic capacity, operational readiness, and financial sustainability, as well as the requirements specific to an emergency amendment petition.

## School Overview

**School Name:** Chattanooga Preparatory School

**Mission**
The mission of Chattanooga Preparatory School is to provide a rigorous, supportive educational environment that develops academic excellence, leadership, resilience, and college and career readiness.

**Location**
The school is located at 1849 Union Avenue, Chattanooga, TN 37404

**Current Enrollment**
The school's current enrollment is 469 for grades 6-12. The approved charter indicates that the maximum number of students enrolled at Chattanooga Preparatory School is 500 students.

| 2025-2026 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|---|---|---|
| **Number of Students** | 88 | 77 | 82 | 69 | 53 | 52 | 48 |
| **Total** | 469 | | | | | | |

**Proposed Growth By Year**

| Grade Level | 2026-2027 | 2027-2028 |
|---|---|---|
| **6** | 108 | 100 |
| **7** | 93 | 97 |
| **8** | 84 | 84 |
| **9** | 108 | 79 |
| **10** | 75 | 97 |
| **11** | 56 | 68 |
| **12** | 52 | 50 |
| **Totals** | 575 | 575 |

## Executive Summary

In reviewing an emergency charter amendment request, the review team considers whether the request meets the standard outlined in Tennessee charter policy, which defines emergency amendments as those arising from unanticipated, extraordinary circumstances requiring immediate action to protect students and ensure the continued operation of the school. In addition, the review team evaluates whether the proposed amendment is consistent with the

school's approved charter agreement and whether approval is in the best interest of students, families, and the broader school community.

After a thorough review of Chattanooga Preparatory School's charter amendment application and the additional information provided during the capacity interview, the review committee recommends approval of the amendment request to increase the school's authorized enrollment from 500 to 575 students. The review committee finds that the application demonstrates sufficient academic, operational, and financial capacity to support the proposed enrollment increase and that the request is supported by documented enrollment demand and organizational readiness.

Chattanooga Preparatory School is an existing public charter school serving students in grades 6 through 12 with an approved enrollment of 500 students. The school is requesting approval to increase the maximum enrollment to 575 students due to stronger-than-anticipated student retention and demonstrated enrollment demand. Unlike requests based solely on projected growth, this amendment is supported by current enrollment data, a significant waitlist, sibling applications, and families seeking to re-enroll after previously leaving the school. The review committee found that the request is driven by demonstrated community demand and is aligned with the school's mission of providing a rigorous, college-preparatory educational experience for historically underserved students.

During the capacity interview, school leadership provided additional information addressing staffing and student support. The administration confirmed plans to add an additional Exceptional Education teacher, an additional ESL teacher, and an additional staff member to strengthen instructional leadership and student services. These staffing additions are intended to ensure daily Exceptional Education and ESL services, expand Response to Intervention (RTI) supports, and maintain appropriate services for special populations as enrollment increases. Leadership also described a comprehensive professional development plan focused on supporting multilingual learners and students with disabilities, including targeted training prior to the start of the school year and ongoing professional learning throughout the year. In addition, the school has collaborated with Hamilton County Schools to facilitate smooth transitions for students receiving Exceptional Education services and has implemented intentional scheduling practices to ensure balanced class composition and appropriate student supports.

The review committee also found that the proposed enrollment increase will strengthen academic programming for students. School leadership described a new partnership with the University of Tennessee at Chattanooga that will expand dual enrollment opportunities for

students in grades 10 through 12. The school indicated that increased enrollment will support more consistent class sizes, allow for expanded course offerings and extracurricular opportunities, and improve long-term student retention. Leadership further described the implementation of high-dosage tutoring, Saturday school, and other targeted interventions designed to improve outcomes for struggling students while remaining available to all students.

The review committee acknowledges that Chattanooga Preparatory School was identified as a Comprehensive Support and Improvement (CSI) school. However, school leadership demonstrated a clear commitment to continuous improvement through an intentional professional development plan, increased teacher retention, strategic hiring of highly qualified staff, the additional of a Principal-in-Residence to strengthen instructional leadership, and the use of student performance data to guide instruction. Benchmark data presented during the review process indicates these efforts are beginning to produce positive results.

The review committee also considered the circumstances that resulted in the school exceeding its authorized enrollment. School leadership explained that enrollment projections were based on historical attrition trends; however, student retention exceeded expectations, and enrollment offers were extended before final returning student counts were confirmed. The school acknowledged the need for stronger enrollment management procedures and described revised processes, including utilizing PowerSchool registration and implementing additional enrollment monitoring to improve accuracy. While the review committee finds these corrective actions to be appropriate, it recommends that the school continue to implement clearly defined enrollment management protocol to ensure ongoing compliance with the enrollment limits established in the charter agreement, align staffing decisions with actual enrollment, and promote long-term operational stability.

Based on the totality of the evidence, the review committee recommends approval of Chattanooga Preparatory School's charter amendment request to increase its authorized enrollment from 500 to 575 students. The application demonstrates strong community demand, sufficient organizational and financial capacity, and a thoughtful plan to support additional students while expanding academic opportunities. Although continued monitoring of enrollment management, staffing implementation, and academic performance will remain important, the review committee finds that the school has adequately addressed the questions raised during the review process and has demonstrated the capacity to successfully implement the proposed amendment.

HAMILTON COUNTY SCHOOLS

*3074 Claude Ramsey Parkway*
*Chattanooga, TN 37421*

**To:** Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

**From:** Shannon Moody, Chief of Staff
Fannie Moore, Director of Charter Schools

**Date:** July 16, 2026

**Subject:** Vote on the Amended Charter Application for Empowerment Academy

**Board Agenda Category:**

- ☐ Consent Agenda
- ☑ Action Item
- ☐ Reports and Information

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The amended new charter application for Empowerment Academy was presented and discussed during the work session. The request is there be a vote by the board to approve or decline the request.

**Opportunity 2030 Commitment Connection**

- ☑ Every Student Learns
- ☑ Every Student Belongs
- ☐ Every School Equipped
- ☐ Every Employee Valued
- ☑ Every Community Served

**Hamilton County Schools Team Amended Evaluation Consensus Rubric**
**The Empowerment Academy**
**July 2026**

TENNESSEE
STATE BOARD OF EDUCATION

# Charter School Application Scoring Rubric

For Charter School Applications
Received by February 1, 2026



| Educational Program Design and Capacity Scoring | | | |
|---|---|---|---|
| **School Overview** | | | |
| 1 | School Overview | Not evaluated for quality. | _X__ Included<br>___ Missing |
| **School Mission and Model** | | | |
| 2 | Mission and Features | Meets Standard:<br>● The mission statement is clear, concise, and measurable.<br>Partially Meets Standard:<br>● The mission statement is clear and concise but not measurable.<br>Does Not Meet Standard:<br>● The mission statement lacks clarity and is not measurable. | __ Meets<br>__ Partially Meets<br>_X_ Does Not Meet |
| 3 | Mission-Specific Goals and Targets | Meets Standard:<br>● Clearly defines specific, measurable, mission-aligned short- and/or long-term educational goals and targets.<br>● Defines a robust, clear plan for assessing the extent to which the school is achieving its mission and for communicating progress on goals to internal and external stakeholders.<br>Partially Meets Standard:<br>● Includes some mission-specific goals but some areas are vague, not measurable, or loosely aligned to mission and model.<br>● Evaluation and communication plans are underdeveloped or missing one or more key details.<br>Does Not Meet Standard:<br>● Fails to identify mission-specific goals or provides goals that are not measurable, overly broad, or misaligned with mission.<br>● Lacks a coherent or credible plan for assessing and communicating goal attainment. | ___ Meets<br>_X_ Partially Meets<br>__ Does Not Meet |
| 4 | Assessment of Need | Meets Standard:<br>● Provides a clear explanation of the governing body's needs assessment, addressing school choice availability, capacity, and seat quality in the community. | ___ Meets<br>_X_ Partially Meets<br>__ Does Not Meet |

| | | | |
|---|---|---|---|
| | | ● Uses relevant data or rationale to justify the demand for a replication school in the targeted area.<br>Partially Meets Standard:<br>● Mentions some need-related factors (e.g., school availability or capacity) but does not address all required elements or provides limited justification.<br>● Lacks clear evidence or thorough explanation for determining the need for replication.<br>Does Not Meet Standard:<br>● Fails to describe how need was assessed or omits key factors such as choice availability or seat quality.<br>● Response is vague, incomplete, or does not sufficiently justify a need for the proposed replication school in the target community. | |
| 5 | Structure of School Day | Meets Standard:<br>● Clearly describes the daily and weekly schedule for each applicable grade band (e.g., K–5, 6–8, 9–12), including start/end times, instructional blocks, and breaks.<br>● Aligns the structure with the school's academic model and student needs (e.g., time for core instruction, enrichment, intervention, etc.).<br>Partially Meets Standard:<br>● Describes a general daily/weekly schedule but lacks detail or differentiation by grade band.<br>● Some connection to the academic program is present but not clearly articulated.<br>● May omit key components (e.g., lunch/recess, advisory, or intervention periods) or present a schedule that appears unbalanced.<br>Does Not Meet Standard:<br>● Provides minimal or no description of the school day/week schedule.<br>● No differentiation by grade band or offers an unrealistic or incomplete schedule.<br>● Fails to align the schedule with educational goals or student needs. | ___ Meets<br>_X_ Partially Meets<br>__ Does Not Meet |
| **Strengths** | | | |
| **Questions/Concerns** | | ● The proposed mission is broad and generic, and not clear or measurable. It is also unclear how it aligns with the educational needs of the proposed student population or what the specific outcomes are. When | |

| | |
|---|---|
| | asked in the interview, the applicant team indicated that boys will become exceptional young men, but did not provide additional specifics to demonstrate how the mission is clear and measurable or how it aligns with the educational needs of the proposed student population.<br>• The applicant does not define specific, measurable, mission-aligned short- and/or long-term educational goals and targets. Additionally, they do not define a plan for assessing the extent to which the school is achieving its mission and for communicating progress on goals to internal and external stakeholders. In the interview, the applicant team explained that they want students to be both consumers and cultivators but did not identify specific, measurable, mission-aligned short-and/or long term educational goals and targets.<br>• The applicant does not provide a compelling explanation for how need was assessed or provide justification for the proposed school in the target community.<br>• While the applicant provides a brief daily schedule overview in a different section (p.28), additional detail is needed to clearly demonstrate a reasonable school day/week schedule, including differentiation by grade band and how the schedule is aligned with educational goals and student needs. |
| **Subsection Rating** | ___ Meets ___ Partially Meets _X_ Does Not Meet |
| **Amendment Review Rating** | ___ Meets _X__ Partially Meets __ Does Not Meet |
| **Amendment Review Comments** | • In the amended application, the mission is still broad, and measurable indicators are still lacking.<br>• The applicant identifies how progress on goals will be communicated to internal and external stakeholders.<br>• The applicant provides some evidence and data for how need was assessed, and but still needs additional data to clearly justify the rationale for the proposed school in the target community.<br>• Short- and long-term goals are still broad and not specific (e.g., students will demonstrate measurable growth in reading and mathematics).<br>• The narrative does not match the sample schedules - it is unclear if minimum time requirements will be met because of the discrepancies. Per the sample schedule, K-2 is 20 minutes short for the required minimum for literacy, 3-5 does not meet the mandatory recess law requirements, and the RTI block is too short on both sample schedules and is not listed at all in the narrative. |

| | | | |
|---|---|---|---|
| 6 | Student Population and Needs | Meets Standard:<br>● Clear, detailed, and well-supported description of the anticipated student population that is reflective of the proposed location for the school.<br>● Both academic and non-academic needs (e.g., well-being, behavioral health, school services) are described and supported by evidence.<br>● A sound and transparent methodology was used to determine population projections using reliable, relevant, and as recent as possible data (e.g., census data, district/school demographic reports, surveys or needs assessment).<br>Partially Meets Standard:<br>● Describes anticipated student population but lacks specificity or detail.<br>● Academic and/or non-academic needs are not equally developed.<br>● Reported methodology is unclear or relies on outdated data.<br>Does Not Meet Standard:<br>● Fails to adequately define or describe the anticipated student population.<br>● Does not address both academic and non-academic needs with enough specificity to evaluate.<br>● Methodology is missing and/or not defined or credible; relies on assumptions rather than data. | ___ Meets<br>___ Partially Meets<br>_X_ Does Not Meet |
| 7 | Enrollment Projections | Meets Standard:<br>● Table 1 is clear and complete.<br>● A sound and transparent methodology was used to determine enrollment projections using reliable, relevant, and as recent as possible data (e.g., census data, district/school demographic reports, surveys or needs assessment).<br>Partially Meets Standard:<br>● Table 1 is complete, but projections are unrealistic.<br>● Reported methodology is unclear or relies on outdated data.<br>Does Not Meet Standard:<br>● Table 1 is missing or incomplete.<br>● Methodology is missing and/or not credible. | ___ Meets<br>__ Partially Meets<br>_X_ Does Not Meet |

| | | | |
|---|---|---|---|
| 8 | Demographic Projections | Meets Standard:<br>● Table 2 is clear and complete.<br>● A sound and transparent methodology was used to determine demographic projections using reliable, relevant, and as recent as possible data (e.g., census data, district/school demographic reports, surveys or needs assessment).<br>Partially Meets Standard:<br>● Table 2 is complete, but projections are unrealistic.<br>● Reported methodology is unclear or relies on outdated data.<br>Does Not Meet Standard:<br>● Table 2 is missing or incomplete.<br>● Methodology is missing and/or not credible. | ___ Meets<br>_X_ Partially Meets<br>__ Does Not Meet |
| 9 | Student Recruitment | Meets Standard:<br>● Presents a clear, well-developed student recruitment plan that includes specific, realistic strategies for both pre-opening and ongoing enrollment.<br>● Demonstrates an understanding of the target population.<br>● Plan includes a variety of outreach methods to reach diverse student populations.<br>Partially Meets Standard:<br>● The recruitment plan includes some viable strategies or general approaches but lacks specificity or detail.<br>● May not fully address both pre-opening and post-opening phases.<br>● May demonstrate limited outreach strategies or an incomplete understanding of the target community.<br>Does Not Meet Standard:<br>● Plan is vague, missing critical components, or does not sufficiently demonstrate how the school will attract and maintain enrollment. | ___ Meets<br>_X_ Partially Meets<br>__ Does Not Meet |
| 10 | Backfilling Policy | Meets Standard:<br>● Clearly explains whether the school plans to backfill open seats and provides a detailed, coherent rationale aligned with the school's mission, academic model, and operational capacity.<br>● If backfilling is planned, specifies when and how it will occur (e.g., through what grade levels, at what times of year). | ___ Meets<br>_X_ Partially Meets<br>__ Does Not Meet |

| | | | |
|---|---|---|---|
| | | Partially Meets Standard:<br>● States whether the school will or will not backfill but provides only a limited explanation or lacks detail in the rationale.<br>● Provides some indication of how the policy would be implemented but omits key timing or procedural considerations.<br>Does Not Meet Standard:<br>● Does not address the backfilling policy or gives an unclear explanation of the school's approach. | |
| **Strengths** | | ● Table 1 is complete. | |
| **Questions/Concerns** | | ● The applicant indicates the anticipated student population will mirror the demographics of surrounding communities; however, they do not provide data to support this claim.<br>● While the applicant broadly explains there will be academic and non-academic needs, they do not provide specific needs that are supported by evidence.<br>● While the applicant indicates U.S. Census Bureau was used in their methodology, the applicant does not present a clear and compelling methodology that was used to determine population projections which is supported by evidence.<br>● The applicant does not present a clear and compelling methodology that was used to determine enrollment projections or demographic projections that are supported by evidence/data.<br>● The applicant indicates primarily targeting male students but does not present a compelling student recruitment plan, nor do they identify outreach methods to reach diverse student populations.<br>● The applicant does not demonstrate an understanding of the target population.<br>● On p. 15, the applicant indicates projected demographics of 12% economically disadvantaged, 13% students with disabilities, and 8% English Learners. However, in Table 2 (p.17), they indicate 35% economically disadvantaged, 12% students with disabilities, and 10% English Learners. | |
| **Subsection Rating** | | ___ Meets ___ Partially Meets _X_ Does Not Meet | |
| **Amendment Review Rating** | | ___ Meets __X_ Partially Meets __ Does Not Meet | |
| **Amendment Review Comments** | | ● The 37405 zip code stated earlier in the application and where the proposed school will be located do not match with the anticipated student population that currently reside in that area. While data is provided, it is unclear which part of Hamilton County this data refers to. | |

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| | | • The applicant identifies academic and non-academic needs based on review of local data, and presents a methodology used to determine projections.<br>• The applicant continues to not present a clear and compelling methodology that was used to determine enrollment projections or demographic projections that are supported by evidence/data. (p. 16-17)<br>• Table 2 states that 75-85% of students in the projected area (37405) are economically disadvantaged - the applicant continues to lack an understanding of the target population.<br>• While the applicant indicates that the small school size was determined based on charter school enrollment patterns and the feasibility of recruiting and sustaining a small number of students, it is unclear how the school will be viable and sustainable with 50 students in K-5 (with 8-9 students per grade).<br>• The applicant presented pre-opening and post-opening student recruitment plans with multiple strategies, and explained how the school will ensure equitable access as well as monitor effectiveness of recruitment efforts.<br>• The applicant outlined a plan for backfilling seats when necessary and appropriate, and explained how students enrolled through backfilling will be integrated within the school. | |
| 11 | Community Engagement and Interest | Meets Standard:<br>● Engagement has included broad outreach across demographics to families, community members, and stakeholders (e.g., surveys, public meetings, one-on-one conversations)<br>● Response clearly demonstrates how community voice and input has shaped the application and school design.<br>Partially Meets Standard:<br>● Response indicates limited family and community engagement and/or fails to capture key themes.<br>● Limited evidence that community voice shaped the application and school design.<br>Does Not Meet Standard:<br>● Limited or no evidence of community engagement. | ___ Meets<br>__ Partially Meets<br>_X_ Does Not Meet |

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| 12 | Evidence of Community Engagement | Meets Standard:<br>● Table 3 and corresponding documents included in Attachment 1 provide multiple types of high-quality evidence that demonstrate authentic engagement with and support from diverse community stakeholders.<br>Partially Meets Standard:<br>● Table 3 and corresponding documents included in Attachment 1 demonstrate some evidence of community engagement and support, but materials are limited in scope, are generic, and/or are focused on outreach rather than authentic engagement with the community (e.g., flyers without evidence of attendance or feedback).<br>Does Not Meet Standard:<br>● Table 3 and corresponding documents included in Attachment 1 provide little to no evidence of meaningful community engagement or support; documentation is minimal, unclear, or disconnected from the community. | ___ Meets<br>___ Partially Meets<br>_X_ Does Not Meet |
| 13 | Ongoing Engagement | Meets Standard:<br>● Provides a well-structured plan for ongoing engagement with parents and community members, including regular communication, events, and opportunities to gather input.<br>● The plan includes specific strategies such as parent advisory groups, volunteer opportunities, or community partnerships.<br>● The engagement approach is clearly aligned with the school's mission and shows a commitment to building sustained relationships with families and the broader community.<br>Partially Meets Standard:<br>● The response includes general ideas or intentions for family and community engagement but lacks sufficient detail, specificity, or a clear implementation plan.<br>● Some strategies are mentioned, but they may not be sustained, proactive, or responsive to the needs of the school's target population.<br>● The plan may be underdeveloped or lack clear mechanisms for two-way communication and meaningful involvement.<br>Does Not Meet Standard: | _X__ Meets<br>___ Partially Meets<br>__ Does Not Meet |

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| | | • The response is vague, superficial, or does not describe any concrete plans for engaging parents or community members after the school opens.<br>• There is no clear indication of how the school will build or maintain relationships with families and the community over time. | |
| **Strengths** | | | |
| **Questions/Concerns** | | • Beyond the summer enrichment program that was conducted in Hamilton County, it is unclear to what extent engagement has been conducted or if it has included broad outreach across demographics to families, community members, and stakeholders.<br>• The application does not articulate how community voice and input has shaped the application and school design.<br>• Table 3 and Attachment 1 include information about an enrichment program that was provided in Hamilton County. However, it is unclear how this demonstrates authentic engagement with and support from diverse community stakeholders.<br>• The applicant provides a broad and generic plan for ongoing engagement with parents and community members, and additional detail is needed to demonstrate a clear and compelling plan.<br>• It is unclear how the engagement approach is aligned with the school's mission and how it shows a commitment to building sustained relationships with families and the broader community. | |
| **Subsection Rating** | | ___ Meets ___ Partially Meets _X__ Does Not Meet | |
| **Amendment Review Rating** | | ___ Meets __X_ Partially Meets __ Does Not Meet | |
| **Amendment Review Comments** | | • The applicant noted opportunities for families and community members to offer feedback around educational needs and explained that what they heard was a desire for things such as smaller and more relationship-centered learning environments, hands-on and experiential learning opportunities, mentorship and enrichment programming for boys, etc. They added that feedback helped shape the application.<br>• The applicant states that the school has established relationships with community-based organizations and local partners (e.g., YMCA, Boys & Girls Club, etc.) and noted community and family support. However, while the amended application includes letters from parents involved in the summer | |

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| | | enrichment program and a list of students who intend to enroll at the school, evidence is not provided of broader community support.<br>• The applicant indicated they will continue to implement quarterly family design sessions, community partnership meetings, enrollment events, etc., to engage stakeholders.<br>• The applicant explains ways in which the school will have ongoing engagement with families and community members once open (e.g., surveys, forums, newsletters, etc.), and explains how they will monitor effectiveness of engagement efforts (e.g., attendance rates, surveys, etc.). | |
| 14 | Culture Overview | Meets Standard:<br>● Clearly articulates a compelling and specific vision for the school's culture or ethos.<br>● Culture is clearly aligned with the school's mission, model, and student outcomes.<br>● Describes specific strategies, practices, and/or structures for how the school culture will establish and reinforce a positive academic environment.<br>Partially Meets Standard:<br>● Culture is described in general terms but lacks specific details or examples.<br>● Culture is loosely connected to the school's mission, model, and student outcomes.<br>● Offers a general understanding of how the school culture will establish and reinforce a positive academic environment.<br>Does Not Meet Standard:<br>● Culture is minimally addressed with few connections to mission, model, and student outcomes. | ___ Meets<br>_X_ Partially Meets<br>__ Does Not Meet |
| 15 | Establishing Culture | Meets Standard:<br>● Provides a comprehensive and structured plan to establish culture from day one with students, teachers, administrators, and parents/families.<br>● Addresses how shared norms, values, and expectations will be introduced and reinforced in a manner that aligns with school mission and culture.<br>● Plan offers concrete, meaningful strategies for integrating students who enroll mid-year.<br>● Plan indicates intentionality, preparation, and alignment to build a unified school culture.<br>Partially Meets Standard: | ___ Meets<br>_X_ Partially Meets<br>__ Does Not Meet |

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| | | ● Steps for establishing culture for some stakeholders are in place, with gaps for other groups.<br>● Plan offers a general or vague approach for integrating students who enroll mid-year.<br>● Uses general rather than specific language about building alignment of school mission and culture with shared norms, values, and expectations.<br>● Response demonstrates intent but needs more development and details.<br>Does Not Meet Standard:<br>● Provides little or no explanation of how culture will be built from day one.<br>● Provides little or no explanation of how students who enter mid-year will be integrated.<br>● Omits key stakeholder groups and lacks alignment with school mission and culture. | |
| 16 | Attendance | Meets Standard:<br>● The response includes clear, measurable attendance goals that demonstrate an understanding of the importance of regular attendance.<br>● A comprehensive, tiered system of supports is outlined to promote daily attendance and address chronic absenteeism, including early identification, family engagement, and community partnerships.<br>● The plan reflects intentional collaboration with families and external partners and includes strategies for prevention, intervention, and progress monitoring.<br>Partially Meets Standard:<br>● Attendance goals are mentioned but may be vague or not measurable.<br>● Some structures or strategies to support attendance are described, but they may lack detail, specificity, or clear plans for engaging families and community resources.<br>● The plan may rely on general or reactive measures without a coherent system to track and respond to absenteeism patterns.<br>Does Not Meet Standard:<br>● The response does not include attendance goals or provides goals that are not relevant or measurable.<br>● There is little or no description of systems, supports, or partnerships to promote attendance or address chronic absenteeism. | ___ Meets<br>_X_ Partially Meets<br>__ Does Not Meet |

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| 17 | Student Discipline | Meets Standard:<br>● Clearly describes the proposed discipline approach, including practices, systems, and responses to student behavior.<br>● Articulates a strong connection between the discipline philosophy and the school's mission, values, and educational goals.<br>● Demonstrates an understanding of and responsiveness to the anticipated student population, including equity, cultural relevance, and trauma-informed practices.<br>Partially Meets Standard:<br>● Describes a discipline approach but lacks specificity in methods or rationale.<br>● Makes general references to alignment with mission or student needs, but the connection is not clearly developed or supported.<br>● May overlook how the approach addresses diverse student experiences or the specific context of the school community.<br>Does Not Meet Standard:<br>● Provides minimal or vague information about the discipline approach.<br>● Fails to show alignment with the school's mission or responsiveness to the anticipated student population. | ___ Meets<br>_X_ Partially Meets<br>__ Does Not Meet |
| **Strengths** | | ● The applicant describes a vision for the school's culture that is grounded in high expectations, mutual respect, and a commitment to student well-being and growth. | |
| **Questions/Concerns** | | ● The applicant does not articulate how the culture/ethos is aligned with the school's mission, model, and student outcomes.<br>● While the applicant briefly describes some strategies, practices, and structures around culture (e.g., having core values, restorative practices, etc.), additional details are needed to clearly describe what these things look like and how they will establish and reinforce a positive academic environment.<br>● The applicant does not provide a plan to establish culture from day one with students, teachers, administrators, and parents/families. Additionally, they do not address how students who enroll mid-year will be integrated.<br>● The applicant does not address how shared norms, values, and expectations will be introduced and reinforced in a manner that aligns with school mission and culture.<br>● The applicant does not define clear, measurable attendance goals that demonstrate an understanding of the importance of regular attendance. | |

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| | • The applicant does not outline a tiered system of supports to promote daily attendance and address chronic absenteeism, including early identification, family engagement, and community partnerships.<br>• The applicant does not demonstrate having a plan around school culture that reflects intentional collaboration with families and external partners and includes strategies for prevention, intervention, and progress monitoring.<br>• While the applicant indicates the discipline philosophy focuses on restorative practices and social-emotional learning, it lacks significant detail to provide a clear and compelling proposed discipline approach, including practices, systems, and responses to student behavior.<br>• The applicant does not articulate a connection between the discipline philosophy and the school's mission, values, and educational goals.<br>• Based on the application, it is unclear if there is an understanding of and responsiveness to the anticipated student population, including equity, cultural relevance, and trauma-informed practices. |
| **Subsection Rating** | ___ Meets ___ Partially Meets _X_ Does Not Meet |
| **Amendment Review Rating** | ___ Meets __X_ Partially Meets __ Does Not Meet |
| **Amendment Review Comments** | • The applicant explains how the culture/ethos is aligned with the school's mission, model, and student outcomes.<br>• The applicant describes some strategies, practices, and structures around culture and explains how they will establish and reinforce a positive academic environment but further detail is needed to clearly articulate how culture will be established and reinforced. .<br>• The applicant presents a plan to establish culture from day one and outlines how students who enroll mid-year will be integrated.<br>• The applicant addresses how shared norms, values, and expectations will be introduced and reinforced in a manner that aligns with school mission and culture.<br>• The applicant states that the school's attendance goal is to maintain an attendance average of at least 95% annually and to reduce chronic absenteeism each year.<br>• The applicant outlines an attendance system that will promote daily attendance and address chronic absenteeism. |

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| | | • The applicant's culture plan reflects collaboration with families and external partners and includes strategies for prevention, intervention, and progress monitoring.<br>• The applicant provides additional details around its discipline philosophy and outlines its discipline approach which is aligned to its mission, values, and educational goals. However, it continues to lack details around what the full discipline approach will be.<br>• In the amended application, the applicant demonstrates an understanding of and responsiveness to the anticipated student population. | |
| 18 | Overview of Academic Plan | Meets Standard:<br>● Provides a comprehensive, clear description of the educational program (e.g., instructional approaches, student experience, learning environment) that is aligned with school mission, anticipated student population, and stated outcomes.<br>● Non-negotiables central to the school's identity and mission are specific and well-reasoned (e.g., advisory model, instructional method, length of school day).<br>Partially Meets Standard:<br>● Provides a basic summary of the educational program but lacks specificity in some areas and may not clearly link to mission, anticipated student population or stated outcomes.<br>● Non-negotiables are limited or underdeveloped and/or lack alignment to school's identity and mission.<br>Does Not Meet Standard:<br>● Provides little or no coherent explanation of the educational program and fails to connect with school mission, anticipated student population, and/or stated outcomes.<br>● Non-negotiables are missing or irrelevant. | ___ Meets<br>_X_ Partially Meets<br>__ Does Not Meet |
| 19 | Learning Environment | Meets Standard:<br>● Defines the type of learning environment and details the day-to-day experience for students (e.g., collaborative projects, teacher-led instruction, student autonomy).<br>● Provides specific class size and teacher-to-student ratios and describes how those support the educational model and align with mission, student population, and academic strategies. | ___ Meets<br>_X_ Partially Meets<br>__ Does Not Meet |

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| | | Partially Meets Standard:<br>● Describes the general learning environment but with limited details, including aspects of day-to-day student experience.<br>● Provides a general discussion of class size and structure with some details excluded such as grouping, daily schedules, or use of space.<br>Does Not Meet Standard:<br>● Does not clearly identify the learning environment or describes it in vague or generic terms.<br>● Fails to provide class size, ratios, or organizational structure. | |
| 20 | Instructional Strategies | Meets Standard:<br>● Provides clear instructional strategies (e.g., direct instruction, inquiry-based learning, culturally responsive teaching, blended learning)<br>● Offers an evidence-based explanation of how these strategies meet the needs of the anticipated student population.<br>● Offers specific methods and systems for differentiating instruction and describes how students at different levels will be supported within the core classroom environment.<br>Partially Meets Standard:<br>● Outlines instructional strategies in general or jargon-heavy terms without a clear, evidence-based rationale for how they meet the needs of the anticipated student population.<br>● Acknowledges the need for differentiated instruction but lacks specific details and how every student in a classroom will be supported.<br>Does Not Meet Standard:<br>● Does not provide clear instructional strategies and/or the discussion of instructional strategies lacks evidence of impact for the student population.<br>● Fails to provide a plan for differentiation or convey an understanding of diverse learner needs. | ___ Meets<br>_X_ Partially Meets<br>__ Does Not Meet |
| 21 | Instructional Materials | Meets Standard:<br>● Clearly identifies a curriculum to be used in core subjects, by grade band or subject. | ___ Meets<br>_X_ Partially Meets |

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| | | ● Provides a clear rationale for the selection of these materials, including evidence that they are successful with the anticipated student population.<br>● For applications indicating plans to use unapproved textbooks or materials: clearly identifies the desired curricular materials and offers a detailed, evidence-based rationale for their use with the anticipated student population.<br>Partially Meets Standard:<br>● Identifies an approved curriculum but rationale is underdeveloped or missing important evidence.<br>● For applications indicating plans to use unapproved textbooks or materials: identifies materials but rationale is underdeveloped or missing important evidence.<br>Does Not Meet Standard:<br>● Identifies an approved curriculum but does not provide an evidence-based rationale.<br>● For applications indicating plans to use unapproved textbooks or materials: identifies materials but does not provide an evidence-based rationale for their selection. | ___ Does Not Meet |
| 22 | Grades K-5 *ONLY* | Meets Standard:<br>● Clearly describes how the school will implement foundational literacy instruction using a curriculum and practices aligned with the Tennessee Foundational Literacy Skills Plan.<br>Partially Meets Standard:<br>● Acknowledges the law and the intent to comply but offers underdeveloped or vague details on instructional approach and/or curriculum.<br>Does Not Meet Standard:<br>● Proposed literacy approach is unclear or misaligned with statutory requirements. | ___ Meets<br>_X_ Partially Meets<br>__ Does Not Meet<br>___ N/A *(proposed school will not serve any of grades K-5)* |
| 23 | Grades 9-12 *ONLY* | Meets Standard:<br>● Describes a comprehensive plan for creating and offering college and career readiness opportunities (ACT, multiple pathways, military readiness via ASVAB) to students.<br>Partially Meets Standard: | ___ Meets<br>___ Partially Meets<br>___ Does Not Meet<br>_X_ N/A *(proposed school will not* |

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| | | ● Reflects a commitment to college and career readiness but lacks a fully developed plan for support and tracking.<br>Does Not Meet Standard:<br>● Minimal or no plan to offer career readiness opportunities to students that will meet career readiness indicators. | *serve any of grades 9-12)* |
| **Strengths** | | ● The applicant identifies proposed curricula such as Core Knowledge Language Arts (CKLA), Eureka Math, and Amplify Science. | |
| **Questions/Concerns** | | ● While the applicant identifies key elements of the academic plan (p.14) such as standards-based curriculum with differentiation, culturally responsive teaching, social-emotional learning, etc., they do not articulate a clear and cohesive school model, and it is unclear what the model truly is. Additionally, they do not articulate how it is aligned with the mission, anticipated student population, and stated outcomes.<br>● The applicant does not articulate non-negotiables central to the school's identity and mission.<br>● While the applicant broadly describes the learning environment and day-to-day experience for students, additional detail is needed to clearly demonstrate what these things will look like at the school.<br>● The applicant notes class sizes of 18-20, with a 1:18 teacher-student ratio, but their enrollment projections indicate 50 students in grades K-5, which would be 8-9 students per grade. It is unclear how they determined the ratio, and they also did not clearly explain how the class size and teacher-to-student ratios support the educational model and align with the mission, student population, and academic strategies.<br>● The applicant identifies multiple core instructional strategies (e.g., direct instruction, inquiry-based learning, etc.). However, the applicant does not provide and clear comprehensive description of these strategies or how they work together cohesively. Additionally, they do not provide an evidence-based explanation of how these strategies meet the needs of the anticipated student population.<br>● While the applicant identifies some methods in which the school will differentiate instruction, additional details are needed to clearly demonstrate how instruction will be differentiated and how students at different levels will be supported within the core classroom environment.<br>● The applicant does not identify proposed curriculum for Social Studies. In the interview, the applicant team indicated that the curriculum would fit in with the agriculture and STEM foci.<br>● While the applicant identifies proposed curricula, they do not provide a compelling rationale for why they were selected, how they align with the model, or evidence they are successful with the anticipated | |

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| | student population. Additionally, it does not appear that Amplify Science is on the state approved textbook list.<br>● The applicant mentions agricultural education but does not provide detail beyond that to explain what it will look like and how it fits within the model.<br>● While the applicant indicates they will implement foundational literacy instruction, and in the interview they indicated the use of strategies such as small groups, they do not provide detail to clearly articulate how it will be implemented and if it will be appropriate. |
| **Subsection Rating** | ___ Meets ___ Partially Meets _X__ Does Not Meet |
| **Amendment Review Rating** | ___ Meets __X_ Partially Meets __ Does Not Meet |
| **Amendment Review Comments** | • The applicant identifies non-negotiables of the school model which include small class sizes, an extended day, daily literacy and math blocks, and integrated enrichment (STEM, financial literacy, agricultural education).<br>• As described, the applicant still does not present a clear and cohesive model, as there are several key design elements but it is unclear how they fit together, how they will implemented with fidelity, etc.<br>● The applicant explains that each grade will enroll 8-9 students per grade, and classrooms will have clearly defined instructional groupings (e.g., whole group, small group, etc.). However, later in the staffing section of the application, the applicant indicates they will combine grade levels so there are three lead teachers (K-1, 2-3, 4-5) who will have classrooms of approximately 16-18 students. It is unclear why grade levels are combined or how the instructional model supports this structure and ensures proper instruction and mastery of standards.<br>● The applicant identifies multiple core instructional strategies (e.g., direct instruction, inquiry-based learning, etc.). However, while the applicant provides some additional details in the amended application, more detail is needed to demonstrate clear understanding of the strategies and how they work together cohesively.<br>● While the applicant identifies some methods in which the school will differentiate instruction, details are still lacking to clearly demonstrate how instruction will be differentiated and how students at different levels will be supported within the core classroom environment.<br>● The applicant does not identify proposed curriculum for Social Studies. |

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| | | ● The applicant identifies agriculture curriculum (National Agriculture in the Classroom), and notes that core curriculum will be supplemented with project-based units and experiences to integrate agriculture and STEM. However, it is unclear how they will ensure these areas are integrated across curricula.<br>● The applicant again identifies Amplify Science as the science curriculum but it does not appear that Amplify Science is on the state approved textbook list.<br>● The applicant provides additional detail around how foundational literacy instruction will be implemented at the school (e.g., daily phonics blocks, integrated reading and writing instruction, etc.). | |
| 24 | Staffing Plans | Meets Standard:<br>● The response provides a clear, feasible plan to hire or contract appropriately licensed and endorsed professionals to serve students with disabilities, English Learners, and gifted students.<br>● Staffing plans are aligned with anticipated enrollment and needs and demonstrate understanding of certification requirements under state and federal law.<br>Partially Meets Standard:<br>● The plan includes general intentions to meet staffing needs but does not fully demonstrate alignment with anticipated student demographics or service delivery models.<br>Does Not Meet Standard:<br>● The response does not include a clear or viable plan to hire or contract certified staff to serve students with disabilities, English Learners, and/or gifted students. | ___ Meets<br>_X_ Partially Meets<br>__ Does Not Meet |
| 25 | Serving Students with Disabilities | Meets Standard:<br>● Describes a clear, multi-step process for identifying students with disabilities that includes procedures to avoid the misidentification of students.<br>● Outlines a continuum of services tailored to allow students with mild, moderate, and severe disabilities access to the general education curriculum with adaptations and accommodations.<br>● Offers a process that monitors progress toward IEP goals (including graduation for high school students), the use of formative and summative assessments, and data driven intervention adjustments.<br>Partially Meets Standard: | ___ Meets<br>_X_ Partially Meets<br>__ Does Not Meet |

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| | | ● References a high-level plan for identifying students with disabilities that is missing important details or specificity.<br>● Mentions instructional supports or services that lack specificity, evidence-based examples, or adaptations across mild, moderate, and severe disabilities.<br>● Does not describe a comprehensive approach to IEP monitoring, adjustment, and/or graduation planning.<br>Does Not Meet Standard:<br>● Fails to describe how students will be identified or evaluated for special education services.<br>● Offers no clear plan for a continuum of services.<br>● No discussion of monitoring IEP goals. | |
| 26 | Serving EL Students | Meets Standard:<br>● Describes clear methods for identifying EL students (e.g., home language survey (HLS) and English language proficiency screener) and plans to prevent misidentification.<br>● Provides a detailed, research-based plan to support EL students in accessing the full general education curriculum.<br>● Outlines monitoring of current EL students and an exit process and post-exit monitoring.<br>Partially Meets Standard:<br>● Mentions identification methods but lacks clarity on criteria, process, or avoiding misidentification.<br>● Includes some language support instructional strategies but lacks detail or differentiation.<br>● Acknowledges the need to assess EL progress but lacks specific tools or timelines, or an exit process.<br>Does Not Meet Standard:<br>● Fails to provide a clear identification plan and state requirements.<br>● Offers no specific instructional plan.<br>● Does not offer monitoring and/or exit plans. | ___ Meets<br>_X_ Partially Meets<br>__ Does Not Meet |

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| **Strengths** | |
| **Questions/Concerns** | • The application does not present a plan to hire or contract appropriately licensed and endorsed professionals to serve students with disabilities, English Learners, and gifted students.<br>• It is unclear how staffing plans are aligned with anticipated enrollment and needs, nor do they demonstrate understanding of certification requirements under state and federal law.<br>• The application and interview do not present a multi-step process for identifying students with disabilities that includes procedures to avoid the misidentification of students.<br>• The application and interview do not detail a continuum of services tailored to allow students with mild, moderate, and severe disabilities access to the general education curriculum with adaptations and accommodations.<br>• The application and interview do not clearly describe a process that monitors progress toward IEP goals, the use of formative and summative assessments, and data driven intervention adjustments.<br>• The application and interview do not clearly describe methods for identifying EL students and plans to prevent misidentification.<br>• The application and interview do not provide a detailed, research-based plan to support EL students in accessing the full general education curriculum.<br>• The application and interview do not clearly outline monitoring of current EL students and an exit process and post-exit monitoring. |
| **Subsection Rating** | ___ Meets ___ Partially Meets _X_ Does Not Meet |
| **Amendment Review Rating** | ___ Meets _X__ Partially Meets __ Does Not Meet |
| **Amendment Review Comments** | • The applicant indicates it will ensure adequate and appropriately certified staffing for special populations through a combination of direct hires and strategic partnerships. They note at minimum, in Year 1 there will be 1 licensed special education teacher, one ESL-certified teacher, and access to related service providers. However, the organizational chart only notes contracted special education services and the staffing section does not include these positions.<br>• The applicant states that staffing levels will be reviewed annually based on enrollment and student needs, and students will be included within the general education setting to the greatest extent possible.<br>• While the amended application broadly outlines an identification process for students with disabilities and for avoiding misidentification of students, it is generic in nature and does not demonstrate clear understanding. |

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| | | ● While the applicant identifies some services tailored to allow students with mild, moderate, and severe disabilities access to the general education curriculum with adaptations and accommodations, they do not provide adequate detail to clearly show students will be able to access the general education curriculum.<br>● The application and interview do not clearly describe a process that monitors progress toward IEP goals, the use of formative and summative assessments, and data driven intervention adjustments.<br>● While the amended application broadly outlines an identification process for English Learners (ELs) and for avoiding misidentification of students, it is generic in nature and does not demonstrate clear understanding.<br>● While the amended application notes implementing a structured English Language Development program and identifies some strategies, they do not provide a detailed, research-based plan to support EL students in accessing the full general education curriculum.<br>● The applicant outlines monitoring of current EL students and an exit process and post-exit monitoring. | |
| 27 | Student Assessment | Meets Standard:<br>● Identifies and names specific formative and summative assessments (e.g., DIBELS, i-Ready, ESGI, teacher-created exit tickets) that provide multiple assessment types across subjects and grade levels.<br>● Details the frequency with which the identified assessments will be administered.<br>● Demonstrates how assessments are aligned with Tennessee Academic Standards and the school's curriculum and instructional model.<br>Partially Meets Standard:<br>● Provides a list of formative and summative assessments that lack variety or differentiation.<br>● Provides general or vague discussion of the frequency of assessment administration.<br>● Lacks specificity on timing or rationale for assessments.<br>Does Not Meet Standard:<br>● Demonstrates no plan to use formative or summative assessments beyond mandated ones. | _X__ Meets<br>___ Partially Meets<br>__ Does Not Meet |

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| 28 | Data Analysis and Dissemination | Meets Standard:<br>● Clearly identifies multiple sources of academic achievement data.<br>● Describes a systematic process for data collection and analysis, including how teachers and staff will use those data to inform classroom instruction.<br>● Indicates a clear, detailed plan for sharing data with the school community, including students, families, the school's board, authorizer, and the public.<br>Partially Meets Standard:<br>● Identifies some but not all details of data collection.<br>● Does not provide complete information about how data will be used and by whom.<br>● References sharing data with families and/or community but not all relevant stakeholders.<br>Does Not Meet Standard:<br>● Does not explain how data will be collected or used. | _X__ Meets<br>___ Partially Meets<br>__ Does Not Meet |
| 29 | Plan for Under-Performance | Meets Standard:<br>● Describes a multi-tiered system of academic intervention that aligns with Tennessee guidelines and statute.<br>● Demonstrates a plan to integrate the school's assessment system, data use practices, and special education referral process compliant with State Board Rule 0520-01-03-.03.<br>Partially Meets Standard:<br>● Describes a tiered intervention model but may be missing details or lack full alignment with Tennessee guidelines and statute.<br>● Plan shows general intent but lacks full detail, alignment, or operational readiness.<br>Does Not Mean Standard:<br>● Fails to describe a multi-tiered intervention system that aligns with Tennessee guidelines and statute. | ___ Meets<br>_X_ Partially Meets<br>__ Does Not Meet |
| **Strengths** | | ● In the application and the interview, the applicant indicates administering the Stanford Achievement Test Series, Tenth Edition (SAT10) annually in all grades, as well as iReady math and reading, and assessments affiliated with the proposed curricula (e.g., Amplify, CoreKnowledge). | |

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| **Questions/Concerns** | • The applicant does not demonstrate how assessments are aligned with Tennessee Academic Standards and the school's curriculum and instructional model.<br>• The applicant does not provide a systematic process for data collection and analysis, including how teachers and staff will use those data to inform classroom instruction.<br>• While the applicant indicates using platforms such as Infinite Campus and Illuminate Education, they do not articulate a detailed plan for sharing data with the school community, including students, families, the school's board, authorizer, and the public.<br>• The applicant does not present a multi-tiered system of academic intervention that aligns with Tennessee guidelines and statute.<br>• The applicant does not present a plan to integrate the school's assessment system, data use practices, and special education referral process compliant with State Board Rule 0520-01-03-.03. |
| **Subsection Rating** | ___ Meets ___ Partially Meets _X_ Does Not Meet |
| **Amendment Review Rating** | ___ Meets _X__ Partially Meets __ Does Not Meet |
| **Amendment Review Comments** | • In addition to the assessments identified in the initial application, the applicant indicates the school will also administer NWEA MAP (3x per year), Eureka Math module assessments, and ongoing formative assessments. They explain that assessments are aligned with Tennessee Academic Standards and the school's curriculum and instructional model.<br>• The applicant explains that teachers will engage in weekly PLC meetings to review data and use it to adjust instructional groupings and plan interventions. There will also be biweekly instructional data reviews and quarterly data summits led by school leaders to monitor progress toward schoolwide goals.<br>• The applicant states that student progress will be shared regularly with families through parent portals, progress reports, report cards, and data nights. Data will also be shared more broadly through quarterly board reports and an annual report that is publicly available.<br>• While the applicant indicates implementing an RTI2 program and broadly outlines examples of interventions, more detail is needed to present a clear and comprehensive multi-tiered intervention system.<br>• The applicant does not explain how their plan integrates the school's assessment system, data use practices, and special education referral process compliant with State Board Rule 0520-01-03-.03. |

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| 30 | Founding Team Members | Meets Standard:<br>● Table 4 is complete, naming all members of the school-based team, governing board, and applicant team and completing all columns for each individual.<br>● Each individual in the table has a corresponding resume in Attachment 2 (school-based staff) or Attachment 3 (board members).<br>Partially Meets Standard:<br>● Table 4 is mostly complete.<br>● Most individuals named in the table have a corresponding resume in Attachment 2 or Attachment 3, as appropriate.<br>Does Not Meet Standard:<br>● Table 4 is missing or substantially incomplete.<br>● Resumes are missing for multiple individuals named in the table. | ___ Meets<br>_X_ Partially Meets<br>___ Does Not Meet |
| 31 | Principal/Head of School Candidate or Characteristics | Meets Standard:<br>● Identifies a specific, named school leader with direct experience in a leadership role with demonstrated success in raising student achievement, managing instructional programs, and developing/evaluating a staff.<br>● Provides documented evidence of the proposed school leader's past leadership results such test score gains, improved graduation rates, staff development and retention, and/or school turnaround or startup experience.<br>● The identified school leader has experience in the charter school environment, or transferable skills from a different school type and aligns with school mission and culture.<br>Partially Meets Standard:<br>● Identifies a specific, named school leader with most of the requisite experience including some success in school leadership.<br>● Provides general evidence, but not specific examples, of the proposed school leader's past leadership results.<br>● Identified school leader has peripheral experience that may or may not align with charter school leadership and/or culture and mission.<br>Does Not Meet Standard: | ___ Meets<br>___ Partially Meets<br>___ Does Not Meet<br>_X_ N/A *(school leader has not been identified)* |

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| | | ● The individual named does not have the experience or track record needed to successfully run a charter school. | |
| 32 | School-Based Team Capacity | Meets Standard:<br>● Describes a comprehensive school-based team with relevant expertise and experience across the identified academic competencies (school leadership, administration, and governance; curriculum, instruction, and assessment; meeting the needs of special populations of students; performance management; and parent and community engagement) with specific examples of past success.<br>● Team members bring experience that aligns to the school model.<br>● Clearly identifies critical gaps in knowledge, skills, and/or experience among the currently-identified team of school-based staff and explains plans to fill those gaps.<br>Partially Meets Standard:<br>● Describes a school-based team with some relevant expertise and experience but fails to provide specific examples.<br>● Identifies multiple gaps in the founding team's qualifications with only vague plans to fill those gaps with future hires.<br>Does Not Meet Standard:<br>● Current school-based team does not have sufficient experience or expertise to launch or run a charter school.<br>● There are clear gaps in the knowledge, skills, and/or experience of the team members named, but little to no acknowledgement of those gaps and no plans to fill them. | ___ Meets<br>__ Partially Meets<br>_X_ Does Not Meet |
| 33 | Gap Analysis | Meets Standard:<br>● Clearly identifies gaps in the current school leadership team related to capacity to execute the school's academic plan<br>● Provides a well-defined plan and timeline for hiring, including qualifications, selection criteria, and recruitment strategies aligned with the school's mission and needs.<br>● Demonstrates a strategic and proactive approach to building a leadership team capable of executing the school's vision.<br>Partially Meets Standard: | ___ Meets<br>__ Partially Meets<br>_X_ Does Not Meet |

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| | | ● Acknowledges some leadership gaps but lacks a complete or detailed plan for filling them.<br>● Mentions general criteria or timelines for hiring but omits key elements such as recruitment methods or specific qualifications.<br>● Shows some awareness of leadership needs but offers a plan that may not fully ensure leadership readiness by school opening.<br>Does Not Meet Standard:<br>● Fails to identify current leadership gaps or does so vaguely.<br>● Provides little or no detail on hiring plans, criteria, or processes.<br>● Does not demonstrate a clear strategy for ensuring a capable leadership team is in place. | |
| 34 | Board Capacity | Meets Standard:<br>● Provides a clear, comprehensive description of the board's collective qualifications across all required oversight areas: governance, academic accountability, financial management, and community engagement.<br>● Shows alignment between board composition and the school's mission and needs.<br>● Clearly identifies critical gaps in knowledge, skills, and/or experience among the currently-identified board members and explains plans to fill those gaps.<br>Partially Meets Standard:<br>● Addresses most oversight areas, but depth of detail or clarity about board members' experience is uneven or incomplete.<br>● Provides general alignment with the school's needs, but the connection between board expertise and strategic oversight is not well-developed.<br>● Identifies multiple gaps in the founding team's qualifications with only vague plans to fill those gaps with future hires.<br>Does Not Meet Standard:<br>● Current board does not have sufficient experience or expertise to govern a charter school.<br>● There are clear gaps in the knowledge, skills, and/or experience of the board members named, but little to no acknowledgement of those gaps and no plans to fill them. | ___ Meets<br>__ Partially Meets<br>_X_ Does Not Meet |

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| 35 | Board Selection and Gaps | Meets Standard:<br>● Explains a clear and transparent process for selecting initial board members and future board members, including specific steps such as an application, vetting process, interview, and approval.<br>● Identifies the criteria used to evaluate board candidates, including qualifications, skills, diversity, and alignment with the proposed school's mission and needs.<br>● Identifies gaps in the current board and includes a plan for ongoing recruitment that reflects a commitment to filling those gaps with highly qualified individuals.<br>Partially Meets Standard:<br>● Describes a general process for board member selection.<br>● Offers limited or vague selection criteria.<br>● Provides a general discussion of gaps and/or an underdeveloped plan for ongoing recruitment.<br>Does Not Meet Standard:<br>● Provides little to no detail about how board members have been or will be selected.<br>● Lacks a discussion of key gaps among the current governing board and no plans for ongoing recruitment. | ___ Meets<br>__ Partially Meets<br>_X_ Does Not Meet |
| **Strengths** | | ● Table 4 is complete and included in the application. | |
| **Questions/Concerns** | | ● A resume is not provided for Angela Brown.<br>● The application does not present a comprehensive school-based team with relevant expertise and experience across the identified academic competencies (school leadership, administration, and governance; curriculum, instruction, and assessment; meeting the needs of special populations of students; performance management; and parent and community engagement) with specific examples of past success.<br>● More concerning, it appears that in Table 4, only one board member is identified (Board president). All other positions appear to be network staff. In the interview, the applicant team explained that network staff are currently also board members but will eventually roll off the board; however, the timing of when this will happen is unclear, and it unclear why network staff are on the board at any point of the process. Additionally, in the interview, the applicant team indicated that the proposed CEO would stay on the board as a voting member which is not a best practice and raises conflicts. | |

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| | • It is unclear how the team members bring experience that aligns to the school model.<br>• The applicant does not identify critical gaps in knowledge, skills, and/or experience among the currently-identified team of school-based staff and explains plans to fill those gaps.<br>• The applicant does not identify gaps in the current school leadership team related to capacity to execute the school's academic plan.<br>• The applicant does not present a compelling plan for hiring, including qualifications, selection criteria, and recruitment strategies aligned with the school's mission and needs.<br>• The applicant does not demonstrate having a strategic and proactive approach to building a leadership team capable of executing the school's vision.<br>• The applicant does not provide a clear description of the board's collective qualifications across all required oversight areas: governance, academic accountability, financial management, and community engagement.<br>• The application does not present alignment between board composition and the school's mission and needs.<br>• The applicant does not identify gaps in knowledge, skills, and/or experience among the currently-identified board members and explains plans to fill those gaps.<br>• The applicant does not present a process for selecting initial board members and future board members, including specific steps such as an application, vetting process, interview, and approval.<br>• The applicant does not identify the criteria used to evaluate board candidates, including qualifications, skills, diversity, and alignment with the proposed school's mission and needs.<br>• The applicant does not identify gaps in the current board and includes a plan for ongoing recruitment that reflects a commitment to filling those gaps with highly qualified individuals. |
| **Subsection Rating** | ___ Meets ___ Partially Meets _X_ Does Not Meet |
| **Amendment Review Rating** | ___ Meets ___ Partially Meets _X_ Does Not Meet |
| **Amendment Review Comments** | • A resume is not provided for Angela Brown.<br>• While the amended application provides evidence of the proposed team having some relevant expertise and experience across the identified academic competencies (school leadership, administration, and governance; curriculum, instruction, and assessment; meeting the needs of special populations of |

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| | students; performance management; and parent and community engagement), specific examples of past success are not provided to clearly demonstrate expertise and success in these areas.<br>● In the amended application, the applicant identified and provided resumes for additional board officers (vice president, secretary, treasurer) besides the board president.<br>● The applicant acknowledges there are still school-based instructional and operational gaps that need to be filled, noting that they prioritized filling leadership positions first.<br>● The applicant notes that recruitment will be on a rolling timeline beginning after charter approval and continuing through Spring/Summer 2027. While they identify some qualifications (e.g., instructional experience, mission alignment), a robust plan for hiring is not presented.<br>● The applicant does not demonstrate having a strategic and proactive approach to building a leadership team capable of executing the school's vision.<br>● The applicant does not provide a clear description of the board's collective qualifications across all required oversight areas: governance, academic accountability, financial management, and community engagement.<br>● The application does not present alignment between board composition and the school's mission and needs.<br>● The applicant acknowledges additional board expertise is needed in areas including charter governance, facilities, legal compliance, local community representation, and parent leadership.<br>● The applicant presents a broad and generic process for selecting initial board members and future board members, and it is unclear if this process will result in strong board members. |

## Educational Program Design and Capacity Summary (AMENDED APPLICATION)

| Subsection Ratings | Meets | Partially Meets | Does Not Meet |
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| School Overview (not rated) | | | |
| School Mission and Model | | X | |
| Anticipated Student Population | | X | |
| Family and Community Engagement and Support | | X | |
| School Culture and Discipline | | X | |
| Curriculum and Instruction | | X | |
| Special Populations | | X | |
| Student Assessment and Evaluation | | X | |
| Educational Program Capacity | | | X |
| **Educational Program Design and Capacity Section Rating** | **___ Meets** | **_X_ Partially Meets** | **__ Does Not Meet** |

Summary of Section Strengths:
In the amended application, the applicant provided additional details which clarified some concerns. For example, they presented a clearer plan around culture and discipline and better explained their proposed assessment system. However, each section still lacks comprehensive detail demonstrating a strong educational program and founding team that will be likely to succeed.

Summary of Section Weaknesses:
Overall, the application still lacks detail around the educational program design and capacity For example, a clear and cohesive model is still not presented. The applicant also does not present comprehensive plans for serving all students including special populations.

Outstanding Questions:
See subsections for weaknesses/questions.

| Operations Plan and Capacity Scoring | | | |
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| **Governance** | | | |
| 36 | Board Powers and Duties | Meets Standard:<br>● Offers clear, detailed description of powers and duties of the board including core legal and fiduciary responsibilities such as overseeing academic performance and compliance, setting school policy, approving contract and legal agreements, hiring and managing the school leader, and ensuring compliance with charter terms and authorizer.<br>Partially Meets Standard:<br>● Lists several key board responsibilities but lacks details and/or omits some core functions.<br>Does Not Meet Standard:<br>● Fails to provide a clear description of what the board will do and/or may offer inaccurate or confusing details. | ___ Meets<br>_X_ Partially Meets<br>___ Does Not Meet |
| 37 | Parent Representative | Meets Standard:<br>● The response includes a clear, legally compliant plan to add a parent representative to the board within the required six-month window.<br>● The recruitment and selection process is well-defined, inclusive, and transparent, with outreach efforts that ensure equitable access and representation.<br>● The response reflects a commitment to meaningful parent voice in governance and includes mechanisms for orienting and supporting the parent board member.<br>Partially Meets Standard:<br>● The response acknowledges the legal requirement but the plan for recruitment and selection lacks sufficient detail or structure.<br>● The timeline may be vague or not fully aligned with the six-month requirement, and outreach strategies may not ensure broad awareness or participation.<br>● There is limited explanation of how the school will support the parent representative once selected.<br>Does Not Meet Standard:<br>● No process for identifying, recruiting, or selecting a parent representative is provided. | ___ Meets<br>_X_ Partially Meets<br>___ Does Not Meet |

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| 38 | Board Oversight of School Leader and Organization Chart | Meets Standard:<br>● Describes a defined and professional relationship between board and school leader with details such as point of contact, communication structures, meeting cadence.<br>● Demonstrates a clear distinction between the board's oversight role and the school leader's role in day-to-day management providing support.<br>● Organization chart (included as Attachment 4) clearly demonstrates whether and how the relationship among the school's governing board, leadership, and any related bodies will evolve between the school's first year of operation and full capacity.<br>Partially Meets Standard:<br>● States the board will meet with or support the school leader but doesn't offer complete details about structure, frequency, or protocols.<br>● Acknowledges the board's role in oversight but may blur lines between governance and day-to-day school operations.<br>● Provides an organization chart that is incomplete.<br>Does Not Meet Standard<br>● No reference to the board providing oversight or support of the school leader.<br>● Provides an organization chart that is misaligned with the explanation of the relationship between the board, school leadership, and any related bodies. | ___ Meets<br>_X__ Partially Meets<br>__ Does Not Meet |
| 39 | Board Policies | Meets Standard:<br>● Provides clear, specific, and complete policies for all four areas: meeting frequency, board/committee structure, conflict of interest, and complaint procedures.<br>● Policies demonstrate alignment with best practices in governance and legal compliance.<br>Partially Meets Standard:<br>● Addresses most of the required areas but lacks clarity or detail in one or more (e.g., vague conflict of interest process or missing committee structure).<br>● Some policies may appear underdeveloped, generic, or loosely connected to governance best practices.<br>Does Not Meet Standard: | ___ Meets<br>_X_ Partially Meets<br>__ Does Not Meet |

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| | | ● Omits one or more required areas entirely or provides only cursory responses with no substantive detail.<br>● Fails to describe procedures that promote transparency, accountability, or ethical governance. | |
| 40 | Attachments | Not evaluated for quality. Applicant is asked to provide:<br>● Articles of incorporation<br>● Proof of nonprofit and tax-exempt status<br>● Governing board bylaws<br>*To be marked complete, all three attachments must be included.* | ___ Complete<br>_X__ Incomplete |
| **Strengths** | | ● The applicant provided the bylaws and an invoice indicating payment confirmation for the nonprofit/tax-exempt application.<br>● The applicant affirms that the board focuses on oversight and not day-to-day management of the school.<br>● The applicant defines a professional relationship between board and school leader including communication structures such as monthly meetings, written reports, etc. | |
| **Questions/Concerns** | | ● While the applicant briefly and broadly describes oversight of academics, finance, and legal matters, details are lacking around what oversight truly looks like. Additionally more detail is needed to demonstrate understanding of the powers and duties of the board including core legal and fiduciary responsibilities such as overseeing academic performance and compliance, setting school policy, approving contract and legal agreements, hiring and managing the school leader, and ensuring compliance with charter terms and authorizer.<br>● While the applicant indicates that the school will add a parent representative to the board within the required six-month window, they do not present a clear process, only noting that they will have a "transparent" process.<br>● While the applicant states that board recruitment and selection processes will be "transparent, inclusive, and equitable, more detail is needed to demonstrate these processes are well-defined, inclusive, and transparent, with outreach efforts that ensure equitable access and representation.<br>● The organization chart (Attachment 4) is basic and does not clearly demonstrate how the relationship among the school's governing board and leadership will evolve between the school's first year of operation and full capacity. Additionally, given that they intend to form a network, it appears to be | |

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| | extremely top-heavy at the network level and it is unclear why and how all school-level staff (including school leaders, teachers, and instructional staff) will report to the Superintendent of Schools.<br>● The application does not include clear, specific, and complete policies for all four areas: meeting frequency, board/committee structure, conflict of interest, and complaint procedures.<br>● While the applicant provides filing acknowledgement of the articles of incorporation, the actual document with the articles of incorporation was not provided.<br>● In Article 5, Section 10 of the bylaws (p.171), it indicates that board members must raise or provide services in the amount of $50,000 each year. What is the rationale for this and what happens if board members cannot fulfill this obligation?<br>● In Article 14, Section 4 of the bylaws (p.175), it states that the succession order to the President is President-Elect, Vice President, CEO, and CFO. The CEO and CFO should not be board members, what is the rationale for this? If the CEO or CFO were to assume the position, would they resign from their school-based position? |
| **Subsection Rating** | ___ Meets ___ Partially Meets _X__ Does Not Meet |
| **Amendment Review Rating** | ___ Meets _X__ Partially Meets __ Does Not Meet |
| **Amendment Review Comments** | ● The applicant explains that there will be an academic excellence committee, a finance committee, and a governance committee who will lead the oversight of academics, finance, and board recruitment/training/evaluation. These committees will review items such as performance data and monthly financial statements. They also explain how the board will provide operational and legal oversight (e.g., adopting and reviewing policies, ensuring compliance, etc.).<br>● The applicant indicates the school leader will be evaluated each year around academic, operational, financial, and organizational performance, and notes the process includes goal-setting, mid-year reviews, and end-of-year evaluations. However, review of the revised organizational chart shows that the head of schools/superintendent reports to the board (and not the school leader), so that is the position who should be evaluated by the board. Additionally, there is still a CEO, and it is unclear how this position (and the network) fit in within the organizational and reporting structure.<br>● The applicant indicates that the school will add a parent representative to the board within the required six-month window and outlines a brief process around how this person will be recruited, selected, and onboarded. |

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| | | ● While the applicant states that board recruitment and selection processes will be "transparent, inclusive, and equitable, more detail is needed to demonstrate these processes are well-defined, inclusive, and transparent, with outreach efforts that ensure equitable access and representation.<br>● The organization chart (Attachment 4) is basic and does not clearly demonstrate how the relationship among the school's governing board and leadership will evolve between the school's first year of operation and full capacity as in the application they indicate additional positions will be added over time but it is unclear where they fall in the organizational chart. Additionally, the children and families director has been added at the school level.<br>● While the application provides brief descriptions of board meeting frequency, board/committee structure, conflict of interest, and complaint procedures, they do not present complete and comprehensive policies for these areas.<br>● While the applicant provides filing acknowledgement of the articles of incorporation, the actual document with the articles of incorporation was not provided.<br>● In Article 5, Section 10 of the bylaws, it indicates that board members must raise or provide services in the amount of $50,000 each year. What is the rationale for this and what happens if board members cannot fulfill this obligation?<br>● In Article 14, Section 4 of the bylaws, it states that the succession order to the President is President-Elect, Vice President, CEO, and CFO. The CEO and CFO should not be board members, what is the rationale for this? If the CEO or CFO were to assume the position, would they resign from their school-based position? | |
| **Staffing** | | | |
| 41 | Staffing Structure | Meets Standard:<br>● Describes a well-defined leadership and staffing structure with logical reporting lines and differentiated academic and operational roles.<br>● Outlines rationale for the structure and explains innovative or creative approaches, if applicable.<br>Partially Meets Standard:<br>● Provides a general description of the leadership and staffing structure but may lack some clarify in reporting lines, essential roles, or differentiation between academic and operational.<br>● Supports some of the details with a rationale but leaves gaps about certain roles. | ___ Meets<br>___ Partially Meets<br>_X_ Does Not Meet |

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| | | Does Not Meet Standard:<br>● Fails to provide a clear description of leadership and staffing structure. | |
| 42 | Teacher Recruitment and Retention | Meets Standard:<br>● Provides a multi-faceted, proactive plan for attracting and retaining high-performing teachers (e.g., pipeline identification, outreach, professional development, coaching and leadership pathways).<br>● Describes employment benefits and incentive structures that will help recruit and retain teachers.<br>● Lists specific salary ranges that are comparable to and/or competitive with other schools in the community.<br>Partially Meets Standard:<br>● Includes a partially developed plan for attracting and retaining high-performance teachers but lacks specificity regarding strategies or scope.<br>● Mentions benefits and incentive structures but lacks details.<br>● Provides a salary structure that lacks alignment with local schools.<br>Does Not Meet Standard:<br>● Fails to describe how the school will recruit or retain teachers.<br>● Omits information about benefits and incentive structures. | ___ Meets<br>_X__ Partially Meets<br>__ Does Not Meet |
| 43 | Professional Development | Meets Standard:<br>● Outlines the structure, frequency, and types of professional development planned.<br>● Aligns professional development plans to the school model and instructional strategies designed to serve the anticipated student population.<br>Partially Meets Standard:<br>● Offers a professional development plan but has gaps in structure, frequency, and/or types.<br>● Draws a connection to the school model and instructional strategies but may not provide full details or connection to anticipated student population.<br>Does Not Meet Standard:<br>● Fails to describe how professional development will occur. | ___ Meets<br>_X__ Partially Meets<br>__ Does Not Meet |
| **Strengths** | | | |

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| **Questions/Concerns** | ● The applicant includes network-level staffing as part of the structure, indicating there are seven network-level FTE. Additionally, at the school level, they indicate having 1 FTE school director, 6 certified teachers, 2 teacher assistants, guidance counselor/registrar/attendance clerk, administrative assistant, 0.5 FTE custodial and maintenance worker, and 2 0.5 FTE cafeteria workers. However, this does not fully align with the budget see financial section).<br>● The budget indicates teachers will receive a salary of $45,000 which is below the district's average salary, and is not in compliance with House Bill 239/SB281. More specifically, the base salary established by this legislation for SY2026-27 is $50,000.<br>● The rationale for having one person serve as the guidance counselor, registrar, and attendance clerk is unclear as these roles have different qualifications and responsibilities.<br>● It is unclear how the school ensure proper staffing for special populations.<br>● The applicant does not present a well-defined leadership and staffing structure with logical reporting lines and differentiated academic and operational roles.<br>● The applicant does not outline a rationale for the organizational structure.<br>● The applicant did not fully address the criteria pertaining to teacher recruitment and retention or a plan for professional development. |
| **Subsection Rating** | ___ Meets ___ Partially Meets __X_ Does Not Meet |
| **Amendment Review Rating** | ___ Meets __X_ Partially Meets __ Does Not Meet |
| **Amendment Review Comments** | ● The applicant states that in Years 1-2, there will be 3 lead classroom teachers (K-1, 2-3, 4-5) supported by 2 instructional teaching assistants. However, the rationale for combining grade levels is unclear and it is unclear how they will ensure proper instruction against standards. Additionally, this does not fully align with the budget.<br>● The applicant provides proposed salary ranges that show certified teachers will receive $50,000-$62,000, and the budget shows an average salary of $55,000 for certified teachers.<br>● The applicant outlines some potential employment benefits and incentive structures (e.g., performance-based stipends, advancement opportunities, etc.). However, it is unclear how/if these are accounted for in the budget.<br>● It is unclear from this section how the school ensure proper staffing for special populations. |

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| | | ● The applicant does not present a well-defined leadership and staffing structure with logical reporting lines and differentiated academic and operational roles nor do they present a compelling rationale.<br>● The applicant does not present a multi-faceted, proactive plan for attracting and retaining high-performing teachers.<br>● The applicant presents a broad and generic professional development plan, and while they identify some pertinent topics (e.g., foundational literacy, MTSS, culturally responsive instruction, etc.), they do not provide a clear and robust PD plan that demonstrates teachers will be supported and developed to implement the model with fidelity and improve their practices. | |
| **Facilities** | | | |
| 44 | Facility Needs | Meets Standard:<br>● Identifies facility needs aligned to school instructional model and projected enrollment growth.<br>● Reflects a clear understanding of legal (e.g., zoning, occupancy, ADA) and practical (e.g., safety, traffic flow) requirements.<br>Partially Meets Standard:<br>● Demonstrates minimal alignment with instructional model and/or projected enrollment growth.<br>● Does not demonstrate full understanding of all legal and practical requirements.<br>Does Not Meet Standard:<br>● Demonstrates little to no alignment with instructional model and/or projected enrollment. | ___ Meets<br>_X__ Partially Meets<br>__ Does Not Meet |
| 45 | Progress to Date | Meets Standard:<br>● Provides specific details about progress made in identifying or securing a facility, including site visits, lease or purchase negotiations, or identified properties under serious consideration.<br>● Names and roles of individuals leading the facility search, as well as any external brokers or real estate consultants, are clearly provided.<br>Partially Meets Standard:<br>● The application includes some steps taken to find a facility, but progress is limited or lacks concrete milestones (e.g., general area searched, but no properties identified). | ___ Meets<br>___ Partially Meets<br>_X_ Does Not Meet |

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| | | • Leadership roles in the facility search are named but without clarity on responsibilities or without mention of external support such as brokers or consultants.<br>Does Not Meet Standard:<br>• The application provides minimal or no evidence of progress in identifying or securing a facility for the proposed school.<br>• No individuals or firms responsible for the facility search are named, or roles are unclear. | |
| **Strengths** | | | |
| **Questions/Concerns** | | • While the applicant indicated there is a proposed facility (a church) and provided some general specs (e.g., square footage, kitchen, ADA ramp, etc.), the applicant does not identify specific facility needs aligned to school instructional model and projected enrollment growth, such as specific space requirements, etc.<br>• The application includes a broad and generic response that does not reflect an understanding of legal and practical requirements.<br>• While the applicant generally indicates developing facility criteria, conducting preliminary site visits and walkthroughs, reviewing legal and practical requirements, and identifying a proposed facility, it is unclear if the facility is suitable for educational purposes.<br>• The applicant states that the CEO, CFO, and Superintendent of Schools will oversee facilities with support from the Board of Directors. However, their expertise and capacity to lead this effort is unclear.<br>• The applicant includes a facility use and rental agreement template in Attachment 15. However, it is generic and incomplete. In the interview, the applicant indicated having a proposed facility, and that the landlord would complete all needed renovations. However, it is unclear how the applicant team will ensure that the proposed facility meets all zoning, legal, and compliance requirements needed to be a school, or how the school will co-locate with the church. | |
| **Subsection Rating** | | ___ Meets ___ Partially Meets _X__ Does Not Meet | |
| **Amendment Review Rating** | | ___ Meets ___ Partially Meets _X_ Does Not Meet | |
| **Amendment Review Comments** | | • The applicant states that the school requires a minimum of 8-10 classrooms as well as additional spaces such as for STEM and agricultural learning, a multipurpose room, etc., but they do not outline specific space requirements, nor do they describe what is currently available at the proposed facility. | |

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| | | • The applicant notes the facility will meet all local, state, and federal requirements, and will complete all required inspections prior to occupancy.<br>• While the applicant generally indicates developing facility criteria, conducting preliminary site visits and walkthroughs, reviewing legal and practical requirements, and identifying a proposed facility, it is unclear if the facility is suitable for educational purposes.<br>• The applicant states that the CEO, CFO, and Superintendent of Schools will oversee facilities with support from the Board of Directors. However, their expertise and capacity to lead this effort is unclear.<br>• The applicant includes a facility use and rental agreement template in Attachment 15. However, it is generic and incomplete. In the interview, the applicant indicated having a proposed facility, and that the landlord would complete all needed renovations. However, it is unclear how the applicant team will ensure that the proposed facility meets all zoning, legal, and compliance requirements needed to be a school, or how the school will co-locate with the church. | |
| **Transportation** | | | |
| 46 | Daily Plan | Meets Standard:<br>• Offers a clear transportation plan and provider model that considers geography, enrollment area, and target student populations.<br>• Explains the daily operational detail and how all students will be accommodated.<br>• If transportation is not planned, explains rationale and how students will get to school, including planned assistance for students facing transportation barriers or challenges.<br>Partially Meets Standard:<br>• Outlines a basic transportation plan with proposed provider with limited or no operational details.<br>• If transportation is not planned, it offers potential options for families with little or no plan for assistance.<br>Does Not Meet Standard:<br>• Fails to state whether transportation will be provided, lacking rationale or awareness of potential barriers families may face. | ___ Meets<br>___ Partially Meets<br>_X_ Does Not Meet |
| 47 | Students with IEPs | Meets Standard:<br>• References legal requirement to provide transportation if required by a student's IEP and confirms transportation will be provided at no cost for those students. | _X__ Meets<br>__ Partially Meets |

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| | | ● Offers planned transportation details including accommodating accessibility issues, as needed.<br>Partially Meets Standard:<br>● Acknowledges the obligation to provide transportation if required by a student's IEP but offers limited details on process or provision of accommodation, as needed.<br>Does Not Meet Standard:<br>● Fails to acknowledge transportation must be required for students with IEP and offers no plan. | ___ Does Not Meet |
| **Strengths** | | | |
| **Questions/Concerns** | | ● The applicant outlines a tiered approach to transportation, which includes car riders, transportation assistance referrals, contracted transportation, limited school-directed transportation, etc. However, it is unclear how this plan considers geography, enrollment area, and target student populations, or how it is feasible.<br>● The applicant does not explain the daily operational detail and how all students will be accommodated.<br>● While the applicant states the school will support students facing transportation barriers or challenges, additional detail to provide a clear and compelling plan is needed. Additionally, it is unclear how these potential costs have been incorporated within the budget.<br>● The applicant acknowledges the obligation to provide transportation if required by a student's IEP but does not provide additional detail beyond that. | |
| **Subsection Rating** | | ___ Meets ___ Partially Meets _X__ Does Not Meet | |
| **Amendment Review Rating** | | ___ Meets ___ Partially Meets _X_ Does Not Meet | |
| **Amendment Review Comments** | | ● The applicant outlines a tiered approach to transportation, and will provide 3-4 pick-up locations in Year 1. They add that by Year 3 they will evaluate the feasibility of expanding routes or adding additional stops. While the applicant indicates that routes will be designed based on enrollment and address data as well as students demonstrating transportation barriers, it is unclear how this will be feasible or how it will ensure all interested families can access the school.<br>● The applicant does not explain the daily operational detail and how all students will be accommodated. | |

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| | | ● While the applicant states the school will support students facing transportation barriers or challenges, additional detail to provide a clear and compelling plan is needed. Additionally, it is unclear how these potential costs have been incorporated within the budget.<br>● The applicant acknowledges the obligation to provide transportation if required by a student's IEP and briefly outlines how the school will ensure transportation if required by an IEP. | |
| **Health and Safety** | | | |
| 48 | Medical Plan | Meets Standard:<br>● Identifies how the school will safely and legally meet student medical needs, including a plan to hire or contract for nursing services.<br>Partially Meets Standard:<br>● Acknowledges a plan for medical services with limited details, including details of providing nursing services.<br>Does Not Meet Standard:<br>● Fails to provide a plan for student medical needs. | ___ Meets<br>___ Partially Meets<br>_X_ Does Not Meet |
| 49 | School Safety | Meets Standard:<br>● Identifies either a specific person or a position responsible for overseeing school safety (e.g., Director of Operations, School Safety and Compliance Officer) and details responsibilities.<br>● Provides a step-by-step approach and realistic timeline for developing and finalizing a school safety plan prior to school opening.<br>Partially Meets Standard:<br>● Names a person or role for safety lead but does not fully detail responsibilities.<br>● Includes a general safety plan timeline that lacks specific steps and/or alignment to all state, local, and district requirements.<br>Does Not Meet Standard:<br>● Does not identify safety lead.<br>● Omits a timeline or process for developing a safety plan. | ___ Meets<br>___ Partially Meets<br>_X_ Does Not Meet |
| **Strengths** | | | |

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| **Questions/Concerns** | | ● While the applicant indicates it will comply with all health and safety requirements, they do not provide actual detail to demonstrate an understanding or capacity to develop and implement these plans, and how they will safely and legal meet student medical needs.<br>● The applicant does not name a specific person role for safety lead or fully detail responsibilities.<br>● The applicant does not provide a detailed safety plan timeline. | |
| **Subsection Rating** | | ___ Meets ___ Partially Meets _X__ Does Not Meet | |
| **Amendment Review Rating** | | __X_ Meets ___ Partially Meets __ Does Not Meet | |
| **Amendment Review Comments** | | ● The applicant indicates the school will have both on-site care and contracted nursing support, and the school will contract out health services.<br>● The applicant states that the school director will serve as the primary school safety coordinator.<br>● The applicant outlines a timeline for developing the school's safety plan. | |
| **Insurance** | | | |
| 50 | Proof of Insurance | Meets Standard:<br>● Attachment 8 lists the types and corresponding amounts of insurance coverage the proposed school will secure; states that the company will provide the required coverage upon approval of the charter application; and includes provisions for the insurer to notify the Department of any cancellation of insurance, pursuant to T.C.A. § 49-13-107(b)(19).<br>● Types of insurance meet requirements in law (i.e., at minimum, workers' compensation, employer liability, property, professional liability, surety bonds pursuant to T.C.A. § 49-13-111(n), and sexual abuse).<br>Partially Meets Standard:<br>● Attachment 8 is largely complete but missing some of the required information.<br>Does Not Meet Standard:<br>● Attachment 8 is substantially incomplete, missing multiple required elements and/or does not meet requirements in law. | ___ Meets<br>___ Partially Meets<br>_X_ Does Not Meet |
| **Strengths** | | | |
| **Questions/Concerns** | | ● The applicant provides a quote from biBERK that covers workers' compensation, employer's liability insurance, and coverage for three owners/officers. It is unclear why the coverage is for three specific | |

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| | | owners/officers, and it also does not include property, professional liability, surety bonds, or sexual abuse. | |
| **Subsection Rating** | | ___ Meets ___ Partially Meets _X__ Does Not Meet | |
| **Amendment Review Rating** | | ___ Meets ___ Partially Meets _X_ Does Not Meet | |
| **Amendment Review Comments** | | • The applicant provides a quote from biBERK that covers workers' compensation, employer's liability insurance, which appears to cover up to 45 employees. However, it is unclear if it includes insurance around property, professional liability, surety bonds, or sexual abuse. | |
| **Food Service** | | | |
| 51 | Food Service Plan | Meets Standard:<br>• Provides a detailed food service delivery model and process (e.g., in-house, contracted with food service management company, partnership with district or another charter).<br>• If planning to use a vendor, outlines vendor procurement process and evaluation criteria.<br>• If planning to provide in-house or through a partnership, details how nutritious meals will be planned, prepared, stored, served, and what staff will be required.<br>Partially Meets Standard:<br>• Provides a limited food service delivery model and process.<br>• If planning to use a vendor, lacks a detailed process.<br>• If planning to provide in-house or through a partnership, fails to capture all relevant details for the process.<br>Does Not Meet Standard:<br>• Lacks a clear food service plan with no details of provider, process, or required steps. | ___ Meets<br>_X__ Partially Meets<br>__ Does Not Meet |
| **Strengths** | | | |
| **Questions/Concerns** | | • The applicant indicates it will contract food services to have food prepared off-site; however, they do not provide a clear food service plan with details of provider, process, and required steps. | |
| **Subsection Rating** | | ___ Meets ___ Partially Meets _X_ Does Not Meet | |

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| **Amendment Review Rating** | | ___ Meets __X_ Partially Meets __ Does Not Meet | |
| **Amendment Review Comments** | | • The applicant indicates it will contract food services to have food prepared off-site, and outline a vendor selection process. They note that this will require refrigeration units for storage and a dining area; however, it is unclear if these are available in the proposed facility. Additionally, although they indicate kitchen staff are not required since meals are prepared off-site, it is unclear how meals will be served. | |
| **Start-Up Plan** | | | |
| 52 | Timeline | Meets Standard:<br>● Presents a comprehensive, detailed timeline that incorporates student recruitment, staffing, and facilities.<br>● Shows clear ownership of key tasks and overall preparation to open on time.<br>Partially Meets Standard:<br>● Provides a timeline with major categories but lacking previously offered milestones and/or details.<br>● Lacks clear ownership of key tasks.<br>Does Not Meet Standard:<br>● Provides a vague timeline, if any, with unclear milestones that may lack ownership or supporting details. | ___ Meets<br>___ Partially Meets<br>_X_ Does Not Meet |
| 53 | Contingency Plan | Meets Standard:<br>● Offers reasonable and viable mitigation strategies and contingency plans for each of the bullets in the question prompt (not meeting enrollment targets, not meeting fundraising goals, hiring challenges, and facility delays).<br>● Reflects the capacity to adjust and resolve potential challenges, including a clear understanding of the risks.<br>Partially Meets Standard:<br>● Offers general strategies to address challenges identified in the question prompt but lacks clear strategies for overcoming challenges.<br>Does Not Meet Standard:<br>● Fails to describe what will happen if enrollment or fundraising targets are missed or if hiring challenges are encountered. | ___ Meets<br>___ Partially Meets<br>_X_ Does Not Meet |

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| **Strengths** | | | |
| **Questions/Concerns** | | ● The start-up plan presented in the application lacks specific details to demonstrate a clear and comprehensive plan and timeline that will allow the school to successfully open on time.<br>● While the applicant identifies some risks, such as enrollment, fundraising, hiring, and facilities, they provide generic and non-specific mitigation strategies and contingency plans that do not demonstrate understanding of these risks or how to address and resolve them. | |
| **Subsection Rating** | | ___ Meets ___ Partially Meets _X__ Does Not Meet | |
| **Amendment Review Rating** | | ___ Meets ___ Partially Meets _X_ Does Not Meet | |
| **Amendment Review Comments** | | ● While the start-up plan provides a timeline with some milestones (e.g., finalize facility), it lacks specific details to demonstrate a clear and comprehensive start-up plan and timeline that will allow the school to successfully open on time.<br>● While the applicant identifies some risks (e.g., fundraising, hiring, facility), triggers, and actions, they provide generic and non-specific mitigation strategies and contingency plans that do not demonstrate understanding of these risks or how to address and resolve them. | |
| **Operations Capacity** | | | |
| 54 | Team Capacity | Meets Standard:<br>● Describes a team with relevant expertise and experience across the identified operational competencies (professional development and performance management; student health and safety; food service; transportation; facilities acquisition and management) with specific examples of past success.<br>● Team members bring experience that aligns to the school model.<br>● Identifies known gaps and provides a comprehensive plan to fill them with future hires.<br>Partially Meets Standard:<br>● Describes a team with some relevant expertise and experience but fails to provide specific examples.<br>● There are multiple gaps in the team's qualifications and vague plans to fill those gaps with future hires. | ___ Meets<br>___ Partially Meets<br>_X_ Does Not Meet |

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| | | Does Not Meet Standard:<br>● Sponsor's team does not have sufficient experience or expertise to launch or run a charter school.<br>● There are clear gaps in the knowledge, skills, and/or experience of the team members named, but little to no acknowledgement of those gaps and no plans to fill them. | |
| 55 | Monitoring Organizational Health | Meets Standard:<br>● Clearly identifies metrics or indicators for assessing organizational health across all phases: pre-opening, early years, and long-term operations.<br>● Articulates a sound process for board oversight, including how data will inform decisions and ongoing evaluation of organizational health.<br>● Specifies appropriate, board-driven intervention strategies (e.g., strategic planning adjustments, targeted supports, restructuring) tied to performance outcomes.<br>Partially Meets Standard:<br>● Identifies some measures of organizational health, but coverage across lifecycle stages is incomplete or inconsistent.<br>● Provides limited explanation of how data will be used by the board to assess and respond to organizational performance.<br>● Mentions intervention but offers vague, generic, or underdeveloped plans for how the board would respond to organizational challenges.<br>Does Not Meet Standard:<br>● Fails to identify meaningful indicators of organizational health or does not differentiate by phase.<br>● Does not describe how the board will assess or oversee organizational performance.<br>● Lacks any mention of board intervention strategies, or those provided are unrealistic or inappropriate. | ___ Meets<br>___ Partially Meets<br>_X_ Does Not Meet |
| **Strengths** | | | |
| **Questions/Concerns** | | ● The applicant provides a broad and generic response to this section. It is unclear if the proposed team has the operational expertise and experience needed to successfully execute the opening and management of the school. | |

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| | • The applicant does not provide clear metrics or indicators for assessing organizational health across all phases, nor do they articulate a sound process for board oversight or identify appropriate, board-driven intervention strategies. |
| **Subsection Rating** | ___ Meets ___ Partially Meets _X__ Does Not Meet |
| **Amendment Review Rating** | ___ Meets ___ Partially Meets _X_ Does Not Meet |
| **Amendment Review Comments** | • While the applicant provides some additional detail, it remains unclear if the proposed team has the operational expertise and experience needed to successfully execute the opening and management of the school.<br>• While the applicant identifies some metrics or indicators for assessing organizational health across all phases, they are not comprehensive or compelling, nor are their process for board oversight or board-driven intervention strategies. |

## Operations Plan and Capacity Summary (AMENDED APPLICATION)

| Subsection Ratings | Meets | Partially Meets | Does Not Meet |
|---|---|---|---|
| Governance | | X | |
| Staffing | | X | |
| Facilities | | | X |
| Transportation | | | X |
| Health and Safety | X | | |
| Insurance | | | X |
| Food Service | | X | |
| Start-up Plan | | | X |
| Operations Capacity | | | X |
| **Operations Plan and Capacity Section Rating** | **___ Meets** | **__ Partially Meets** | **_X_ Does Not Meet** |

Summary of Section Strengths:
The applicant provided some additional detail based on the provided feedback; however, a number of concerns remain.

Summary of Section Weaknesses:
Based on the amended application, it remains unclear if the proposed founding team has the expertise and capacity to found and oversee a charter school. Additionally, it appears that the sponsor is also forming as charter management organization (CMO) in order to operate this school and other prospective schools in Tennessee, but they do not demonstrate understanding of what it means to be a CMO or how it should operate. Further, most subsections continue to lack detail and do not demonstrate a strong operations plan.

Outstanding Questions:
See subsections for weaknesses/questions.

| Budget and Finance Scoring | | | |
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| **Operating Budget** | | | |
| 56 | Operating Budget | Meets Standard:<br>● There are no major inconsistencies between the budget template, budget narrative, and application (i.e., information described in the application such as teacher salaries, supplemental programming, transportation, nursing services, etc., are clearly accounted for in the budget narrative and template.)<br>● Includes reasonable assumptions and projections for both budget scenarios.<br>● Staffing projections are aligned with projected enrollment and program model.<br>Partially Meets Standard:<br>● Budget template is complete but there is some misalignment with the application narrative.<br>● Some estimates or assumptions are questionable or inconsistent.<br>● Staffing projections are questionable or inconsistent with projected enrollment or school model.<br>Does Not Meet Standard:<br>● Major revenue and/or expense categories are incomplete or completely misaligned with the application narrative.<br>● Staffing projections are inconsistent with projected enrollment and/or misaligned with the school model. | ___ Meets<br>___ Partially Meets<br>_X_ Does Not Meet |
| 57 | Budget Narrative | Meets Standard:<br>● There are no major inconsistencies between the budget template, budget narrative, and application (i.e., information described in the application such as teacher salaries, supplemental programming, transportation, nursing services, etc., are clearly accounted for in the budget narrative and template.)<br>● Connects budget decisions to the school's mission, instructional model, staffing approach, and enrollment plan.<br>● Clearly explains key assumptions behind revenue and expense projections (e.g., enrollment growth, staffing levels, facilities costs, grant timing). | ___ Meets<br>___ Partially Meets<br>_X_ Does Not Meet |

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| | | ● Explains the degree to which the school budget will rely on variable income (e.g., grants, donations)<br>● Identifies anticipated funding sources, clearly delineating between which are secured and which are anticipated.<br>● Discusses cash reserves, fundraising plans (if applicable), and break-even point.<br>● Justifies minimum student enrollment needed to open and operate in Year 1.<br>● Justifies staffing structure and costs, including role types, growth over time, and associated costs.<br>● Describes specific contingency plans for major financial risks in Year 1 (e.g., under-enrollment, funding delays, cost overruns) and any year projecting to be operating at a budget deficit.<br>● Addresses projected surpluses or deficits and explains how the organization will maintain health over time.<br>Partially Meets Standard:<br>● Provides a general budget with some included assumptions but explanations are vague, incomplete, lacking context, difficult to verify, or overly optimistic.<br>● Mentions school model or priorities but there is some disconnect between narrative and budgeted allocations.<br>● Lists revenue sources but lacks sufficient detail or context; risk discussion may be limited, generic, or missing key concerns.<br>● Mentions general risks or contingency plans for Year 1 but lacks specificity or realistic responses; may overlook certain scenarios.<br>Does Not Meet Standard:<br>● Revenue or cost assumptions are missing, unsupported, or incorrect.<br>● Narrative is misaligned or disconnected from the educational model.<br>● Omits discussion of major revenue drivers or risks.<br>● Provides no contingency planning for Year 1 and/or for any year projected to be operating at a budget deficit. | |
| **Strengths** | | ● The applicant identifies some contingency plans in the event of budget deficits (e.g., review/reduction of discretionary spending, temporary hiring pauses) which do not affect the model. | |

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| **Questions/Concerns** | ● The Year 0 budget indicates the school has a negative net operating income and there is no incoming revenue for the entire year. In the interview, the applicant team indicated they wanted to be conservative in the budget, and that they will secure donors to provide funding for start-up costs, which raises concerns.<br>● The budget does not include reasonable assumptions and projections for some areas.<br>● The budget does not appear to include funds for utilities.<br>● The budget shows network-level staff receiving $167,000 each year from the budget, which is 30% of the staffing budget and is concerning. Without this school and the other prospective schools, what other funding is the network receiving, and how are the individual schools receiving funding?<br>● The budget only includes one teacher, one SPED teacher, and two teaching assistants in Years 1-5. However, in the narrative (p.42), the applicant indicates there are six teachers and two teacher assistants.<br>● As previously mentioned, the teacher salary is not in compliance with House Bill 239/SB281.<br>● The budget does not include funds for health/medical insurance, dental insurance, life insurance, or pensions/retirement.<br>● The budget does not fully align with the staffing chart in the narrative. For example, the narrative includes 19.5 FTE (in all years) but the budget only includes 18 FTE.<br>● Although they indicate a shared cost approach for accounting/auditing, they intend to open three schools, and they have allocated $500 towards accounting/auditing fees, which would be $1500 over three schools and is extremely low.<br>● All of the expenses appear to be extremely underfunded, even if they combine fees across three schools.<br>● The applicant does not connect budget decisions to the school's mission, instructional model, staffing approach, and enrollment plan.<br>● The applicant does not clearly explain key assumptions behind revenue and expense projections (e.g., enrollment growth, staffing levels, facilities costs, grant timing).<br>● In the budget narrative, the applicant explains that the school will rely on the public per-pupil and federal funding as the primary revenue sources, and will not depend on variable income. However, it is unclear how the school will be able to be financially viable and sustainable based on this.<br>● The applicant does not discuss cash reserves, fundraising plans, or break-even point.<br>● The applicant does not present a compelling justification for the minimum student enrollment needed to open and operate in Year 1. |

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| | | • The applicant does not present a compelling justification for the staffing structure and costs.<br>• The applicant does not address projected surpluses or deficits and explains how the organization will maintain health over time. | |
| **Subsection Rating** | | ___ Meets ___ Partially Meets _X__ Does Not Meet | |
| **Amendment Review Rating** | | ___ Meets ___ Partially Meets _X_ Does Not Meet | |
| **Amendment Review Comments** | | • The Year 0 budget indicates the school has a negative net operating income in some months.<br>• The budget for Year 0 doesn't have a budget for expenses for social security and Medicare benefits but there are salaries in months 11 and 12.<br>• Similarly, the budget for Year 0 has expenses for some benefits for month 1 through 10 but the budget doesn't allocate for salaries in those months.<br>• The Year 0 budget includes $255,571 in CSP funding; however, this funding is not secured. In the amended budget, the applicant team indicates the Board President will provide funding to offset expenses for each month that cannot be funded through fundraising and grants, which is a concern.<br>• Based on the amended budget, there are still concerns with the school facing net operating loss(es) over the years.<br>• The budget does not include reasonable assumptions and projections for some areas.<br>• The applicant does not present a compelling justification for the minimum student enrollment needed to open and operate in Year 1.<br>• The applicant does not present a compelling justification for the staffing structure and costs.<br>• The budget for Years 1 - 5 Staff Count does not address medical/dental insurance, dental insurance, pension/retirement, etc.<br>• The budget for facility operations & maintenance - insurance doesn't appear to be sufficient. The narrative states the budget has been revised to reflect $28,000 - $35,000 in Years 0 and 1 but the Excel sheet doesn't balance to these amounts.<br>• The budget and the narrative are not fully aligned. | |
| **Budget and Finance Capacity** | | | |
| 58 | Systems and Policies | Meets Standard:<br>• Provides a detailed description of financial systems and processes for planning, accounting, purchasing, and payroll. | ___ Meets<br>___ Partially Meets<br>_X_ Does Not Meet |

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| | | ● Identifies the role and key responsibilities for the staff member who will be responsible for day-to-day financial management and the system for oversight.<br>● Indicates policies to provide strong internal control and compliance with state, federal, and authorizer financial reporting.<br>Partially Meets Standard:<br>● Offers a basic financial system overview but may lack details around specific systems, vendors, or operational details.<br>● Mentions finance responsibilities but does not align with specific roles and/or overly relies on one individual or external provider.<br>● Offers loose oversight and internal control mechanisms lacking details about specific compliance areas.<br>Does Not Meet Standard:<br>● Fails to describe how core functions of financial systems will be provided.<br>● Lacks internal controls or oversight structure.<br>● Does not provide for compliance or reporting. | |
| 59 | Procedures for Idle Funds, Purchasing, and Travel | Meets Standard:<br>● The application provides clear, detailed procedures for the deposit of idle funds that align with applicable state laws and ensure financial security and accountability.<br>● Purchasing procedures are well-defined, including approval processes, thresholds for bids or quotes, and internal controls to prevent conflicts of interest or misuse of funds.<br>● Comprehensive travel regulations are outlined, including allowable expenses, approval requirements, reimbursement processes, and alignment with state or federal guidelines.<br>Partially Meets Standard:<br>● The application addresses idle funds, purchasing, and travel policies, but with limited detail or incomplete alignment with best practices or legal requirements.<br>● Some procedures are described (e.g., basic purchasing steps or general travel guidelines), but key elements such as fund security, thresholds, or approval authorities are missing or unclear.<br>Does Not Meet Standard: | ___ Meets<br>___ Partially Meets<br>_X_ Does Not Meet |

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| | | ● The application lacks clear procedures for managing idle funds, purchasing, and/or travel, or omits one or more areas entirely. | |
| 60 | Contracted Services | Meets Standard:<br>● Describes which, if any, services will be contracted (e.g., payroll, auditing, business services) and anticipated costs.<br>● Clearly outlines a procurement and vetting process for experienced and compliant vendors.<br>Partially Meets Standard:<br>● Identifies potential need for an outside provider but lacks details of which services may be contracted.<br>● Provides limited information on the process to be used for vendor selection.<br>Does Not Meet Standard:<br>● Fails to mention the possibility of contracted services even when it seems unlikely all services can be done in-house.<br>● Lacks a process for how vendors would be chosen. | ___ Meets<br>___ Partially Meets<br>_X_ Does Not Meet |
| 61 | Capacity | Meets Standard:<br>● Describes a team with relevant expertise and experience across the identified financial competencies (financial management, fundraising and development, and accounting and internal controls) with specific examples of past success.<br>● Team members bring experience that aligns to the school model.<br>● Identifies known gaps and provides a comprehensive plan to fill them with future hires.<br>Partially Meets Standard:<br>● Describes a team with some relevant expertise and experience but fails to provide specific examples.<br>● There are multiple gaps in the team's qualifications and vague plans to fill those gaps with future hires.<br>Does Not Meet Standard:<br>● Sponsor's team does not have sufficient experience or expertise to launch or run a charter school. | ___ Meets<br>___ Partially Meets<br>_X_ Does Not Meet |

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| | | ● There are clear gaps in the knowledge, skills, and/or experience of the team members named, but little to no acknowledgement of those gaps and no plans to fill them. | |
| 62 | Monitoring Financial Health | Meets Standard:<br>● Clearly identifies metrics or indicators for assessing financial health across all phases: pre-opening, early years, and long-term operations.<br>● Articulates a sound process for board oversight, including how data will inform decisions and ongoing evaluation of financial health.<br>● Specifies appropriate, board-driven intervention strategies (e.g., strategic planning adjustments, targeted supports, restructuring) tied to performance outcomes.<br>Partially Meets Standard:<br>● Identifies some measures of financial health, but coverage across lifecycle stages is incomplete or inconsistent.<br>● Provides limited explanation of how data will be used by the board to assess and respond to financial performance.<br>● Mentions intervention but offers vague, generic, or underdeveloped plans for how the board would respond to financial challenges.<br><br>Does Not Meet Standard:<br>● Fails to identify meaningful indicators of financial health or does not differentiate by phase.<br>● Does not describe how the board will assess or oversee financial performance.<br>● Lacks any mention of board intervention strategies, or those provided are unrealistic or inappropriate. | ___ Meets<br>___ Partially Meets<br>_X_ Does Not Meet |
| **Strengths** | | | |
| **Questions/Concerns** | | ● The applicant does not provide a detailed description of financial systems and processes for planning, accounting, purchasing, and payroll.<br>● The applicant indicates that the CFO will be responsible for day-to-day financial management and the system for oversight. How will this person assume these responsibilities across all schools (and for the network), and is there anyone at the school level who will be a part of this process? | |

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| | ● The applicant does not define clear policies to provide strong internal control and compliance with state, federal, and authorizer financial reporting.<br>● The applicant indicates having processes for the deposit of idle funds that align with applicable state laws and ensure financial security and accountability, but more detail is needed to demonstrate understanding of these processes.<br>● Additional detail around purchasing procedures is needed including approval processes, thresholds for bids or quotes, and internal controls to prevent conflicts of interest or misuse of funds. Additionally, further detail is needed around comprehensive travel regulations.<br>● While the applicant identifies some services that will be contracted (e.g., auditing), it is unclear how the amount included within the budget is sufficient to cover these services, even if the costs are distributed among multiple schools.<br>● The applicant does not clearly articulate a procurement and vetting process for experienced and compliant vendors.<br>● The application does not include clear evidence that the team has relevant expertise and experience across the identified financial competencies (financial management, fundraising and development, and accounting and internal controls) with specific examples of past success. Additionally, it is unclear if/how team members bring experience that aligns to the school model.<br>● While the applicant identifies some gaps such as specialized financial support staff or expanded contracted services, they do not provide a comprehensive plan to address them.<br>● The applicant does not identify clear and specific metrics or indicators for assessing financial health across all phases: pre-opening, early years, and long-term operations.<br>● While the applicant broadly outlines a process for board oversight (e.g., finance committee reviewing financial reports monthly), additional detail is needed to demonstrate a sound process for board oversight, including how data will inform decisions and ongoing evaluation of financial health.<br>● While the applicant identifies some board-driven intervention strategies tied to performance outcomes (e.g., corrective action plan, increasing reporting frequency, etc.), additional detail is needed around each strategy to demonstrate a clear understanding of how the board might intervene. |
| **Subsection Rating** | ___ Meets ___ Partially Meets _X__ Does Not Meet |
| **Amendment Review Rating** | ___ Meets ___ Partially Meets _X_ Does Not Meet |

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| **Amendment Review Comments** | • The applicant did provide some details around the financial systems and processing for planning, accounting, purchasing, and payroll.<br>• The application does not include clear evidence that the team has relevant expertise and experience across the identified financial competencies (financial management, fundraising and development, and accounting and internal controls) with specific examples of past success. Additionally, it is unclear if/how team members bring experience that aligns to the school model.<br>• While the applicant identifies some services that will be contracted (e.g., auditing), it is unclear how the amount included within the budget is sufficient to cover these services, even if the costs are distributed among multiple schools.<br>• The applicant does not identify clear and specific metrics or indicators for assessing financial health across all phases: pre-opening, early years, and long-term operations.<br>• While the applicant broadly outlines a process for board oversight (e.g., finance committee reviewing financial reports monthly), additional detail is needed to demonstrate a sound process for board oversight, including how data will inform decisions and ongoing evaluation of financial health.<br>• While the applicant identifies some board-driven intervention strategies tied to performance outcomes (e.g., corrective action plan, increasing reporting frequency, etc.), additional detail is needed around each strategy to demonstrate a clear understanding of how the board might intervene. |

## Budget and Finance Summary (AMENDED APPLICATION)

| Subsection Ratings | Meets | Partially Meets | Does Not Meet |
|---|---|---|---|
| Operating Budget | | | X |
| Budget and Finance Capacity | | | X |
| **Budget and Finance Section Rating** | **___ Meets** | **___ Partially Meets** | **__X_ Does Not Meet** |

Summary of Section Strengths:
In the amended application, the applicant provided some details around the financial systems and processing for planning, accounting, purchasing, and payroll.

Summary of Section Weaknesses:

While the applicant provided some additional detail in the amended application, questions remain around all initial concerns as described in the subsections.

Outstanding Questions:
See subsections for weaknesses/questions.

| Addendum B Scoring | | | |
|---|---|---|---|
| **Supplemental Questions for Sponsors Proposing to Open a New School That Will Create a Network or as Part of an Existing Network/CMO** | | | |
| 1 | Network Vision and Growth Plan | Meets Standard:<br>● Provides a detailed strategic vision and robust five-year growth plan for operating schools in Tennessee.<br>● The growth plan includes complete, detailed information on proposed years of opening, number and types of schools, pending applications, targeted markets, and projected enrollments.<br>Partially Meets Standard:<br>● Provides a high-level vision and general five-year growth plan for operating schools in Tennessee.<br>● Growth plan includes information on proposed years of opening, number and types of schools, pending applications, targeted markets, and projected enrollments, but lacks specificity.<br>Does Not Meet Standard:<br>● Does not provide a vision or five-year growth plan for operating schools in Tennessee.<br>● Growth plan is incomplete. | ___ Meets<br>_X_ Partially Meets<br>___ Does Not Meet |
| 2 | Network Leadership Team Capacity | Meets Standard:<br>● The network leadership team is clearly identified along with their roles and responsibilities.<br>● Clearly articulates a track record of successfully opening and managing multiple schools and provides evidence of capacity (e.g., prior experience, track record of scaling) to open additional schools.<br>Partially Meets Standard:<br>● The network leadership team is clearly identified but roles and responsibilities are not clear.<br>● References experience operating multiple schools but lacks detail or strong evidence.<br>Does Not Meet Standard: | ___ Meets<br>___ Partially Meets<br>_X_ Does Not Meet |

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| | | ● There is no network leadership team identified.<br>● Offers little to no evidence of prior success operating multiple schools and/or of current capacity to operate multiple schools. | |
| 3 | Network Fiscal Health | Meets Standard:<br>● There is a detailed description of the fiscal health of other schools in the network including financial performance indicators (e.g., balanced budgets, cash reserves, audit outcomes).<br>● Provides a comprehensive, fact-based explanation of any schools on fiscal probation or bankruptcy and describes concrete steps taken to address financial issues.<br>Partially Meets Standard:<br>● Offers a general assessment of fiscal health but lacks key details or metrics.<br>● Provides limited or partial explanations for financial challenges and offers only generic corrective actions.<br>Does Not Meet Standard:<br>● Provides vague or unsupported claims about the fiscal health of the network.<br>● Provides no meaningful explanation, uses vague language, and/or fails to describe any corrective steps. | ___ Meets<br>___ Partially Meets<br>___ Does Not Meet<br>__X_N/A |
| 4 | Network Budget | Meets Standard:<br>● The attached network budget provides a complete, realistic, and viable budget including reasonable, well-supported revenue and cost assumptions.<br>● The budget demonstrates adequate funding to support the opening of a new school without creating funding challenges for existing schools.<br>Partially Meets Standard:<br>● The attached network budget provides a general overview of the network's budget, including revenue and cost assumptions.<br>● The network budget does not make it clear whether there is sufficient funding to support the opening of a new school.<br>Does Not Meet Standard:<br>● The attached network budget lacks sufficient detail and/or does not demonstrate a realistic or viable financial picture to support an additional school. | ___ Meets<br>___ Partially Meets<br>_X_ Does Not Meet |

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| | | ● The network budget suggests insufficient funds to support the opening of a new school. | |
| 5 | Shared Services | Meets Standard:<br>● Clearly identified set of shared or centralized services that will be provided by the network.<br>● Describes the costs of these services and methods of allocation across the network.<br>Partially Meets Standard:<br>● Incomplete or unclear description of shared or centralized services.<br>● Incomplete discussion of the costs and allocation of these services.<br>Does Not Meet Standard:<br>● No explanation of shared services. | ___ Meets<br>_X_ Partially Meets<br>___ Does Not Meet |
| 6 | Ownership of key functions | Meets Standard:<br>● The completed table provides clear allocation of decision-making responsibilities between the school and network.<br>● If applicable, the sponsor provides a detailed and thoughtful explanation of any changes to ownership and execution of the identified tasks that will occur once the school is established.<br>Partially Meets Standard:<br>● The table is only partially complete or does not clearly delineate decision-making responsibilities.<br>● if applicable, the sponsor provides a general or high-level explanation of any changes to ownership or execution that will occur once the school is established.<br>Does Not Meet Standard:<br>● The table is incomplete or unclear.<br>● If applicable, the sponsor provides an insufficient explanation for any changes to ownership or execution that will occur once the school is established. | ___ Meets<br>_X_ Partially Meets<br>___ Does Not Meet |
| 7 | Network Organization Charts | Meets Standard:<br>● Organization charts clearly delineate lines of authority between the board, school leadership, and staff. If needed, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization.<br>Partially Meets Standard: | ___ Meets<br>___ Partially Meets<br>_X_ Does Not Meet |

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| | | ● Organization charts do not fully delineate lines of authority between the board, school leadership, and staff.<br>Does Not Meet Standard:<br>● Organization charts are incomplete or unclear. | |
| 8 | Network-Level Governing Board | Meets Standard:<br>● Clearly describes the board's current and projected size and composition, including any changes related to the replication school, and explains how the structure supports educational and operational success.<br>● Provides a specific plan for reporting school-level performance to the board and describes how the board balances network-wide and individual school interests.<br>Partially Meets Standard:<br>● Addresses some but not all components of the prompt, or provides limited detail (e.g., mentions board size but not composition, or outlines general oversight without clarity on information flow).<br>● Descriptions are vague or incomplete, making it difficult to assess whether the structure will effectively support replication.<br>Does Not Meet Standard:<br>● Fails to describe key aspects of the board structure, reporting mechanisms, or governance strategy for balancing network and school interests.<br>● Provides insufficient or unclear responses that do not demonstrate readiness for multi-school oversight. | ___ Meets<br>_X_ Partially Meets<br>___ Does Not Meet |

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| **Strengths** | ● The applicant outlines how the school will report school-level performance to the board (e.g., during board meetings) and describes how the board balances network-wide and individual school interests (e.g., consistent standards, equitably allocating shared services and network resources, monitoring individual school-level performance, etc.).<br>● The applicant identifies shared or centralized services that will be provided by the network. |
| **Questions/Concerns** | ● While the applicant indicates having three charter applications under review in Tennessee, it does not provide a clear strategic vision nor does it provide a five-year growth plan.<br>● The applicant provided some information on proposed years of opening, number and types of schools, pending applications, targeted markets, and projected enrollments. |

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| | • The network leadership team is clearly identified along with their roles and responsibilities. However, it appears to be top-heavy and completely funded by the three prospective schools which is concerning.<br>• The applicant does not currently operate any schools but intends to open three schools in different cities simultaneously. However, no founding team members appear to have a track record of successfully opening and managing multiple schools.<br>• The network budget is not complete, realistic, and viable budget including reasonable, well-supported revenue and cost assumptions.<br>• The budget does not demonstrate adequate funding to support the opening of three new schools simultaneously without creating funding challenges.<br>• It is unclear how the costs of the shared services and methods of allocation across the network were determined.<br>• While the applicant delineates decision-making responsibilities between the school and network, there is concern around how much is on the network versus the school, and how they will open all three schools simultaneously as well as continue to operate in future years.<br>• Organization charts do not clearly delineate lines of authority between the board, school leadership, and staff.<br>• The applicant states that all schools will operate under a single, network-level governing body with no fewer than three voting members. However while they indicate potentially expanding membership, they do not articulate the projected size and composition, nor do they clearly explain how the structure supports educational and operational success given that they will be opening three schools simultaneously. |
| **Addendum Rating** | ___ Meets ___ Partially Meets _X__ Does Not Meet |
| **Amendment Review Rating** | ___ Meets __X_ Partially Meets _X_ Does Not Meet |
| **Amendment Review Comments** | • The applicant presents a vision around growth and presents a five-year growth plan.<br>• The applicant provided some information on proposed years of opening, number and types of schools, pending applications, targeted markets, and projected enrollments.<br>• The network leadership team is clearly identified along with their roles and responsibilities. However, it appears to be top-heavy and is funded by the three prospective schools which is concerning. The amended application notes that the Chattanooga location will pay approximately $99,000 per year for network compensation (separate from centralized services). |

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| | ● The applicant does not currently operate any schools but intends to open three schools in different cities simultaneously. However, no founding team members appear to have a track record of successfully opening and managing multiple schools.<br>● The network budget is not complete, realistic, and viable budget including reasonable, well-supported revenue and cost assumptions.<br>● The budget does not demonstrate adequate funding to support the opening of three new schools simultaneously without creating funding challenges.<br>● The applicant explains how shared services and methods of allocation across the network were determined and outlines costs for centralized services, which equals $67,000 per year for the Chattanooga location. However, this is still a high cost given the size of the school.<br>● While the applicant delineates decision-making responsibilities between the school and network, there is concern around how much is on the network versus the school, and how they will open all three schools simultaneously as well as continue to operate in future years.<br>● Organization charts do not clearly delineate lines of authority between the board, school leadership, and staff.<br>● The applicant states that all schools will operate under a single, network-level governing body with no fewer than three voting members. However while they indicate potentially expanding membership, they do not articulate the projected size and composition, nor do they clearly explain how the structure supports educational and operational success given that they will be opening three schools simultaneously. |

| Addendum D Scoring | | | |
|---|---|---|---|
| **Supplemental Questions for Sponsors Seeking Approval of Multiple Schools in this Application Cycle** | | | |
| 1 | Organization Capacity | Meets Standard:<br>● If applicable, clearly articulates a track record of successfully opening and managing multiple schools and provides evidence of capacity to open additional schools.<br>● Presents a specific and realistic plan to build or deploy capacity (e.g., staffing, systems, partnerships) aligned to the needs of the proposed school.<br>● Articulates how capacity will be sustained over time.<br>Partially Meets Standard:<br>● References experience operating multiple schools but lacks detail or strong evidence (if applicable).<br>● Describes some steps to build or deploy capacity, but plan is vague, generic, or lacks sufficient detail or strategy.<br>Does Not Meet Standard:<br>● Offers little to no evidence of prior success operating multiple schools (if applicable) and/or of current capacity to operate multiple schools.<br>● Provides no clear plan to build, deploy, sustain, or scale capacity to support an additional school. | ___ Meets<br>___ Partially Meets<br>_X_ Does Not Meet |
| 2 | Other Schools | Meets Standard:<br>● Table B1 is complete, clearly listing all new-start and replication schools the governing body is applying for in the current cycle.<br>Partially Meets Standard:<br>● Table B1 is mostly complete.<br>Does Not Meet Standard:<br>● Table B1 is missing or substantially incomplete. | ___ Meets<br>___ Partially Meets<br>_X_ Does Not Meet |

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| **Strengths** | |
| **Questions/Concerns** | ● The sponsor is an emerging CMO and does not currently operate any schools, nor does it appear that any member of the team have experience in successfully opening and managing a brick-and-mortar charter school. |

| | |
|---|---|
| | ● The applicant indicates building out the network between January and June 2026. However, it is concerning that the CMO is not already in operation given that they intend to simultaneously open three schools in August 2027. Additional detail is needed to demonstrate having a clear plan to build and deploy capacity aligned to the needs of the proposed school.<br>● While there is a Table B1 included in Addendum B, it lists decision-making responsibilities. The table template in Addendum D is not provided in the application. |
| **Addendum Rating** | ___ Meets ___ Partially Meets _X__ Does Not Meet |
| **Amendment Review Rating** | ___ Meets ___ Partially Meets _X_ Does Not Meet |
| **Amendment Review Comments** | ● The sponsor is an emerging CMO and does not currently operate any schools, nor does it appear that any member of the team have experience in successfully opening and managing a brick-and-mortar charter school.<br>● While the applicant outlines plan to build and deploy network capacity aligned to the needs of the proposed school, it remains concerning that the network is not already in place and operational given that the schools will open in SY2027-28 if approved.<br>● Table B1 is correctly completed in the amended application. |

| Addenda Summary (AMENDED APPLICATION) | | | | |
|---|---|---|---|---|
| **Addenda Ratings** | **Meets** | **Partially Meets** | **Does Not Meet** | **N/A** |
| Addendum A | | | | X |
| Addendum B | | X | | |
| Addendum C | | | | X |
| Addendum D | | | X | |
| Addendum E | | | | X |
| Addendum F | | | | X |
| Addendum G | | | | X |
| **Addenda Section Rating** | **___ Meets** | **___ Partially Meets** | **_X_ Does Not Meet** | |

Summary of Section Strengths:

Summary of Section Weaknesses:
In the amended application, Addenda B and D still lack detail to present a clear and comprehensive picture of the network. Given that it is an emerging CMO, it is unclear how/if they have the capacity to successfully open and manage three schools simultaneously.

Outstanding Questions:
See Addenda B and D for concerns/questions.

## Overall Application Summary and Recommendation (AMENDED APPLICATION)

| Major Section Ratings | Meets | Partially Meets | Does Not Meet | N/A |
|---|---|---|---|---|
| Educational Program Design and Capacity | | X | | |
| Operations Design and Capacity | | | X | |
| Budget and Finance | | | X | |
| Addendum B | | X | | |
| Addendum D | | | X | |

Overall Application Strengths:
The amended application demonstrates some improvement from the initial application but still needs more detail.

Overall Application Weaknesses:
Overall, the amended application still lacks detail across all areas – academics, operations, finance, and relevant addenda. The narrative is incomplete and demonstrates a lack of understanding of charter schools, from design to operation.

Outstanding Questions:
See subsections for concerns/questions.

| Overall Application Recommendation | | |
|---|---|---|
| **____ Meets Standard** | **____ Partially Meets Standard** | **__X__ Does Not Meet Standard** |

# Hamilton County Schools (HCS)

## Charter School Application Recommendation Report
**July 2026**

**Name of School**
Empowerment Academy – Chattanooga

**Sponsoring Organization**
The Empowerment Academy

**Evaluation Team**
Robin Bambrey, Director of Elementary Teaching and Learning, HCS
Dr. Candice Belt, Human Resources Business Partner, HCS
Jim Boles, Director of Access and School Choice, HCS
Michelle Doane, Owner and Principal Consultant, Doane Consulting LLC
Michelle Eargle, Executive Director of Exceptional Education, HCS
Tim Harper, Safety and Compliance Manager, HCS
Fannie Moore, Charter Schools Coordinator, HCS
Kim Myers, Director of Accounting, HCS
Dr. Cait Steward, District Coordinator of Community Schools, HCS
Dr. John Thomas, Federal Programs Coordinator, HCS
Dr. Diego Trujillo, Director of English Language Learners, HCS

## Introduction

Charter schools are public schools operated by independent, non-profit governing bodies that are granted greater autonomy in the areas of curriculum, calendar, staffing, methodology, and pedagogy in return for greater accountability in achieving high quality academic results with their students. In Tennessee, students who attend charter schools are measured against the same academic standards as students in other public schools and are required to use the same state-approved assessments as all other public schools. Charter schools are required to serve all eligible students, with the education of at-risk students being of utmost importance.

It is the responsibility of a quality authorizer to create and apply a rigorous, fair and thorough initial authorization process in order to ensure only those charter schools who can offer and sustain high quality educational options for all students are recommended and approved to open. Authorizers also must create a fair and thorough monitoring and oversight process that recognizes and respects the autonomy of the charter school but holds it accountable for student outcomes.

Charter schools are required to provide appropriate curriculum, aligned professional standards, engaging models of parental and partnership programs, and strategic planning to leverage and grow resources for the school. Schools are held accountable for academic results, responsible school leadership, sound fiscal and operational management and adherence to the laws and rules that govern education in their state of residence.

# Evaluation Process

Application evaluations are done by a review team of internal and external reviewers who are competent to assess the quality and sustainability of a charter school application. Evaluators look at specific areas within the application, including special education, English language learners, business and finance, curriculum, teaching, facilities, transportation, governing board and strategic planning, as well as assessing the application as a whole.

## Evaluation Process

This recommendation report is the culmination the following steps:

- **Amended application review –** The evaluation team analyzes the amended application submitted by a proposed sponsor from many different perspectives, including, but not limited to: academic strength, strategic planning, culture, special education, enrollment, curriculum, instructional pedagogy, facilities, budgets, operational capacity and financial stability. Additionally, the amended application review focuses on if the proposed sponsor has adequately addressed weaknesses and concerns identified in the initial application recommendation report and team evaluation rubric.
- **Consensus Conclusion –** The evaluation team arrives at a consensus regarding a recommendation to approve or deny the amended application to the local school board. Consensus is defined as the majority of the review team being in agreement with the final decision.

## Rating Characteristics

**Meets the Standard –** The response reflects a thorough understanding of key issues and alignment within all areas of the proposal – academic, operational, and financial. It shows thorough preparation; presents a clear and realistic picture of how the school expects to operate at a high level; and inspires confidence in the applicant's ability to carry out their plan effectively.

**Partially Meets Standard –** The response meets the criteria in some respects, but lacks detail and/or requires additional information in one or more areas.

**Does Not Meet Standard –** The response has substantial gaps in a number of areas and the review team does not have confidence the applicant can deliver a high-quality educational option to students.

## Evaluation Contents

This evaluation report includes the following:

- **Proposal Overview –** Basic summary of the proposed school as presented in the application
- **Recommendation –** an overall judgment, based on extensive analysis of all evidence presented by the applicants, regarding whether the proposal meets the criteria for approval
- **Evaluation:** Analysis of the proposal is based on the following primary areas of plan development:
  - **Executive Summary –** Provides a comprehensive review of all three major areas of the application with emphasis on the reasons for the recommendation from the review team.
  - **Academic Plan** – Describes the applicant's instructional model including curriculum, instructional plan, assessment, working with at-risk and special populations, academic goals, discipline, and logistics (school calendar, daily schedule, etc.).
  - **Operations Plan –** Outlines operational support for the academic program, including staffing and human resources, recruitment and marketing, professional development for teachers, community involvement, transportation, food service, and governing board structure and membership.
  - **Financial Plan –** Provides budgeting and financial plans to ensure both initial and on-going fiscal compliance, including budget assumptions, compliance with state and federal laws, fundraising, payroll, auditing, and insurance functions.
  - **Addenda (*if applicable)* –** Required for some applicants depending on their context. More specifically, this includes sponsors who have or has had any affiliation with a charter school in the United States; those proposing to open a school that will create a network or will be a part of an existing network/charter management organization; seeking approval of multiple schools during this application cycle; contracting with a third-party educational service provider; opening an Opportunity Public Charter School; converting a non-charter public school to a charter school; or if the sponsor is a higher education institution.

Opening and sustaining a successful, high-performing charter school is dependent on having a complete, coherent plan with a strong founding team. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, in order to receive a positive recommendation, the school must **meet or exceed the standard in all major areas** of the application review.

## School Overview

**Operator/Applicant:** The Empowerment Academy

**School Name:** Empowerment Academy – Chattanooga (EAC)

**Mission**

*Initial Application Mission:*

The Empowerment Academy is committed to developing the intellectual and moral aspects of each student to ensure they make significant contributions to better our society. Through fostering moral growth by ethical example and cultivating responsibility, integrity, and respect for the worth of every individual, the Academy empowers students to realize their full potential and a strong sense of self-worth.

*Amended Application Mission:*

Empowerment Academy – Chattanooga exists to support young boys from historically underserved communities through a small-school, relationship-centered model focused on early literacy, academic growth, leadership, and character development.

**Location**

The school is proposed to be located at Warren Chapel AME church at 503 North Market Street, Chattanooga, TN 37405.

**Enrollment Beginning with Year 1**

| Academic Year | Grades Served | Number of Students |
|---|---|---|
| **Year 1** | K-5 | 50 |
| **Year 2** | K-5 | 50 |
| **Year 3** | K-5 | 50 |
| **Year 4** | K-5 | 50 |
| **Year 5** | K-5 | 50 |
| **Year 6** | K-5 | 50 |
| **Year 7** | K-5 | 50 |
| **Year 8** | K-5 | 50 |
| **Year 9** | K-5 | 50 |
| **Year 10** | K-5 | 50 |
| **At Capacity** | K-5 | 50 |

## Executive Summary

In evaluating a new charter school, the review team considers numerous factors such as academic goals and outcomes, operational sustainability, and financial acumen and realistic budgeting. Along with these factors, the review team always tries to answer the question outlined in state charter law, "Is the proposed school in the best interest of the students, families, and community in which they have applied to locate?". After a thorough review of the amended application by a team of specially trained reviewers, the review team has concluded that Empowerment Academy – Chattanooga (EAC) has not met the rigorous standards set forth in Tennessee law.

EAC proposes to open a school with grades K-5 in Chattanooga that focuses on serving male students. The school will begin at full scale in Year 1 with 50 students in grades K – 5. In the amended application the applicant team still did not provide a compelling rationale for why they are choosing to serve male students in grades K-5 and why they are keeping enrollment numbers low. Additionally, while the applicant team provided some additional data, the 37405 zip code mentioned in the application and the proposed location of the school do not match the anticipated student population currently residing in the area.

While the applicant team indicated engaging with the community, the review team did not find additional evidence of community engagement in the amended application that demonstrate strong support for the school. The primary source of evidence continued to be information regarding a summer enrichment program that the applicant team conducted in Chattanooga, Memphis, and Nashville; however, this does not demonstrate strong engagement with the full community or assessment of need for a brick-and-mortar school.

In the initial application, concerns were raised around the governing board as it included members of the proposed charter management organization (CMO). The applicant team addressed this in the amended application by identifying an updated board member list that includes a vice president, secretary, and treasurer (in addition to the board president previously identified in the initial application). However, they continued to lack compelling evidence in the amended application that they are well-positioned to support EAC in opening, overseeing, and sustaining the school as it is envisioned, and has the needed expertise to effectively oversee a charter school.

The school's mission as written in the initial application was: "The Empowerment Academy is committed to developing the intellectual and moral aspects of each student to ensure they make significant contributions to better our society. Through fostering moral growth by ethical

example and cultivating responsibility, integrity, and respect for the worth of every individual, the Academy empowers students to realize their full potential and a strong sense of self-worth." In the amended application, the applicant presented a new mission, stating that, "Empowerment Academy – Chattanooga exists to support young boys from historically underserved communities through a small-school, relationship-centered model focused on early literacy, academic growth, leadership, and character development." It is unclear why the mission was rewritten, and the amended application did not clearly demonstrate how the mission will be measured and how it aligns with the educational needs of the proposed student population.

Additionally, it remains unclear how the mission is embedded throughout the school model, such as in the curriculum, academic focus, instructional practice, operations, and financials. The applicant team also did not provide sufficient information about the school's academic plan, and identified multiple key design features (e.g., agriculture, STEM) without a clear explanation of how they all fit together and are embedded in a clear and cohesive model.

In the amended application, the applicant did address concerns from the initial application around the proposed teacher salary not being in compliance with the base salary established in House Bill 239/SB281 by increasing the average teacher salary (as noted in the budget) to $55,000. However, questions remain around how high-quality teachers will be recruited and retained. Further, the projected financials are not fully aligned with the application and budget narratives, and the budget excludes and/or underfunds multiple pertinent areas needed to operate a school, thus demonstrating a lack of understanding of charter school finances and budgeting.

In this application cycle, the applicant team has submitted charter applications to Hamilton County Schools (HCS), Memphis-Shelby County Schools (MSCS), and Metro Nashville Public Schools (MNPS). The proposed schools will be overseen by the CMO network that has been formed for the purpose of opening these schools; however, the network leadership team appears to be top-heavy and primarily funded by the three prospective schools, which raises questions about the viability and sustainability of both the CMO and the schools. The capacity of the applicant team to successfully and simultaneously open three brick-and-mortar schools in three cities was also not demonstrated in the application and interview.

Overall, the review team found that EAC did not present a clear and comprehensive school model and were deficient in their plans for academics, operations, and finance. The review team does not have confidence that EAC will open successfully and be able to establish and sustain a strong learning environment for all students.

### Section Summaries

Only applicants who score "Meets Standard" in all major areas on the evaluation rubric will be recommended for authorization.

| Section | Initial Application Rating | Amended Application Rating |
|---|---|---|
| **Academic Plan** | **Meets Standard**<br>**Partially Meets Standard**<br>**Does Not Meet Standard** | **Meets Standard**<br>**Partially Meets Standard**<br>**Does Not Meet Standard** |
| **Operations Plan** | **Meets Standard**<br>**Partially Meets Standard**<br>**Does Not Meet Standard** | **Meets Standard**<br>**Partially Meets Standard**<br>**Does Not Meet Standard** |
| **Financial Plan** | **Meets Standard**<br>**Partially Meets Standard**<br>**Does Not Meet Standard** | **Meets Standard**<br>**Partially Meets Standard**<br>**Does Not Meet Standard** |
| **Addendum B**<br>*(Sponsors Proposing to Open a New School That Will Create a Network or as Part of an Existing Network/CMO)* | **Meets Standard**<br>**Partially Meets Standard**<br>**Does Not Meet Standard** | **Meets Standard**<br>**Partially Meets Standard**<br>**Does Not Meet Standard** |
| **Addendum D**<br>*(Sponsors Seeking Approval of Multiple Schools in this Application Cycle)* | **Meets Standard**<br>**Partially Meets Standard**<br>**Does Not Meet Standard** | **Meets Standard**<br>**Partially Meets Standard**<br>**Does Not Meet Standard** |

## Academic Plan Summary

**Rating: Partially Meets Standard**

**Review Team Analysis:** The academic plan should define and present clear and comprehensive descriptions of the charter school's mission, academic focus, and school model that is supported by research and aligned with Tennessee state standards. EAC partially meets standard because while they added some details in the amended application, they still do not present a strong and compelling academic plan in the amended application.

In the amended application, the applicant team presented a new mission but it is unclear how it is truly measurable or how it aligns with the educational needs of the proposed student population. The rationale for rewriting the mission was also not provided. Additionally, it remains unclear how the mission is embedded throughout the school model, such as in the curriculum, academic focus, instructional practices, operations, and financials.

The applicant team reiterated multiple key design features without a clear explanation of each feature or how they all fit together in a clear and cohesive model. For example, the applicant restated a focus on agriculture and STEM, but these features are still not clearly explained nor is it clear how they will fit together in a cohesive model, or why they are appropriate for the anticipated student population. Additionally, the applicant team did not provide sufficient information about the school's academic plan to articulate a clear and comprehensive plan. For instance, the school's instructional model still lacks detail, and while the applicant team indicates implementing a Response to Intervention (RTI2) program and broadly outlines examples of interventions, they do not articulate a clear and comprehensive multi-tiered intervention system.

In the amended application, the applicant team states that in Years 1 and 2, there are three lead classroom teachers (K-1, 2-3, 4-5) supported by two instructional teaching assistants. However, the rationale for combining grade levels is not clear and it is unclear how they will ensure proper instruction against standards.

The applicant team still did not outline specific, measurable, and ambitious goals and outcomes in the amended application, and instead defined generic and non-specific goals (e.g., students will demonstrate measurable growth in reading and mathematics). They also did not demonstrate understanding of the state accountability system or Hamilton County Schools' performance framework for charter schools based on the proposed goals.

In addition to the curriculum for core content areas identified in the initial application (e.g., Core Knowledge Language Arts, Eureka Math, Amplify Science), the applicant team indicated using National Agriculture in the Classroom as the curriculum for agriculture and noted that core curriculum would be supplemented with project-based units and experiences. However, it is unclear how they will ensure these areas are integrated across curricula. The applicant team also did not address the lack of a social studies curriculum which was noted in the initial application. Further, the academic plan outlined by the applicant team in the application continues to lack detail to demonstrate a clear and comprehensive research-based plan for how all students will be served effectively.

In the amended application, the applicant team added some detail around identifying, serving, and monitoring special populations, but concerns remain around special populations and the review team does not have confidence that all students (including special populations) will be effectively served. They also continued to not present staffing plans that demonstrate adequate and appropriate staffing for special populations.

In regard to school culture, the applicant team provided some additional detail around how the culture will be created, implemented, and sustained, but still lacks a comprehensive description of the culture and how it will be established. Similarly, while some detail was added to the amended application around the student discipline policy and philosophy, they did not provide a comprehensive description of the school's behavior system.

The applicant team did outline a plan in the amended application for ongoing engagement with parents and community members and how it shows a commitment to building sustained relationships with families and the broader community. However, in the amended application, the applicant team did not provide clear and compelling evidence of community engagement and support beyond the summer enrichment program they conducted this past summer, and demand or need for this school is not clearly supported. Further, a concern remains around the projected enrollment for the proposed school, which at capacity, serves 50 students in grades K-5, and the applicant team did not provide a compelling rationale for the small size.

Overall, the proposed academic plan in the amended application still lacks significant detail to demonstrate the school will be a high-quality educational option for students.

## Operations Plan Summary

**Rating: Does Meets Standard**

**Review Team Analysis:** The operations plan in a charter application should support and strengthen the academic plan and provide a clear and comprehensive plan for how the charter school will operate. EAC's operations plan does not meet standard based on the amended application.

EAC currently has proposed board members with expertise in a variety of areas such as education, law, and finance. In the amended application, the applicant team addressed a concern around CMO staff serving as board members, and provided an updated board member list that includes a vice president, secretary, and treasurer (in addition to the board president previously identified in the initial application). However, based on the information included in the amended application, the review team still did not find clear evidence demonstrating the board's capacity to effectively oversee the opening and operation of the proposed school in addition to the other two schools they are proposing to open in Memphis and Nashville.

The organizational structure outlined in the amended application continues to not be clear and comprehensive, and it is unclear how the school will successfully operate. The applicant team also outlined a broad and generic professional development plan that does not demonstrate teachers will be supported and developed to implement the model with fidelity (particularly given the proposed focus on agriculture and STEM in addition to other identified key features) or improve their practices.

In the amended application, the applicant team did address a concern around the proposed teacher salary of $45,000 (which does not meet the threshold set by House Bill 239/SB281), indicating that the average teacher salary (as reflected in the budget) is $55,000. However, the teacher recruitment and retention plans are still basic and do not give confidence the proposed school will attract and retain high-quality staff.

In the initial application, the applicant team indicated they have identified a church as a potential facility, and provided some general specs, but did not identify specific facility needs aligned to the school instructional model and projected enrollment growth. In the amended application, the applicant team provided some additional detail but they did not outline specific space requirements, nor did they describe what is currently available at the proposed facility. Additionally, based on the amended application, it remains unclear how the applicant team will

ensure that the proposed facility meets all zoning, legal, and compliance requirements needed to be a school, or how the school will co-locate with the church.

Concerns around some operational areas (e.g., transportation, food service, etc.) still remain based on the amended application, and the amended application did not provide compelling evidence that the applicant team has the operational expertise and experience needed to successfully execute the opening and management of the school. Overall, the review team remains not confident that the operations plan has been designed to serve students effectively or adequately.

## Financial Plan Summary

**Rating: Does Not Meet Standard**

**Review Team Analysis:** Because a charter school operator is solely responsible for all financial responsibilities of opening, managing, and sustaining the school, it is very important that the budget and budget narrative support and strengthen the academic and operations plans. It is also important that the school budget be conservative and ensure that there is a strong, realistic, and viable financial plan.

EAC does not meet that standard based on their amended application. The applicant team did provide some description around the systems, processes, and policies for managing accounting, purchasing, payroll, audits, and fundraising, but overall, the budget and budget narrative still lacked a clear, comprehensive, and compelling financial plan. For instance, budget assumptions continue to be incomplete and not reasonable, and revenues and expenses are not aligned. For example, the budget excludes or underfunds multiple pertinent areas needed to operate a school (e.g., facility operations and maintenance, etc.), and there are still concerns with the school facing net operating loss(es) over the contract term. And, while the applicant identifies some contracted services, it is unclear how the amounts included within the budget are sufficient to cover these services, even if costs are distributed among schools across the network.

Additionally, the Year 0 budget includes $255,571 from a CSP grant; however, that funding is not secured. In the amended application, the applicant indicates the Board President will provide funding to offset expenses for each month that cannot be funded through fundraising and grants, which is a concern and not a long-term solution.

Further, as discussed in the initial application, the applicant team explained that the school will rely on public per-pupil and federal funding as the primary revenue sources. But, review of the bylaws during the initial review finds that board members are required to either raise or provide services in the amount of $50,000 annually which is concerning, and no changes were made in the amended application. The budget also shows CMO staff receiving $166,000 for the school annually, which is approximately 25% of the school's staffing budget.

Overall, the applicant team continues to demonstrate an overarching lack of understanding of charter school finances and budgeting, and the review team does not have confidence that the school will be financially viable or sustainable, or that the school has the capacity to meet fiscal demands and operate efficiently and effectively.

## Addenda Summary

**Rating: Partially Meets Standard *(Addendum B);* Does Not Meet Standard *(Addendum D)***

**Review Team Analysis:** Because the applicant team is proposing to open a school that will be supported by a network and seeking approval of multiple schools during this application cycle, they were required to complete Addendum B and Addendum D. Based on the amended application, EAC partially meets standards for Addendum B and does not meet standards for Addendum D.

In terms of the network, as restated in the amended application, the proposed CMO is forming for the purpose of opening the three schools in Chattanooga, Memphis and Nashville. While the applicant team clearly identified CMO staff member roles, it appears to be top-heavy and primarily funded by the three prospective schools which is concerning. While the applicant team included some additional detail, it remains unclear how the costs of the shared services and methods of allocation across the network were determined. The network budget also does not appear to be complete, realistic, and viable, and does not demonstrate having adequate funding to support the opening of three new schools simultaneously without creating funding challenges.

Additionally, while the applicant team indicated in the initial and amended applications that they are primed to simultaneously open three schools in three cities because they simultaneously conducted summer enrichment programs in these three cities, starting a summer enrichment program is vastly different from opening a brick-and-mortar charter school, and the applicant team did not demonstrate through the amended application that they can successfully open the schools.

Further, in the amended application, the applicant team did not provide sufficient or compelling detail to demonstrate having a clear plan to build and deploy capacity aligned to the needs of the school. Overall, the review team did not find strong evidence to indicate the proposed CMO (which is emerging) has a strong strategic vision and plan for successfully opening the school.

HAMILTON COUNTY SCHOOLS

*3074 Claude Ramsey Parkway*
*Chattanooga, TN 37421*

**To:** Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

**From:** Shannon Moody, Chief of Staff
Fannie Moore, Director of Charter Schools

**Date:** July 16, 2026

**Subject:** Updated Charter School Framework Vote

**Board Agenda Category:**

- ☐ Consent Agenda
- ☑ Action Item
- ☐ Reports and Information

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The updated Charter School framework was presented and discussed in the work session. It is being brought before the board for their vote.

**Opportunity 2030 Commitment Connection**

- ☑ Every Student Learns
- ☑ Every Student Belongs
- ☐ Every School Equipped
- ☐ Every Employee Valued
- ☑ Every Community Served

# Hamilton County Schools Charter School Performance Framework

# Introduction

**HCS School Choice-Charter Schools Mission:**

The HCS Charter Schools Office will practice rigorous charter school authorization, provide meaningful support, and protect school choice in order to uphold high academic standards, create fair and equitable opportunities, and improve outcomes for students and families in Hamilton County.

**About the Performance Framework**

Pursuant to Tennessee Code Annotated (T.C.A.) § 49-13-102, the purposes of a charter school are to: (1) improve learning for all students and close the achievement gap between high and low students; (2) provide options for parents to meet educational needs of students; (3) encourage the use of different and innovative teaching methods, and provide greater decision-making authority to schools and teachers in exchange for greater responsibility for student performance; (4) measure performance of pupils and faculty, and ensure that children have the opportunity to reach proficiency on state academic assessments; (5) create new professional opportunities for teachers; and (6) afford parents substantial meaningful opportunities to participate in the education of their children.

To ensure charter schools achieve these purposes, T.C.A. § 49-13-143 requires authorizers to evaluate charter schools "based on a performance framework that clearly sets forth the academic and operational performance indicators, measures, and metrics."

The Performance Framework was developed to ensure that each and every school is serving students with a high-quality public education. The Performance Framework sets the academic, organizational, and fiscal standards by which charter schools, which are public schools by definition, will be evaluated and fits with the ultimate mission of authorizing excellent public schools that change lives.

By utilizing the Performance Framework throughout the charter school's life cycle, HCS will expand the rigorous standards and metrics by which each and every public charter school is evaluated. This will enable HCS to take multiple factors, including each school's mission-specific goal, into account when evaluating public charter schools across the district.

# I. Academic Framework

Pursuant to Tennessee Code Annotated §49-13-102, public charter schools are intended to improve student learning opportunities and ensure that all students have the opportunity to demonstrate academic proficiency and growth. Tennessee law further requires that performance expectations within a charter agreement be based on a performance framework that clearly defines the academic, operational, and organizational indicators used by an authorizer to evaluate each charter school.

For students, families, and community, a fundamental question remains: *Is this school effectively serving students and producing strong academic outcomes?* With the increased autonomy afforded to public charter schools comes this expectation of high levels of academic achievement, student growth, and continuous improvement.

The Hamilton County Schools Academic Performance Framework establishes the standards, indicators, measures, and metrics that will be used to evaluate each charter school's academic performance. These measures provide a consistent and transparent basis for annual monitoring, performance reviews, corrective action planning when necessary, and charter renewal or revocation decisions. Schools will be evaluated on each performance measure and assigned ratings based on their results. Collectively, these ratings provide a comprehensive assessment of a school's academic performance and its success in meeting the needs of the students it serves. The HCS Charter School Intervention Policy lays out possible interventions and sanctions for failure to meet the standards set forth in the performance framework.

The Academic Performance Framework consists of four weighted indicators: student achievement, student growth, postsecondary readiness, and mission-specific goals. These indicators collectively measure a school's academic performance and progress toward its stated mission. Detailed descriptions of each indicator and the associated scoring methodology are provided in the following sections.

| Indicators |
|---|
| **A. Student Outcomes (30%)** |
| ● School Letter Grade |
| **B. Comparative Performance (30%)** |
| ● Overall Achievement |
| ● Subgroup Achievement |
| **C. Growth (30%)** |
| ● Overall Growth in Math and ELA |
| ● Subgroup Growth in Math and ELA |
| **D. Mission-Specific Goal(s) (10%)** |
| ● See Appendix A |

**Student Outcomes (30%)**

The Student Outcomes indicator is aligned to the Tennessee Department of Education's (Department) accountability framework and letter grade system. A school's letter grade in the accountability cycle will be used as the complete measure for this indicator based on the table below. In the event that letter grades are not available (e.g., low *n* count, paused, hold harmless), the Student Outcomes weight will be reallocated equally across the available measures within the Academic Framework.

If the Department adjusts any indicators in future accountability protocols, the same will be adjusted within this indicator to ensure that school performance outcomes align with the state's accountability model. Please see the Department's accountability webpage for definitions, data sources, letter grade protocols, and information on how the measures are calculated.

| Description | Exceeds Standard | Meets Standard | Does Not Meet Standard | Falls Far Below Standard |
|---|---|---|---|---|
| Student outcomes, as measured by the Department's letter grade system | A | B | C | D or F |

Notes regarding the Student Outcome Section:

- Minus grades for schools will not influence the overall ratings category of the school. For example, a school receiving a B- will be designated as "Meets Standard".
- For this indicator, a C letter grade qualifies as "Does Not Meet Standard." However, a school can still achieve a meets standard for the academic section of the School Performance Framework based on its performance on the other indicators.

## A. Comparative Performance (30%)

The Comparative Performance indicator evaluates whether the charter school is providing a better option for students by comparing the charter school's achievement rates, as measured by the Tennessee Comprehensive Assessment Program (TCAP), to those of the authorizing district. Comparative Performance includes two measures: (1) Overall Achievement (15%) and (2) Subgroup Achievement (15%). The outcomes are determined using assessment data published on the Department's Data Downloads and the Report Card. For any measures not scored, weighting will be reallocated equally across the available measures.

| Description | Exceeds Standard | Meets Standard | Does Not Meet Standard | Falls Far Below Standard |
|---|---|---|---|---|
| **Overall Achievement** | | | | |
| School comparative performance to authorizing district average in ELA | Greater than 5 percentage points higher than the authorizing district | Up to 5 percentage points above or below the authorizing district | 5.1-15 percentage points lower than the authorizing district | More than 15 percentage points lower than the authorizing district |
| School comparative performance to authorizing district average in Math | | | | |
| School comparative performance to authorizing district average in Science | | | | |
| School comparative performance to authorizing district average in Social Studies | | | | |
| **Subgroup Achievement[1]** | | | | |
| Students with disabilities comparative performance to authorizing district in ELA | Greater than 3 percentage points higher than the authorizing district | Up to 3 percentage points above or below the authorizing district | 3.1-13 percentage points lower than the authorizing district | More than 13 percentage points lower than the authorizing district |
| Students with disabilities comparative performance to authorizing district in Math | | | | |
| English learners comparative performance to authorizing district in ELA | | | | |
| English learners comparative performance to authorizing district in Math | | | | |
| Economically disadvantaged comparative performance to authorizing district in ELA | | | | |
| Economically disadvantaged comparative performance to authorizing district in Math | | | | |

[1] Subgroup definitions correspond with the definitions used in the Department's Report Card.

| | | | | |
|---|---|---|---|---|
| Black, Hispanic, Native American comparative performance to authorizing district in ELA | | | | |
| Black, Hispanic, Native American comparative performance to authorizing district in Math | | | | |

**Achievement Measures:**

- Achievement is determined by evaluating the percentage of students who scored "met or exceeded expectations" on state assessments at the charter school, as compared to the authorizing district average.
- In grades 3-8, the average percent of students who "met or exceeded expectations" for all grades will be calculated for each tested subject. This average will be calculated by taking the total number of students scoring "met or exceeded expectations" and dividing it by the total number of students with a valid test in grades 3-8.
- In high school, the average percent of students who "met or exceeded expectations" will be calculated for End-of-Course (EOC) assessments in English I and II, Algebra or Integrated Math I, Geometry or Integrated Math II, Algebra II or Integrated Math III, Biology, and U.S. History, as aligned to the Department's current accountability protocol, to determine overall subject proficiency for a high school. This average will be calculated by taking the total number of students scoring "met or exceeded expectations" and dividing it by the total number of students with a valid test, which will be grouped by subject.

**Achievement Adjustments:**

- If a charter school serves grade levels that do not match the grade bands of the authorizing district, the school will be compared to the most appropriate grade band available.
- If a charter school is not being tested in certain subject areas, the total weight will be reallocated equally among the total tested subject areas.
- If a charter school's student count for an individual subgroup is less than 8 students per grade level, or 30 for a fully built out school of four tested grade levels, the school will not be held accountable due to statistical validity. In this instance, the individual subgroup indicator(s) will be suppressed and marked on the framework as "**", and the school will be held harmless for the specific subgroup(s). The corresponding weight(s) will be reallocated to the overall school to district comparison (up to 20%).
- If the authorizing district's proficiency data for a particular subgroup falls below 1%, requiring suppression, the school will be compared to a district score of 0.9% for that subgroup for comparison purposes. If a school's data is suppressed publicly below 5%, the school will still be held accountable to the comparison, however the actual score will be suppressed in public reporting.
- If a charter school has a proficiency score of zero for a particular subgroup, the school cannot meet the standard, even if it falls within three percent of the authorizing district. A school must have a proficiency score above zero percent to qualify for this indicator.

## B. Growth (30%)

The Growth indicator uses the Tennessee Value-Added Assessment System (TVAAS) to measure year over year student growth in math (numeracy) and ELA (literacy) and includes two: (1) School overall growth in math and ELA (10%) and (2) Subgroup growth in math and ELA (20%). In calculating a TVAAS growth score, a student's performance is compared relative to the performance of his/her peers within the same subgroup who have performed similarly on past assessments. If the growth score for a particular subgroup is unavailable, the weight will be reallocated equally across the available subgroups. A school's overall growth and subgroup growth in math and ELA is reported via the Department's Report Card.

| Description | Exceeds Standard | Meets Standard | Does Not Meet Standard | Falls Far Below Standard |
|---|---|---|---|---|
| **Overall Growth in Math and ELA** | | | | |
| School overall growth Math and ELA | TVAAS Composite Level 4 or 5 | TVAAS Composite Level 3 | TVAAS Composite Level 2 | TVAAS Composite Level 1 |
| **Subgroup Growth in Math and ELA[2]** | | | | |
| Growth of students with disabilities in Math and ELA | TVAAS Composite Level 4 or 5 | TVAAS Composite Level 3 | TVAAS Composite Level 2 | TVAAS Composite Level 1 |
| Growth of English learners in Math and ELA | | | | |
| Growth of economically disadvantaged students in Math and ELA | | | | |
| Growth of Black, Hispanic, Native American students in Math and ELA | | | | |

[2] Subgroup definitions correspond to the definitions used in the Report Card.

## C. Mission-Specific Goal(s) (10%)

Each school authorized by Hamilton County Schools will define a mission-specific goal within their charter agreement to be evaluated within the School Performance Framework. See Appendix A for the school's mission-specific goal.

A mission-specific goal is unique and pre-determined in collaboration with Hamilton County Schools. The use of a mission-specific goal enables charter schools to:

- Highlight unique characteristics based on the model described within their charter application/agreement;
- Highlight growth and achievement for elementary schools with primarily non-tested grades using nationally normed assessments;
- Include data for schools that expand by grade level to reflect phased openings; and
- Incorporate other significant data relevant to their mission and academic focus, such as ACT scores, postsecondary data, nationally normed internal assessment data, or curriculum rubrics not covered in the academic performance framework.

The charter school must adhere to the guidelines established in this document to develop its proposed mission-specific goal(s). Hamilton County Schools will either approve a goal as is and incorporate it within the school's performance framework or will engage in further negotiations. A school may choose to include up to three short- and/or long-term mission-specific goals depending on the outcomes the school is looking to measure during the tenure of its charter agreement. The school may choose to make changes to its mission-specific goal during the interim review. If a school must adjust its mission-specific goal at any other time during the term of the charter agreement, the school must notify the authorizing staff to determine the materiality of the adjustment and understand that an amendment to the charter agreement may be required.

Mission-specific goal(s) will be discussed with the school during site visits, annual reviews, and at the interim review. The mission-specific goal(s) will also be considered in high-stakes decisions, including intervention, renewal, and revocation. The school is responsible for reporting the pre-determined and aggregated data by the specified date established in Appendix A. Failure to report this data will result in the charter school receiving a "Does Not Meet Standard" for the mission-specific goal.

**Academic Framework Rating System**

Schools receive points for each measure based on where they fall in the range from "Exceeds Standard" to "Falls Far Below Standard". Ratings earn points based on the table below. The number of points received is multiplied by the section weight to yield a final score for the Academic Framework.

| Exceeds Standard | Meets Standard | Does Not Meet Standard | Falls Far Below Standard |
|---|---|---|---|
| 4 | 3 | 2 | 1 |

| Section | Indicator | Exceeds Standard | Meets Standard | Does Not Meet Standard | Falls Far Below Standard | Percentage of Section Score | Percentage of Overall Score |
|---|---|---|---|---|---|---|---|
| Student Outcomes | Student outcomes, as measured by the Department's letter grade system | 4 | 3 | 2 | 1 | 100% | 30% |
| Comparative Performance | Overall Achievement (15%) | | | | | | 30% |
| | School comparative performance to authorizing district average in ELA | 4 | 3 | 2 | 1 | 25% | |
| | School comparative performance to authorizing district average in Math | 4 | 3 | 2 | 1 | 25% | |
| | School comparative performance to authorizing district average in Science | 4 | 3 | 2 | 1 | 25% | |
| | School comparative performance to authorizing district average in Social Studies | 4 | 3 | 2 | 1 | 25% | |
| | Subgroup Achievement (15%) | | | | | | |
| | Students with disabilities comparative performance to authorizing district in ELA | 4 | 3 | 2 | 1 | 12.5% | |
| | Students with disabilities comparative performance to authorizing district in Math | 4 | 3 | 2 | 1 | 12.5% | |
| | English learners comparative performance to authorizing district in ELA | 4 | 3 | 2 | 1 | 12.5% | |
| | English learners comparative performance to authorizing district in Math | 4 | 3 | 2 | 1 | 12.5% | |
| | Economically disadvantaged comparative performance to authorizing district in ELA | 4 | 3 | 2 | 1 | 12.5% | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Economically disadvantaged comparative performance to authorizing district in Math | 4 | 3 | 2 | 1 | 12.5% | |
| | Black, Hispanic, Native American comparative performance to authorizing district in ELA | 4 | 3 | 2 | 1 | 12.5% | |
| | Black, Hispanic, Native American comparative performance to authorizing district in Math | 4 | 3 | 2 | 1 | 12.5% | |
| Growth | Overall Growth in Math and ELA (10%) | | | | | | 30% |
| | School overall growth Math and ELA | 4 | 3 | 2 | 1 | 100% | |
| | Subgroup Growth in Math and ELA (20%) | | | | | | |
| | Growth of students with disabilities in Math and ELA | 4 | 3 | 2 | 1 | 25% | |
| | Growth of English learners in Math and ELA | 4 | 3 | 2 | 1 | 25% | |
| | Growth of economically disadvantaged students in Math and ELA | 4 | 3 | 2 | 1 | 25% | |
| | Growth of Black, Hispanic, Native American students in Math and ELA | 4 | 3 | 2 | 1 | 25% | |
| Mission-Specific Goal(s) | Each school will define its mission-specific goal(s) in Appendix A to be evaluated and scored as part of the Academic Framework | 4 | 3 | 2 | 1 | 100% | 10% |
| Average Total Rating * | | | | | | | |

*To assign the Academic Framework's final score, the "Average Total Rating" will be rounded to the nearest whole number. For example, a score of 2.5 would be rounded up to a 3 and assigned the determination of a "Meets Standard". A score of 2.4 would be rounded down to a 2 and a determination of "Does Not Meet Standard".

## II. Financial Framework

Another important marker of the short-term and long-term success of a charter school is financial performance. While a charter school has autonomy to manage its finances, it is incumbent upon the authorizer to assess the financial health of the school. The Financial Framework measures the financial outcomes of a school utilizing near term and sustainability indicators, which are outlined below. A rating of "Does Not Meet Standard" on a single measure is not necessarily an indication of financial distress, instead, it is an invitation for Hamilton County Schools to understand the reason for the financial underperformance, assess the severity of the situation, and if necessary, determine an appropriate course of action or intervention. Any intervention action based on the school's ratings received in financial performance will be dictated by the Hamilton County Schools Policy 4.2122 Charter School Intervention.

Financial performance metrics are calculated primarily by using the audited financial statements for each school, which are prepared in conformity with accounting principles generally accepted in the United States as prescribed by the Governmental Accounting Standards Board (GASB). Consequently, a charter school's financial audit's Statement of Net Position and Statement of Activities are presented in a consolidated manner with all schools operated under a single network. While the consolidated financial statements are utilized in the majority of the Financial Framework for measuring the near term and sustainability measures of the charter school, a school's independent financial position will also be considered. Appendix B contains the complete list of GASB audit sources.

| **Indicators (all weighted equally)** |
|---|
| **A. Near Term Indicators** |
| ● Current Ratio |
| ● Unrestricted Days Cash |
| ● Debt Default |
| ● Enrollment Variance |
| **B. Sustainability Indicators** |
| ● Total Margin and Aggregated Three-Year Total Margin Ratio |
| ● Debt to Asset Ratio |
| ● Debt Service Coverage Ratio |
| ● Unrestricted Fund Balance |
| ● Total Margin by School (if applicable) |

## A. Near Term Indicators

| Description | Meets Standard | Does Not Meet Standard | Falls Far Below Standard |
|---|---|---|---|
| **Current Ratio** | | | |
| The Current Ratio depicts the relationship between a school's current assets and current liabilities and measures a school's ability to pay its obligations over the next 12 months by calculating Current Assets divided by Current Liabilities.<br><br>**Source**: Audit "Statement of Net Position" | Current Ratio is greater than or equal to 1.1 ***OR*** Current Ratio is between 1.0 and 1.1 and one-year trend is positive<br><br>For schools in Year 1 or 2, Current Ratio must be greater than or equal to 1.1 | Current Ratio is between 0.9 and 1.0 or equal to 1.0 ***OR*** Current Ratio is between 1.0 and 1.1 and one-year trend is negative | Current Ratio is less than 0.9<br><br>For schools in Year 1 or 2, Current Ratio is less than 1.1 |
| **Unrestricted Days Cash[3]** | | | |
| The Unrestricted Days Cash indicates how many days a school can pay its expenses without another inflow of cash. To calculate, the Unrestricted Days Cash is divided by ([Total Expenses minus Depreciation Expense] / 365).<br><br>**Source[4]**: Audit "Statement of Net Position" (Cash), "Statement of Activities" (Depreciation, Total Expenses) | Unrestricted Days Cash is greater than or equal to 60 days ***OR*** Between 30-59 days and one-year trend is positive<br><br>For schools in Year 1 or 2, Unrestricted Days Cash is 30 days or greater | Unrestricted Days Cash is greater than or equal to 30 days but less than 60 days ***AND*** one-year trend is negative | Unrestricted Days Cash is less than or equal to 30 days<br><br>For schools in Year 1 or 2, Unrestricted Days Cash is less than 30 days |
| **Debt Default** | | | |
| Debt Default indicates that a school has not met debt service payment obligations or has failed to comply with financing covenants *and* the lender or financing source has notified a school that it is in default.<br><br>**Source**: Received directly from school | School is not in default of loan covenant(s) and is not delinquent with debt service payments | School is in default of loan covenant(s) but has worked with lender(s) to restructure debt service payments | School is in default of loan covenant(s) and/or is delinquent with debt service payments |

[3] Unrestricted Days Cash is one of the most important financial performance measures for a charter school.

[4] If Cash is not detailed in an audit, then the school must provide this information directly to the authorizer.

| Enrollment Variance | | | |
|---|---|---|---|
| Enrollment variance is determined by calculating the Actual ADM (June 30 ADM) divided by Enrollment Projection used on June 1 Charter School Board-Approved ADM. Schools will be allowed one board-approved revised ADM in a fiscal year.<br><br>**Source**: Received directly from school | Enrollment Variance is greater than or equal to 95 percent in the most recent year | Enrollment Variance is between 85 percent and 95 percent in the most recent year | Enrollment Variance is less than or equal to 85 percent in the most recent year |

## B. Sustainability Measures

| Description | Meets Standard | Does Not Meet Standard | Falls Far Below Standard |
|---|---|---|---|
| **Total Margin and Aggregated Three-Year Total Margin Ratio** | | | |
| Total Margin measures the deficit or surplus a school yields out of its total revenues in the most recent fiscal year, which is calculated as the Net Position divided by Total Revenues.<br><br>Aggregated Three Year Total Margin Ratio measures the aggregated three-year to assess financial stability, which is calculated as the Total Three-Year Change in Net Position divided by Total Three-Year Revenues.<br><br>**Source:** Audit "Statement of Activities" (Total Revenues) and "Statement of Activities" (Change in Net Position) | Aggregated three-year total margin is positive, and the most recent year total margin is positive ***OR*** Aggregated three-year total margin is greater than -1.5%, the trend is positive for the last two years, and the most recent year total margin is positive<br><br>For schools in Year 1 or 2, the Aggregated two-year total margin (if applicable) and the most recent year total margin is positive | Aggregated three-year total margin is greater than -1.5%, but the trend does not "Meet Standard" | Aggregated three-year total margin is less than or equal to -1.5% ***OR*** the most recent year total margin is less than -10%<br><br>For schools in Year 1 or 2, the Aggregated two-year total margin (if applicable) is negative or zero ***OR*** the most recent year total margin is negative or zero |
| **Debt to Asset Ratio** | | | |
| The Debt to Asset Ratio measures the amount of liabilities a school owes versus the assets they own, which is calculated as the Total Liabilities divided by Total Assets.<br><br>**Source:** Audit "Statement of Net Position" | Debt to Asset Ratio is less than or equal to 0.9 | Debt to Asset Ratio is greater than 0.9 but less than or equal to 1.0 | Debt to asset ratio is greater than 1.0 |

| Debt Service Coverage Ratio | | | |
|---|---|---|---|
| The Debt Service Coverage Ratio indicates a school's ability to cover its debt obligations, which is calculated as (Net Position + Depreciation Expense + Interest Expense) divided by (Annual Principal + Interest Expense + Lease Expense).<br><br>**Source**[5]: Audit "Statement of Activities," "Statement of Net Position," and "Notes to Financial Statements" | Debt Service Coverage Ratio is greater than or equal to 1.1 | Debt Service Coverage Ratio is less than 1.1 | Not Applicable |
| **Unrestricted Fund Balance** | | | |
| Unrestricted Fund Balance is the total amount of net assets available for future operations or investment in growth exclusive of restrictions, which is calculated as Unrestricted Fund Balance ÷ Total Operating Expenditures.<br><br>**Source:** Audit "Balance Sheet" or "Statement of Net Position" (Unrestricted Fund Balance) and "Statement of Activities" (Total Expenses) | Unrestricted Fund Balance is greater than or equal to 16.67% of total annual operating expenses | Unrestricted Fund Balance is greater than 8.33% and less than 16.67% of total annual operating expenses | Unrestricted Fund Balance is less than 8.33% of total annual operating expenses |

[5] If Rent/Lease Expense is not detailed in the audit, the school must provide this information directly.

| Total Margin by School[6] (if applicable) | | | |
|---|---|---|---|
| Total Margin by School is Change in Net Position for the authorized school divided by Total Revenues for the authorized school<br><br>Aggregated Total Margin is Total Three-Year Change in Net Position divided by Total Three-Year Revenues for the authorized school<br><br>**Source:** Audit "Statement of Revenues, Expenditures, and Changes in Fund Balance by School" | Aggregated Three-Year Total Margin by School is positive, and the most recent year Total Margin by School is positive ***OR*** Aggregated Three-Year Total Margin by School is greater than -1.5%, the trend is positive for the last two years, and the most recent year Total Margin by School is positive<br><br>For schools in Year 1 or 2, Aggregated Two-Year Total Margin by School (if applicable) is positive and the most recent year Total Margin by School is positive | Aggregated Three-Year Total Margin by School is greater than -1.5%, but trend does not "Meet Standard" | Aggregated Three-Year Total Margin by School is less than or equal to 1.5% ***OR*** most recent year Total Margin by School is less than -10%<br><br>For schools in Year 1 or 2, Aggregated Two-Year Total Margin by School (if applicable) is negative or zero ***OR*** the most recent year Total Margin by School is negative or zero |

[6] Charter schools may strategically plan to operate at a deficit in a given fiscal year. This often involves reducing unrestricted fund balance to support initiatives such as growth or expansion; investments in technology; adoption of new curricula; implementation of academic corrective action plans to improve school performance; or facilities and other capital improvements. While any deficit in the most recent fiscal year results in a school not meeting this standard, a documented, planned deficit will be considered when evaluating schools that do not meet this standard.

## III. Organizational Framework

The Organizational Framework provides a comprehensive lens through which authorizers can assess the extent to which a charter school is meeting operational expectations and protecting student and public interests while simultaneously honoring the school's rightful autonomy to design and deliver school models that meet students' needs. Any deficiencies or weaknesses identified in a charter school's organizational performance may be an indicator of the overall health of a charter school. The indicators outlined below focus on the presence and quality of school processes that are legally or ethically required, including board oversight, compliance reporting, protecting the rights of students and staff, and adhering to health and safety codes. Data sources for these indicators can be found in Appendix C.

When a school does not meet the standard on a measure of the Organizational Performance portion of the framework, it becomes necessary for the Commission to seek more information. A rating of "Does Not Meet Standard" on a single measure may indicate non-compliance but is not necessarily an indication of overall organizational distress. Instead, it is an invitation for the Commission to understand the reason for the organizational underperformance, assess the severity of the situation, and if necessary, determine an appropriate course of action or intervention in alignment with the Hamilton County Schools Charter School Intervention Policy 4.2122. Conversely, if shortcomings are identified and the school promptly comes into compliance within a reasonable timeframe, Hamilton County School staff reserves the right to use professional discretion to determine if the school is eligible to receive a "Meets Standard" rating.

| Indicators (all weighted equally) | |
|---|---|
| **A. Education Program** | **D. Students and Employees** |
| ● Charter Terms | ● Rights of Students |
| ● Compliance with Education Requirements | ● Chronic Absenteeism |
| ● Student Enrollment Over Time | ● Licensing & Credentialing |
| ● Student Retention Rates | ● Rights of Employees |
| ● Student Retention Rates by Subgroup | ● Background Checks |
| ● Rights of Students with Disabilities | **E. School Environment** |
| ● Rights of English Learners | ● Facilities and Transportation |
| B. **Financial Management and Oversight** | ● Health and Safety |
| ● Financial Reporting and Compliance | ● Data and Information Management |
| ● Generally Accepted Accounting Principles | **F. Additional Obligations** |
| ● Financial Oversight | |
| **C. Governance and Reporting** | |
| ● Governance Requirements | |
| ● Accountability of Management | |
| ● Reporting Requirements | |

### A. Education Program

| Description | Meets Standard | Does Not Meet Standard | Falls Far Below Standard |
|---|---|---|---|
| **Charter Terms** | | | |
| The school implements the material terms of the education program related to governance, financial, operational, and academic structure, as defined in the current charter agreement. | The school implemented the material terms of the education program in all material respects and the education program in operation reflects the material terms as defined in the charter agreement, or the school has gained approval for a charter modification to the material terms pursuant to T.C.A. § 49-13-110. If shortcomings were identified, the school promptly came into compliance. | The school failed to implement the material terms of the education program in the manner described above. Once the shortcoming(s) were identified, the school did not promptly come into compliance. | The school failed to implement its program in the manner described above. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance. |
| **Compliance with Education Requirements** | | | |
| The school complies with applicable education requirements, including but not limited to:<br>● Instructional days or minutes<br>● Graduation, promotion, and retention<br>● Tennessee Academic Standards<br>● State Assessments<br>● Implementation of Response to Instruction and Intervention ($RTI^2$)<br>● Implementation of mandated programming due to state or federal funding | The school materially complies with applicable laws, rules, regulations, policies and procedures, and provisions of the charter agreement relating to education requirements. If shortcomings were identified, the school promptly came into compliance. | The school failed to comply with applicable laws, rules, regulations, policies and procedures, and provisions relating to education requirements. Once the shortcoming(s) were identified, the school did not promptly come into compliance. | The school failed to comply with applicable laws, rules, regulations, policies and procedures, and provisions relating to education requirements. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance. |

| | | | |
|---|---|---|---|
| **Student Enrollment** | | | |
| The school is fully enrolled in accordance with the charter agreement.[7] | The school's enrollment is greater than or no more than 10% below the amount stated in the charter agreement ~~its previous year's enrollment~~. | The school's enrollment is between 10% and 20% below the amount stated in the charter agreement ~~its previous year's enrollment~~. | The school's enrollment is greater than 20% below the amount stated in the charter agreement ~~its previous year's enrollment~~. |
| **Student Retention Rates** | | | |
| The school is retaining its students throughout the year and year over year.[8] | The school maintained at least a 70% student retention rate. | The school maintained a student retention rate between 60% and 70%. | The school maintained a student retention rate at or below 60%. |
| **Student Retention Rates by Subgroup** | | | |
| The school is retaining students that fall within special populations subgroups, including students with disabilities, English Learners, economically disadvantaged students, and Black, Hispanic, and Native American subgroups at a similar rate to their overall student retention rate. | The school maintains subgroup retention rates within 5 percentage points of the school's overall student retention rate. If shortcomings were identified, the school promptly came into compliance. | The school has subgroup retention rates between 5 and 10 percentage points below the school's overall student retention rate. Once the shortcomings were identified, the school did not promptly come into compliance. | The school has subgroup retention rates greater than or equal to 10 percentage points below the school's overall student retention rate. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance. |
| **Rights of Students with Disabilities** | | | |
| The school is protecting the rights of students with disabilities as required in the charter agreement, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, including but not limited to:<br>● Equitable access and opportunity to enroll<br>● Identification and referral (i.e., Child Find) | The school materially complies with applicable laws, rules, regulations, policies and procedures, and provisions relating to the treatment of students with identified disabilities and those suspected of having a disability. If | The school failed to comply with applicable laws, rules, regulations, policies and procedures, and provisions relating to the treatment of students with identified disabilities and those suspected of having a | The school failed to comply with applicable laws, rules, regulations, policies, procedures, and provisions relating to the treatment of students with identified disabilities and those suspected of having a |

[7] A school that is opening one grade level each year, known as "scaling", will be held to the enrollment count as outlined in the school's growth plan included in the charter application and/or charter agreement. A school in its first year of operation will be held harmless on this indicator.

[8] A school without a previous year's student retention rate will be held to a 70% threshold.

| | | | |
|---|---|---|---|
| • Appropriate development and implementation of Individualized Education Program (IEP) and Section 504 plans, in compliance with required timelines<br>• Sufficient staffing aligned with federal/state law<br>• Communication requirements with parents or guardians<br>• Inclusive services in the least restrictive environment and appropriate inclusion in the school, including its academic program, assessments, extracurricular activities<br>• Discipline, including due process protections, manifestation determinations, and behavioral intervention plans<br>• Access to the school's facility and program in a lawful manner and consistent with students' IEPs or Section 504 Plans<br>• Securing and properly accounting for all applicable federal and state funding | shortcomings were identified, the school promptly came into compliance. | disability. Once the shortcomings were identified, the school did not promptly come into compliance. | disability. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance. |
| **Rights of English Learners** | | | |
| The school is protecting the rights of English Learner (EL) students as required under Title I and III of Every Student Succeeds Act (ESSA), including but not limited to:<br>• Equitable access and opportunity to enroll<br>• Required policies and notifications related to the service of EL students<br>• Proper steps for identification of students in need of EL services<br>• Appropriate and equitable delivery of inclusive services to identified students<br>• Communication requirements with parents or guardians<br>• Compliance with 1:35 EL teacher to student ratio<br>• Annual assessment of EL students (screener and annual assessment) | The school materially complies with applicable laws, rules, regulations, policies and procedures, and provisions relating to English Learners. If shortcomings were identified, the school promptly came into compliance. | The school failed to comply with applicable laws, rules, regulations, policies and procedures, and provisions relating to English Learners. Once the shortcomings were identified, the school did not promptly come into compliance. | The school failed to comply with applicable laws, rules, regulations, policies, procedures, and provisions relating to English Learners. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance. |

| | | | |
|---|---|---|---|
| ● Appropriate development and implementation of Individual Learning Plan (ILP), in compliance with required timelines<br>● Exiting of students from EL services, including ongoing monitoring of exited students<br>● Securing and properly accounting for all applicable federal and state funding | | | |

### B. Financial Management and Oversight

| Description | Meets Standard | Does Not Meet Standard | Falls Far Below Standard |
|---|---|---|---|
| **Financial Reporting and Compliance** | | | |
| The school is meeting financial reporting and compliance requirements, including but not limited to:<br>● Complete and on-time submission of financial reports to the authorizer and any reporting requirements if contracting with an Education Service Provider (ESP)<br>● Making payroll and related IRS submissions and payments on time, to include timely filing of IRS Form 990s<br>● Making full and timely teacher and other retirement fund payments<br>● Complete and on-time submission of all additional reporting requirements related to the use of public funds | The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to financial reporting requirements. If shortcomings were identified, the school promptly came into compliance. | The school failed to comply with applicable laws, rules, regulations, and provisions relating to financial reporting requirements. Once the shortcoming(s) were identified, the school did not promptly come into compliance. | The school failed to comply with applicable laws, rules, regulations, and provisions relating to financial reporting requirements. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance. |
| **Generally Accepted Accounting Principles (GAAP)** | | | |
| The school is meeting basic financial management, controls, and oversight expectations, as evidenced by an annual independent audit, including but not limited to:<br>● An unmodified audit opinion<br>● An audit devoid of significant findings, material conditions, or significant internal control weaknesses<br>● An audit report that does not contain a going concern disclosure in the notes or an explanatory paragraph indicative of concern related to GAAP or material compliance with LEA rules and/or policies within the audit report | The school materially complies with applicable laws, rules, regulations, LEA policies and procedures, and provisions of the charter agreement relating to an annual independent audit. If shortcomings were identified, the school promptly came into compliance. | The school failed to comply with applicable laws, rules, regulations, and provisions relating to an annual independent audit. Once the shortcoming(s) were identified, the school did not promptly come into compliance. | The school failed to comply with applicable laws, rules, regulations, and provisions relating to an annual independent audit. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance. |

| Financial Oversight | | | |
|---|---|---|---|
| The school and its governing board establish, approve, and monitor annual budget execution and safeguards the financial health and activities of the school through:<br>● Finance-related policies for accounting, segregation of duties, budget development and approval process, purchasing and procurements, etc.<br>● Consistent review of financial reports and statements<br>● Annual budget development and approval with adjustments as needed<br>● Board review of independently audited financial statements, reports, etc. that suggest all findings, significant or deficient, are being addressed<br>● Appropriate in-house, employed financial expertise and/or contracts with a reputable, proven, financial services provider | The school and its governing board establish, approve and monitor annual budget execution and safeguard the financial health and activities of a school. If shortcomings were identified, the school promptly came into compliance. | N/A | The school and its governing board have not put into place, have not institutionalized, or does not have the capacity to engage in adequate, responsible fiscal oversight. |

## C. Governance and Reporting

| Description | Meets Standard | Does Not Meet Standard | Falls Far Below Standard |
|---|---|---|---|
| **Governance Requirements** | | | |
| The school materially complies with applicable governance requirements, including but not limited to, those related to:<br>● Charter school board policies<br>● Charter school board bylaws<br>● State open meetings and public records laws<br>● Code of ethics<br>● Conflicts of interest<br>● Board member training<br>● Charter school board composition and/or membership rules pursuant to T.C.A. § 49-13-109 (e.g. inclusion of a parent on board or proper membership on school advisory council) | The school materially complies with applicable laws, rules, regulations, policies and procedures, and provisions of the charter agreement relating to governance by its board. If shortcomings were identified, the school promptly came into compliance. | The school failed to comply with applicable laws, rules, regulations, policies and procedures, and provisions of the charter agreement relating to governance by its board. Once shortcomings were identified, the school did not promptly come into compliance. | The school failed to comply with applicable laws, rules, regulations, policies and procedures, and provisions of the charter agreement relating to governance by its board. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance. |
| **Management Accountability**[8] | | | |
| The governing board maintains authority over management, including but not limited to:<br>● Evaluation of the school leader<br>● Regular review of the school's academic, financial and organizational performance data<br>● Holding the ESP or CMO accountable for performance expectations, as agreed under a written contract, in accordance with the charter agreement, as applicable<br>● Requiring annual financial reports of the ESP or CMO, as applicable | The governing board demonstrates sound governance through practices that maintain authority over management and foster accountability for performance. | The governing board is developing or in need of improvement regarding its management and accountability practices. | The governing board failed to implement sound governance and the failure(s) was (were) material and significant to the viability of the school. |

[8] For schools contracting with an Educational Service Provider (ESP) or Charter Management Organization (CMO)

| Compliance with Reporting Requirements | | | |
|---|---|---|---|
| The school complies with reporting requirements through the submission of timely, complete, and accurate reports to the authorizer, Tennessee Department of Education, and/or federal authorities, including but not limited to:<br>● Reporting calendar submissions<br>● Attendance and enrollment reporting<br>● State and federal compliance and oversight<br>● Additional information requested by the authorizer | The school's on-time completion rate for all reporting requirements is equal to or greater than 85%. | The school failed to meet a completion rate of 85% or higher for all reporting requirements; however, the school promptly came into compliance once shortcomings were identified. | The school failed to meet a completion rate of 85% or higher for all reporting requirements. |

**D. Students and Employees**

| Description | Meets Standard | Does Not Meet Standard | Falls Far Below Standard |
|---|---|---|---|
| **Rights of Students** | | | |
| The school protects the rights of all students, including but not limited to:<br>● Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment<br>● Collection and protection of student information (that could be used in discriminatory ways or otherwise contrary to law)<br>● Policies and practices regarding student due process, privacy, civil rights, and<br>● Policies and practices related to discipline, including discipline hearings, suspension and expulsion<br>● Establishment of a process for addressing parent/community grievances<br>● Equitable access and inclusive services to all students, including homeless students, students in foster care, migrant students, at-risk students, and gifted students | The school materially complies with applicable laws, rules, regulations, policies and procedures, and provisions of the charter agreement relating to the rights of students. If shortcomings were identified, the school promptly came into compliance. | The school failed to comply with applicable laws, rules, regulations, policies and procedures, and provisions of the charter agreement relating to the rights of students. Once shortcomings were identified, the school did not promptly come into compliance. | The school failed to comply with applicable laws, rules, regulations, policies and procedures, and provisions of the charter agreement relating to the rights of students. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance. |
| **Chronic Absenteeism** | | | |
| The school is meeting chronic absenteeism goals outlined in its annual measurable outcomes (AMOs), as applicable[9]. | The school is meeting its chronic absenteeism goals. If shortcomings were identified, the school promptly came into compliance. | The school failed to meet its chronic absenteeism goals. Once shortcomings were identified, the school did not promptly come into compliance. | The school failed to meet its chronic absenteeism goals. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance. |

[9] A school in its first year of operation, and therefore has not yet generated annual measurable outcomes, shall be held harmless from this measure.

| Licensing & Credentialing | | | |
|---|---|---|---|
| The school complies with teacher and other staff licensing and credentialing requirements relating to state certification, including the federal Highly Qualified Teacher and Paraprofessional requirements with Elementary and Secondary Education Act (ESEA) as amended by ESSA. | The school materially complies with applicable laws, rules, regulations, policies and procedures, and provisions of the charter agreement relating to state certification requirements. If shortcomings were identified, the school promptly came into compliance. | The school failed to comply with applicable laws, rules, regulations, policies and procedures, and provisions of the charter agreement relating to state certification requirements. Once shortcomings were identified, the school did not promptly come into compliance. | The school failed to comply with applicable laws, rules, regulations, policies and procedures, and provisions of the charter agreement relating to state certification requirements. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance. |
| **Rights of Employees** | | | |
| The school protects the rights of employees, including those relating to:<br>● Family Medical Leave Act (FMLA)<br>● Americans with Disabilities Act (ADA)<br>● Employment contracts<br>● Employees' rights to organize collectively | The school materially complies with applicable laws, rules, regulations, policies and procedures, and provisions of the charter agreement relating to employment considerations. If shortcomings were identified, the school promptly came into compliance. | The school failed to comply with applicable laws, rules, regulations, policies and procedures, and provisions of the charter agreement relating to employment considerations. Once shortcomings were identified, the school did not promptly come into compliance. | The school failed to comply with applicable laws, rules, regulations, policies and procedures, and provisions of the charter agreement relating to employment considerations. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance. |

| Background Checks | | | |
|---|---|---|---|
| The school complies with background check requirements of all applicable individuals, including staff, contractors, and volunteers, where applicable. | The school materially complies with applicable laws, rules, regulations, policies and procedures, and provisions of the charter agreement relating to background checks. If shortcomings were identified, the school promptly came into compliance. | The school failed to comply with applicable laws, rules, regulations, policies and procedures, and provisions of the charter agreement relating to background checks. Once shortcomings were identified, the school did not promptly come into compliance. | The school failed to comply with applicable laws, rules, regulations, policies and procedures, and provisions of the charter agreement relating to relating to background checks. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance. |

## E. School Environment

| Description | Meets Standard | Does Not Meet Standard | Falls Far Below Standard |
|---|---|---|---|
| **Facilities and Transportation** | | | |
| The school complies with facilities and transportation requirements, including but not limited to:<br>● Building accessibility requirements outlined in Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973<br>● Fire and safety regulations promulgated by the Tennessee Fire Marshal's Office<br>● Viable certificate of occupancy or other required building use authorization<br>● Asbestos inspections<br>● Documentation of requisite insurance coverage<br>● Facilities safety and security, including sign-in procedures for all visitors, including parents<br>● Climate control, lighting systems, student furniture, building maintenance<br>● Student transportation, including transportation for students with disabilities, is safe, reliable and accessible | The school materially complies with applicable laws, rules, regulations, policies and procedures, and provisions of the charter agreement relating to facilities, grounds and transportation. If shortcomings were identified, the school promptly came into compliance. | The school failed to comply with applicable laws, rules, regulations, policies and procedures, and provisions of the charter agreement relating to facilities, grounds and transportation. Once shortcomings were identified, the school did not promptly come into compliance. | The school failed to comply with applicable laws, rules, regulations, policies and procedures, and provisions of the charter agreement relating to facilities, grounds and transportation. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance. |
| **Health and Safety** | | | |
| The school complies with all health and safety requirements, including but not limited to:<br>● Appropriate nursing services, school health reporting requirements, and dispensing of medication<br>● Food service requirements<br>● Emergency operations, including emergency operations plans and required drills/trainings<br>● Other state/district requirements | The school materially complies with applicable laws, rules, regulations, policies and procedures, and provisions of the charter agreement relating to health and safety. If shortcomings were identified, the school promptly came into compliance. | The school failed to comply with applicable laws, rules, regulations, policies and procedures, and provisions of the charter agreement relating to health and safety. Once shortcomings were identified, the school did not promptly come into compliance. | The school failed to comply with applicable laws, rules, regulations, policies and procedures, and provisions of the charter agreement relating to health and safety. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any |

| | | | |
|---|---|---|---|
| | | | efforts to come into compliance. |
| **Data and Information Management** | | | |
| The school handles employee and student data and information appropriately, including but not limited to:<br>● Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable laws<br>● Access to documents maintained by the school under the state's open records law and other applicable authorities<br>● Transferring of student records<br>● Proper and secure maintenance of testing materials | The school materially complies with applicable laws, rules, regulations, policies and procedures, and provisions of the charter agreement relating to handling of information. If shortcomings were identified, the school promptly came into compliance. | The school failed to comply with applicable laws, rules, regulations, policies and procedures, and provisions of the charter agreement relating to handling of information. Once shortcomings were identified, the school did not promptly come into compliance. | The school failed to comply with applicable laws, rules, regulations, policies and procedures, and provisions of the charter agreement relating to handling of information. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance. |

**F. Additional Obligations**

| Description | Meets Standard | Does Not Meet Standard | Falls Far Below Standard |
|---|---|---|---|
| The school complies with all other material, legal, statutory, regulatory, or contractual requirements contained in the charter agreement that are not otherwise explicitly stated herein, including but not limited to:<br>● Revisions to state or federal law<br>● Applicable LEA policies and procedures<br>● Consent decrees<br>● Intervention requirements by the authorizer<br>● Requirements by other entities to which the school is accountable (e.g., Tennessee Department of Education) | The school materially complies with all other material, legal, statutory, regulatory, or contractual requirements contained in the charter agreement that are not otherwise explicitly stated herein. If shortcomings were identified, the school promptly came into compliance. | The school failed to materially comply with all other material, legal, statutory, regulatory, or contractual requirements contained in the charter agreement that are not otherwise explicitly stated herein. Once shortcomings were identified, the school did not promptly come into compliance. | The school failed to materially comply with all other material, legal, statutory, regulatory, or contractual requirements contained in the charter agreement that are not otherwise explicitly stated herein. Once shortcomings were identified, the school did not come into compliance, or the failure was so severe that it outweighed any efforts to come into compliance. |

## Appendix A:
## Mission-Specific Goal Guidance and Template

The following are guidelines for the development of a mission-specific goal.

1. The goal must be student-centered, outcome driven, and rely on quantitative data to determine the outcome. The goal cannot be qualitative, including items such as survey data or student statements.
2. The goal must be aligned to the mission of the school as outlined within the charter application.
3. The goal must not include metrics or assessments already utilized within the performance framework, such as TCAP achievement scores or TVAAS.
4. The goal must use pre-determined metrics to measure student success toward the mission. These metrics are not flexible and cannot change year over year to ensure consistent comparison. Metrics may include:
    a. Nationally-normed internal assessment data (e.g., NWEA MAP, universal reading screeners, ELPA21)
    b. Aligned End of Course Assessments (not tied to state testing)
    c. ACT Scores/SAT Scores
    d. Student performance rubrics
    e. Curriculum-based measurements or evaluations
    f. Postsecondary indicators
5. Schools must report on progress within the metrics toward the mission-specific goal. This must be demonstrated through aggregated (not raw) data and be clearly reported to the authorizer. The school must report accurate data and determine the extent to which they are meeting their goal(s).

| Charter School | |
|---|---|
| **School Name:** | |
| **School's Mission:**<br>Provide the school's mission. | |
| **Student Profile Summary:**<br>Describe the school's student population in 2-3 sentences. | |

| Mission-Specific Goal #1 | | |
|---|---|---|
| **Outcomes Driven Goal:**<br>State your mission-specific goal and the metrics you will use to measure this goal. | | |
| **Goal's Connection to Mission:**<br>In 3-4 sentences explain how the goal reflects your school's mission. | | |
| **Targets and Rationale:**<br>Input what would warrant each target level for your mission-specific goal and aligned metrics along with your rationale for these targets. | **Target** | **Rationale for Target** |
| | **Exceeds**<br>*(insert criteria)* | |
| | **Meets**<br>*(insert criteria)* | |
| | **Does Not Meet**<br>*(insert criteria)* | |
| | **Falls Far Below**<br>*(insert criteria)* | |
| **Assessment Details**<br>Describe the assessment being used and the process and frequency of data collection. | | |

**Appendix B:**
**GASB Audit Data Sources for Financial Framework**

| Metric | Data for Calculation | Data Source |
|---|---|---|
| Current Ratio | Current Assets | Statement of Net Position |
| | Current Liabilities | Statement of Net Position |
| Unrestricted Days Cash | Cash & Cash Equivalents | Statement of Net Position |
| | Total Expenses | Statement of Activities |
| | Depreciation | Statement of Activities |
| Debt Default | Default/Delinquency | Directly from School |
| Enrollment Variance | Actual ADM (June 30 ADM) | Directly from School |
| | Budgeted Enrollment | Directly from School |
| Total Margin and Aggregated Three-Year Total Margin Ratio | Total Revenues | Statement of Activities |
| | Change in Net Position | Statement of Activities |
| Debt to Asset Ratio | Total Liabilities | Statement of Net Position |
| | Deferred Inflows | Statement of Net Position |
| | Total Assets | Statement of Net Position |
| | Deferred Outflows | Statement of Net Position |
| Debt Service Coverage Ratio | Change in Net Position | Statement of Activities |
| | Depreciation | Statement of Activities |
| | Interest Expense | Statement of Activities |
| | Rent and Lease Expenses | Notes to Financial Statements or Directly from School |
| | Short-term Debt | Statement of Net Position |
| | Current Portion of Long-term Debt | Statement of Net Position |
| Unrestricted Fund Balance | Unrestricted Fund Balance | Balance Sheet or Statement of Net Position |
| | Total Expenses | Statement of Activities |

## Appendix C:
## Data Sources for Organizational Framework

| Indicator | Data Sources |
|---|---|
| **Education Program** | |
| Charter Terms | • Charter Agreement<br>• Site visits<br>• Policy and handbook reviews<br>• Desktop monitoring<br>• Reporting requirements as specified on Epicenter |
| Compliance with Education Requirements | • Charter agreement<br>• Student and/or education information system(s)<br>• Site visits<br>• Policy and handbook reviews<br>• Desktop monitoring<br>• Reporting requirements as specified on Epicenter<br>• Board assurances |
| Student Enrollment Over Time | • Charter agreement<br>• Student and/or education information system(s) |
| Student Retention Rates | • Charter agreement<br>• Site visits and student interviews<br>• Student and/or education information system(s) |
| Student Retention Rates by Subgroup | • Charter agreement<br>• Site visits and student interviews<br>• Student and/or education information system(s) |
| Rights of Students with Disabilities | • Charter agreement<br>• Desktop monitoring<br>• State monitoring results<br>• Record audits<br>• Site visits and stakeholder interviews<br>• Policy and handbook reviews<br>• Student and/or education information system(s)<br>• Reporting requirements as specified on Epicenter |
| Rights of English Learners | • Charter agreement<br>• Desktop monitoring<br>• State monitoring results |

| | |
|---|---|
| | • Record audits<br>• Site visits and stakeholder interviews<br>• Policy and handbook reviews<br>• Student and/or education information system(s)<br>• Reporting requirements as specified on Epicenter |
| **Financial Management and Oversight** | |
| Financial Reporting and Compliance | • Charter agreement<br>• Reporting requirements |
| Generally Accepted Accounting Principles | • Charter agreement<br>• Reporting requirements<br>• Annual audit |
| Financial Oversight | • Charter agreement<br>• Reporting requirements<br>• Policy reviews<br>• Annual budget<br>• Annual audit |
| **Governance and Reporting** | |
| Governance Requirements | • Charter agreement<br>• Reporting requirements as specified on Epicenter<br>• Policy reviews<br>• School website<br>• Governing body member interviews<br>• Governing body meeting agendas, materials, and minutes<br>• Conflict of interest statements and assurances |
| Data and Information Management | • Charter agreement<br>• Reporting requirements as specified on Epicenter<br>• ESP or CMO contract (if applicable) |
| Reporting Requirements | • Charter agreement<br>• Reporting requirements as specified on Epicenter<br>• Student and/or education information system(s) |
| **Students and Employees** | |
| Rights of Students | • Charter agreement<br>• Reporting requirements as specified on Epicenter<br>• Policy and handbook reviews<br>• Student enrollment forms and related forms<br>• Lottery certification |

| | |
|---|---|
| | • Site visits and student interviews<br>• Desktop monitoring<br>• Record audits<br>• Student and/or education information system(s) |
| Attendance | • Charter agreement<br>• Student and/or education information system(s)<br>• Annual measurable outcomes (AMOs) |
| Licensing & Credentialing | • Charter agreement<br>• TNCompass<br>• Site visits and educator interviews |
| Rights of Employees | • Charter agreement<br>• Policy and handbook reviews<br>• Site visits and educator interviews |
| Background Checks | • Charter agreement<br>• Reporting requirements as specified on Epicenter<br>• Record audits<br>• Site visits |
| **School Environment** | |
| Facilities and Transportation | • Charter agreement<br>• Reporting requirements as specified on Epicenter<br>• Site visits and parent interviews<br>• Record audits<br>• Policy and handbook reviews |
| Health and Safety | • Charter agreement<br>• Reporting requirements as specified on Epicenter<br>• Site visits and parent interviews<br>• Record audits<br>• Policy and handbook reviews |
| Data and Information Management | • Charter agreement<br>• Reporting requirements as specified on Epicenter<br>• Site visits<br>• Record audits<br>• Policy and handbook reviews |
| **Additional Obligations** | |
| Additional Obligations | • Charter agreement<br>• Site visits |

| Charter School | | |
|---|---|---|
| **School Name:** | Ivy Academy's Skillern Elementary | |
| **School Mission:** Provide the school's mission. | The mission of Ivy Academy's Skillern Elementary is to cultivate the body, mind, and heart of each student through a classical, content-rich education that nurtures moral and civic virtue in an immersive, outdoor environment. | |
| **Student Profile Summary:** Describe the school's student population in 2-3 sentences. | For the 25-26 school year, the total enrollment was 366 students in grades K-4. For the 26-27 school year, Skillern Elementary will add 2 sections of 5th grade. As a public charter school, Skillern Elementary participates in a lottery system for enrollment and draws students from across Hamilton County. | |
| **Outcomes Driven Goal:** State your mission-specific goal and the metrics you will use to measure this goal. | Our goal is for 70% of Skillern students, grades K-5, to be on grade level (45th percentile or above) for Math by the end of the school year. This goal will be measured through spring benchmark data in AimsWeb. The 45 percentile (National norms) in AimsWeb represents "grade level" for a given grade. | |
| **Goal's Connection to Mission:** in 3-4 sentences explain how the goal reflects your school's mission. | Our mission is to engage the mind, body, and heart through our curriculum and our outdoor environment. Our desire is that student outcomes will reflect a high level of engagement. We want to see those outcomes across multiple subject areas, including math. | |
| **Targets and Rationale:** Input what would warrant each target level for your mission-specific goal and aligned metrics along with your rationale for these targets. | **Target** | **Rationale** |
| | **Exceeds**<br>75% of students or above are in the 45th percentile in Math as measured by spring Aimsweb assessments. | This target would indicate a high level of growth. |
| | **Meets**<br>70-74% of students are in the 45th percentile in Math as measured by spring Aimsweb assessments. | This target would be ambitious enough to establish as a yearly goal and also achievable given current student outcomes (2025-2026) |
| | **Does Not Meet**<br>65-69% of students are in the 45th percentile in Math as measured by spring Aimsweb assessments. | This percentage would fall below the target and indicate a decline from the initial data collected in the 2025-2026 school year. |

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| | **Falls Far Below**<br>Less than 65% of students are in the 45th percentile in Math as measured by spring Aimsweb assessments.<br>(insert criteria) | This percentage would indicate a precipitous fall in Math skills based on initial data taken in 2025-2026. |
| **Assessment Details:**<br>Describe the assessment being used and the process and frequency of data collection. | Data will be gathered using Aimsweb benchmark assessment data in Math, which is collected in the Fall, Winter, and Spring of each school year.<br><br>Skillern Elementary follows the state windows for administering these screeners. For the 2026-2027 school year, those windows are set for the following dates:<br><br>Fall: August 3 - September 18<br>Winter: December 1 -January 22<br>Spring: March 16 - May 11 | |

Appendix A:
Mission-Specific Goal Guidance and Template

The following are guidelines for the development of a mission-specific goal.

1. The goal must be student-centered, outcome driven, and rely on quantitative data to determine the outcome. The goal cannot be qualitative, including items such as survey data or student statements.
2. The goal must be aligned to the mission of the school as outlined within the charter application.
3. The goal must not include metrics or assessments already utilized within the performance framework, such as TCAP achievement scores or TVAAS.
4. The goal must use pre-determined metrics to measure student success toward the mission. These metrics are not flexible and cannot change year over year to ensure consistent comparison. Metrics may include:
    a. Nationally-normed internal assessment data (e.g., NWEA MAP, universal reading screeners, ELPA21)
    b. Aligned End of Course Assessments (not tied to state testing)
    c. ACT Scores/SAT Scores
    d. Student performance rubrics
    e. Curriculum-based measurements or evaluations
    f. Postsecondary indicators
5. Schools must report on progress within the metrics toward the mission-specific goal. This must be demonstrated through aggregated (not raw) data and be clearly reported to the authorizer. The school must report accurate data and determine the extent to which they are meeting their goal(s).

| Charter School | |
|---|---|
| School Name: | Montessori Elementary Highland Park |
| School's Mission:<br>Provide the school's mission. | The mission of Montessori Elementary at Highland Park is to cultivate ambitious, fearless learners through intellectually-stimulating, interactive experiences that awaken curiosity, nurture advanced thinking, and promote independence. |
| Student Profile Summary:<br>Describe the school's student population in 2-3 sentences. | MEHP is a Title 1 school in Hamilton county, TN. At the close of the 25-26 school year, MEHP had 344 students enrolled in PreK 3 through grade 5. Of those students, 20% of students receive ENL services, 12% ExEd services, and 40% are labeled as economically disadvantaged. 64% of our students are black, 25% are Hispanic, and 11% are white. |

| Mission-Specific Goal #1 | | |
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| **Outcomes Driven Goal:**<br>State your mission-specific goal and the metrics you will use to measure this goal. | By Spring 2027, at least 50% of students in grades K–5 will meet or exceed their NWEA MAP growth goal, demonstrating their ability to independently access, comprehend, and engage with increasingly complex texts on the NWEA MAP Assessment. | |
| **Goal's Connection to Mission:**<br>In 3-4 sentences explain how the goal reflects your school's mission. | This goal reflects MEHP's mission by helping students develop the literacy skills needed to become ambitious, fearless, and independent learners. As students meet or exceed their NWEA MAP growth goals, they build the ability to comprehend and engage with increasingly complex texts, supporting curiosity, critical thinking, and advanced learning. Strong literacy growth prepares students to access rigorous content and succeed across all subject areas. | |
| **Targets and Rationale:**<br>Input what would warrant each target level for your mission-specific goal and aligned metrics along with your rationale for these targets. | **Target** | **Rationale for Target** |
| | **Exceeds**<br>*51% or More* | 51% or more of students will meet or exceed their MAP Growth goal in ELA on the Spring 2027 administration. This percentage exceeds our organizational goal of 50% and represents outstanding results on the NWEA MAP ELA assessment. |
| | **Meets**<br>45%-50% | 50% of students will meet or exceed their NWEA MAP Growth goal in ELA on the Spring 2027 administration. This achieves the school's stated mission-specific goal and reflects meaningful growth in literacy achievement. |
| | **Does Not Meet**<br>35%-45% | 35% - 45% of students will meet or exceed their NWEA MAP Growth goal in ELA on the Spring 2027 administration. This % shows improvement toward the goal but falls short of the established benchmark. |
| | **Falls Far Below**<br>*Less than 35%* | Less than 35% of students will meet or exceed their NWEA MAP Growth goal in ELA on the Spring 2027 administration. This % Indicates insufficient progress toward the mission-specific literacy outcome. |
| **Assessment Details**<br>Describe the assessment being used and the process and frequency of data collection. | The NWEA MAP Reading assessment will be administered to all eligible students three times annually. The first assessment will be given in the first 3 weeks of August 2026. The Winter administration will occur in the first 3 weeks of January. The Spring assessment will be administered in the first 3 weeks of May 2027. Student performance will be measured using NWEA's nationally normed grade-level benchmark reports. Progress toward the mission-specific goal will be monitored after each administration and reported using aggregated school wide data. The Spring 2027 administration will serve as the official determination of goal attainment. | |

**Appendix A:**
**Mission-Specific Goal Guidance and Template**

The following are guidelines for the development of a mission-specific goal.

1. The goal must be student-centered, outcome driven, and rely on quantitative data to determine the outcome. The goal cannot be qualitative, including items such as survey data or student statements.
2. The goal must be aligned to the mission of the school as outlined within the charter application.
3. The goal must not include metrics or assessments already utilized within the performance framework, such as TCAP achievement scores or TVAAS.
4. The goal must use pre-determined metrics to measure student success toward the mission. These metrics are not flexible and cannot change year over year to ensure consistent comparison. Metrics may include:
    a. Nationally-normed internal assessment data (e.g., NWEA MAP, universal reading screeners, ELPA21)
    b. Aligned End of Course Assessments (not tied to state testing)
    c. ACT Scores/SAT Scores
    d. Student performance rubrics
    e. Curriculum-based measurements or evaluations
    f. Postsecondary indicators
5. Schools must report on progress within the metrics toward the mission-specific goal. This must be demonstrated through aggregated (not raw) data and be clearly reported to the authorizer. The school must report accurate data and determine the extent to which they are meeting their goal(s).

| **Charter School** | |
|---|---|
| **School Name:** | **Ivy Academy Chattanooga** |
| **School's Mission:**<br>Provide the school's mission. | The mission of Ivy Academy is to provide a quality educational program with an emphasis on scholarship, environmental stewardship, and volunteerism for all students, designed to prepare them to positively influence society and nature. |
| **Student Profile Summary:**<br>Describe the school's student population in 2-3 sentences. | Ivy Academy is a 6th-12th public charter school with roughly 485 students. Nearly 30% of the students have an identified learning disability, and 50% have either an IEP or 504. |



| **Mission-Specific Goal #1** |
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|---|---|
| **Outcomes Driven Goal:**<br>State your mission-specific goal and the metrics you will use to measure this goal. | 75% of students in grade 12 will score 85% or higher on the Scholars, Stewards, Volunteers Assessment given to all Seniors. |
| **Goal's Connection to Mission:**<br>In 3-4 sentences explain how the goal reflects your school's mission. | At Ivy Academy we often summarize our mission by saying, "We are scholars. We are stewards. We are volunteers. We are Ivy." A key distinction of the education provided at Ivy Academy is the emphasis on environmental stewardship that students experience. The work is not an extension of the curriculum, but a complementary component designed to reinforce the coursework, providing clarity and increasing its pedagogical relevance for students. This assessment will be given to Ivy Students four times during their Ivy careers: at the beginning and end of 6th grade in Student Junior Ranger (SJR), at the beginning and end of Outdoor Leadership in 9th grade, and during their JTG IV or other class in which the Senior Capstone project is incorporated.<br><br>The Tennessee Science Standards Value Statement include all strands in Science, and they are imbued in our Science classes, as "they [are] relevant to today's world, and attendant to what makes Tennessee a unique place to live and learn."<br><br>However, they also play a critical role in SJR, Outdoor Leadership, and JTG IV classes along with elements from the Tennessee Science Declarations. Again, these broad value statements include all grade bands and are strong attending goals to support and to inform both Environmental Stewardship and Volunteers. The pertinent declarations include the following:<br><br>· Recognize that certain broad concepts/big ideas foster a comprehensive and scientifically-based picture of the world and are important across all fields;<br><br>· Explore scientific phenomena and build science knowledge and skills using their own linguistic and cultural experiences with appropriate assistance or accommodations;<br><br>· Identify and ask appropriate questions that can be answered through investigation;<br><br>· Design and conduct investigations independently or collaboratively to generate evidence needed to answer a variety of questions; |

| | |
|---|---|
| | Finally, the Ecological and Environmental Science Standards have direct correlation to our school's environmental mission. The purpose of the SJR, Outdoor Leadership, and JAG IV classes is to expose all students to the Environmental Science Standards. While some standards are taught in traditional Science classes, the trio of experiential Outdoor classes will support that traditional work, as the standards are not intended to be a sequence of steps." |

**Targets and Rationale:**
Input what would warrant each target level for your mission-specific goal and aligned metrics along with your rationale for these targets.

| Target | Rationale for Target |
|---|---|
| **Exceeds** *Over 85%* | *Over 85% of Seniors score higher than an 85% on the Scholars, Stewards, Volunteers Assessment.* |
| **Meets** *75-84%* | *At least 75% of Seniors score higher than an 85% on the Scholars, Stewards, Volunteers Assessment.* |
| **Does Not Meet** *65-74%* | *65-74% of Seniors score higher than an 85% on the Scholars, Stewards, Volunteers Assessment.* |
| **Falls Far Below** *Less than 65%* | *Less than 65% of Seniors score higher than an 85% on the Scholars, Stewards, Volunteers Assessment.* |

**Assessment Details**
Describe the assessment being used and the process and frequency of data collection.

Students will take an assessment that demonstrates their understanding of what it means to be a Scholar, Steward, and Volunteer, and how to apply that knowledge in their own lives once leaving Ivy. The assessment has a variety of DOK leveled questions, and will be given to students four times during their Ivy career: at the beginning and end of 6th grade in Student Junior Ranger, at the end of Outdoor Leadership in 9th grade, and during their JTG IV or other class in which the Senior Capstone project is incorporated.

Dates for SY 26/27 Assessment:

SJR -August 24-28 and May 10-14
Outdoor Leadership-May 10-14
Jag IV- March 22-26

## CCSE-M Mission-Specific Goal

| Charter School | |
|---|---|
| **School Name:** | **Chattanooga Charter School of Excellence Middle** |
| **School's Mission:** | Chattanooga Charter Schools of Excellence are dedicated to the ideas of individual creativity, excitement for learning, and motivation through rigorous instruction. We seek to uphold high standards of scholar achievement, accountability, personal responsibility, character development, and community involvement, in order to cultivate long–term academic success. |
| **Student Profile Summary:** | Our school population ranges from approximately 240-260 scholars each year, with a cap of 300 scholars total. We primarily serve approximately 60% African-American scholars and 40% Hispanic scholars. Approximately 85% of our scholars are economically disadvantaged. |

| Mission-Specific Goal #1 | |
|---|---|
| **Outcomes Driven Goal:** | Aligned with Chattanooga Charter Schools of Excellence's mission to promote rigorous instruction, scholar achievement, accountability, and long-term academic success, grades 6-8 teachers will consistently utilize structured formative assessments in all content areas and i-Ready Reading diagnostic data to drive instructional decision-making, monitor scholar progress, and provide targeted support. Through data-informed instruction and intervention, scholars will demonstrate measurable academic growth and increased proficiency.<br><br>**Metrics for Success:**<br><br>● At least 60% of scholars will meet or exceed their annual Typical Growth target on i-Ready Reading assessments. |
| **Goal's Connection to Mission:** | To uphold Chattanooga Charter Schools of Excellence's commitment to rigorous instruction, high standards of scholar achievement, and long-term academic success, teachers in grades 6-8 will utilize i-Ready Reading universal screener data to monitor scholar progress, inform instructional decisions, and provide targeted interventions. All assessment data will be reviewed regularly through PLCs and data meetings to promote accountability, personalize learning experiences, and ensure all scholars are supported in reaching their academic growth goals. |
| **Mission-Specific Goal #2** | |

<table>
<tr><td>Outcomes Driven Goal:</td><td>Aligned with Chattanooga Charter Schools of Excellence's mission to promote rigorous instruction, scholar achievement, accountability, and long-term academic success, grades 6-8 teachers will consistently utilize structured formative assessments in all content areas and i-Ready Mathematics diagnostic data to drive instructional decision-making, monitor scholar progress, and provide targeted support. Through data-informed instruction and intervention, scholars will demonstrate measurable academic growth and increased proficiency.<br><br>Metrics for Success:<br><br>● At least 60% of scholars will meet or exceed their annual Typical Growth target on i-Ready Mathematics assessments.</td></tr>
<tr><td>Goal’s Connection to Mission:</td><td>To uphold Chattanooga Charter Schools of Excellence's commitment to rigorous instruction, high standards of scholar achievement, and long-term academic success, teachers in grades 6-8 will utilize i-Ready Mathematics universal screener data to monitor scholar progress, inform instructional decisions, and provide targeted interventions. All assessment data will be reviewed regularly through PLCs and data meetings to promote accountability, personalize learning experiences, and ensure all scholars are supported in reaching their academic growth goals.</td></tr>
<tr><td>Targets and Rationale:</td><td>
<table>
<tr><th>Target Goal #1</th><th>Rationale for Target Goal #1</th></tr>
<tr><td>Exceeds<br>(80% - 100% of scholars)</td><td>-80% or more of scholars meet or exceed Typical Growth on i-Ready Reading.</td></tr>
<tr><td>Meets<br>(60% - 79% of scholars)</td><td>-60% or more of scholars meet or exceed Typical Growth on i-Ready Reading.</td></tr>
<tr><td>Does Not Meet<br>(40% - 59% of scholars)</td><td>-Fewer than 60% of scholars meet Typical Growth on i-Ready Reading.</td></tr>
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| | | | |
|---|---|---|---|
| | | **Falls Far Below** *(40% or below of scholars)* | -Fewer than 40% of scholars meet Typical Growth on i-Ready Reading. |
| | | **Target Goal #2** | **Rationale for Target Goal #2** |
| | | **Exceeds** *(80% - 100% of scholars)* | -80% or more of scholars meet or exceed Typical Growth on i-Ready Mathematics. |
| | | **Meets** *(60% - 79% of scholars)* | -60% or more of scholars meet or exceed Typical Growth on i-Ready Mathematics. |
| | | **Does Not Meet** *(40% - 59% of scholars)* | -Fewer than 60% of scholars meet Typical Growth on i-Ready Mathematics. |
| | | **Falls Far Below** *(40% or below of scholars)* | -Fewer than 40% of scholars meet Typical Growth on i-Ready Mathematics. |
| **Assessment Details** | Chattanooga Charter School of Excellence Middle will require all core content teachers to administer formative assessments within the windows listed below. Teachers will build their assessment or pull items from the CASE item bank for each assessment at the beginning of the unit to allow for backward planning.<br><br>○ i-Ready Universal Screener Fall: 8/17/26 - 8/28/26<br>○ i-Ready Universal Screener Winter: 1/19/27 - 1/29/27<br>○ i-Ready Universal Screener Spring: 4/5/27 - 4/16/27 | | |

## CCSE-H Mission-Specific Goal

| Charter School | |
|---|---|
| **School Name:** | **Chattanooga Charter School of Excellence High** |
| **School's Mission:** | Chattanooga Charter Schools of Excellence are dedicated to the ideas of individual creativity, excitement for learning, and motivation through rigorous instruction. We seek to uphold high standards of scholar achievement, accountability, personal responsibility, character development, and community involvement, in order to cultivate long–term academic success. |
| **Student Profile Summary:** | The school's economically disadvantaged rate runs 79.5%, with the male population making up 44%  and the female population making up 56%. Demographic data is as follows: African-American-59%, Hispanic-37%, Multiracial-2.7% and Caucasian-1.3%. |

| Mission-Specific Goal #1 | |
|---|---|
| **Outcomes Driven Goal:** | Aligned with Chattanooga Charter Schools of Excellence's mission to promote rigorous instruction, scholar achievement, accountability, and long-term academic success, grades 9th-12th teachers will consistently utilize structured formative assessments and iReady Reading diagnostic data to drive instructional decision-making, monitor scholar progress, and provide targeted support. Through data-informed instruction and intervention, scholars will demonstrate measurable academic growth and increased proficiency.<br><br>**Metrics for Success:**<br>● At least 60% of scholars will meet or exceed their annual Typical Growth target on iReady Reading assessments.<br>● The percentage of scholars performing at or above grade level on iReady Reading diagnostics will increase from Beginning-of-Year to End-of-Year assessments. |
| **Goal's Connection to Mission:** | To uphold Chattanooga Charter Schools of Excellence's commitment to rigorous instruction, high standards of scholar achievement, and long-term academic success, teachers in grades 9th-12th will administer and utilize iReady Reading universal screener data to monitor scholar progress, inform instructional decisions, and provide targeted interventions. All assessment data will be reviewed regularly through PLCs and data meetings to promote accountability, personalize learning experiences, and ensure all scholars are supported in reaching their academic growth goals. |

| Mission-Specific Goal #2 | |
|---|---|
| **Outcomes Driven Goal:** | Aligned with Chattanooga Charter Schools of Excellence's mission to promote rigorous instruction, scholar achievement, accountability, and long-term academic success, grades 9th-12th teachers will consistently utilize structured formative assessments and iReady Mathematics diagnostic data to drive instructional decision-making, monitor scholar progress, and provide targeted support. Through data-informed instruction and intervention, scholars will demonstrate measurable academic growth and increased proficiency.<br><br>**Metrics for Success:**<br>● At least 60% of scholars will meet or exceed their annual Typical Growth target on iReady Mathematics assessments.<br>● The percentage of scholars performing at or above grade level on iReady Mathematics diagnostics will increase from Beginning-of-Year to End-of-Year assessments. |
| **Goal's Connection to Mission:** | To uphold Chattanooga Charter Schools of Excellence's commitment to rigorous instruction, high standards of scholar achievement, and long-term academic success, teachers in grades 9th-12th will administer and utilize iReady Mathematics universal screener data to monitor scholar progress, inform instructional decisions, and provide targeted interventions. All assessment data will be reviewed regularly through PLCs and data meetings to promote accountability, personalize learning experiences, and ensure all scholars are supported in reaching their academic growth goals. |

| **Targets and Rationale:** | | **Target Goal #1** | **Rationale for Target Goal #1** |
|---|---|---|---|
| | | **Exceeds**<br>80% - 100% of scholars | -80% or more of scholars meet or exceed Typical Growth on iReady Reading |

| | | | |
|---|---|---|---|
| | | **Meets**<br>*60% - 79% of scholars* | -60% or more of scholars meet or exceed Typical Growth on iReady Reading |
| | | **Does Not Meet**<br>*40% - 59% of scholars* | -Fewer than 60% of scholars meet Typical Growth on iReady Reading |
| | | **Falls Far Below**<br>*39% or below of scholars* | -Fewer than 40% of scholars meet Typical Growth on iReady Reading. |
| | | **Target Goal #2** | **Rationale for Target Goal #2** |
| | | **Exceeds**<br>80% - 100% of scholars | -80% or more of scholars meet or exceed Typical Growth on iReady Mathematics. |
| | | **Meets**<br>*60% - 79% of scholars* | -60% or more of scholars meet or exceed Typical Growth on iReady Mathematics. |
| | | **Does Not Meet**<br>*40% - 59% of scholars* | -Fewer than 60% of scholars meet Typical Growth on iReady Mathematics |
| | | **Falls Far Below**<br>*39% or below of scholars* | -Fewer than 40% of scholars meet Typical Growth on iReady Mathematics |

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| **Assessment Details** | Chattanooga Charter School of Excellence High will require all core content teachers to administer formative assessments within the windows listed below.<br><br>● i-Ready Universal Screener Fall: 8/17/26 - 8/28/26<br>● i-Ready Universal Screener Winter: 1/19/27 - 1/29/27<br>● i-Ready Universal Screener Spring: 4/5/27 - 4/16/27<br>● August administration data will be submitted by September 15, 2026<br>● May administration data will be submitted by May 14, 2027 |

**CCSE-E Mission-Specific Goal**

| Charter School | |
|---|---|
| **School Name:** | **Chattanooga Charter School of Excellence Elementary** |
| **School's Mission:** | Chattanooga Charter School of Excellence is dedicated to the ideas of individual creativity, excitement for learning, and motivation through rigorous instruction. We seek to uphold high standards of student achievement, accountability, personal responsibility, character development, and community involvement in order to cultivate long-term academic success. |
| **Student Profile Summary:** | Chattanooga Charter School of Excellence Elementary serves approximately 450 students in grades K–5 and reflects the rich diversity of the Chattanooga community. The student population is 62.4% African American and 28.8% Hispanic, and 8.8% white, with 59% of scholars identified as economically disadvantaged. Additionally, 25% of students are English Learners, and 13% receive special education services. |



| Mission-Specific Goal #1 - Reading | |
|---|---|
| **Outcomes Driven Goal:** | Kindergarten through fifth-grade teachers at Chattanooga Charter School of Excellence will regularly implement formative screening to track student learning, to deliver meaningful feedback, and to make informed instructional decisions that address individual student needs. Through the consistent use of assessment data to guide teaching and learning, at least 60% of students will demonstrate growth toward grade-level expectations, reinforcing the school's commitment to academic excellence, accountability, personal responsibility, and sustained student achievement.<br><br>Metrics for Measuring Outcomes:<br>● At least 60% of scholars will meet or exceed annual typical growth on iReady Reading assessments. |

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| **Goal's Connection to Mission:** | This goal reflects Chattanooga Charter School of Excellence's mission by promoting high levels of student achievement through the consistent use of formative screening and data-driven instruction. By monitoring student progress and adjusting teaching practices to meet individual needs, teachers foster accountability, personal responsibility, and a commitment to continuous growth. The goal supports rigorous learning experiences that foster academic success while ensuring that all students receive the support they need to reach their full potential. Ultimately, these practices contribute to long-term student achievement and lifelong learning. | | |
| **Targets and Rationale:** | | **Target Goal #1** | **Rationale for Target Goal #1** |
| | | **Exceeds**<br>*80% or more of students meet or exceed typical growth on the i-Ready Reading Diagnostics.* | *This level exceeds the established goal and exceeds annual typical growth on the i-Ready Reading diagnostic.* |
| | | **Meets**<br>*60% - 79% of students meet or exceed typical growth on the i-Ready Reading Diagnostics.* | *This level meets annual typical growth attainment of the school's academic achievement goal and reflects progress toward the mission of rigorous instruction, accountability, and long-term academic success.* |
| | | **Does Not Meet**<br>*Fewer than 60% of scholars meet typical growth on i-Ready Reading Diagnostics.* | *This level does not meet annual typical growth of the school's academic achievement goal, indicating a need for additional instructional support and intervention.* |

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| | | **Falls Far Below**<br>*Less than 40% of scholars meet typical growth on iReady Reading diagnostics.* | *This level indicates that a substantial number of students did not meet annual typical growth of the school's academic achievement goal. Significant improvement efforts are needed to meet the school's mission and academic expectations.* |
| **Assessment Details** | Chattanooga Charter School of Excellence Elementary will require all core content teachers to administer pre and post diagnostic screenings within the window listed below:<br><br>● i-Ready Reading Diagnostics Pre-Screening Window: August 17, 2026 - August 21, 2026.<br>● i-Ready Reading Diagnostics Post Screening Window: April 5, 2027 - April 9, 2027. | | |
| **Mission - Specific Goal # 2 - Mathematics** | | | |
| **Outcomes Driven Goal** | Kindergarten through fifth-grade teachers at Chattanooga Charter School of Excellence will regularly implement formative screening to track student learning, deliver meaningful feedback, and make informed instructional decisions that address individual student needs. Through the consistent use of screening data to guide teaching and learning, at least 60% of students will demonstrate growth toward grade-level expectations, reinforcing the school's commitment to academic excellence, accountability, personal responsibility, and sustained student achievement.<br><br>Metrics for Measuring Outcomes:<br>● At least 60% of scholars will meet or exceed annual typical growth on iReady Math assessments. | | |
| **Goal's Connection for Mission** | This goal reflects Chattanooga Charter School of Excellence's mission by promoting high levels of student achievement through the consistent use of formative assessments and data-driven instruction. By monitoring student progress and adjusting teaching practices to meet individual needs, teachers foster accountability, personal | | |

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| | responsibility, and a commitment to continuous growth. The goal supports rigorous learning experiences that foster academic success while ensuring that all students receive the support they need to reach their full potential. Ultimately, these practices contribute to long-term student achievement and lifelong learning. | | |
| **Targets and Rationale:** | | **Target Goal #2** | **Rationale for Target Goal #2** |
| | | **Exceeds**<br>*80% or more of students meet or exceed typical growth on the i-Ready Mathematics Diagnostics.* | *This level exceeds the established goal and exceeds annual typical growth on the i-Ready Mathematics diagnostic.* |
| | | **Meets**<br>*60% - 79% of students meet or exceed typical growth on the i-Ready Mathematics Diagnostics.* | *This level meets annual typical growth attainment of the school's academic achievement goal and reflects progress toward the mission of rigorous instruction, accountability, and long-term academic success.* |
| | | **Does Not Meet**<br>*Fewer than 60% of scholars meet typical growth on i-Ready Mathematics Diagnostics.* | *This level does not meet annual typical growth of the school's academic achievement goal, indicating a need for additional instructional support and intervention.* |
| | | **Falls Far Below**<br>*Less than 40% of scholars meet typical growth on iReady Mathematics diagnostics.* | *This level indicates that a substantial number of students did not meet annual typical growth of the school's academic achievement goal. Significant improvement efforts are needed to meet the school's mission and academic expectations.* |
| **Assessment Details** | Chattanooga Charter School of Excellence Elementary will require all core content teachers to administer pre and post diagnostic screeners within the window listed below. | | |

| | |
|---|---|
| | ● i-Ready Mathematics Diagnostics Pre-Screening Window: August 24, 2026 - August 28, 2026.<br>● i-Ready Mathematics Diagnostics Post Screening Window: April 12, 2027 - April 16, 2027. |

<table>
<tr><th colspan="2">Mission-Specific Goal #1</th></tr>
<tr><td>Outcomes Driven Goal:</td><td>Chattanooga Preparatory School will increase the percentage of students demonstrating academic growth, college and career readiness, and critical thinking through ACT Composite scores and ACT College Readiness Benchmark Attainment.<br><br>The school will measure success using the following metrics:<br>1. ACT Composite Scores<br>2. ACT College Readiness Benchmark Attainment</td></tr>
<tr><td>Goal's Connection to Mission:</td><td>This goal directly aligns with Chattanooga Preparatory School's mission to nurture resilience, promote academic excellence, inspire leadership, and prepare critical thinkers. The use of ACT Composite Scores and ACT College Readiness Benchmark Attainment are critical indicators that align to our vision of being a college preparatory school. These metrics reflect the school's commitment to preparing young men for college, careers, leadership opportunities, and long term success.</td></tr>
<tr><td>Targets and Rationale:</td><td>
<table>
<tr><th>Target</th><th>Criteria</th><th>Rationale for Target</th></tr>
<tr><td>Exceeds</td><td>35% or more of students who take the ACT score 19 or higher</td><td>Demonstrates exceptional academic growth and strong college and career readiness aligned to the school mission</td></tr>
<tr><td>Meets</td><td>20%–34% of students who take the ACT score 19 or higher</td><td>Demonstrates solid progress toward academic excellence and postsecondary readiness goals</td></tr>
<tr><td>Does Not Meet</td><td>10%–19% of students who take the ACT score 19 or higher</td><td>Indicates inconsistent progress toward mission aligned outcomes and need for targeted interventions</td></tr>
<tr><td>Falls Far Below</td><td>Less than 10% of students who take the ACT score 19 or higher</td><td>Indicates significant gaps in academic achievement and college and career readiness requiring intensive support</td></tr>
</table>
</td></tr>
</table>

| | |
|---|---|
| **Assessment Details:** | **ACT Assessment**<br>Students in grades 10–12 will participate in ACT testing annually. Schoolwide average composite scores and benchmark attainment rates will be reviewed to measure college readiness progress. |

**Appendix A:**
**Mission-Specific Goal Guidance and Template**

The following are guidelines for the development of a mission-specific goal.

1. The goal must be student-centered, outcome driven, and rely on quantitative data to determine the outcome. The goal cannot be qualitative, including items such as survey data or student statements.
2. The goal must be aligned to the mission of the school as outlined within the charter application.
3. The goal must not include metrics or assessments already utilized within the performance framework, such as TCAP achievement scores or TVAAS.
4. The goal must use pre-determined metrics to measure student success toward the mission. These metrics are not flexible and cannot change year over year to ensure consistent comparison. Metrics may include:
    a. Nationally-normed internal assessment data (e.g., NWEA MAP, universal reading screeners, ELPA21)
    b. Aligned End of Course Assessments (not tied to state testing)
    c. ACT Scores/SAT Scores
    d. Student performance rubrics
    e. Curriculum-based measurements or evaluations
    f. Postsecondary indicators
5. Schools must report on progress within the metrics toward the mission-specific goal. This must be demonstrated through aggregated (not raw) data and be clearly reported to the authorizer. The school must report accurate data and determine the extent to which they are meeting their goal(s).

| **Charter School** | |
|---|---|
| **School Name:** | ***Chattanooga Girls Leadership Academy*** |
| **School's Mission:**<br>Provide the school's mission. | *The Chattanooga Girls Leadership Academy provides girls and young women with a rigorous college preparatory education focused on science, technology, engineering, the arts, and math in a supportive environment that nurtures self-confidence, inspires leadership, encourages critical thinking, and promotes academic excellence.* |
| **Student Profile Summary:**<br>Describe the school's student population in 2-3 sentences. | *CGLA currently serves 338 girls and young ladies in grades 6-12. The primary language of CGLA students is English, and key demographic data for our student body includes: 53.5% Latina, 40.6% African American, 3.1% Caucasian, 2.2% two or more races, and 0.6% Indian/Native American. 64% low-income, based on state guidelines and calculations with 100% participating in FRPL based on CGLA's CEP eligibility. About 7.6% qualify for exceptional education services, which includes gifted students, and 18.3% English Language Learners, which includes direct services in combination with students being monitored one* |

| | |
|---|---|
| | *and two years after exiting the ENL program.* |



| **Mission-Specific Goal #1** | | |
|---|---|---|
| **Outcomes Driven Goal:** State your mission-specific goal and the metrics you will use to measure this goal. | *With the use of NWEA, MAP testing universal screener, it is expected by the end of the 26-27 school year, 100% of the teachers grades 6th-9th grades will participate and benefit from aligned professional development with over 90 % of the students indicating academic growth and/or achievement within the intervention education settings as a result.* | |
| **Goal's Connection to Mission:** In 3-4 sentences explain how the goal reflects your school's mission. | *The intervention time reflects the schools mission to provide a designated time designed to create an academic environment where the support is intentional and targeted, student by student and standard by standard. The standard-based instructional time establishes and further develops students' critical thinking skills, along with building the basic foundationals skills needed to advance academic performance in all subject areas. Academic advancements increase opportunities for all students to achieve standard-mastery on or above grade level, and as a result, multiplies the number of students equipped to pursue post secondary courses, ensuring students are college and career ready upon graduation.* | |
| **Targets and Rationale:** Input what would warrant each target level for your mission-specific goal and aligned metrics along with your rationale for these targets. | **Target** | **Rationale for Target** |
| | *Exceeds*<br>*61% or more* | *61% or more of CGLA scholars will meet or exceed their NWEA Map Reading Growth goal.* |
| | *Meets*<br>*50-60%* | *50-60% of CGLA scholars will meet or exceed their NWEA Map Reading Growth goal.* |
| | *Does Not Meet*<br>*30-49%* | *30-49% of CGLA scholars will meet or exceed their NWEA Map Reading Growth goal.* |
| | *Falls Far Below*<br>*Less than 30%* | *Less than 30% of CGLA scholars will meet or exceed their NWEA Map Reading Growth goal.* |

| | |
|---|---|
| **Assessment Details**<br>Describe the assessment being used and the process and frequency of data collection. | *We will administer three MAP universal screeners assessments. Using data from the* ***Fall (August 6, 2026- August 11, 2026)****,* ***Winter (January 7, 2027 - January 12, 2027)****, and* ***Spring (May 3, 2027 - May 6, 2027)*** *screeners will allow teachers and school leaders to see the effects of the targeted intervention time and its impact on teaching and learning within the core. The universal screener data allows teachers to fine-tune instruction in real-time. Our academic coaches and administrators will lead teachers in creating effective intervention plans for the purpose of meeting all students' needs. Academic coaches will guide teachers as they select questions.*<br><br>*After each universal screener is administered,administrators and academic coaches will present data to the faculty. Admin, academic coaches, and teachers alongside the department chair will collaborate to develop an action plan that addresses the positive and negative results of the data. Students who are scoring approaching and below are immediately pulled in for RTI time and afterschool tutoring.*<br><br>*Students are pulled to receive Tier 1, Tier 2, or Tier 3 support and are monitored weekly and bi-weekly using standard aligned MasterConnect questions. All students in grades 6-8 receive ELA/English and Math support for 80 minutes daily. All students grades 9-10 receive ELA/English and Math support for 225 minutes weekly. The RTI time is standards-focused. The time is structured and intentional. Teachers work with small groups daily.* |

CHATTACADEMY COMMUNITY SCHOOL

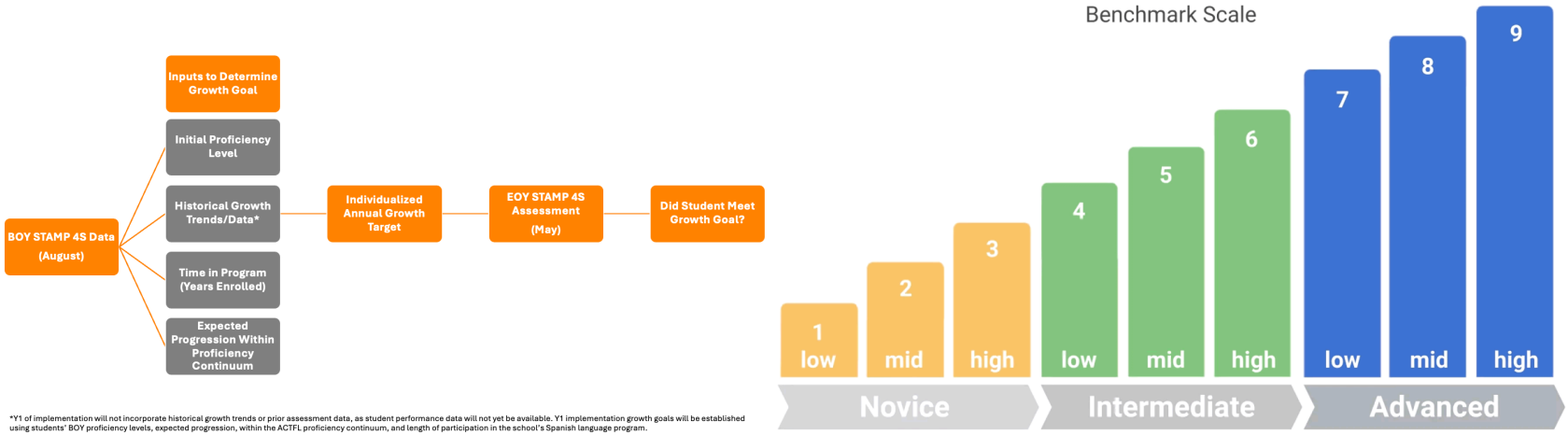
# ChattAcademy Community School
## Model Charter School Performance Framework - Mission Specific Goal

<table>
<tr><td>School's Mission</td><td>In partnership with families, ChattAcademy Community School supports all 6th – 12th grade learners in pursuing curiosity, growing in global competence through bilingual studies, impacting their communities, and developing authentic character in order to be prepared to excel in the postsecondary opportunities of their choice.</td></tr>
<tr><td>Student Profile Summary</td><td>ChattAcademy serves a diverse student population and is committed to ensuring students graduate prepared for college, career, and to thrive in a global society. A core component of the school's model is sustained Spanish language acquisition to develop bilingual and biliterate students over time.
<table>
<tr><th>2025-26 School Demographics</th><th>2025-26 ExEd & ESL</th></tr>
<tr><td>Asian: .6%<br>Black or African American: 46.4%<br>Hispanic: 41.7%<br>Two or More Races: 4.8%<br>White: 6.5%</td><td>ExEd: 23.8%<br>ESL: 20.8%</td></tr>
</table></td></tr>
<tr><td>Outcomes Driven Goal</td><td>Students will demonstrate measurable annual growth toward Spanish language proficiency as measured by the Avant Assessment STAMP 4S Assessment*. ChattAcademy will measure student growth annually using composite proficiency scores in reading, writing, listening, and speaking.</td></tr>
<tr><td>Goal's Connection to Mission</td><td>ChattAcademy was founded with the belief that bilingualism and biliteracy are essential skills for success in a global society. This goal directly reflects the school's mission by measuring student's progress toward Spanish language proficiency using an externally vetted assessment. The use of annual growth measures allows the school to evaluate the effectiveness of its Spanish language programming while accounting for varying student entry points and prior language exposure by providing a baseline at the beginning of the year. By monitoring growth, the school ensures students are making measurable progress toward becoming bilingual graduates.</td></tr>
<tr><td>Targets & Rationale</td><td>
<table>
<tr><th>Target</th><th>Rationale for Target</th></tr>
<tr><td>Exceeds: 80% or more of assessed students meet or exceed their annual Spanish language growth target on the STAMP 4S assessment.</td><td>Demonstrates exception implementation of the school's bilingual instructional model and sustained student growth across proficiency domains.</td></tr>
<tr><td>Meets: 50% - 79.9% of assessed students meet or exceed their annual Spanish language growth target on the STAMP 4S assessment.</td><td>Indicates meaningful progress toward the school's bilingualism mission and evidence that students are growing in Spanish language proficiency over time.</td></tr>
<tr><td>Does Not Meet: 35% - 49.9% of assessed students meet or exceed their annual Spanish language growth target on the STAMP 4S assessment.</td><td>Indicates inconsistent progress toward the school's mission-specific bilingualism outcomes and need for instructional improvement.</td></tr>
<tr><td>Falls Far Below: Less than 35% of assessed students meet or exceed their annual Spanish language growth target on the STAMP 4S assessment.</td><td>Indicates significant concerns regarding implementation and effectiveness of the school's Spanish language acquisition program.</td></tr>
</table></td></tr>
</table>

**Assessment Details**

ChattAcademy will administer the Avant Assessment STAMP 4S assessment twice annually to all students. The beginning of the year administration (August) will establish an individual student baseline in reading, writing, listening, and speaking aligned to ACTFL proficiency standards. Using the baseline data collected at BOY, the school will establish individual student growth targets to measure annual progress toward Spanish language proficiency. Annual growth targets will be individualized based on:

- the student's initial proficiency level,
- expected progression within the ACTFL proficiency continuum,
- historical growth trends from prior administration when available, and
- the amount of time the student has participated in the school's Spanish language program




Students entering at lower proficiency levels will be expected to demonstrate growth toward higher novice or intermediate proficiency benchmarks, while students already performing at higher proficiency levels will be expected to demonstrate continued advancement within or across ACTFL proficiency bands. Individual student growth targets will be established prior to the end of year assessment administration and will be used to determine whether students met or exceeded expected annual growth.

The assessment will be administered again at the end of the academic year (May) to measure student growth against established targets. Student proficiency and growth data will be used to determine the percentage of students meeting or exceeding their annual growth expectations. Assessment results will be reviewed by school leadership and instructional staff to evaluate program effectiveness, identify trends in language acquisition, and inform continuous improvement efforts within the school's bilingual instructional model.

*The Avant Assessment STAMP 4S is a nationally normed assessment aligned to ACTFL proficiency standards, which are also the basis for Tennessee's World Language standards.

# ChattAcademy Spanish Language
# Individualized Growth Target Determination Model

## From Beginning of Year Data to Annual Growth Target

**1 — BOY STAMP 4S Assessment**

Students complete the STAMP 4S assessment in all four domains: Reading, Writing, Listening, Speaking.

**2 — Consider Four Key Factors**

Multiple data points are reviewed for each student to determine an appropriate growth target.

**3 — Establish Individual Growth Target**

An individualized annual growth target is set based on the student's unique profile and expected progression in the ACTFL continuum.

**4 — EOY STAMP 4S Assessment**

Students complete the assessment again to measure growth relative to their individualized target.

**5 — Measure Growth & Inform Practice**

Growth is evaluated, aggregated, and used to celebrate success and drive continuous instructional improvement.

## Four Factors Used to Determine Individual Growth Targets

| Factor | Description | How It Informs the Growth Target | Year 1 of Implementation |
|---|---|---|---|
| Initial Proficiency Level (ACTFL) | Student's BOY proficiency level based on STAMP 4S composite and domain scores aligned to ACTFL proficiency bands and sublevels. | Determines starting point on the continuum and appropriate stretch for the year. Lower levels focus on foundational advancement; higher levels focus on deeper, more complex language/situational use. | Used to establish the baseline for all students. |
| Expected ACTFL Progression | Researched informed expectations for students to progress within or across ACTFL proficiency sublevels over time. | Provides the benchmark for "typical" annual progress for students at each proficiency level. | Used to set progression expectations based on ACTFL continuum. |
| Historical Growth Trends | Prior STAMP 4S growth data (when available) showing the student's pattern of progress. | Allows targets to be adjusted for students who have consistently exceeded, met, or struggled to meet prior growth expectations. | **Not used in Year 1.** Historical growth trends/data are not available during the first year of implementation. |
| Time in Spanish Language Program | Total number of years the student has participated in ChattAcademy's bilingual program. | Students with more years in the program are expected to show greater cumulative growth and move toward higher proficiency bands. | Used to calibrate expectations based on the student's experience in the program. |

## Example Student Pathways

| Student Profile | BOY ACTFL Level | Years in Program | Historical Growth (If Available) | Individualized Annual Growth Target |
|---|---|---|---|---|
| New to Program (First Year Student) | Novice Low ● ○ ○ ○ ○ | 1 | N/A (No prior data) | Novice Mid (Advance one sublevel) |
| Returning Student (Middle School) | Novice High ● ● ○ ○ ○ | 2 | Met Growth (Consistent progress) | Intermediate Low (Progress to next band) |
| Returning Student (High School) | Intermediate Mid ● ● ● ○ ○ | 3 | Exceeded Growth (Above expectations) | Intermediate High (Advance one sublevel) |
| Advanced Student (Upper Levels) | Intermediate High ● ● ● ● ○ | 4+ | Met Growth (Consistent progress) | Maintain High or Move toward Advanced Low (Growth across domains) |

**All students are expected to make meaningful progress each year. This model ensures growth targets are. Equitable, rigorous, and aligned to our mission of developing bilingual, globally competent leaders.**

Note: Year 1 of implementation will not incorporate historical growth trends/data because it will not be available. Growth targets will be based on initial proficiency level, expected progression within the ACTFL continuum, and time in program.

HAMILTON COUNTY SCHOOLS

*3074 Claude Ramsey Parkway*
*Chattanooga, TN 37421*

**To:** Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

**From:** Mary Ellen Heuton, Chief Financial Officer
Lindsay Cepero, Director of Procurement

**Date:** July 16, 2026

**Subject:** May 2026 Legal Services Summary

**Board Agenda Category:**

- ☐ Consent Agenda
- ☐ Action Item
- ☑ Reports and Information

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The following reflects the legal fees paid for services received during the month of May 2026.

| | | |
|---|---|---|
| Bennett & DeCamp, PLLC | | |
| | Retainer | $20,000.00 |
| | **TOTAL** | **$20,000.00** |

**Opportunity 2030 Commitment Connection**

- ☑ Every Student Learns
- ☑ Every Student Belongs
- ☑ Every School Equipped
- ☑ Every Employee Valued
- ☑ Every Community Served