

GREENEVILLE CITY BOARD OF EDUCATION

AGENDA

Date of Meeting: January 6, 2026

Time: 5:00 PM

Location: Professional Development Center at the Kathryn W. Leonard
Administrative Office

{{Name: Agenda Item Name}} {{AnticipatedTime: Agenda Item Time}}

- I. **Call to Order**
- II. **Pledge to the Flag**
- III. **Recognition of Visitors**
- IV. **Public Comment Period** (20 Minutes)
- V. **Conflict of Interest Statement** (5 Minutes)

Chair to Board Members:

1. "If you have any relative who is employed by the Board of Education, meaning a spouse, parent, parent-in-law, child, son-in-law, daughter-in-law, grandparent, grandchild, brother, sister, uncle, aunt, nephew, niece, or any person who resides in the same household as you, please acknowledge the same at this time by raising your hand."

Chair to Board Members:

2. "To those board members who just raised their hands, do you hereby certify that any and all votes you will cast during this meeting are in the best interest of the school system? If so, please say, 'Aye.'"

Chair to Board Secretary:

3. "Please reflect within the minutes that possible conflicts were acknowledged, with board members present confirming their intent to act in the best interest of the school system."

- VI. **TSBA Presentation** (5 Minutes)
- VII. **Consideration of Approving Criteria for Superintendent Search** (5 Minutes)

VIII. **Adjournment**



GREENEVILLE CITY SCHOOLS

DIRECTOR OF SCHOOLS SEARCH

Interim Report

Presented to the:
GREENEVILLE CITY SCHOOLS BOARD OF EDUCATION

Josh Quillen, Chairman
Pamela Botta
Crystal Hirschy
Cindy Luttrell
Craig Shepherd

By:
Ben Torres
Assistant Executive Director & General Counsel
Tennessee School Boards Association
January 6, 2026

BACKGROUND AND PROCEDURES

On December 9, 2025 the Greeneville City Schools Board of Education commissioned the Tennessee School Boards Association to assist with a Director of Schools search. The Board requested that TSBA assist in establishing criteria for judging candidates for the position of Director of Schools, as well as recommending candidates for the Board's consideration. Suggested procedures for the Director of Schools search process are on page 4.

Greeneville City Schools Board of Education recognizes the importance of its responsibility to find a new Director of Schools for their system. The Board chose to use a process providing for additional involvement from the community. The Greeneville City school board members are Chairman Josh Quillen, Pamela Botta, Crystal Hirschy, Cindy Luttrell, and Craig Shepherd.

The Greeneville City Schools Board of Education conducted an online survey, and 68 responses were received. The online responses are verbatim.

The survey contained the following questions:

1. What are the good things going on in the school district that you want to see continued?
2. What are the problems and/or challenges a new Director of Schools will face?
3. What personal characteristics would you like the new Director of Schools to possess?

When asked to express what they would like to see continued for the district, the group participants' most common responses were: support for teachers and staff, strong student-centered culture, and career and technical education programs.

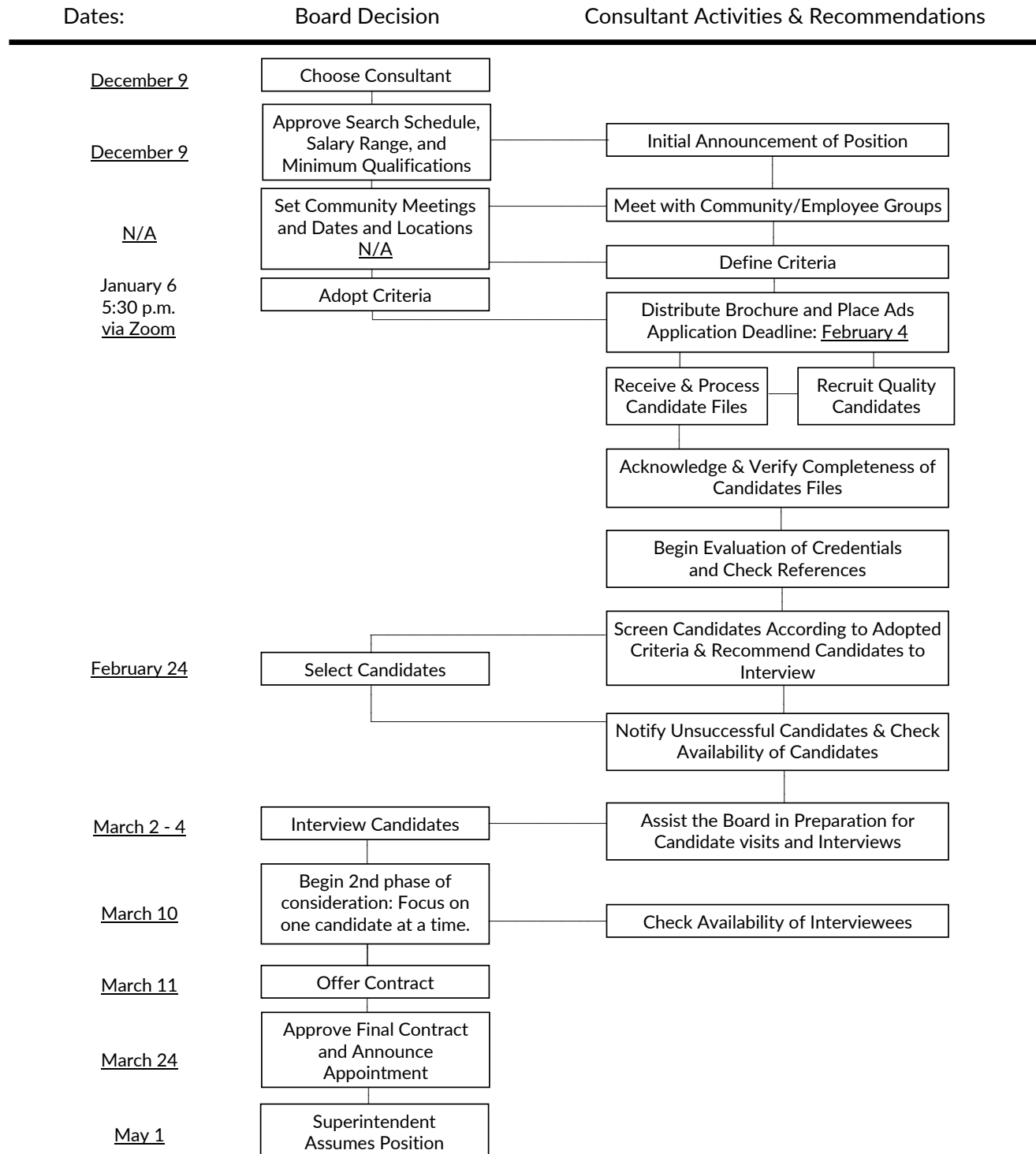
The most common responses to the question regarding challenges a new Director of Schools will face included: budget constraints and funding, recruiting and retaining staff, and managing district growth.

When asked what personal characteristics they would most like the new Director of Schools to possess, many participants responded that they would like the new Director of Schools to have: integrity, good communication skills, and strong leadership.

Finally, participants were asked to complete a structured rating scale containing 21 items related to experiences, qualities or qualifications expected of a new Director of Schools. Proposed criteria are based on comments and desired characteristics from the survey.

A summary of comments made by participants via the online survey is included in this report.

**GREENEVILLE
SUPERINTENDENT SEARCH
TIMELINE AND CRITICAL DECISION SEQUENCE**



PROCEDURES IN DIRECTOR OF SCHOOLS SEARCH PROCESS

1. TSBA will refer up to three candidates to the Board for consideration. The Board may accept or reject any of the candidates recommended by TSBA. New names may not be submitted by board members.
2. All members of the Board will interview candidates in an open meeting. Only school board members will be allowed to ask questions during the interview.
3. The Board will use the same questions to interview each semifinalist. Each board member will ask predetermined questions to each candidate. (The board member will determine the questions to be asked).
4. The Board will follow the same interview process and schedule for each candidate regardless of whether the candidate is local or from out of town.
5. At the end of the process, each board member will list but not rank his/her top two choices on a written and signed ballot. Only those persons interviewed will be included on the ballot. A board member may not vote for the same person twice on any ballot.
6. The candidate receiving the most votes may be invited to return for a second interview. This person will not be identified as the Board's first choice, but will become the Board's candidate of focus. The Board will follow the same procedure with the remaining candidate, if necessary. At any time during this stage, a motion to enter into contract negotiations would be in order.
7. An effort will be made to select a candidate who can receive a unanimous vote so the Director of Schools will have a position of strong support from the Board.

OVERVIEW OF COMMENTS

The following is a summary of the comments made by participants. This summary does not necessarily represent consensus or majority opinion. It simply is a compilation of relevant comments made by participants in the group. The online survey responses are included verbatim.

What are the good things going on in the school district that you would like to see continued?

- The strength of the CTE programs. These programs truly make a difference for students by giving them hands-on learning, real-world skills, and a sense of direction. I would love to see these opportunities continue to grow across the whole district because they provide a pathway for students who might otherwise fall through the cracks. The support that CTE teachers and programs receive is also something I deeply appreciate. That support directly impacts students—especially those who need extra encouragement or a place where they feel they belong. Continuing to invest in CTE helps us guide students toward success in school, career, and life.
- Focus on staying comparable on salaries with other districts, Commitment to better our benefits for employees.
- Teacher recognition, teacher voice since they are in the classroom and seeing what is working for students, principal voice
- Culture- Personalization; knowing your stakeholders and the culture of each school; - high expectations for ALL; every child is important; value of employees; continue with pay increases; listen to stakeholders
- GCS loves their staff and students. We always put students at the forefront of every decision.
- Autonomy for teachers, care of students, care of all faculty and staff
- I would like to see continued student growth and high achievement. I would also like to see continued faculty and staff support.
- We are continuing to problem solve to meet the needs of all students. I am thankful for the addition of Dr. Witt to help support the growing need for behavioral support. This is one example of how our system works to improve and support students and teachers.
- Dedicated support staff
- As a teacher, I feel that we are each known as individuals instead of just being a number. This is unique to GCS.
- GCS should maintain and strengthen its commitment to supporting mental health services for both students and staff, through continued financial investment and program development. I also commend the district's focus on Career and Technical Education (CTE) and trade school initiatives. Sustained support in these areas will provide valuable opportunities for all students and contribute positively to the broader community.
- There are numerous activities and community events available for students, with GCTA serving as a key component in the expanded opportunities and advancements provided to them.

- The district has rolled out digital enhancements and a mobile app to improve communication between schools, students, and families. These successes come from dedicated educators, supportive families, and focused leadership working together to create environments where students can grow, thrive, and prepare for future success.
- Providing engaging opportunities for ALL students to achieve excellence and own their future.
- culture of excellence, cooperation and respect between central office and schools/teachers
- The collaboration of teachers and central office. Having a direct voice is improving things.
- Strong academic progress and results, enrichment programs, community and student support and attendance policy.
- Course offerings,
- Support from central office . Continued growth opportunities for teachers. Celebrating student success.
- It is time for change.
- We are continually improving on academic growth and achievement, especially at the elementary level. There are many opportunities for students to be recognized and celebrated at all levels. Community support is spectacular, and it should be continually recognized and celebrated! Our arts programs and athletics are top notch. The district empowers teachers to do what they see is best for students, and they provide instructional resources and technology that advances our teaching abilities. Overall, it's a truly amazing place to serve students.
- Frankly, not a whole lot. Teacher morale is dropping rapidly. New teachers aren't staying. Seasoned teachers are looking toward retirement or other job opportunities.
- Autonomy across schools to operate within guidelines and goals of the GCS system
- Greeneville City Schools has many strengths that I would like to see continued. We have strong academic programs and a staff of dedicated, highly skilled teachers who genuinely care about students. Our schools offer a wide range of extracurricular and leadership opportunities that help students thrive. The community is supportive and engaged, and the district has embraced technology in thoughtful, innovative ways. Many of our schools also have strong cultures built on collaboration and positive relationships. I would like the next Superintendent to maintain and strengthen these areas while continuing the focus on continuous improvement.
- Expectation of Excellence
- Strong growth in state testing, sharing the “happenings” among all schools via social media, celebrating student achievements in sports, academics, extra curriculars, etc. .
- I do believe that I have seen moves being made in the direction of what is right for the student. While there is always room for improvement, I believe Mr. Starnes and our central office team are student-focused and constantly looking for ways to continue to improve our processes.
- GCS has a long history of academic excellence which also has a family culture. Here, we always considered what is best for our students first.
- Teachers and students are being supported, we are offering regular behavior supports, we are beginning to focus on therapeutic supports for those students in need.
- Hands on learning, expressing in music and art. building much needed social skills.
- Our school system is built on a strong, student-centered culture that prioritizes educating and supporting the whole child while maintaining high academic expectations. We are committed

to hiring highly qualified staff as positions become available, ensuring that our students learn from skilled and dedicated professionals. Under our current director's leadership, we have also seen consistent efforts to raise salaries and strengthen our ability to attract and retain top talent. It is essential that the next director continues to uphold and advance these commitments to ensure ongoing success for our students, staff, and community.

- The morale is improved in KLCO over the last 2 years. I think the leadership improvements in Asst. Director roles have made the work environment for leadership better. That seems to carry over a bit to teachers in the district. I hope the improvements can continue under new leadership and more positive changes can occur.
- What is best for students should continue to be the focus of everything that we do! We should continue to form strong partnerships with families and the community. We should continue to put a strong emphasis on supporting staff and compensating them well. The PLC process and emphasis on continuous learning and growth for teachers and students should continue.
- A variety of programs including Advanced Placement, Honors, Dual Enrollment and Career-Technical Training. Small class sizes and plenty of resources and human supports.
- High student achievement on test scores. The push for more CTE job related courses.
- Focus and support for ongoing professional learning, shared decision making, support for extra-curricular activities (athletics, fine arts, STEM)
- The GCTA program continued and progressed. The therapeutic educational placement at the GCTA building but not the ASA program. The latest FBA procedures and behavioral tiered supports.
- The teachers genuinely care about their students and want to help them succeed.
- I would like to see continued the support for teachers for professional development opportunities. Others and I truly benefit from these as we apply what we learn from them.
- The support provided to teachers, leadership being willing to accept feedback and improve schools, opportunities provided for students
- We have many supports available for both staff and students that push us to be among the best districts in the state in many capacities. All of our non-academic teams (maintenance, etc.) are very supportive and approachable. We have several strong curricula in place, and our students are continuing to make great gains.
- I would like to see Greeneville City Schools continue to be an excelling school in academics. I would like to see people want to continue to work for this school system and keep its good reputation. I would like for the staff to be heard on their concerns and needs..
- We have a very small town feel but represent our students as a big district in our forward thinking and choices that we make for our students.
- Professional Development and Leadership Training Opportunities. Technical training and forward thinking momentum.
- Continuing the memorandum of understanding with the local education association that gives teachers a voice.
- Collaboration, District and building level support, vision for the future, Academic excellence and high expectations, striving to maintain competitive pay and benefits for all employees,

support for all staff, students, and families. GCS is very community oriented.

- The attendance policy
- independence within each school
- Greeneville Schools have a great academic track record. I would like to see teachers continue to have autonomy over how the curriculum is taught; teachers know their students' needs best and know what works and what does not.
- Decisions are made because they're in the best interests of the students and staff. They are not based on what powerful and influential people want.
- The academic, athletic, and arts programs.
- test scores
- Teacher autonomy, principal autonomy
- The PLC work and supports; teams have been building and growing positively to support students. The ESL community outreach programs. Focus nights (band, choir, ELA nights, etc) and community connections.
- Support of TOPS, continued community amongst the Leadership Team, a feeling of belonging and support of one another
- Pay increases.
- value in academics, freedom to choose instructional materials

What are the problems and/or challenges a new Director of Schools will face?

- A new Superintendent will need to learn the district quickly and build trust.
- Maintaining a high performing system, strained relationship with the town, growing population in our town and need for expansion in elementary schools, rezoning, tuition, budget needs and not enough funding
- We need to make changes in terms of leadership with SPED and ESL - our subgroups are growing as our demographics are changing; Growth in numbers and lack of space; assistant principals needed in elementary
- Following a Superintendent that truly knew the law like the back of his hand
- Maintaining our culture, transparency and improved communication
- A few challenges may include teacher recruitment, retention, and morale. Along with the cost of living increasing. .
- Challenges include the growing population in certain areas, building relationships with the community, and the ever changing needs of students.
- Making Greeneville City Schools desirable to begin working for and to continue to work for - salary, work environment, expectations, etc.
- Budgeting
- Budget cuts, Staffing issues, overcrowded schools, behavioral and SPED support. Lack of support for teachers.
- The incoming Superintendent will face several critical challenges that require strategic leadership and collaborative problem-solving. Chief among these are fostering strong

relationships with the Town of Greeneville and City Council to ensure alignment on educational priorities, navigating the growing discussions around county and city school consolidation with transparency and stakeholder engagement, and addressing pressing issues of school crowding through thoughtful expansion planning. Successfully managing these areas will be essential to maintaining educational excellence and meeting the evolving needs of students, staff, and the broader community.

- Helping faculty and staff rediscover their passion for their roles, while encouraging all principals to lead with encouragement and support rather than authority or power.
- Teacher burnout and workload concerns persist, especially as expectations increase. Even with strong growth data, supporting every learner requires intensive interventions, staffing, and services that continue to support the district.
- Overcrowded elementary classes/schools, need for more administrative support in elementary, need for more behavior and SPED support, redistricting students in K-5, budget cuts.
- tight budget, lack of support from city government, crowded elementary classes, behavior support needed in schools, teacher recruitment and retention, redistricting has needed to happen for years - no one would take it on, aging facilities
- Overcrowded elementary schools, behavior supports , tiny class sizes at GHS because of dual enrollment. We have teachers but the distribution is inequitable based on needs at elementary. Admin support at elementary level.
- Teacher recruitment and retention.
- Recruitment/retaining of quality staff....
- Knowing the ins and out of GCS. Need to spend time with Mr Starnes before he leaves for his insights.
- Convincing staff members that they truly care.
- Well, a new director is walking into a lot of challenging storms brewing that include budget cuts, a war on public education, and hopefully, a redistricting of K-5. Our educational coaching model is stuck in the past and needs a full refresh; teacher burnout is real; we need more support in the elementary schools for behaviors, sped; we are in dire need of a better structure for administration at the elementary level. The high school classes appear to be getting smaller, with one of my previous students shared she has a class of 8 because the rest of the kids are off campus. That just does not seem like an equitable approach to education. None of which will get fixed without real leadership that listens, understands classrooms, and isn't afraid to really rethink how we approach things.
- Central office staff continues to grow (tripled since I was hired) and the disconnect between CO staff/teacher continues to grow. Facilities needs are critical at all levels. Salaries are well below surrounding school systems. We continue to hire from outside our school system and not promote our own.
- Budget cuts, teacher shortages, overcrowded schools at the elementary level, aging facilities, necessity for K-5 redistricting

- Strengthening our district’s relationships with organizations that provide high-quality professional development for teachers, such as the Niswonger Foundation and Comprehensive Educational Resources. Modernizing the academic coaching model to better serve teachers. Building stronger relationships with the mayor and other community leaders. Addressing outdated and inadequate facilities for the growing population in Greeneville.
- Many unexpected fires to put out daily
- Offering competitive compensation to attract new teachers from systems that are offering 8-10 K more like Johnson City.
- Being able to veer off course from the “but that is always how we’ve done it” thought process. We need a Superintendent who is transparent and willing to educate our community on why some things are changing.
- Balancing all stakeholder interests and concerns.
- Getting funding, managing teacher shortages, improving student scores
- Increasing student behavior issues and overcrowding and rezoning
- Sustaining Excellence with Limited Resources Even as a highly successful small school system, we operate with finite financial and staffing resources. The new superintendent will need to make strategic decisions that preserve high-quality instruction, student supports, and strong outcomes while navigating tight budgets and limited personnel flexibility. Attracting and Retaining Highly Qualified Staff Recruiting top educators is increasingly competitive. The new superintendent will face the challenge of continuing to attract and retain highly qualified teachers and staff, especially as larger districts offer more aggressive salary and benefit packages. Maintaining competitive compensation and a strong professional culture will be essential. Maintaining a Strong, Positive Culture During Leadership Transition Our district’s strong culture is one of its greatest strengths. A new superintendent will need to build trust quickly, learn the community’s expectations, and honor established traditions—while still leading necessary improvements and innovation. Managing this balance thoughtfully will be a critical challenge early in their tenure. If you’d like, I can also format this for a brochure, leadership profile, or board document.
- A new superintendent will face the challenges related to poor leadership decisions in the past. The last decade of leadership (or lack thereof) for GCS has been very detrimental to the district. A new hire needs to have the courage to make bold changes on behalf of teachers, students, and families. Rebuilding a brand for GCS as a district of innovation and high achievement will be a challenge inside the district and in the broader community as well.
- The new Superintendent will have to navigate through the opinions that are shared to ensure that decisions are student centered, not centered around the preferences of adults.
- Competitive pay from neighboring districts, aging infrastructure, nationwide teacher shortages, increasing behavioral problems with students, and a growing mental health

crisis among our youth.

- School overcrowding. Low staff moral in certain locations.
- Our schools need continued support for the increased number of students with IEPs, 504s, and Behavior Plans. This has put a tremendous burden on staff (assistants, teachers, and admin). There is a very traditional mindset across our schools and at central office on how to address this, so we need a superintendent to recognize the need for change and help lead that change. Additionally, many of our most vulnerable students are not supported and held to high expectations. It will be a challenge to continue the high level of academic success GCS is accustomed to if district leadership doesn't recognize this and provide appropriate supports and standards from the district level. Most of the staff at the district level do not have building level lead principal experience (beyond an online school). I feel this leads to a disconnect from how to support principals which affects students and staff. If we don't select a Superintendent with a track record of successful experience as a principal, I worry our principals will not get the guidance and leadership needed to fully support their schools.
- Getting to know each GCS personnel and department as well as school and groups of faculty/staff.
- I feel that most teachers in the district do not think the school admins are supportive of them.
- I think just being potentially new to a district could be a challenge because it is a learning curve no matter what position it is when entering a new district.
- The expectations from our community and staff will be high, and the demands on his/her time will be great at a time when they are transitioning to this position.
- Job positions have a lot more demands now and teachers and special education need more support, understanding, and fewer unnecessary demands. There are more parents that expect a lot from the schools, but they do not want to do their part.
- The growing population of our area is definitely going to be a challenge in the upcoming years. The elementary school populations are outgrowing our buildings. The sometimes resistant attitude of elder community members has caused some expansion concerns and limitations.
- Bullying as a systematic issue across upper elementary and middle school age groups and lack of direct focus and remediation for it. Internal nepotism with hiring (some lack of merit based system), and at a student-teacher level with course choices and heavily with sports. Lack of equitable opportunity for staff and students.
- Rebuilding trust, being a champion for all workers in the system, creating culture
- Growth in ESL numbers, lack of behavior and mental health supports outside of the district, budgeting shortfalls in some staffing areas and well as many building/space needs
- Student behavior at the middle school
- work through politics of a small town
- A lot of people, including teachers, don't like change.

- Making GHS and GCTA a cohesive team, having people say that isn't the way it's been done in the past, and
- Consolidation talk, AI, maintaining our culture.
- having meetings after school and not during instructional time
- Budget cuts from local/state/feds, teacher staffing, overcrowded elementary classrooms/schools and reduced secondary students inside buildings with DE courses being offered, need for more elementary administrative supports, behavioral and SpEd supports, aging facilities, equity issues for students, the perception of unfavorable opinions about public school v. homeschool, redistricting students in k-5
- The Nepotism and favoritism within GCS. It's about "who you know" sometimes and it can affect the moral of staff when behaviors are ignored or swept under the rug because of who you are.
- Learning the multiple facets of the role, learning the different types of leadership styles that each principal and admin possess
- Backlash for not enough pay.
- personnel who are growing tired of more and more responsibilities being levied without additional compensation; lack of respect for teachers

What personal characteristics would you like the new Director of Schools to possess?

- I would like the new Superintendent to be someone who truly cares about students and teachers, strongly supports CTE programs, and recognizes the important role they play in student success.
- Focus on putting students and employees first.
- Good communicator, empathy, a part of our community, been a teacher and principal before, knowledge of law and policy, strong ability to work with a team
- Servant leadership; fair; integrity; listener; collaborative mindset; community minded and present within our schools; approachable
- Personable, leader, wise, trustworthy, fights for their staff and students
- Personable, knowledgeable, someone with an understanding of our culture, supportive
- The new superintendent should be a visionary, decisive, accountable, a strong communicator, and an advocate for students and teachers.
- I think they need to have a strong vision. They need to have good communication skills and the ability to develop strong relationships with our employees, students and the community. They need to be a person of integrity who is passionate about GCS and preserving its culture.
- We need a Superintendent that puts the safety and the physical and mental well-being of staff and students first and not worry about how decisions/policies will "look" to the community. For example, not calling a 2 hour delay in single digit temperatures and patchy icy roads thinking that it makes GCS look good and dedicated, all it does is send a message to the staff and students that they do not matter.
- Someone that is open to listening to the people that are working daily in the schools. People

that are rarely in a school building can be out of touch with what is truly needed.

- Visionary, local - knows the people, lives in the community, sees them at the grocery store. They have to like kids and actually do what's best for kids not just say they do.
- The new Superintendent should embody a leadership style that is both inspiring and steady. Charisma and strong public speaking skills will be essential in engaging the community and building trust among stakeholders. Equally important is the ability to remain calm under pressure, making measured decisions rather than reacting impulsively. By empowering staff and avoiding micromanagement, the Superintendent can foster a culture of collaboration, accountability, and innovation that benefits students, educators, and the broader community.
- I would strongly prefer to see someone from Greeneville employed in this position. Someone who already knows the system, the teachers, and the students. Too often, we look outside of Greeneville when filling this role, and I don't feel that approach best serves our school system. This position truly requires someone who understands Greeneville, has strong people skills, and is genuinely committed to doing what is best for our students and community.
- I would like someone who has a deep understanding of effective teaching and learning practices. I also would like someone who has strong communication skills with teachers, principals, families, board members, and community partners. I also would like someone who is fiscally responsible and who can strategically budget to protect classrooms and staff positions.
- Someone who was once a teacher (more than 5 years of classroom experience) who will invest in positive community engagement and lead with excellence and innovation.
- classroom experience, positive engagement in community, miracle worker with budgets, decisive, passion for kids/teaching/learning, can see beyond data to the big picture, uses data to drive decisions - doesn't make decisions to drive data (student focused),
- Someone that is interested in building relationships within the system. Visionary, not afraid to make difficult decisions .
- Someone who listens actively to teachers, students, families, and the community. Makes decisions based on what best supports learning and the learning environment. Listens actively to teachers, students, families, and the community. Works closely with the school board, principals, and staff, invites input before making decisions. Can continue successful initiatives while introducing thoughtful improvements. Makes fair, honest, and transparent decisions. Builds trust through actions, not just words. Understands the challenges students, teachers, and families face. Is visible in schools and the community. Creates a culture where staff feel supported and valued. Understands and respects the community's values.
- Approachability, Great listener,
- To be personable. willig to talk with students and teachers at all schools. Honesty, hard working and have integrity.
- Fairness
- person of Integrity, have good communication skills to include listening, be a decision-maker/ problem solver who looks at all sides of a situation, be approachable, a leader who empowers others and trusts people to do their jobs without micromanaging, still have a passion for students, feel empathy, and show kindness

- First and foremost, we need someone that lives by one philosophy: we will do what is best for kids. Period-full stop. Not what is easiest for adults, not what keeps everyone comfortable, not what “has always been done” but truly what is best for kids. If that’s not the guiding principle, they are in the wrong district...and profession. From there, the person should have a vision for empowering all students and a strategic planner who is proactive; basically, someone that leads with innovation and excellence. Being decisive is crucial, and it is critical that the person understands what it’s like to be in the classroom because they were a classroom teacher! This person should be positive, self-aware enough to recognize their own weaknesses, and committed to a shared leadership approach. They should advocate and encourage building capacity in our faculty, staff, and students while valuing community engagement.
- Local, invested in our school system, teaching experience, communicator
- A former teacher with a heart for children, innovative, and a visionary leader
- I believe we already have an excellent internal candidate. Jason Horne meets the qualifications and possesses the personal characteristics we need. Jason already understands our schools, our staff, and our community. I do not support searching outside the district when we have a strong, proven candidate here.
- Personable, Knowledgeable, Heart for kids, Down to earth
- Well spoken, personal, approachable, relateable at every level . I want to feel like I am speaking to a previous educator who can relate to what is happening in schools currently. Appointing someone who has been out of the classroom 10+ years would have trouble relating to teachers and admin.
- Integrity, openness, and strong work ethic.
- I would prefer someone who knows and understands who we are and are dedicated to maintaining what has made us special for years. We also need someone who will challenge the state when making decisions that are not best for students. A benefit would also be who has experience at all levels, elementary, middle, high, and GCTA (or technical school). This person needs to have strong communication and skilled at long range planning.
- Open mindedness, easy to talk with, not afraid to have difficult conversations. The same characteristics our current superintendent possesses.
- Strong leadership skills.
- accessible, personable I would like to see someone who has extensive classroom experience as opposed to primarily administration experience
- We are seeking a superintendent of high integrity with strong interpersonal skills and the ability to navigate the political responsibilities of the role. This leader should be selfless, collaborative, and committed to listening to input from all stakeholders before making decisions. The ideal candidate will hold a valid teaching license and have experience as a teacher, principal, or coordinator in curriculum or student services. Above all, we need someone who respects the traditions that make our district strong while also leading us forward and preserving the positive culture that defines our success.
- Strong and engaged leadership style. Extroverted and willing to be a public face of the district. Someone willing to engage with the Town, the community, and work as partners with those

supporting the school system. Someone with a strong background in curriculum and willing to make bold changes in the status quo when data shows the need for improvements. Someone from a district showing measurable success with Economically Disadvantaged students.

- I would like for the new Superintendent to be approachable, filled with integrity, and experienced with various age ranges in education (elementary, middle, and high).
- Pragmatism, transparency and integrity.
- Someone that is familiar with GCS who is willing to address the major issues as well as be supportive of GCS employees.
- One whom does not believe AP is what students should be focused on and who thinks ALL students should be taking a variety of classes in different fields of study, including CTE, so they can explore ALL opportunities offered in high school. What good is an AP course in the job market?
- Respectful, Integrity, courage to stand up for ALL students, supportive for our teachers and administrators in a hostile social media environment, empathetic
- Trustworthiness, Honesty, Hard-working,
- A strong connection to the GCS system: i.e. a former student, a parent/grandparent/aunt/uncle, etc. of current or former students. Someone who wants to help the teachers already in the system succeed and help them to develop into our next class of school and district admins.
- Someone who visits classrooms and speaks to teachers in order to see what teachers are going through. When I first came to Greeneville City, it was the first time a Superintendent spoke to me, and that left a very positive impression on me.
- I would like this person to be open-minded, approachable, and personable. I strongly believe having a vision for the future of GCS that aligns to our values as a community is also important. Most importantly, I want this person to be a teacher at their core and love public education.
- Understanding of challenges that employees face with little support from parents. Job positions have increase demands and to be understanding of those and prioritizing essentials and not placing unnecessary demands. To be willing to listen to staff concerns and needs not just principals. To trust their staff to do well and not micromanage employees.
- I would hope that we would find an open listener. Someone who values the opinions of all of the age groups and see value in elementary, middle, and high school development. Someone who does not just jump to the “latest” educational fads. Behavior concerns starting in early years are emerging throughout the buildings that must be addressed through an open partnership with families and community.
- Integrity, honesty, fairness, transparency, consistent communication & relationships with all schools, track record for being action-based.
- A leader’s duty is to uphold gracious conduct rather than resort to petty retaliation. They should avoid favoritism and should be trustworthy. They should be able to work with other leaders to build and engage the community authentically and be able to speak with a diverse group of stakeholders.
- Approachable, servant leader, understanding but with clearly defined expectations, and supportive with a clear vision.

- Strong leader
- Be personal with his/her employees. Mr. Starnes has knew me by name from the first day I met him. He knows my name and my children's names and that means so much as an employee of Greeneville City Schools
- personable, approachable, fair, honest. It is important that the new directed has had more than 15 years experience in the classroom in order to relate to staff who are in the classrooms, day to day teaching students while navigating student behaviors and parent involvement.
- Excellent communication skills; be approachable to employees and parents
- A level-head, a listening ear, and friendly disposition.
- Strong values, making all people feel they are supported, friendly, knowledgeable of Greeneville City and Greeneville City schools and systems, and adaptability
- Stop picking people from other places when we have great people here.
- friendliness, open heart and communication with children and families
- Capacity builder, visionary, interested in positive community engagement, decisive, was once a teacher, and strategic planner. They have to like kids and lead with innovation and excellence
- Professionalism, honesty, and supporting students AND staff in appropriate ways, even when the "good ol boys" want their way, the Superintendent will choose the actual right path, even when it's hard.
- Leadership, Willingness to Listen, Compassionate, Student Centered, Supportive, Understanding, Trustworthy, Honesty,
- Care, kindness, willingness to change
- fairness, impeccable communication skills, thoughtfulness, committed to being gracious instead of petty

GREENEVILLE CITY SCHOOLS DIRECTOR OF SCHOOLS SEARCH PROPOSED CRITERIA

The Director of Schools shall be the chief executive officer of the school system and shall have, under the direction of the Board, general supervision of all the public schools, personnel and departments of the school system. The Director of Schools is responsible for the management of the schools under the Board's policies and is accountable to the Board. Minimum qualifications include: A valid teacher's license preferred; educational administrative or supervisor experience; doctorate degree preferred; and such other qualifications as set forth by the Board.

Candidates will be evaluated in accordance with their individual qualities as well as professional accomplishments with an emphasis on the following:

1. Has exceptional listening skills; open-door policy; approachable; high moral character; and honest and ethical.
2. Speaks and writes effectively to communicate the successes as well as the needs of the school system.
3. Has the wisdom to know when change is necessary and the ability and determination to generate such change even in the face of opposition.
4. Fosters support, confidence, and pride within the community for the school system through timely information sharing and providing meaningful opportunities to be involved.
5. Seeks information and ideas relative to the problem, makes decisions that demonstrate fairness, impartial judgment, appropriate analysis and sensitivity for those affected by the decisions.
6. Has the ability to unify diverse groups and build and maintain high morale among employees.
7. Has a record of working effectively with a school board by keeping the board well informed, making clear and sound recommendations, standing firm with his/her decisions, sharing credit for accomplishments, and enhancing the reputation and effectiveness of the board.
8. Proven ability to develop and administer a comprehensive school budget, including allocation of resources; understands federal, state and local funding issues.
9. Has experience in working with students, parents, staff, the community, and the school board in developing long-range goals and strategies for the school system and the determination and ability to accomplish those goals.
10. Experience as a teacher who understands the day-to-day operations of the classroom and has sound knowledge of instruction, curriculum and educational programs.

Criteria Preference Rankings

Item	Online Survey	Overall Ranking
1. Successful experience as a Director of Schools	3.05	19
2. Successful experience as a school principal	3.90	14
3. Successful classroom teaching experience	4.36	10
4. Successful central office administrative experience	3.46	18
5. Administrative experience outside of the school system	2.20	21
6. Earned a doctorate	2.40	20
7. Ability to initiate and adapt to change	4.57	3
8. Ability to listen	4.87	1
9. Ability to generate support from community/groups	4.52	4
10. Ability to work with and generate support from the entire board	4.45	7
11. Competent manager of budget and fiscal affairs	4.42	8
12. Demonstrates sensitivity toward cultural diversity	4.13	11
13. Demonstrates a sense of humor	3.62	17
14. Effective communicator, both oral and written	4.59	2
15. Exhibits strong analytical and problem-solving skills	4.52	5
16. Exhibits strong background in curriculum	3.86	15
17. Exhibits strong interpersonal communication skills	4.52	6
18. Features a track record of significant accomplishments in current position	3.72	16
19. Goal oriented/committed to long-range planning	4.39	9
20. Skilled evaluator of programs and personnel	3.99	13
21. Strong academic and instructional leader	4.12	12



Greenville City Schools Board of Education

SEEKS DIRECTOR OF SCHOOLS

The Greenville City Schools Board of Education is seeking a visionary leader that is highly qualified and has significant experience in education as its next Director of Schools. The person chosen by the Board will assume the role on May 1, 2026.

Minimum qualifications include: A valid teacher's license preferred; educational administrative or supervisor experience; doctorate degree preferred; and such other qualifications as set forth by the Board.

Candidates will be evaluated in accordance with their distinct qualities as well as professional accomplishments with an emphasis on the following:

Selection Criteria

1. Has exceptional listening skills with a commitment to accessibility and an open-door policy.
2. Speaks and writes effectively to communicate the successes as well as the needs of the school system.
3. Has the wisdom to know when change is necessary and the ability and determination to generate such change even in the face of opposition.
4. Fosters support, confidence, and pride within the community for the school system through timely information sharing and providing meaningful opportunities to be involved.
5. Seeks information and ideas relative to the problem, makes decisions that demonstrate fairness, impartial judgment, appropriate analysis and sensitivity for those affected by the decisions.
6. Has the ability to unify diverse groups and build and maintain high morale among employees.
7. Has a record of working effectively with a school board by keeping the board well informed, making clear and sound recommendations, standing firm with his/her decisions, sharing credit for accomplishments, and enhancing the reputation and effectiveness of the board.
8. Proven ability to develop and administer a comprehensive school budget, including allocation of resources; understands federal, state and local funding issues.
9. Has experience in working with students, parents, staff, the community, and the school board in developing long-range goals and strategies for the school system and the determination and ability to accomplish those goals.
10. Experience as a teacher who understands the day-to-day operations of the classroom and has sound knowledge of instruction, curriculum and educational programs.

About Greeneville City Schools

The Greeneville City School District leads with the vision that graduates will be prepared and confident to “Own Their Future!”

During the 2024-2025 school year, approximately 2,860 students were served by the Greeneville City School District’s four elementary schools, one middle school, one high school, and one K-12 virtual school. Students can also attend the Greeneville Career and Technical Academy, which offers classes in Welding, Machine Tool, Industrial Electricity, Automotive Repair, Culinary Arts, Cosmetology, and Dual Enrollment opportunities through Tennessee College of Applied Technology.

Community

Nestled at the foot of the Appalachian Mountains, Greeneville’s rich heritage as the home of the 17th U.S. President features the Andrew Johnson National Historic Site and National Cemetery. Greeneville has grown to a population of 15,479 (as of 2020 census) and is the county seat of Greene County, an area known for its scenic mountains and agricultural traditions.

The mission of the Town of Greeneville: Always working to be the most desirable and dynamic small town in Tennessee; a thriving community in which to live, learn, work, and advance business.

The town’s unique spelling of GreenEville is in honor of Nathanael Greene, a heroic general to many Greene County men who served in the Revolutionary War. Civil War history and many other local artifacts are preserved in the Greeneville-Greene County History Museum, located downtown at the corner of West McKee and South Main streets.

Visitors to our town have plenty of ways to spend their free time, from relaxing in one of our scenic parks to learning more about our rich history.

System Facts

Grades Served: Pre-K through 12 in 7 schools (4 elementary school, 1 middle school, 1 high school, 1 virtual school)

Student Population: 2,860

Employees: 256

Per Pupil Expenditure: \$14,790.87

District Budget: \$42,508,964.86

Student Population Demographics

American Indian/Alaska Native: 1%

Asian: 2%

Black/African American: 9%

Hispanic: 13%

Native Hawaiian/Pacific Islander: <1%

White: 74%

Student Groups

Economically Disadvantaged: 31%

English Language Learner: 5%

Students with Disabilities: 17%

Black/Hispanic/Native American: 24%

Military Family: <1%



Greeneville City Schools Board of Education

Application Process

Qualified candidates wishing to be considered for this position must submit online the following items to the Tennessee School Boards Association by February 4, 2026.

1. A formal letter of interest
2. A current resume, including accomplishments by position
3. A copy of the candidate's Tennessee or other state's license and certifications
4. University transcripts
5. Names, addresses, email addresses, and telephone numbers of five (5) professional references.

Apply Online at:

<https://tsba.myrevelus.com>

A screening committee will review candidates' qualifications, match those qualifications against the Board's stated criteria, and make recommendations to the Board. After receiving the report of the screening committee, the Board will select candidates to be interviewed.

Additionally, once submitted, application materials are subject to open records requests under Tennessee law.

Tennessee School Boards Association
525 Brick Church Park Drive
Nashville, TN 37207