

**BRIDGEPORT BOARD OF EDUCATION
AGENDA OF SPECIAL MEETING OF THE POLICY COMMITTEE**

**WEDNESDAY, APRIL 29, 2026 - 6:30 PM
CITY HALL ROOM 305
45 LYON TERRACE
BRIDGEPORT, CT 06604**

- 1. Approval of the Minutes Dated March 11, 2026**
- 2. Discussion and Referral to the Full Board Approval of the Administration 2000 Series Policy**
- 3. Discussion and Referral to the Full Board of the CAGE Recommended By-Laws Series 9000 as Amended.**
- 4. Adjourn**

Wednesday, March 11, 2026

MINUTES OF THE POLICY COMMITTEE OF
THE BRIDGEPORT BOARD OF EDUCATION,
held March 11, 2026, at Bridgeport City Hall, 45
Lyon Terrace, Bridgeport, Connecticut.

The meeting was called to order at 6:32
p.m. Present were Chair Andre Woodson and
members Joseph Sokolovic and Lamond
Daniels*. Board members Maritza Estremera
Jimenez* and Albert Benejan Grajales* were
present. Board members Robert Traber* and
Jennifer Perez** joined subsequently as noted.

(*remote participation) (**began with remote
participation and subsequently arrived as noted)

Christopher Siano, assistant superintendent of
human capital, was present. Jody Goeler* and
Nick Caruso* of CABE were present.

Mr. Sokolovic moved approval of the minutes of
February 11, 2026. The motion was seconded
by Mr. Woodson and approved by a 2-0 vote.
Voting in favor were members Woodson and
Daniels. Mr. Sokolovic abstained.

The next agenda items were on CABE-recommended bylaws.

The first one was on Meetings, 9321.2.

There was a discussion of provisions on remote participation by board members. Mr. Sokolovic objected to language that prohibited voting by a member from joining remotely in the middle of an agenda item.

Ms. Perez* joined the meeting.

Mr. Traber said in the past some board members participated in meetings remotely without appearing on camera.

Mr. Benejan Grajales said in the past he joined board meetings online when he was in the hospital. He said board members should be physically present at the Regular Meetings.

Mr. Sokolovic noted that prior to computers members participated by telephone. He said the language proposed referred to district devices. Dr. Siano said FOIA might allow subpoenaing the use of personal devices.

There was a discussion of using electronic devices in executive session, as well as recording votes of members participating online.

Ms. Perez joined the meeting in person.

Mr. Caruso said there was a presentation this summer by the FOIA commission that said if a meeting includes remote participants, the vote must be done by roll call.

Mr. Sokolovic suggested moving the item forward to the full board, where amendments and further discussion could take place.

Mr. Sokolovic moved *“to amend the presentation of Policy 9321 by striking paragraph 4 and removing anywhere in version 1 of 9321 district devices.”* The amendment was seconded by Mr. Woodson.

Dr. Siano said there were three different options for electronic participation.

The motion was unanimously approved.

The next agenda item was on Public and Executive Session, 9322.

Mr. Sokolovic moved *“to approve 9322 as presented.”* The motion was seconded by Mr. Daniels and unanimously approved.

The next agenda item was on Agenda Construction, 9323.

Mr. Sokolovic moved *“to approve Agenda Construction, 9323.”* The motion was seconded by Mr. Daniels.

Mr. Sokolovic suggested amending paragraph 4 to “48 hours prior to the meeting.” Ms. Estremera Jimenez noted the provision would also apply to special meetings. Mr. Traber suggested “at least 48 hours.”

Mr. Sokolovic moved *“to amend to paragraph 4, insert the words ‘at least 48 hours’ between the words ‘portal’ and ‘prior.’”* Mr. Daniels seconded the amendment, which was unanimously approved.

Advance Delivery of Meeting Materials, 9324, was the next item.

Mr. Sokolovic moved *"to approve Advance Delivery of Meeting Materials."* The motion was seconded by Mr. Daniels.

Mr. Sokolovic suggested *"an amendment to number 1, add the words after 'student representatives,' 'at least 48 hours prior to the meeting to remain consistent with the language.'"*

There was a discussion of board materials made available to the public online.

Mr. Woodson seconded the amendment, which was unanimously approved.

The motion was unanimously approved.

The next agenda item was on Public Participation at Board Meetings, 9324.1

Mr. Sokolovic moved *"to approve 9324.1, Public Participation at Board Meetings as presented."* The motion was seconded by Mr. Daniels.

Mr. Sokolovic moved to amend, to refer to the full board for immediate adoption, bypassing the

bylaw that requires two reads. The amendment was seconded by Mr. Woodson.

Mr. Sokolovic withdrew this motion. Mr. Woodson withdrew his second.

Mr. Sokolovic moved *“to approve 9324.1 as presented with one revision, in the second paragraph strike the word ‘may’ and insert the word ‘shall’ for immediate implementation, bypassing the first and second reads.”* The motion was seconded by Mr. Woodson.

Ms. Estremera Jimenez said she disagreed with limiting public comment at special meetings to the call for the meeting. There was a discussion of public comment at meetings.

Mr. Sokolovic said he wanted to change his reference to immediate implementation and his motion was referring to the full board for a first read.

Mr. Goeler spoke about public comment.

Mr. Sokolovic moved to call the question. The motion was seconded by Mr. Woodson and unanimously approved.

The motion was approved by a 2-1 vote. Voting in favor were members Sokolovic and Woodson. Mr. Daniels was opposed.

The next agenda item was on Meeting Conduct, 9325.

Mr. Sokolovic moved *“to approve Meeting Conduct, 9325 as presented, with one major revision, striking paragraph six in its entirety.”*

Paragraph six limited the content of resolutions approved by the board.

The motion was seconded by Mr. Daniels.

Mr. Sokolovic amended the motion to add *“move to the full board waiving the first and second read.”*

The amendment was seconded by Mr. Daniels.

Mr. Sokolovic said the board has the right to deny waiving the first and second read as with any other item from a committee.

The amendment was approved by a 2-1 vote. Voting in favor were members Woodson and Sokolovic. Mr. Daniels was opposed.

The motion as amended was approved by a 2-1 vote. Voting in favor were members Woodson and Sokolovic. Mr. Daniels was opposed.

The next agenda item was on Quorum and Voting Procedures, 9325.1

Mr. Sokolovic moved "*to approve 9325.1.*" The motion was seconded by Mr. Daniels.

Mr. Sokolovic said we need look at number 5, on member abstaining from voting, and he pointed out problematic language.

Ms. Estremera Jimenez suggested an edit to the item to make it gender neutral.

Mr. Sokolovic suggested a global change on language.

Mr. Sokolovic moved "*to add to the agenda by two-thirds amending language in any policy coming before us to be gender-neutral.*" The

motion was seconded by Mr. Woodson and unanimously approved.

Mr. Sokolovic moved *“to change all gendered language to gender-neutral language throughout our policies.”* The motion was seconded by Mr. Daniels and unanimously approved.

Mr. Sokolovic moved *“to accept 9325 as presented by striking out with ‘the knowledge that the effect is the same as he or she had voted on the prevailing side’ for presentation to the full board, waiving the first and second read for immediate implementation.”*

The motion was seconded by Mr. Woodson and unanimously approved.

The next agenda item was Order of Business, 9325.2.

Mr. Sokolovic moved *“to approve Order of Business, 9325.2, as presented with one change, under number 9, add 10 for Old Business, and then shift the numbers down, 11 and 12.”* He said it could be called old business or unfinished business.

The motion was seconded by Mr. Woodson and approved by a 2-0 vote. Voting in favor were members Woodson and Sokolovic. Mr. Daniels did not vote.

The next agenda item was on the Consent agenda, 9325.21.

Mr. Sokolovic moved to approve *“Consent Agenda, 9325.21 as presented, waiving a first and second read for immediate implementation.”*

The motion was seconded by Mr. Woodson and unanimously approved.

Mr. Sokolovic moved *“to approve Parliamentary Procedures, 9325.3, with one slight addition, in the third line, in voting, yays, nays and abstentions will be taken and recorded, for immediate implementation and a waiver of the first and second read.”* Mr. Woodson seconded the motion.

The motion was unanimously approved.

Mr. Sokolovic moved *“to approve Vote Recording 9325.4 as presented with no revisions for immediate implementation and a*

waiver of the first and second read.” The motion was seconded by Mr. Daniels and unanimously approved.

Mr. Sokolovic moved “*to approve Request for Information by Board Members, 9325.5.*” The motion was seconded by Mr. Daniels.

Mr. Sokolovic said in paragraph 5, the third line, beginning with “Documents or other management information relating to individuals, contracts, meetings or events of any ongoing management processes, unless under the purview of the Freedom of Information Act are considered privileged management information and not within the purview of the board,” the entire sentence needs to be struck because contracts are under the board’s purview. He said we had a major embarrassment when the board did not see contracts and they had to be reversed.

Mr. Traber agreed with Mr. Sokolovic, although there was a board and board member distinction to be made.

Dr. Siano said some personnel records are private as privileged management information.

There was further discussion of the verbiage to be used.

Mr. Sokolovic moved to amend to strike paragraph 5 in and insert the following language: "Board members are entitled to timely access to information reasonably necessary to carry out governance responsibilities, including oversights of budgets, expenditures, procurement, and contracts. The superintendent shall provide requested information to the requesting member and concurrently to all board members, unless the information is protected from disclosure to the board by law or requires redaction of legally confidential student/employee records. When information is withheld on privilege grounds, the superintendent shall provide a brief written explanation of the basis for withholding and, when feasible, a non-privileged summary sufficient for governance."

Mr. Goeler expressed concern protecting the superintendent from unreasonable requests. Mr. Sokolovic said vexatious requests can be addressed by the board. Dr. Siano said the

superintendent might to incur legal costs in this area.

There was further discussion of the proposed language.

Mr. Sokolovic moved “to table until we get an opinion from the city attorney as to whether we are permitted to seek contracts and get updates on contract negotiations.” The motion was seconded by Mr. Daniels and unanimously approved.

Mr. Sokolovic moved *to refer to the full board for a first read Policy 9326, with one very important change.*” He said it would be in violation of state statutes to destroy tapes of a meeting after minutes after been approved. Mr. Woodson seconded the motion.

Mr. Sokolovic described the statutory definition of public records and destruction of such documents. He said there was a three-year retention requirement for municipalities and contractors on behalf of the board.

Mr. Sokolovic amended his motion to strike the last paragraph. Mr. Daniels seconded the amendment.

Mr. Sokolovic withdrew his amended motion. Mr. Woodson seconded the withdrawal. Mr. Sokolovic withdrew the main motion. Mr. Woodson seconded.

Mr. Sokolovic moved *“to the full board, with the waiver of the first and second read, Policy 9326 as presented, with one change, the last paragraph struck.”* The motion was seconded by Mr. Daniels and unanimously approved.

Mr. Sokolovic moved *“to consolidate Items No, O, and P, Policies 9327, 9327.1, and 9327.1 social media.”* The motion was seconded by Mr. Woodson and unanimously approved.

Mr. Sokolovic moved *“to move to the full board for approval, waiving the first and second read, Electronic communications, 9327; Board Member Use of Internet/Social Networks, 92e7.1; and Social Media Etiquette, 9237.1 as well.”* The motion was seconded by Mr. Woodson and unanimously approved.

The next agenda item was on creating policy on restricted access of individuals with prior on-campus arrests or disruptive or threatening behavior on school grounds.

Dr. Siano said the policies in the 1000 series do not prohibit those with on-campus arrests or disruptive behavior from visits to schools. He said some administrators in the district are looking for support in this area.

There was a discussion of issues around the subject. Dr. Siano said the focus is on-campus arrests. Mr. Traber suggested some sort of review or approval process. Dr. Siano said current policy allows principals to deny access to buildings.

In response to a question, Dr. Siano said if the board wants to pursue a policy in this area, the administration can put together a proposed policy for consideration.

Mr. Traber said arrests are not equivalent to convictions.

Mr. Goeler said he can check with CAFE tomorrow and work with Dr. Siano.

Mr. Sokolovic said this was not an action item, but the consensus seemed to be that Dr. Siano had the go-ahead.

The next agenda item was on creating policy for the evaluation of the superintendent.

Mr. Sokolovic moved to postpone this item. He said it was not an action item. Ms. Perez suggested discussing it because Mr. Goeler was here.

Mr. Goeler said it was a great idea. He said there was a model policy developed by CAFE and CAPSS together. He said working with Dr. Siano a policy could be brought forward for review.

The next agenda item was on the creation of a policy for the lotteries for magnet schools.

Ms. Estremera Jimenez said she referred this item. She said she has done research on this and observed the lottery. She said this derived from dropping her kids off at Discovery Magnet and seeing many people with City of Bridgeport badges as parents at the school. She said there

were way too many people with access to the lottery and that are able to make modifications. She said she was proposing having only one department with access to the process.

Mr. Sokolovic noted there were two different types of magnet schools in the district, interdistrict and intradistrict.

Ms. Estremera Jimenez said she was seeking an implementation change, not policy changes.

Dr. Siano suggested the chief information officer be part of the conversations around changing implementation.

Mr. Traber said for the 32 years he's watched people being put in magnet schools in multiple ways, and it has to be controlled, with somebody keeping an eye on it.

Ms. Estremera Jimenez said she has been discussing this with Dr. Avery and he suggested a video describing the lottery process to parents.

Mr. Goeler said if it is a large enough issue, it might be an opportunity for an ad hoc committee. Mr. Sokolovic said he believed it

could be handled as an agenda item in one or two meetings, with simple checks and balances. He said probably the only way the system could be gamed is putting somebody in the school who wasn't in the proper list order.

Danielle Cauchon read the bylaw on the policies around ad hoc committees. There was a discussion of whether or not to do the work through an ad hoc committee.

Mr. Sokolovic moved to adjourn the meeting. The motion was seconded by Mr. Woodson and unanimously approved.

The meeting was adjourned at 9:19 p.m.

Respectfully submitted,

John McLeod

BRIDGEPORT PUBLIC SCHOOLS

ADMINISTRATION

SERIES 2000

	Number	Policy or Regulation
0. Concept and Roles in Administration	2000	P
A. Board-Superintendent Relations	2000.1	P/R
B. Goals and Objectives	2010	P
1. Administrative Staff Organization	2100	P/R
A. Management Positions/Team		
(1) Equal Employment Opportunity	2111	P
(2) Professional Development	2112	P
(3) Assignment and Transfer of Building Administrators	2113	P
B. Job Descriptions	2130	P
(1) Superintendent	2131	P
C. Superintendent	2140	P/R
D. Administrative Staff		
(1) Hiring Administrative Staff	2151	P/R
(2) Compensation Guides and Contracts	2151.3	P
2. Administrative Operations		
A. Administrative Leeway in Absence of Board Policy	2210	P
(1) Administrative Reports	2215	P
B. Representative and Deliberative Groups	2220	P/R
C. Policy and Regulations Systems	2231	P/R
D. Administrative Reports/School District Annual Report	2250	P
3. Evaluation of Administrators and Administration	2400	P/R

Administration

Concept and Roles in Administration

Within the guidelines established by **Board of Education** policy, law and employee agreements, the superintendent shall direct and coordinate the administrative staff in implementing the educational philosophy, and achieving the goals and general objectives, as prescribed by the **Board of Education**.

The **Board of Education** expects the administration to demonstrate leadership and to resolve the inevitable problems which will arise both inside the school system and in its relations with the community. Further, the administration is expected to develop good working relationships with the community for the achievement of common goals.

Administration

Board-Superintendent Relations

The board believes that the determination and adoption of policies is the most important function of a school board and that the execution of the policies should be the function of the superintendent.

Delegation by the board of its executive powers to the superintendent provides freedom for the superintendent to manage the schools within the board's policies and frees the board to devote its time to policy-making and appraisal functions.

The board shall hold the superintendent responsible for the administration of its policies, the execution of board decisions, the operation of the internal machinery designed to serve the school program, and for keeping the board informed about school operations and problems.

Administration

Board-Superintendent Relationship

School Governance Position Statement - Spring 2016

“The school leadership team – school board and superintendent – is critical to the success of public education. Great things can happen when the elected and executive leadership of a school system are in agreement about goals and expectations. That requires candor and collaboration, and a shared commitment to the mission of ensuring that all children have access to a great education.”

Thomas Gentzel, Executive Director, National School Board Association, and Daniel Domenech, Executive Director, American Association of School Administrators, 2014

Preface:

Connecticut's educational leaders recognize the power and potential to improve teaching, learning and student achievement in our public schools through cooperative, purposeful and professional working relationships between Superintendents and Boards of Education. The functions of our publicly elected Boards and hired Superintendents are subject to shifting demographic, cultural, and regulatory pressures. Meanwhile, in this continually evolving context, robust working relationships between school Boards and Superintendents, based on proven practices, consistently prove to be key drivers of high-achieving school districts.

This document is CAGE and CAPSS view on the nature of and expectations for working relationships between Boards of Education and Superintendents. We intend it as a statewide reference for both groups to work toward strengthening strategic partnerships that empower student achievement. Our attempt is to capture best practices in this area, understanding that many of the issues addressed must be determined at the local level. We recognize that Superintendent/Board relationships vary, reflecting the diversity of our cities and towns.

We hope that this reference will continue to facilitate ongoing statewide discussions among and between Boards of Education and Superintendents for the districts that serve our students.

For success, the Board of Education and the Superintendent of Schools in any school district must share the same goals and vision for providing students with quality education. While Board and Superintendent roles are different, they should complement each other. For the greatest success, Board members and the Superintendent must work collaboratively as a governance team, with each clear on their roles and areas of responsibility, respecting the others' roles and responsibilities and collaborating effectively on shared responsibilities.

Administration

Board-Superintendent Relationship

School Governance Position Statement - Spring 2016 (continued)

Our stance aligns with the AASA-NSBA foundational position: In general, “the Board is a legislative body that develops, evaluates and oversees education policies. The Superintendent is the professional educator chosen by the Board to implement policies and to provide professional leadership (and vision) for a district’s schools.”

School districts with high-quality governance teams and high student achievement are characterized by excellent working relationships between the Superintendent and Boards of Education. **The focus of the relationship must always be collaboration on behalf of children.**

Governance Statement: Uses for This Document

This Governance Statement is intended to be used as a tool for discussion between boards and superintendents. It takes into account the thoughts of board members, former and current superintendents and others versed in leadership. It is not designed as a one-size-fits-all recipe. Rather, it is based on what the authors see as the best road to take to build that strong relationship.

We recommend that all boards and their superintendents discuss their expectations for each other as soon as any of the members of the Leadership Team (the Board of Education and the Superintendent) change. Thus, with changes due to board elections, appointment of a new board member, the hiring of a new superintendent or whenever the board and superintendent believe it is in the interests of their relationship to have a discussion of expectations, the Team should take part in a retreat. The Governance Statement can serve as a good starting place for those discussions.

These discussions should occur in a retreat format, usually with a trusted facilitator. While certainly the companion Board Self-Assessment contained in the Team Assessment document should be used to pinpoint the views of both board members and the superintendent, the Governance Statement itself, with its list of board responsibilities, superintendent responsibilities and those they share, should be well-known to new and experienced board members and superintendents.

Every district has different board members, a different superintendent, different demographics, and other unique characteristics that will help inform such a retreat. That is to be expected and is actually a strength of Leadership Teams: local control is based on an understanding that different localities have different needs and wants.

Because of that, we encourage your Leadership Team to discuss the responsibilities and determine how best you can work together to ensure they are carried out in a thoughtful, positive way, all aimed at strengthening your student achievement. At times when difficult, contentious issues come before the Board, it can be helpful to return to the Governance Statement and have another discussion of expectations.

Administration

Board-Superintendent Relationship

School Governance Position Statement - Spring 2016 (continued)

Joint Board/Superintendent Responsibilities

The primary responsibility of a Board and Superintendent is to foster a district culture that makes student achievement its primary focus. These are specific joint responsibilities that will accomplish this goal.

- To work together with the community to develop a vision for the school district with a primary focus on student achievement.
- To develop goals that align with the vision for the district and foster continuous improvement.
- To institute a process for long-range and strategic planning that aligns with the vision for the district.
- To communicate and interpret the school district's mission to the public and listen, and incorporate appropriate community perspectives into Board action.
- To provide community leadership on educational issues by creating strong linkages with appropriate organizations, agencies and other groups to provide support for healthy development and high achievement for all children.
- To participate in professional development specifically regarding their roles and responsibilities and on relevant content areas.
- To support Board actions and decisions.
- To collectively execute their legal responsibilities.
- To set aside time, at least semi-annually, to discuss school Board/Superintendent relations.
- To belong to, actively support, and participate in their professional organizations, and encourage each other to do so.
- To ensure that professional development opportunities, consistent with district goals, are available to all Board members and school district employees.
- To ensure district adherence to federal and state laws and Board policies.
- To advocate, at the national and state levels, for students and the school district and promote the benefits of public education.
- To collaborate with other school Boards, Superintendents, agencies, and other bodies to inform state and federal policy makers of local concerns and issues relative to education.
- To work collaboratively with agencies, and other bodies, as appropriate, on an ongoing basis.

Administration

Board-Superintendent Relationship

School Governance Position Statement - Spring 2016 (continued)

Board of Education's Responsibilities	Superintendent of Schools' Responsibilities
To hire, support, evaluate and work effectively with the Superintendent of Schools.	To work effectively with the Board, serving as the school Board's chief executive officer and educational leader for the Board, district, and community.
To establish and regularly review all policies, ensuring they are lawful and designed to improve the quality of the school district.	To implement policies approved by the Board and recommend changes, if appropriate, and to develop, implement and inform the Board of administrative procedures necessary to implement Board policy.
In consultation with the Superintendent, to conduct an annual formal evaluation of the Superintendent of Schools that: 1) reflects the significant complexities and wide variety of responsibilities inherent to the role; 2) identifies areas of success and targeted professional development; and 3) focuses on student achievement in the proper context.	To participate, as appropriate, in his/her annual evaluation, by providing data and other information that will inform the evaluation.
To inform the Superintendent, through the established chain of command, of potential barriers to the realization of the board's vision for the school system.	To proactively identify and address potential barriers to the realization of the board's vision for the school system.
To refer communications such as questions complaints and personnel inquiries to the Superintendent, as appropriate, and to encourage adherence to the established chain of command.	To respond to communications, as appropriate, and ensure the adherence and appropriate response through the chain of command, and to keep Board members informed about district issues in a timely manner.
To seek the Superintendent's recommendation before taking action.	To provide the Board with well-informed recommendations.
To make decisions based on data.	To facilitate effective, data-driven decision making.

Administration

Board-Superintendent Relationship

School Governance Position Statement - Spring 2016 (continued)

Board of Education's Responsibilities	Superintendent of Schools' Responsibilities
To adopt, advocate for and oversee the school budget, which is responsive to district goals and meets the needs of all students.	To prepare, advocate for and implement the annual budget that addresses district goals and meets the needs of all students; and report regularly to the Board on the status of the budget and any concerns or other issues about which the Board should be informed.
To delegate to the Superintendent responsibility for all administrative functions, except those specifically reserved to the Board through Board policy.	To oversee the organization and management of the district's day-to-day operations.
To conduct an annual self-evaluation of its own leadership, governance and teamwork and take appropriate action pursuant to that evaluation.	To participate, as appropriate, in the annual self-evaluation of the Board, and assist with follow-up.
To provide leadership development opportunities for the Superintendent.	To engage in leadership development opportunities provided by the Board.
To have the Board leadership work with the Superintendent to develop meeting agendas that include student achievement.	To work closely with the Board leadership to develop meeting agendas that include student achievement.
To determine and include in district policy, hiring procedures that clearly define Board and Superintendent responsibilities, and to participate in termination procedures and decisions as prescribed by Connecticut General Statutes.	To, as pursuant to Board policy, hire personnel for the school district and ensure that each employee is properly supervised and evaluated; and to make recommendations for termination of employment.
To establish, in accordance with state statute, a professional staff evaluation process that is based on effective performance.	To implement the Board-established professional staff evaluation process that is based on effective performance, in accordance with state statute.
To ensure there is a supportive, smoothly-operating Board/Superintendent leadership team, which results in an effective and efficient school district.	To serve as a key, effective member of the Board/Superintendent leadership team and to lead the district staff to meet the district's goal.

Administration**Board-Superintendent Relationship****School Governance Position Statement - Spring 2016 (continued)**

Board of Education's Responsibilities	Superintendent of Schools' Responsibilities
To share relevant information for the betterment of the district with the Board/Superintendent leadership team.	To communicate research information, performance results and educational needs to the Board for possible Board action.
To hold Superintendent accountable for alignment of district activities with district vision.	To ensure that actions of the entire district align to the district vision.
Belongs to, actively supports, and participates in professional organizations (e.g., CABA, NSBA and encourages the Superintendent of Schools to actively support and participate in their professional organizations. (CAPSS, AASA)	Belongs to, actively supports, and participates in professional organizations (e.g., CAPSS, AASA and encourages the Board of Education to actively support and participate in their professional organizations (CABA, NSBA)

For more information on the specific duties of the Superintendent, it is recommended that the Board and Superintendent examine the Connecticut Superintendent Leadership Competency Framework, developed by LEAD Connecticut. It is intended to focus specifically on effective superintendent leadership and is included at the end of this document.

The Relationship between the Board Chair and the Superintendent

By the nature of the position, the Board Chair plays a key role in ensuring the effective functioning of the governance team. The Chair serves as the liaison between the Board and the Superintendent. The Board Chair will often have a very different relationship with the Superintendent of Schools than others on the Board. Because of this relationship, it is crucial that Board Chairs be chosen carefully. Ability to serve as representative of the Board and, as appropriate, partner with the Superintendent, should be critical considerations in selecting the Board Chair.

The Chair should also recognize that his or her role is dependent upon the support of the Board, and that action generally requires the vote of the Board.

Usually the Chair and Superintendent collaborate on developing the meeting agenda and other operational issues facing the Board. (Sometimes Board officers do this with the Superintendent.) The Superintendent will depend on the Chair for guidance, and the Chair should look to the Superintendent for the same, not only in setting the agenda, but also in carrying out other joint Board/Superintendent responsibilities. Both the Board Chair and the Superintendent should develop and maintain a close, positive working relationship.

Administration

Board-Superintendent Relationship

School Governance Position Statement - Spring 2016 (continued)

The Superintendent is a non-voting member of the district leadership team, and should be accorded the proper respect. The Board and the Superintendent work together to ensure that they make all decisions consistent with the ethical standards they've established.

The Chair has the unique role of communication with all Board members and provides appropriate information on any issues that arise in the district. The Superintendent also has a role in seeing that the Chair gets any help or information they need to make sure this communication takes place.

The Chair has a responsibility to ensure that the Superintendent can do his/her job without undue outside interference. The Chair must also ensure that individual Board members understand their roles and responsibilities, not only in terms of the Board/Superintendent relationship, but also as the Board relates to the students, community, staff, government agencies, and others affected by the Board. Understanding that Board members are individuals, with different opinions and agendas, the Board Chair still has the responsibility, to the extent possible, for keeping everyone "on the same page." In particular, the Chair must make every effort to ensure that once district policy has been properly established, the Board speaks "in one voice" as the Superintendent implements that policy. This will, in the long run, pay dividends in terms of credibility of the Board and will lead to more efficient and effective Board action.

For more information on the work of the Board Chair, please see the CAFE publication, "Who's In Charge? A Guide for Board of Education Chairs".

Conclusion

While this position paper attempts to outline the various roles and responsibilities of Boards of Education and School Superintendents, its primary purpose is to emphasize the importance and necessity of a close working relationship between the two, based on trust, an understanding of each other's unique roles and abilities, and a shared vision for the school district's success. Not only is such a relationship a necessary prerequisite for this success, but also, the lack of a trusting, collaborative relationship between a Board of Education and its Superintendent is a blueprint for failure.

The focus for Boards and Superintendents must always be: How can we work together to ensure educational excellence for our children?

Administration

Board-Superintendent Relationship

School Governance Position Statement - Spring 2016 (continued)

References

- Dervarics, Chuck and O'Brien, Eileen, "Eight Characteristics of Effective School Boards: full report," Center for Public Education, January 28, 2011
- Connecticut Association of Boards of Education, "Who's in Charge? A Guide for Board of Education Chairs."
- Hanover Research, "Review of Effective Superintendent Leadership and Development Practices," May, 2013
- CABE, Who's In Charge, discussion of the role of the Board Chair, 2011.

Regulation approved:

Administration

Goals and Objectives

The **Board of Education** believes that proper administration is vital to a successful educational program. The coordination and supervision of all aspects of the operations of the district's schools, pursuant to the policies of the board, are necessary for the development and maintenance of an effective learning environment. Administrative duties and functions are to be assessed in terms of their contributions to the improvement of education in the district. The superintendent, as chief executive officer of the district, is to provide the leadership necessary to support this objective.

District administration is to be organized so that all divisions and departments of the central office and all schools operate within a system guided by board policies, which are implemented through the superintendent. All personnel will have the necessary authority and responsibility (clearly defined and correlated to their roles) to carry out their respective assignments within this framework. Accountability will rest with these same personnel for the effectiveness with which their duties are performed.

Major goals of district administration will be:

1. To manage effectively the district's various departments, units and programs.
2. To provide professional advice and counsel to the board and to advisory groups established by board action. This includes the review of policy alternatives and the subsequent recommendation from among them
3. To perform managerial duties as will best ensure effective learning programs, including but not limited to:
 - a. improving educational opportunities for all students;
 - b. improving parental and community involvement in the schools;
 - c. ensuring the effective implementation of Board policy;
 - d. addressing the on-site needs of the district's schools;
 - e. providing leadership in keeping abreast of current educational developments;
 - f. arranging for effective staff development programs;
 - g. coordinating cooperative efforts at improving learning programs, facilities, equipment and materials; and
 - h. providing channels for the upward flow of information necessary and useful in the design and development of school policy.

BRIDGEPORT PUBLIC SCHOOLS
Bridgeport, Connecticut

Administration

Administrative Staff Organization

The administrative staff should act as a directing force toward the achievement of excellence in the educational program. The Superintendent shall organize the staff to achieve the school district goals as expressed by the Board of Education. The Superintendent shall be the administrator responsible to the Board of Education and shall identify lines of primary authority for all employees.

The primary responsibility of the administrative staff is to help create and foster an environment of excellence in which students can learn most effectively. Excellence in education includes ensuring administrative role models reflect diversity in the population as a whole. In an effort to provide such role models, the Board supports measures to increase diversity through effective recruitment and hiring practices.

Professional development activities will be provided for all staff. The Board will work toward achieving excellence in education by utilizing varied professional development programs aimed at developing leadership skills, stimulating interest of those who are underrepresented in administrative positions, and providing career advancement support and professional development opportunities for new and experienced administrators.

The Superintendent will be responsible for developing a district diversity staffing plan and shall review it on an annual basis. This plan should reflect state demographics and not be limited to the local community composition. A diversity checklist may be used as a guide to measure the district's success in developing a multicultural environment. Toward this end, all administrative duties and functions will be evaluated on the basis of contributing to better instruction which serves to incorporate the multicultural experience to enhance student motivation and achievement.

Policy adopted:

Administration

Lines of Responsibility

1. In the absence of the superintendent, the superintendent shall designate an administrator to serve as acting superintendent.
2. Lines of responsibility in the school district shall be structured to:
 - a. Maximize student learning and promote high student performance.
 - b. Clarify responsibility and accountability from students through teachers, administrators and the superintendent, to the **Board of Education**.
 - c. Tell each member of the staff to whom he/she is responsible and for what functions.
 - d. Whenever possible, have each member of the staff responsible to only one immediate supervisor for any one function.
 - e. Designate a person to whom a staff member can appeal a disagreement with the person to whom the staff member is directly responsible.
 - f. Inform each staff member to whom he/she can go for help in working out his/her own functions in the district program.
 - g. Keep each staff member advised of policies, functions and progress of the district.

Administration

Equal Employment Opportunity

All personnel policies and practices of the Bridgeport **Board of Education** will be in accordance with equal employment opportunity practices as determined by state and federal legislation. A job description and required qualifications will be made available for each position to be filled. Equal employment opportunity will be available to all protected groups; no individual will be discriminated against because of race, gender, color, religious creed, national origin, age, sex, sexual orientation, disability, marital status, present or past history of mental disorder, mental retardation, learning disability or physical disability, or abilities unrelated to performance of the duties of the position.

The district's staffing plan should be designed to ensure that the public schools are continuously moving toward integrated staff at all levels, in all schools, and in other areas throughout the system.

The board believes in the importance of the district's practices to support the concept of staff balance because staff and students will benefit greatly from a diverse staff.

Legal References: Title VII of the Civil Rights Act of 1964, 42 U. S.C., sub 2000e.
 Age Discrimination in Employment Act, 29 U.S.C. Sec 621.
 Executive Order 11246.
 Connecticut General Statutes
 Connecticut Constitution Article I, Section 20; Amendment V Equal Rights Protection Amendment.
 46a-51 (8), (17), (18) Discriminatory practices.
 46a-58(a) Deprivation of rights.
 46a-60 Discriminatory employment practices prohibited.
 46a-79 State policy re employment of criminal offenders.
 46a-80 Denial of employment based on prior conviction of crime.
 10- 153 Discrimination on account of marital status.
 PA 91-58 An act concerning discrimination on the basis of sexual orientation

Administration

Professional Development

The **Board of Education** recognizes the importance of professional development opportunities for new and experienced administrators that is systematic, planned, on-going, and coordinated to support district goals and the improvement of student learning as reflected on the Connecticut Mastery Test, the Connecticut Academic Performance Test, and other assessment measures approved by the district. Administrators should provide positive role models for other staff and students by adopting the dual roles of teacher and learner. Formal acknowledgment of the importance of these reciprocal roles and responsibilities will lead to sustained professional growth and learning among administrative staff, which will, in turn, benefit the school community.

A philosophy that promotes continued learning for all educators should permeate professional development programs and practices. The philosophy should specifically support different learning needs, based on experience, and an investment in the professional growth of future school leaders.

All administrators should be exposed to professional growth opportunities and educational practices that address ways to foster intellectual achievement, excellence, diversity, and equity in the school community. Professional development programs should be developed to assist and alert participants to issues related to the impact of racial, ethnic, and gender bias in the classroom, in the schools, and in the broader community.

Professional development activities will be provided for all staff. The superintendent will work toward achieving excellence in education by utilizing varied professional development programs aimed at developing leadership skills, stimulating interest, and providing career advancement support and professional development opportunities for new and experienced administrators.

Administration**Assignment and Transfer of Building Administrators**

Appropriate placement and transfer practices for school administrators should enhance effective utilization of skills and abilities and the professional growth of individuals. These objectives can best be achieved through the provision of some variety of school assignments over a period of years, and the best possible matching of known administrator strengths to identified current needs of a particular school.

The superintendent will be responsible to the board for effective placement and transfer of school administrators, giving priority to the needs of the school and district as determined by the board and central administration.

Administration**Job Descriptions**

The superintendent shall provide for the preparation and maintenance of job descriptions for all personnel. All procedures shall be in accordance with good practice and the provisions of applicable collective bargaining agreements.

Administration

Superintendent of Schools

Job Description

The Superintendent of Schools, as Chief Executive Officer of the Board of Education, will have the following specific powers and duties:

Relationship with the Board

1. to serve as the Executive Officer for the Board and be charged with the responsibility for implementing the policies of the Board. They shall work with the Board President in planning the agenda for each meeting, shall attend all meetings and participate in all regular and special meetings of the Board and executive meetings of the Board at the Board's request;
2. to develop a harmonious and close working relationship with the Board. They shall treat all Board members impartially and alike, refraining from criticism of individual or group members of the Board. They shall go to the Board when serious differences of opinion arise in an earnest effort to resolve such differences immediately;
3. to serve as a resource person and advisor to the Board. They shall keep the Board informed on issues, needs, and operation of the school system. They shall offer advice to the Board based on thorough study and analysis, on items requiring Board action;
4. to provide a continuous appraisal of all school policies originating with the Board. They shall advise the Board on the need for new and/or revised policies and suggest draft policies to satisfy those needs.

Educational Direction and Leadership

5. to develop administrative principles and procedures for implementing Board policy. They shall ensure the enforcement of all provisions of law, rules and regulations, and Board policy relating to the management of the schools and other education, social, and recreational activities. They shall interpret for the staff all Board policies and applicable laws, rules, and regulations.
6. to understand and keep informed on all aspects of the instructional program at all levels. They shall have responsibility for the supervision of instruction and shall bring to the school, in a leadership capacity, the best in educational thought and practice. They shall, on a continuing basis, review and update the educational program of the school, and keep the Board informed of all changes in curriculum;
7. to recommend to the Board for its adoption all courses of study, curriculum guides and textbooks to be used in the schools;
8. to encourage a positive approach to student behavior and discipline;

Administration

Superintendent of Schools (continued)

Personnel

9. to develop and implement sound personnel practices, consistent with law, Board policy, and collective bargaining agreements, including recruitment, hiring, assignment, supervision, evaluation, promotion, and discipline of all personnel. They shall develop procedures for the selection of staff members. They shall establish standards for teacher selection and provide a framework for continuing in-service training of all professional staff members.
10. to recruit qualified, professional, civil service, and non-certified personnel.
11. to nominate employees for appointment, promotion, transfer, or dismissal in accordance with the policies of the Board and the procedures outlined by the law. They shall make recommendations to the Board regarding salary and tenure of all employees. They may temporarily suspend any employee for cause and shall promptly report such suspension to the members of the Board. Unless otherwise determined by the Board, they are authorized to reemploy all employees upon the adoption by the Board of the budget for the following year.
12. to supervise and evaluate all staff members. They shall work for good morale and be impartial, firm, and fair in dealing with staff.
13. to encourage in-service education and the professional growth of staff through conferences, workshops, group discussions, committee/individual studies, and the use of consultants;
14. to advise the Board, in conjunction with the Board-designated negotiator(s), on all collective bargaining matters;

Financial Management

15. to prepare and present to the Board a preliminary annual budget in accordance with a schedule established with the Board. They are responsible for ensuring that the budget, as adopted by the Board and approved at the annual meeting, is properly administered. They shall ensure that regular reports are made to the Board on the status of the budget;
16. to establish efficient procedures to maximize income, safeguard investments, and provide effective controls for all expenditures of school funds in accordance with the adopted budget. They shall ensure that all necessary bookkeeping and accounting records are maintained by the district.

Facilities Management

17. to supervise operations, maintenance, alterations, and repair to buildings and grounds, insisting on competent and efficient performance;
18. to evaluate planned needs and recommend improvements, alterations, and changes in the buildings and equipment of the district to the Board;

Administration

Superintendent of Schools (continued)

Community Relations

19. to supervise the public relations activities of the district. They shall keep the public informed about the policies, practices, and problems in the district's schools, and provide leadership in changing attitudes and practices for the future. They shall develop friendly and cooperative relationships with the news media.
20. to establish and maintain an effective working relationship with all segments of the community: parent-teacher organizations, local and state government, other school systems, institutions, agencies, civic organizations, and the general public. They shall solicit and give attention to the problems and opinions of all groups and individuals.

Personal Qualities and Growth

21. to demonstrate outstanding qualities of leadership with the ability to delegate authority and responsibility effectively and to hold subordinates accountable;
22. to exhibit good judgment, common sense, and perception;
23. to exhibit the ability to face controversy, remain true to convictions, and to live with a high-pressure job;
24. to speak well before large and small groups, expressing ideas in a logical and forthright manner;
25. to maintain professional development by reading and coursework, attending conferences, working on professional committees, visiting other districts, and meeting with other Superintendents;

Management Functions

26. to coordinate and manage the district so that the school organization operates smoothly and efficiently. They must be able to coordinate the processes essential to achieving smooth operation in all areas of the school district organization:
 - **Planning:** determining needs, objectives, and goals;
 - **Organization:** assigning roles, responsibilities, and establishing lines of communication;
 - **Control:** ensuring that progress is being made toward priorities, discipline, making necessary staff reallocations and changes, and evaluations;
 - **Decision-making:** data-collecting, analyzing data, and choosing appropriately from a variety of decision-making techniques;
 - **Problem-solving:** sensitivity to problems, formulating problem statements, and using a variety of problem-solving techniques;
 - **Communication:** giving and receiving information effectively both orally and in writing, facilitating the exchange of information, views, and opinions; and
27. to perform such other duties as the majority of the Board may determine.

Note: This is a sample list of the Superintendent's Duties.

Policy adopted:

Administration**Superintendent**

In accordance with state law, the board shall, by ballot, elect a superintendent for a period not to exceed three years.

The appointment of the superintendent shall be secured through an explicit contractual agreement which shall state the term of the contract, compensation and benefits, and other conditions of employment.

The contract shall meet all statutory requirements and shall protect the rights of both board and the superintendent.

Each year, the board will evaluate the superintendent in accordance with guidelines and criteria mutually determined and agreed upon by both the board and the superintendent.

Legal Reference: Connecticut General Statutes
 10-157 Superintendents

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, and the aspirations of the community. 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 first will decide whether to hire a qualified search consultant. The selection of a consultant, if any, will conform with the board's affirmative action policies.

The consultant will:

- A. Receive all applications and seek supplemental information on candidates as needed.
- B. Look for input from organizations and community groups in its district.
- C. Interview and pre-screen the most promising candidates.
- D. Present to the Board the names and qualifications of a limited number of the most promising candidates.

2. Search Committee

The board will determine the membership of and appoint the search committee.

The President of the board will appoint the President of the search committee who will be a member of the **Board of Education**.

The search committee will seek the advice and counsel of a broad variety of groups within the district, representative of the demographics of the community.

The search committee will proceed with recruitment, screen applicants, and interview an appropriate number of semi-finalists. It will then recommend a small number of candidates to the board for final selection. Final selection will rest with the Board after a thorough consideration of qualified applicants.

Administration

Recruitment and Appointment of Superintendent (continued)

The search committee will make its recommendations to the board based upon the board's policies and predetermined criteria, which will reflect the demonstrated skills and experience which are equated with the responsibilities of the position.

3. 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, to be updated as necessary as the search progresses.

4. Desired Qualifications, Functions and Responsibilities of Superintendent

The board will develop a set of qualifications and prioritize the functions and responsibilities it wishes the superintendent to discharge. If a consultant is to assist the Board, 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 (if hired) will make efforts to increase recruitment of underrepresented groups.

5. Interviews

A background check of qualifications will be completed.

There may be at least two interviews -- one preliminary interview conducted by the search committee and one 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.

A subcommittee of the board will negotiate the contract with the finalist.

The board will hire the new superintendent.

The board must decide how best to 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).

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.

Administration

Hiring School Administrators

The Superintendent, as the chief executive officer of the Board of Education, shall be responsible for the professional leadership and skills necessary to translate the Board's will into administrative action. In fulfilling the Superintendent's responsibilities for all aspects of school operations, the Board recognizes the Superintendent's critical responsibility in leading a highly functional administrative team.

Therefore, in accordance with Connecticut General Statutes, Section 10-151, the Bridgeport Board of Education delegates the Superintendent the authority to hire certified, non-administrative and support positions. For administrative and supervisory positions, the Board of Education authorizes the Superintendent to select all administrative candidates for Board appointment.

(cf. 4115 – Evaluation)
 (cf. 2131 – Superintendent of Schools)
 (cf. 2000.1 – Board – Superintendent Relationship)

Legal Reference: Connecticut General Statutes
 10-151 Employment of teachers. Notice and hearing on termination of contract (as amended by P.A. 12-116 An Act Concerning Educational Reform)
 10-153 Discrimination on account of marital status.
 10-183v Reemployment of teachers, as amended by P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 16-91, An Act Making Changes to the Teachers' Retirement System, and PA 17-173 An Act Concerning Minor Revisions and Additions to the Education Statutes and PA 18-42 An Act Concerning a Provision Concerning Reemployment of Certain Teachers.
 10-220 Duties of Boards of Education.
 31-126 Unfair Employment Practices.
 46a-60 Discriminatory employment practices prohibited.
 Title IV Equal Employment Opportunities.
 34 C.F.R. 200.55 Federal Regulations.
 P.L. 114-95 Every Student Succeeds Act, S.1177-55, 56.

Policy adopted:

Administration

Hiring School Administrators

The Superintendent shall appoint or promote all administrators to appropriate supervisory and administrative positions within the Bridgeport Public Schools upon notification to the Board.

Acting Assignments

The Superintendent shall have the authority to fill any vacancy with an acting assignment until an appropriate permanent assignment can be made.

Administration

Compensation Guides and Contracts

The superintendent shall establish procedures for compensating paid administrators who are not members of a bargaining unit subject to approval by the board. Administrators who are members of a bargaining unit shall be compensated in accordance with the terms of the applicable contract.

Administration**Administrative Leeway in Absence of Board of Education Policy**

In cases where emergency action must be taken within the school system and where the **Board of Education** has provided no guidelines for administrative action, the superintendent shall have the power to act.

It shall be the duty of the superintendent to inform the **Board of Education** promptly of such action and of the need for possible additional policies, or revision of existing policies, and the superintendent's decisions shall be subject to review by the **Board of Education** at its next regular meeting.

Administration**Administrative Reports**

The board shall receive copies of program evaluations, group test results, the annual report on programs and courses, regular financial reports, and other materials appropriate to its decision and policy-making responsibilities. Such information is to be released by the superintendent through placement on the agenda of a regular or special meeting of the board.

Administration

Representative and Deliberative Groups

The **Board of Education** encourages the superintendent and administrative staff to create and maintain appropriate groups such as councils, cabinets, and committees to:

1. Foster good communications with the staff, students and the public.
2. Allow staff, students and the public a voice in decisions affecting them.
3. Establish effective channels of communication for the public, the students and the district staff.

Administration

Representative and Deliberative Groups

Communications

Communication between the **Board of Education** and the staff shall be carried out through the superintendent. At times it may be beneficial and necessary for a direct conference to be arranged between these two groups around areas of mutual concern. In such cases the following regulations will be followed:

1. Meetings between the **Board of Education** or committees of the board and a staff committee will be arranged through the superintendent as the executive agent of the board and the professional leader of the teachers.
2. Requests for meetings with the **Board of Education** should be made in writing to the superintendent and should suggest agenda items. These requests shall be brought to the attention of the **Board of Education** by the superintendent.
3. Issuance of publicity releases and the substance of such releases resulting from such meeting shall be approved by both groups.

Administration

Policy and Regulation Systems

Policy Manual

The superintendent shall establish and maintain an orderly plan for preserving and making accessible policies and bylaws adopted by the board, and the regulations of the administration. board policies, board bylaws, and administrative regulations shall be published in a manual, maintained in current condition, and made available to all persons concerned.

Policies

Policies are statements of intent adopted by the **Board of Education**. They serve as guides to the administration in the development and implementation of regulations for operating the district.

The superintendent is an integral part of this policy-making process, recommending to the board areas requiring policy adoption or change. The superintendent shall develop a regulation specifying how policies will be developed and presented to the board.

The superintendent will present policies to the board for revision every two years on even numbered years in groups of two by series, for the purpose of administrative updating and board review.

Regulations

Consistent with policy, the superintendent shall specify required staff actions, and designate the administrative arrangements and procedures under which the schools are to be operated. The actions, arrangements and procedures which apply throughout the district shall be designated as "regulations," and placed in the district policy manual. Regulations shall be presented to the board but the board will not adopt regulations unless requested to do so by the superintendent or unless required by federal or state law. The superintendent is responsible for development and implementation of district regulations. He/she shall develop a system involving staff members in development and implementation of regulations. Regulations should be complete, consistent with adopted board policy, and capable of reasonable implementation.

Bylaws

Bylaws are the rules governing internal operations of the **Board of Education**. When need for a new bylaw, or modification of an existing bylaw is recognized, the board will consider an effective new or modified bylaw for adoption. The same procedure used for development of policies shall be used for development of bylaws.

Administration

Policy and Regulation Systems

Functions and Composition of Committees and Channels

Board of Education

The **Board of Education** is responsible for the development of policy. It receives recommended drafts from the superintendent, individual board members and board committees. The board may accept and adopt drafts, return them to the committee or superintendent with requests for specific changes, or reject them outright. The board may originate a request for a needed policy through a board committee and/or superintendent.

Distributing Revised Pages to Manual Holders

Whenever the board adopts, revises or deletes policies or bylaws, and whenever the administration approves, revises or deletes regulations, reasonable efforts shall be made to notify holders of policy, bylaw and regulations manuals.

The notification task is a responsibility of the superintendent or designee, and the superintendent or designee is assigned to care for the manuals and to see that they are all kept current, and electronically uploaded to the District's website.

Copies of new or revised policies, bylaws and regulations should be prepared and distributed to manual holders.

The superintendent is responsible for the care and regular updating of the manuals, and shall keep a master file of the distributed materials.

Administration

Administrative Reports/School District Annual Report Announcements

The **Board of Education** directs the superintendent in cooperation with the school staff, parents, and any other interested persons or groups to establish and maintain a comprehensive plan for monitoring the progress of the schools in achieving stated goals in regard to curriculum, school environment, school operations, and finance.

The board shall require reports from the superintendent concerning the state of the school system.

The superintendent shall be responsible for submitting to the board an annual report indicating the effectiveness of the instructional program, the condition of the schools, and plans and suggestions for their improvement as well as other items of interest to the board members.

The board shall file an annual financial report with the State in accordance with the law.

Legal Reference: Connecticut General Statutes
 10-157 Superintendent
 10-222 Appropriations and budget
 10-224 Duties of the Secretary
 10-227 Returns of receipts, expenditures and statistics to state board.

Administration

Evaluation of Administrators and Administration

In order to advance the instructional program of the school district, the superintendent will establish and will implement an evaluation program for all administrators and teachers. Such a program will be aimed at improving administrator/teacher performance and at promoting professional growth within the framework of the goals and objectives of the school district. Such an evaluative process will include a formal procedure for the evaluation of the superintendent by the **Board of Education**.

Through the evaluation of the superintendent, the **Board of Education** will strive to accomplish the following:

1. Clarification for the superintendent of his/her role in the school system as determined by the **Board of Education**.
2. Clarification for all **Board of Education** members of the role of the superintendent in light of his/her responsibilities, his/her authority, and his/her organizational expectations.
3. Development of a unity of purpose in order to achieve high priority goals and objectives.
4. Development of an opportunity for goal achievement through regular appraisal and feedback.
5. Enhancement of organizational health resulting from involved, committed, and strengthened individuals.

The superintendent's evaluation and the evaluation of district administrators and teachers should be viewed as part of an overall district management plan of establishing goals and objectives, appropriate programs, and methods of evaluation. Instructional leadership efforts can only be productive if teaching and learning are emphasized and if objectives, measurement, and feedback are part of that effort. Teachers, administrators, central office personnel, and the **Board of Education** should be partners in the improvement process, and it is expected that this policy provide direction in achieving that partnership.

Legal Reference: Connecticut General Statutes
 10-151b Evaluation by superintendents of certain educational personnel.
 10-151c Records of teacher performance and evaluation not public records.

Administration

Evaluation of Administrators and Administration

The superintendent shall evaluate or cause to be evaluated each teacher and administrator in the school system and report the status of the evaluation plan to the board as required by statute. The term "teacher" shall include professional employees of the board below the rank of superintendent who occupy positions requiring certification.

Philosophy

The **Board of Education** believes that evaluation, an integral aspect of staff development, is a dynamic, continuous process, and is a fundamental function of supervision. Evaluation must encourage and facilitate growth in the performance of job responsibilities. It shall be a cooperative process, with the responsibility for accomplishment shared by teacher and supervisor. The administrator and teacher must be an active participant in all phases of the evaluation process.

Purpose

The primary purpose of the evaluation of professional staff in the Bridgeport Public Schools shall be improvement of the student learning experience and higher student achievement. To accomplish this primary function, the evaluation process shall be used for the following purposes:

1. To foster staff growth in the performance of job responsibilities.
 - a. To provide the administrator and teacher with a statement of the nature and degree of performance of his/her services.
 - b. To provide the administrator and teacher with assistance and specific suggestions as to measures which might be taken to improve performance.
2. To provide evidence on which to base decisions for:
 - a. Granting tenure in accordance with the statutes of the State of Connecticut.
 - b. Re-employment of probationary teachers.
3. To provide objective criteria for the Superintendent to be used in any recommendation concerning:
 - a. Granting salary increments or withholding increments.
 - b. Invoking dismissal procedures of teachers.

Administration

Evaluation of Administrators and Administration (continued)

Purpose (continued)

Each administrator and teacher must perform job responsibilities at a satisfactory level. Each administrator and teacher must be held accountable for their performance. In the same manner, the supervisor must be held accountable for the performance of his/her staff, as well as providing support and assistance to staff in meeting performance criteria.

In the final analysis, after assistance has been rendered, the system must eliminate the employment of those who cannot or will not perform job responsibilities in a satisfactory manner. This shall be a major responsibility of all supervisors and the superintendent.

Bridgeport Board of Education By-Laws
Adopted _____

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Bridgeport Board of Education By-Laws

Role of Board and Members (Powers, Purposes, Duties) - 9000

The Bridgeport Board of Education is the governing body of the Bridgeport Public Schools District and derives its powers and exists und the Constitution and General Statues of the State of Connecticut and the regulations of the Connecticut State Board of Education.

Legal Reference: Connecticut General Statutes

1-200 Definitions

10-186 Duties of local and regional boards of education

10-220 Duties of boards of education

10-221 Boards of education to prescribe rules

10-240 Control of schools

10-241 Power of School Districts

Bylaw adopted by the Board: _____

Bridgeport Board of Education By-Laws

Statement of Integrity - 9005

The long-term health of a representative democracy requires that citizenship and leadership act upon what is right, rather than what is popular. As Bridgeport Board of Education members, our goal is to improve the education of our children and to advocate for them and their best interests. Board members must be working effectively together and with others in the community to successfully reach this goal. A Board of Education that operates with integrity will be a more effective Board. Integrity is first, discerning what is right and what is wrong, second, acting upon what you have discerned even at personal cost; and third, saying openly that you are acting on your understanding of right from wrong. It requires that students, colleagues, constituents, and others in the community be considered in every decision. A Board of Education with a sense of integrity will consider what is right, and what is wrong. This takes discipline and an awareness of one's environment.

To this end, as a Board of Education with integrity, we will:

- Understand that our first and greatest concern is the educational welfare of the students, and that all decisions must be based on this understanding;
- Render all decisions based solely on our judgment of the available facts and not surrender that judgment to individuals, special interests, or our own personal agendas;
- Attend all Board meetings insofar as possible, and be responsible for becoming informed on any and all issues coming before the Board, as well as being prepared to discuss and/or act upon all agenda items;
- Be responsible for becoming informed on any and all issues coming before the Board;
- Seeks to facilitate ongoing communication between the Board and students, staff, parents and all elements of the community;
- Conduct our meetings and foster an environment where all elements of the community can express their ideas;
- Declare a conflict of interest when it arises and excuse ourselves from related discussion and action on that issue;
- Refrain from using our position on the Board for personal or partisan gain;
- Insist on regular and impartial evaluation of all staff, and conduct a yearly self-evaluation and set annual goals;
- Fairly assess all non-instructional aspects of the school operation;
- Support all decisions by the Board to the community once a decision has been reached; AND
- Understand that we have no authority beyond that which is exercised at the Board meeting, and that we shall not lend the impression that we are speaking on the Board's behalf unless that authority has been so delegated.

The Bridgeport Board of Education is committed to the highest legal and ethical standards essential in governing its school system. It endeavors to encourage growth and support established and innovative educational objectives.

(cf. 9000 - Role of Board and its Members)
(cf. 9271 - Code of Ethics)

Bylaw adopted by the Board: _____

Bridgeport Board of Education By-Laws

Limits of Authority - 9010

The responsibility of individual Board members is one of trust to the Board and to the Bridgeport Public Schools District. This trust can best be upheld when relationships are established with regard to the Board, administration, staff and citizenry. Such relationships as established by the Board are as follows:

1. Board member's primary responsibility is to serve the Bridgeport Public Schools District as a member of the Board of Education whose authority is derived from its compliance with statutory requirements, and its bylaws, policies and regulations. As an individual, Board member's legal authority exists at such time the Board is in session.
2. Individual Board members shall be granted authorization to conduct Board business upon Board approval. Such authorization will be with regard to such matters as, but not restricted to, educational needs, facility needs, transportation, budget preparations, negotiations, and those matters pertaining to the function of a standing committee or the responsibility of an officer of the Board.
3. Personnel records other than those made available to the entire Board by the Superintendent of Schools shall not be made available to individual Board members unless it is appropriate and necessary in order to fulfill specific responsibilities set forth by the Board.
4. Board members shall exercise respect in those matters pertaining to the responsibilities of the Superintendent of Schools whose authority for administering the educational program and conducting school business is vested in his office and his professional and non-professional staff. No individual member of the Board, by virtue of holding office, shall exercise any administrative responsibility with respect to the schools, nor as an individual command the services of any school employee.
5. Board members shall uphold the position that they are without legal authority outside of meetings of the Board and shall conduct their relationships with school staff, district citizens and all media of communication on the basis of this fact.

Legal Reference: Connecticut General Statutes

10-220 Duties of boards of education.

10-232 Restrictions on employment of members of the board of education.

Bylaw adopted by the Board: _____

Bridgeport Board of Education By-Laws

Legal Responsibilities of Board of Education - 9012

The Bridgeport Board of Education shall have authority to take all action necessary or advisable to meet its responsibilities under state statute and City Charter including but not limited to the following:

1. To annually establish, with the Superintendent of Schools, educational priorities for the school district.
2. Create, abolish, modify and maintain such positions, schools, divisions and classifications as may be necessary for the efficient administration of the educational enterprise as recommended by the Superintendent.
3. To elect a Superintendent of Schools in accordance with state statutes.
4. To consider and adopt an annual budget, prepared by the Superintendent of Schools.
5. To determine the number, classification, duties and remuneration of employees.
6. To establish policy for employment, promotion and dismissal of personnel in accordance with state statutes.
7. To provide for the appraisal of the performance of personnel.
8. To initiate and approve the acquisition and disposition of school sites and to initiate and approve plans for school buildings.
9. To consider any specific recommendations made by the Superintendent of Schools.
10. To keep the citizenry informed of purposes, values, conditions and needs of public education in the City.
11. To consider, revise and adopt any changes in the curriculum.
12. To take any other actions required or permitted by law.
13. To make reasonable provision to implement the educational interests of the State, as defined by law, so that
 - (a) each child shall have for the period prescribed in the General Statutes equal opportunity to receive a suitable program of educational experiences;
 - (b) the school district shall finance at a reasonable level an educational program designed to achieve this end;
 - (c) the school district shall provide educational opportunities for its students to interact with students and teachers from other racial, ethnic and economic backgrounds;
 - (d) the mandates in the General Statutes pertaining to education within the jurisdiction of the State Board of Education shall be implemented.
14. To maintain a safe school setting and shall, in accordance with the statutes, maintain records of allegations, investigations, and reports that a child has been abused or neglected by a school employee, as defined in C.G.S. 53a-65)

Legal Reference: Connecticut General Statutes

53a-65 Definitions

10-220 Duties of boards of education. (as amended by PA 11-93)

Bylaw adopted by the Board: _____

Bridgeport Board of Education By-Laws

Public Statements - 9020

The Bridgeport Board of Education recognizes that communication is a continuous two-way process. The Board believes that it is important to keep the public informed about educational programs, and, in turn, that the community should have the opportunity to provide input.

Communication will be a concurrent responsibility of the Bridgeport Board of Education and the Superintendent of Schools. The Superintendent of Schools will work with the members of the Board of Education to conduct an active and comprehensive program throughout the school district and community for the prompt dissemination of information about decisions made at all Board meetings. Releases to the press and brief summaries of Board meeting actions prepared for distribution to staff members and parent/guardians are regarded as appropriate media of information for meeting the requirements of this Bylaw. Press releases relative to Bridgeport Board of Education action shall be released only by the Board Chairperson or the delegated agent of the Board.

(cf. 1112 - News Media Relationships)

(cf. 1120 - Public Participation at Board of Education Meetings)

Bylaw adopted by the Board:

Bridgeport Board of Education By-Laws

Public Statements

Advocacy – 9020.1

The Bridgeport Board of Education believes that advocacy is a critical part of its activity and an important responsibility of school Board members. Advocacy is engagement in the political process at local, state and national levels to influence the public policies that affect Boards of Education and school children.

Education advocacy requires the Bridgeport Board of Education to publicly state what is needed to achieve effective public education. It is a recognition that the Bridgeport Board of Education has an important message to deliver to all governmental levels, the media and community, that affect educational policy and power to influence outcomes.

Education must be a priority in local, state and national policy and actions. Advocacy is necessitated by the many laws mandated on the school district by the state and federal government as well as regulations promulgated by state and federal departments of education.

School Board members, respected by legislators are powerful advocates, with the responsibility to explain to legislators, the local impact of state and federal policy decisions. Local school Board members must help the Connecticut Association of Boards of Education deliver its message to legislators.

In fulfilling its advocacy responsibilities, the Bridgeport Board of Education will cooperate with parent groups, other educators, special interest groups, business and service organizations other school Boards, CAFE, and community members to achieve favorable legislation on education issues. Coalition building is critical to effective advocacy.

The Bridgeport Board of Education will develop a plan to fulfill its advocacy responsibilities.

To fulfill its advocacy role, the Bridgeport Board of Education will:

1. participate in state and national public advocacy networks, including CAFE membership;
2. nominate, at the annual organizational meeting, a point person to be the conduit for information and action; with the power to write and contact legislators on behalf of the entire Board;
3. schedule time at Board meetings for a report on state and national advocacy issues;
4. recognize the Bridgeport Board of Education Chairperson, or his/her designee, as the press spokesperson for the Bridgeport Board of Education on state and national educational issues;
5. use varied available means of communication, such as newsletter, general media, public forums to publicize federal and state legislative policy issues being addressed by the Board;
6. agree, as a Board, in its lobbying effort on the particular issues and tactics, to be given priority;
7. cooperate, in a coalition with other Boards of Education, teachers, parents, administrators, local elected officials, business and community leaders on agreed upon education lobbyist issues;
8. use media as an advocacy tool, meeting with the editorial board of newspapers serving the local area, writing letters to the editor and talking with reporters on educational legislative issues.

Bylaw adopted by the Board:

Bridgeport Board of Education By-Laws

Commitment to Democratic Principles in Relation to Community, Staff, Students

Board-Staff Communications - 9030

The Bridgeport Board of Education recognizes the need to maintain open communication between itself and the staff. Essentially, communications with staff deal with three general areas - administration, policy and philosophy. While the Board recognizes the necessity for Board-staff communications, it also recognizes that administrative matters must be dealt with through its chief administrator. Hence, the basic line of communication for administrative matters shall be through the Superintendent.

1. Staff Communications to the Board

(cf. 4118.111 and 4218.111 re Complaints/Grievances)

Staff members are also reminded that Board meetings are public meetings. As such, they provide an excellent opportunity to observe and participate firsthand the Board's deliberations on problems of staff concern.

2. Board Communication to Staff

(cf. 9020 - Public Statements)

3. Visits to Schools

Individual Board members interested in visiting schools or classrooms will make arrangements for visitations through the Superintendent of the various schools. Such visits shall be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Official visits by Board members will be conducted only under Board authorization and with the full knowledge of staff, including the Superintendent, building administrators and other supervisors.

4. Social Interaction

Staff and Board members share an interest in the schools and in education generally, and it is to be expected that when they meet at social affairs and other functions, they will informally discuss such matters as educational trends, issues, and innovations and general school district problems. Individual Board members have no special authority except when they are convened at a legal meeting of the Board or vested with special authority by Board action. Bridgeport Board of Education members are expected to avoid discussion of:

A. Matters that are, or have the potential of becoming, the subject of an executive session;

B. Information and data contained in personnel records protected by the privacy act;

(cf. 5145 - Civil and Legal rights & Responsibilities)

(cf. 9132/9133 - Committees and Advisory Committees)

Legal Reference: Connecticut General Statutes
10-220 Duties of Boards of Education.

Bylaw adopted by the Board:

Bridgeport Board of Education By-Laws

Board-Related Responsibilities – 9040

In order to assure that its operations support the schools in providing all students with a high-quality education, the Bridgeport Board of Education hereby establishes as its goals:

1. to work closely with the community to ensure that Board actions and performance reflect the concerns and aspirations of the community;
2. to identify the educational needs and aspirations of the community, and to transform such needs and aspirations into policies aimed at stimulating the students and the learning process;
3. to provide leadership in order that the goals and objectives of the school system, as set forth by the Board, can be effectively carried out;
4. to employ a Superintendent capable of ensuring that the district maintains a position to an outstanding school system and that school personnel carry out the policies of the Board with energy and dedication;
5. to formulate Board policies which best serve the educational interests of students and provide the Superintendent with sufficient and adequate guidelines for implementation;
6. to develop and provide data useful to the planning evaluation, organization and execution of Board management functions;
7. to perform all Board functions and operations in conformity with state, federal and local laws, rules, and regulations; and
8. to evaluate the Board's performance in relation to these goals, and to establish and clarify policies based upon the results of such evaluation.

Legal Reference: Connecticut General Statutes

10-186 Duties of local and regional boards of education

10-220 Duties of boards of education

10-221 Boards of education to prescribe rules

Bylaw adopted by the Board:

Bridgeport Board of Education By-Laws

Number of Members, Terms of Office, Oath of Office – 9110

The Bridgeport Board of Education consists of nine (9) members who are elected bi-annually.

Terms of Office

The term of office of a school Board member shall be for four years. Members shall take office at the first regularly scheduled meeting in December. Before entering upon their official duties, members of the Bridgeport Board of Education shall take the oath of office.

Term of Board Officers

All officers of the Board shall hold office for a term of one year and until their successors are elected and have qualified, except in case of removal as provided in Bylaw 9222.

Bylaw adopted by the Board:

Bridgeport Board of Education By-Laws

Board of Education Officers – 9121

Election of Officers

The Bridgeport Board of Education shall elect from its members at the organizational meeting, a Chairperson, Vice-Chairperson, and a Secretary. The organizational meeting shall be called to order by the Mayor who will preside until a Chairperson is chosen. In the absence of the Chairperson, the Vice-Chairperson, or Secretary in that order shall preside until a new Chairperson is elected.

Election of officers shall be in writing and the vote of each member shall be made available for public inspection within forty-eight (48) hours and recorded in the minutes of the meeting. If a Chairperson and/or Secretary are not chosen within one month, the Mayor shall choose such officers from the Board membership.

Chairperson

The Chairperson shall preside at all meetings of the Bridgeport Board of Education and shall perform other duties as directed by law, State Department of Education regulations, and by this Board. In carrying out these responsibilities, the Chairperson shall:

1. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Board.
2. Consult with the Superintendent in the planning of the Board's agendas.
3. Confer with the Superintendent on crucial matters which may occur between Board meetings.
4. Appoint Board committees, subject to Board approval.
5. Call special meetings of the Board as necessary.
6. Be public spokesperson for the Board at all times except as this responsibility is specifically delegated to others.
7. Be responsible for the orderly conduct of all Board meetings.

As presiding officer at all meetings of the Board, the Chairperson shall:

1. Call the meeting to order at the appointed time.
2. Announce the business to come before the Board in its proper order.
3. Enforce the Board's policies relating to the order of business and the conduct of the meetings.
4. Recognize persons who desire to speak and protect the speaker who has the floor from disturbance or interference.
5. Explain what the effect of a motion would be if it is not clear to every member.
6. Restrict discussion to the question when a motion is before the Board.
7. Answer all parliamentary inquiries, referring questions of legality to the Board attorney.
8. Put motions to a vote, stating definitely and clearly the vote and result thereof.

9. Declare the meeting adjourned.

The Chairperson shall have the right, as other Board members have, to offer resolutions, discuss questions, and to vote.

Vice-Chairperson

The Vice-Chairperson shall perform the duties of the Chairperson at Board meetings in their absence and assist the Chairperson as requested by them.

Secretary

The Secretary of the Board of Education shall:

1. perform the duties of the Chairperson at Board meetings in the absence of the Chairperson and Vice-Chairperson.
2. maintain a record of all Board proceedings as required by state law; one copy shall be maintained in the office of the Superintendent and one copy in the office of the City Clerk.
3. work collaboratively with the clerk of the Board to ensure compliance with statutory requirements.

(cf. 9324 Meeting Conduct and Parliamentary Procedure)

Legal Reference: Connecticut General Statutes

10-218 Officers. Meetings.

10-224 Duties of the secretary.

10-225 Salaries of secretary and attendance officers.

Bylaw adopted by the Board:

Attorney – 9125

The Bridgeport City Attorney shall be the legal advisor of the Board and its officers in questions related to their official duties. The Bridgeport Board of Education through the Bridgeport City Attorney may appoint, either on a full-time or retainer basis, an attorney or attorneys to serve as school attorney. The primary function of the City Attorney is to provide professional legal counsel and representation for the Board.

A decision to seek legal advice or assistance on behalf of the District shall normally be made by the Superintendent or Board Chairperson in accordance with Board policy and City Charter and when an obvious need exists. Such services may also be obtained as a consequence of a formal vote of the Board.

To ensure the prudent and cost-effective use of legal services, the District will limit and designate the persons with the authority to request services or advice from approved contracted legal counsel. [The persons authorized to confer with and/or seek the legal advice of the Board attorney include the Superintendent or his/her designee, Chief Financial Officer, and Chairperson of the Board.] The Board may authorize a specific member to confer with legal counsel on its behalf. Legal counsel will not be used unnecessarily to make management decisions or to obtain readily available information such as district policies.

Legal services required by the District may include, but not be limited to:

1. Providing general legal advice to the Board and/or administration;
2. Assisting with labor negotiations;
3. Assisting with personnel matters;
4. Assisting with expulsions and other disciplinary matters;
5. Conduct and/or assist with pending or actual litigation involving the District;
6. Other specialized legal services; and
7. Attendance at Board meetings or other activities as appropriate.

The performance of the school attorney(s) shall be subject to an annual evaluation conducted by the Bridgeport Board of Education and the Superintendent. The evaluation shall be provided to the City Attorney and shall address, at a minimum, the efficiency and adequacy of legal advice; results obtained for the District; reasonableness of fees; and the attorney's responsiveness to, and interactions with, the Board, administration, and community.

The Board retains the right to terminate the service of any contracted attorney.

Bylaw adopted by the Board:

Committees – 9130

There are three (3) standing Committees of the Bridgeport Board of Education; Instruction & Support Services, Policy, and Operations. The membership of the committees shall be established by the Chairperson not later than first regularly scheduled meeting in January.

Each committee may make a report through its chairperson at each regular meeting of the Board of Education. Each committee shall make its annual report at the meeting **prior to** the first regularly scheduled meeting in December.

No committee shall have power other than to recommend to the Board of Education unless specially authorized. No committee, or member of a committee, is authorized to make any contract or enter into any agreement which involves the expenditure of money, unless such contract or agreement is authorized by the Board either in regular or special meeting.

All committees of the Board of Education shall follow the provisions of the Freedom Of Information Act as required by statute.

(cf. 9132/9133 - Committees and Advisory Committees)

Legal Reference: Connecticut General Statutes

1-7 through 1-18 and 1-200 through 1-241 of the Freedom of Information Act.

1-200 Definitions.

1-226 Meetings of government agencies to be public.

Bylaw adopted by the Board: March 9, 2026

Committee of the Whole - 9131

The Bridgeport Board of Education shall act as a committee of the whole in final consideration of all matters.

Legal Reference: Connecticut General Statutes

1-200 Definitions

1-225 Meetings of government agencies to be public

Bylaw adopted by the Board: March 9, 2026

Committees and Advisory Committees – 9132/9133

Standing Committees

As deemed necessary, the Bridgeport Board of Education may establish standing committees from among its membership to make recommendations for Board action. The following rules will govern the appointment and function of such committees which shall:

1. be established through action of the Board of Education;
2. have their members appointed by the Board Chairperson
3. be informed in writing at the time of committee formation of committee purpose, functions, and duties;
4. make recommendations for Board action, but it may not act for the Board except in those instances where authority to act has been specifically delegated to the committee by the Board;
5. be dissolved at any time by a vote of the Board.

The Board Chairperson and the Superintendent of Schools shall be ex-officio members of all standing committees.

Ad Hoc Committees

Ad hoc committees may be created for special assignments. The same rules shall apply to ad hoc committees as apply to standing committees, except that they shall be dissolved immediately upon completion of an assignment. The Board Chairperson and the Superintendent of Schools shall be ex-officio members of all ad hoc committees.

Duties of the committee shall be outlined at the time of appointment, and the committee shall be considered dissolved when its final report has been made to the Board of Education.

Committees as Public Entities

All Board of Education committee meetings are public meetings unless the committee is composed entirely of non-Board members and the Board successfully has petitioned the Freedom of Information Commission prior to the committee formation for such committee to be exempt from this requirement.

All committees of the Board of Education shall follow the provisions of the Freedom of Information Act as required by statute.

(cf. 9130 - Committees)

(cf. 9131 - Committees of the Whole)

(cf. 9121 - Boards of Education Officers)

Legal Reference: Connecticut General Statutes

1-200 through 1-241 Freedom of Information Act.

Bylaw adopted by the Board: March 9, 2026

Board Representatives - 9140

The Bridgeport Board of Education designates the Superintendent of Schools as the official representative of the Board on matters of common concern. One or more members of the administrative staff may also be appointed by the Superintendent to serve on the Board's negotiating committee.

The Chairperson shall appoint Board members as representatives and alternates to organizations.

Additional appointments as required shall be made by the Chairperson.

(cf. 9121 - Chairperson)

Bylaw adopted by the Board:

Consultants - 9150

The Bridgeport Board of Education will charge the Superintendent to engage in the services of qualified professional consultants to provide new insights and ideas for dealing with especially difficult problems and/or to provide special services which present staff is unable to provide. The kinds of assistance sought from consultants may include, but will not necessarily be limited to the following:

1. Conducting fact-finding studies, surveys, and research;
2. Providing services requiring special expertise;
3. Assisting the Board in developing policy and program recommendations.

Before engaging a consultant, the Superintendent will provide the Board a submission of a written proposal or presentation for board approval. Proposals will detail:

1. The specific objectives to be accomplished by the consultant;
2. The specific tasks to be performed;
3. The procedures to be used in carrying out the tasks;
4. The target dates for completion of tasks;
5. The method to be used to report results to the Board and/or to deliver any "product" (e.g., long-range plans, codified policy manual, etc.) to the Board; and
6. Costs.

Bylaw adopted by the Board:

Student Representatives on the Board of Education – 9160

1. To ensure greater student voice and Board awareness on matters concerning students, the Bridgeport Board of Education shall seat an 11th and 12th grade member of the student body. The 11th grade student will serve in his/her current academic year and as a 12th grade student as well.
2. No later than January 15th, the high school administration will inform all sophomore students of the opportunity to apply to be considered for appointment as an 11th grade student representative to the Board.
3. Students who wish to be considered are expected to turn in a letter of intent to the high school principal no later than February 1st.
4. In addition to submitting a letter of intent, students wishing to be considered are expected to have attended at least one Board of Education meeting by April 15th.
5. All students fulfilling these requirements will be interviewed by the Superintendent and high school principal prior to April 15th.
6. The Superintendent will make a recommendation to the Board of Education at its scheduled May meeting where the Board will take a vote of the majority.
7. The student elected to be Student Representative to the Board of Education will be seated at the Board's first meeting of the new school year.
8. The student serving as student representative in his/her 11th grade year will continue to serve as a 12th grader.
9. The Bridgeport Board of Education reserves the right to dismiss a student representative due to poor attendance and other performance concerns. Such removal shall require an affirmative two-thirds vote by the Board of Education. If a student is removed by the Board, the Chairperson will request that the Superintendent select a candidate from the list of students who have fulfilled the application criteria during the previous selection process.

Privileges and Responsibilities

1. Following her/his selection, the student representative shall attend an orientation session provided by the Superintendent and at least two members of the Bridgeport Board of Education. This session shall be held prior to the student representative's first Board of Education meeting. The orientation process shall include standards for student representation/participation to the Board of Education.
2. Student representatives will attend and sit on all regular meetings of the Board of Education and may be appointed to sit on Board committees at the discretion of the Chairperson.
3. Student representatives will receive all regular meeting agendas, minutes, and other pertinent information, excluding executive minutes/correspondence.
4. Student representatives will not participate in meetings from which the general public is excluded, including executive sessions, negotiation sessions, or personnel portions of regular meetings of the Bridgeport Board of Education.
5. Student representatives will be provided an opportunity to speak during the portion of the agenda devoted to committee reports and at any other time.

6. The Superintendent's Office shall notify the student representatives one week prior to a meeting if she/he wishes to have input given to a specific agenda item.
7. The student representatives will coordinate with the high school administration on the most effective ways to gather input and/or share information related to their role as student representative to the Bridgeport Board of Education.
8. Student representatives will be expected to complete and submit a written self-evaluation related to their term on the Bridgeport Board of Education.

Legal Reference: Connecticut General Statutes

9-203 Number and term of members of the board of education

Bylaw adopted by the Board:

Qualifications of Members – 9210

A Bridgeport Board of Education member must be a resident elector of the district. Therefore, they must be at least eighteen (18) years of age and a citizen of the United States.

Under state law, no member of the Board shall be employed for compensation in any position in the school system. Should a Board member be subsequently employed in the school system, his/her position on the Board shall become vacant.

(cf. 9270 Conflict of Interest)

Bylaw adopted by the Board:

Bylaws of the Board

Filling Vacancies – 9221

Resignation

Any Board Member may resign his/her seat by filing a Notice of Resignation with the Town Clerk and providing a copy, certified by the Town Clerk, to the Board Chairman and Secretary. Such resignation shall be effective the date it is received/certified by the Town Clerk, unless some other effective date is specified in the resignation letter.

State law provides that municipal officers seeking to resign from office must submit a written resignation to the municipal clerk. The resignation takes effect upon the date specified in the resignation or, if no date is specified, upon the date of its submission to the clerk.

Vacancies

Any vacancy occurring on the Board of Education, from whatever cause, shall be filled by a vote of the remaining members of the board. The person appointed shall be of the same political party as his/her predecessor. Vacancies occurring shall be filled according to the Charter of the City of Bridgeport and in compliance with State Statutes.

The vacancy will be filled by majority vote of all members of the board of education at a regularly scheduled meeting, within thirty (30) days from the creation of the vacancy and the action shall be recorded in the minutes of that meeting.

The person appointed by the Board shall serve until the next regular municipal election for such seat, at which time a successor shall be elected.

In the event a vacancy is not filled by action of the Board within thirty (30) days of its creation, the Mayor of the City of Bridgeport shall make an appointment to fill the vacancy. Such appointee shall be of the same political party as his/her predecessor. The person appointed by the Mayor shall serve until the next regular municipal election, at which time a successor shall be elected or appointed for the unexpired portion of the term.

- Legal Reference: Connecticut General Statutes
- 7-107 Vacancy appointments by selectment
 - 9-167a Minority representation on boards of education
 - 10-219 Procedure for filling vacancy on board of education
 - 10-156e Employees of boards of education permitted to serve as elected officials; exception
 - 10-232 Restriction on employment of members of the board of education
 - 10-223e Reconstitution of schools and boards of education Charter of the City of Bridgeport

Bylaw adopted by the Board:

Bylaws of the Board

Removal from Office/Censure

Removal from Office - 9222

Any Board officer may be removed from office by a two thirds majority vote of the membership of the entire Board. A vote to remove a Board officer shall only take place at a regular meeting or a special meeting called for that purpose. "Cause" includes, but is not limited to, any conduct that:

1. Specifically relates to and affects the administration of the office in a manner deemed deleterious to Board operations;
2. Negatively and directly affects the rights and interests of the public;
3. Violates Board policies, rules and regulations; or
4. Conduct that interferes with the orderly and efficient operation of the Board.

Procedure for Removal:

Prior to any vote to remove a Board officer for cause:

1. The Board may review the performance and/or conduct of the Board officer in open or executive session (as determined by the Board and the Board officer) prior to taking any formal action;
2. If the Board determines that formal action is necessary, the Board officer shall be provided with reasonable notice of the Board's intent to consider possible removal from office (such notice to be given in writing after being authorized by Board vote at a prior meeting of the Board);
3. Upon the written request of the Board officer within seven (7) days of such action, they shall be provided with an opportunity for a hearing before the Board of Education before the Board votes on removal;
4. At any such hearing, the Board officer shall have the right to be represented by counsel at his/her own expense and to present relevant evidence to the Board.

Standard for Removal

Service as a Board officer is a privilege, not a right, the purpose of which is to assist the Board in conducting its business in an appropriate, orderly and efficient manner. Therefore, any Board member serving as an officer shall have no legally-protected right to continue in that position. A decision that there is cause for removal shall be made by two-thirds of the entire Board.

Censure

Each member of the Board is expected to act in complete accordance with the provisions and tenor of the policies and bylaws of the Board. Should any Board member fail to so act, such failure shall constitute cause for censure or other such action as deemed appropriate by the Board.

Prior to any vote to censure a Board member for cause:

1. The Board may review the performance and/or conduct of the Board member in open or executive session, as determined by the Board and Board member, prior to taking any formal action.

2. If the Board determines that formal action is necessary, the Board member shall be provided with reasonable notice of the Board's intent to consider possible censure. Such notice is to be given in writing after being authorized by Board vote at a prior meeting of the Board.
3. A vote to censure a Board member shall only take place at a regular meeting or a special meeting called for that purpose.
4. Such censure or reprimand may be enacted for cause by a two thirds majority vote of the membership of the whole Board.

(cf. 9120 Officers and Auxiliary Personnel)

(cf. 9221 Filling Vacancies)

Legal Reference: Connecticut General Statutes

7-103 Resignation of municipal officers

10-218-11 Officers. Meetings

10-220-1 Duties of boards of education

Bylaw adopted by the Board:

Sample Public Censure Statement (#1)

PUBLIC CENSURE OF BOARD MEMBER _____. Motion made by _____; seconded by _____.

WHEREAS, the Bridgeport Board of Education of the Bridgeport Public Schools District is committed to the principles of authority, ethics, and responsibility established in Board Policy and its Board Bylaws;

WHEREAS, these principles manifest in the Bridgeport Board of Education's expectation that members will listen to and respect the opinions of others; will recognize that the authority of the Board rests with the Board as a whole taking action at lawfully noticed meetings; will refrain from disparaging other Board members and employees; and will support Board decisions once made;

WHEREAS, the Bridgeport Board of Education values diverse opinions, but expects Board members to conduct themselves in a manner that is consistent with their oath of office and with decorum;

WHEREAS, the Board believes Board Member _____ has been disruptive, uncooperative, disrespectful, and belligerent at School Board meetings by regularly and persistently talking over other Board members without allowing them to speak or finish their statements, raising his voice and becoming combative with other Board members, threatening Board members and the Board as whole, using vulgarity in Board meetings, and accusing or berating Board members without addressing the issues properly under consideration;

WHEREAS, Board Member _____ has been confrontational, threatening, vulgar, and sarcastic when addressing the Superintendent;

WHEREAS, the Bridgeport Board of Education has requested the resignation of Board Member _____ and, as in the past, they have dismissed the concerns which triggered the request as contrived or as a reflection of personal disputes;

WHEREAS, Board Member _____ has, by these actions, violated Board Policy _____, _____ and _____, and Board Bylaw _____ and Bylaw _____-Exhibit;

NOW, THEREFORE, be it resolved that the Bridgeport Board of Education for the Bridgeport Public Schools District hereby publicly censures Board Member _____ for conduct unbecoming of a School Board member.

Finally, the Bridgeport Board of Education gives the Superintendent the authority to take the following actions:

1. If, while attending a school meeting, conference, event or extracurricular function, Board Member _____ is disruptive and/or fails to act in accordance with the rules of conduct, Board Member _____ may be designated a trespasser or a disruption to school operations and be removed from school property by law enforcement;
2. Further, should Board Member _____ be disruptive at any school function, Board Member _____ may be banned for a period of time not to exceed one semester from any and all attendance on school property except for duly-called meetings of the Bridgeport Board of Education (and Committees of the Board).

The Bridgeport Board of Education hereby gives notice to the public that Board Member _____, acting individually and outside of duly-called and open meeting of the Bridgeport Board of Education, does not have any legal authority or power to act on behalf of the Bridgeport Board of

Education and his opinions or statements are not necessarily that of the Board of Education unless specifically acted upon at a duly-called meeting.

APPROVED by majority vote of the Bridgeport Board of Education of the Bridgeport Public Schools District.

Board Chairperson	Date
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Board Secretary	Date
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Sample Public Censure Statement (#2)

A RESOLUTION OF THE BRIDGEPORT BOARD OF EDUCATION TO CENSURE DISTRICT BOARD MEMBER, _____.

WHEREAS, the Bridgeport Board of Education is deeply committed to the effective operation of the Bridgeport Public Schools District, in order to provide governance and leadership for the District; and

WHEREAS, the Bridgeport Board of Education needs all of its members to contribute to a positive working environment for the Superintendent and for colleagues on the Board; and

WHEREAS, the Bridgeport Board of Education is deeply committed to upholding policies providing for open, honest, and respectful communication, adherence to state law and policies governing the Board's actions and behaviors, and to acting in a concerted fashion to set an example of positive leadership for the Bridgeport Public Schools District; and

WHEREAS, the Bridgeport Board of Education is deeply committed to open and positive communication with Bridgeport Public Schools, District parents and residents; and

WHEREAS, the Bridgeport Board of Education has established and adopted a Code of Ethics for the Board; and

WHEREAS, the Bridgeport Board of Education Chairperson, _____ in an email dated, _____, directed Board Member, _____ to protocols regarding his/her actions, further stating that "Any attempt to do otherwise will compel me to recommend to this Board 'censure' of your actions at the next available meeting."; and

WHEREAS, the Bridgeport Public Schools Board of Education presented evidence at the Regular Board Meeting _____, that Board Member, _____ violated (name portions of the Code of Ethics which were allegedly violated).

NOW, THEREFORE, BE IT RESOLVED: That the Bridgeport Board of Education does hereby censure Board Member, _____ for repeated violations of the adopted Code of Ethics and the negative impact his/her actions have brought upon the District; and

BE IT FURTHER RESOLVED: That the Bridgeport Board of Education does hereby demand that Board Member, _____, abide by the Board's adopted Code of Ethics; and

BE IT FURTHER RESOLVED: That the Bridgeport Board of Education does hereby demand that Board Member, _____ cease all public actions negatively impacting the Superintendent, staff, teachers, families, and most importantly, children of the Bridgeport Public Schools District.

Votes: _____

Against _____

Abstain _____

Absent _____

The Board authorizes its Chairperson to sign below, the _____ day of _____, 20____.

Sample Resolution Disclaiming Statements of a Board Member

I move the adoption of the following Resolution:

WHEREAS Bridgeport Board of Education Board Member _____ has made public statements regarding _____; and

WHEREAS these statements do not reflect the opinion of the Bridgeport Board of Education or its other members; and

WHEREAS the Bridgeport Board of Education has not authorized _____ to speak on behalf of the Board of Education or other members in their individual capacity on these issues or any future issues;

NOW THEREFORE, the Bridgeport Board of Education specifically disclaims the statements made by _____ regarding_____.

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Bylaws of the Board

New Board Member Orientation – 9230

After the general election in November and before their first official meeting, the new members will meet with the Superintendent and Chairperson to review the Boards bylaws, pertinent Board policies, legal issues facing the Board, overview and status of Board goals, and other information of interest to the new Board members. The superintendent will also provide each new Board member with an orientation packet and information about new Board member orientation programs available in the state.

The Superintendent shall arrange a meeting of the Board Chairperson, the Superintendent and the new member for the purpose of answering questions and acquainting the member with the district.

1. The incoming member shall be provided with a copy of the Board 's policies and bylaws, administrative regulations and copies of pertinent materials developed by the State School Board Association, Board minutes for the past year and other helpful information explaining the Board's roles and responsibilities.
2. The Board Chairperson or designee shall arrange a meeting with new Board member(s) for the purpose of explaining and answering questions about Board processes and procedures.
3. The Board Chairperson may request a veteran Board member to mentor a new member.
4. The incoming member may attend, at district expense, workshops for newly elected members as approved by the Board of Education.
5. First-time elected board members are to complete a training program that minimally includes the following:

The role and responsibilities of a board member;

The duties and obligations of a board of education;

School district budgeting and education finance.

This training must be completed at a time determined by the Connecticut Department of Education (CSDE), but not later than one year after assuming office.

Candidates

The Superintendent or his/her designee shall invite all current candidates for the office of Bridgeport Board of Education member to attend (1) Board meetings, except that this invitation shall not extend to any executive sessions, and (2) pre-election workshops for candidates.

Legal Reference: Public Act 23-167, An Act Concerning Transparency in Education requires first-time board members to complete a prescribed training program at a time determined by CSDE, but no later than one year after assuming office. Sections 2 and 3

Bylaw adopted by the Board:

Bylaws of the Board

Board Member Professional Development – 9240

The complexity of Bridgeport Board of Education membership demands opportunities for development, study and training for Board members. The Bridgeport Board of Education places a high priority on the importance of a planned and continuing program of in-service education for its members.

Recognizing the need for continuing training and development of its members, the Bridgeport Board of Education encourages the participation of all members in appropriate conferences, conventions and workshops. To control both the investment of time and funds necessary to implement this policy, the Board establishes these principles and procedures for its guidance:

- The Superintendent of Schools will inform Board members, in a timely manner, of upcoming conferences, conventions and workshops. The Board will decide which meetings appear to be most likely to produce the greatest benefit to the Board and the district;
- Funds for participation at such meetings will be budgeted. When funds are limited, the Board will designate which members would be most appropriate to participate at a given meeting;
- If authorized to attend, and reimbursement is approved by the entire Board, Board members will be reimbursed, upon request, for reasonable and necessary expenses actually incurred;
- When a conference, convention or workshop is not attended by the full Board, those who do participate will be requested to share, by means of written or oral reports, information, recommendations and materials acquired at the meeting.

(cf. 1100 - Communication with the Public)

(cf. 4133 - Travel Reimbursement)

Bylaw adopted by the Board:

Bylaws of the Board

Remuneration and Reimbursement – 9250

Remuneration

Bridgeport Board of Education members shall receive no compensation for their services.

Reimbursement

Board members normally attend workshops, training institutes, and conferences at both the state and national levels. Upon Board approval the District will pay all legitimate costs for Board members to attend out-of-District meetings, at established rates for reimbursement set by the District:

1. Transportation as approved by the Board.
2. On-site transportation during the course of the meeting, i.e., bus, taxi, or rental car as approved by the Board;
3. Hotel or motel costs for Board member as necessary as approved by the Board;
4. Food costs as necessary as approved by the Board;
5. Incidental expenditures for other necessary costs attributable to the Board member's attendance at a meeting: however, the District will not reimburse or pay for such items as liquor, expenses of a spouse, separate entertainment, or other unnecessary expenditures.

Legal Reference: Connecticut General Statutes

10 225 Salaries of secretary and attendance officers.

10 232 Restrictions on employment of members of board of education.

Bylaw adopted by the Board:

Bylaws of the Board

Conflict of Interest – 9270

A Board member shall not have any direct monetary interest in a contract with the school district, nor shall they furnish directly any labor, equipment, or supplies to the district.

In the event a Board member is employed by a corporation or business or has a secondary interest in a corporation or business which furnishes goods or services to the school district, the Board member shall declare his/her interest and refrain from debating or voting upon the question of contracting with the Company.

It is not the intent of this policy to prevent the district from contracting with corporations or businesses because a Board member is an employee of the firm. The policy is designed to prevent placing a Board member in a position where his/her interest in the public schools and his/her interest in his/her place of employment (or other indirect interest) might conflict and to avoid appearances of conflict of interest even though such conflict may not exist.

The Board will not employ or accept application from any teacher or other employee on a permanent basis if such teacher or other employee is a member of the Board or is the father, mother, brother, sister, wife, husband, domestic partner of a civil union, son, daughter, son-in-law, daughter-in-law, sister-in-law, or brother-in-law of the Superintendent or of any member of the Board.

This shall not apply to any person within such relationship or relationships who has been regularly employed by the Board prior to the inception of the relationship, the adoption of this policy or a Board member's election.

Legal Reference: Connecticut General Statutes

7-479 Conflict of interest.

10-156e Employees of boards of education permitted to serve as elected officials; exception

10-232 Restrictions on employment of members of the board of education

P.A. 05-10 An Act Concerning Civil Unions

Kerrigan v. Commissioner of Public Health, 289 Conn 135, 957 A. 2d 407 (2008)

Obergefell v. Hodges, 576 U.S. - (2015)

Bylaw adopted by the Board:

Bylaws of the Board

Code of Ethics – 9271

The success of every school system depends on an effective working relationship between the Board of Education and Superintendent of Schools. This code incorporates those standards and responsibilities most critical to productive Board and Superintendent relations.

- Boards members and Superintendents ensure the opportunity for high quality education for every student and make the well-being of students the **fundamental goal** of all decision-making and actions.
- Board members and Superintendents are **staunch advocates** of high quality free public education for **all** Connecticut children.
- Board members and Superintendents **honor all** national, state and local laws and regulations pertaining to education and public agencies.
- Board members and Superintendents recognize that **clear** and **appropriate communications** are key to the successful operation of the school district.
- Board members and Superintendents will always carry out their respective roles with the highest levels of **professionalism**, honesty and **integrity**.
- Board members recognize that they represent the **entire** community and that they must ensure that **the** community remains fully informed on school-related matters.
- Superintendents and Board members recognize that the Superintendent serves as the Board of education's **agent** and will, in that role, **faithfully apply** the policies and contracts adopted by the Board.
- Board members adhere to the principle that they shall confine the Board's role to **policy-making, planning** and appraisal while the Superintendent shall **implement** the Board's policies.
- Board members and Superintendents both recognize that they serve as a part of an educational team with **mutual respect, trust, civility** and **regard** for each other's respective roles and responsibilities.
- Board members are committed to the concept that the strength of the Superintendent is in being the **educational leader** of the school district.
- Board members and Superintendents practice and promote **ethical behavior** in the **Boardroom** as a **model** for all district employees.
- Board members and Superintendents consider and decide all issues **fairly** and **without bias**.

(cf. 2000.1 - Board-Superintendent Relationship)

(cf. 2300 - Statement of Ethics for Administrators)

Bylaw adopted by the Board: March 9, 2026

Bylaws of the Board

Code of Conduct on Data Use – 9272

As a guide to the appropriate use of data in the decision-making process, Board members should:

1. Request information and data that helps the Board members make better-informed decisions about policies affecting student achievement district-wide.
2. Request data for the purposes of Board business only. Any abuse of an information request will be brought to the Chair.
3. Use data to represent all of the Board member's constituents honestly and equally and refuse to surrender the Board member's responsibilities to special interest or partisan political groups.
4. Avoid using the Board position, and the information data supplies as a result of Board membership, for personal gain.
5. Recognize that decisions can be made only by a majority vote at a Board meeting after everyone on the Board has had adequate time to review all the data and information.
6. Respect the confidentiality of privileged information.
7. Abide by majority decisions of the Board, while retaining the right to seek changes through ethical and constructive channels.

Bylaw adopted by the Board: March 9, 2026

Bylaws of the Board

Civility Code – 9273

As a member of the Bridgeport Board of Education, I will strive to improve student achievement in public education, and to that end I will:

- Attend all Board meetings insofar as possible, review relevant information and become informed concerning the issues to be considered at those meetings;
- Recognize my responsibility as an agent of the State to seek the improvement of education throughout the State;
- Focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, evaluation of the Superintendent, and approval of the budget;
- Ensure that all sides have a fair opportunity to present their respective positions;
- Recognize that a board member has no authority as an individual, and that decisions can only be made by a majority vote at a board meeting;
- Ensure that criticism of opposing viewpoints is expressed as criticism of a position, not a person when advocating for a belief or position;
- Arrive at conclusions only after discussing all aspects of the issue at hand with my fellow Board members in a meeting;
- Respect the opinions of others, and abide by each decision of the Board as a whole, regardless of my personal vote;
- Listen respectfully to those who communicate with the Board, seeking to understand their views, while recognizing my responsibility to represent the interests of the entire community;
- Strive for a positive working relationship with the Superintendent, respecting the Superintendent's authority to advise the board, implement board policy, and administer the district;
- Recognize the importance of an effective governance team;
- Respect the rights of the minority while working toward the will of the majority, and recognize the importance of achieving consensus as an important tool in community- building;
- Work with other Board members to establish effective Board policies and to delegate authority for the administration of the schools to the Superintendent;
- Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff by appropriate supervisors;
- Conduct all business in an open and transparent manner, consistent with the intent and spirit of the open meeting law requirements;
- Respect the confidentiality of information that is privileged under applicable law and refrain from unauthorized disclosure of matters discussed in executive session;
- Model civility to students, employees, and all elements of the community by encouraging the free expression of opinion by all board members and engaging in respectful dialogue with fellow board members on matters being considered by the board.

- Present personal criticism of district operations or of any employee directly to the Superintendent;
- Understand the chain of command and refer problems or complaints to the proper administrative office while refraining from actions that could compromise my ability to act if the issue rises to the board level;
- Take no private action that will compromise the Board and administration;
- Refrain from using the board position for personal or partisan gain and avoid any conflict of interest or the appearance of impropriety;
- Be informed about the duties of school board members and current educational issues through professional development, such as programs sponsored by my state and national school boards associations;
- Remember always that my first and greatest concern must be the educational welfare of the students attending the Bridgeport Public Schools.

Sources:

CABE Model Policy

Virginia School Boards Association Code of Conduct for School Board Members

Texas Association of School Boards Ethics for Board Members

North Carolina School Boards Association Code of Ethics

Illinois Association of School Boards Code of Conduct

Hamden and Norwalk Board of Education Code of Ethics

Meeting Protocol

To ensure that the Board's meetings are conducted with maximum effectiveness and efficiency, members will:

- come to meetings adequately prepared;
- identify issues of concern before the meeting, whenever possible;
- circulate proposed motions and amendments, whenever possible, at least 48 hours before meeting;
- speak only when recognized;
- not interrupt each other during debate;
- not engage in disruptive and disrespectful side conversations;
- minimize unnecessary repetition;
- not monopolize the discussion;
- address the merits of the issue being discussed without appealing to the biases, prejudices and emotions of the audience;
- support the chair of the meeting's efforts to facilitate an orderly meeting;
- communicate openly and actively in discussion and dialog to avoid surprises;
- value equal participation of all members;

- practice respectful body language;
- listen actively when other members speak; and
- not surprise or embarrass each other or members of the staff.

(cf. [9005](#) - Statement of Integrity)

(cf. [9270](#) - Conflict of Interest)

(cf. [9271](#) - Code of Ethics)

Bylaw adopted by the Board: March 9, 2026

Bylaws of the Board

Methods of Operation – 9300

The Bridgeport Board of Education shall concern itself only with broad questions of policy and not with administrative details. The Board shall rely upon the Superintendent of Schools to recommend policies for adoption and to administer policies enacted by the Board. Such policies shall be broad enough to indicate a line of action to be taken by the Superintendent in meeting a number of problems and jobs. Application of such policies to individual problems and jobs is an administrative function to be performed by the Superintendent.

Transaction of Business

- A. The Board shall transact all business at a legal meeting of the Board.
- B. The Board shall act as a whole entity, except that a committee created in accordance with these bylaws may act on matters before it in conformity with the committee's purpose or charge.
- C. Individual members shall make no commitments for the Board or issue orders for the Board, except when executing an assignment delegated by the Board.
- D. The Board shall concern itself with questions of educational policy, and not with administrative details of the district's operations.

Bylaw adopted by the Board:

Bylaws of the Board

Policies – 9311

The Bridgeport Board of Education considers policy development its chief function, along with appraisal of the result achieved through its policies. It is through the development and adoption of written policies that the Board shall exercise its leadership in the operation of the school system; it is through study and evaluation of reports concerning the execution of its written policies that the Board shall exercise its control over school operations.

It is the intent of the Board to develop policies and put them in writing so that they serve as guidelines and goals for the successful and efficient functioning of the public schools.

Written policies serve as guides for the discretionary action of those to whom it delegates authority and as a source of information and guidance for all persons who are interested in, and affected by, the district schools.

Changes in needs, conditions, purposes, and objectives will require revisions, deletions, and additions to the policies of present and future Boards. Thus, policy development is an ongoing process.

Policy Draft Writer

The Superintendent is encouraged to submit written recommendations for new policies and for revision of existing policies as necessary for the effective operation of the public schools.

Attorney Involvement in Policy Development

The Superintendent, as the policy draft writer for the Board, shall seek the advice of counsel when, in the Superintendent's opinion or the Board's, there may be a question of legality or proper legal procedure in the development of a proposed policy.

In the development of policies, the Board will delegate the Superintendent the responsibility of seeking the advice and counsel of appropriate personnel.

The purpose of this provision is that the Board may gain the most complete and legal information possible on which to base decisions.

Policy Adoption

Adoption of new policies or changing existing policies is solely the responsibility of the Board.

Policies will, except for emergency situations, be adopted or amended after consideration at two meetings of the Board of Education. The time between Board meetings shall permit further study and also give an opportunity to interested parties to react, however, temporary approval may be granted by the Board in lieu of formal policy to meet emergency conditions or special events which will take place before formal action can be taken.

The agenda and minutes shall be marked to indicate policy matters. The formal adoption of policies shall be by majority vote of present members of the Board of Education and the action shall be recorded in the minutes of the Board of Education. Only those written statements so adopted and so recorded shall be regarded as official policy.

Policies that deal with matters of an emergency nature may be introduced at any regular or special Board meeting.

Policy Dissemination

The Superintendent is directed to establish and maintain an orderly plan for making pertinent policies of the Board known to staff members, students, and others affected by them.

The Superintendent shall arrange to disseminate to staff members all new policies that affect them and their work and shall also provide easy accessibility to an up-to-date policy collection for all employees of the school system and members of the Board.

The Board's policy manual shall be considered a public record and shall be open for inspection at the Board offices.

Organization and Contents of Policy Manuals

Policy manuals contain three basic types of entries - Board of Education policies, Superintendent of Schools regulations, and Board of Education bylaws:

1. Policies are guides for discretionary action by the Superintendent of Schools and staff; not all policies require administrative regulations;
2. Regulations are the Superintendent's amplifications of Board policies into specific staff actions; not all administrative regulations require policies;
3. Bylaws are rules governing Boards of Education's internal operations.

Approved policies shall be in writing and coded according to the policy codification system approved by the Board, and made part of the official policy manual maintained by the Superintendent. Policy manuals and copies of new and changed policies shall be distributed to all members of the Board of Education and school administrators, and shall be made available to the staff, students, and general public through the district website.

Adoption and/or Amendment of Board of Education Policies

Procedure for the adoption of a new policy or the amendment of existing policy shall be:

1. Upon referral to the policy committee, the committee will develop a statement of policy or change of existing policy based on the following:
 - a. Suggestions and requests from Board members;
 - b. Recommendations from the Superintendent of Schools;
 - c. Statutory requirements;
 - d. Citizen input.
2. The policy committee shall present a policy statement, or revised policy statement, with its recommendations to the Board at a regular Board meeting.
3. The Board shall act on proposed policies at regular or special meetings of the Board at which time amendments to the policy proposals may be made and the policies approved if the changes are not a departure from the essence of the policy proposal; if the proposed changes are major, a policy should be brought back for a second review at the next regular or special meeting with a further recommendation from the Board's policy committee. Proposed policy changes approved by majority vote of the Board shall take immediate effect.

4. For proposed policy statements, new or revised, because of changes or additions to Connecticut General Statutes or State Board of Education Regulations, approval may be given at the initial presentation.

Formal adoption of policies and/or amendments of policies shall be recorded in the minutes of the Board meeting. Only those written statements so adopted and recorded shall be regarded as official policies.

Reference: Robert's Rules of Order, Revised

Bylaw adopted by the Board

Bylaws of the Board

Bylaws – 9312

Bylaw proposals and suggested amendments, revisions or deletions of existing bylaws shall be submitted by the Superintendent to the members of the Board in writing prior to a regular or special meeting of the Board of Education. The agenda shall be marked to indicate such matters.

Proposed new bylaws and suggested amendments to or revisions of existing bylaws may be adopted by majority vote of all members of the Board of Education at regular or special Board meetings in the calls for which meeting the proposed additions, amendments, or revisions shall have been described in writing.

Legal Reference: Robert's Rules of Order, Newly Revised

10 221 Boards of education to prescribe rules, policies, and procedures.

Bylaw adopted by the Board:

Bylaws of the Board

Formulation, Adoption, Amendment of Administrative Regulations – 9313

The Board of Education does not adopt administrative regulations unless specifically required to do so by law, or unless requested to do so by the Superintendent. Adoption and amendment of such Board of Education adopted regulations shall be by the same procedure as that specified for policies in 9311.

The Superintendent is responsible for the formulation, issuance, amendment and deletion of administrative regulations to implement the policies of the Board. The Superintendent shall determine the need to bring to the attention of the Board any new, revised or deleted administrative regulations.

The Bridgeport Board of Education reserves the right to review and direct revisions of administrative regulations should they, in the Board of Education's judgment, be inconsistent with the policies adopted by the Board of Education. If the Board directs the Superintendent to issue, amend or delete administrative regulations, it shall do so upon majority vote of all members in attendance at a meeting provided that prior notification of such proposed revision has been described in writing in the call of the meeting, or upon majority vote of all members of the Board when no such written notice has been given.

Bylaw adopted by the Board:

Bylaws of the Board

Suspension of Policies, Bylaws, and Regulations – 9314

Policies, bylaws, and regulations shall be subject to suspension for a specified purpose and limited time by majority vote of all members of the Board of Education at a meeting in the call for which the proposed suspension has been described in writing, or upon a three-quarters vote of all members of the Board when no such written notice has been given.

Legal Reference: *Robert's Rules of Order, Newly Revised*

Connecticut General Statutes

10-221 Boards of Education to prescribe rules, policies, and procedures.

Bylaw adopted by the Board:

Bylaws of the Board

Time, Place, Notification of Meetings – 9321

Regular Meetings

The Bridgeport Board of Education shall file with the City Clerk, not later than January 31st of each year, the schedule of the regular meetings of the Bridgeport Board of Education, and shall post the schedule on the District's Internet website. No meeting shall be held sooner than thirty days after such filing.

Special Meetings

Notice of each special meeting of the Bridgeport Board of Education shall be filed not less than twenty-four hours in advance of the meeting with the City Clerk and be posted in the Office of the Clerk giving the time and place of the special meeting and the business to be transacted. The special meeting shall also be posted on the District's Internet Website. No other business shall be considered by the Board at that special meeting. Each member of the Board of Education shall be notified by the Superintendent or the Clerk not less than 24 hours prior to the time of the special meeting and shall be advised of the time, place and business to be transacted.

Notice of Meetings

Notice of meetings will be posted on the District website.

Electronic Participation

Recognizing the inherent responsibility and statutory duties of Board of Education members, the Bridgeport Board of Education (Board) strongly encourages Board members to attend and participate at meetings of the Board. Though great importance is given to the physical presence of Board members at meetings, the attendance and participation of members by electronic devices is authorized whenever physical presence is not practicable. All votes at a meeting in which members are attending by electronic devices shall be taken by roll call.

Whenever possible, meeting agendas and supporting materials shall be available at all teleconference facilities used for the Board meeting.

(cf. 9327 – Electronic Mail Communications)

Legal Reference: Connecticut General Statutes

1-200 (2) Definitions. "Meeting"

1-206 Denial of access to public records or meetings.

1-225 Meetings of government agencies to be public, as amended by June 11 Special Session, PA 08-3

1-227 Mailing of notice of meetings to persons filing written request.

1-228 Adjournment of meetings. Notice.

1-229 Continued hearings. Notice.

1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.

10-218 Officers. Meetings

Bylaw adopted by the Board: March 23, 2026

Bylaw adopted by the Board:

Bylaws of the Board

Time, Place and Notification of Meetings – 9321.2

Electronic Board of Education Meetings

Definitions

"Meeting" is defined as a hearing or other proceeding of the Board, any convening or assembly of a quorum of the Board and any communication by or to a quorum of the Board, whether in person or by means of electronic equipment to discuss or act upon a matter over which the public agency has supervision, control, jurisdiction, or advisory power. Communications between and among a quorum of members convening on electronically linked personal computers or by telephone conference call are subject to the Freedom of Information Act. This definition includes hybrid, remote and in-person meetings.

"Public Notice" Each Board member and each person who has duly requested such notification shall be notified no later than twenty-four hours in advance of the meeting of the time, date, location, and the agenda of any regular or special meeting. The twenty-four hour notice shall also be posted in Central Office, and filed with the City Clerk, except that such notice is not required where the time, date, and location of the meeting has been published in the annual list of meetings approved by the Board and filed with the City Clerk not later than January 31 of each year in accordance with law. The meeting agenda must be filed at least twenty-four hours before the meeting convenes. (In an emergency meeting, the Board may proceed to conduct business if and to the extent required by the emergency.) The expectation shall also be adhered to in the event of a Board meeting held through electronic means as described in this bylaw. When hybrid in-person meetings are held, the meeting notice should suggest that the public participate by remote means in order to avoid a situation where demand for space at the meeting by the public exceeds the in-person capacity limit.

"Voting" All Board actions requiring a vote may be conducted by voice, or roll call provided that the vote of each member is recorded in the minutes of the meeting. Proxy voting shall not be permitted. Voice voting must occur in the event of a Board of Education meeting held through electronic means as described in this bylaw. Votes will be verbalized into the record by the Board Secretary. Abstentions shall not be counted as votes but shall be recorded.

"Internet (Chat) Discussions" In the event of a Board meeting held through electronic means as described in this bylaw, under no circumstances are members of the Board to have private chats while engaged in the public session of the meeting. All comments, inquiries, and votes must occur in the public forum for all to hear. All Board member(s) are expected to comply with the guidance of this bylaw.

Policy Statement

The Bridgeport Board of Education may hold a public meeting that is accessible to the public by means of electronic equipment or by means of electronic equipment in conjunction with an in-person meeting.

In accordance with Connecticut's Freedom of Information Act (FOIA) the following provisions will be implemented so that a remote or "hybrid" meeting can occur:

1. Board of Education members shall make every attempt to participate through a technology portal where they can be viewable, or at a minimum heard, for each other and members of the public. The Bridgeport Board of Education will accomplish this through use of an electronic

videoconferencing platforms, where members of the public can call and/or submit comments or questions electronically.

2. Notice of the Board meeting's virtual or in-person location, when a hybrid approach is utilized, shall be published through the traditional means and outlets as well as being noticed on the District website no less than 48 hours in advance.

3. The District shall post the agenda for the meeting no later than 24 hours in advance for review and reference by members of the public. The agenda will also be posted on the District website. Such notice and agenda shall include instructions for the public, to attend and provide comment or otherwise participate in the meeting, by means of electronic equipment or in person.

4. When the Board conducts a meeting, other than an executive session or special meeting, solely by means of electronic equipment, it shall (1) provide any member of the public (A) upon a written request submitted not less than twenty-four hours prior to such meeting, with a physical location and any electronic equipment necessary to attend such meeting in real-time, and (B) the same opportunities to provide comment or testimony and otherwise participate in such meeting that such member of the public would be accorded if such meeting were held in person; (2) ensure that such meeting is recorded or transcribed, excluding any portion of the meeting that is an executive session, and such transcription or recording is posted on the District website and made available to the public to view, listen to and copy in the Central Office or regular place of business not later than seven days after the meeting and for not less than forty-five days thereafter; and (3) if a quorum of the members of the Board attend a meeting by means of electronic equipment from the same physical location, permit members of the public to attend such meeting in such physical location.

5. The Board, when conducting hybrid meetings, will make provisions to allow at least some members of the public and press to attend in the same location as the Board members conducting the meeting in a manner consistent with any public health guidance. The number of the public allowed to attend the in-person or hybrid meeting will be limited to capacity limits put in place consistent with public health and social distancing guidance, determined by local health officials.

6. If the Board conducts a special meeting it shall include in the notice of such meeting whether the meeting will be conducted solely or in part by means of electronic equipment and, not less than twenty-four hours prior to such meeting, shall post such notice and an agenda of the meeting. If such special meeting is to be conducted by means of electronic equipment, such notice and agenda shall include instructions for the public, by means of electronic equipment or in person, to attend and provide comment or otherwise participate in the meeting.

7. Any vote taken at a meeting during which any member participates by means of electronic equipment shall be taken by roll call, unless the vote is unanimous. The minutes of the meeting shall record a list of members that attended such meeting in person and a list of members that attended such meeting by means of electronic equipment.

8. Any member of the Board or the public who participates orally in a meeting of the Board conducted by means of electronic equipment shall make a good faith effort to state such member's name and title, if applicable at the outset of each occasion that such member participates orally.

9. Executive session will be held, when necessary and for the statutorily allowed reasons, in a second videoconferencing meeting open only to Bridgeport Board of Education members, and those individuals determined by the Board to be necessary to participate in such executive session.

10. Pursuant to PA 22-3 a Board member shall not be denied the opportunity to participate and vote in any meeting or proceeding using remote technology if such member requests to do so.

Options and instructions on how to access Board of Education virtual meetings will be posted on the District's website. A recording of Board meetings shall be made available within seven (7) days on the District Website.

- (cf. [1120](#) - Public Participation at Board of Education Meeting)
- (cf. [9321](#) - Time, Place, Notification of Meetings)
- (cf. [9322](#) - Public and Executive Sessions)
- (cf. [9323](#) - Construction of the Agenda)
- (cf. [9324](#) - Advance Delivery of Meeting Materials)
- (cf. [9325](#) - Meeting Conduct)
- (cf. [9325.1](#) - Quorum)
- (cf. [9325.2](#) - Order of Business)
- (cf. [9325.4](#) - Vote Recording)
- (cf. [9326](#) - Minutes/Taping/Broadcasting)
- (cf. [9327](#) - Electronic Mail Communications)
- (cf. [9327.1](#) - Board Member Use of Social Networks)

Legal Reference: Connecticut General Statutes

- [1](#)-200 (2) Definitions. "Meeting."
- [1](#)-206 Denial of access to public records or meetings.
- [1](#)-225 Meetings of government agencies to be public.
- [1](#)-226 Broadcasting or photographing meetings.
- [1](#)-227 Mailing of notice of meetings to persons filing written request.
- [1](#)-228 Adjournment of meetings. Notice.
- [1](#)-229 Continued hearings. Notice.
- [1](#)-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.
- [1](#)-232 Conduct of meetings.
- [10](#)-218 Officers. Meetings.
- [10](#)-238 Petition for hearing by board of education.
- PA 22-3 An Act Concerning Public Meetings Pursuant to the Freedom of Information Act.

Bylaw adopted by the Board: March 23, 2026

Bylaws of the Board

Public and Executive Sessions – 9322

Public Meetings

All meetings of the Bridgeport Board of Education, regular, special and emergency shall be open to the public with the exception of executive sessions. A chance or social meeting, a caucus, a meeting of a personnel search committee for executive level employment candidates, or a discussion of strategy or negotiations with respect to collective bargaining are not defined as “meetings” under the Freedom of Information Act. A meeting is defined as a hearing or other proceeding of the Board, any convening or assembly of a quorum of the Board and any communication by or to a quorum of the Board, whether in person or by means of electronic equipment to discuss or act upon a matter over which the public agency has supervision, control, jurisdiction, or advocacy power. Communications between and among a quorum of members convening on electronically linked personal computers or by telephone conference call are subject to the Freedom of Information Act.

Executive Sessions

The public may be excluded from meetings of the Bridgeport Board of Education which are declared to be executive sessions. Executive sessions may be held upon a two-thirds vote of the members present and voting taken at a public meeting for only one or more of the following reasons, and may not be held for any other reason:

1. Discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee, provided that such individual may require that discussion be held at an open meeting.
2. Strategy and negotiations with respect to pending claims and litigation that the Board or a member of the Board, is party.
3. Matters concerning security strategy or the deployment of security personnel, or devices affecting public security.
4. Discussion of the selection of a site or the lease, sale or purchase of real estate by a political subdivision of the state when publicity regarding such site, lease, sale, purchase or construction would cause a likelihood of increased price until such time as all of the property has been acquired or all proceedings or transactions concerning same have been terminated or abandoned.
5. Discussion of any matter which would result in the disclosure of public records or the information contained therein described in Subsection (b) of Section 1-210 of the Connecticut General Statutes.

The motion to go into executive session shall identify the persons, in addition to the Board, who shall be invited to be in attendance in the executive session. The persons invited into executive session shall be limited to persons needed to present testimony or opinion pertinent to matters before the Board and such persons' attendance shall be limited to the time period for which their presence is necessary.

Non-Meetings

Not every meeting of the Bridgeport Board of Education constitutes a “meeting” under the Freedom of Information Act (FOIA). A meeting does not include:

- Any meeting of a personnel search committee to executive level employment candidates;
- Any chance meeting, or a social meeting neither planned nor intended for the purpose of discussing matters related to official business;
- Any meeting discussing strategy or negotiations with respect to collective bargaining;
- A caucus of members of a single political party notwithstanding that such members also constitute a quorum of a public agency;
- A quorum of the members of the Board who are present at any event which has been noticed and conducted as a meeting of another public agency, in that case, the event shall not be deemed to be a meeting of the Board as a result of their presence at such event. (For example, if the Board of Education is invited to attend a meeting of the Board of Finance, such a meeting does not have to be noticed and posted by the Board of Education.)

There is no specific executive session privilege for the discussion of collective bargaining issues. However, discussion of “records, reports of strategy or negotiations with respect to collective bargaining” is permitted in executive session, provided that such documents exist.

Absent such documents, such strategy discussions and/or negotiations themselves must be held as a “non-meeting.” Collective bargaining is excluded from the definition of a meeting under the Freedom of Information Act (FOIA). Collective bargaining sessions shall be held outside the scope of the FOIA as a “non-meeting.” Such sessions may be held at any time without posting, and related strategy sessions or updates to the Board of Education may be held either before or after the end of a regular or special meeting, without the need to post such meetings.

Legal Reference: Connecticut General Statutes

- 1-200 Definitions. (as amended by PA 02-130)
- 1-206 Denial of access to public records or meetings.
- 1-210 Access to public records.
- 1-225 Meetings of government agencies to be public.
- 1-226 Recording, broadcasting or photographing meetings.
- 1-231 Executive sessions.

Bylaw adopted by the Board: March 23, 2026

Bylaws of the Board

Agenda Construction/Meeting Materials – 9323

The Superintendent in cooperation with the Chairperson of the Bridgeport Board of Education shall prepare an agenda for each regular meeting. Any member of the Bridgeport Board of Education through the Chairperson may request any item to be placed on the agenda no later than 72 hours prior to the legally required public posting of the agenda.

Any business not included on the filed agenda for a regular meeting may be added to the agenda, considered, and acted upon if there is an affirmative vote of 2/3 of the members of the Board present and voting.

Posting of the Agenda

At least 24 hours prior to the time of the regular meeting, the agenda shall be filed in the Office of the City Clerk and posted on the District's Internet website.

In addition to posting Bridgeport Board of Education meeting agendas on its website 24 hours prior to the meeting, any associated documents that may be reviewed by members of the Board at such meeting will be made available in the Board's portal at least 48 hours prior to the meeting.

Legal Reference: Connecticut General Statutes

1-225 Meetings of government agencies to be public. (as amended by PA 07-213)
Public Act 23-160 An Act Concerning Education Mandate Relief and Other Technical and Assorted Revisions and Additions to the Education and Early Childhood Education Statutes

Bylaw adopted by the Board: March 23, 2026

Bylaws of the Board

Advance Delivery of Meeting Materials – 9324

The Board meeting materials shall be disseminated as follows:

1. The complete Board of Education agenda and the appropriate materials pertaining thereto shall be made available electronically via the Board Portal to each Board member and via email to student representatives at least 48 hours prior to the regular meeting.

The agenda will be available to the public at the administration building after 3:00 P.M. on Fridays preceding each regular Bridgeport Board of Education meeting. An agenda will also be available to each member of the press on Friday afternoons via the District website

In addition to posting Board of Education meeting agendas on its website 24 hours prior to the meeting, any associated documents that may be reviewed by members of the Board at such meeting will be made available on the Board's website prior to the meeting.

(cf. [9323](#) - Construction/Posting of Agenda)

Legal Reference: Public Act 23-160 An Act Concerning Education Mandate Relief and Other Technical and Assorted Revisions and Additions to the Education and Early Childhood Education Statutes

Bylaw adopted by the Board: March 23, 2026

Bylaws of the Board

Public Participation At Board Meetings 9324.1

All regular and special meetings of the Board will be open to the public. Because the Board desires to hear the viewpoints of citizens throughout the district, it will schedule one or more periods during each meeting for public participation.

A 3 minute time limit shall be allowed to each speaker with a maximum of 30 minutes per meeting being allocated for any one item of the Agenda. Once 10 speakers have provided testimony, public speaking will be suspended for the purpose of addressing the rest of the agenda. Once the agenda has been completed, public speaking will resume for all remaining speakers before the meeting is adjourned.

Comments and questions at a regular meeting may deal with any topic related to the Board's conduct of the schools. Comments at special meetings must be related to the call of the meeting.

The Board Chairperson will be responsible for recognizing all speakers. To maintain proper order and to adhere to any set time limits, all speakers must properly identify themselves. Questions requiring investigation will be referred to the Superintendent for consideration and later response.

Members of the public will only be recognized by the Chairperson as the Board conducts its official business at the discretion of the Board.

(cf. 1120 - Board of Education Meetings re Public Participation)

(cf. 1312 - Public Complaints)

(cf. 9321 - Time, Place, Notification of Meetings)

(cf. 9322 - Public and Executive Sessions)

(cf. 9323 - Construction/Posting of Agenda)

Legal Reference: Connecticut General Statutes

1-200 Definitions

1-206 Denial of access of public records or meetings. Notice. Appeal 1-210 Access to public records

1-225 Meetings of government agencies to be public

1-226 Recording, broadcasting or photographing meetings

19a-342 Smoking prohibited in certain places. Sign required. Penalty

1-231 Executive sessions

1-232 Conduct of meetings (re disturbances)

10-224 Duties of the Secretary

Bylaw adopted by the Board: March 23, 2026

Bylaws of the Board

Meeting Conduct - 9325

Meetings of the Bridgeport Board of Education shall be conducted by the Chairperson in a manner consistent with the adopted bylaws of the Board and the provisions of the Freedom of Information Act.

All Board meetings shall commence at or as close as practicable to, the stated time provided there is a quorum, and shall be guided by an agenda which has been prepared and delivered in advance to all Board members and other designated persons.

The conduct of meetings shall, to the fullest possible extent, enable members of the Board to (1) consider problems to be solved, weigh evidence related thereto, and make wise decisions intended to solve the problems, and (2) receive, consider and take any needed action with respect to reports of accomplishment of students or of school system operations.

The Board of Education may adjourn any regular or special meeting to a specified time and place. If all members of the Board are absent, the clerk may adjourn the meeting. A copy of the notice of adjournment shall be conspicuously displayed near the meeting room door within twenty-four hours of adjournment.

Actions by the Board

No action will be taken unless the subject acted upon was listed in the agenda published for that meeting, except that an item of business not included on the agenda of a regular meeting may be considered and acted upon after a two-thirds vote of the members present and voting to add such business to the agenda.

All actions taken by the Board shall be identified clearly in minutes of the Board meeting as provided in Bylaw 9326, minutes.

(cf. 1120 - Board of Education Meetings re Public Participation)

(cf. 1312 - Public Complaints)

(cf. 9321 - Time, Place, Notification of Meetings)

(cf. 9322 - Public and Executive Sessions)

(cf. 9323 - Construction/Posting of Agenda)

(cf. 9325.43 – Attendance at Meetings via Electronic Communications)

Legal Reference: Connecticut General Statutes

1-200 Definitions

1-206 Denial of access of public records or meetings. Notice. Appeal

1-210 Access to public records

1-225 Meetings of government agencies to be public

1-226 Recording, broadcasting or photographing meetings

19a-342 Smoking prohibited in certain places. Sign required. Penalty

1-231 Executive sessions

1-232 Conduct of meetings (re disturbances)

10-224 Duties of the Secretary

Bylaw adopted by the Board: March 23, 2026

Bylaws of the Board

Quorum and Voting Procedures – 9325.1

1. The majority of all members of the Board shall be necessary to constitute a quorum for the transaction of business.
2. No member can vote on a question in, which they a direct personal or pecuniary interest.
3. Members may vote for themselves for any office or other position.
4. While it is the duty of every member who has an opinion on a question to express it by vote, they cannot be compelled to do so.
5. A member may abstain from voting.
6. The votes of each member of the Board upon any issue before the Board shall be recorded in the minutes of the session at which the vote is taken.
7. Any Board member shall have the opportunity to explain their vote for recording in the minutes.

Bylaw adopted by the Board: March 23, 2026

Bylaws of the Board

Order of Business – 9325.2

The order of business shall be at the discretion of the Chairperson may include the following items:

1. Call to Order
2. Pledge of Allegiance
3. Roll Call
4. Student Representative Reports
5. Public Comment
6. Chairperson Report
7. Committee Reports/Referrals
8. Superintendent Report
9. Consent agenda
10. Old Business
11. New business
12. Adjournment

Bylaw adopted by the Board: March 23, 2026

Bylaws of the Board

Order of Business

Consent Agenda – 9325.21

To make more efficient use of meeting time, the Bridgeport Board of Education authorizes the use of a consent agenda as part of its regular meeting agenda. The consent agenda will condense the routine business of the Board (e.g., approving Board minutes, reviewing monthly expenses) into either a single motion or several categorical motions.

The consent agenda will be prepared by the Superintendent of Schools in consultation with the Chairperson of the Board.

Items on a consent agenda will not be discussed prior to action. However, if any Board member believes that any item on the consent agenda requires discussion, that Board member may remove the item from the consent agenda merely by requesting same. The exempted item then moves to the regular agenda, and the Board may take action as it deems appropriate. All non-exempted items will be moved, seconded, and voted upon either in one motion or in several categorical motions without discussion.

Routine, standard, non-controversial, and self-explanatory items are those that will be placed on the consent agenda. Examples include:

- Committee and previous Board meeting minutes
- Office reports
- Routine correspondence
- Minor changes in a procedure (i.e., e-mail added as method of communication to announce a change in a meeting schedule)
- Routine revisions of a policy (changes in dates, dollar amounts due to changes in law or regulation, changes to legal references)
- Standard contracts used regularly (i.e., confirmation of using the traditional in-house contract with a new vendor)
- Confirmation of conventional actions required in the bylaws (Signatory authority for a bank account, acceptance of gifts)

Bylaw adopted by the Board: March 23, 2026

Bylaws of the Board

Parliamentary Procedures – 9325.3

Rules of Order

The current edition of Robert's Rules of Order, Newly Revised, shall govern the proceedings of the Board of Education except when in conflict with Board policy.

In voting, the yeas, nays and abstentions will be taken and recorded. The Chairperson, as a member of the Board, shall be entitled to one vote on all questions.

Bylaw adopted by the Board: March 23, 2026

Bylaws of the Board

Vote Recording – 9325.4

The votes of each member of the Board upon any issue before any regular, special or emergency session meeting of the Board shall be reduced to writing and made available for public inspection within 48 hours, (excluding any Saturday, Sunday or legal holiday for votes or minutes of special and emergency special meetings) and shall also be recorded in the minutes of the session at which taken, which minutes shall be available for public inspection as noted below.

Minutes

The Secretary of the Board of Education shall keep minutes of all meetings of the Board. Copies of the proceeding shall be made for distribution to the Board members via the Board portal. The official minutes of the Bridgeport Board of Education meetings and the master copy of the policy manual shall be kept in Central office. Minutes shall be made available to the public for inspection within seven days after each meeting. The votes or minutes of a special meeting shall be made available to the public for inspection within seven days after each such meeting, excluding any Saturday, Sunday or legal holiday. The minutes of any emergency special meeting shall specify the nature of the emergency and shall be available within 72 hours of the meeting.

Legal Reference: Connecticut General Statutes

1-225 Meetings of government agencies to be public. Recording of votes. Schedule and agenda of meetings to be filed. Notice of special meetings. Executive sessions. (as amended by P.A. 99-71: An Act Clarifying Certain Time Periods in the Freedom of Information Act Eliminating Outdated and Unnecessary Freedom of Information Provisions.)

Bylaw adopted by the Board:

Bylaws of the Board

Requests for Information by Board Members – 9325.5

Bridgeport Board of Education (Board) members represent the public and are entitled to information regarding District performance that will assist them in governance. All Board member requests for documents or information should be made through the Chairperson with notice to the full board.

Documents subject to Connecticut's Freedom of Information law will be provided, as they are provided to all citizens under Board policy.

Should requests be for information that already exists or data that can be easily gathered and analyzed (provided the request is not for privileged management information, as outlined below), the Superintendent will, in a timely manner provide the information in its most accessible format, to the requesting Board member, with copies to all Board members.

Should the information not exist and/or be difficult to obtain, and should the Superintendent determine that the value of the information to the District be insufficient to justify the time or cost of obtaining it, they shall notify the full Board, with an estimate of the time/cost of responding to the Board member's request. By Board action, the Board will direct the Superintendent to provide, or not provide, the requested information.

Board members are entitled to timely access to information reasonably necessary to carry out governance responsibilities including oversights of budgets expenditures procurements and contracts. The Superintendent shall provide requested information to the requesting member and concurrently to all board members unless the information is protected from disclosure to the board by law or requires redaction of legally confidential student/employee records. When the information is withheld on privileged grounds the Superintendent shall provide a brief written explanation of the basis for withholding and when feasible for non-privileged summary sufficient for governance.

(cf. 1120 - Board of Education Meetings re Public Participation)

(cf. 9322 - Public and Executive Sessions)

Legal Reference: Connecticut General Statutes

1-200 Definitions

1-206 Denial of access of public records or meetings. Notice. Appeal

1-210 to 1-213 Access to public records (as amended by PA 02-113)

1-211 Access to computer stored records.

1-214 Public contracts as part of public records.

1-225 to 1-240 Meetings of government agencies to be public

Bylaw adopted by the Board: March 23, 2026

Bylaws of the Board

Minutes – 9326

Minutes should always reflect Bridgeport Board of Education action and related discussion rather than attempting to provide a verbatim account of the meeting.

The minutes of the meetings of the Bridgeport Board of Education shall include the following items:

1. The kind of meeting, date and place of meeting.
2. The call to order, stating time, name and title of presiding officer.
3. The names of those members in attendance.
4. A notation of presence or absence of Superintendent of Schools and other staff members.
5. A record of any corrections to the minutes of previous meetings and the actions approving them.
6. A record of all communications presented to the Bridgeport Board of Education.
7. A record of the hearing of all petitions of citizens.
8. A record of any reports of Board of Education members or staff members.
9. The disposition of all matters on which action was recommended.
10. All motions and resolutions and their disposition, listing all votes, abstentions and absentees.
11. All decisions concerning future meetings and agendas.
12. By request, a brief statement of a Board member may be included.

One copy of the official minutes shall be maintained in the Office of the Superintendent, and one copy in the Office of the City Clerk. They shall be made available to interested citizens upon request.

Bridgeport Board of Education minutes shall be available in unapproved form, within 72 hours of a Board of Education meeting excluding Saturdays, Sundays, and legal holidays; a written record of Board of Education votes shall be available for public inspection in the Superintendent's Office within 48 hours of a Board of Education meeting excluding Saturdays, Sundays and legal holidays. (In determining the time, herein, any day on which the Board of Education Office is closed shall also be excluded.) Votes taken shall also be reflected in the minutes of each meeting and the minutes shall be available for public inspection and posted on the District's website.

Copies of the minutes of a meeting shall be made available to all members of the Board of Education before the meeting of which they are to be approved via the Board portal. Permanent minutes shall be signed by the Board of Education Secretary.

Legal Reference: Connecticut General Statutes

1-225 Meetings of government agencies

10-218 Election of officers

10-224 Duties of the secretary

Bylaw adopted by the Board: March 23, 2026

Bylaws of the Board

Meetings

Electronic Mail Communications – 9327

The Bridgeport Board of Education believes that Board members electronically connected to other Board members is an efficient and convenient way to communicate. The main goal of electronic mail (e-mail) is to expedite the passage of information. E-mail gives Board members quick access to one another. Communication among Board members via e-mail should conform to the same standards as other forms of communication. (i.e., committee meetings, etc.) as directed by the Freedom of Information Act. When used properly, e-mail is an effective communications tool and can provide a formal record.

All Board members are encouraged to access e-mail. It will be the responsibility of individual Board members who use e-mail to provide hardware, hook-up and pay all consumable expenses associated with e-mail usage.

Guidelines for Board E-Mail Usage

The Freedom of Information Act mandates that all meetings of public bodies such as school Boards be open to the public. It is the policy of the Bridgeport Board of Education that E-mail shall not be used in such a manner as to deprive the public of the rights given to it under the Freedom of Information Act. For this purpose, this bylaw sets forth guidelines for the uses intended to be made of E-mail by Board members when communicating with other Board members.

1. E-mail, like other written forms of communication relating to the conduct of the public business is subject to the Freedom of Information Act and subject to disclosure.
2. Board members shall not use e-mail as a substitute for deliberations at public Board meetings, and/or shall not discuss policy matters or vote informally on any issues.
3. E-mail should be used to pass along factual information.
4. Security of e-mail communication cannot be assured. Board members shall not reveal their passwords to others in the network or to anyone outside of it. If any Board member has reason to believe a password has been lost or stolen, or that e-mail is being accessed by someone without authorization, they shall notify the Superintendent, who will notify the district's technology specialist.
5. Personnel issues and other sensitive subjects should never be discussed on-line. The confidentiality of employee data, student data, and other sensitive subjects must always be maintained.

Any usage contrary to the aforementioned shall be reported immediately to the Superintendent and may result in the suspension and/or revocation of system access.

Accessing E-Mail

In an effort to encourage all Board members to access E-mail, while maintaining public fiscal responsibility, the Bridgeport Board of Education will loan to any Board member needing access, technology to be returned to Central office upon leaving office. It will be the individual Board member's responsibility to provide the hook-up and pay all consumable expenses associated with E-mail usage.

Legal Reference: Connecticut General Statutes
The Freedom of Information Act.
1-200 Definitions.

1-210 Access to public records. Exempt records.
1-211 Disclosure of computer-stored public records.

Bylaw adopted by the Board: March 23, 206

Bylaws of the Board

Meetings

Board Member Use of Internet Social Networks – 9327.1

The Bridgeport Board of Education (Board) recognizes that reliance on social media as a means of communication is rapidly becoming the norm for school districts. Many school board members are active users of social media, including, but not limited to, such online platforms as Facebook and Twitter, as well as other media such as blogs and personal websites. The Board understands that social media can be a positive tool for fostering community engagement with the school district. However, Board members need to operate with appropriate guidelines when they are communicating online about school district business.

While social networking sites can be an effective and efficient means of communication, Board members need to be aware of the obligations and requirements that arise when using this form of communication. Board members' personal use of social networking sites may be limited or prohibited because of the need to comply with Connecticut statutes pertaining to public records and open meetings as described in the Freedom of Information Act.

Compliance with Public Records Law

Any recorded data or information relating to the conduct of public's business prepared, owned, received, or retained by the Board or the school district, whether handwritten, typed, tape-recorded, printed, photo-stated, photographed or recorded by any other method is by definition a "public record" and access thereto during normal hours of business shall be granted to any citizen. This includes communication that school board members and district employees send or receive relating to the affairs of the school district and the official acts of school officials and employees. Electronically stored information generally constitutes a "record" within the meaning of the public records law provided such recorded information is created or kept in connection with school business. The substance of the information, not the format, controls whether it is a public record. As an elected official, a school board member's information contained on a social networking site or a blog, that is created or kept by the Board member regarding the affairs of the district is likely to be considered a public record.

Compliance with the Freedom of Information Act

Board members using social networking sites may inadvertently violate the FOIA if they are not vigilant about the content and subject matter posted on the site and aware of the users of the site. Online posting by Board members can result in a meeting of the Board if the postings discuss school district business and a sufficient number of school board members are involved on the site to determine the course of action that will be taken by the Board.

Board members will not have online conversations that violate or to seek to circumvent the FOIA. Board members may not use online websites to communicate with one another about official Board business.

Social Networking Websites

Board members need to periodically review the importance of maintaining proper decorum in the online digital world as well as in person. This review is to give special emphasis to Board member use of Facebook, Twitter and other social media.

Code of Ethics Social Networking Websites

Use of social media sites by Board members shall be consistent with the Board's Code of Ethics (Bylaw #9270).

Board members will refrain from inappropriate conduct in making public statements on Facebook and other social networking sites, and will refrain from any disparagement of fellow Board members or others on a personal, social, racial, or religious basis. Board members shall not send messages that contain material that may be defined by a reasonable person as profane or obscene; messages that are racist, sexist or promote illicit, illegal or unethical activity.

Board members will recognize that authority rests with the Bridgeport Board of Education and will make no personal promises on social media sites nor take any private action which may compromise the Board.

Maintaining Confidentiality

Board members will exercise care not to divulge confidential information about students, school employees, or Board business on social media sites. Board members who have access to student information, like District employees, are prohibited from disclosing that information without the consent of the adult student or parent/guardian of a minor. In general, all records related to the individual student maintained by a school constitute confidential student records.

Board members are not to expect that their online conversations will remain private. Discussion of investigations into school issues will not be conducted online. Extreme care must be taken not to disclose confidential information related to students or employees while interacting online.

Social Media Guidelines for Board Members

The following guidelines are for Board members when using social media in their role as public officials. In using social media to communicate about school district activities, a Board member shall:

1. Clarify that the communication is as an individual member of the Board and not in the role of an official District spokesperson.
2. Avoid deliberating school district business with a quorum of the Board.
3. Direct complaints or concerns presented online from other individuals to the appropriate administrator.
4. Avoid posting content that indicated the reaching of an opinion on pending matters.
5. Ask for community input through appropriate channels, but will not allow the social network site to direct decisions as a Board member.
6. Post only content that the District has already released to the public.
7. Clarify, when attempting to restate what happened at a previous Board meeting, that the posting on the social media site is not an official record of such meeting. Share information only from the open portions of the meeting.
8. Conduct himself/herself online in a manner that reflects well on the District; avoid posting information that has not been verified and made public by the District; and never post anonymously about school business.
9. Report immediately harassing or defamatory communications to the Superintendent if they involve school officials, staff, students or District business.
10. Retain electronic records, including the Board member's own posts and content others post to the Board members account, when required to do so by the District's retention policy.

11. Report immediately to the District any potential security breaches if the Board member loses control or possession of a District-issued or personal electronic device on which confidential District records could be accessed.
12. Comply with the District's acceptable use policy when using District-issued devices or technology resources, including District Internet access on a personal device.

(cf. [3543.31](#) - Electronic Communication Use and Retention)

(cf. [4118.5/4218.5](#) - Staff Acceptable Computer Use)

(cf. [4118.51/4218.51](#) - Social Networking)

(cf. [5125](#) - Student Records)

(cf. [6141.321](#) - Acceptable Computer Use)

(cf. [6141.326](#) - Online Social Networking)

(cf. [9271](#) - Board Code of Ethics)

(cf. [9327](#) - Electronic Mail Communications)

(cf. [9330](#) - Board/School District Records)

Legal Reference: Connecticut General Statutes

The Freedom of Information Act.

[1-200](#) Definitions.

[10-209](#) Records not to be public.

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

Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.

Federal Family Educational Rights and Privacy Act of 1974

Dept. of Education. 34 CFR. Part 99 (May 9, 1980 45 FR 30802) regs. implementing

FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C.

1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/9

Bylaw adopted by the Board: March 23, 2026

Social Media Etiquette 9327.1 - Appendix

As use of blogs, micro blogs, Twitter, Facebook, and cell phone message texting has become more commonplace, it is important for Board members, as elected officials, to make sure there is a clear definition between the school district's and board member's own accounts.

Board members need to keep both communication etiquette and legal restraints in mind when writing in their personal accounts. Remember:

1. The printed word, even if it is written and distributed via the Internet, is 'discoverable', meaning it can be retrieved and used as evidence in lawsuits.
2. Don't assume that you can post any opinion you want citing 'freedom of speech'. More and more headlines are reporting defamation suits filed as the result of those postings.
3. Lawsuits are also being filed against social media users who have not obtained copyright permission prior to posting copyrighted materials (articles and photos). Make sure you have written permission for reproducing information and that you follow a publication's reprint/use guidelines, even if you are using only a small portion of a lengthy article about school improvement or other education-related topic from a publication.
4. Follow district guidelines and state and national privacy laws concerning the release of student information (including use of photos) if you post anything about school district events on a social media outlet. Obtain written permission from parents or guardians prior to posting photos or other identifying information on your personal accounts even if the school district has permission forms on file. Parents may not feel that a Board member's personal account is a place to display their children's information.
5. Don't solicit discussion among fellow Board members on any school district business using social media. While discussion of certain topics may be permitted, err on the side of caution so that you don't find yourself violating legal requirements for open meetings.
6. Even if you are posting to your personal websites, such as Facebook and Twitter accounts, remember that nothing is really personal on the Internet. People have a way of accessing the information, forwarding, copying and pasting and possibly distorting what you have written. Even though you use a personal page 2 account, as long as you are on the school board you are a 'public face' of the district and your comments could be misconstrued as reflecting views of the district.
 - a. Include a statement or disclaimer on your account that the opinions you post are yours as an individual.
 - b. Avoid posting your opinions about school district business or Board actions.
 - c. At a Board meeting, discuss with the district's legal counsel the legalities regarding use of a personal social media account while serving as an elected official.
7. If you have a reason to post information about the district, double check to make sure the information is correct. It is easy to transpose numbers, get a date or time incorrect even on the most well-intentioned post, blog entry, or tweet.
 - a. Once an error is discovered, make the correction and then note the date/time of the correction at the top of the post or blog. If you've sent an incorrect Tweet, send a new one with 'Correction' at the lead.

- b. To avoid putting incorrect information on your personal blogs, use links to the school district's home page or blog directing readers/followers to get information from the 'official' source.
8. Commenting on school district business while using one's own computer can put you in a precarious position if a public records request is made of all communications concerning a particular topic. Your personal computer and hard drive, and other data memory equipment could be subpoenaed as part of a lawsuit discovery process.
9. Remember that once a thought, idea, claim, or suggestion has been distributed via social media, it takes on a life of its own. Think twice when writing anything. Ask yourself if you would want your comments to appear on the front page of the morning paper or as a lead item on the television news.
10. Don't continue school board discussions or debates using your social media as a vehicle for voicing your dissent or approval of an issue. The Boardroom is the place for discussion and decision, not the Internet.
11. If you want public comment on a particular issue with which the school board is dealing, don't ask readers/followers to comment on your own message boards or comment sections. Instead, tell readers/followers how to contact the district through e-mail or phone calls that will allow comments to be forwarded to all board members. Be sure to include information on deadlines for submitting comments.
12. Refrain from using your personal social media account to inflame or incite a public outcry on a topic that is being discussed by the board.
13. Never post any information gleaned during an executive session, such as that related to personnel, business negotiations, and employee contract negotiations.
14. If you post to other sites and social media outlets - not under your control - make sure those site's topics and photos are considered to be politically correct as well as socially acceptable for readers of all ages.

Bylaw adopted by the Board: March 23, 2026

Bylaws of the Board

Board/School District Records -9330

Any recorded data or information relating to the conduct of the public's business prepared, owned, used, received or retained by the Bridgeport Board of Education or the school district, whether handwritten, typed, tape recorded, printed, photographed, or recorded by any other method is by definition a "public record" and access thereto during normal hours of business shall be granted to any citizen. The Board recognizes the need for its records to be stored as a blend of printed, bound and electronically recorded (i.e., audiotapes, videotapes, micro-fiche, computer disk) material. All such records shall be maintained at the office of the Superintendent of Schools, who shall be the custodian of all public records of the district.

Not included in the category of public records to which the privilege of access is given are the following:

1. Preliminary drafts or notes provided the custodian or the Board of Education has determined that the public interest in withholding such documents clearly outweighs the public interest in disclosure.
2. Personnel or medical files and similar files, the disclosure of which would constitute an invasion of personal privacy.
3. Records pertaining to strategy and negotiations with respect to pending claims and litigation to which the district is a party until such litigation or claim has been adjudicated or otherwise settled.
4. Trade secrets.
5. Test questions, scoring keys and other examination data used to administer a licensing examination, examination for employment or academic examinations.
6. The contents of real estate appraisals, engineering or feasibility estimates and evaluation made for or by the district relative to the acquisition of property or to prospective public supply and construction contracts, until such time as all of the property has been acquired or all proceedings or transactions have been terminated (except that the law of public domain is not affected by this provision).
7. Records, reports and statements of strategy or negotiations with respect to collective bargaining.
8. Records, tax returns, reports and statements exempted by federal law or state statutes or communications privileged by the attorney client relationship.
9. Names or addresses of students enrolled in the public schools without the consent of each student whose name or address is to be disclosed who is eighteen or older and a parent or guardian of such minor student.
10. Records including engineering and architectural drawings; security systems' operational specifications (except a general description, cost and quality of the system); training manuals that describe security procedures, emergency plans or security equipment; internal security audits; and logs and other documents containing information on security personnel movement or assignments if reasonable grounds exist to believe their release would pose a safety risk, including harm to anyone, a facility or equipment.
11. Security manuals, emergency plans, emergency recovery or response plans and staff meeting minutes or records or portions of them that contain or reveal security information or otherwise exempt records.
12. Educational records not subject to disclosure under the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 123g; as amended.

13. Records of standards, procedures, processes, software and codes not otherwise available to the public, the disclosure of which would compromise the security or integrity of an information technology system.

Availability of Records

Any person shall receive promptly on request, a plain or certified copy of any public record except those which access is not permitted under law, at a cost not to exceed fifty cents per page. If any copy requested required a printout or transcription, or if any person applies for a printout or transcription of a public record, the fee shall not exceed the cost to the school district. The district will require prepayment of the fee if the fee is estimated to be two dollars or more. There will be no sales tax for this service. There will be no charge if the person requesting the record is an indigent, the record requested is exempt from disclosure, or if, in the judgment of the custodian of records, compliance with the request benefits the general welfare.

An additional charge of one dollar for the first page and fifty cents for each additional page may be made for certification of any records or of any fact within the record.

An individual may use a "hand-held" scanner* to copy a public record. The Board establishes a fee structure not to exceed twenty dollars (\$20) for an individual to pay each time the individual copies records at Central Office with a hand held scanner.

*A hand-held scanner is defined by C.G.S. 1-212(g) as a battery-operated electronic scanning device the use of which (1) leaves no mark or impression on the public record, and (2) does not unreasonably interfere with the operation of the public agency.

The Board considers the use of a "smartphone" as analogous to a hand-held scanner and therefore, subject to a twenty dollar (\$20) flat fee.

The Superintendent, on behalf of the Board of Education, shall notify an employee in writing when a request is made for disclosure of the employee's personnel, medical or similar files, if the Superintendent reasonably believes disclosure would invade the employee's privacy.

Designation of Records Access Officer (optional)

1. The Superintendent of Schools is designated as Records Access Officer of the School District, who shall have the duty of coordinating the School District's response to public requests for access to records, in accordance with Connecticut Freedom of Information Commission rules and regulations.
2. The Records Access Officer is responsible for assuring that District personnel:
 - a. Assist the requester in identifying requested records, if necessary.
 - b. Upon locating the records, take one of the following actions:
 1. Make records promptly available for inspection; or
 2. Deny access to the records in whole or in part and explain the reasons therefore.
 - c. Upon the request for copies of records:
 1. Make a copy available upon payment or offer to pay established fees.
 - d. Upon request, certify that a transcript is a true copy of the records.
 - e. Upon failure to locate records, certify that:

1. The District is not the legal custodian for such records.
2. The records of which the District is a custodian cannot be found after diligent search.

Requests for Public Access to Records

1. Requests for inspection of records shall be made at least four (4) working days in advance to the Records Access Officer.
2. The Records Access Officer shall respond promptly to a request for records. Except under extraordinary circumstances, the District shall make response no more than four (4) working days after receipt of the request.
3. A request shall reasonably describe the record or records sought. Whenever possible, a person requesting records shall supply information regarding dates, file designations or other information that may help to describe the records sought.
4. If the District does not provide or deny access to the record sought within four (4) business days of receipt of a request, the District shall furnish a written acknowledgment of receipt of the request and statement of the approximate date when the request will be granted or denied. If access to records is neither granted nor denied within ten business days after the date of acknowledgment of receipt of a request, the request may be construed as a denial of access that may be appealed.

Legal Reference: Connecticut General Statutes

1-15 Application for copies of public records.

1-200 Definitions.

1-210 to 1-213 Access to public records. (as amended by PA 02-113)

1-211 Access to computer stored records.

1-212(g) Copies and scanning of public records

1-214 Public contracts as part of public records.

1-225 to 1-240 Meetings of public agencies.

Paulsen v. Superintendent of Schools, Bethel Public Schools, #FIC 2015-663 (June 8, 2016)

Federal Rules of Civil Procedure - 2006 Amendments

Bylaw adopted by the Board:

Bylaws of the Board

Board of Education Hearings - 9350

The Bridgeport Board of Education (Board) upon written petition signed by one percent of the electors of the municipality or fifty such electors, whichever is greater, the signatures thereon to be verified by the Town Clerk, shall hold a public hearing on any question relating to the provision of education offered by the Board-specified in the petition.

Such hearing shall be held at a time and place designated by the Board, not later than three weeks after the Board receives the petition.

All requests for public hearings to come before the Board of Education shall be presented to the Superintendent of Schools and the Chairperson of the Board in writing, stating clearly and definitely the purpose(s) of such requests and the action(s) desired thereon. Failure to adhere to these standards shall be reason for the Board to reject the request for hearing.

Legal Reference: Connecticut General Statutes

10-288 Petition for hearing by board of education (as amended by PA 21-95 Section 1)

Bylaw adopted by the Board:

Bylaws of the Board

School Board Legislative Program – 9360

The Bridgeport Board of Education, as an agent of the state, must operate within the bounds of the state and federal law affecting public education. If the Board is to meet its responsibilities to the residents and students of the community, it must work vigorously for the passage of new laws designed to advance the cause of good schools and for the repeal or modification of existing laws that impede this cause. To this end:

The Board will keep itself informed of pending legislation and actively communicate its concerns and make its position known to elected representatives at both the state and national level through the Board's legislative representative.

The Board will work with its state and federal legislative representatives, with the Connecticut Association of Boards of Education, and other concerned groups in developing an annual, as well as long-range, legislative program. The Board will make its position known to the Connecticut Association of Boards of Education and to appropriate legislators. This cooperation is necessary because the Board recognizes the importance of sound and constructive state legislation in establishing the frame work and support for public education.

The Board will annually designate a legislative representative to serve as its liaison with the Connecticut Association of Boards of Education Government Relations Committee and/or Delegate Assembly. This person will be authorized to speak on the Board's behalf with respect to legislation being considered at the state or national level. In all dealings with individual elected representatives, the legislature, or Congress, the Board's representative will be guided by the official positions taken by the Board. The legislative representative will also monitor proposed school legislation and inform the Board of the issues.

Bylaw adopted by the Board:

Bylaws of the Board

Monitoring Products and Processes

Self Evaluation – 9440

The Bridgeport Board of Education (Board) is committed to regular assessment of its environment and the Board's performance and adherence to research-proven strategies that enhance student achievement. The Board's assessment practices will incorporate short term (each meeting), mid-range (annual) and long term (specific methodical and consistent practices over the course of several years) performance of the Board.

The Board will periodically make adjustments in its conduct and practices to ensure continued improvement in its performance over time. Such assessment shall include mechanisms for regularly soliciting and incorporating input from the staff, students and community.

Topics to be covered in the Board's comprehensive assessment shall include, but should not necessarily be limited to a consideration of how the Board's policies, procedures and conduct should be changed in light of the following:

1. How are wants, needs and preferences of our community changing?
2. How is the economy changing?
3. How are demographics changing?
4. How is technology changing?
5. How is the political landscape and societal norms changing?
6. How are laws and regulations changing?
7. What additional research, if any, has been published regarding the role of the Board in increasing student achievement?

The results of the Board's comprehensive assessment shall be organized and documented into a list of specific methodical and consistent practices that best express what drives the Board's successes so that such practices can be institutionalized and preserved from year to year.

Legal Reference: Connecticut General Statutes
10-220 Duties of boards of education.

Bylaw adopted by the Board:

Board of Education Self-Evaluation

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Vision	5	4	3	2	1	Not sure
1. The Board has a vision/mission for the school district with a <u>primary</u> focus on student achievement.						
2. The vision/mission and goals are developed collaboratively with staff and the community.						
3. The Board institutes a process for long-range and strategic planning that aligns with the vision/mission for the district.						
4. The Board uses the district policy manual to create a culture that supports the vision and goals of the district.						
5. The Board expresses in the vision/mission the belief that high quality instruction in every classroom is the foundation for high achievement for all students.						
6. The Board communicates clearly the goals and expectations for the district, staff, and students with an emphasis on high achievement for all students in the district.						
7. The Board develops goals that align with the vision/mission for the district, foster continuous improvement and remain the highest priorities.						
Total Vision						
Community Leadership						
8. The Board communicates and interprets the school district's vision/mission to the public and listens, and incorporates appropriate community perspectives into board actions.						
9. The Board works to promote the accomplishments of the district within the district and community at large.						
10. The Board advocates at the national, state and local levels for students and the school district and promotes the benefits of public education.						
11. The Board collaborates with other school boards, superintendents, agencies, and other bodies to inform federal, state and local policy makers of concerns and issues related to education.						
12. The Board provides community leadership on educational issues by creating strong linkages with appropriate organizations, agencies, and other groups to provide for healthy development and high achievement for all students.						
Total Community Leadership						

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Board Operations	5	4	3	2	1	Not sure
13. The Board ensures the District policy manual is up-to-date and comprehensive.						
14. The Board conducts meetings that are efficient, effective and focus primarily on student achievement and other district priorities.						
15. The Board makes decisions based on analysis of relevant research and data.						
16. The Board adopts a fiscally responsible budget based on the district's priorities and regularly monitors the fiscal health of the district.						
17. The Board collectively executes its legal responsibilities and ensures the district adheres to all federal and state laws and board policies.						
18. The Board provides appropriate support (including quality professional development) for programs and initiatives consistent with the vision/mission of the district.						
19. The Board conducts a comprehensive orientation to familiarize new board members with their role on the team.						
20. The Board conducts an effective annual self-evaluation.						
21. The Board participates in professional development specifically regarding its roles and responsibilities and on relevant content areas.						
22. The Board belongs to, actively supports and participates in professional organizations.						
Total – Board Operations						
Board Ethics	5	4	3	2	1	Not sure
23. The Board establishes a <i>Code of Ethics</i> and conducts business in accordance with the code.						
24. The Board members maintain confidentiality regarding sensitive communications.						
25. The Board members honors board decisions even when the vote is not unanimous.						
26. The Board does not let politics interfere with district business.						
27. The Board deals with both internal and external conflicts openly, honestly and respectfully.						
Total Board Ethics						

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Board Superintendent Team	5	4	3	2	1	Not sure
28. The Board works effectively with the Superintendent as a collaborative leadership team to focus priorities around high achievement for all students in the district.						
29. The Board sets aside time, at least semi-annually, to discuss board/superintendent relations.						
30. The Board demonstrates support and respect for the Superintendent's role as the chief executive officer of the district.						
31. The Board provides direction to the Superintendent as a whole, not from individual Board members.						
32. The Board follows the chain of command as identified by board policy.						
Total – Board Superintendent Team						
Grand Total						
Average						

Please add any additional comments here (comments will be shared with participants):

Vision: _____

Community Leadership: _____

Board Operations: _____

Board Ethics: _____

Board/Superintendent Relations: _____

General Comments: _____
