

SCHOOL DIRECTOR SUCCESSION POLICY

I. PURPOSE and PHILOSOPHY

A change in Executive Directors is inevitable for all schools. The Lakes International Language Academy (the School) Board of Directors recognizes that succession planning is one of its most important responsibilities. The Board also recognizes that the transition from one Executive Director to another is a complex process. It can be a time of uncertainty with the potential of significant impact on the School and its mission. The Board of Directors is committed to guiding the school through the transition as smoothly as possible, while maintaining accountability and stability.

The purpose of this policy is to provide instruction and guidance for planned or unplanned absences of the Director. It addresses the appointment of an Interim Executive Director, gives duties and expectations to the Interim Executive Director and search committee, and outlines the ways the Board will support the new Executive Director during the transition time. This policy also addresses the importance of building leadership talent within the school, in order to have a pool of suitable candidates from which to draw for leadership positions, whether interim or permanent. Having inside talent makes succession issues easier to resolve and cushions the temporary waves caused by a change in leadership.

The Board is also committed to communicating with staff, parents, students, business service providers, bondholders, and other stakeholders during the succession and transition process.

II. DEFINITION OF TERMS

- A. Succession: the process of replacing a person in a leadership position
- B. Planned succession: succession in the case of retirement or Board termination
- C. Unplanned succession: succession in the case of serious illness or injury, death, or resignation
- D. Interim Executive Director: the person appointed to fill the Executive Director's position until a permanent replacement is found; placing

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a temporary Executive Director gives the Board more time to make needs assessments and decisions surrounding the succession

- E. Transition time: the time period between when the Executive Director is first known to be leaving through the first year of the permanent replacement Executive Director
- F. Transition assistance: planned support given to the interim and replacement Executive Director during the succession process, including the new Executive Director's first year on the job

III. LEADERSHIP DEVELOPMENT

- A. Leadership development within the School is critical to succession planning. With a pool of trusted leaders already familiar with the school, its staff, students, mission, values, and processes, transition time is shorter and smoother. Economic impact is also lessened. interim and permanent Executive Directors, whether from inside or outside the organization, will draw from this pool the knowledge they need to be successful.
- B. The Executive Director will constantly identify, assess and develop leadership potential.
- C. Leadership development can be accomplished through:
 - 1. Training and workshops
 - 2. Testing potential through special assignments
 - 3. Promotion to stepping-stone positions
 - 4. Encouragement to earn certificates, degrees, or other additional education in academic leadership
- D. The Board is committed to ensuring that school leaders, both current and aspiring, receive opportunities for growth.
- E. The Executive Director, or his or her designee, will track employee professional development.
- F. The Board will receive annual reports from the Executive Director on the development of leadership potential within the School and efforts made to ensure job satisfaction and retain key employees.

IV. ASSESSMENT OF SCHOOL NEEDS

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- A. The Board, or its designated committee, will assess school leadership needs during the succession process. Tools may include:
 - 1. A review of the Executive Director's performance evaluations For the previous two years.
 - 2. A review of the School's mission and vision
 - 3. Student achievement/test results

 - 4. A review of the most recent Executive Summary of Audited Financials Report and current financial standing
 - 5. An interview with the exiting Executive Director to identify future needs
- B. The Board, or its committee, will analyze the Executive Director's strengths and successes in order to provide continuity in those areas.
- C. Assessment will begin immediately during the transition time.
- D. The Board will consider the use of an outside consultant for needs assessment.

V. INTERIM DIRECTOR

- A. The Board will appoint an Interim Executive Director to perform the duties and responsibilities of the exiting Executive Director in his or her absence, until a permanent replacement is identified.
 - 1. The Board may assign the task of finding Interim Executive Director candidates to a transition and succession committee. the committee shall have at least one member of the Executive committee and at least two other members of the Board.
 - 2. School employees should be considered first for potential fit in the role of Interim Executive Director.
 - 3. The Interim Executive Director will be appointed no later than within five (5) business days of the Executive Director's absence.
- B. The Interim Executive Director will ensure that the school continues to operate without disruption and that all school commitments previously made are adequately executed, including loans, reports, contracts, licenses, certifications, memberships, and other obligations.

VI. SEARCH COMMITTEE

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- A. The search committee will be appointed within ten (10) business days of knowing of the loss of the Executive Director. The committee shall have at least one member of the Executive committee and at least two other members of the Board.
- B. The Board will appoint a search committee to identify finalist candidates for the permanent (not interim) Executive Director's position. If the search committee's recommended finalist is not accepted by the Board, the search fails and must begin again.
- C. The search committee will perform or use the results of the needs assessment outlined in Section IV of this policy in their work.
- D. The search committee will consider the use of an outside consultant to help identify candidates.
- E. The Board will approve a time frame for the recruitment and selection process.

VII. TRANSITION ASSISTANCE

- A. Transition assistance is an opportunity for the Board to ease any school community concerns during the first stages of the new Executive Director's employment.
- B. The Board is committed to supporting the new Executive Director during the beginning stages of his or her new position and throughout his or her employment. The Board will specifically show this by:
 - 1. Budgeting for at least two memberships in professional organizations for the Executive Director. Examples include principals organizations and other academic leadership organizations.
 - 2. Budgeting for the Executive Director's continuing professional development in the area of academic leadership, including workshops and conferences.
 - 3. Meeting with the Executive Director as needed to discuss topics suggested by either the Board or the Executive Director.
- C. The Interim Executive Director, particularly in the case of an appointment that lasts 3 or more months, will receive transition support (listed under letter (b) above) from the Board and staff equivalent to that of the Executive Director.

VIII. COMMUNICATION

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- A. The Board will communicate with school staff, parents, students, business service providers, bondholders, and other stakeholders about the succession and transition process, including:
 - 1. How the search committee identifies candidates
 - 2. The importance of looking within our organization for potential leaders
 - 3. Promoting respect for the Executive Director and the importance of that role in the overall school mission
 - 4. Promoting the Board's commitment to the work outlined in this policy
 - 5. How we involve the school community in the selection process

IX. EVALUATION

- A. The Board will evaluate and reflect on the succession process and its impact on the School as each phase is completed.
 - 1. Methods may include surveys, parent or staff forums, succession and search committee reports, or interviews in addition to the Board's self-evaluation discussion
- B. This policy will be reviewed after each succession *and* at least every three years.

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Approved: June 2, 2008 JKL

Amended: June 10, 2010 jkl

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