

Questions for Nominees to the State Board of Education

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State Board of Education ([CGS §§ 10-1, 10-3a & 10-4](#))

- Consists of nine voting members who serve staggered four-year terms; the president of the Connecticut State Colleges and Universities, the chairman of the technical education and career system board, and the chief workforce officer, all of whom serve as nonvoting ex-officio members; and two nonvoting student members who serve one-year terms.
- Recommends a candidate for education commissioner to the governor.
- Has general supervision and control of the educational interests of the state, including preschool, elementary, and secondary education; special education; adult education; and vocational education. As defined by law, the educational interests of the state are to ensure that (1) each student has an equal opportunity to receive a suitable program of educational experiences; (2) each school district finances at a reasonable level, at least equal to the state's minimum expenditure requirement, an educational program designed to achieve this end; (3) in order to reduce racial, ethnic, and economic isolation, each school district provides educational opportunities for its students to interact with students and teachers from other racial, ethnic, and economic backgrounds and may provide such opportunities with students from other communities; and (4) statutory mandates within the State Board of Education's (SBE) jurisdiction are implemented.
- Sets state educational policy in collaboration with the governor and the General Assembly; works with the State Department of Education (SDE), which serves as its administrative arm.
- Authorizes charter and interdistrict magnet schools.
- Adjudicates complaints against local boards of education that fail to implement the state's educational interests.

- Serves as the final administrative appeal board for issuing and revoking teaching certificates and other educational credentials needed to work in Connecticut public schools.

Questions for Nominee

1. What issues do you believe SBE should prioritize during your term?
2. On which board committees have you served during your previous term? What are some past or ongoing committee projects that you are most proud of?
3. What role should SBE have in addressing students' social emotional development since returning to school after the COVID-19 pandemic began?
4. How would you explain curriculum design to parents and guardians who have questions about the creation of public school curricula? What advice would you give to those who seek more input in the curriculum design and oversight process in their local district?
5. Given the statewide and nationwide teacher shortage issues, do you believe now is the appropriate time for the board to revisit the current teacher certification regulations? Should the General Assembly consider legislation to assist SBE and SDE with efforts to increase the number of candidates seeking to enter the field?
6. In recent years the legislature has passed laws aimed at encouraging the recruitment and retention of teachers who are racial minorities. What role do you think SBE should play in addressing this issue?
7. In the past, legislators have introduced several bills to narrow the age range of kindergarten children upon enrollment. State law currently allows parents to enroll their children as early as age four years, eight months and as late as age seven ([CGS §§ 10-15c](#) & [10-184](#)). What are your thoughts on enrolling these age groups in kindergarten?
8. Connecticut public school students have been assessed using the Smarter Balanced Assessments and the Next Generation Science Standard Assessments for several years now. How has SBE used the data from these assessments to inform its policy? Has the board reviewed the usefulness of these assessments and their frequency?
9. The College Board has been in the news recently as some states have taken issue with the curriculum of certain Advanced Placement (AP) courses. What is your opinion of the AP program? Do you think its courses should be offered in Connecticut public schools?
10. Connecticut has an array of school choice options, ranging from the magnet schools to charter schools and Open Choice seats in participating districts. How should the state measure the success of these programs? Where is there room for improvement?

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