

Bethel Board of Education Special Meeting

Thursday, February 12, 2026 7:00 PM

Board of Education Conference Room E, Live Stream:

<http://devos2.bethel.k12.ct.us/show?video=763ff4de0370> Materials can be viewed at: <https://meetings.boardbook.org/Public/Organization/2425> The opportunity for members of the public wishing to make comments can attend and comment in-person or may send public comments to the Board via email or letter and it will be included as part of the record of the meeting., 1 School Street, PO Box 253, Bethel, CT 06801

1. **Call to Order** **Speaker(s):** Policy
9326

1.A. Roll Call for Quorum

1.B. Pledge of Allegiance

2. **Leadership Profile Presentation**

3. **Correspondence** **Speaker(s):** Policy
9326

4. **Public Comment** **Speaker(s):** Policy
9326
(Please note: The Board welcomes Public Comment and asks that speakers please limit their comments to 2 minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the Bethel Public School System.)

5. **Adjourn**

Bethel Public Schools Superintendent Search Leadership Profile



Prepared by

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Search Consultants

February 12, 2026

SUPERINTENDENT LEADERSHIP PROFILE

Introduction

Selecting a superintendent is the most important responsibility a school board undertakes. There are tangible and intangible aspects of leadership required in a superintendent who will work with the school board, students, faculty and staff, parents, elected officials, and the whole community to provide a high-quality education for a district's children.

In light of the critical nature of this responsibility, the Bethel Board of Education sought the input of its community through interviews, focus groups, and a survey. The focus group options were as follows:

| Constituent | Date | Time | Location |
|----------------------------|----------------------|-------------|--------------------|
| Bethel Teacher | Tuesday, January 27 | 4:30 pm | ZOOM |
| Bethel Teacher | Thursday, January 29 | 6:30 pm | ZOOM |
| Non-Certified Staff | Tuesday, January 27 | 5:30 pm | ZOOM |
| Parents/Guardian | Tuesday, January 27 | 6:30 pm | ZOOM |
| Parents/Guardian | Thursday, January 29 | 5:30 pm | ZOOM |
| Community Member | Thursday, January 29 | 7:30 pm | ZOOM |
| Bethel Administrator | Friday, January 30 | 9:30 am | Central Office |
| Bethel High School Student | Friday, January 30 | 11:00 am | Bethel High School |

This Leadership Profile presents findings from these focus groups, interviews, and the survey conducted between January 12 and February 6, 2026. We, as consultants to the Board of Education, conducted 11 interviews and focus groups and spoke with 60 individuals, including students, parents, teachers, administrators, other staff, town elected officials, community members, and the Bethel Board of Education.

In total, 204 Bethel residents and staff took the online survey. We employed an unbiased and structured approach when conducting interviews, facilitating focus groups, and developing the survey. In addition to asking about the strengths and challenges of the Bethel Public Schools and community that could affect future leadership requirements, we asked about the qualities and expertise most desired in the next superintendent.

The Bethel Board of Education will use these results as it considers its next steps in finding the best possible fit for Bethel at this time. We are presenting these findings to the Board of Education without revealing the identity of any individual contributor.

The Bethel Board of Education has made a concerted effort to include voices from constituents across the schools and broader community. Many thanks to focus group participants, interviewees, and survey respondents whose commitment to the schools and Town of Bethel was evident as they provided their perspectives. Special thanks to Kylie D'Arcangelo, who helped to spread the word about the opportunity to participate.

Mary Broderick
Jack Reynolds
CABE Search Consultants
February 12, 2026

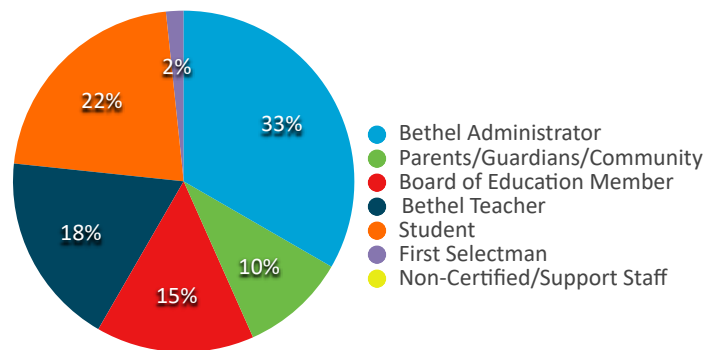
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Data Collection

In total, 264 individuals participated through interviews, focus groups, and the online survey. The data collected do not constitute a scientific sampling, but rather represent a snapshot of the Bethel Public Schools and community at a moment in time. The survey was voluntary and anonymous. Though the consultants heard a number of perspectives, this profile cannot entirely capture the complexity and nuances of the schools and town. Nevertheless, the information yields useful insights for the search process. Perceptions are included in the following report if, in the consultants' judgment, they were repeated by a sufficient number of respondents to warrant the Board's attention.

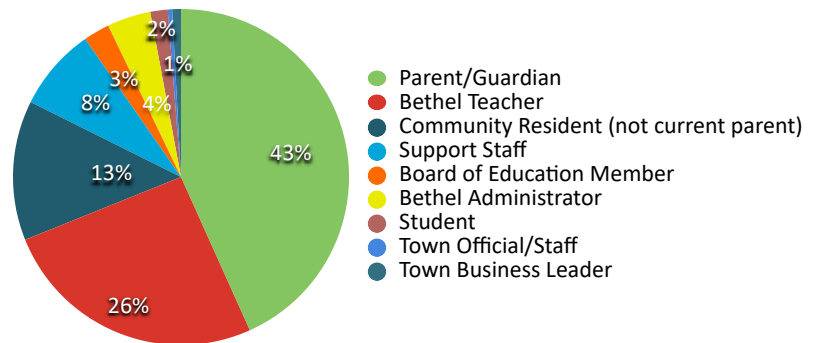
Interview and Focus Group Participants

| PARTICIPANTS | # | % |
|-----------------------------|-----------|---------------|
| Bethel Administrator | 20 | 33.3% |
| Student | 13 | 21.7% |
| Bethel Teacher | 11 | 18.3% |
| Board of Education Member | 9 | 15.0% |
| Parents/Guardians/Community | 6 | 10.0% |
| First Selectman | 1 | 1.7% |
| Non-Certified/Support Staff | 0 | 0.0% |
| | 60 | 100.0% |



Survey Responses

| PARTICIPANTS* | # | % |
|---|--------------|-------------|
| TOTAL PARTICIPANTS | 204 | |
| Parent/Guardian | 103 | 43.3% |
| Bethel Teacher | 61 | 25.6% |
| Community Resident (not current parent) | 32 | 13.4% |
| Support Staff | 19 | 8.0% |
| Board of Education Member | 6 | 2.5% |
| Bethel Administrator | 10 | 4.2% |
| Student | 4 | 1.7% |
| Town Official/Staff | 1 | 0.4% |
| Town Business Leader | 2 | 0.8% |
| | * 238 | 100% |



*Please note that survey participants identified themselves under multiple categories so numbers add up to more than 204.

Strengths of Bethel and its Public Schools



The Bethel Public School System demonstrates a powerful combination of academic excellence, deep community connection, and an unwavering commitment to students. Across constituent groups, respondents consistently highlighted the district’s exceptional educators, strong culture, inclusive practices, and collaborative leadership as defining strengths. Together, these qualities create a learning environment where students thrive academically, socially, and emotionally. The following themes reflect the collective voice of the Bethel community and illustrate the foundational elements that drive the district’s success. These strengths are ordered beginning with those most often mentioned.

Dedicated, High-Quality Teachers and Staff

The Bethel Public School District benefits from an extraordinary corps of educators and support staff who demonstrate unwavering dedication, professionalism, and care for students. Teachers consistently go above and beyond to meet individual student needs, foster strong relationships, and maintain high academic expectations, even in the face of limited resources. Staff collaborate closely, support one another, and take collective responsibility for student success. Long-term retention reflects a culture where educators feel valued, trusted, and empowered, creating stability, continuity, and deep institutional knowledge that strengthen instructional quality across all schools.

Strong Culture, Trust, and Sense of Community

The district’s culture—often described as “The Bethel Way”—creates a family-like environment rooted in trust, respect, and shared purpose. Strong relationships connect students, staff, families, and community members, fostering a sense of belonging and collective responsibility. This deeply embedded culture promotes collaboration, open communication, and mutual accountability, enabling schools to respond effectively to challenges and celebrate shared successes. The result is a welcoming and supportive climate that enhances morale, strengthens partnerships, and sustains long-term commitment to the district’s mission.

Academic Excellence and High Standards

Bethel Public Schools consistently deliver strong academic outcomes through rigorous, well-aligned curricula and a relentless focus on student growth. Educators set high expectations while providing the instructional supports necessary to ensure all students can succeed. The district emphasizes college and career readiness through robust offerings, including Advanced Placement, dual enrollment, early college experiences, and comprehensive academic interventions. By grounding instruction in data-informed practices and continuous improvement, Bethel maintains high performance while adapting to evolving educational demands.

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Inclusive, Welcoming, and Diverse Environment

Bethel actively fosters an inclusive school culture that celebrates diversity, promotes equity, and ensures that every student feels valued and supported. Schools embrace students from varied cultural, linguistic, socioeconomic, and identity backgrounds, creating safe spaces that nurture belonging and personal growth. Staff intentionally support English language learners, LGBTQ+ students, and students with diverse needs, reinforcing a commitment to dignity, respect, and opportunity for all. This inclusive approach strengthens community cohesion while preparing students to thrive in a diverse and interconnected world.

Special Education and Student Support Systems

The district's special education services stand out as a hallmark of excellence, providing comprehensive, individualized support for students with a wide range of needs. Bethel delivers high-quality interventions, maintains strong compliance with 504 and Individualized Education Plans, and prioritizes inclusive practices that promote meaningful participation in general education settings. Educators and specialists collaborate closely to ensure students receive academic, social, and emotional supports that empower them to reach their full potential. This commitment reflects a deeply rooted belief in equity, dignity, and individualized learning.

Leadership, Governance, and Strategic Alignment

Strong leadership and collaborative governance anchor the district's success. District and building leaders establish clear expectations, align strategic priorities, and foster a culture of transparency and trust. The Board of Education, town leadership, and administrative team work collaboratively to advance district goals while maintaining fiscal responsibility and open communication. Strategic planning, consistent messaging, and visible leadership strengthen confidence among staff, families, and community members, ensuring that the district moves forward with clarity, coherence, and purpose.

Community Investment and Partnerships

The Bethel community demonstrates exceptional commitment to its schools through sustained financial, civic, and volunteer support. Residents consistently approve school budgets, participate actively in planning processes, and partner with schools to enrich student opportunities. Local businesses, private donors, and the Bethel Education Foundation contribute resources that expand programming and enhance facilities. This strong network of partnerships reinforces the district's capacity to deliver high-quality educational experiences and reflects the town's shared belief in the transformative power of education.

Campus Model, Facilities, and Safety

Bethel's unified campus model strengthens operational efficiency, collaboration, and community connection. Housing all schools in a single location enables seamless coordination of services, promotes cross-school collaboration, and fosters a cohesive district identity. Modern athletic facilities, well-maintained buildings, and a visible police presence enhance both safety and student engagement. Together, these elements create a secure, welcoming, and highly functional learning environment that supports student success and operational excellence.

Extracurricular Programs, Arts, Athletics, and Enrichment

The district offers a rich array of extracurricular opportunities that promote student engagement, leadership, and well-rounded development. Strong programs in the arts, music, theater, athletics, clubs, and enrichment activities allow students to explore passions, build confidence, and develop essential life

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skills. These opportunities complement academic instruction and contribute to a vibrant school culture where students feel connected, motivated, and inspired to participate fully in school life.

Efficiency, Fiscal Responsibility, and Return on Investment

Bethel Public Schools exemplify fiscal stewardship by delivering exceptional educational outcomes while maintaining among the lowest per-pupil expenditures in the state. Respondents report that the district maximizes resources through strategic budgeting, innovation, and collective effort, consistently achieving strong academic performance despite financial constraints. This disciplined approach ensures responsible use of taxpayer dollars while preserving program quality and student supports, reinforcing community trust and long-term sustainability.

Together, these strengths define Bethel Public Schools as a district rooted in excellence, care, and collaboration. Exceptional educators, a deeply connected community, inclusive practices, and strong leadership combine to create a learning environment where students thrive and families feel valued. As Bethel looks toward the future, these foundational assets provide a powerful platform for continued growth, innovation, and success, ensuring that the district remains a model of educational excellence and community partnership.

Challenges Facing Bethel Public Schools



Constituents across the Bethel Public Schools community consistently identified a complex and interrelated set of challenges that shape the district’s current reality and future direction. Their reflections reveal deep pride in the district’s mission and accomplishments, alongside growing concern about the sustainability of programs, staffing, and services amid mounting financial pressures, demographic change, and evolving student needs. Together, these themes paint a comprehensive picture of a district striving to maintain excellence while navigating unprecedented constraints. The following summary captures the most prominent concerns voiced by staff, families, and community members and highlights the areas requiring focused leadership, strategic planning, and collective commitment.

Budget Constraints and Financial Sustainability

Persistent budget constraints represent the most dominant and consequential challenge facing the district. For years, Bethel has operated with lean budgets that have left little flexibility to absorb rising costs, unfunded mandates, and growing student needs. As a result, difficult tradeoffs have become routine, leading to reductions in staff, programs, and instructional supports. Community members express frustration with the annual struggle to pass budgets, the political tensions surrounding school funding, and the cumulative impact of repeated cuts on morale and student opportunity. Constituents emphasize the urgent need for a sustainable long-term financial strategy that balances fiscal responsibility with educational excellence, protects core programming, and allows the district to plan proactively rather than react defensively.

Staffing, Retention, Compensation, and Morale

Staffing challenges continue to intensify as budget limitations restrict the district’s ability to offer competitive compensation, maintain reasonable workloads, and preserve essential positions. Teachers, paraprofessionals, and support staff face increasing demands with fewer resources, contributing to rising burnout, diminished morale, and growing attrition. Constituents repeatedly stress the difficulty of recruiting and retaining high-quality educators in a competitive regional labor market, particularly in specialized areas such as special education, intervention services, and technology. Many fear that continued staffing instability will erode instructional quality, weaken student support systems, and undermine the district’s long-standing reputation for excellence.

Special Education: Funding, Staffing, and Compliance

Though cited as a major strength, Special Education represents one of the district’s most urgent and complex challenges. The number of students requiring specialized services continues to grow, and the

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intensity of their needs has increased significantly. At the same time, insufficient funding, staffing shortages, and compliance pressures strain both personnel and other resources. Teachers and administrators describe unsustainable caseloads, difficulty meeting legal mandates, and rising out-of-district placement costs. Constituents consistently emphasize the need for strategic investment in special education staffing, programming, and infrastructure to ensure that students receive appropriate, high-quality services while maintaining fiscal stability and regulatory compliance.

Changing Demographics, Enrollment Growth, and Overcrowding

Rapid demographic change and accelerating enrollment growth exert significant pressure on district systems and facilities. New housing development has attracted families with diverse cultural, linguistic, and socioeconomic backgrounds, increasing demand for multilingual supports, intervention services, and classroom space. Schools now contend with larger class sizes, transportation challenges, and aging infrastructure that struggles to accommodate rising enrollment. Community members stress the importance of forward-looking planning to address overcrowding, align staffing with enrollment trends, and ensure that facilities and resources keep pace with growth.

Student Behavior, School Climate, and Safety

Student behavior and school climate emerge as major concerns across all levels, particularly in the middle and high schools. Constituents report increased aggression, bullying, vaping, and social conflict, much of it influenced by social media, political polarization, and post-pandemic emotional stress. Some students feel disconnected, unsafe, or undervalued, while educators report significant strain managing escalating behavioral challenges. Families and staff call for consistent discipline systems, proactive social-emotional supports, and leadership that prioritizes safety, belonging, and respectful school cultures where every student can learn without fear or distraction.

Social-Emotional Wellbeing and Mental Health

The growing mental health needs of students and staff significantly impact teaching, learning, and overall school functioning. Increased anxiety, depression, trauma, and emotional dysregulation affect students across all grade levels, requiring more comprehensive intervention systems and mental health supports. Educators express concern that insufficient staffing and services limit their ability to respond effectively, placing added stress on classrooms and administrative teams. Constituents emphasize the importance of expanding counseling services, intervention programming, and trauma-informed practices to restore emotional wellbeing and promote resilience throughout the district.

Technology, Artificial Intelligence, and Social Media

Rapid advances in technology and artificial intelligence present both opportunities and challenges for the district. Constituents recognize the potential for innovation, personalized learning, and future workforce preparation, yet express deep concern about excessive screen time, declining attention spans, social media-driven bullying, and the erosion of critical thinking skills. Many call for clearer guidance on technology use, stronger digital citizenship education, and balanced instructional approaches that integrate technology without compromising human connection, creativity, and academic rigor.

Equity and Cultural Responsiveness

As the district becomes increasingly diverse, constituents emphasize the importance of fostering inclusive, culturally responsive learning environments where every student feels valued, respected, and safe. Concerns about racism, bias, bullying, and the marginalization of multilingual learners and LGBTQ+ students highlight the need for proactive leadership, targeted programming, and consistent district-wide practices. Community members call for meaningful professional development, inclusive curriculum

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initiatives, and visible commitments to equity that translate into daily classroom experiences and school culture.

Academic Rigor, Achievement, and Instructional Quality

Maintaining strong academic outcomes remains a central priority amid growing challenges. Constituents express concern about stagnant test scores, uneven instructional practices, grade inflation, and declining academic rigor. Many urge renewed focus on high expectations, effective pedagogy, curriculum coherence, and professional learning to ensure that all students achieve their full potential. Participants emphasize the need to balance academic excellence with social-emotional supports, ensuring that rigor and care function together rather than in competition.

Arts, Enrichment, Extracurriculars, and Whole-Child Development

Cuts to arts, music, and enrichment programs deeply concern families and educators, who view these offerings as essential to student engagement, creativity, and holistic development. Constituents describe the erosion of these programs as a loss to both academic achievement and school culture. They advocate for restoring and protecting extracurricular opportunities, emphasizing that whole-child education fosters motivation, belonging, and long-term success. Many stress that a truly excellent district invests not only in core academics but also in the creative, athletic, and social growth of its students.

Leadership, Trust, Communication, and Governance

Continued strong leadership, transparent communication, and trust-based relationships emerge as foundational needs across all themes. Constituents consistently call for leadership that listens actively, communicates clearly, follows through on commitments, and fosters collaborative partnerships with staff, families, boards, and town leaders. Many express concern about fractured trust, inconsistent administrative practices, and strained governance relationships. They seek a superintendent who demonstrates integrity, courage, empathy, and stability—someone who will sustain coherence across the system and champion the district's needs with clarity and conviction.

The Bethel Public School System stands on a foundation of dedicated educators, supportive families, and a strong tradition of excellence. The current superintendent is widely respected and valued as an effective leader of long standing in Bethel. Yet the new leader will face mounting pressures that demand strategic leadership, courageous advocacy, and thoughtful planning. The new superintendent will have to address financial sustainability, staffing stability, student wellbeing, and equitable access to opportunity. This will require a unified vision and strong partnerships across the community. With a renewed commitment to shared values, Bethel can navigate these challenges and continue to provide exceptional educational experiences for every student.

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Desired Expertise and Qualities in a New Superintendent

What would be the most important expertise and qualities in a new superintendent to tap Bethel Public Schools’ strengths and meet its challenges? An analysis of survey responses yielded the following:

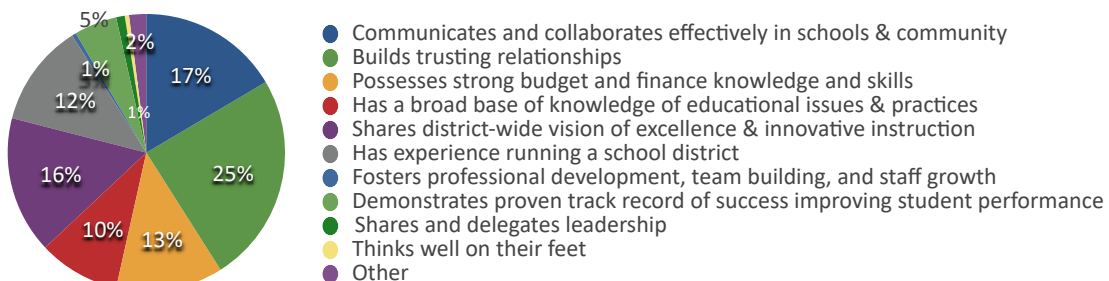
Expertise

Survey respondents weighted four of the 10 areas of **desired expertise** in a new superintendent significantly higher than other skills. When examining participant’s **first choice**, *Builds trusting relationships with students, staff, and community*, at 24.5%, was overwhelmingly the top selection. A distant second was *Communicates and collaborates effectively in schools and community* (16.5%) and then *Shares district-wide vision of excellence and innovative instruction*, at 16%.

When considering respondents’ combined top five selections, *Communicates and collaborates effectively in schools and community* moved into first place, with 164 of the 200 respondents including it among their top five choices. *Builds trusting relationships with students, staff, and community* followed closely behind, selected by 162 respondents, while *Possesses strong budget and finance knowledge and skills* ranked third, with 143 respondents placing it in their top five.

| DESIRED EXPERTISE IN NEW SUPERINTENDENT | #1 | % | #2 | #3 | #4 | #5 | TOTAL VOTES 1-5 |
|---|-----|--------|-----|-----|-----|-----|-----------------|
| Communicates & collaborates effectively in schools & community | 33 | 16.5% | 42 | 43 | 29 | 17 | 164 |
| Builds trusting relationships | 49 | 24.5% | 38 | 29 | 26 | 20 | 162 |
| Possesses strong budget and finance knowledge and skills | 25 | 12.5% | 37 | 39 | 20 | 22 | 143 |
| Has a broad base of knowledge of educational issues & practices | 19 | 9.5% | 18 | 20 | 20 | 31 | 108 |
| Shares district-wide vision of excellence & innovative instruction | 32 | 16.0% | 19 | 17 | 20 | 19 | 107 |
| Has experience running a school district | 24 | 12.0% | 16 | 11 | 19 | 23 | 93 |
| Fosters professional development, team building, and staff growth | 1 | 0.5% | 13 | 16 | 27 | 29 | 86 |
| Demonstrates proven track record of success improving student performance | 10 | 5.0% | 12 | 16 | 18 | 22 | 78 |
| Shares and delegates leadership | 2 | 1.0% | 1 | 3 | 6 | 4 | 16 |
| Thinks well on their feet | 1 | 0.5% | 2 | 2 | 11 | 9 | 25 |
| Other | 4 | 2.0% | 1 | 3 | 3 | 4 | 15 |
| Totals | 200 | 100.0% | 199 | 199 | 199 | 200 | 997 |

First Choice Expertise



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Qualities

In addition to the leadership expertise identified in the prior section, Bethel survey respondents reflected some clear preferences for **qualities** desired in a new leader. The top **first choices** respondents identified were *Keeps students’ growth and wellbeing the primary focus*, at 25%, then *Trustworthy, honest, respectful* at 22.5%, followed in third place by *Accessible, approachable, visible in schools and community* (20%), all significantly ahead of the other qualities.

These three areas lead in the “top five” category, too, but in a different order: *Trustworthy, honest, respectful* was in the top five of 152 respondents, closely followed by *Accessible, approachable, visible in schools and community* (147) and *Keeps students’ growth and wellbeing the primary focus* is now in third place (139).

| DESIRED QUALITIES IN SUPERINTENDENT | #1 | % | #2 | #3 | #4 | #5 | TOTAL VOTES 1-5 |
|---|------------|---------------|------------|------------|------------|------------|-----------------|
| Trustworthy, honest, respectful | 45 | 22.5% | 36 | 34 | 21 | 16 | 152 |
| Accessible, approachable, visible in schools & community | 40 | 20.0% | 32 | 26 | 29 | 20 | 147 |
| Keeps students’ growth and wellbeing the primary focus | 50 | 25.0% | 27 | 23 | 23 | 16 | 139 |
| Decisive, confident, and objective problem solver | 14 | 7.0% | 20 | 28 | 29 | 21 | 112 |
| Committed to transparent communication in schools & community | 11 | 5.5% | 24 | 16 | 27 | 22 | 100 |
| Inspirational leader and team builder | 15 | 7.5% | 19 | 16 | 19 | 24 | 93 |
| Fosters & values a culture of belonging | 4 | 2.0% | 19 | 23 | 9 | 21 | 76 |
| Exhibits appreciation for & love of children | 9 | 4.5% | 10 | 14 | 18 | 23 | 74 |
| Knowledgeable and hardworking, with attention to detail | 6 | 3.0% | 11 | 11 | 17 | 24 | 69 |
| Life-long learner | 2 | 1.0% | 2 | 6 | 5 | 8 | 23 |
| Other | 4 | 2.0% | 0 | 1 | 1 | 1 | 7 |
| Totals | 200 | 100.0% | 200 | 198 | 198 | 196 | 992 |

First Choice Qualities



Needless to say, all of these qualities and skills are essential in a leader, yet they point to the prioritized needs of Bethel Public Schools at this point in time. This profile will explore these areas of expertise and

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dimensions of leadership, integrating perspectives garnered through interview, focus group, and survey comments.

Survey, focus group, and interview participants reveal a powerful and consistent vision for the leadership qualities the community seeks in its next superintendent: one who will lead with clarity, integrity, and purpose in an increasingly complex educational environment. Respondents emphasize the need for a leader who can navigate political realities, fiscal pressures, evolving student needs, and community expectations—without losing sight of the core mission: educating and nurturing every child. Together, these themes reflect a desire for a superintendent who balances strategic leadership with deep humanity, decisive action with thoughtful collaboration, and visionary thinking with practical execution.

Communicates & Collaborates Effectively in Schools & Community

Bethel's next superintendent will need to communicate clearly, listen deeply, and build authentic partnerships across schools and the broader community. This leader must engage regularly with staff, families, students, board members, and town leaders, ensuring transparency, approachability, and mutual respect. Through consistent visibility, open dialogue, and proactive outreach, the superintendent will foster trust, reduce misinformation, and strengthen community confidence. By collaborating across diverse constituencies and navigating competing perspectives with diplomacy and clarity, the superintendent will cultivate shared ownership of district goals and cultivate a culture of cooperation, problem-solving, and collective accountability.

Builds Trusting Relationships

Trust forms the foundation of strong leadership. The new superintendent must earn confidence by demonstrating consistency, empathy, fairness, and reliability in every interaction. By listening carefully, honoring professional expertise, and valuing the lived experiences of educators, students, and families, the leader will build authentic connections across the district. This superintendent must lead with humility, seek first to understand, and foster psychological safety, ensuring staff feel supported, respected, and empowered. Through transparency, ethical decision-making, and visible advocacy for students and educators, the superintendent will establish lasting credibility and cultivate a climate where collaboration, innovation, and shared commitment thrive.

Possesses Strong Budget and Finance Knowledge and Skills

The successful superintendent will demonstrate sophisticated financial leadership grounded in long-term planning, fiscal responsibility, and strategic advocacy. This leader will understand municipal finance, school funding mechanisms, and legislative constraints, and use that knowledge to develop responsible budgets that align resources with district priorities. By clearly communicating fiscal needs, negotiating effectively, and mobilizing community support, the superintendent will build trust in the budget process and strengthen voter confidence. With a steady hand and principled resolve, the leader will balance educational excellence with taxpayer realities, ensuring sustainable investments that directly enhance student learning, staffing stability, and program equity.

Shares District-Wide Vision of Excellence & Innovative Instruction

Bethel is looking for a superintendent who will articulate and advance a shared vision that inspires continuous growth and instructional excellence. This leader will foster innovation while honoring proven practices, balancing creativity with stability. By aligning curriculum, assessment, professional learning, and student supports, the superintendent will ensure coherence and strategic focus across all schools. Grounded in research, classroom experience, and forward-thinking leadership, the superintendent will champion instructional practices that engage learners, prepare students for a rapidly changing world,

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and promote equity and inclusion. Through thoughtful leadership, the superintendent will build momentum toward a future defined by opportunity, achievement, and belonging for every student.

Trustworthy, Honest, Respectful

Integrity will anchor every aspect of the superintendent's leadership. This individual will lead with honesty, moral clarity, and unwavering respect for all members of the school community. Through transparent communication, ethical decision-making, and accountability, the superintendent will earn credibility and strengthen organizational trust. By modeling professionalism, fairness, and compassion, the leader will establish high standards for conduct and collaboration across the district. This commitment to integrity not only will reinforce community confidence but also cultivate a culture where dignity, equity, and ethical leadership guide daily practice.

Keeps Students' Growth and Wellbeing the Primary Focus

At the heart of the superintendent's leadership will be an unwavering commitment to students. This leader will prioritize academic growth, social-emotional development, mental health, and overall wellbeing, ensuring every decision advances student success. By advocating for robust instructional programs, equitable resources, inclusive practices, and comprehensive student supports, the superintendent will champion the whole child. This focus will extend beyond academics to include the arts, athletics, extracurricular activities, and mental health services—recognizing their essential role in student engagement and development. Through purposeful leadership, the superintendent will create environments where all learners feel safe, valued, challenged, and inspired.

Together, these traits define a superintendent who will lead with purpose, compassion, and strategic clarity. The ideal candidate will bring not only experience and expertise, but also authenticity, courage, and heart. By building trust, communicating transparently, managing resources wisely, advancing instructional excellence, and centering every decision on student wellbeing, this leader will guide the district forward with stability, optimism, and shared commitment. In doing so, the superintendent will strengthen schools, unify the community, and ensure lasting impact for generations of learners.