

**WASHINGTON COUNTY
BOARD OF EDUCATION**

July 28, 2026

6:00 PM

Central Office

- I. Call to Order**
- II. First Tennessee Development District**
Lottie Ryans, Director of Workforce & Literacy Initiatives
- III. TCI Group Updates regarding the sale of the Old Jonesborough School property**
- IV. Lewis Group Architects**
- V. Requests for New Clubs**
 - A. Boones Creek Elementary, Request to start a Student Leadership Team**
 - B. Lamar Elementary, Request to start a Dungeons and Dragons Club**
- VI. Grant Report**
- VII. Academics**
 - A. GEAR UP Program and Site Coordinator Introductions**
- VIII. Business/Finance**
 - A. Monthly Financials**
 - B. Purchase Orders**
- IX. Operations**
 - A. Town of Jonesborough Agreement regarding athletic facilities**
 - B. Vehicle Authorization Report (Annual Agenda Item)**
- X. Student Supports**
 - A. PreK Enrollment Updates**
- XI. Superintendent**
 - A. 2026 School Visits**
- XII. Items requested for discussion**
 - A. September Board Meeting Date**
 - B. SY 2026-2027 Assessment Calendar**
 - C. SY 2025-2026 High School Courses**
 - D. 2026-2027 WCS Organizational Chart**
 - 1. Executive Principal Position**
 - E. Possible Grade Level Reconfiguration**
 - 1. Third-Party Research Proposal**
 - F. Enrollment Management**

G. Public Chapter No. 924

**Display of the Ten Commandments, Preamble to the Declaration of
Independence, and Preamble to the United States Constitutions**

XIII. Superintendent Search

XIV. Adjournment

Proposal for the Creation of a Student Leadership Team at BCE

To the Members of the School Board,

We respectfully submit this proposal for the creation of a Student Leadership Team at Boones Creek Elementary School. The purpose of this team is to provide students with a meaningful platform to share their perspectives, contribute ideas, and actively participate in initiatives that promote a positive, inclusive, and student-centered school culture.

The Student Leadership Team will serve as a collaborative voice for the student body, allowing students to engage in discussions surrounding school climate, student needs, and opportunities for improvement. Through structured participation and leadership development, students will have the opportunity to contribute to policy discussions and school-based changes that will create a measurable and lasting impact on the BCE community.

The team will meet monthly before or after school under the supervision of Ms. Watson, who will provide guidance and support to ensure productive and student-focused collaboration. Committee oversight will be provided by Jordan Hughes to help facilitate organization, accountability, and alignment with school goals and expectations.

Primary goals of the Student Leadership Team include:

- Elevating student voice within the school community
- Fostering a more inclusive and welcoming environment for all students
- Encouraging leadership, responsibility, and civic engagement among students
- Providing students with opportunities to participate in meaningful school improvement efforts
- Strengthening communication and collaboration between students, staff, and administration

We believe the establishment of this team will empower students to become active stakeholders in their educational environment while reinforcing BCE's commitment to inclusivity, leadership, and positive school culture.

Thank you for your consideration of this proposal. We look forward to the opportunity to further discuss how the Student Leadership Team can positively contribute to the Boones Creek Elementary School community.

Sincerely,

Angela Watson

Middle School Special Education Interventionist

Boones Creek Elementary School

423-850-8580

watsona@wcde.org

Intent to Apply/Research	Grants Writer/Manager's Report	August 2026						
COPS School Violence Prevention Program	Working with Operations Department and Principals/SROs on a safety/security project that would qualify for the grant and school board approved July, 2026 to apply for this grant which requires match funds of 25% to federal grants funds of 75%.							
Toshiba America Foundation	No announcement as of today. DCHS Teacher submitted Toshiba grant for \$9,000 for a portable welding equipment.							
Project Diabetes forecasted	Would like WCG to reapply for Project Diabetes for pickleball courts.	This past grant cycle they did not award any school systems but only governments and nonprofits	Update: this grant will open back up in year 2028					
BJA FY 25 Student, Teachers, and Officers Preventing (STOP) School Violence Grant	This grant award has not been announced.							
USDA Equipment Grant	Forecasted to be available for school cafeteria equipment.							
Working with First Tennessee Development District and WCEDC	Continue the partnership process in implementing the logistics of the daycare and as a partner, following the guidelines of the grant award guidelines.							
East Tennessee Foundation: Economic Development	This grant has been submitted. For Asbury Optional High School Requesting \$5000. To support non-traditional students, reducing financial barriers of incurring cost of fees and supply costs when attending Dual Enrollment courses. Grants will be awarded for one-year terms in August 2026. The grant term is August 1, 2026 – July 31, 2027.							
East Tennessee Foundation: Literacy Endowment	This grant has been submitted. For Bookmobile Requesting \$2,500. To support new books for emerging readers and their home libraries. Grants will be awarded for one-year terms in August 2026. The grant term is August 1, 2026 – July 31, 2027.							
Dollar General Foundation	This grant has been submitted. Youth Literacy Grant is upto \$5,000. Will be working with Academic Specialist for RTI2 materials for districtwide support. Grant opens March 6, 2026. One other school was also working on this grant.							

WORC7 Initiative	In progress: This WORC7 Initiative Application is lead by First Tennessee Development District (applicant). School partnerships include Sullivan County Schools, Bristol City Schools, Johnson City Schools, and Washington County Schools. The Workforce Opportunity for Rural Communities (WORC) Initiative is a partnership between the Department of Labor's Employment and Training Administration (ETA) and three regional commissions. The current WORC Initiative invests in regional industry and sector partnerships to design and implement industry-driven training programs that will close skills gaps and increase the talent pipeline in critical sectors. These investments aim to increase worker mobility by providing high-quality work-based learning opportunities and related training as a career pathway for new and dislocated workers and for incumbent worker upskilling. (https://www.dol.gov/agencies/eta/demonstration-grants/workforce-opportunity)				
Grants Awarded					
Perkins V Reserve	Grant is \$50,000. Focus on advising for first generation students and non-traditional post secondary institution campus tours and industry credentials.				
Grants Managed					
The public daycare center grants' MOUs between Washington County Economic Development Council (WCEDC) and Board are complete, May 6, 2026. Education Invest grant MOU and Workforce Invest MOU. The TVA Workforce Invest Grant has been awarded to the team for \$250,000. The Education Invest grant was awarded \$250,000. DEADLINES, both grants must be complete by OCTOBER 2028. Due to this being a capital project WCEDC will need a designated facility and assigned provider to utilize and move forward with these grants to open a daycare center that will provide the following MOU services: The total enrollment in each age based level for students less than six of age and not enrolled in the Board's K-12 system, is devided equally between childern of the Board's employees and children of Industrial Workers. For purposes of this provision, "Industrial Workers" means person employed by manufacturing companies located in Washington County, Tennessee, as determined by the WCEDC. If children of Industrial Workers fail to make up one-half of any age-based level, then such seats shall be offered to the general public.				WCS in partnership with Economic Development, City of Johnson City, and First Tennessee Development District.	
National Education Association	Teacher Professional development award \$2500 for Lamar Teacher, provided assistance. Will provide monitoring for delivery of award.				
Dollar General Foundation	Granted \$2,500 for new books for the Bookmobile to support summer reading and participate in visiting students during Summer Camp and other location when requested. Grant reporting due Sept. 30. High participation with engagement of the bookbus.				
United Way East TN Highlands	Hosted a book drive for Bookmobile School year program. Hundreds of used and new books were donated. Going through the books to verify usability for student.				
Gear Up grant - ETSU	In partnership with ETSU Trio: working on contracts.	7 year grant: Goal is to start program in January, 2026. GEAR UP team includes Kelli Hauldren, Cindy Hayes, Twana McKinney, and Billy Stepp.	To provide 4 GEAR UP coordinators to work district-wide with 7th grade cohort through 1st year post-secondary.	A state-specific initiative that operates under the national Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) federal grant, which aims to increase the number of low-income students prepared for and succeeding in postsecondary education.	
ISM Grant	Extended grant to finish University school's Capital Project for a modular STEM classroom				

TN Economic Community Development (ECD) Three Star Grant	PLEASE NOTE: these grants are only good for two (2) years from the start of the award. The funds must be used within the two year allocation of the award.	WCEDC was awarded \$250,000 for construction costs related to improvements for a childcare facility. Washington County Economic Development partnered with WCS to place a new community childcare facility. The partners do plan on having a play area for the children to play outside.	Still working on contract language agreement.	August 26, 2025	
Book Bus	Assisting in the collaboration between the Book Bus and the Districtwide Family Resource Program. Initiating a pilot program by combining opportunities of receiving resources under the Family Resource Program and their partners (potential grants) and books by provided by grants and donations by using the Book Bus as a mobile hub throughout Washington County Communities.	Receive Books from Scholastic through GELF.	The Book bus will visit the school that will be hosting summer camp 9 times.		



***Washington County Board of Education
2026 School Visits***

Date	Schools	Depart District Office	Arrive at 1st School	Arrival time at next School
Monday, September 14	Ridgeview Elementary Gray Elementary	7:45	8:15	10:15
Thursday, September 17*	Asbury Jonesborough Elementary Boones Creek Elementary	7:45	8:05	9:30/12:45
Monday, September 28	South Central Elementary Lamar Elementary	7:45	8:15	10:15
Wednesday, September 30	Sulphur Springs Elementary Fall Branch Elementary	7:45	8:15	10:15
Monday, October 19	West View Elementary Grandview Elementary	7:45	8:15	10:15
Thursday, October 22**	Daniel Boone High School David Crockett High School	7:45	8:15	11:15

NOTE(S):

*Three (3) school site visits – We will end the day by 2:30 PM; Will eat lunch between JES and BCES at location a TBD

**High School Visits will be an all day event; Will end the day at David Crockett High School (will have lunch at DCHS; Tentatively to be catered by DCHS Culinary Arts Program)

Board of Education

Eric Barnes
Annette Buchanan
Keith Ervin

Chad Fleenor
David Hammond
Gregg Huddlestone

Mike Masters
Whitney Riddle
Vince Walters

Tennessee Department of Education Requirements

Assessment Name/Content	Grade(s)	Purpose and Use	Tentative Dates	Student/Parent Report
AIMSWEBPLUS (used to meet RTI requirements) English Language Arts and Mathematics	Grades K-9	AIMSWEBPLUS screens and monitors the reading and math skills of PreK-12 students. With its robust set of standards-aligned measures, AIMWSEBPLUS is proven to uncover learning gaps quickly, identify at-risk students, and assess individual and classroom growth. AIMSs will be used to determine needed interventions, track progress, and increase student opportunities to meet annual achievement requirements.	Windows 1st administration: August 3 – September 18 2nd administration: December 1 – January 22 3rd administration: March 16 – May 11	Parents are informed if their child is in need of tiered intervention services. AIMS, diagnostic assessment, will be used to determine the needed intervention. Intervention progress reports are sent home with students every 4.5 weeks to inform parents of their child's progress within the interventions class.
ELPA 21 Screener	Grades K-6	The ELPA21 Screener is a tool for determining English Learner eligibility for Non-English Language Background (NELB) students entering grades Kindergarten through 12. The screener is an assessment of a student's language proficiency in the required domains of Listening, Reading, Writing, and Speaking. Upon enrollment, WCDE administers a Home Language Survey to identify non-English language speakers. The HLS shall include, but not be limited to three topics. * The first language the student learned to speak;	Students enrolled in the school/district prior to the beginning of the school year must be screened within 30 days after the beginning of the school year. Students enrolled in the school/district entering the school year must be screened within 14 calendar days.	Parents receive a copy of the ELPA Screener Individual Student Report containing a proficiency status for their student, general proficiency determination guidance, and general performance descriptors for each language domain aligned to reflect the performance of their specific student.

Assessment Name/Content	Grade(s)	Purpose and Use	Tentative Dates	Student/Parent Report
ELPA 21 Screener	Grades K-6	* The language the student speaks most often at home; and * The language that is most often spoken to the student at home. If a parent or guardian lists a language other than English, the student shall be classified as NELB and will be screened with an ELPA21 screener to determine qualification for ESL services, unless an NELB student has documentation that he or she has met the definition of Fluent English Proficient (FEP) on the department adopted screener.	TBA	
TCAP-Alt ELA & Math Fall 2026		TCAP-Alt ELA & Math provide a valid, accessible, and equitable way to measure and support students with the highest instructional needs, ensuring that their educational growth is recognized and supported.	TBA	Tennessee provides a Student/Parent Report for the TCAP Alternate Assessments (including Alt ELA & Math, as well as Alt Science & Social Studies) through the TCAP Family Portal .

Assessment Name/Content	Grade(s)	Purpose and Use	Tentative Dates	Student/Parent Report
TCAP EOC Fall	EOC	The purpose of the TCAP End-of-Course (EOC) exams is to measure students' understanding of the academic standards taught in high school courses such as English, math, science, and U.S. history. These assessments provide valuable insight into how well students have mastered course content and help ensure consistency and accountability across schools. Results from EOC exams are used to guide instruction, support student learning, and inform decisions at the classroom, school, and district levels. They also contribute to students' final course grades and serve as one measure of overall school performance in Tennessee	November 30 – December 17, 2026	End of December 2026
ELPA 21 Summative	Grades K-12	The ELPA21 Summative assessment is used to measure English language proficiency, track student growth, drive language and academic instruction, and serve as the Department adopted English language proficiency assessment used to identify students as fluent English proficient and provide a path to exit ESL services.	TBA	Parents receive a copy of the ELPA Summative Individual Student Report containing a student specific overall scale score, comprehension scale score, and proficiency status for their student, general proficiency determination guidance, and general performance descriptors for each language domain aligned to reflect the performance of their specific student. (Parent/Student reports are distributed at the beginning of the academic year, August 2026)

Assessment Name/Content	Grade(s)	Purpose and Use	Tentative Dates	Student/Parent Report
ACT		Spring 2027 Junior Testing	April 1, 2027	
ACT Fall 2026 Senior Retake		First Window: Sept. 29-20, Oct. 1-2 & 5-9 Second Window: October 13-16 & 19-23 Third Window: Oct. 27-30, Nov. 2-6	October 20, 2026	
TCAP English Language Arts (Grades 3-8)		Writing	April 7th, 2027 – April 14th, 2027	
TCAP English Language Arts (Grades 3-8), Math (Grades 3-8), Science (Grades 3-8), and Social Studies (6-8)	Grades 3 – 8	-Provide feedback about students’ academic progress and how it aligns with grade-level expectations. -Give parents and teachers a big-picture perspective about how a student is progressing compared to peers across the district and state, including a student’ strengths and growth opportunities. -Build confidence and transparency about students’ readiness for postsecondary and the workforce among Tennessee colleges, universities, and employers. -Help educators strengthen instruction and reflect on their practice. -Hold us accountable to serving all students fairly. -Highlight schools where students are excelling, so we can learn from those who are doing well	April 19th, 2027 – May 6th, 2027	Spring ACH & EOC Computer-based testing released May 17, 2027 Spring ACH & EOC Paper-based testing released May 20, 2027 Contingent upon state release: reports generally arrive in July for the beginning of the next academic year to be delivered to parents. (Parent/Student Report Delivery Date: August 2026)
TCAP End-Of Course (EOC) Spring 2026	EOC	The purpose of the TCAP End-of-Course (EOC) exams is to measure students’ understanding of the academic standards taught in high school courses such as English, math, science, and U.S. history. These assessments provide valuable insight into how well students have mastered course content and help ensure consistency and accountability across schools. Results from EOC exams are used to guide instruction, support student learning, and inform decisions at the classroom, school, and district levels. They also contribute to	April 19th, 2027 – May 6th, 2027	Spring ACH & EOC Computer-based testing released May 17, 2027 Spring ACH & EOC Paper-based testing released May 20, 2027

		students' final course grades and serve as one measure of overall school performance in Tennessee.		
Assessment Name/Content	Grade(s)	Purpose and Use	Tentative Dates	Student/Parent Report
TCAP-Alt ELA & Math Fall 2026		TCAP-Alt ELA & Math provide a valid, accessible, and equitable way to measure and support students with the highest instructional needs, ensuring that their educational growth is recognized and supported.	September 14 – December 18, 2026	Tennessee provides a Student/Parent Report for the TCAP Alternate Assessments (including Alt ELA & Math, as well as Alt Science & Social Studies) through the TCAP Family Portal .
TCAP-Alt ELA & Math Spring 2027		TCAP-Alt ELA & Math provide a valid, accessible, and equitable way to measure and support students with the highest instructional needs, ensuring that their educational growth is recognized and supported.	February 1 – May 21, 2027	Tennessee provides a Student/Parent Report for the TCAP Alternate Assessments (including Alt ELA & Math, as well as Alt Science & Social Studies) through the TCAP Family Portal .
TCAP-Alternate Science & Social Studies (ALT)	Grades 3-8 and EOC	TCAP-Alt Science & Social Studies provide a valid, accessible, and equitable way to measure and support students with the highest instructional needs, ensuring that their educational growth is recognized and supported.	March 15 th – April 30 th , 2027	Tennessee provides a Student/Parent Report for the TCAP Alternate Assessments (including Alt ELA & Math, as well as Alt Science & Social Studies) through the TCAP Family Portal .
English Learners Assessment Spring 2027			February 1 – March 26, 2027	
NAEP English Language Arts and Math		NAEP, or the National Assessment of Educational Progress, is often called the "Nation's Report Card." Fourth grade students in chosen schools will participate. Teachers, principals, parents, policymakers, and researchers all use	TBD	No parent or student level reports available

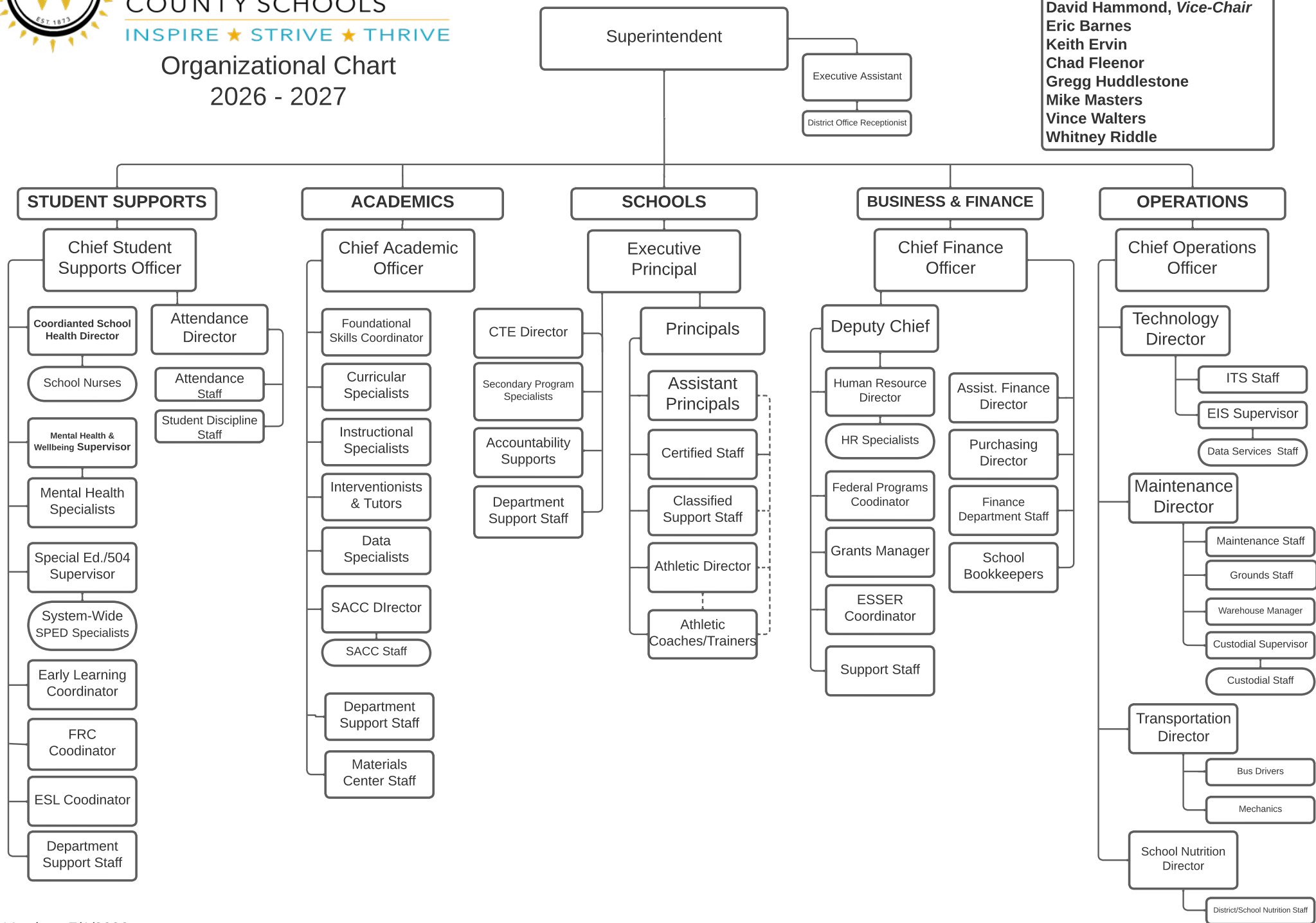
		NAEP results to assess progress and develop ways to improve education in the United States. Learn more about NAEP and its history of educational assessment.		
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District Washington County Schools Requirements

Assessment Name/Content	Grade(s)	Purpose and Use	Tentative Dates	Student/Parent Report
Learner Explorer: Pathways Assessment	Grades 3 – 8	Learner Explorer: Pathways Assessments provides grade level assessments in ELA, Math, Science, & Social Studies that are aligned to state standards. These benchmarks assess how students and schools are progressing towards meeting their academic goals in ELA, Math, Science, & Social Studies	1st administration: September 14 th – October 9 th , 2026 2nd administration: November 30 th – December 18 th , 2026 3rd administration: February 22 nd – March 19 th , 2027	Results will be available after testing. No grades are given on the Learner Explorer: Pathways Assessments
Learner Explorer: Pathways Assessment	EOC Semester Courses	Learner Explorer: Pathways Assessments provides grade level assessments in ELA, Math, Science, & Social Studies that are aligned to state standards. These benchmarks assess how students and schools are progressing towards meeting their academic goals in ELA, Math, Science, & Social Studies	High School Fall Semester Courses 1st administration: September 14 th – September 25, 2026 2nd administration: October 27 th , 2026 – November 13 th , 2026 High School Spring Semester Courses 1st administration: January 26 th , 2027 – Feb. 2 nd , 2027 2nd administration: March 22 nd , 2027 – April 2 nd , 2027	Results will be available after testing. No grades are given on the Learner Explorer: Pathways Assessments

Assessment Name/Content	Grade(s)	Purpose and Use	Tentative Dates	Student/Parent Report
Learner Explorer: Pathways Assessment	EOC Traditional Year-Long Courses	Learner Explorer: Pathways Assessments provides grade level assessments in ELA, Math, Science, & Social Studies that are aligned to state standards. These benchmarks assess how students and schools are progressing towards meeting their academic goals in ELA, Math, Science, & Social Studies	1st administration: September 8 th – October 2nd, 2026 2nd administration: December 1 st – December 17th, 2026 3rd administration: February 22nd – March 12th, 2027	Results will be available after testing. No grades are given on the Learner Explorer: Pathways Assessments
Envision (Math) Cumulative/Benchmark Assessment	Grades K-2	Students in grades K–2 will be administered <i>EnVision Cumulative/Benchmark Assessment</i> that aligns with the district Pacing Guides. These assessments are intended to help teachers monitor student progress and provide standards-based information. Students in grades K-2 will be assessed four times a year. This assessment will be used to guide instruction only.	1st Nine Weeks: September 28 – October 26, 2026 2nd Nine Weeks: December 7 – December 17, 2026 3rd Nine Weeks: February 22 – March 12, 2027 4th Nine Weeks: April 19 – May 6, 2027	Results will be available after testing.
Benchmark (ELA) Interim Assessments	Grades K-2	Students in grades K–2 will be administered <i>Benchmark Interim Assessments</i> . Students will take four Interim Assessments per grade based on the state standards taught throughout the year. These assessments are intended to help teachers monitor student progress and provide skills-based information to see if students are making adequate progress and staying on track. Information from these assessments can help teachers plan instruction for upcoming units.	1st Nine Weeks: September 28 – October 26, 2026 2nd Nine Weeks: December 7 – December 17, 2026 3rd Nine Weeks: February 22 – March 12, 2027 4th Nine Weeks: April 19 – May 6, 2027	Results will be available after testing.

Organizational Chart 2026 - 2027



Washington County Board of Education

Annette Buchanan, *Chair*
 David Hammond, *Vice-Chair*
 Eric Barnes
 Keith Ervin
 Chad Fleenor
 Gregg Huddlestone
 Mike Masters
 Vince Walters
 Whitney Riddle



JOB DESCRIPTION

TITLE: Executive Principal

TERMS OF EMPLOYMENT: Full-Time; 240 Days (12 Months)

REPORTS TO: Superintendent

SALARY: Commensurate with education and experience per the Board approved Senior Leadership salary schedule – Level: Chief

POSITION DESCRIPTION:

The Executive Principal is a cabinet-level position providing strategic leadership and effective management of the organization, operations, and leadership of schools for students in all grades pre-K to 12 and postsecondary where applicable. The Executive Principal is a key leadership position within the school system, responsible for supervising, supporting, developing, and evaluating school principals and assistant principals to ensure quality schools, programs, and services aligned to efficient and effective operations to best provide the opportunity of success for all students.

Under the direction of the Superintendent, the Executive Principal will be responsible for principal quality, effective school operations, and school performance, primarily through the direct management of all school principals and assistant principals of each school. To ensure effective schools, the Executive Principal is responsible for the leadership development and support of principals, assistant principals, and aspiring school leaders to promote and support high-quality teaching and learning in every classroom, every day, for every student.

ESSENTIAL DUTIES & RESPONSIBILITIES:

- Develop and effectively execute an implementation plan that advances the District's five-year vision, supports a seamless PreK-12 learning community and allows for transparent accountability towards student outcome goals established by the Washington County Board of Education;
- Cultivate a culture of high expectations with shared strategic goals around measurable and continuous improvement in principal quality, as well as around student academic achievement in all schools.



- Create, manage and sustain effective systems that enable the district to identify, recruit, support and develop a strong pool of highly-skilled Principal candidates for schools as well as a strong network of supports to support the work to include:
 - Monitoring performance: Data and performance management systems that enable weekly, real-time coaching conversations with Principals centered on continuous improvement of school leadership and school quality and on the impact of leadership support;
 - Developing leaders: Transparent, fair and effective tools for assessing Principal Assistant Principals, and School Leadership Team capacity, developing leadership and succession plans and providing differentiated supports that result in improved performance;
 - Setting a learning agenda: A learning scope and sequence for Principals that is built on regular assessment of principal and school leadership team capacity that results in measurable improvement of the coaching and management provided to Principals in schools;
 - Allocating resources: Establish and maintain systems that allow data-informed decisions about Principal needs and to allocate resources accordingly, including the allocation of instructional supports and content experts to school leaders, based on need;
 - Informing stakeholders: A communication system for ensuring Principals receive actionable information in a timely and efficient way, and that district leaders, external stakeholders, and school leadership team members are well-informed of District and School initiatives, successes, and struggles.
 - Supervise the administration and daily operations of schools, including making sure that all school administrators are held accountable for meeting and exceeding expectations and that schools remain efficient, effective, and good stewards of public resources.
 - Develop systems to effectively provide ad-hoc operational support to Principals (e.g. escalated inquiries, emergencies, etc.).
- Actively recruit, hire, support develop, and evaluate school leaders, to include principals, assistant principals, and aspiring school leaders
- Build effective, collaborative cross-team partnerships
- Develop and maintain strong relationships with other senior leadership team members, including all members of the superintendent cabinets and the directors/supervisors that they oversees;



- Work toward convergence with the district leadership team to ensure that the needs of Principal and the schools are met by other District Office function and services;
- Work with the Human Resources team to develop internal talent pipelines and external talent recruitment strategies for future principals and assistant principals; and
- Collaborate with all district departments to monitor schools' operational performance and compliance, resolve open issues, and ensure principal time is focused on instructional leadership
- Serve as the Superintendent's designee, as needed and assigned by the Superintendent
- Other duties and work streams as assigned

Knowledge, Skills, and Abilities:

- Ability to model and lead all district and school work in the best interest of children;
- Ability to utilize applied leadership expertise, sound judgment, integrity, honesty and credibility;
- Demonstrate courage in making difficult, yet necessary, decisions;
- Capable of establishing and executing an ambitious vision, coaching others to do the same;
- Effective strategic planning capabilities, including the ability to establish high-level, long-term strategic vision and goals, and align/manage and execute activities on the ground toward goal fulfillment;
- Ability to define problems, analyze data, identify opportunities and outline valid conclusions and action steps;
- Demonstrates the capacity for adaptive leadership, including the ability to manage teams and individuals effectively and collaboratively through change to meet and exceed high expectations;
- Exemplary written and verbal communication skills; communicates regularly and clearly, leveraging strong interpersonal and organizational skills;
- Strong knowledge and understanding of operations, management and organizational design in district and school settings; uses this knowledge to assist principals in continuously improving student outcomes;
- Ability to build collaborative relationships with a wide variety of stakeholder groups, including external partners, to ensure the entire system operates to meet school and principal needs;
- Thrives in a changing environment and demonstrates a lifelong commitment to learning, humility and flexibility; and



- Possess a track record of success as demonstrated by superior academic and professional achievement.

QUALIFICATIONS:

- Minimum Master's degree in education or a related field from an accredited college/university.
- Valid teacher license AND Tennessee Professional Instructional Leadership License (ILL-P).
- Minimum of ten (10) years of educational leadership experience within a public school system is required including the following:
 - Minimum of five (5) years of experience as a principal
 - Experience coaching, teaching and mentoring educators, and supporting urban youth
 - Demonstrated experience developing the capacity of school and district leaders (ie, principal supervisors and/or principals)
 - Experience working with senior leadership team and facilitating cross-departmental collaboration, engagement of board members, external stakeholders, and elected officials
- Strong knowledge of Tennessee education laws and regulations, particularly.
- Excellent interpersonal, communication, and leadership skills.
- Ability to analyze data and make data-driven decisions.
- Dedication to the well-being and success of all students and educators..

PHYSICAL DEMANDS:

This job may require lifting objects that exceed 25 lbs., with frequent lifting and/or carrying of objects weighing up to 10 lbs. Other physical demands that may be required are as follows:

- Pushing and/or pulling
- Climbing
- Stooping and/or kneeling
- Reaching
- Talking
- Hearing
- Seeing

TEMPERAMENT (PERSONAL TRAITS):



- Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
- Adaptability to accepting responsibility for the direction, control, or planning of an activity.
- Adaptability to working with students.
- Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria.

CAPACITY AND ABILITY REQUIREMENTS:

Specific capacities and abilities may be required of an individual in order to learn or perform adequately a task or job duty.

- Intelligence: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
- Verbal: Ability to understand meanings of words and the ideas associated with them.
- Numerical: Ability to perform arithmetic operations quickly and accurately.
- Manual Dexterity: The ability to move the hands easily and manipulate small objects with the fingers.
- Form Perception: To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures.
- Color Discrimination: Ability to perceive or recognize similarities or differences in colors or shades or other values of the same color.

WORK CONDITIONS:

Normal working environment

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties, and skills required of personnel so assigned.

Washington County Schools is an Equal Opportunity Employer. In compliance with the American with Disabilities Act, the School System may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer.



State of Tennessee

PUBLIC CHAPTER NO. 924

HOUSE BILL NO. 47

By Representatives Hale, Darby, Moon, Raper, Grills, Tim Hicks, Stinnett, Hawk, Sherrell, Slater, Greg Martin, Wright, Doggett, Eldridge, Todd, Lynn, Davis, Littleton, Reneau, McCalmon, Warner, Hulsey, Butler, Hill, Barrett, Fritts, Sparks, Reeves, Zachary, Rudd, Bulso, Bricken, Capley, Keisling, Lafferty, Maberry, Garrett, Powers

Substituted for: Senate Bill No. 303

By Senators Pody, Crowe, Bailey, Bowling, Gardenhire, Hatcher, Hensley, Jackson, Lowe, Rose, Seal, Southerland, Stevens, White

AN ACT to amend Tennessee Code Annotated, Title 49, relative to the display of historical documents.

WHEREAS, the United States regularly has acknowledged the role that fundamental religious documents and principles have in American heritage law; and

WHEREAS, one of the most recognized sets of foundational principles were the Ten Commandments, which were displayed in public buildings across the United States, including in schools, government buildings, and courthouses; and

WHEREAS, for the last several decades, expression of that heritage has been restricted; and

WHEREAS, the *Lemon* test was the culmination of separationists' fight to eradicate all references to religion from the public sphere; and

WHEREAS, litigants like the American Humanist Association, American Atheists, the Freedom From Religion Foundation, and The Satanic Temple used the *Lemon* test to block as many displays of America's religious heritage as they could, including the Ten Commandments displays and veterans' memorials; and

WHEREAS, one of the largest upheavals was in *Stone v. Graham* in 1980, where the Supreme Court used the *Lemon* test to strike down Kentucky's law requiring that the Ten Commandments be displayed in public schools; and

WHEREAS, prior to *Stone v. Graham*, many public schools displayed the Ten Commandments, and after *Stone v. Graham*, public schools across the country almost universally removed the Ten Commandments displays; and

WHEREAS, now, however, the legal landscape has changed due to *Kennedy v. Bremerton School District*, as the Supreme Court overturned *Lemon*, which eliminated the *Lemon* test and instead looks to United States' history and tradition for whether the government may recognize our religious heritage; and

WHEREAS, unfortunately, after over fifty years of *Lemon's* rule, the traditional recognitions of our religious heritage are very slow to return; and

WHEREAS, many government officials are afraid of the ghost of *Lemon*, continuing to eliminate any trace of religion from their purview because of years of being told that such displays are impermissible; now, therefore,

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Title 49, Chapter 6, Part 20, is amended by adding the following as a new section:

(a) Local boards of education and public charter school governing bodies, as defined in § 49-13-104, may allow schools in the LEA or the public charter school, as

applicable, to display the Ten Commandments, the first sentence of the second paragraph of the preamble to the Declaration of Independence, and the preamble to the United States Constitution in a prominent location in a school building in order to educate students on the documents' historical significance and how the documents shaped the common cultural heritage of the LEA or public charter school, this state, and the United States of America.

(b) If a local board of education or public charter school governing body elects to display the Ten Commandments, then the text of the Ten Commandments used in display must be the following text:

"The Ten Commandments

I AM the LORD thy God.

Thou shalt have no other gods before me.

Thou shalt not make to thyself any graven images.

Thou shalt not take the Name of the Lord thy God in vain.

Remember the Sabbath day, to keep it holy.

Honor thy father and thy mother, that thy days may be long upon the land which the Lord thy God giveth thee.

Thou shalt not kill.

Thou shalt not commit adultery.

Thou shalt not steal.

Thou shalt not bear false witness against thy neighbor.

Thou shalt not covet thy neighbor's house.

Thou shalt not covet thy neighbor's wife, nor his manservant, nor his maidservant, nor his cattle, nor anything that is thy neighbor's."

(c) Fraternal and other organizations or individuals are encouraged to donate the funds or materials necessary for the display authorized in subsection (a).

(d) Each local board of education and public charter school governing body shall determine the size and placement of the display authorized in subsection (a); provided, that the display must be in a prominent location, with text in a font size that is no smaller than least twenty-six (26) point, and in a style and manner that is easy for students to see and read.

(e) As used in subsection (a), "prominent location" means a school entryway, cafeteria, or common area where students are likely to see the display.

SECTION 2. This act takes effect July 1, 2026, the public welfare requiring it, and applies to the 2026-2027 school year and each school year thereafter.

HOUSE BILL NO. 47

PASSED: April 23, 2026



CAMERON SEXTON, SPEAKER
HOUSE OF REPRESENTATIVES



RANDY MCNALLY
SPEAKER OF THE SENATE

APPROVED this 7th day of May 2026



BILL LEE, GOVERNOR