

# December 2025 Governmental Affairs & Public Policy Committee

**Schedule**

Wednesday, December 3, 2025 8:45 AM — 9:15 AM CST

**Organizer**

Colton Cockrum

## Agenda


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1. Call to Order and Opening Remarks	1
Presented by Robert Carter	



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2. Roll Call and Declaration of Quorum	2
Presented by Robert Carter	


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3. Approval of Governmental Affairs and Public Policy Meeting Minutes from June 4, 2025	3
Presented by Robert Carter	
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Presentation - Presented by Colton Cockrum	
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7. Additional Business	78
Presented by Robert Carter	

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# 1. Call to Order and Opening Remarks

Presented by Robert Carter



## 2. Roll Call and Declaration of Quorum

Presented by Robert Carter



### 3. Approval of Governmental Affairs and Public Policy Meeting Minutes from June 4, 2025

Presented by Robert Carter

**University of Memphis Board of Trustees**  
**Governmental Affairs & Public Policy**  
**June 4, 2025**

**Meeting Minutes**

**Agenda Item 1: Call to Order and Opening Remarks**

Trustee Edwards called the meeting to order and welcomed everyone to the Governmental Affairs & Public Policy meeting minute

**Agenda Item 2: Roll Call and Declaration of Quorum**

Trustee Edwards requested a roll call. Secretary Cockrum called the roll. Trustee Edwards, Chairman Johnson, Trustee McKinney were committee members that were in attendance in-person. Additional trustees in attendance, but who were not on the committee, include Trustees Carter, Marchetta, Springfield, and Roberts. Trustee North was in attendance virtually. He was alone and could hear. Secretary Cockrum declared a quorum.

**Agenda Item 3: Approval of Governmental Affairs & Public Policy Committee Meeting Minutes from March 5, 2025, and Special Called Meeting Minutes from April 7, 2025.**

Trustee Edwards called for a motion and a second to approve the meeting minutes from March 5<sup>th</sup> and April 7<sup>th</sup>. Trustee Johnson provided the motion and a second was provided Trustee McKinney. There was no discussion on the meeting minutes. Secretary Cockrum took a voice vote, and the meeting minutes were approved.

**Agenda Item 4: 114<sup>th</sup> General Assembly Recap**

Ken Moody provided federal and local government updates. informed that the University of Memphis received \$70.5 million for research modernization. The University of Memphis secured \$5.4 million for safety and security. We received \$5.8 million in deferred maintenance. Legislators will be invited to tour campus. Trustee Edwards recognized Ken and others who have helped establish relationships in Nashville. Trustee McKinney thanked the government relations staff and state leaders for their contributions.

**Agenda Item 5: University Schools Update**

Sally Parish provided an update on University Schools athletics. Campus School Kimball is fully staffed and funded for its first year. Campus School Kimball real estate transaction is awaiting approval from the State Building Commission. Sally provided information about the Campus School Kimball leadership team. Dr. Parrish addressed the University Schools 25-26 policy manual. Policy manual changes include immaterial changes to updated language to reflect the addition of Campus School Kimball, renumbered policies, and updates to staff titles within the organizational structure. Trustee Johnson made a motion to adopt the 2025-26 University Schools Policy Manual. Trustee McKinney seconded the motion. There was no discussion from the committee. Secretary Cockrum took a voice vote, and the motion carried.



Dr. Parish provided reports for University Schools Textbook Adoption, University Schools Artificial Intelligence Compliance report, University Schools Federal Programs Consolidation Application and Participation in Federal Programs. Trustee Johnson made a motion to approve the University Schools slated items including: University Schools textbook adoption, University Schools Artificial Intelligence Compliance report, and University Schools Federal Programs Consolidation Application and Participation in Federal Programs. Trustee McKinney seconded the motion. There was no discussion. Secretary Cockrum took a voice vote and the motion carried.

#### **Agenda Item 6: Additional Business**

No additional business

#### **Agenda Item 7: Adjournment**

Trustee Johnson made a motion for adjournment. Trustee McKinney seconded the motion. Secretary Cockrum called a voice vote and the meeting adjourned.



## 4. Board Self-Assessment Results

Presentation

Presented by Colton Cockrum

# The University of Memphis Board of Trustees

Information  
For Discussion

**Date:** December 3, 2025

**Committee:** Governmental Affairs & Public Policy Committee

**Presentation:** Board of Trustees Self-Assessment

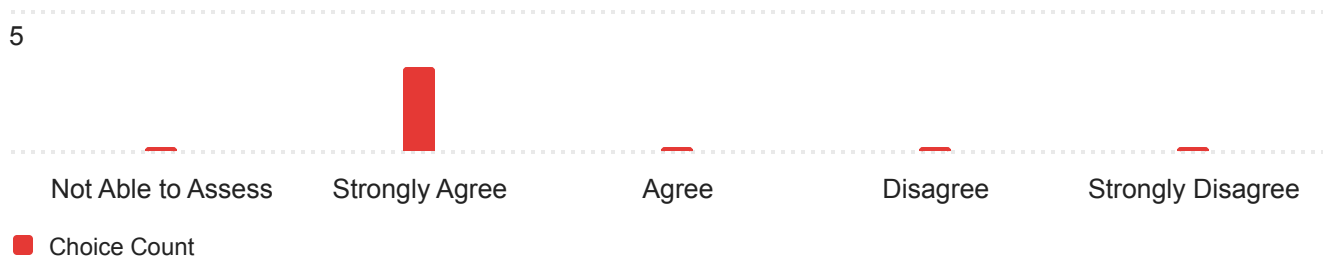
**Presented by:** Colton Cockrum, Secretary of the Board of Trustees and Senior Associate Vice Provost.

## Background:

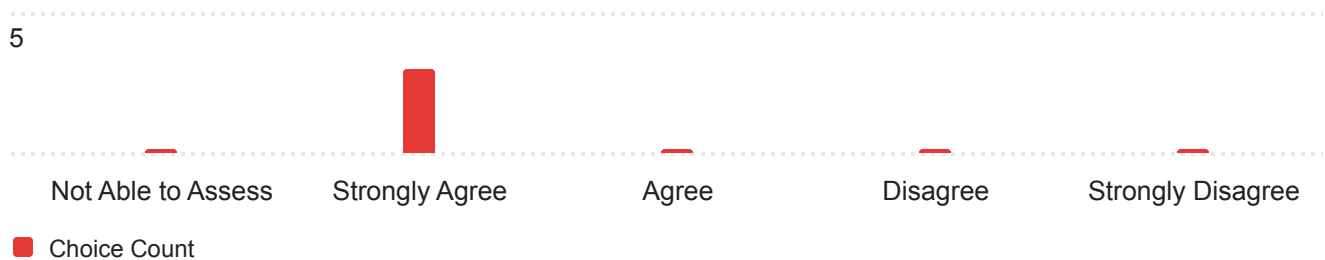
The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Standard 4.2.g requires a governing board to define and regularly evaluate its responsibilities and expectations. Consistent with the Board of Trustees' policy related to annual self-assessment, members of the UofM Board of Trustees were administered the self-assessment in early July 2025, and the results were received late July 2025.

Results indicate that the Board of Trustees agree (agree or strongly agree) that they keep themselves informed of the University of Memphis' performance against predetermined plans and goals, that the Board regularly reviews the University of Memphis mission statement and strategic plan, that Board roles and responsibilities are clearly defined, the Board's role in setting University of Memphis policies, the Board delegates authority to the President to lead the University of Memphis, the Board's method for evaluating the President's performance is satisfactory, the Board fully discusses and understands the institution's annual budget prior to approval, the Board regularly reviews the fiscal health of the institution, the Board regularly reviews and approves academic programs at the institution, the Board provides visionary leadership for the institution, that Board members demonstrate integrity, that the Board is an effective decision-making body, and that the Board is regularly informed about important trends in the larger environment that might affect the organization. Some areas where the members diverged in their responses included: whether the Board understands its fiduciary responsibilities, its ethical duties, whether it receives sufficient training, it's able to complete its work in a timely manner, and that meeting materials are helpful.

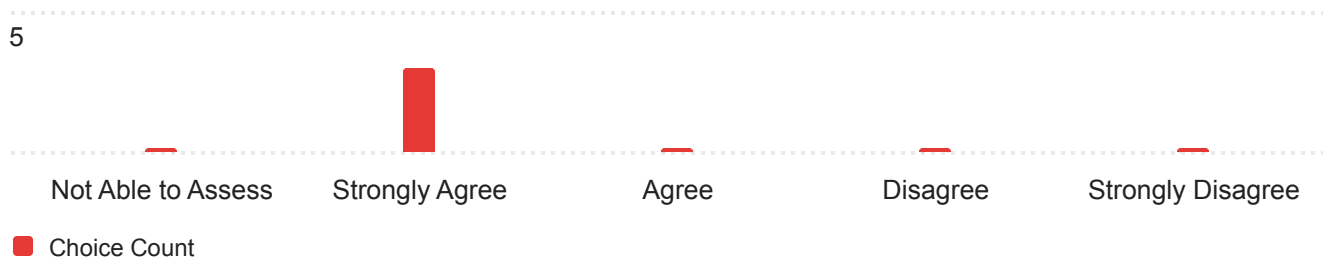
Q1 - The Board understands its responsibilities, including its fiduciary responsibilities.



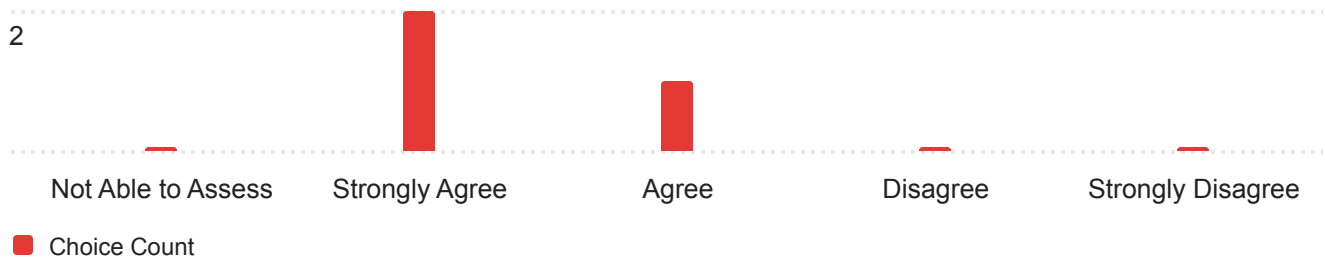
Q2 - The Board understands its ethical duties, including conflict of interest issues.



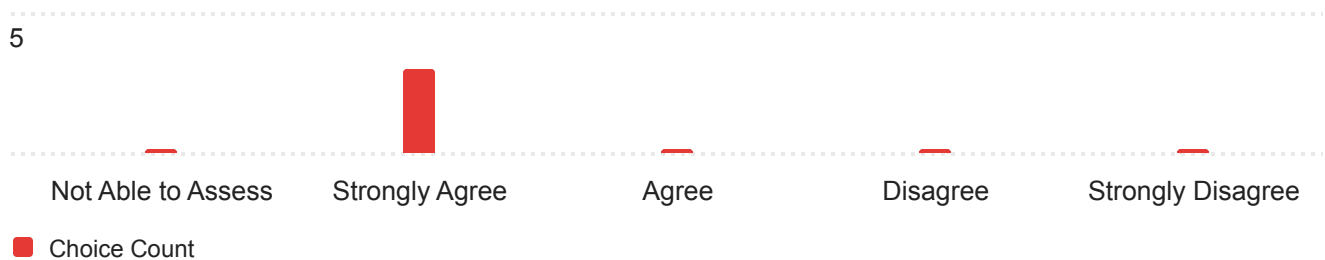
Q3 - The Board receives sufficient training and information related to its responsibilities, including its fiduciary and ethical duties.



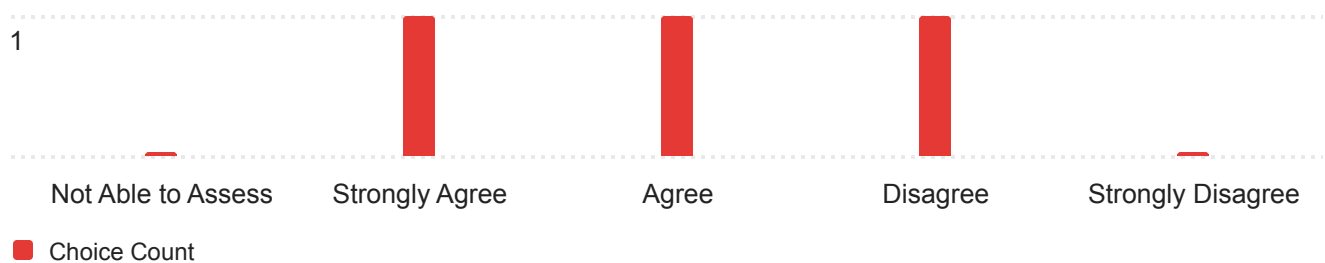
Q4 - The Board's structure aids the Board in completing its work in a timely and efficient manner.



Q5 - The materials provided in the committee and board books are helpful for the study of agenda items prior to board action.



Q6 - Board meetings have a good balance of information sharing, discussion and decision-making.

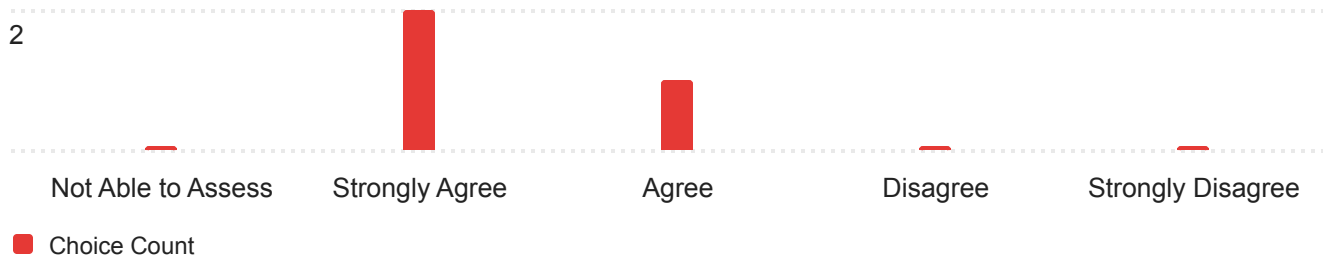


Q7 - If you have participated in a Board of Trustees meeting virtually, please r...

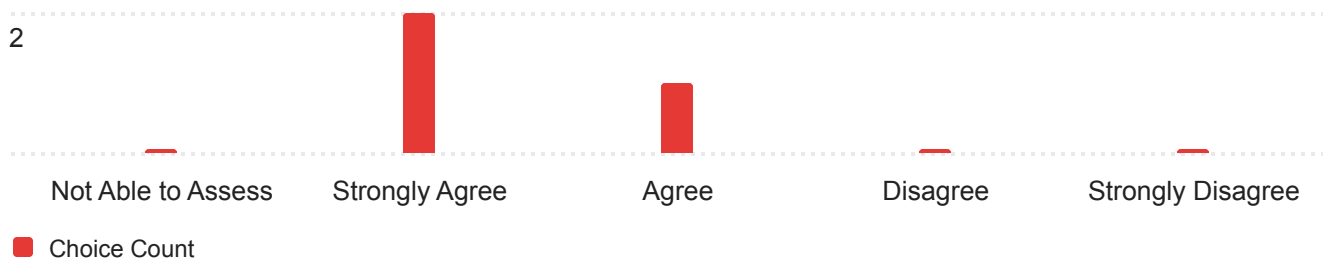
Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Information provided to participate	1.00	2.00	1.67	0.47	0.22	3	5.00
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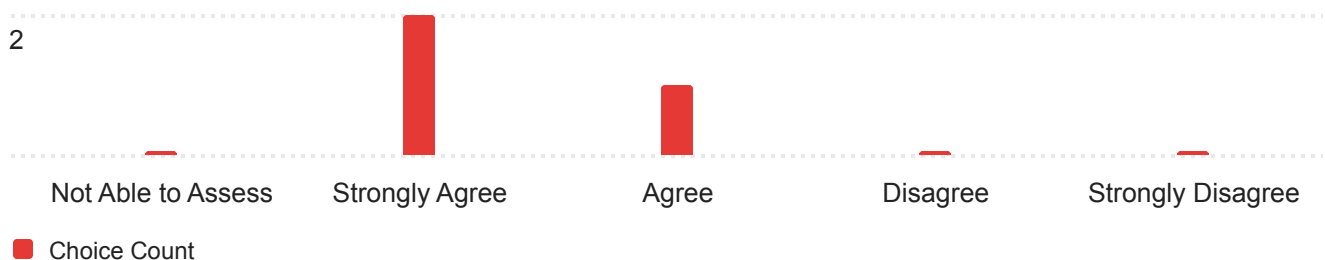
**Q8 - The Board keeps itself informed of the University of Memphis' performance against predetermined plans and goals.**



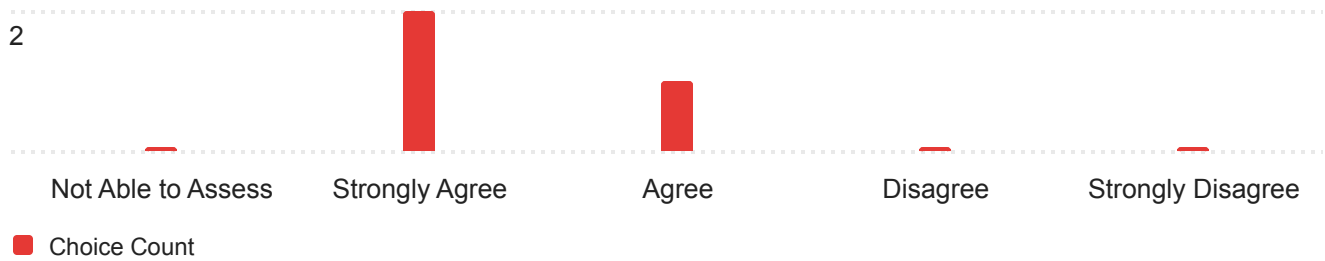
**Q9 - The Board ensures the regular review of the University of Memphis' mission statement and strategic plan.**



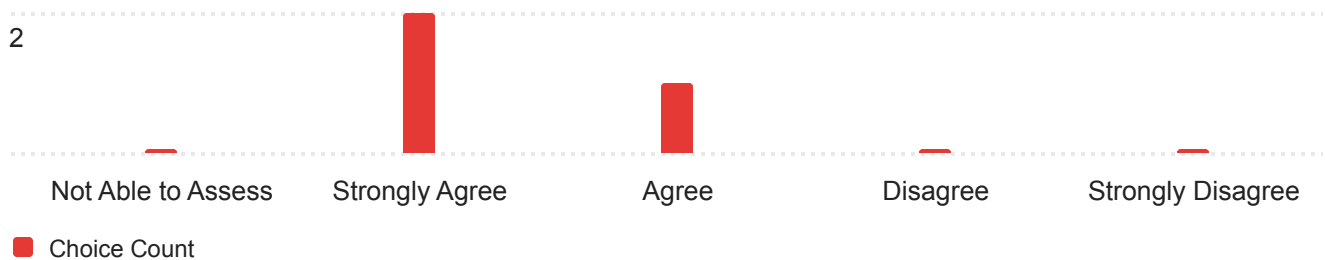
**Q10 - The roles and responsibilities of the Board are clearly defined and separate from those of University of Memphis employees.**



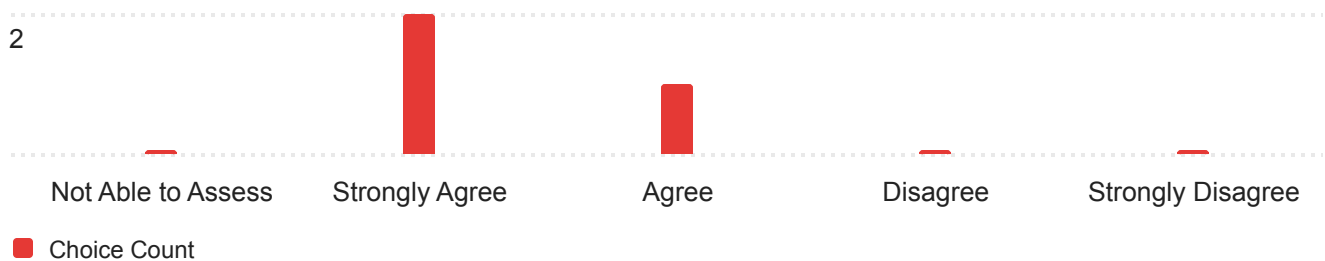
Q11 - The Board's role in setting University of Memphis policies is appropriate.



Q12 - The Board delegates to the President authority to lead the University of Memphis employees to carry out its mission.

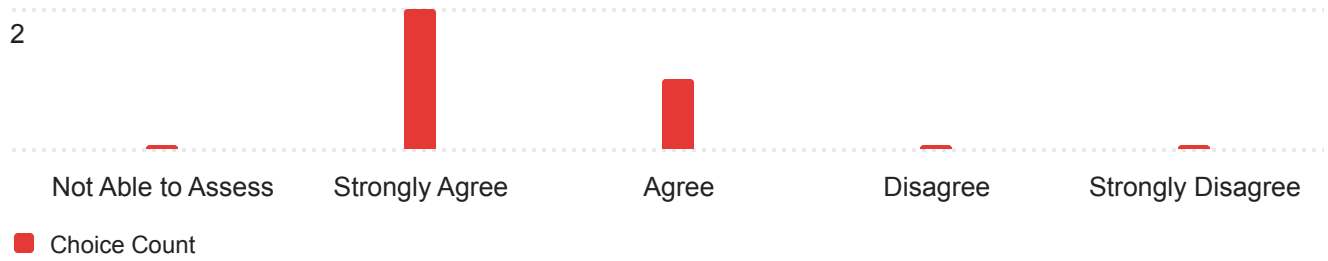


Q13 - The Board's method for evaluating the President's performance is satisfactory.

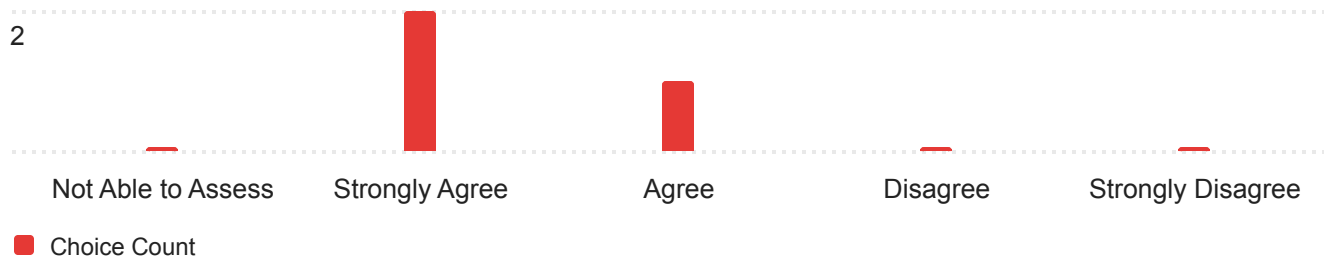




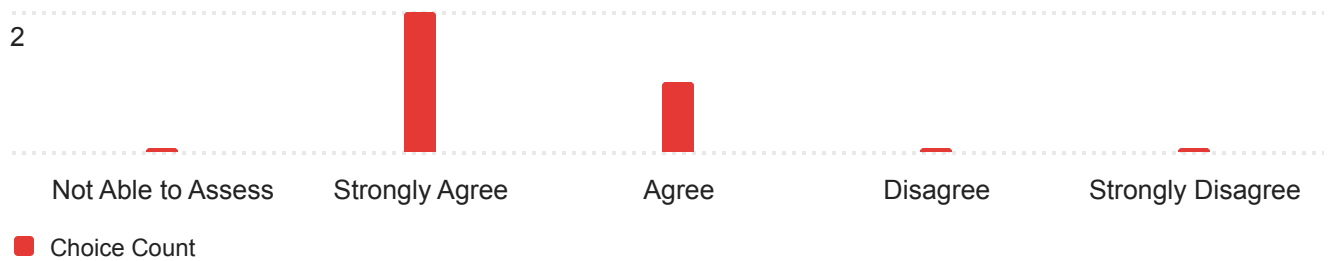
Q14 - The Board fully discusses and understands the University of Memphis' annual budget prior to approval.



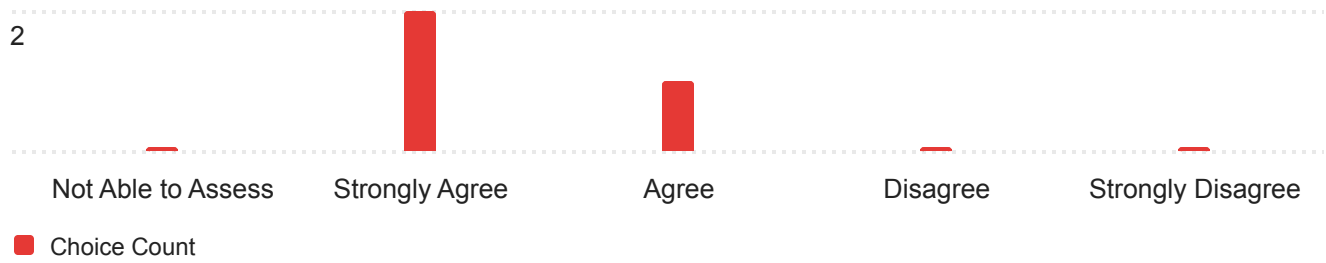
Q15 - The Board regularly reviews the fiscal health of the University of Memphis.



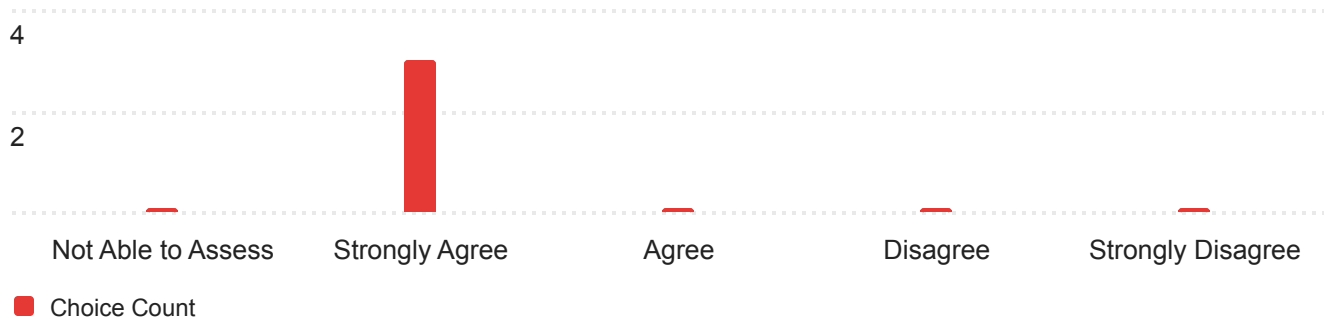
Q16 - The Board reviews and approves academic programs at the University of Memphis.



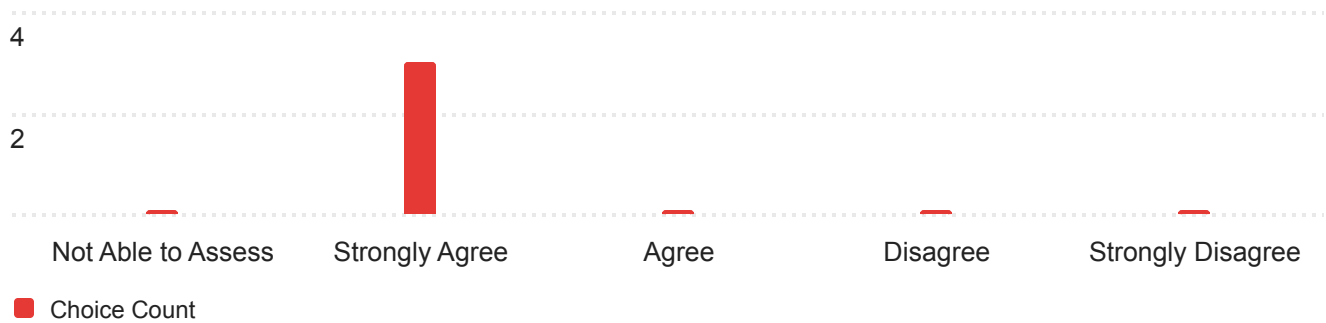
Q17 - The Board provides visionary leadership for the University of Memphis.



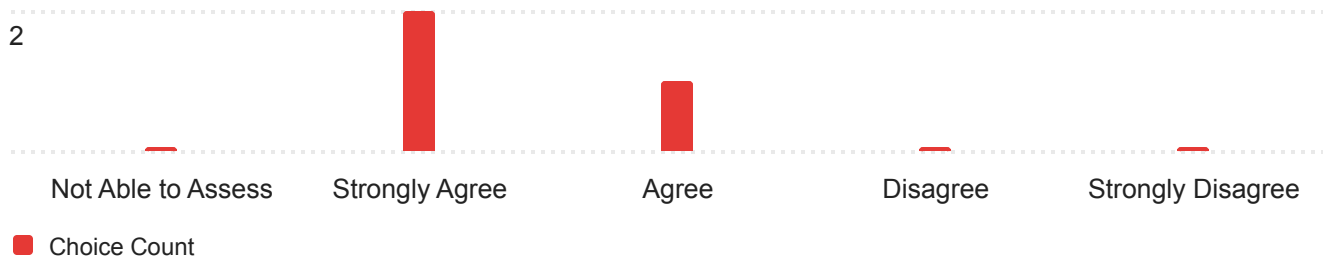
Q18 - Board members demonstrate integrity.



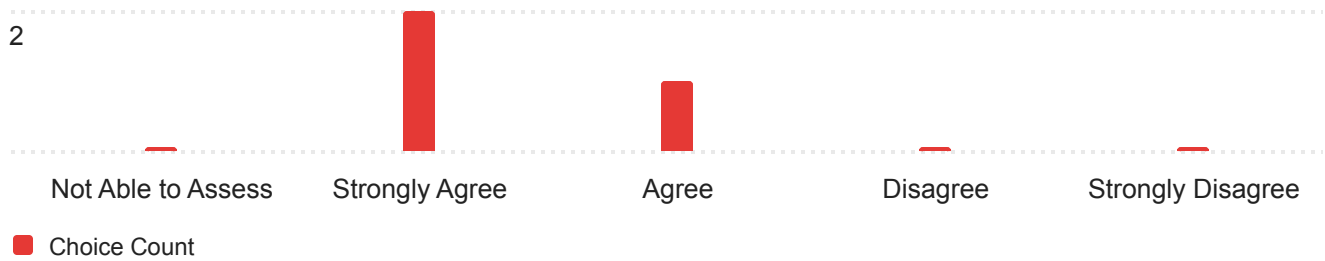
Q19 - The Board is an effective decision-making body.



Q20 - The Board is regularly informed about important trends in the larger environment that might affect the organization.



## Q21 - The Board devotes its attention to the University of Memphis' major issues.



## Q21 - The Board devotes its attention to the University of Memphis' major issues.

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Strongly Agree

Agree

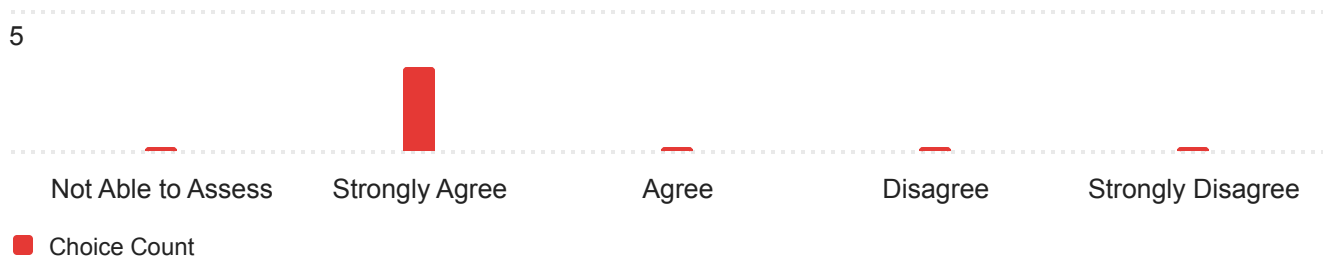
Strongly Agree

## Q24.1 - Based on your experience with other boards you have participated on, do you have any recommendations as to what we could do better or differently?

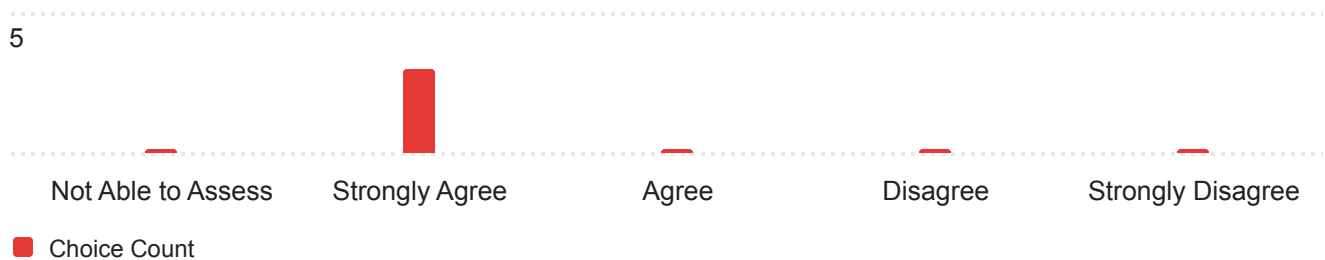
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no

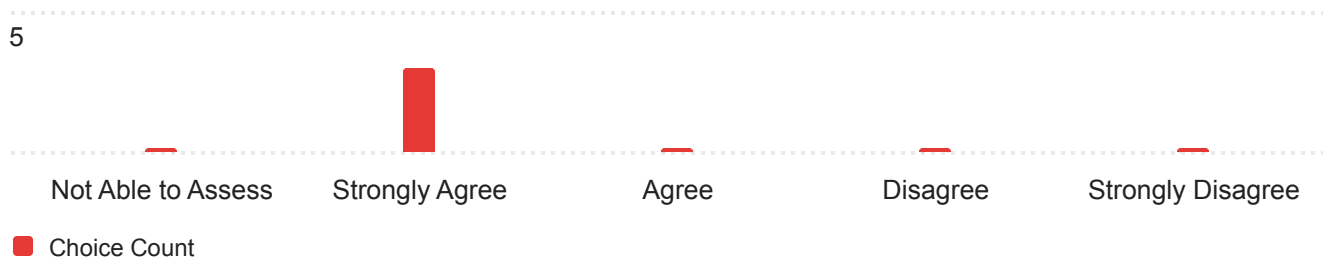
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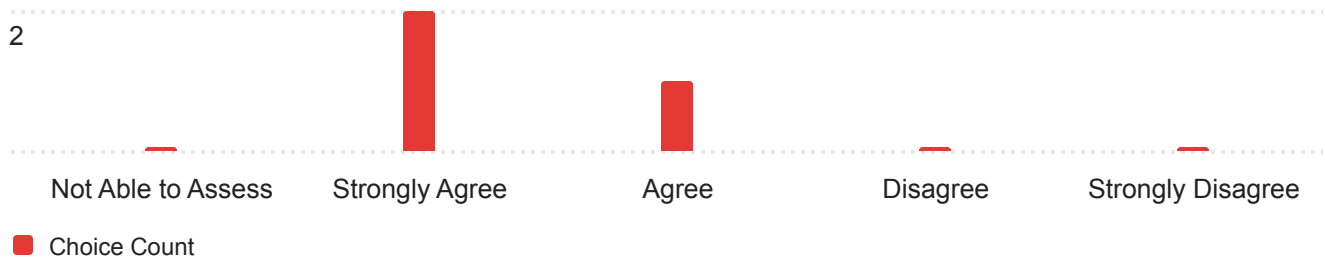
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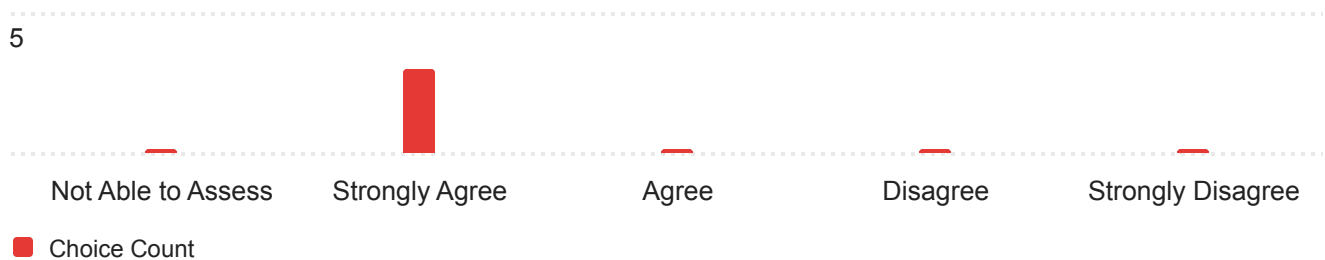
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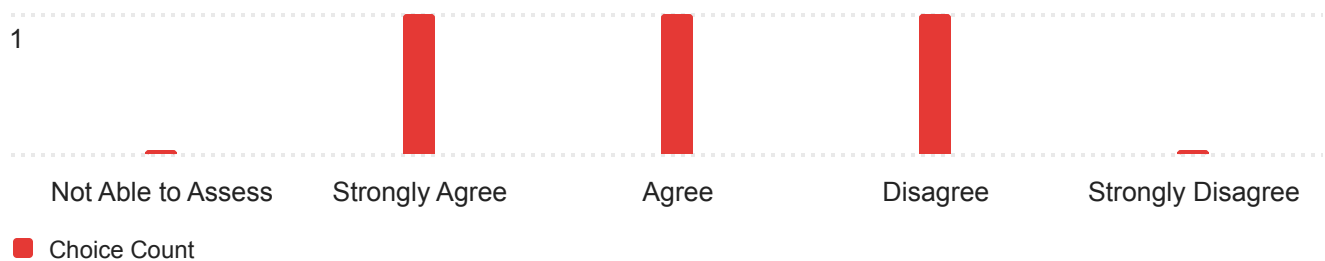
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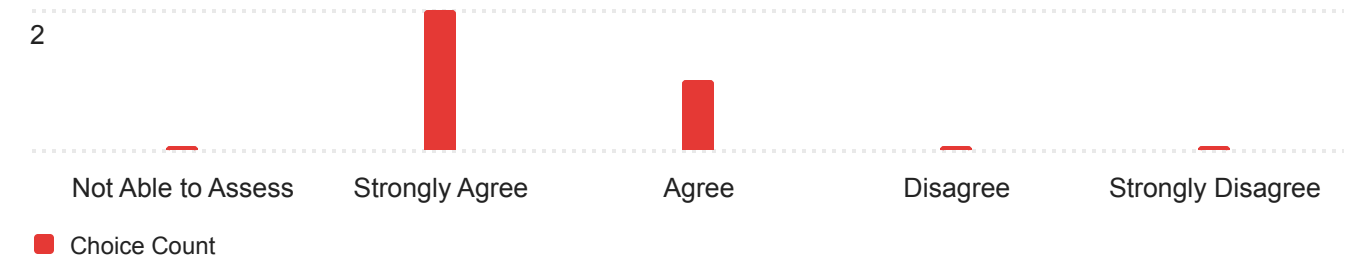


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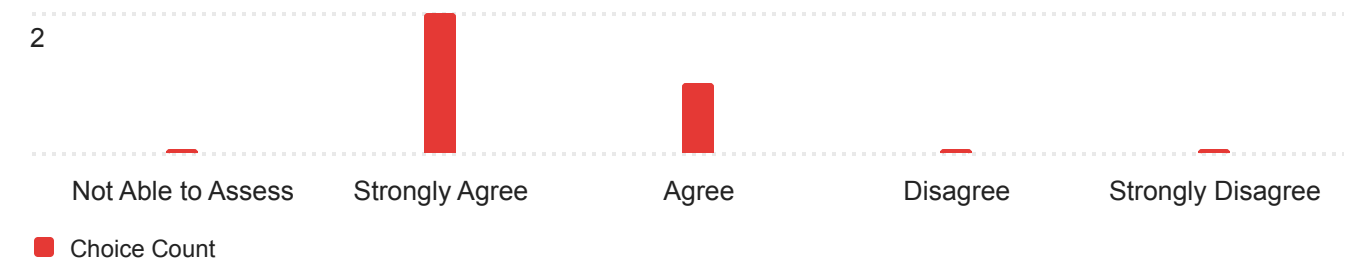
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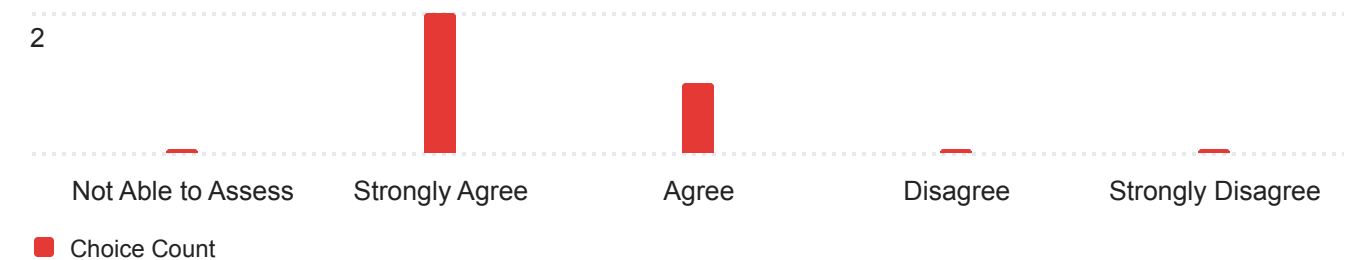
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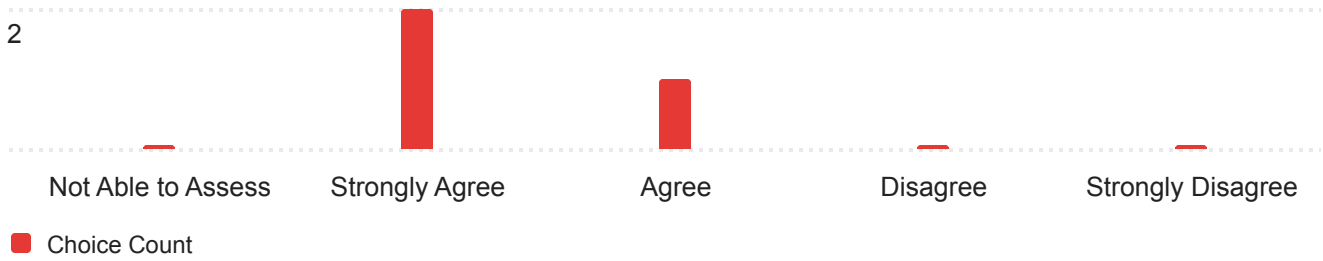
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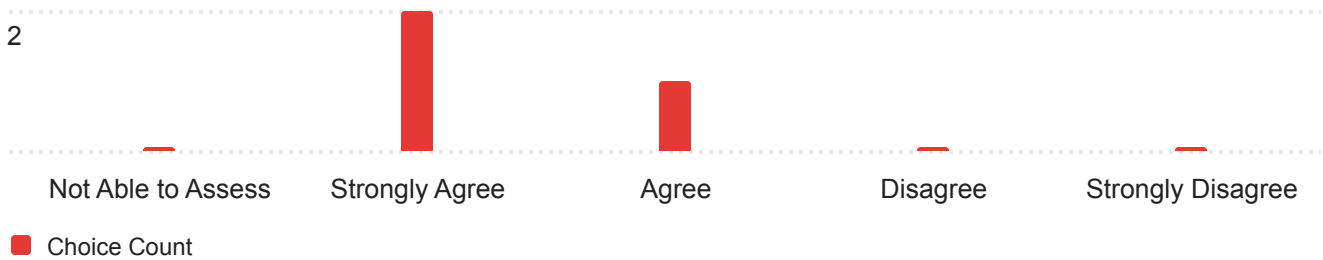
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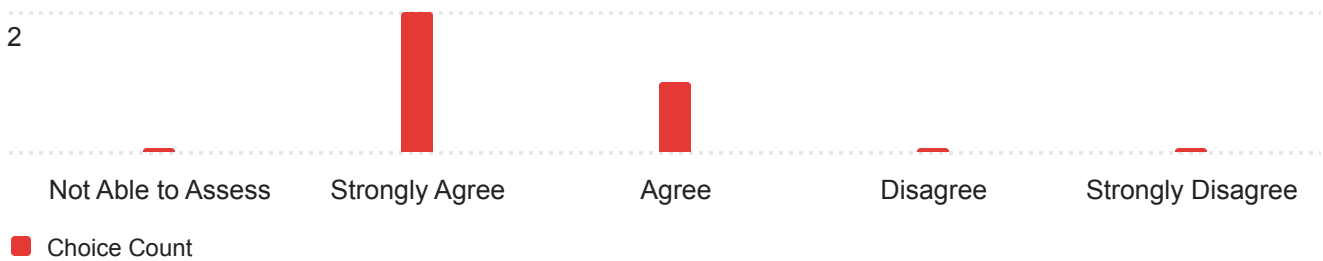
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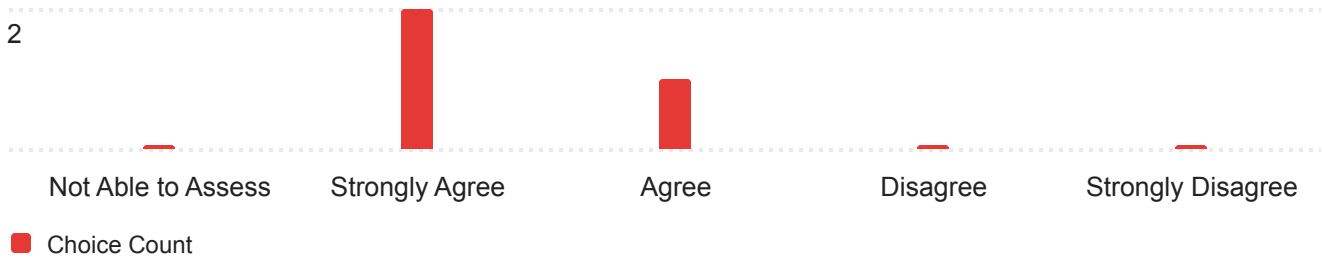


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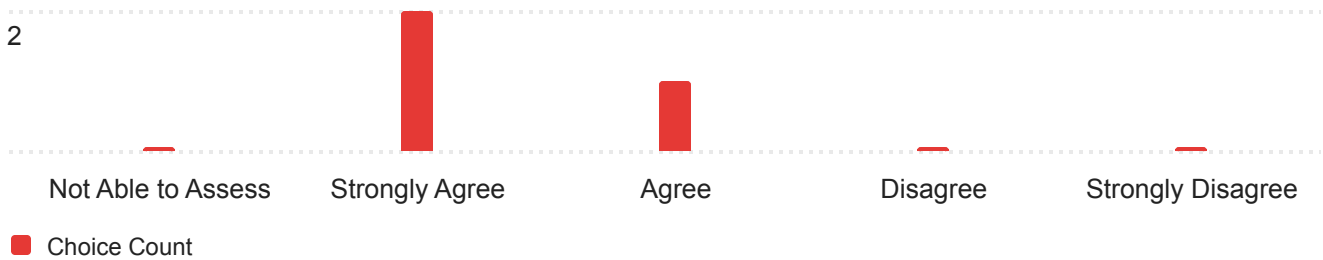




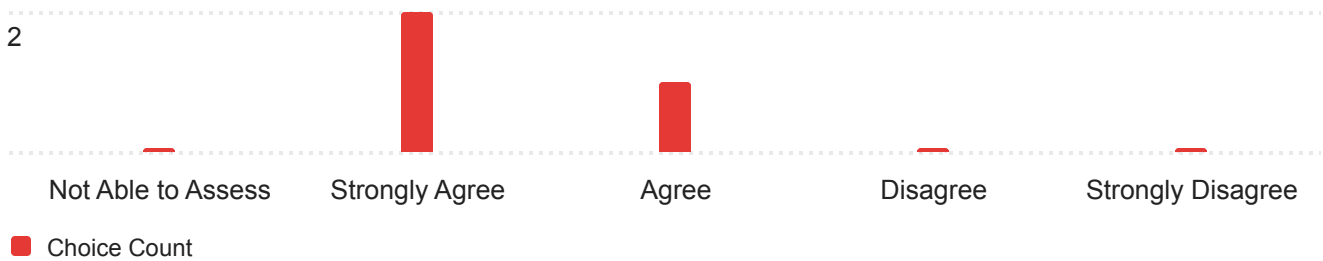
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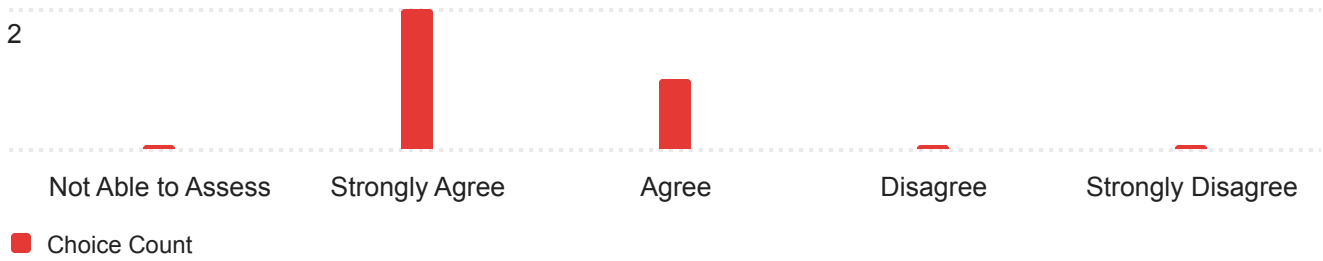
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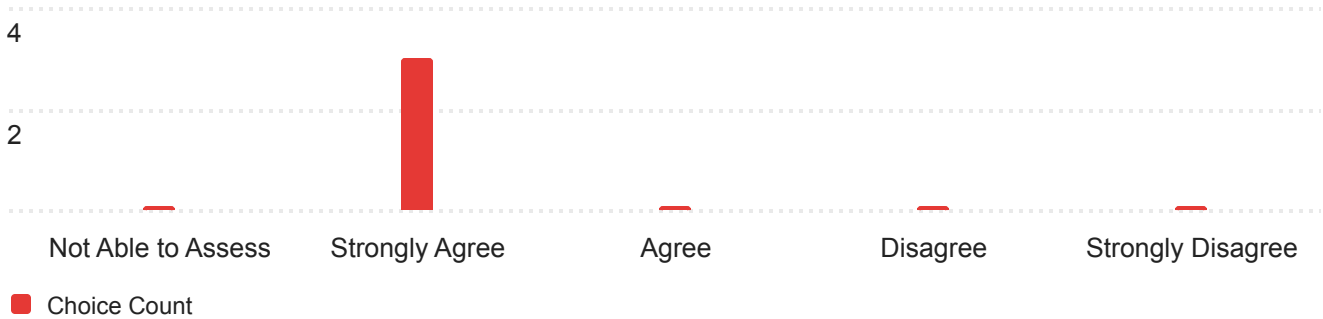
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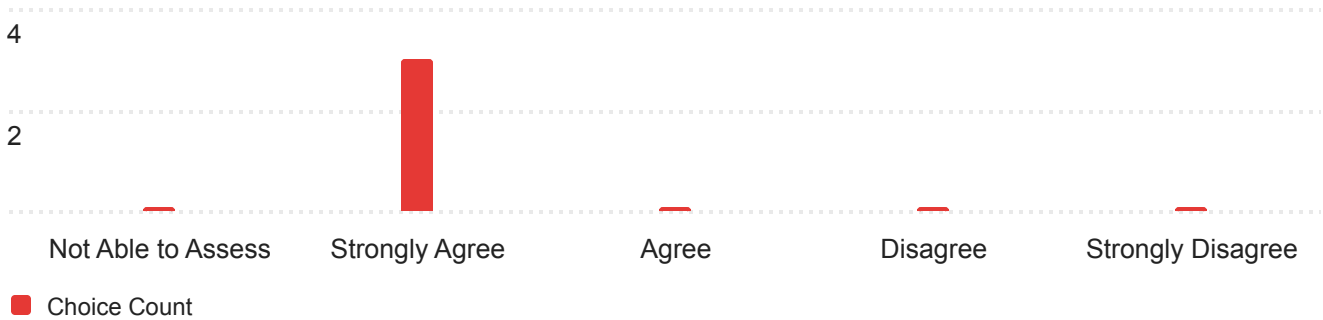
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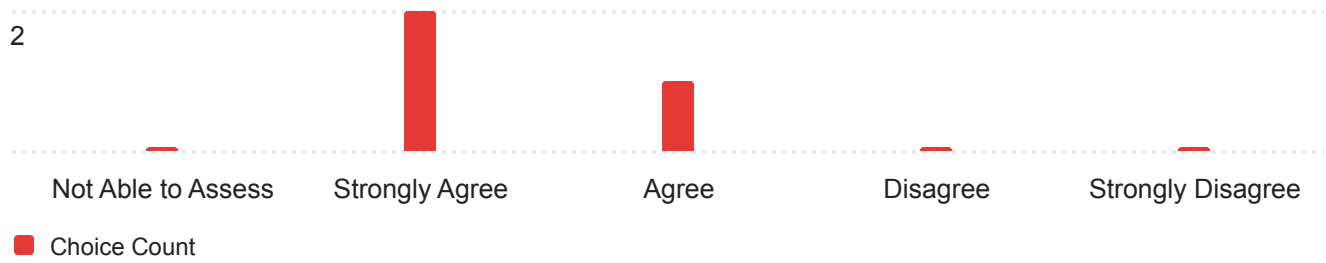
### Q18 - Board members demonstrate integrity.



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## 5. State Agenda

Presentation

Presented by Ken Moody

# *Governmental and Community Affairs – FY'26 State Priorities*

Ken Moody, Executive Director

December 3, 2025



THE UNIVERSITY OF  
**MEMPHIS**

Board of Trustees

December 2025 Governmental Affairs & Public Policy Committee

5. State Agenda

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# Decrease Deferred Maintenance

The University of Memphis has over \$400 million of deferred maintenance needs. We are one of the oldest campuses in the State of Tennessee, with an average age in our buildings of 62 years.

## UofM FACILITY FACTS

EDUCATION AND GENERAL BUILDINGS	133
AVERAGE AGE	62 years
NUMBER OF BUILDINGS OVER 50 YEARS OLD	90
GROSS EDUCATION AND GENERAL SQUARE FOOTAGE	4,566,374
AVERAGE SQUARE FOOTAGE PER BUILDING	40,411
REPLACEMENT VALUE	\$1,845,966,753

# Fogelman College of Business and Economics

**PHASE II \$60 MILLION EXPANSION** The \$60 million Fogelman College of Business and Economics (FCBE) expansion will serve all departments of the college, including Accounting, Economics, Finance and Insurance, Real Estate Management, Management Information Systems, Marketing and Supply Chain Management.

**\$60,000,000**

**\$30,000,000**  
state funds

**\$30,000,000**  
match funds  
(50% must be gifts)





# Academic Building Replacement

The \$102 million Academic Building Replacement will replace two aging and degraded buildings (Mitchell and Clement Halls) with a modern facility with flexible classroom spaces serving nearly every student on campus.

These buildings have experienced significant water and sewage leaks, pest infiltration, mold growth, asbestos abatement and general deterioration issues in the past decade. Classroom space are outdated, fixed/inflexible and inappropriate for students educational needs and faculty instructional styles.

The existing building will house numerous classrooms and several academic units in the heart of campus. The new 116,000-square-foot facility for academic instruction in History, Philosophy, Political Science, Sociology and core general education. No net increase in square footage.

## Capital Outlay

ACADEMIC REPLACEMENT BUILDING

**\$102,000,000**

**\$84,600,00**

state funds

**\$17,340,000**

match funds

(50% must be gifts)



## 6. University Schools Update and Slated Items

For Approval

Presented by Sally Parish

# *University Schools Updates & Approvals*

## *Governmental Affairs & Public Policy*

Dr. Sally G. Parish  
Vice Provost & Director of Schools

December 3, 2025

Maxine A. Smith University Center Bluff Room



THE UNIVERSITY OF  
**MEMPHIS**

Board of Trustees

December 2025 Governmental Affairs & Public Policy Committee

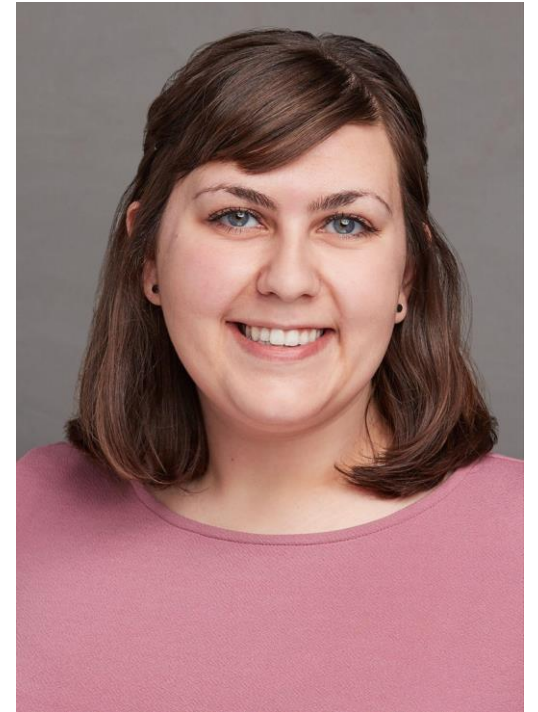
6. University Schools Update and Slated Items

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Congratulations to **Mrs. Robin Webb**, named **Middle School Art Educator of the Year** by the TN Art Education Association



Congratulations to **Mrs. Betsy Pillow**, named the **Elementary Educator of the Year** by the TN Science Teachers' Association





Congratulations to  
**Arya Debes** and  
**Kylie McCormack**,  
University High  
School Seniors and  
**National Merit  
Semi-Finalists!**





# Campus School



THE UNIVERSITY OF  
MEMPHIS®

Board of Trustees



December 2025 Governmental Affairs & Public Policy Committee



6. University Schools Update and Related Items



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# Congratulations, UHS XC!





## Parent Impact Survey Data

### HIGHLIGHTS

**82%**

of parents said  
their child's  
enrollment has  
influenced  
their decision  
to work at the  
UofM

**85%**

of parents said  
their child's  
enrollment  
positively  
impacts their  
desire to stay  
employed  
at the UofM

**91%**

of parents said  
their child's  
enrollment  
positively  
impacts their  
work/life  
balance

**95%**

of parents said  
their child's  
enrollment  
positively  
impacts their  
child's  
wellbeing

**95%**

of parents said  
their child's  
enrollment has  
improved  
his/her  
educational  
outcomes

## Parent Impact Survey Data

95% of parents said their child's University Schools enrollment had a **positive impact on their overall commitment to the UofM.**

"As long as our kids have a place in the University Schools system, **we will continue to work at the UofM.** If that were ever to change, we would likely relocate."

"Seeing our child thrive has **deepened our love for the UofM** and, quite frankly, is a point of pride."

"If it were not for University Schools, I would have been **recruited** away from Memphis years ago."





*Save The Date*

# UNIVERSITY HIGH

GRADUATION

MAY 14, 2026 at 6PM



- **4.301 - Interscholastic Athletics** - Updated to reflect adherence to TMSAA/TSSAA governance as member institutions and interscholastic competition guidance.
- **5.117 Teacher Tenure** - This new Teacher Tenure Policy is being introduced to establish required tenure procedures for University Schools as a newly authorized LEA, ensuring full alignment with Tennessee law and providing clear, compliant processes for granting and maintaining tenure.
- **5.701 Substitute Teachers** - Updated to reflect changes in the law allowing substitutes to serve for up to thirty (30) days instead of twenty (20) days.

- University Schools District Calendar for the 2026/2027 School Year
- Tennessee Department of Education Compliance Report
- Tennessee Department of Education TISA Accountability Report
- University Schools Summer Instructional Plan

# The University of Memphis Board of Trustees

## Presentation

**Date:** December 3, 2025

**Committee:** Governmental Affairs & Public Policy

**Presentation:** University Schools Updates & Recognition

**Presented by:** Dr. Sally G. Parish, Vice Provost & Director of Schools

**Background:** Dr. Parish will recognize outstanding University Schools students and educators for their accomplishments and will share an update on the results of the University Schools parent impact survey.



# **The University of Memphis Board of Trustees**

## **Recommendation**

### **University Schools Items for Approval**

**Date:** December 3, 2025

**Committee:** Governmental Affairs & Public Policy

**Presentation:** University Schools Approvals

**Presented by:** Dr. Sally G. Parish, Vice Provost & Director of Schools

**Background:** As a public school district in the state of Tennessee, University Schools requires school board approval for the following items:

- University Schools District Calendar for the 2026/2027 School Year
- Tennessee Department of Education Compliance Report
- Tennessee Department of Education TISA Accountability Report
- University Schools Summer Instructional Plan

Related documents are included in your board materials. It is recommended that the Governmental Affairs & Public Policy Committee slate these items for approval.

#### **Motion to be Made:**

The Governmental Affairs & Public Policy Committee recommends a motion to approve the University Schools slated items including the district calendar, compliance report, TISA Accountability report, and the summer instructional plan.

## Related Materials

### 2026-27 University Schools [Draft Calendar](#)

# UNIVERSITY SCHOOLS | 2026-27 CALENDAR

JULY 2026 (0)						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2026 (18)						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2026 (21)						
Su	M	T	W	Th	F	Sa
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27	28	29	30			

OCTOBER 2026 (17)						
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NOVEMBER 2026 (16)						
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29	30					

DECEMBER 2026 (14)						
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20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2027 (18)						
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24	25	26	27	28	29	30
31						

FEBRUARY 2027 (19)						
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28						

MARCH 2027 (16)						
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28	29	30	31			

APRIL 2027 (22)						
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MAY 2027 (15)						
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23	24	25	26	27	28	29
30	31					

JUNE 2027 (0)						
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20	21	22	23	24	25	26
27	28	29	30			

Holiday (Everyone Out)						
Parent/Teacher Conferences Begin						

Half Day of School (Dec. 18, May 21)						
First Day of School for the Semester (Aug. 5 & January 5)						

Teacher Inservice (Students Out)						
District Leaders Retreat						

HOLIDAYS/BREAKS (Students Out, Staff Out)	
Labor Day	September 7
Fall Break	October 12 - 16
Thanksgiving Break	November 23 - 27
Winter Break	December 21 - January 1
MLK Jr. Day	January 18
Spring Break	March 8 - 12
Spring Recess	March 26

TRAINING DATES (Students Out, Staff In)	
Admin Day	July 27, 28
Teacher In Service	July 29, 30, 31, August 3, 4
PD Day	October 19
Admin Day	January 4
PD Day	February 15
PD Day	March 15
Admin Day	May 24-25

INSTRUCTIONAL DAYS	
First Semester	85 Days
1st Quarter (Aug. 5 - Oct. 9)	46 Instructional Days
2nd Quarter (Oct. 20 - Dec. 18)	39 Instructional Days
Second Semester	90 days
3rd Quarter (Jan. 5 - March 5)	42 Instructional Days
4th Quarter (March 16 - May 21)	48 Instructional Days
Total	176 days



## 2025 Local Education Agency Compliance Report

Local education agencies (LEAs) are required to comply with all federal and state education laws and State Board of Education (SBE) rules. This annual compliance report is one mechanism the department uses to ensure education laws and rules are faithfully executed. The commissioner of education is charged with taking corrective action when an LEA is noncompliant with those laws and rules or is not following a department-approved compliance plan.

Each LEA must submit this report and, if applicable, the corresponding corrective action plan, to the department by **November 28, 2025**. During completion, an LEA should carefully check the status of its compliance with all federal and state education laws and SBE rules. The department monitors and verifies LEA compliance via multiple data sources (e.g., Education Information System, internal program managers) and will consider those sources in making a final determination of an LEA's compliance. Please be advised annual compliance report data may inform an LEA's approval classification.

- ☐ I certify that the LEA is in compliance with all federal and state education laws and SBE rules.
- ☒ I certify that, with the exception of areas indicated in the **attached corrective action plan**, the LEA is in compliance with all federal and state education laws and SBE rules.

LEA Name:

Director of Schools/Superintendent Name:

Director of Schools/Superintendent Signature:

School Board Chair Name:

School Board Chair Signature:

Date of School Board Approval:

**UPLOAD COMPLETED REPORT TO ePlan BY NOVEMBER 28, 2025**

(including the corresponding corrective action plan if applicable).

Upload instructions are accessible [here](#).

## 2025 Local Education Compliance (LEA) Report Appendix A

### Noncompliance Corrective Action Plan

LEA: <b>University Schools</b>				
Area of Noncompliance	Scope and Reason(s) for Noncompliance	Corrective Action Step(s)	Person(s) Responsible	Anticipated Completion Date(s)
<a href="#">IDEA Part B 34 C.F.R. § 300.149(a)</a>	APR Indicator 13 Formal Notice of Noncompliance SY 2024-2025 related to 8 student transition plans.	Add student to meeting invitation, add the word "will" in objectives, and add the course name to student objectives. Attend required session on APR 13 at the State-wide special education conference 10/27-30.	Dr. Angela Hargrave, Kena Perry, Cornelia Robinson, and Bria Brown	11/3/2025

#### TISA Accountability Worksheet

[TISA.2025.pdf](#)

# **Summer Instructional Plan**

## **Summer Learning Camp**

University Schools will host a Summer Learning Camp (SLC) for rising kindergarten through third grade students. This is a summer educational program designed to support and remediate academic needs due to learning loss caused by the Covid-19 pandemic. Priority will be given to students who are in danger of being retained, third grade students scoring below the 50% on the middle of the year benchmark, and students who are eligible to receive Temporary Assistance for Needy Families (TANF). Priority is also given to students who are under an Individualized Promotion Plan.

Students will typically attend SLC Monday through Thursday from 8:00 am – 3:00 pm. Each day will include two hours of reading, two hours of math, one hour of intervention.

Summer Learning Camp will be staffed by licensed teachers. The teachers are endorsed to teach the subjects and grades served. The anticipated 4 teachers were selected using an application process.

## **Bridge Camp**

University Schools will host a Learning Loss Bridge Camp for rising fourth through ninth graders. This is a summer educational program designed to support and remediate academic needs due to learning loss caused by the Covid-19 pandemic. Priority will be given to students who are in danger of being retained as well as those students who are eligible to receive Temporary Assistance for Needy Families (TANF). Priority and focus will be given to students finishing third grade that scored in the “below” or “approaching” categories in math or reading on TCAP. Priority is also given to students who are under an Individualized Promotion Plan.

Students will typically attend the SLC Monday through Thursday from 8:00 am – 3:00 pm. Each day will include two hours of reading, two hours of math, one hour of intervention. Students will be provided breakfast and lunch.

The Learning Loss Bridge Camp will be staffed by licensed teachers. The teachers are endorsed to teach the subjects and grades served. The anticipated 4 teachers were selected using an application process.

## **STREAM**

University Schools will host a STREAM Mini Camp for rising kindergarten through ninth grade students. This program will be an educational program designed to support academic needs and remediate learning loss using STREAM (Science, Technology, Reading, Engineering, Arts, and Math) as an access point to enhance student learning and/or growth. Priority will be given to students

who are in danger of being retained as well as those students who are eligible to receive Temporary Assistance for Needy Families (TANF).

Each day the students will participate in one hour of STREAM instruction, activities, and learning. Students will be provided breakfast and lunch.

The STREAM Mini Camp will be staffed by 1 licensed teacher. The teacher is endorsed to teach the subjects and grades served. The teacher was selected using an application process.

University Schools (988) Public District - FY 2026 - TISA Accountability Report - Rev 0

Overview

The Tennessee Investment in Student Achievement (TISA) public school funding formula marks a significant change in how Tennessee invests in public education. The TISA funding formula updates the way Tennessee funds public education for the first time in over 30 years to empower each student to read proficiently by third grade, prepare each high school graduate for postsecondary success, and provide resources needed for all students to ensure they succeed.

As part of TISA, T.C.A. § 49-3-112 requires each school district, starting in the 2023-24 school year, to submit an annual accountability report to the Tennessee Department of Education (department). This report must include:

- Goals for student achievement: One of the goals must include the district's plan to pursue the goal of seventy percent (70%) or more of the district's third grade students to score "met expectations" or "exceeded expectations" on the English Language Arts (ELA) portion of the TCAP tests. This goal must also detail the district's goal to increase 3rd grade ELA proficiency rates by 15% of the gap over the next three years (starting with the 2022-23 TCAP results) to achieve the district's stated goal of at least 70% of 3rd grade students proficient in ELA.
- Explanation of how the district's stated goals can be met within the district's budget.
- For reports submitted **starting in the 2024-25** school year, a description of how the district's budget and expenditures from the prior school year enabled the district to make progress toward the stated student achievement goals

Each district's TISA accountability report is required to be presented to the public for review and comment before the report is submitted to the department. Additionally, the TISA Accountability must be presented for local school board approval. The report must be submitted annually to the department by November 1st.


Furthermore, each district's TISA accountability report is required to be reviewed annually by the TISA Progress Review Board pursuant to T.C.A. § 49-3-114 to determine whether the school district is taking the proper steps to achieve their stated goal.

For questions, please review the TISA Accountability Report Guidance document or contact [tnedu.funding@tn.gov](mailto:tnedu.funding@tn.gov).

Completed reports should be submitted in ePlan by **November 1, 2025**.

Resources

[Click here to open the guide.](#)

Cover Page		
University Schools (988) Public District - FY 2026 - TISA Accountability Report - Rev 0		
Cover Page		
* District Name	University Schools	
* Director of Schools Name	Dr. Sally G. Parish	
* District Point of Contact for TISA Accountability Report Name	Dr. Lee-Ann C. Kight	
* District Point of Contact for TISA Accountability Report Phone Number	9016342260	
District Point of Contact for TISA Accountability Report Email Address	lkight@memphis.edu	
80.8 % of 3rd grade students who scored proficient ("met expectations" or "exceeded expectations") on the English Language Arts (ELA) portion of the most recent spring TCAP		
Documents		
Type	Document Template	Document/Link
(TISA) Previous Year Report	N/A	 <a href="#">(TISA) Previous Year Report</a>
Resources		
<a href="#">Click here to open the guide.</a>		



District Goal Statements

University Schools (988) Public District - FY 2026 - TISA Accountability Report - Rev 0

Goal Statement 1: - 3rd Grade ELA Proficiency

73.6	%	of students will score proficient on the 3rd grade ELA TCAP by	Year 2026
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District Goal Statements

Goal Number	GOAL STATEMENT(S)
Goal 2	71.6 percent of University Schools third through eighth graders will meet or exceed expectations on TNReady math by May 2026.
Goal 3	85.1 percent of juniors will successfully complete at least one Dual Enrollment course by the end of the 2025-26 academic year.
Goal 4	
Goal 5	
Goal 6	

**Note:** This is a required goal pursuant to T.C.A. § 49-3-112 and must include 70% or more of 3rd grade students proficient on the ELA TCAP. If your district already has 70% or more of 3rd grade students proficient in ELA, please state a goal that either maintains or increases that proficiency rate.

Goal #1

University Schools (988) Public District - FY 2026 - TISA Accountability Report - Rev 0

Goal Statement 1: 3rd Grade ELA Proficiency

73.6 %

of students will score proficient on the 3rd grade ELA TCAP by

Year  
2026

District Goal 1

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	72.1	The district assessment file provided by TDOE will be used. The file's column "percent "met_exceeded" will be filtered to TNReady, 3rd grade ELA (all students).
Year 2: 2024-2025 school year (Use actual outcome)	80.8	The district assessment file provided by TDOE will be used. The file's column "percent "met_exceeded" will be filtered to TNReady, 3rd grade ELA (all students).
Year 3: 2025-2026 school year	83.2	The district assessment file provided by TDOE will be used. The file's column "percent "met_exceeded" will be filtered to TNReady, 3rd grade ELA (all students).
Year 4: 2026-2027 school year		The district assessment file provided by TDOE will be used. The file's column "percent "met_exceeded" will be filtered to TNReady, 3rd grade ELA (all students).
Year 5: 2027-2028 school year		The district assessment file provided by TDOE will be used. The file's column "percent "met_exceeded" will be filtered to TNReady, 3rd grade ELA (all students).

\* Check the response that best describes the progress made on the 2024-25 target toward Goal 1.

☒ Exceeded target

☐ Met target

☐ Increased but did not meet target

☐ Did not make progress toward target

☐ End of year outcome data for 2024-25 is unavailable at the time of this report

**Reflection:** Based on progress toward the goal, how will this impact your action plan for the coming years?  
Our third graders performance on TCAP ELA remains strong. In the past we have had one K-5 school, but added an additional campus this year. Our action plan includes collaboration for instructional planning, providing access to materials and targeted intervention in order to support both campuses. We will continue to refine teacher practice through professional learning and communities of work.

Goal 1 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
iReady EA/student worker: K, 1, 2 (total of 5) and interventionist for RTI 2 second grade Ts after school tutor \$25 per hour (RS gathering amount)	\$ 124,219.00	The district's investments in iReady, supplemental tutoring, and certificated staff stipends for extended learning opportunities contributed directly to progress toward the stated performance goal. These initiatives provided students with increased access to high-quality instructional resources, individualized support, and additional instructional time. iReady enabled targeted monitoring of student learning and informed timely adjustments to instruction. The use of tutors allowed for focused small-group and one-on-one interventions, while after-school instruction led by certificated staff extended learning in a structured and consistent environment. Collectively, these strategies strengthened instructional intensity and responsiveness to student needs. Student performance exceeded the target, indicating that the alignment of resources to identified areas of need was effective. While multiple factors contribute to academic growth, the evidence suggests that these investments were a significant driver in achieving results beyond expectations.
<b>Action Plan:</b> List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.		
<b>Strategy 1: Strengthen Professional Learning</b> <ul style="list-style-type: none"> <li>* Provide ongoing, job-embedded PD and PLC structures focused on standards-aligned reading and writing.</li> <li>* Support leaders and instructional coaches to use the IPG and provide feedback specific to ELA instruction.</li> </ul>		
<b>Strategy 2: Support HQIM Implementation</b> <ul style="list-style-type: none"> <li>* Align all professional development and collaborative planning to district-adopted HQIM.</li> <li>* Monitor fidelity of implementation through walkthroughs and provide coaching where gaps are identified.</li> <li>* Ensure vertical alignment of priority standards and pacing across grade levels.</li> </ul>		
<b>Strategy 3: Accelerate Student Growth</b> <ul style="list-style-type: none"> <li>* Deliver targeted small-group and intervention supports, with progress monitoring every ??? weeks.</li> <li>* Provide extended learning opportunities through after-school and summer programs.</li> <li>* Increase rigor by ensuring daily access to grade-level complex texts and embedding writing with evidence into instruction.</li> </ul>		
<b>Budget Narrative:</b> Describe how your district intends to use their budget to execute the strategies and meet the stated goal.		
District funds will be utilized to strengthen professional learning, support high-quality instructional materials (HQIM) implementation, and accelerate student growth. <b>Strategy 1: Strengthen Professional Learning</b> Budget allocations will support professional learning sessions to provide ongoing, job-embedded professional development focused on standards-aligned reading and writing. Funds will also be used to train leaders and instructional coaches on the use of the Instructional Practice Guide (IPG) to provide targeted feedback on ELA instruction and improve classroom practice. <b>Strategy 2: Support HQIM Implementation</b> Resources will be directed toward aligning all professional development and collaborative planning to district-adopted HQIM. Funds will support instructional coaching, curriculum materials, and walkthrough tools to monitor fidelity of implementation and ensure consistent use of HQIM across classrooms. Additional funds will facilitate vertical planning sessions to align priority standards and pacing across grade levels. <b>Strategy 3: Accelerate Student Growth</b> Budgeted funds will support evidence-based intervention programs, staffing for small-group instruction, and progress monitoring tools (every 4-6 weeks). Extended learning opportunities-including after-school and summer programs-will be supported through stipends, transportation, and instructional resources. Remaining funds will ensure all students have daily access to grade-level complex texts and opportunities to write with evidence, increasing rigor and engagement in literacy instruction.		

Goal #2			
University Schools (988) Public District - FY 2026 - TISA Accountability Report - Rev 0			
Goal Statement 2:			
71.6 percent of University Schools third through eighth graders will meet or exceed expectations on TNReady math by May 2026.			
District Goal 2			
Year	Annual Outcome Target(s)	Associated Metrics/Data	
Year 1: 2023-2024 school year (previous outcome)	75%	The district assessment file provided by TDOE will be used. The file's column "percent "met_exceeded" will be filtered to TNReady, math (all students) in grades 3-8.	
Year 2: 2024-2025 school year (Use actual outcome)	67.6%	The district assessment file provided by TDOE will be used. The file's column "percent "met_exceeded" will be filtered to TNReady, math (all students) in grades 3-8.	
Year 3: 2025-2026 school year	71.6%	The district assessment file provided by TDOE will be used. The file's column "percent "met_exceeded" will be filtered to TNReady, math (all students) in grades 3-8.	
Year 4: 2026-2027 school year	75.1%	The district assessment file provided by TDOE will be used. The file's column "percent "met_exceeded" will be filtered to TNReady, math (all students) in grades 3-8.	
Year 5: 2027-2028 school year		The district assessment file provided by TDOE will be used. The file's column "percent "met_exceeded" will be filtered to TNReady, math (all students) in grades 3-8.	
* Check the response that best describes the progress made on the 2024-25 target toward Goal 2.			
<input type="radio"/> Exceeded target			
<input type="radio"/> Met target			
<input type="radio"/> Increased but did not meet target			
<input checked="" type="radio"/> Did not make progress toward goal			
<input type="radio"/> End of year outcome data for the 2024-25SY is unavailable at the time of this report			
<b>Reflection:</b> Based on progress toward the goal, how will this impact your action plan for the coming years?			
The district did not meet its established goal for grades 3-8 TCAP mathematics performance. As a result, the district will strengthen its action plan to prioritize professional learning for mathematics teachers and to support the effective implementation of high-quality instructional materials (HQIM).			
Professional Learning			
* The district will provide ongoing, job-embedded professional development designed to deepen teachers' mathematical content knowledge and strengthen standards-aligned instructional practices.			
* Professional learning communities will utilize student work and assessment data to identify misconceptions, plan targeted interventions, and monitor progress			

\* Instructional coaches and school leaders will engage in regular observation and feedback cycles to support consistent, high-quality math instruction across classrooms and schools.

\* Professional development will be directly aligned to the district's HQIM, ensuring teachers are equipped to fully utilize curriculum resources in lesson planning and instruction.

\* Fidelity of implementation will be monitored through regular walkthroughs and review of instructional artifacts, with differentiated support provided to schools and teachers as needed.

\* Vertical alignment of mathematical content will be emphasized so that teachers understand the progression of standards and support students in building knowledge across grade levels.

The district will embed these actions into its multi-year action plan to improve student outcomes in mathematics. By strengthening teacher professional learning and ensuring the effective use of HQIM, the district will address areas of need identified through TCAP results and accelerate student growth in future years.

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
iReady	\$ 25,322.00	iReady was an effective resource in K-8. It was an appropriate investment and was effective for tier 2 and tier 3 particularly. However, with significant turnover in our 6-8 grade classroom teachers, we had a gap in teacher content knowledge.

Professional Learning

\* Provide mathematics instructional coach to work directly with teachers in classrooms at least twice per quarter.

\* Use coaching cycles to model lessons, co-teach, and provide actionable feedback aligned to state math standards.

\* Develop PD sessions focused on high-leverage math concepts (e.g., fractions, proportional reasoning, algebraic thinking) identified through TCAP data analysis.

\* Partner with university faculty and/or Ready Math to deepen teacher content knowledge and strengthen implementation.

\* Establish PLC protocols requiring grade-level teams to analyze student work, plan re-teaching strategies, and discuss implementation of HQIM lesson components weekly.

\*Ensure that PLC agendas explicitly include reviewing misconceptions identified in benchmark and interim assessments.

\* Train school leaders and instructional coach in use of the math IPG to identify and provide feedback on evidence of rigorous math instruction aligned to HQIM during walkthroughs.

\* Provide leaders with calibration sessions using observation tools focused on math practices.

## Strategies for High-Quality Instructional Materials (HQIM) Implementation



1. Curriculum-Aligned Professional Development

- \* Align all district-level PD sessions with the adopted HQIM, focusing on pacing, lesson preparation protocols, and scaffolds for diverse learners.
- \* Provide differentiated PD for novice and experienced teachers to ensure all educators can effectively implement the materials.

2. Fidelity Monitoring and Support

- \* Conduct quarterly HQIM fidelity checks using math IPG.
- \* Provide individualized coaching and school-level support plans for teachers and leaders where gaps in implementation are identified.

3. Vertical Alignment and Progressions

- \* Host cross-grade articulation sessions twice per year to build teacher understanding of the progression of standards and how concepts connect from grades 3-8.
- \* Develop district-wide pacing guidance that emphasizes coherence and connections across grade levels.

4. Data-Driven Adjustment of HQIM Use

- \* Use benchmark and formative assessment data to identify areas where students are not meeting expectations, and adjust HQIM implementation (e.g., supplemental lessons, scaffolds, or extensions) accordingly.

**Budget Narrative:** Describe how your district intends to use their budget to execute the strategies and meet the stated goal.

District funds will be used to strengthen mathematics instruction through targeted professional learning, leadership development, and effective implementation of high-quality instructional materials (HQIM).

Professional Learning

The district will invest in job-embedded coaching cycles by funding a mathematics instructional coach to provide direct, classroom-based support to teachers at least twice per quarter. Coaching will include modeling lessons, co-teaching, and providing feedback aligned to state math standards. Budgeted funds will also support content-focused professional development centered on high-leverage math concepts identified through TCAP data analysis. Partnerships with university faculty and/or Ready Math consultants will enhance teacher content knowledge and instructional practices.

Funds will support structured Professional Learning Communities (PLCs) by providing time, facilitation, and resources for grade-level teams to analyze student work, plan re-teaching strategies, and discuss implementation of HQIM components. PLC protocols will emphasize addressing misconceptions identified in benchmark and interim assessments. Additional funds will be used to strengthen leadership capacity through training and calibration in the use of the math Instructional Practice Guide (IPG), ensuring consistent feedback and support for rigorous, standards-aligned instruction.

High-Quality Instructional Materials (HQIM) Implementation

Budget allocations will support professional development sessions aligned to the district's adopted HQIM, focusing on lesson preparation, pacing, and scaffolds for diverse learners. Funds will allow differentiated PD opportunities for novice and experienced teachers to ensure effective implementation. Quarterly fidelity checks using the math IPG will be conducted, and individualized coaching plans will be developed where implementation gaps are identified.

To promote coherence, funds will support cross-grade articulation sessions that build teacher understanding of standards progressions from grades 3-8 and inform development of district pacing guidance. Assessment data will be used to guide instructional adjustments and supplemental HQIM supports, ensuring continuous improvement in math teaching and learning.

Goal #3

University Schools (988) Public District - FY 2026 - TISA Accountability Report - Rev 0

☐ This goal not established.

Goal Statement 3:

85.1 percent of juniors will successfully complete at least one Dual Enrollment course by the end of the 2025-26 academic year.

District Goal 3

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)		
Year 2: 2024-2025 school year (Use actual outcome)	83%	Grade reports at the end of the 2024-25 academic year will be used to calculate the percentage of juniors who completed at least one dual enrollment course with a final grade of a "C" or higher.
Year 3: 2025-2026 school year	85.1%	Grade reports at the end of the 2025-26 academic year will be used to calculate the percentage of juniors who completed at least one dual enrollment course with a final grade of a "C" or higher.
Year 4: 2026-2027 school year	86.9%	Grade reports at the end of the 2026-27 academic year will be used to calculate the percentage of juniors who completed at least one dual enrollment course with a final grade of a "C" or higher.
Year 5: 2027-2028 school year		Grade reports at the end of the 2027-28 academic year will be used to calculate the percentage of juniors who completed at least one dual enrollment course with a final grade of a "C" or higher.

\* Check the response that best describes the progress made on the 2024-25 target toward Goal 3.

- ☒ Exceeded target
- ☐ Met target
- ☐ Increased but did not meet target
- ☐ Did not make progress toward goal
- ☐ End of year outcome data for the 2024-25SY is unavailable at the time of this report

**Reflection:** Based on progress toward the goal, how will this impact your action plan for the coming years?

University High School has continued to build out its dual enrollment (DE) program. Offerings were more than doubled for the 2025-26 school year. Scaffolds to support students in meeting the requirements for DE courses are also being strengthened. However, the success of students has reinforced we are on the correct path.

### Goal 3 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
Part-time position to support DE "tiger task time" interest inventory/ACT prep platform	\$ 15,529.00	These investments did contribute to exceeding the goal. The support of the part-time position ensured students had access to information and support as needed. The interest inventories helped staff better support students. Students benefitted from personalized ACT preparation.

**Action Plan:** List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.

The district will use budgeted funds to strengthen systems that expand student participation and success in dual enrollment (DE) courses. Funding will support key personnel, academic supports, and readiness tools aligned to postsecondary goals.

A student support position will coordinate districtwide DE efforts and facilitate Tiger Task Time, offering structured academic support for DE students during the school day.

A school counselor dedicated to postsecondary readiness will provide individualized advising on course selection, graduation planning, and early postsecondary opportunities.

Success Coaches will provide targeted mentoring focused on academic progress, time management, and connection to campus and university resources.

Additionally, the district will invest in an online interest inventory and ACT preparation platform to help students identify career pathways and strengthen readiness for college-level work.

**Budget Narrative:** Describe how your district intends to use their budget to execute the strategies and meet the stated goal.

The district will use budgeted funds to strengthen systems that expand student participation and success in dual enrollment (DE) courses. Funds will support key personnel, academic supports, and readiness tools aligned to postsecondary goals.

A districtwide student support position will coordinate DE initiatives and facilitate Tiger Task Time, providing structured academic assistance during the school day. A school counselor dedicated to postsecondary readiness will guide students in course selection, graduation planning, and early postsecondary opportunities. Success Coaches will offer targeted mentoring to monitor academic progress, build time-management skills, and connect students to university resources.

Additionally, funds will be invested in an online interest inventory and ACT preparation platform to help students explore career pathways and strengthen readiness for college-level coursework.




Goal #4

**University Schools (988) Public District - FY 2026 - TISA Accountability Report - Rev 0**

☒ This goal not established.


Goal #5

**University Schools (988) Public District - FY 2026 - TISA Accountability Report - Rev 0**

 This goal not established.

Goal #6

**University Schools (988) Public District - FY 2026 - TISA Accountability Report - Rev 0**

 This goal not established.

Public Comment and Board Approval

University Schools (988) Public District - FY 2026 - TISA Accountability Report - Rev 0

Public Comment

The TISA accountability report must be presented for public comment to parents, educators, and local community members prior to its submission to the department by November 1.

Details	Answer
Date(s) of opportunity for local public comment	October 24-30, 2025
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	A copy of the accountability report was emailed to all University Schools families. A feedback link was provided.
Summary of public comment received. If no comments were received, state, "None received."	Five families provided feedback. All were supportive of the work in University Schools. There was appreciation for the transparency. No items related to potential changes needed.
Description of how your district did or did not incorporate public comment received into the final accountability report submission.	Due to the nature of the feedback, University Schools did not incorporate any into the final accountability report.

Board Approval

TISA accountability reports should be presented to the local school board for approval prior to its submission to the department by November 1. Please select the option that best describes the board approval status when submitting the TISA accountability Report to the department.

- ☐ Board approval received. Minutes documenting board approval have been uploaded to the 'Related Documents' section.
- ☒ Board approval to be received after Nov. 1. The board agenda for the upcoming meeting or a memo referencing the board meeting date for which the TISA accountability will be on the agenda has been uploaded to the 'Related Documents' section. Immediately upon approval, my district will upload the minutes documenting board approval to the 'Related Documents' section and adjust the response to this question.

Related Documents

University Schools (988) Public District - FY 2026 - TISA Accountability Report - Rev 0

Required Documents	
Type	Document/Link
(TISA) Board Approval [Upload at least 1 document(s)]	 <a href="#">Board item 12/25</a>

# The University of Memphis Board of Trustees

## Recommendation

### University Schools Policy Approvals

**Date:** December 3, 2025

**Committee:** Governmental Affairs & Public Policy

**Presentation:** University Schools Policy Approvals

**Presented by:** Dr. Sally G. Parish, Vice Provost & Director of Schools

#### Background:

Each academic year, University Schools Policy Review Committee convenes to identify policies that require updating either by law, or to better enhance the experience of our students, faculty, staff and families. We are putting forth three policies for board approval:

- [4.301 Interscholastic Athletics](#) - Updated to reflect adherence to TMSAA/TSSAA governance as member institutions and interscholastic competition guidance.
- [5.117 Teacher Tenure](#) - This new Teacher Tenure Policy is being introduced to establish required tenure procedures for University Schools as a newly authorized LEA, ensuring full alignment with Tennessee law and providing clear, compliant processes for granting and maintaining tenure.
- [5.701 Substitute Teachers](#) - Updated to reflect changes in the law allowing substitutes to serve for up to thirty (30) days instead of twenty (20) days.

The University Schools policy manual is publicly available at: <https://www.memphis.edu/universityschools/>

Related documents are included in your board materials.

#### Motion to be Made:

The Governmental Affairs & Public Policy Committee recommends a motion to approve these three policy additions into the district policy manual.

## Related Materials

- [4.301 Interscholastic Athletics](#)

### *General*

University Schools adheres to all Tennessee Secondary Schools Athletics Association (TSSAA) and Tennessee Middle Schools Athletics Association (TMSAA) rules regarding coaching requirements and student athlete eligibility requirements.

No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person, or otherwise be discriminated against in any athletic program of the school. Equal athletic opportunities shall be provided for members of both sexes.<sup>1</sup>

Interscholastic athletics shall be administered as a part of the regular school program and shall be the Director's responsibility. Directors shall ensure that school regulations regarding participation in a sport are reasonable. Athletic schedules shall be filed in each director's office. The Director/designee shall accompany an athletic team on trips. Transportation of teams to athletic games is approved by the Vice Provost of Educational Initiatives/Director of Schools/designee, provided the team's school reimburses University Schools for mileage.

Bylaws of the Tennessee Secondary School Athletic Association shall regulate the operation and control of athletics.<sup>3</sup> The Vice Provost of Educational Initiatives/Director of Schools shall develop a code of conduct for all coaches to follow in order to ensure the health and safety of athletes.<sup>4</sup>

## **INSURANCE & PHYSICAL EXAMINATIONS**

In the event that the school's insurance provider does not extend coverage to an athlete, the athlete shall provide proof of independently secured catastrophic coverage and liability coverage, with the school district as a named insured, of not less than the limits set forth in state law.<sup>5</sup> It shall be the responsibility of the parent(s)/guardian(s) to provide health and hospitalization insurance for all students participating in interscholastic athletics.

Prior to participation in interscholastic athletics, every student shall complete an annual physical examination.<sup>6</sup> The parent(s)/guardian(s) of each student shall be responsible for covering the cost of the examination, and these records shall be on file in the director's office.

## **SCHEDULING CONFLICTS**

No director or teacher shall dismiss his/her school or any group of students for the purpose of attending the practice of any interscholastic sport during the school day without written permission from the Board.<sup>7</sup> This does not prevent regular physical training lessons in the daily school program.

Students shall not be required to attend a school athletic event, or event related to participation on a school athletic team, if the event is on an official school holiday, observed day of worship, or religious holiday. The student's parent/guardian shall notify the coach in writing three (3) full school days prior to the event.<sup>8</sup>

## **SEVERE WEATHER<sup>4</sup>**

Severe weather is any type of weather that could impede the safety of any athlete by compromising the playing conditions of the interscholastic sport. Severe weather includes, but is not limited to, thunder, lightning, and extreme temperatures. When severe weather is forecasted, suspension of play shall be discussed with all players, coaches, and officials, if applicable.

All coaches who oversee or participate in outdoor training, practice, or competition shall annually complete a heat illness prevention course approved by the Tennessee Department of Health as well as receive training on activity modifications based on environmental conditions.

#### **PROHIBITION AGAINST HAZING**

Coaches, employees, and volunteers of the school district shall not encourage, permit, condone, or tolerate hazing activities.<sup>9</sup>

The school director shall be held responsible for the administration and control of the interscholastic athletic program within their school, even if the school has designated or employed an Athletic Director. Before being allowed to participate in the first practice session of a sport, the following information must be on file for each participant:

- Written evidence that the student has permission to participate. This must be signed by the parent or guardian.
- Verification of birthdate and gender at birth as indicated by a copy of an original birth certificate.
- Written evidence that the student has passed a physical examination. No student may be permitted to participate in practice sessions or in athletic contests until there is on file with the school a preparticipation medical evaluation form signed by a doctor of medicine, osteopathic physician, physician assistant, or certified nurse practitioner stating that the student has passed a physical examination, not prior to April 15, and that in their opinion the student is physically fit to participate in interscholastic athletics.
- Written evidence that the student is covered by a family insurance policy. This statement must list the name of the company and be signed by the parent or guardian.
- If an athlete goes to an athletic screening examination and is referred to another physician for further evaluation, the parents or guardian must provide the coach with written evidence that the student has passed a physical examination and the physician must address the condition for Athletic Program General Rules and Regulations which the student was referred. The physician must also specify any accommodations that are needed or must be made.

School directors must make sure that TSSAA and Tennessee School Board Association policies are followed when appointing a non-faculty/staff volunteer coach. Safety always must be the number one concern. The school director or athletic director must make sure the "Heat Stress Guidelines" and "Lightning Guidelines" are followed, that each coach has an emergency plan ready in case of injuries, that no athlete is allowed to practice unless a current physical, parent permission and proof of insurance form is on file. Emergency cards are to be taken to all practices, scrimmages and games. Good sportsmanship is required. Coaches and players are to set examples of good sportsmanship at all times. Nothing else will be acceptable.

Athletic events must adhere to the following scheduling rules:



- All practice sessions and games shall be under the supervision of qualified personnel.
- All TSSAA regulations must be followed.
- All coaching staff or volunteers must be background checked.
- Verification of birth date is required for athletic eligibility in all sports for Grades 7 through 12.
- Each school must have an administrator or designee at every athletic contest.

#### Athletic Eligibility:

- All student-athletes must maintain a C average for each reporting period (progress and report card);
- All student-athletes must maintain an E, G or S in conduct for all classes each reporting period;
- All student-athletes (club or school) must have an updated physical on file.
- All student-athletes must maintain satisfactory attendance in accordance with policy. If a student is absent from school (unless it's for an official school function), they will not be permitted to participate in athletic competitions on the same day.

#### UNIVERSITY SCHOOLS ATHLETICS PARTICIPATION IN INTERSCHOLASTIC LEAGUES

University Schools will align all official student athletic participation with the following organizations:

- Tennessee Secondary School Athletics Association (TSSAA)
- Tennessee Middle School Athletics Association (TMSAA)
- Memphis Shelby County Interscholastic Athletic Association (MSCIAA)

All official University Schools team and individual sports participation will be limited to offerings from the organizations listed above, unless the listed organizations do not offer team or individual sport.

University Schools can associate with other sports organizations such as Memphis Youth Athletics or third parties as a means of expanding opportunities and access for athletic participation for students when a competition in the appropriate class is not offered by TSSAA, TMSAA, or MSCIAA. University Schools can associate with other sports organizations or third parties in addition to (but not to the exclusion of) TSSAA, TMSAA, and MSCIAA.

#### UNIVERSITY SCHOOLS ATHLETICS FEES

University Schools will assess an Athletics Fee yearly for each student who is participating in an official capacity as a student athlete. The athletics fee will fund the University Schools athletics program as follows:

- Uniforms
- Equipment
- League fees
- Facility fees
- Officiating fees

- Contest fees
- Coaching stipends
- Supplemental Insurance

The athletics fee will be determined annually in consultation with the Athletic Coordinator, the Vice Provost for Educational Initiatives/Director of Schools, the Senior Director of Finance, Federal Programs and Finance, and Compliance and the Chief Policy and Compliance Officer. Fee waivers may be available for qualified families who need financial assistance. The athletics fee will cover all mandatory costs associated with each sport, and no additional charges or costs will be assessed by University Schools, with the exception of optional spirit wear, camps, etc. Fees may be altered at the discretion of the Athletics Coordinator in consultation with the Vice Provost for /Director of Schools, the Senior Director of Finance, Federal Programs and Compliance, and the Chief Policy and Compliance Officer.

Exceptions: There are athletics teams/programs at University Schools that will require student athletes to purchase equipment that:

1. Is in excess of the standard athletics fee and/or
2. They will retain ownership after participation in the sport is over. For example, participation in cheer requires purchase of a uniform and accessory package that will be separate and apart from the standard athletics fee, and the student athlete will retain ownership of all uniforms and materials after the cheer season has ended (ie: the uniform will be the property of the student/family because it was purchased directly from the vendor, and not by University Schools).
3. If a sport is subject to an exception and requires a financial commitment outside of the standard athletics fee, the coach will make student athletes and their families aware of anticipated fees prior to tryouts.
4. Post season and specialty play may incur additional fees.

#### OUTSIDE INTERSCHOLASTIC COMPETITION

To maintain the integrity of University Schools' athletic programs and ensure student-athletes remain in compliance with Tennessee Secondary School Athletic Association (TSSAA) and Tennessee Middle School Athletic Association (TMSAA) rules, University Schools prohibits its student-athletes from participating as representatives of any other school in interscholastic athletic competition while enrolled at University Schools.

#### **Policy**

#### **Statement:**

While enrolled as a student at University Schools, no student-athlete may compete, practice, or otherwise represent another school, public, private, charter, or independent, in any interscholastic athletic event, contest, or league, whether or not that school is a member of the Tennessee Secondary School Athletic Association (TSSAA) or Tennessee Middle School Athletic Association (TMSAA).

This prohibition applies to all sports governed by TSSAA or TMSAA as well as any independent or non-sanctioned interscholastic competitions conducted by another school or its athletic organization.

"Interscholastic competition" refers to any athletic, academic, or extracurricular contest, game, meet, match, performance, tournament, or similar event in which students representing one school compete against students representing another school.

Interscholastic competition includes activities that meet one or all of the following criteria:

1. Involve students who officially represent University Schools as part of a team, squad, club, or delegation;
2. Occur between member schools or schools of comparable standing; and
3. Require compliance with eligibility, conduct, and participation rules established by TSSAA, TMSAA, and University Schools.

**Authorized Cooperative Team Exception:**  
University Schools recognizes that, in limited circumstances, participation in an authorized cooperative team may be necessary to provide athletic opportunities not otherwise available at University Schools (e.g., football).

- A *cooperative team* is defined as an officially approved agreement between University Schools and another school that has been authorized by the TSSAA or TMSAA and the Director of Schools (or designee).
- Only cooperative agreements approved in writing by both schools and formally recognized by TSSAA or TMSAA constitute valid exceptions to this policy.
- Student-athletes participating under a cooperative agreement must comply with all eligibility, conduct, and academic requirements of University Schools and TSSAA or TMSAA.
- Participation in any non-authorized or informal arrangement with another school constitutes a violation of this policy.

**Rationale:**

Dual representation in interscholastic athletics creates potential conflicts with eligibility rules, safety standards, and commitments to University Schools teams. This policy safeguards fairness, eligibility, and accountability of all student-athletes and aligns with University Schools' standards for sportsmanship, academic focus, and commitment to school-based programs.

**Enforcement and Consequences:**

Any student-athlete found to have participated in interscholastic competition for another school while enrolled at University Schools, outside an authorized cooperative agreement, will be deemed ineligible for participation in University Schools athletics for the remainder of that season and may face additional disciplinary action as determined by the Assistant Director of Athletics and School Director.

Coaches are responsible for reporting violations to the Assistant Director of Athletics immediately.

Exceptions may only be granted in writing by the Director of Schools or designee in consultation with the Assistant Director of Athletics.

**Non-Interscholastic Participation Clarification**

This policy does not apply to participation in club sports, Amateur Athletic Union (AAU) programs, or recreational leagues that are not affiliated with or representing another school (ESCRA, etc.).

However, students who choose to participate in these outside opportunities are responsible for ensuring that such participation does not conflict with University Schools, district, or TSSAA/TMSAA eligibility regulations.

Middle and High School students and families are strongly encouraged to consult with their school-level athletic representative or the Assistant Director of Athletics before committing to external athletic activities.

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#### Legal References

- [34 CFR § 106.41; 20 USCA § 1681](#)
- [TCA 49-6-310\(a\)](#)
- [TRR/MS 0520-01-02-.08\(1\)](#)
- [TCA 49-6-3601](#)
- [TCA 29-20-403](#)
- [20 USCA § 1232h\(c\); TRR/MS 0520-01-13-.01\(1\)\(a\)](#)
- [TCA 49-6-1002\(a\)](#)
- [TCA 49-6-1002\(c\)](#)
- [TCA 49-2-120](#)

- [5.117 Teacher Tenure](#)

## **AUTHORITY AND SCOPE**

This policy is adopted under T.C.A. § 49-8-1503<sup>1</sup>. The governing body for the public university approved to operate the Innovative School District (ISD) exercises board authority for University Schools. Tenure eligibility and actions are governed by T.C.A. §§ 49-5-503<sup>2</sup> and 49-5-504.<sup>3</sup>

## **DEFINITIONS**

**Board:** The governing body of the University of Memphis (Board of Trustees) or a committee of the Board acting for the ISD under § 49-8-1503(b)<sup>1</sup>.

**Director of Schools:** The university employee designated by the Board to serve as Director of Schools for the ISD pursuant to § 49-8-1503(b)(5)<sup>1</sup>.

**Teacher:** As defined in T.C.A. § 49-5-501<sup>4</sup>, certificated personnel employed by the Board for service in University Schools.

### *General*

To attain tenure status,<sup>4</sup> a teacher shall: (1) meet tenure eligibility requirements; (2) be renewed and recommended by the Director of Schools; and (3) receive a majority vote of the Board.

## **TENURE ELIGIBILITY<sup>3, 5</sup>**

A teacher that meets the following requirements is eligible for tenure:

1. Has a degree from an approved four-year college or any career and technical teacher who has the equivalent amount of training established and is licensed by the State Board of Education;
2. Holds a valid teacher license issued by the State Board of Education, based on training covering the subjects or grades taught;
3. Has completed a probationary period of five (5) school years or not less than forty-five (45) months within the last seven-year period with the last two (2) years being employed in a regular teaching position rather than an interim teaching position; and
4. Has received evaluations demonstrating an overall performance effectiveness level of four (4) “above expectations” or five (5) “significantly above expectations” as provided in the evaluation guidelines adopted by the State Board of Education, during the last two (2) years of the probationary period.

If a teacher has met all other requirements for tenure eligibility but has not acquired an official evaluation score during the last one (1) or two (2) years of the probationary period due to allowable circumstances outlined in state law, he/she may utilize the most recent two (2) years of available evaluation scores achieved during the probationary period to become eligible for tenure.<sup>2</sup>

## **ACQUISITION OF TENURE STATUS**

Once a teacher is eligible for tenure, he/she shall be either recommended by the Director of Schools for tenure or nonrenewed. If tenure is denied by the Board, the teacher shall be dismissed.<sup>3</sup>

The following additional guidelines shall apply:

1. The Director of Schools will recommend teachers eligible for tenure at a board meeting in ample time to send notice of non-renewal to each teacher not recommended for tenure within five (5) business days following the last instructional day for the school year.<sup>6</sup>
2. The decision to grant tenure is solely within the discretion of the Board. Only those teachers who receive a majority vote of the membership of the Board will be granted tenure.<sup>1</sup>
3. A teacher who is eligible for tenure, but tenure is denied by the Board, shall not be rehired beyond the current contract year.<sup>4</sup>

#### **TEACHER RETURNING TO EMPLOYMENT**

A teacher who has acquired tenure status in the school district and later resigns shall serve a two-year probationary period upon reemployment, unless the probationary period is waived by the Board upon request of the Director of Schools. Upon completion of the two-year period, the teacher shall either be recommended by the Director of Schools for tenure or non-renewed. If tenure is denied by the Board, the teacher shall be dismissed.<sup>7</sup>

#### **TEACHER TRANSFERRING FROM ANOTHER SCHOOL DISTRICT<sup>8</sup>**

A tenured or nontenured teacher with five (5) or more years of prior service that transfers from another school district to begin employment in University Schools shall serve the regular probationary period. The Board, upon the recommendation of the Director of Schools, may waive the probationary period and grant tenure status or shorten the probationary period.

If a nontenured teacher with fewer than five (5) years of service transfers from another school district, such teacher shall not be eligible for tenure status until the teacher has served at least five (5) years when service in both school districts is counted.

All tenure decisions made under this section are subject to the requirements concerning overall teacher performance effectiveness levels.

#### **TEACHER RETURNING TO PROBATIONARY STATUS<sup>9</sup>**

Any tenured teacher who receives two (2) consecutive years of evaluations demonstrating an overall performance effectiveness level of "below expectations" or "significantly below expectations" shall be returned to probationary status by the Director of Schools until the teacher has received two (2) consecutive years of evaluations demonstrating an overall performance effectiveness level of "above expectations" or "significantly above expectations."

When a teacher who has returned to probationary status has received two (2) consecutive years of evaluations demonstrating an overall performance effectiveness level of "above expectations" or "significantly above expectations," the teacher is again eligible for tenure and shall be either recommended by the Director of Schools for tenure or nonrenewed; provided, however, that the teacher shall be dismissed if tenure is denied by the Board.<sup>9</sup>

This section does not apply to teachers who acquired tenure prior to July 1, 2011.

- **5.701 Substitute Teachers**

Substitute teachers are those teachers used to replace teachers on leave or to fill temporary vacancies until a licensed teacher is available.<sup>1,2</sup> Substitute teachers may be employed and paid directly by University Schools or by a third-party employer through an agreement between such third-party employer and University Schools.

Substitute teachers employed by third party entities shall be subject to the same unemployment benefit eligibility conditions as substitute teachers employed directly by the Board.<sup>2</sup>

**APPLICATION/QUALIFICATIONS** Criminal history record checks and fingerprinting of applicants for substitute teaching are required.<sup>3</sup>

Applicants with revoked or suspended licenses or certificates according to the State Board of Education shall not be hired.<sup>4</sup>

Qualifications for substitute teachers shall be determined by the Chief of Staff in compliance with board policy, state laws, and State Board of Education rules and regulations.

A list of substitute teacher(s) will be prepared by the Chief of Staff who will maintain file(s) which may include transcripts, credentials, recommendations, and other pertinent information.

**COMPENSATION** Retired teachers serving as substitutes who do not have an active teaching license shall be paid the same as a retired substitute teacher with an active teaching license. This only applies to teachers who retired after July 1, 2011 through July 1, 2016.<sup>5</sup>

**CERTIFICATION** When substituting for a regular teacher who has been absent for thirty (30) consecutive days, a substitute teacher shall possess a teaching certificate with endorsement in the discipline(s) to be taught or shall be a retired teacher that held the appropriate endorsement.<sup>6</sup> When substituting for a teacher without sick leave, the substitute shall be certified and paid according to the state salary schedule.<sup>1</sup>

**EMERGENCY NEEDS** All teacher aides, administrative staff, and temporary employees are approved substitute teachers for use in emergency situations. Emergency use shall be defined as less than a full day due to the regular or substitute teacher being unable to arrive on time or remain for the full day.

Said substitutes shall receive the proportionate equivalent salary regular substitute teachers would receive under similar circumstances or their regular salary, if higher; however, they shall not receive pay for both positions at the same time.

**TRAINING AND ORIENTATION** The Chief of Staff shall be responsible for ensuring that there are appropriate training and development programs for substitute teachers that includes the annual school safety training required by state law.<sup>7</sup>

**RESPONSIBILITIES** Substitute teachers shall assume the same responsibilities as the regular teacher, including but not limited to, carpool duty and playground supervision.



## Teacher Tenure FAQs

Since this is a new district with no teachers currently holding tenure, the questions and answers below explain eligibility requirements, timelines, and key rules so that board members have a clear understanding of the process moving forward.

### **1. Do any teachers in University Schools currently have tenure?**

No. Because this is a new district, no teacher has tenure at this time. All teachers begin in a probationary period.

### **2. How long is the probationary period before I can be considered for tenure?**

Teachers must complete five (5) school years of service, or at least forty-five (45) months within a seven-year period, with the last two (2) years being in a regular teaching position (not an interim role)

### **3. What are the requirements to be eligible for tenure?**

To be considered, a teacher must:

1. Hold a degree from an approved four-year college (or equivalent training if a career/technical teacher).
2. Have a valid Tennessee teaching license covering the grades/subjects you teach.
3. Complete the probationary service period (see above).
4. Receive overall evaluation ratings of 4 ("above expectations") or 5 ("significantly above expectations") for the last two years of your probationary period.

### **4. What if a teacher doesn't have evaluation scores for their final probationary years?**

If state law allows (for example, due to medical leave or other approved reasons), a teacher may use the most recent two years of available evaluation scores from the probationary period.



## 5. Who decides who receives tenure?

- The Director of Schools may recommend a teacher for tenure once they are eligible.
- The Board of Trustees (University of Memphis) makes the final decision.
- Tenure requires a majority vote of the Board.

## 6. What happens if a teacher is eligible but not recommended for tenure?

If the Director of Schools or the Board denies tenure, the teacher's contract will not be renewed for the next school year, and they will be dismissed.

## 7. What if a teacher already had tenure in another Tennessee school district?

- If you come with **five (5) or more years of service**, a teacher will serve the probationary period again unless the Board waives or shortens it on recommendation of the Director of Schools.
- If a teacher comes with **fewer than five (5) years of service**, they must complete a full probationary period before they are eligible for tenure.

## 8. What if I previously worked here, left, and then return?

If you had tenure in University Schools, resigned, and later return, you must serve a **two-year probationary period** before you may be considered again for tenure (unless the Board waives this period).

## 9. Can I lose tenure after I earn it?

Yes. Any tenured teacher who receives **two consecutive years** of evaluations rated "below expectations" or "significantly below expectations" will be returned to probationary status.

- To regain tenure, a teacher must earn **two consecutive years** of evaluations rated "above expectations" or "significantly above expectations."
- If a teacher becomes eligible again, they will either be recommended for tenure or dismissed if the Board denies it.

## 10. When will decisions about tenure be made?

The Director of Schools will make recommendations to the Board in time for non-renewal notices (if applicable) to be delivered within **five (5) business days after the last instructional day** of the school year.

**11. Will the years a teacher worked in a University School count if they were served before we officially became a school district?**

No. Service in a University School before the district was formally established does not count toward tenure eligibility. A teacher must serve the full probationary period as an employee of this district.





THE UNIVERSITY OF  
**MEMPHIS**

**University Schools**  
**An Innovative School District**



# PARENT IMPACT SURVEY 2025

Parents are important stakeholders and vital thought partners in our school district. We surveyed every parent or guardian who works at the University of Memphis and asked them to share the impact that University Schools has had on their family. 95% of parents said that their child's enrollment had a positive impact of their overall commitment to the UofM, further demonstrating the unique value that University Schools brings to the University of Memphis community.

## HIGHLIGHTS

**82%**

of parents said their child's enrollment has influenced their decision to work at the UofM

**85%**

of parents said their child's enrollment positively impacts their desire to stay employed at the UofM

**91%**

of parents said their child's enrollment positively impacts their work/life balance

**95%**

of parents said their child's enrollment positively impacts their child's wellbeing

**95%**

of parents said their child's enrollment has improved his/her educational outcomes





THE UNIVERSITY OF  
**MEMPHIS**

**University Schools**  
**An Innovative School District**

We are proud that so many University of Memphis employees choose University Schools, and they do so for a number of great reasons:

## **RECRUITMENT**

"If it were not for University Schools, I would have been recruited away from Memphis years ago. Because of University Schools, I have stayed in Memphis and advanced at the UofM."

"As long as our kids have a place in the University Schools system, we will continue to work at the UofM. If that ever were to change, we would likely relocate."

## **FINANCIAL ADVANTAGES**

"As a working mother... it makes my professional career better from both a logistical and financial perspective."

## **COMMUNITY**

"Seeing our child thrive has deepened my love for the UofM and, quite frankly, is a point of pride."

"The University Schools community has helped to make my kids the awesome people they are today. My family would not be who we are without the University Schools"



## **SECURITY**

"Having my child on campus with me has provided a sense of comfort. I don't worry about his safety or well-being, which allows me to better serve in my role at the university."

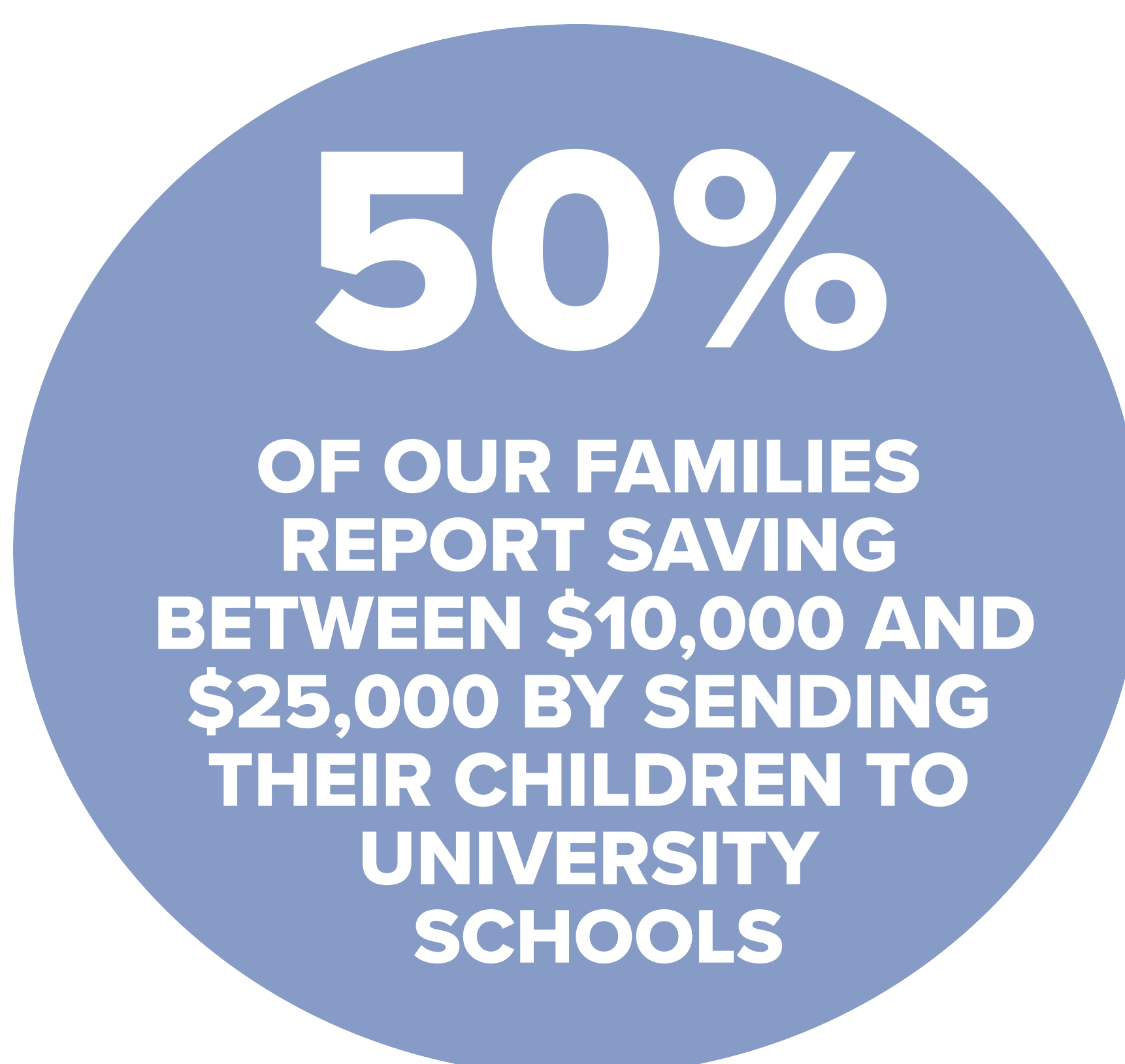
## **ACADEMICS**

"We are extremely grateful for the quality of education our child has received...She loves school and the university feels like a second home to us."

"The learning environment not only fosters academic growth, but also builds self-confidence and resilience."

## **WORK/LIFE SATISFACTION**

"Working on the same campus where my son attends school is a game-changer for me as a single parent."



## 7. Additional Business

Presented by Robert Carter



## 8. Adjournment