

Policy Committee Meeting

Wednesday, August 28, 2024 6:00 PM

BOE Auditorium and via Zoom Meeting Platform, 129 Church Street, Bristol, CT 06010

1. **Call to Order and Pledge of Allegiance**
2. **Approval of Minutes - May 22, 2024 - Regular Meeting**
3. **Public Comment**
4. **Discussion - CT Climate Policy 5131.91**
5. **Discussion - Policy Audit**
6. **Bylaw 9326 - Minutes Taping Broadcasting**
7. **Policy 2141 - Recruitment and Appointment of Superintendent**
8. **Adjournment**

The minutes presented within this document are a summary of the discussion that took place at the Policy Committee Meeting. To view the meeting in its entirety please go to: [5/22/24 Policy Meeting Recording](#).



Policy Committee Meeting Minutes May 22, 2024

A meeting of the Bristol Board of Education Regular Policy Committee was held on May 22, 2024, in Room 36 at the BoE and via the Zoom meeting platform.

PRESENT: Committee members: Jill Fitzsimons-Bula, Maria Simmons, and Lorianne Osenkowski.

ALSO PRESENT Commissioners: Shelby Pons (ZOOM), Iris White.

1. **Call to Order:**
The meeting was called to order at 6:00 P.M.
2. **Approval of Minutes:**
On a motion by Commissioner Simmons and seconded by Commissioner Osenkowski the April 24, 2024 minutes were approved.
3. **Public Comment:**
There was no public comment this evening.
4. **Information:**
 - 4.1. Cheer Competition Uniforms - Cera Galluzzo, Director of Athletics was present on ZOOM she responded that 21 out of the 30 teams in the CCC reported back to her the following: 16 teams issue - 1 game day uniform, 5 teams issue - a competition and a game day uniform.
 - 4.2. By-Laws - Iris White shared a report from Dr. Dietter. Click [here](#) to view the report. This informational item will be moved to the next Policy meeting to continue to discuss how often to review bylaws and create a schedule to review the bylaws. The committee is also interested in determining the cost of a Policy Audit by either CABA or Shipman and Goodman.

The minutes presented within this document are a summary of the discussion that took place at the Policy Committee Meeting. To view the meeting in its entirety please go to: [5/22/24 Policy Meeting Recording](#).

5. **Update - CT Climate Policy 5131.91:**
Iris White stated there were no updates from the State. Commissioners would like updates in June and July to see if any updates occur then decide in the August meeting how to continue with this item.
6. **By Law 9326 - Minutes Taping Broadcasting:**
This item will be added to the August meeting to continue the discussion.
7. **Policy 2141 - Recruitment and Appointment of Superintendent:**
This policy needs to be further reviewed before adding language to it. A discussion occurred about finding out what is common practice and deferring to the legal council for what is best practice before making any changes. This item will be added to the August meeting to continue the discussion.
8. **Adjournment:**
The Policy Committee meeting was adjourned at 6:45 p.m. by Commissioner Fitzsimons-Bula.

Submitted by:

Michelle L. Crowley

Recording Secretary

Bristol Board of Education

A mandated policy.

Students

Connecticut School Climate Policy

Policy Statement

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The _____ District Board of Education adopts this policy.

Definitions

1. **“School climate”** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. **“Positive Sustained School Climate”** is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
 - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
 - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
 - e. A school community that contributes to the operations of the school and the care of the physical environment.

Students

Connecticut School Climate Policy

Definitions (continued)

3. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
4. **“Emotional intelligence”** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. **“Bullying”** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. **“School environment”** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
8. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
9. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
10. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

Students

Connecticut School Climate Policy

Definitions (continued)

11. **“School climate improvement plan”** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
12. **“Restorative practices”** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
13. **“School climate survey”** means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
14. **“Connecticut school climate policy”** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
15. **“School employee”** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.
16. **“School community”** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

Students

Connecticut School Climate Policy

Definitions (continued)

17. **“Challenging behavior”** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
18. **“Evidence Based Practices”** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.
19. **“Effective School Climate Improvement”** is a restorative process that engages all stakeholders in the following six essential practices:
 - A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;
 - B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
 - C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
 - D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
 - E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and
 - F. Strengthening policies and procedures related to:
 - a. climate and restorative informed teaching and learning environments;
 - b. infrastructure to facilitate data collection, analysis, and effective planning;
 - c. implementation of school climate improvement plans with the goal of becoming restorative;
 - d. evaluation of the school climate improvement process; and
 - e. sustainability of school climate and restorative improvement efforts.

Students

Connecticut School Climate Policy (continued)

School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;

Students

Connecticut School Climate Policy

School Climate Specialist (continued)

2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

School Climate Committee

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.

Students

Connecticut School Climate Policy

School Climate Committee (continued)

3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

Training

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Students

Connecticut School Climate Policy

Training (continued)

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards

1. The school district community³ has a shared vision and plan for promoting and sustaining a positive school climate⁴ that focuses on prevention, identification, and response to all challenging behavior⁵.
2. The school district community adopts policies that promote:
 - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.

³ School Community means any individuals, groups or businesses, public institutions and nonprofit organizations invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

⁴ School climate means the quality and character of the school life, with a particular focus on the quality of relationships within the school community, and which is based on patterns of people's experiences of school life, and that reflects the norms, goals, values and interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

⁵ Challenging behavior means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

Students

Connecticut School Climate Policy

Connecticut School Climate Standards (continued)

3. The school community's practices are identified, prioritized, and supported to:
 - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - b. enhance engagement in teaching, learning, and school-wide activities;
 - c. address barriers to teaching and learning; and
 - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment⁶ where *everyone* is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

Policy adopted:

cps 11/23

⁶ School environment means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs if bullying at or during such other activities, functions, or programs negatively impacts the school environment.

Bylaw

Minutes/Taping/Broadcasting

Minutes of Board Meetings

The official Bristol Board of Education clerk shall keep, or cause to be kept, complete records of meetings of the Board. These minutes shall include:

1. A record of all actions taken by the Board, with the vote of each member recorded except in cases of unanimous votes.
2. Resolutions and motions in full; reports and documents relating to a formal motion may be omitted if they are referred to and identified by title and date.
3. A record of the disposition of all matters on which the Board considered, but did not take, action.

Copies of the minutes shall be sent to all Board members before the meeting at which the minutes are to be approved.

The minutes shall become permanent records of the Board and shall be in the custody of the Board clerk who shall make them available to interested citizens upon request.

Legal Reference: Connecticut General Statutes

[1-210](#) Access to public records.

[1-225](#) Meetings of government agencies to be public.

Bylaw Adopted: March 10, 1993

Bylaw Revised: July 7, 2004

Bylaw Revised: July 6, 2016

BRISTOL PUBLIC SCHOOLS

Bristol, Connecticut

Administration

Recruitment and Appointment of Superintendent

The appointment of a Superintendent of Schools is a Board of Education responsibility. The Board of Education may seek the advice and counsel of interested individuals or of an advisory committee, and it may choose consultants to assist in the selection. However, final selection shall rest with the Board of Education after thorough consideration of qualified applicants.

Candidates must hold Connecticut certification as a superintendent (093). A background check of professional qualification is essential. This must include contacting references both orally and in writing. The Board will seek to find the person it believes can most effectively translate into action: the policies of the Board, the aspirations of the community, and the fostering of a diverse professional staff.

The Board of Education will, by majority vote, elect and fix the term of office (not to exceed three (3) years) and the salary of the Superintendent of Schools who shall serve as executive officer of the Board of Education and who shall have authority and responsibility for the supervision of the school system.

The Board of Education must submit the name and address of the candidate who accepts the election as a new Superintendent of Schools to the Commissioner of Education within seven (7) days of the decision. The Commissioner of Education shall inform the Board of Education, in writing, of the certification status of the candidate, within fourteen (14) days after receiving the name of the candidate from the Board of Education.

Contract

At the time of employment or reemployment, the Board of Education shall provide a written contract of employment which shall include, but not be limited to, salary, employment benefits, and term of office of such Superintendent of Schools.

Duties and Responsibilities

The Superintendent of Schools shall be the chief executive officer of the Board of Education and the administrative head of all Bristol schools. As such, he/she shall comply with all statutes and regulations as prescribed by law, will delegate authority for the operation of various segments of the school system, and shall be responsible to the Board of Education for the results produced. Specific responsibilities shall include but not be limited to:

1. Administer the development and maintenance of a positive educational program designed to meet the needs of Bristol students and to carry out the policies of the Board of Education;

2. Recommend the number and types of positions required to provide proper personnel for the operation of such a program;
3. Recommend policies on organization, finance, instruction, school facilities, and other functions of the school program;
4. Nominate candidates for administrative and teaching appointment, subject to final approval of the Board of Education;
5. Evaluate all administrators on an annual basis;
6. Confer periodically with professional and lay groups concerning the school program and transmit to the Board of Education suggestions gained from such conferences;
7. Supervise the preparation and presentation of the annual budget to the Board of Education for its approval;
8. Keep the Board of Education continually informed on the progress and condition of the schools;
9. Attend and participate in all meetings of the Board of Education unless directed otherwise;
10. Conduct a continuous study of the Bristol School system's curricula; and
11. Collaborate and communicate with the Mayor and other City officials as to the needs of the school system.

Superintendent of Schools Evaluation

Annually, the Board of Education will evaluate the Superintendent of Schools in accordance with guidelines and criteria mutually determined and agreed upon by both the Board of Education and the Superintendent of Schools.

Legal Reference: Connecticut General Statutes

[10-145](#) Certificate necessary to employment. Forfeiture for non-compliance.

[10-157](#) Superintendents. Relationship to local or regional board of education; written contract of employment, evaluation of superintendent by board of education, (as amended by P.A. [12-16](#), An Act Concerning Educational Reform)

[10-222](#) Reports to state board of education.

Policy Adopted: August 25, 1993

Policy Revised: June 5, 2019

BRISTOL BOARD OF EDUCATION

Bristol, Connecticut

A sample policy to consider.

Administration

Recruitment and Appointment of Superintendent

The appointment of a Superintendent is the legal responsibility of the Board. The Board of Education will conduct an active search to find the person it believes can most effectively translate into action the policies of the Board, the aspirations of the community, and foster a diverse professional staff. Efforts will be made to increase recruitment of underrepresented groups, including but not limited to women, minorities and people with disabilities, through the use of nontraditional sources. Applicants who can best fulfill the role will be sought from within the school system and from without.

Recruitment of Superintendent

1. Consultant

When the Board of Education starts a search for a new Superintendent, it will hire a qualified search consultant. The selection of a consultant will be through a process consistent with the Board's affirmative action policies.

2. Time Frame/Budget

The Board of Education will estimate a time frame for the search and prepare a budget for the search process including anticipated expenses for all facets of the search and should be updated as the search progresses.

3. Desired Qualifications, Functions and Responsibilities of Superintendent

The Board, working with the search consultant, will develop a set of qualifications and prioritize the functions and responsibilities it wishes the Superintendent to discharge. The consultant will work in conjunction with the Board to develop a set of qualifications and responsibilities associated with the Superintendent's position.

The Board of Education and the consultant will recognize efforts made to increase recruitment of underrepresented groups. Some of the recruitment procedures will include sending notices of Superintendent vacancies to groups, such as the following types of organizations: placement offices; women's centers or minority affairs offices; Superintendent organizations; journals; associations; and other publications and associations which reach underrepresented groups. Other recruitment sources also include: local news media; local community organizations; newspapers; newsletters; and specialized employment programs. A network of people who have access to contact with underrepresented groups of candidates will be established and maintained.

Administration

Recruitment and Appointment of Superintendent

Recruitment of Superintendent (continued)

4. Interviews

A background check of professional qualification is essential.

There may be two to three interviews -- one preliminary interview conducted by the consultant and others by the entire Board. All Board of Education members will interview all finalist candidates. All Board members will also be given an opportunity to informally meet the proposed candidate before a commitment is made for his or her employment.

5. A subcommittee of the Board will negotiate the contract with the finalist.

6. The Board will hire the new Superintendent.

7. The Board must decide how to best handle the transition period (from the time the contract is signed until the new person comes, as well as the first 3 months with the new Superintendent).

Appointment of Superintendent

A vote of the majority of the Board members, present at a Board meeting for which due notice has been given of the intended action, will be required for the appointment of the Superintendent.

The Board may employ an Acting Superintendent, properly certified or not, for a probationary specified period, not to exceed one school year, with the approval of the Commissioner of Education. Such time may be extended by the Commissioner for good cause shown. During such probationary period, the Acting Superintendent shall assume all duties of the Superintendent for the time specified and shall successfully complete a school leadership program, approved by the State Board of Education, offered at a public or private institution of higher education in the State. At the conclusion of the probationary period, the Board may request the Commissioner of Education to grant a waiver of certification for the Acting Superintendent, allowing the Board, if desired, to appoint the Acting Superintendent as the District's permanent Superintendent or a one-time extension of such probationary period, not to exceed one additional school year, if the Commissioner determines that the Board has demonstrated a significant need or hardship for such extension.

Note: *The Commissioner may waive certification for a school superintendent who (1) has at least three years of experience in the past ten years as a certified administrator with a superintendent certificate issued by another state, or (2) has successfully completed the probationary period as an acting superintendent and the Commissioner deems the individual to be exceptionally qualified for the position of superintendent.*

Administration

Recruitment and Appointment of Superintendent

Legal Reference: Connecticut General Statutes

10-157 Superintendents. Relationship to local or regional board of education; written contract of employment, evaluation of superintendent by board of education, (as amended by P.A. 12-116, An Act Concerning Educational Reform and P.A. 17-173, An Act Concerning Minor Revisions and Additions to the Education Statutes)

10-222 Reports to state board of education.

Policy adopted:

rev.6/04

rev 6/12

rev 6/17

Second sample policy to consider.

Administration

Recruitment and Appointment of Superintendent

The appointment of a Superintendent is the legal responsibility of the Board. The Board will conduct an active search to find the person it believes can most effectively translate into action the policies of the Board, the aspirations of the community, and foster a diverse professional staff. Efforts will be made to increase recruitment of underrepresented groups, including but not limited to women, minorities and people with disabilities, through the use of nontraditional sources. Applicants who can best fulfill the role will be sought from within the school system and from without.

Appointment of Superintendent

A vote of the majority of the Board members, present at a Board meeting for which due notice has been given of the intended action, will be required for the appointment of the Superintendent.

Legal Reference: Connecticut General Statutes

10-157 Superintendents, as amended by PA 17-173

Policy adopted:
rev 6/17

SUPERINTENDENT SUCCESSION

(Background Information for Policy Review Committee)

Page 1

All superintendencies eventually end. The COVID-19 pandemic emergency situation clearly brought forth the need and increasing importance of a succession plan pertaining to this leadership position. Along with their boards of education, superintendents also have a responsibility to plan for the future of their school districts. Proactive succession planning for key leadership positions minimizes the costs, upheaval, instability and disruption of long-term district goals and initiatives due to leadership turnover.

Departure is difficult. Discussion with board members can be awkward and risk sending the wrong signal, and action steps can be challenging. However, if succession planning is put aside, the district's future and the legacy of the superintendent are placed at risk.

Succession planning provides needed continuity for the board of education. A change of superintendent, especially if a new superintendent wants to move the district in a new direction, can be disruptive. Succession planning pertains to the continuity of key leadership positions. It's also about developing the intellectual capital, as well as providing opportunities to recruit people to the district and within the district with the knowledge that there are individual opportunities for advancement and that the district is willing to provide intentional pathways developed for pursuing those opportunities.

In addition to preparing for a superintendent's succession, the district can create talent pools for succession of assistant principals and principals. Thought needs to be given to executive leadership and the need to create in the administrative ranks the development of executive level leadership. Pathways need to be considered for teachers to move into other district leadership positions, including administrative positions at the school and district level.

Succession planning should take place not only for the superintendent's position but for all district-level positions and principals. It is prudent to build into a school district's processes and culture the concept of succession planning. Donald R. McAdams, in an article written for AASA on this topic stated, "Administrators at every level should be trained to look for employees with growth potential. And when talent is spotted, those with talent should be given opportunities for growth, including broad exposure to the district. For key positions, the superintendent should have a mental list of potential replacements should incumbents suddenly depart."

Succession planning for the superintendent is important because he/she is honor bound to act in the best interest of the district. Further, the superintendent should care about his/her legacy. A successor chosen from the superintendent's own team would provide continuity. Effective promotion from within can build organizational strength but requires succession planning. In the private sector, great companies manage human resources to spot and develop talent which permits promotion from within.

Yet, it is acknowledged that bringing in new talent from outside the district can stimulate innovation. There are times, in all districts when this is necessary and is reflected in recruitment, based upon a thorough assessment of the needs of the district and reflected in district succession planning.

SUPERINTENDENT SUCCESSION

(Background Information for Policy Review Committee)
Page 2

Policy Implications

Succession planning is a process for identifying and developing new leaders who can replace those leaders who leave for a multitude of reasons. An important first step is the identification of current and future key positions in the organizational structure of the district. Succession planning is a long-term strategy for identifying and developing, both personally and professionally, current high-potential staff members for specific positions. It should encompass those positions that hold high strategic importance and require a very specific set of skills, knowledge, abilities and other characteristics important to the district's organization.

A policy for succession planning outlines the process boards need to use for planning to replace board members, a board chair, or superintendent either because of an existing vacancy, for any number of reasons, or to plan for the future vacancy of a position. Succession planning for board of education positions, including officers of the board, is rooted in town and city charters and state statutes. Local customs, politics and past practices also play a role.

At this time, a new policy pertaining to succession planning for the superintendent's position, policy #2140.1, "Superintendent Succession," has been developed. There are two versions which follow for your consideration and potential modification for use at the local level. The first version is detailed and provides for a number of different scenarios. In addition, it contains in a number of places, alternate language to consider. The second version represents a more succinct, broadly worded version. In these times, this new policy is considered a recommended policy for inclusion in the district's policy manual.

In addition, there are a number of existing policies which pertain to the replacement of a superintendent. These include the following:

- Policy #2131.1 – Appointment of Designee for Superintendent
- Policy #2140 – Superintendent
- Policy #2141 – Recruitment and Appointment of Superintendent

A sample policy to consider.

Administration

Superintendent of Schools

Superintendent Succession

Purpose

The Board of Education (Board) is committed to maintaining a state of readiness for the eventuality of a planned or unplanned change of the District administrative leadership. To that end, it is the policy of the Board to establish and maintain a succession plan to ensure the orderly transition of leadership and the achievement of the District's mission and goals.

In addition, it is the Board's policy to assess the future leadership needs of the District on a planned periodic basis. Such assessment will help to ensure continuity of leadership by the selection of a qualified and capable Superintendent and other District administrators who will be a good fit for the school system as reflected by its mission, vision, goals and philosophy.

The Board, upon the announcement of resignation or absence of the Superintendent will put this Succession Plan into effect.

Alternate language for this section (Purpose) of the policy:

The Board of Education (Board) understands the importance of succession planning whereby the _____ School District leadership will be in place to provide for effective day-to-day operations should the Superintendent be absent through an emergency, short-term or permanent leave or departure. Such planning supports organizational stability and sustainability by ensuring there is an established process in place to replace the Superintendent, either permanently or temporarily. Recognizing that changes in staffing are inevitable, the Board has established this succession planning process to provide needed continuity in staffing and to avoid extended and costly vacancies in the position.

Desired Outcomes

Through this policy, the Board seeks to ensure:

1. Replacements are identified and developed for key positions in the District, including the Superintendent; and
2. Proper oversight and continuity of the day-to-day operations of the District is in place at all times.

Administration

Superintendent of Schools

Superintendent Succession (continued)

Definitions

For the purposes of this policy:

1. **“Succession Planning”** is an organized, proactive process designed to ensure that the appropriate people will be in place to sustain and promote the culture and goals of the District into the future. It involves the development of existing staff to fill key leadership positions in the District. There are two components of the plan: (1) emergency/short-term transition, and (2) permanent leadership change.
2. **“Acting” or “Interim”** are terms which a school district may use which refer to a person assigned to fill a position on a temporary basis to replace a regular employee on an emergency or short-term basis. It is the expectation that the regular employee will be returning to his/her regular position in the future. However, these terms can, within the statutory requirements, be used to refer to a person designated to fill a position on a temporary basis while a search is being conducted to permanently fill the position.

Governing Principles

1. Succession planning for the Superintendent is an organized, proactive process of preparing for the loss of the individual filling this critical position in order to sustain, protect, and promote the culture and goals of the District into the future. This increases the availability of experienced and capable employees to be prepared to assume critical roles when necessary.
2. The District seeks to identify and develop employees who possess the potential to fill key leadership positions, to include administrative roles in schools.
3. The Board is committed to a comprehensive District-wide program for developing leaders who are dedicated, prepared, and equipped to increase achievement for all students and continue with initiatives in place without disruption to the system.
4. Succession planning addressed in this policy includes emergency or short-term change of the Superintendent and permanent change of the Superintendent.

Note: Superintendents should make sure that deputies are broadly exposed to districtwide issues. In addition, it is not inappropriate for the Superintendent, from time to time, to share with the leadership of the Board comments on the growth and potential of selected deputies and other members of the administrative staff. However, Superintendents should be careful to never suggest an heir apparent. This could undermine their leadership and divide the administrative management team. The final decision must always rest with the Board.

Administration

Superintendent of Schools

Superintendent Succession (continued)

Governing Practices

1. The Board directs the Superintendent, in cooperation with the District's administrative staff, to develop a succession plan to build a list of qualified leadership candidates while anticipating future District needs.

An alternate approach:

A Succession Planning Committee (Committee) shall prepare for and manage a planned or unplanned change of leadership of the Superintendent. The Succession Planning Committee membership will include the Superintendent, Chairperson of the Board of Education, Board Vice Chairperson and the immediate past Board Chairperson. If the immediate past Board Chairperson is no longer a member of the Board, the Board Secretary will sit on the Committee.

Annually, the Committee will:

- i. Review the District's mission, vision and goals which will become the basis for determining the key leadership competencies and qualifications necessary to further the District's progress and review and update the Succession Plan. Changes to the Plan shall require Board approval. (The Committee is subject to FOI.)
 - ii. Consult with the incumbent Superintendent, in executive session, regarding his/her career plans to provide for an informed Succession Plan.
 - iii. Review the District's emergency/short-term transition plan which shall include:
 - The Superintendent's recommendation for an Acting Superintendent who would replace him/her in the case of a temporary absence and a timeline for appointment.
 - The Board shall formally approve for the school year, the individual so designated.
2. The Superintendent shall ensure the Assistant Superintendent, and other appropriate administrative staff become familiar with Board and Superintendent issues and processes. Such knowledge, to include Board policies, legal, personnel, and financial issues, shall enable the designee to assume the role of Acting/Interim Superintendent with reasonable proficiency and be fully accountable to the Board for all Superintendent authority.

Administration

Superintendent of Schools

Superintendent Succession

Governing Practices (continued)

3. Short-Term/Emergency Change in Superintendent's Position

- a. In order to protect the Board and District and to maintain consistent day-to-day operations of the District, upon the sudden loss of the Superintendent, the Assistant Superintendent/Deputy Superintendent shall serve as Acting Superintendent pending formal action by the Board to select an Acting/Interim Superintendent.

Alternate language:

- i. In the absence of the Superintendent, it shall be the responsibility of the other District administrators to assume, from its ranks, the Superintendent's duties. The succession of authority shall be, in this order: the Assistant Superintendent, the High School Principal, the Junior High/Middle School Principal and then an Elementary Principal chosen at the discretion of the administration. Such succession of authority is subject to the approval of the Board.
- ii. In order to provide for unforeseen circumstances, the Superintendent shall appoint a designee. This designee shall function only when the Superintendent is out of the District and in emergency situations. Such appointment shall be reported to the Board at a regular meeting of the Board. The individual appointed shall be a full-time administrator in the District.

The designee shall report/consult immediately with the Chairman of the Board of Education on any actions taken. The designee shall report to the Superintendent of Schools on any action taken upon the Superintendent's return to the District.

- b. The inability of the Superintendent to continue to fulfill the responsibilities of his/her position, as enumerated in the position's job description shall be communicated to District staff, as well as to the public, by the Chairperson of the Board.
- c. If the absence of the Superintendent is temporary, the successor shall assume only those duties and responsibilities of the Superintendent that require immediate action. If the Superintendent's absence will be a lengthy one, as determined by the Board, the Board shall appoint an Acting Superintendent, in concert with District policy and/or state statutes.

Administration

Superintendent of Schools

Superintendent Succession

Governing Practices (continued)

- d. It shall be the responsibility of the Superintendent, if possible, to inform the successor of the Superintendent's absence. If unable to do so, it shall be the responsibility of the successor to assume the Superintendent's duties, in accordance with this policy, when the successor learns of the absence and its length.
- e. The Acting Superintendent shall consult with the Superintendent, if available and possible, on major decisions and continue to implement the District's goals, initiatives and Strategic Plan.
- f. If the short-term absence is determined to be long-term or permanent, the Board will take action to formally appoint an Acting Superintendent and determine the process to be utilized for hiring a new Superintendent.

4. Unplanned Permanent Leadership Change

- a. Upon announcement of the resignation or vacancy of the Superintendent, the Board will put the Succession Plan into effect.
- b. This plan shall include the following:
 - i. Communication Plan outlining the selection process:
 - Announcement of the Superintendent's resignation or vacancy to be shared with both staff and community. Following Board approval, a statement of the Succession Plan and process for filling the vacancy will be announced; and
 - The Board Chairperson shall be the official spokesperson representing the District in all media contacts and inquiries.
 - ii. The process for identifying executive search consulting services. The Board may choose to retain consultants and issue a Request for Proposal (RFP);
 - A timetable and schedule of recruitment selection activities including opportunities for input from key stakeholders and community members;
 - A transition time period between the outgoing Superintendent and the incoming Superintendent;
 - Negotiation of the Superintendent's contract; and
 - Appointment of the new Superintendent and assistance in the transition during his/her first year of employment

Administration

Superintendent of Schools

Superintendent Succession

Governing Practices (continued)

5. Planned Permanent Leadership Change

- a. Upon the announcement of the resignation or vacancy of the Superintendent's position the Board will begin the recruitment and hiring process.
- b. The Board will determine the procedures to be followed and the process for filling the vacancy.
- c. In such situations where the succession of the Superintendent can be planned, the Board shall initiate an internal, District-wide assessment of the District's administrative needs, desires and qualities of a new Superintendent. Such assessment will begin as soon as possible upon the Board learning of the planned permanent leadership change.
- d. The steps outlined above for the replacement of the Superintendent in an unplanned circumstance are also applicable in this situation.
- e. A vote of the majority of the Board members, present at a Board meeting for which due notice has been given of the intended action, will be required for the appointment of the Superintendent.
- f. Upon approval of a successor by the Board, the Superintendent shall develop and implement a transition plan to orient the selected appointee to all duties and responsibilities of the position and ensure continuity of all District strategies and goals.

6. Appointment of an Acting Superintendent

The Board may employ an Acting/Interim Superintendent, properly certified or not, for a probationary specified period, not to exceed one school year, with the approval of the Commissioner of Education. Such time may be extended by the Commissioner for good cause shown. During such probationary period, the Acting Superintendent shall assume all duties of the Superintendent for the time specified and shall successfully complete a school leadership program, approved by the State Board of Education, offered at a public or private institution of higher education in the State. At the conclusion of the probationary period, the Board may request the Commissioner of Education to grant a waiver of certification for the Acting Superintendent, allowing the Board, if desired, to appoint the Acting Superintendent as the District's permanent Superintendent or a one-time extension of such probationary period, not to exceed one additional school year, if the Commissioner determines that the Board has demonstrated a significant need or hardship for such extension.

Administration

Superintendent of Schools

Superintendent Succession

Governing Practices (continued)

Note: The Commissioner may waive certification for a school Superintendent who (1) has at least three years of experience in the past ten years as a certified administrator with a Superintendent certificate issued by another state, or (2) has successfully completed the probationary period as an Acting Superintendent and the Commissioner deems the individual to be exceptionally qualified for the position of Superintendent.

(cf. 0000 – Mission and Functions)

(cf. 0100 – Mission Statement/Purposes)

(cf. 0200 – Goals/Objectives)

(cf. 1112 – News Media Relationships)

(cf. 1160 – Responsibilities of Boards of Education)

(cf. 2000.1 – Board-Superintendent Relationship)

(cf. 2001 – Participatory Management)

(cf. 2110 – Management Position Team)

(cf. 2131 – Superintendent of Schools)

(cf. 2131.1 – Appointment of Designee for Superintendent)

(cf. 2141 – Recruitment and Appointment of Superintendent)

(cf. 2151 – Recruitment of Administrative Staff)

(cf. 9012 – Legal Responsibilities of Boards of Education)

(cf. 9020 – Public Statements)

Legal Reference: Connecticut General Statutes

10-157 Superintendents. (as amended by June 2017 Special Session PA 17-2, Section 152 and Section 267)

10-222 Reports to state board of education.

Policy adopted:

cps 6/20

Another, more succinct, version of this policy to consider.

Administration

Superintendent of Schools

Superintendent Succession Plan

The Board of Education (Board) needs to be prepared for an eventual permanent change in its Superintendent, whether such change is either planned or unplanned, to insure the stability and accountability of the school system until such time as a new permanent Superintendent is appointed. The Board's Succession Plan is based upon the deliberate and systematic effort to project its leadership needs.

It is the policy of the Board to assess the permanent leadership needs of the District to help insure the selection of a qualified and capable leader who is representative of the community, a good fit for the mission, vision, values, goals and objectives identified by the Board, and who has the necessary skills, professional talents and background to be the District's Superintendent.

To insure the District's operations are not interrupted while the Board assesses the leadership needs and recruits a permanent Superintendent, the Board may appoint a properly qualified Interim Acting Superintendent. The Interim Acting Superintendent shall ensure that the school system continues to operate without disruption and that all organizational commitments are properly and adequately executed.

It is also the policy of the Board to recruit/develop a diverse pool of candidates and consider at least three final candidates for its permanent Superintendent position. The Board *shall/may* implement an external recruitment and selection process, while at the same time encouraging the professional development and advancement of current District staff members.

When the Superintendent separates from the District as part of a plan, retirement, disability, emergency, contract nonrenewal, etc., the Board, as appointing authority, will publicly communicate an approach regarding the recruitment and selection of a replacement. The recruitment and selection process will include consultation with community officials and key stakeholders, and may or may not include the assistance from the vacating Superintendent. In addition, the assistance of the Connecticut Association of Boards of Education (CABE) and the Connecticut Association of Public School Superintendents (CAPSS) may also be utilized.

- (cf. 0000 – Mission and Functions)
- (cf. 0100 – Mission Statement/Purposes)
- (cf. 0200 – Goals/Objectives)
- (cf. 1112 – News Media Relationships)
- (cf. 1160 – Responsibilities of Boards of Education)
- (cf. 2000.1 – Board-Superintendent Relationship)
- (cf. 2001 – Participatory Management)
- (cf. 2110 – Management Position Team)
- (cf. 2131 – Superintendent of Schools)

Administration

Superintendent of Schools

Superintendent Succession Plan (continued)

(cf. 2131.1 – Appointment of Designee for Superintendent)

(cf. 2141 – Recruitment and Appointment of Superintendent)

(cf. 2151 – Recruitment of Administrative Staff)

(cf. 9012 – Legal Responsibilities of Boards of Education)

(cf. 9020 – Public Statements)

Legal Reference: Connecticut General Statutes

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