

**From:** [Samuel Barcliff](#)  
**Subject:** [EXTERNAL]  
**Date:** Monday, June 13, 2022 9:14:46 AM

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Hi,

Are you seeking financial assistance/loan to expand your business or to Finance your projects?  
Kindly reply and forward your Business Plan (BP) with the Executive Summary, after that we will discuss further on the Investment/Loan Terms and Conditions.

Regards,  
Samuel Barcliff.

**From:** [Sellers, Martin](#)  
**To:** [TISA Rules](#)  
**Subject:** [EXTERNAL] Comments on TISA rules  
**Date:** Thursday, June 16, 2022 10:19:31 AM  
**Attachments:** [image001.png](#)  
[image003.png](#)  
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[image008.png](#)

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Hello, I am sending a few comments to share with you on the TISA rules recently published. Sometimes when analysts get too deeply involved in analyzing information, particularly politically sensitive information, or examine too closely data that may or may not have an impact on a decision, they begin to see things that the vast extraordinary majority of citizens will not see or believe have an impact on the final product, student learning.

1. 0520-12-05-04: Economically disadvantaged and concentrated poverty: these two concepts / variables are not so far apart that there needs to be a separation of categories. When someone is poor, they are poor, period, regardless. A statistician may see a meaningful difference, or an urbanite in a disadvantaged school within a not-so-disadvantaged county, but the general public does not see the difference. This should be collapsed into one grouping.
2. 04: small district and sparse district: again, looking too closely through a magnifying glass at these variables loses perspective. Rural is rural. Period. There may be constituents in larger cities that see a meaningful difference but the public will not see this as important; collapse the categories.
3. 06 (a, b, c): Outcomes: 3<sup>rd</sup> grade 4<sup>th</sup> grade and middle school bonuses: I am confused why students in these groups who are “on track or mastered, or significantly exceed” on the ELA would have their school rewarded with extra percentage of budget, even if they have overcome deficiencies of the past. It seems to me we are rewarding those who are doing what they are supposed to be doing, even if they are doing better than a previous year or years. A better use of funds would be to reward those who excel in some very large or significant way, not because they meet standards but because they have exceeded standards.
  - a. (d): Two things: I’m not sure if ACT 21 is the current average in Tennessee or some trend from the past or simply an arbitrary number. The concept of economic disadvantage makes no sense to me. The student certainly will never know if his or he economic status has generated higher budget amounts for their school. Also, why reward economic disadvantage? Giving funds because someone is poor is insulting. The costs of running the school are the same under either economic condition.
4. 09: Cost Differential: If the cost of living is greater than the statewide average, doesn’t it stand to reason that it is likely that people living in the area have higher incomes? Think about it. Higher incomes means more purchasing which has to do with too many

dollars chasing too few goods which translates into higher prices. Also, if persons choose to live in a COL area with high prices, this is a personal decision made for reasons other than public school or charter school attendance. This needs to be removed.

5. 10: Schools spend too much time collecting and submitting data. This is what gripes teachers and administrators more than anything. Let schools attend to their own matters, provide them a fair per capital funding level, and let teachers teach.

Thank you.

Sincerely,

Martin Sellers, Dean  
Paul V. Hamilton School of  
Arts, Humanities, and Social Sciences

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**From:** [Kenneth Smith](#)  
**To:** [TISA Rules](#)  
**Subject:** [EXTERNAL] Distribution of Funds Rule 5 Part B  
**Date:** Wednesday, June 15, 2022 3:28:43 PM

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I had a question/concern about one of the sections in the distribution of funds section.

Rule 5 part b states *“The LEA is located within a county having an active tourism development zone agreement executed before July 1, 2023, and having a population of not less than ninety-eight thousand three hundred (98,300) nor more than ninety-eight thousand four hundred (98,400), according to the 2020 federal census or any subsequent federal census. This annual grant is to be in the amount of \$1,840,000.”*

This seems extremely specific to only include a range spanning a difference of 100 residents, and seems to target one specific district to have an annual nearly 2 million dollars in funding. Could this be expanded to include a larger range of districts in a tourist development zone so that it includes other districts?

**From:** [McKinney, Edward P](#)  
**To:** [TISA Rules](#)  
**Subject:** [EXTERNAL] Dyslexia wording  
**Date:** Thursday, June 16, 2022 11:05:46 AM  
**Attachments:** [Outlook-qqtz12uk.png](#)  
[Outlook-glwf04kj.png](#)

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I would like to make a comment regarding the proposed cut-scores for students suspected of dyslexic characteristics. Depending on the school, approximately half or even more students could meet this proposed criterion (i.e., < 40%ile). As a result, these schools would quickly become overwhelmed and not be able to address the needs of their students. When looking at the average range or across our population, students performing at the 25%ile and above are typical. As a result, you are suggesting that normal performing students need intensive dyslexic interventions, which is not true. Please consider changing the cut-score to the 25%ile or with the guidance from the RTI Framework Manual.

Is in grades K-3 and falls below the 40th percentile on the composite score on the Tennessee universal reading screener provided by the Department or on a universal screener approved by the State Board; II. Is in grades 4-8, and falls below the 40th percentile on the composite score on a nationally, normed, skills-based universal reading screener;...

*Edward P. McKinney, Ed. S.*

**Nationally Certified School Psychologist (NCSP)**  
**MNPS Lead School Psychologist for High Schools**  
**Office: Bailey Building (room 310)**  
**[615-687-4039](tel:615-687-4039) (ext. 830162)**

*Strength Finders - Communication, Positivity, Harmony, Consistency, & Context*



**From:** [McKinney, Edward P](#)  
**To:** [TISA Rules](#)  
**Subject:** [EXTERNAL] Dyslexia wording  
**Date:** Thursday, June 16, 2022 10:16:02 AM  
**Attachments:** [Outlook-a4eopt2.png](#)  
[Outlook-dte0qsbe.png](#)

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I recently had a chance to read the proposed wording on the definition of dyslexia. It looks promising but I wanted to share a few points toward the following information below:

“Characteristics of Dyslexia” (ULN 2) means challenges identified by the universal reading screening process or Early Warning System with accurate and fluent word recognition, spelling, and decoding as a result of deficits in three or more of the following components: phonological awareness, phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, encoding, or rapid automatic naming.

I am not sure assigning a specific number of skill deficits (i.e., three or more...) is wise. You appropriately provided a list of deficit areas (i.e., phonological awareness, decoding, encoding, etc.), which are aligned to the dyslexia literature. However, I would suggest emphasizing that schools can look at all of these areas when identifying students with characteristics of dyslexia, but schools should pay closer attention to the **main** skill deficit areas associated with dyslexia, which include word recognition, spelling, and decoding. For example, a student could have problems only with rapid automatic naming because of some stuttering issues, but that doesn't necessarily suggest dyslexia for that student. While rapid automatic naming has been associated with dyslexia, the school should look very closely at word recognition, decoding and spelling if there are questions on whether the student has characteristics of dyslexia.

*Edward P. McKinney, Ed. S.*

**MNPS Lead School Psychologist for High Schools**

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*Strength Finders - Communication, Positivity, Harmony, Consistency, & Context*



**From:** [Randy Horick](#)  
**To:** [TISA Rules](#)  
**Subject:** [EXTERNAL] My comment  
**Date:** Thursday, June 16, 2022 4:40:14 PM

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Here's my comment on the proposed new funding formula: It's bullshit -- a further attempt to destroy traditional public schools by an imbecilic, doctrinaire administration that is zealous to destroy public schools, especially those in our state's largest cities. This scheme needs a late-term abortion, and shame on the lot of you.

Wilson Horick  
Nashville, TN 37205

**From:** [Karyn Trent](#)  
**To:** [TISA Rules](#)  
**Subject:** [EXTERNAL] Public money needs to stay in public schools!  
**Date:** Tuesday, June 14, 2022 6:05:45 PM

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The goal is to take money away from our students. If vouchers are allowed, what keeps people who do not have students from taking their voucher money for their own use?

Public funds provide a public service. Charter schools do not have to lower the cost where the vouchers would pay full tuition for poor students. You are creating a difference...all kids should receive equitable education....but for years there has been a discrepancy between suburban, rural and urban education. Meet the burden that is already there...don't make it worse.

Karyn Trent



**From:** [Tammy Wiley](#)  
**To:** [TISA Rules](#)  
**Subject:** [EXTERNAL] Suggestion  
**Date:** Monday, June 13, 2022 11:34:58 AM

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To Whom it May Concern:

As a future special education teacher and a parent of two children with learning challenges, I am excited for this new program! I do, however, have a concern and that is, has money been allocated for teachers to receive more training towards teaching children with autism, ADHD and other disabilities especially in the rural areas?

As a former substitute teacher in the Fentress county area, I have witnessed a major lack of knowledge by the teachers to teach and properly include children that require additional support. We have some amazing teachers over here and being a Title I school, I feel that the extra education would be a huge asset. I also feel that there would be less behavioral issues from numerous children if the teachers understood them better. South Fentress elementary (along with all other schools in this county) would greatly benefit from having a sensory room, more training for all the teachers, an additional school psychologist and educating the teachers exactly how an IEP works.

I, myself, am working on graduating in the Spring of 2023 to assist with mental health in the school system then going on to receive my Masters in special education. I would love to know of any programs to help increase the knowledge that teachers can use or ones that you all may be implementing in the near future.

Thank you for taking time to listen to my concerns and I hope to see more changes in the upcoming school year!

Warm Regards,

Tammy Wiley

Sent from my iPhone

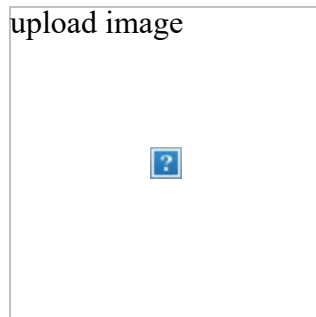
**From:** [Russell Dyer](#)  
**To:** [TISA Rules](#)  
**Subject:** [EXTERNAL] TISA Comments  
**Date:** Monday, June 13, 2022 8:44:18 AM

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I have read through the proposed rules and I generally support the recommendations. I do have a question regarding statewide demand and CTE as mentioned on page 13. Is there a calculation or definition for statewide demand? On page 17, are there any statutory regulations on the individuals selected to serve on the outcomes committee? Others on my staff will be responding to parts of the rules that directly affect their line of work and I will review the details again later as well.

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**Russell Dyer, Ed.D.**

Director of Schools  
**Cleveland City Schools**  
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**From:** [Nicole Wall](#)  
**To:** [TISA Rules](#)  
**Subject:** [EXTERNAL] TISA Response  
**Date:** Thursday, June 16, 2022 12:52:18 PM

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I have personally experienced really negative experiences with my Son in TN Public Schools. It keeps being unaddressed by most schools and as a result labeling him as a “bad kid” and he isn’t at all. He was suspended 6 times in 2nd grade for very trivial things. Kindergarten and 1st he never missed school. His records for first two years were pulled from file when sent to other schools. As if to hide the fact that he didn’t have problems starting in 2nd grade. If I am understanding TISA right we will be able to use the funding for Private School. I completely support that! I have met kids who have dropped out of school due to being labeled “bad kids”. That is sad. I think this could be tied to kid school shootings and should be looked into.

Thank you for your help with this,

Nicole Wall  
Mother of Jace Wall

Sent from my iPhone

**From:** [Jeremy Humphrey](#)  
**To:** [TISA Rules](#)  
**Subject:** [EXTERNAL] Tisa funding  
**Date:** Tuesday, June 14, 2022 3:22:11 PM

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To whom it may concern:

As a parent with a child in public school, I am opposed to any funding scheme that will send taxpayer money to privately ran / owned / administered charter schools. All this will do, if allowed, is allow private businesses to take money away from already underfunded school systems.

Again, I am opposed to any funding scheme that would allow this to happen.

Thank you,

Jeremy Humphrey  
Constituent of Maury Co. TN