



SUPPORTING DOCUMENTS FOR THE SUCCESSFUL IMPLEMENTATION OF THE STRATEGIC PLAN 2021-24

January 13, 2021

To Make All Things New

"A ROADMAP TO ADDRESS THE CHALLENGES FACED BY CATHOLIC SCHOOLS ACROSS THE DIOCESE."
Bishop Frank Caggiano

Rev 21:5



**DIOCESE OF BRIDGEPORT
CATHOLIC SCHOOLS**
FORMING hearts. INFORMING minds. TRANSFORMING lives.



Contents

This collection of supporting documents is meant to be a continuously updated compilation of the documents, rubrics, manuals, and procedures to guide the successful implementation of the strategic plan.

I. VIBRANT CATHOLIC IDENTITY

- a. Catholic Identity Rubric
- b. Ministerial Formation for Teachers
- c. Curriculum Documents
 - i. Elementary Religion Curriculum (for admin only until release)
 - ii. Theology of the Body Overlay Curriculum (In Development – for admin only until release)
 - iii. Apologetics Overlay Curriculum for High School (In Development – for admin only until release)

II. ACADEMIC EXCELLENCE

- a. Personalized Learning Initiative Status and Update
- b. Teacher Evaluation
- c. Principal/Head of School Appraisal Process
- d. Job Description for Director of Curriculum, Instruction, & Assessment

III. GOVERNANCE, LEADERSHIP AND ENGAGEMENT

- a. Governance Models Overview
 - i. Diocesan School Advisory Board Manual
 - ii. Diocesan Sponsored School Board (Academy) Sample Operating Agreement/Bylaws
 - iii. Parish Collaborative Board School Board (PCS) Sample Operating Agreement/Bylaws
- b. Participation Agreements
- c. Board Member Requirements
- d. Administrator Manual and School Policy Book
- e. Personnel Policy Manual

IV. OPERATIONAL VITALITY AND FINANCIAL STABILITY

- a. The Seton Collaborative: An Operational Support Network
- b. State of the Schools Template
- c. HSA Bylaws
- d. Lease Templates
- e. Finance Manual



I. VIBRANT CATHOLIC IDENTITY

CATHOLIC IDENTITY RUBRIC

Catholic Identity Rubric and Process for School Evaluation

All schools within the Diocese of Bridgeport are committed to fostering a vibrant Catholic identity and culture for its students, staff and families. To ensure that schools remain focused on the mission of “Catholic First,” all will complete the Annual Report on Catholic Identity. As part of their annual report, each school will evaluate itself using a rubric to identify the areas of strength and the areas of focus for growth. This rubric will then be reviewed by a team of Catholic school members appointed by the Superintendent of Schools who will subsequently meet with school administration to review the evidence and develop a final report of the school’s Catholic identity. This report will be submitted to the Bishop and the Superintendent of Schools.

The criteria upon which each school will be evaluated is divided into five main standards: Mission and School Culture, Academics, Student Faith Formation and Sacramental Life, Professionalism, and Community, Culture and Climate. Within each of these standards, the benchmarks will be rated as Consistently Evident, Frequently Evident, Rarely Evident or Not Evident.

The benchmarks for each standard are as follows:

Mission and School Culture

- 1.a.** The governing body and the leader/leadership team ensure that there is an appropriate statement of mission that reflects a commitment to Catholic identity.
- 1.b.** The mission statement is visible in public places and present in official documents and other school publications.
- 1.c.** The school takes appropriate steps to ensure unity between the school’s mission, the leader’s mission and the lived mission. School leaders authentically model values rooted in school mission and deliberately challenge behavior that is not in communion with the school’s mission statement.
- 1.d.** Catholic culture and faith are expressed in the school through multiple and diverse forms of visual and performing arts, music, and architecture in a manner supportive of the school mission.
- 1.e.** The Catholic school’s logo, brand, and other outward expressions of school identity reflect its foundation in Catholicism.

Academics

- 2.a.** The religious education program of all Catholic schools shall have as its foundation the Catechism of the Catholic Church, the

Accessible Links:

Catholic Identity Rubric

Administrators click here

Board Members click here

Ministerial Formation for Teachers

Elementary Religion Curriculum

Administrators click here

Theology of the Body Overlay Curriculum

· *Administrators click here*

Apologetics Overlay Curriculum for High School

· *Administrators click here*

United States Catholic Catechism for Adults, the General Directory of Catechesis, and the National Directory of Catechesis. They shall also follow national and diocesan directives.

2.b. Religion classes are an integral part of the academic program in the assignment of teachers, scheduling of class time, and selection of materials.

2.c. Faculty members in all content areas use the lenses of Catholic faith in all subjects to help students to think critically about God's world that is revealed to them in the classroom.

2.d. Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible.

Student Faith Formation and Sacramental Life

3.a. The school provides frequent and age appropriate occasions for prayer, liturgical worship, and the celebration of the Sacraments of Reconciliation and the Eucharist to ensure religious instruction and spiritual formation of students. Every student is afforded age appropriate opportunities to participate in spiritual reflection and renewal through retreats and other spiritual experiences.

3.b. The school community promotes and fosters a culture of all vocations and encourages students to discern God's call in their life.

3.c. All Catholic school students, regardless of religious background, attend school prayer and worship services and fully participate in religious instruction.

3.d. The school adheres to the sacramental norms and policies of the Diocese, respecting local parishes as the sacramental home for parents, students, and all parishioners.

3.e. The life of the Catholic school reflects the Catholic Church's teaching on social justice and ecumenism and provides service to others.

Professionalism

4.a. The head of school or chief administrator is a practicing Catholic who upholds the teaching of the faith and is committed to Catholic education that is academically excellent and rooted in Gospel values.

4.b. Catholic teachers and Catholic staff are hired whenever possible. Administrators, faculty, and staff are qualified, supportive of the teachings of the Church, and imbued with a strong sense of the mission of Catholic schools. They act in ways that promote the best interests of the Church and do not violate the principles or tenets of the Catholic faith.

4.c. All teachers of religion are practicing Catholics.

4.d. The school leadership provides a robust, ongoing faculty formation program that engages all faculty members, provides time for prayerful encounter and reflection.

4.e. Support staff, club moderators, athletic coaches, and other professional members of the school community exhibit behavior that comports to Catholic teaching and doctrinal expectations to affirm and support the universal dignity of the students in their care.

4.f. Non-Catholic educators engage faithfully in the spiritual life of the school, including prayer services and liturgies, to the fullest extent that they are able, showing a mutual respect to all dimensions of the Catholic faith.

Community, Culture and Climate

5.a. The school communicates, consults, and collaborates with all involved parties, particularly the appropriate diocesan offices, in an effort to ensure communion with the local Church.

5.b. Local clergy maintain a close relationship with the school to support the Catholic education of the students.

5.c. The schools' relationship with parents is characterized by partnership, cooperation, and mutual respect, and affirms the role of parents as the students' primary educators.

5.d. The Catholic school is a faithful member of the local community, providing service when appropriate, offering a model to students and families for communion with the world around them.

5.e. The Catholic schools provide opportunities for stakeholders to grow in their faith.

5.f. The physical environment of the school is rich in symbolism, sacramentals, ritual, and tradition, reflecting the school's steadfast commitment to Catholic school identity.



I. VIBRANT CATHOLIC IDENTITY

MINISTERIAL FORMATION FOR TEACHERS

Catholic School Personnel and the Call to Ministry

Catholic Schools, in the course of their educational efforts, provide an essential ecclesiastical ministry. *"The duty and right of educating belongs in a unique way to the Church which has been divinely entrusted with the mission to assist men and women so that they can arrive at the fullness of the Christian life"* (Canon 794, § 1). School personnel are instrumental in the development of each and every student as a Catholic person. It is through school employees, who act as ministers of the Catholic faith, that a school can cultivate a love of Christ in the hearts of its students.

Canon Law states that Catholic "teachers must be outstanding in true doctrine and uprightness of life" (Canon 803). The U.S. bishops have reminded Catholic school leaders that this mandate applies to teachers in all disciplines:

"Recruit teachers who are practicing Catholics, who can understand and accept the teachings of the Catholic Church and the moral demands of the Gospel and who can contribute to the achievement of the school's Catholic identity and apostolic goals. ...The distinctive Catholic identity and mission of the Catholic school also depend on the efforts and example of the whole faculty. ...All teachers in Catholic schools share in the catechetical ministry" (National Directory for Catechesis, pp. 231, 233).

All school personnel, regardless of their religious affiliation, are therefore required to abide by the moral values advanced by the teachings of Christ, the tenets of the Catholic Church, and the policies and regulations of the Diocese and the employing school. The Diocese, in its role as an employer, expects all employees to be persons, who by word and deed, support and advocate the positions of the Catholic Church and to recognize that The Catechism of the Catholic Church constitutes the source and standard according to which all ethical matters are understood and adjudicated. School personnel may be disciplined or terminated for violations of these standards, or any conduct which is contrary to, or rejects or offends the teachings, doctrines, or principles of the Catholic Church. An electronic copy of the Catechism can be found at [Catechism Online](#). School personnel will be required to sign a ministerial agreement indicating their desire to answer the call to ministry and to accept the requisite responsibilities that accompany that decision.

Accessible Links:

Catholic Identity Rubric

Administrators click here

Board Members click here

Ministerial Formation for Teachers

Elementary Religion Curriculum

Administrators click here

Theology of the Body Overlay Curriculum

Administrators click here

Apologetics Overlay Curriculum for High School

Administrators click here

In order to ensure that school personnel possess the knowledge and experiences needed to be ministers of faith and to allow for the opportunity for personal spiritual reflection and growth, the following formation plan has been developed. This plan builds upon the foundational meetings held with faculty during the 2019-2020 school year and will continue to evolve based on the needs identified through routine feedback opportunities. Formation will be primarily provided through the Diocese of Bridgeport Leadership Institute through a series of online “courses” which are approximately 30 minutes in length.

Formation Plan:

I. 2020-2021 School year and all future 1st year employees

- a. Bishop Caggiano Video on Truth, Beauty & Goodness
- b. Introduction to Leadership Institute
- c. Two 30 minute courses on generational ministry
- d. 30 minute course on Catechesis
- e. Completion of “Ministerial Inventory” to assist in the creation of individual and personalized learning paths
- f. Completion of a reflection on the personal acceptance of the Call to Ministry

II. 2021-2022 school year and all future employees following their first year

- a. Formation beyond the first year is a credit-based system (5 credits per year)
- b. Employees will receive 1 credit for each course taken
 - i. Some courses may be required (i.e., understanding apologetics or Theology of the Body)
 - ii. Some courses will be recommended based on ministerial inventory results or role in the school (i.e., teachers of religion may have additional requirements based on their coursework or preparation for the role)
 - iii. School employees may then choose from a list of elective courses. Sample courses include:
 - 3201 – The Four Marks of the Church, Part 1
 - 3202 – The Four Marks of the Church, Part Two
 - 4602 – Engage Parents, Form the Family
 - 4703 – Youth on the Margins
 - 4302 – Witnessing Faith to Others
 - 4303 – Taking Risks as Evangelists for Christ
 - 4302 – Engaging Others in the Faith
 - 4301 – Forming Every Heart

- 3802 – The Dignity of the Human Person
- 3702 – Laudato Si – Care for Our Common Home
- 3601 – The Church as the People of God
- 1502 – Balancing Life and Ministry
- 3801 – Introduction to Catholic Social Teaching
- 4403 – The Basic Structure of The Mass
- 3401 – Our Catholic Faith: Rituals and Symbols

c. Employees may also receive credits based on voluntary personal experiences (i.e., participation in spiritual direction, workshops or community service activities)

Non-Ministerial Positions:

The Diocese generally considers all employees as ministers of our Catholic faith. However, while we expect all teachers, counselors, social workers and administrators, in their role as formators, to act as ministers of the faith, we recognize that certain categories of staff may not require the same level of commitment as those who have contact with students on a regular basis and therefore do not carry the same level of responsibility in student formation. Though we expect these individuals to live a moral and virtuous life, to be respectful of our beliefs and practices and to refrain from any public disparagement of the Church, we recognize that they may not be able to fully participate in the sacramental life of the Church.

Depending on their specific job description, these may include positions such as:

- Bookkeeper
- Business manager
- Registrar
- Night time custodial staff
- Landscapers
- Back office secretarial staff
- Cook
- School data clerk

If school leadership determines, after consultation with the Office of the Superintendent, that a position is to be considered as non-ministerial, they must clearly communicate that designation to the employee at the time of hire. Those hired in non-ministerial roles should not be placed in situations that may provide the opportunity for formation. This includes trips, retreats, counseling, teaching activities, and other similar situations.



I. VIBRANT CATHOLIC IDENTITY

CURRICULUM DOCUMENTS

Elementary Religion Curriculum (Admin access only)

During the 2018-2019 school year, a group of Catholic educators came together to revise the religion curriculum for our schools. Over the course of a year and a half this group met and created a diocesan approved curriculum to be officially published in the Winter of 2021 and implemented in Catholic Schools across the Diocese beginning in the 2021-2022 school year. This document is currently in development and only available to Administration until released.

Theology of the Body Overlay Curriculum

Man and Woman He Created Them: A Theology of the Body is a publication of a series of over 100 lectures given by Pope John Paul II between the years 1979 and 1984. It provides answers to our deepest questions: "Who am I? What is my purpose?" and offers an opportunity for everyone to understand that each of us is created in the image and likeness of God and therefore our bodies are a beautiful work of art through which God is revealed to the world. As part of our curriculum update, our new Director of Curriculum, Instruction and Assessment will be tasked with creating an overlay program to integrate this study of human anthropology across all grade levels in an age-appropriate manner. This document is currently in development and only available to Administration until released.

Apologetics Overlay Curriculum for High School

The Study of Apologetics helps students come to better understand our Catholic Christian faith and equips them with the tools to answer tough questions about who we are and what we believe. As part of our curriculum update, our new Director of Curriculum, Instruction and Assessment will be tasked to continue working with high school teachers and administrators to create a seminar series and curricular overlay for students in our high schools. This document is currently in development and only available to Administration until released.

Accessible Links:

Catholic Identity Rubric

Administrators click here

Board Members click here

Ministerial Formation for Teachers

Elementary Religion Curriculum

Administrators click here

Theology of the Body Overlay Curriculum

Administrators click here

Apologetics Overlay Curriculum for High School

Administrators click here





II. ACADEMIC EXCELLENCE

PERSONALIZED LEARNING

Initiative Status Update

Entering the third-year with the academic year 2020-2021, all of the 22 diocesan elementary schools are personalizing instruction for over 4,600 students. The work that was done in the first two years to train teachers and build our technical capacity allowed schools to pivot in the Spring of 2020 to remote learning during the pandemic. These gains continued through the summer. Using our online learning platform, students logged in and demonstrated mastery of over 2,500 skills. Further, teachers volunteered their time over the summer to work with colleagues and the personalized learning coaching team to identify and address emerging challenges related to teaching and learning during a pandemic. These professional learning communities and professional development meetings drew in teachers over 900 times - which is truly amazing. This work helped teachers gain and share the skills and practices to open their classrooms safely as well as move to remote learning if necessary.

Now that we are back in our classrooms, with the help of our personalized learning coaches, teachers are rising to the challenge to maintain the core practices of individual and small group instruction based on individual student learning needs while practicing physical distancing requirements.

Process and Sustainability

High quality teaching and learning is a cornerstone of our Catholic education programming. Through the personalized learning initiative we will have established sound instructional strategies and supports across all of our Diocesan Elementary Schools, situating our schools for a strategic advantage as they recruit, retain and form students in the Faith.

Each school moves through a three-year implementation process with ongoing support to establish, maintain, and institutionalize practices.

Year One

Schools receive digital infrastructure upgrades and devices to support the personalized learning model. Teachers receive professional development, classroom observations, and coaching to support teachers' collection and use of data for planning and implementation of differentiated instructional practices in the classroom. Schools purchase materials for their innovation zones.

Accessible Links:

[Personalized Learning Initiative Status and Update](#)

Teacher Evaluation

Administrators [click here](#)

Board Members [click here](#)

Principal/Head of School Appraisal Process

Administrators [click here](#)

Board Members [click here](#)

Director of Curriculum, Instruction and Assessment Job Description

Year Two

Teachers receive follow-up observations and coaching to maintain practices established in year one as well as training and coaching on the process of conferring with students.

Year Three

Teachers receive follow-up observations and coaching to maintain practices established in years one and two. Principals work to incorporate personalized learning practices into their observation and feedback routines.

Cohort 1 (Entering 2018-2019)

- St. Gregory the Great School
- Our Lady of Fatima Catholic Academy
- Assumption Catholic School
- Holy Trinity Catholic Academy

Cohort 2 (Entering 2019-2020)

- St. Rose of Lima School
- Catholic Academy of Bridgeport
 - St. Andrew Academy*
 - St. Augustine Academy*
 - St. Raphael Academy*
 - St. Ann Academy*
- St. James School
- St. Mark School
- St. Peter School
- Catholic Academy of Stamford

Cohort 3 (Entering 2020-2021)

- All Saints Catholic School
- St. Thomas Aquinas Catholic School
- St. Mary School - Bethel
- St. Mary School - Ridgefield
- St. Aloysius School
- St. Catherine of Siena School
- St. Theresa School
- St. Joseph School - Danbury
- Greenwich Catholic School

Year 1 = 655 Students

Year 2 = 2528 Students

Year 3 = 4656 Students

Program Evaluation

The Diocese of Bridgeport Schools are committed to ongoing improvement. We are engaging in a formal evaluation of the personalized learning initiative to gauge progress towards program goals, the impact and efficacy of the core strategies, and develop recommendations. Results of this evaluation will be made available to stakeholders and recommendations for improvement will be published on the diocesan personalized learning website.

GOAL 1: Personalize Instruction

- Teachers create time to differentiate instruction based on multiple sources of data for students individually and in small groups.
- Students have the opportunity to learn on individual learning paths.

GOAL 2: Develop a deep knowledge of every student

- Teachers work individually with students to identify, document, and develop their strengths as learners and children of God.
- Teachers collect data on student learning needs and use data to inform instruction.

GOAL 3: Develop student ownership over their learning

- Teachers engage students in conversations on their own learning process.
- Students set learning goals, identify a plan, and track progress towards achieving their own learning goals.

GOAL 4: Develop students' STEM skills through hands-on applications requiring the use of computational and design thinking strategies

- Schools establish innovation zones (IZ).
- Students use IZ materials to develop computational and design thinking skills.



II. ACADEMIC EXCELLENCE

TEACHER EVALUATION

As each school within the Diocese of Bridgeport aspires to provide its students with an excellent Catholic academic program, one of the key strategies for maintaining excellence is ensuring that the teachers in each school are meeting expectations in their job performance. The main process to measure their success is conducting informal class visits as well as formal observations using the diocesan evaluation rubric.

All teachers must be observed formally each year by either the school principal or other designee (Assistant Principal, Department Chair, etc.) with the frequency of those formal observations depending on years of service. Teachers new to the school in their 1st or 2nd year will be formally observed a minimum of three (3) times per school year. Teachers in their 3rd through 5th year at the same school will be formally observed a minimum of two (2) times per school year. Teachers in their 6th year or longer will be formally observed a minimum of one (1) time per year. All formal observations conducted should include pre- and post-observation meetings between the evaluator and the teacher.

The tool for rating teachers' instructional methods and other areas of critique is a diocesan-designed rubric inspired by the [Danielson Framework](#). This rubric is not meant to solely be a lesson observation tool as it covers multiple standards and serves as a holistic appraisal of performance. The rubric should be completed by the evaluator for the minimum times required for each teacher. There is an additional End-of-Year rubric completed by the school administrator that should provide an overview of the teacher's performance and also includes a domain for Catholic Instructional Expectations. This End-of-Year evaluation is submitted to the Office of the Superintendent annually. The criteria upon which each teacher will be evaluated is divided into four main domains: Planning and Preparation, Classroom Culture, Instructional Strategies, and Professional Responsibilities. Within each of these domains, the components will be rated as Highly Effective, Effective, Developing and Ineffective. The fifth domain of Catholic Instructional Expectations (only included in the End-of-Year report) is rated as Evident, Not Evident, or Not Applicable.

Accessible Links:

[Personalized Learning Initiative Status and Update](#)

[Teacher Evaluation](#)

Administrators click here

Board Members click here

[Principal/Head of School Appraisal Process](#)

Administrators click here

Board Members click here

[Director of Curriculum, Instruction and Assessment Job Description](#)

The components for each domain are as follows:

Planning and Preparation

The teacher:

- 1a.** Demonstrates a knowledge of content and pedagogy.
- 1b.** Demonstrates a knowledge of the students and their individual needs.
- 1c.** Presents quality essential/guiding questions.
- 1d.** Designs meaningful assignments to prepare for and reinforce learning.
- 1e.** Plans for differentiated instruction that aligns with students' needs.
- 1f.** Plans for integration of the Catholic faith.

Classroom Culture

- 2a.** The classroom culture is conducive to learning and reflects Catholic Identity.
- 2b.** The classroom is safe and the physical environment ensures the learning of all students.
- 2c.** Classroom interactions between the teacher and students are polite and respectful, and uphold the dignity of all persons.
- 2d.** The teacher demonstrates consistency and fairness in dealing with students.
- 2e.** The teacher demonstrates genuine interest and enthusiasm for subject area and inspires and motivates students to reach their full potential spiritually, academically, and socially.

Instructional Strategies

- 3a.** Students are able to demonstrate an understanding of the essential/guiding questions referenced in the lesson.
- 3b.** Students are intellectually engaged in challenging content through well-designed learning tasks.
- 3c.** The teacher motivates students to think on their own, and use digital tools innovatively, explore real-world issues, and solve authentic problems.
- 3d.** The teacher demonstrates flexibility and responsiveness.
- 3e.** Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties occur smoothly with minimal loss of instructional time.
- 3f.** Formative assessment, aligned with learning goals, is used during instruction.
- 3g.** Accommodations put in place for individual students are followed and appropriately engage the specific learners.

Professional Responsibilities

The teacher:

- 4a.** Engages in professional development activities to enhance content knowledge and pedagogical skill, including integration of technology with the curriculum.
- 4b.** Demonstrates collegiality with fellow faculty members and cooperates with their initiatives.
- 4c.** Demonstrates professionalism in all areas (dress, punctuality, confidentiality, communication, attitude, etc.).
- 4d.** Maintains accurate records.
- 4e.** Communicates with parents/guardians in an appropriate and timely manner.
- 4f.** Participates in and contributes to the success of school events as appropriate.
- 4g.** Accepts direction and supervision in a reflective and positive manner.

Catholic Instructional Expectations

The teacher:

- 5a.** Participates in the development of a faith community by demonstrating:
 - Knowledge and involvement in the Gospel Message as the essential component of faith community building and in fostering an environment for evangelization.
 - Support of the school's mission.
 - Presence in the Faith Community.
 - Involvement of parents and guardians in aspects of the school's faith community.
- 5b.** Integrates the Gospel teaching into the curriculum by demonstrating:
 - Thorough understanding of the Diocesan Religion Curriculum and assessments.
 - Intentional integration of Gospel teachings and values into lesson and unit plans.
- 5c.** Establishes a culture of service by demonstrating:
 - Knowledge that a commitment to Service is an integral part of the life of a Catholic School.
- 5d.** Becomes a witness of Jesus Christ by:
 - Understanding of the role of the Catholic Educator.
 - Modeling the Gospel Message in the school setting.



II. ACADEMIC EXCELLENCE

PRINCIPAL/HEAD OF SCHOOL APPRAISAL PROCESS

Strong and capable educational leadership is a key trait of every high-performing school. As many schools within the Diocese of Bridgeport have small administrative teams, it becomes even more vital that the principal of each school is competent and able to meet the varying expectations. To help ensure that the leaders who are in these critical roles strive for excellence and continue the mission of Catholic education with fervor, principals participate in an annual evaluation process directed by the Office of the Superintendent.

The process for principal evaluation is one that is ongoing throughout the school year and results in a formal report written by the Office of the Superintendent that focuses on the successes and challenges of the principal's school year as well as recommendations for the upcoming school year. The process begins at the start of the school year in which the principal will set goals for the school to meet under his/her leadership as well as goals specific to the tasks of the principal. The goals are then approved by the Office of the Superintendent and movement toward those goals is monitored throughout the school year. At the end of the school year, a formal meeting to discuss the accomplishments and challenges will take place between the principal and the Office of the Superintendent. Additional information collected to help create the formal appraisal comes from a self-reflection completed by the principal, observation and conversation with the supervising superintendent, and feedback garnered from surveys completed by various constituents: parents, teachers, Board members, HSA leaders, and the pastor.

The areas of leadership upon which each principal will be evaluated is divided into four main categories: Principal as Faith Leader, Principal as Instructional Leader, Principal as Operational Leader and Principal as Strategic Leader.

The main responsibilities of the principal are outlined below and is illustrative of expectations; it is not meant to be all inclusive of every task or responsibility. Goals may be set beyond these examples as it relates to the success of each individual principal and school.

Accessible Links:

[Personalized Learning Initiative Status and Update](#)

Teacher Evaluation

Administrators click here

Board Members click here

Principal/Head of School Appraisal Process

Administrators click here

Board Members click here

Director of Curriculum, Instruction and Assessment Job Description

Principal as Faith Leader

- Fosters the faith journey of faculty, staff and students by supporting a mission statement and philosophy which promotes the integration of the Catholic Faith into all aspects of school life. Incorporates church philosophy, teachings and Gospel values into all activities from recruitment through graduation.
- Assures frequent opportunities for the entire school community to experience prayer and the sacraments and actively participates in those experiences.
- Ensures school programs, policies and educational practices are in accordance with the philosophy of Catholic Education, Church's social teachings and with the Diocesan curriculum.
- Encourages and promotes students and teachers to develop a service-oriented outreach both within and beyond the school.
- Provides for the ongoing faith formation of teachers to assist them in their own faith development and to ensure catechetical competence.
- Promotes collaboration between the local parishes, pastors and pastoral staff.
- Facilitates an active partnership with parents in the fundamental purpose of the spiritual development of their child(ren).

Principal as Instructional Leader

- Articulates and promotes high expectations for teaching and student learning. Demonstrates knowledge of professional issues and best practices in education.
- Oversees the implementation of the approved curriculum guidelines and maps. Monitors and evaluates the impact of the instructional program through the use of data collection and analysis. Assesses the effectiveness of the instructional practices and their impact on student learning.
- Supervises and evaluates teacher performance and professional growth of the faculty through formal and informal observation, frequent classroom visits and other supervisory responsibilities.
- Leads the faculty in strengthening professional competencies. Provides teachers with materials and professional development to enhance student learning.
- Focuses on student achievement and measures success in terms of student achievement. Monitors student progress. Encourages the use of a variety of assessments in the classroom. Recognizes

and makes sufficient effort to accommodate the special learning needs of students. Creates and promotes extra-curricular and enrichment programs.

- Recognizes the accomplishments of students, faculty and staff.

Principal as Operational Leader

- Exhibits competence in planning, organizing, follow-through and time management in the daily operations of the school.
- Adheres to all Diocesan and school policies and directives.
- Makes decisions that are well-timed and based on adequate, reliable data including stakeholder feedback.
- Designs and implements effective communication skills to ensure that all relevant stakeholders are informed about the school.
- Is present and visible during the operations of the school day and other school-related events.
- Ensures the maintenance and safety of the school according to Diocesan and local school policies.
- Ensures that all records for students and personnel are appropriately maintained.
- Takes ownership of issues within the school and oversees completion of appropriate solutions.

Principal as Strategic Leader

- Ensures the school's vision is being followed and is reflective of the overall vision for Catholic schools in the Diocese of Bridgeport.
- Allocates and utilizes school resources effectively.
- Has a documented vision and strategic plan that is developed collaboratively.
- Supervises the implementation of an enrollment and marketing plan.
- Monitors the budget and finances to ensure the financial stability of the school.
- Works in cooperation with the school board to guide the school in areas of policy, professional development and goal setting.



II. ACADEMIC EXCELLENCE

DIRECTOR OF CURRICULUM JOB DESCRIPTION

Director of Curriculum, Instruction and Assessment

The search for a new Director of Curriculum, Instruction & Assessment is being launched simultaneously to the publication of the Strategic Plan. This position is of paramount importance to the successful implementation of the Strategic Plan. The successful candidate will be asked to develop, in collaboration with the Superintendent and school faculty and administration, a **Vision for Excellence in Academics** in the Diocese of Bridgeport Catholic Schools. Using that document as a framework, they will evaluate and update current curriculum standards, publish accompanying Curriculum materials, and create meaningful assessments of student growth. They will also oversee the implementation of a new Religion curriculum and develop programs to enhance the integration of Catholic identity into all aspects of school life. The complete job description can be found [here](#).

Accessible Links:

[Personalized Learning Initiative Status and Update](#)

Teacher Evaluation

Administrators click here

Board Members click here

Principal/Head of School Appraisal Process

Administrators click here

Board Members click here

[Director of Curriculum, Instruction and Assessment
Job Description](#)





III. GOVERNANCE, LEADERSHIP AND ENGAGEMENT

GOVERNANCE MODELS OVERVIEW

The Diocese of Bridgeport currently has two types of governance under which its schools* operate. These governance structures are the Diocesan sponsored school or Academy and the Diocesan school. As part of this plan, a third alternative model is being introduced called the Parish Collaborative School. A brief description of each governance model follows:

The Diocesan School (Advisory)

The Diocesan school is part of a centralized system in which the Diocesan Office of the Superintendent (OSS) acts on behalf of the Bishop to manage the school. The OSS is responsible for the hiring and supervision of the principal, the oversight of curriculum and instruction and is responsible to make recommendations to the Bishop in the areas of finance and operation. The Bishop appoints or removes school administrators with the recommendation of the Superintendent. The schools are generally located on the grounds of a parish and the host pastor supports the school in areas of Catholic identity and spiritual formation. Each school also has an advisory board. The advisory board supports the work of administration in the areas of fundraising, marketing and strategic planning. The OSS works collaboratively with principals, pastors and advisory board members to promote excellence at the school.

A manual for the Diocesan School Advisory Board, with sample bylaws, can be found [here](#) for Administrators, and [here](#) for Board Members.

The Diocesan Sponsored School (Academy)

The Academy model has a two-tiered board of limited jurisdiction. The primary tier is the Board of Members. The Bishop is generally the sole Member of the corporation and acts as the Sponsor of the school. In some instances, the Bishop names additional members to this tier. The Member(s) appoints a Board of Directors who make up the secondary tier. The Directors have fiduciary responsibility for the school and have been delegated the responsibility of its success. In this model, the Member(s) retains responsibility of the Catholic identity of the school and works collaboratively with Directors on the overall strategic direction of the school.

The Chief Educational Officer of the school (sometimes referred to as Head of School, Principal, President, Executive Director, etc.) reports directly to the board, is selected by the board with the collaboration of the Superintendent and is appointed by the Bishop. The OSS provides

Accessible Links:

Governance Models Overview

Diocesan School Advisory Board Manual

Administrators click here

Board Members click here

Diocesan Sponsored School Board (Academy)

Sample Operating Agreement/Bylaws

Administrators click here

Board Members click here

Parish Collaborative School Board (PCS)

Sample Operating Agreement/Bylaws

Administrators click here

Board Members click here

Sample Participation Agreement

Administrators click here

Board Members click here

Board Membership Requirements

Administrators click here

Board Members click here

Administrator Manual and School Policy Book

Administrators click here

Board Members click here

Teachers click here

Personnel Policy Manual

Administrators click here

Board Members click here

Teachers click here

base standard requirements in the areas of curriculum and educational policy which can be exceeded by board policy. In general, teachers and staff are recommended for hire to the board and then supervised by the Chief Educational Officer. The employees participate in the same retirement and medical insurance as diocesan school employees, but salaries are set by the board. If the school is located on parish grounds, the host pastor generally sits on the board and supports the school in the area of Catholic identity and spiritual formation.

A sample operating agreement/bylaws for the Diocesan Sponsored School (Academy), can be found [here](#) for Administrators, and [here](#) for Board Members.

The Parish Collaborative School (PCS)

The Parish Collaborative School (PCS) is very similar to the Diocesan Sponsored School with the significant difference being it is sponsored by a parish rather than by the Diocese. The PCS is an entity within the parish corporate structure and has a board of limited jurisdiction. In the PCS, the Members of the parish corporation (Bishop, Vicar General, Pastor and two lay trustees) appoint a Board of Directors who have fiduciary responsibility for the operation of the school. The Members retain jurisdiction over the strategic vision and direction of the school as well as its Catholic Identity. The Pastor of the sponsoring parish serves in a dual role of Secretary/Treasurer of the Parish corporation AND as President of the school.

The Chief Educational Officer of the school who reports directly to the board, is selected by the board with the collaboration of the Superintendent and is appointed by the Pastor in consultation with the other members. The OSS provides base standard requirements in the areas of curriculum and educational policy which can be exceeded by board policy. In general, teachers and staff are recommended for hire to the board and then supervised by the Chief Educational Officer. The employees participate in the same retirement and medical insurance as diocesan school employees, but salaries are set by the board.

A sample operating agreement/bylaws for the Parish Collaborative School, can be found [here](#) for Administrators, and [here](#) for Board Members.

**This does not apply to Independent Catholic schools which are located in the Diocese and are recognized and approved by the Bishop but operate as completely separate and independent entities.*

PARTICIPATION AGREEMENTS

The Diocese of Bridgeport currently has two types of governance under which its schools operate. These governance structures are the Diocesan Sponsored School (Academy) and the Diocesan School. As part of this plan each Catholic school signs a participation agreement that outlines the services and supports provided by the various departments of the diocese.

A sample participation agreement can be found [here](#) for Administrators, and [here](#) for Board Members.

BOARD MEMBERSHIP REQUIREMENTS

Each of the three governing models in the Diocese of Bridgeport requires a different level of involvement and fiduciary responsibility on the part of the board member. There are, however, responsibilities all three types of board members share.

Responsibilities of school board members include:

- Modeling the faith community in a spirit of cooperation and interdependence with the pastor and principal.
- Adhering to diocesan policy and developing policies that enable the school to fulfill its mission.
- Assisting the search and selection of the principal when a vacancy occurs.
- Participating in the diocesan Principal Performance Review Process.
- Reviewing and advising on the school budget, tuition rates and other sources of financing.
- Participating in the school's development, student recruitment efforts, and long-range plans.
- Acting as the public relations and marketing arm of the school and its programs.
- Participating in ongoing board in-service both at the diocesan and local level.
- Evaluating annually the board's effectiveness, productivity and internal operations.
- Directing individuals and/or groups to appropriate resources for conflict resolution.
- Participating, upon request, in the School Improvement Process.
- Monitoring the implementation of the recommendations of the School Improvement Plan.
- Supporting the efforts of local legislative action.



III. GOVERNANCE, LEADERSHIP AND ENGAGEMENT

Accessible Links:

Governance Models Overview

Diocesan School Advisory Board Manual

Administrators click here

Board Members click here

Diocesan Sponsored School Board (Academy)

Sample Operating Agreement/Bylaws

Administrators click here

Board Members click here

Parish Collaborative School Board (PCS)

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Administrators click here

Board Members click here

Board Membership Requirements

Administrators click here

Board Members click here

Administrator Manual and School Policy Book

Administrators click here

Board Members click here

Teachers click here

Personnel Policy Manual

Administrators click here

Board Members click here

Teachers click here

Appointment Process:

1. Potential board member identified and vetted by the nominations committee
2. Resume/bio presented to board of Directors for review
3. Board of Directors votes to recommend appointment of candidate to the Member(s)
4. Chair of Board sends letter of request, minutes showing board vote, resume/bio and contact information for candidate to the Superintendent
5. Superintendent meets (via phone or Zoom) with Candidate to review bylaws and expectations of board membership
6. Superintendent presents recommendations for appointment to Diocesan Bishop (and members when applicable)
7. Bishop makes appointment and notifies parties

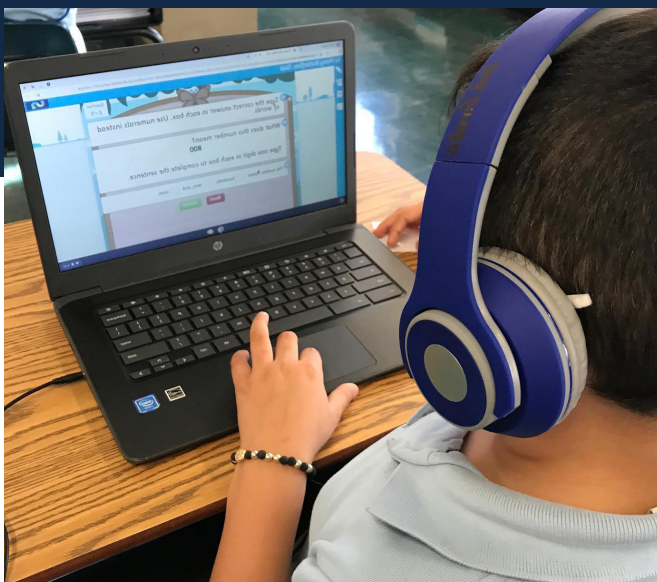
ADMINISTRATOR MANUAL AND SCHOOL POLICY BOOK

This policy manual outlines the various policies and procedures that govern our schools. It can be found [here](#) for Administrators, [here](#) for Board Members, and [here](#) for Teachers.

PERSONNEL POLICY MANUAL

This manual outlines diocesan personnel policies, benefits, and working conditions for those employed at diocesan schools. It is available [here](#) for Administrators, [here](#) for Board Members, and [here](#) for Teachers.





IV. OPERATIONAL VITALITY AND FINANCIAL STABILITY

THE SETON COLLABORATIVE

In an effort to be true to our strategic planning theme, *To Make All Things New*, and to strengthen our Catholic school system, we need to examine the business side of running a school and assess ways in which we can drive down costs while simultaneously improving the efficacy of operations. Given the current fiscal realities and changing demographics, we simply cannot continue with “business as usual.” To ensure viability into the future, we must seize this opportunity to rethink how we do business. To meet this end, The Seton Collaborative will be created to serve as an Operational Support Network (OSN) which will provide shared services to schools. The OSN will increase efficiency, lower costs and improve the quality of the non-educational management functions at schools across the Diocese of Bridgeport.

This business model enables the diocese to leverage resources across the system and achieve cost savings through economies of scale. Additionally, by reducing redundancy and duplication of processes, the OSN can ensure consistency, standardize practices and attract personnel with greater experience and expertise. Further, removing these non-educational management responsibilities from an already burdened school leadership allows the leader to focus their attention on curriculum, instruction, and student success. A shared service model balances the benefits of de-centralized leadership with the benefits of a centralized business and support system thus creating greater efficiency while preserving the uniqueness and charism of each individual school.

The Seton Collaborative will be established as a non-profit organization with a Board of Directors. The Superintendent of Schools will serve as the Executive Director and will work with the Board of Directors to ensure a singular vision for excellence as this important new initiative is launched. Working in collaboration with other departments of the diocese, they will provide strategic and efficient leadership and support in areas such as:

- Finance (accounting, bookkeeping, procurement);
- Development (fundraising, alumni development and grant writing);
- IT and technology services;
- Student support services (Speech, OT/PT, counseling);
- Transportation services;
- Marketing and enrollment under the diocesan school’s umbrella;
- Board development and training;

Accessible Links:

The Seton Collaborative

State of the Schools Template

Administrators click here

Board Members click here

HSA Bylaws

Academy Lease Template

Administrators click here

Board Members click here

Parish School Lease Template

Administrators click here

Board Members click here

Finance Manual

Administrators click here

Board Members click here

- Facilities support; and
- Procurement.

The OSN will build on the already collaborative relationship that exists between schools and diocesan leadership to enhance the shared services already provided including:

- Accounting, business managers, and shared bookkeepers;
- Shared technologies and management programs including,
 - Student information system,
 - Tuition collection, and
 - Grant and aid program;
- Instructional Technology support;
- Technology infrastructure including,
 - Fiber-optic, and
 - Shared central servers;
- Telehealth and social work support;
- HR support and teacher recruitment;
- Remote learning program support;
- Assessments; and
- Alumni support through Aquinas pilot program.

It is hoped that as we launch this new endeavor, we will be able to attract additional philanthropy to provide seed money and future support for the project through a new fund, the Elizabeth Ann Seton Fund, which will be created in Foundations in Education. Partial funding will come from a reallocation of current expenditures at the school and diocesan level. Aquinas fellows are currently funded from a previous grant and when that grant ends the OSN will pay a portion of fellow stipends.

The Seton Collaborative will phase in the levels of service provided as it grows into a full service OSN. The focus will be on quality of services rather than quantity. It is also anticipated that this shared service model will evolve from a school program to one that serves both parish and school, thus increasing the economies of scale and cost/benefit.

STATE OF THE SCHOOLS

Overview for State of the School Address

Fostering effective community engagement starts with clear communication between a Catholic school and its constituents. One specific opportunity for school leadership to deliver information to the community about the school and its plan for the future is through the annual State of the School address.

Each year schools are expected to present a formal overview of relevant information to ensure that all community members have an accurate picture of the school's current performance and future vitality. The Office of the Superintendent provides the school with an outline of information that will be tailored to align with each school's unique position. This information should be presented by school leadership.

There are four main topics that should be addressed in the State of the School address: enrollment numbers, financial status, academic assessment data and plans for future growth. In most cases, the information could be presented in visual form to allow for easier understanding by all groups of constituents.

Enrollment Numbers

Sharing the enrollment figures with constituents allows them to understand the viability of the school and provides an opportunity for a call to action.

- Enrollment numbers should include total student population as well as each individual grade level.
- Enrollment numbers should also identify past numbers (3-year or 5-year trend).
- Enrollment numbers could also include comparison with local demographic data.
- Rate of retention is also a number to highlight.
- If numbers are declining, provide a plan for growth.

Financial Status

An accurate picture of the financial status of a school is required for transparency and also allows for people to understand how a Catholic school operates financially.

- The financial report needs to include an overall scope of the status; it should not be overly specific.
- Financial numbers should include overall budget numbers showing the percentage of how the revenue is collected or expenses paid out.



IV. OPERATIONAL VITALITY AND FINANCIAL STABILITY

- Revenue items should include: Tuition and fees, Contributions, Fundraising income, and All other sources of revenue.
- Expense items should include: Salaries and benefits, Operations and maintenance, and All other expenditures.
- It is recommended to identify the Per Pupil Cost vs the Tuition Per Student. The shortfall is then easily identified and can be used to set the fundraising goal.
- Discussion of the tuition structure is key, particularly if there is going to be an increase for the upcoming year.

Accessible Links:

[The Seton Collaborative](#)

State of the Schools Template

Administrators click here

Board Members click here

HSA Bylaws

Academy Lease Template

Administrators click here

Board Members click here

Parish School Lease Template

Administrators click here

Board Members click here

Finance Manual

Administrators click here

Board Members click here

Academic Assessment Data

Constituents want to know that the academic program is meeting expectations.

- Recommended assessment results that can shared to demonstrate academic performance or growth are Iowa scores, Edmentum data, Acre data, and high school or college acceptance rate.
- It is recommended that National Percentile Ranking or Stanines are used; grade-level equivalents can be misunderstood by constituents.
- Provide information on the trends from past years of the growth of a particular grade level over the course of several years.
- It is also important to explain the purpose for testing and how the school uses the data from these assessments.
- Comparison data can sometimes be made using diocesan-wide averages.

Plans for Future Growth

We should never be satisfied with the status quo and should always be striving for continuous improvement. This is an opportunity for school leadership to share their vision and plans for future growth.

- It is recommended to start with a review of the successes from the past.
- Feature plans for the future – include the people who may be involved, the budget expectations, projected timelines and other goals.

A copy of the State of the School template is available [here](#) for Administrators, and [here](#) for Board Members.

HSA BYLAWS

Article 1: Name

The name of the Association shall be the St. [Name] Home and School Association (HSA) of [Town], CT.

Article II: Membership

Membership in the Association is open to the parents and guardians of the students of the school. Voting privileges are granted to each family (one vote per family) for selection of Executive Board. The Executive Board shall collect yearly membership dues for the Home and School Association, in an amount determined by the Board. The faculty and administration of the School and the parish Pastor shall be ex-officio members of this organization and are not required to pay dues.

Article III: Objectives

The Association is responsible for:

1. Promoting the welfare of the children of St. [Name] School in the home, school, church and community.
2. Serving as a vehicle for information exchange and promoting an understanding of the mutual educational responsibilities of parents, teachers and church.
3. Encouraging unified effort among teachers, parents, and the community, thereby providing the children the best possible opportunities for spiritual, emotional, moral, academic, social and physical development.
4. Helping parents and teachers acquire a profound appreciation of the ideals of Catholic Education.
5. Raising funds for the purpose of meeting budgetary goals and enhancing the education of the students attending St. [Name] School.

Article IV: Respect for Schools Policies

The St. [Name] Home and School Association shall respect and adhere to the established school policies and practices as set forth by the Diocese of Bridgeport, the School Principal, the Executive Board of the HSA, and the Local Board of Education.

Article V: Executive Board

1) MEMBERSHIP:

- a. The Board shall consist of no less than nine (9) members and no more than thirteen (13) members. General members of the HSA board (not including officers and school faculty members) shall be elected from among the parent community. The general election will be for vacant seats on the board, with a minimum of three

(3) members representing the lower grades (PK-3) and three (3) representing the upper grades (4-8).

- b. The Principal and the Pastor shall serve as ex-officio members of the Board.
- c. Faculty are not voting members of the Board; however, faculty are encouraged to attend and participate in any and all Board meetings.

2) DUTIES:

- a. The Board shall conduct the business affairs of the Association; provide general meeting programs of interest; form committees as deemed necessary and appropriate; review all committee recommendations and report on their financial disposition; review and recommend disbursements of money collected from fundraising and contributions.

3) TERM:

- a. Board members will serve a two-year term; however, members may opt to serve a third consecutive year without standing for reelection.
- b. Board members may serve a maximum of three consecutive years on the Board; then they must take a minimum of one (1) year hiatus before serving on the Board again.

Article VI: Nomination and Election

1) NOMINATING COMMITTEE FOR THE BOARD:

- a. The nominating committee is responsible for obtaining the names of candidates to fill the vacant positions on the Executive Board.
- b. The Nominating Committee shall consist of no less than three (3) and no more than five (5) members, shall be appointed by the President with the approval of the Principal no later than March 10th.
- c. The slate of all candidates shall be presented to the Principal no later than April 1st.

2) ELECTION OF THE BOARD:

- a. The slate of candidates shall be presented to the General Members no later than April 20th.
- b. Members may vote for the required number of candidates needed for the expired or vacant terms.
- c. The Nominating Committee will tabulate the voted prior to the May Board meeting.
- d. The elected candidates must receive a majority vote of a quorum of HSA Members.



IV. OPERATIONAL VITALITY AND FINANCIAL STABILITY

3) VACANCIES AND RESIGNATIONS:

- a. The vacancy of a Board member shall be filled by the unsuccessful candidate with the greatest number of votes from the last election. If this fails to produce a member, the term shall remain vacant until the next general election, unless said term would remain vacant for a period of more than six (6) months. If a term would otherwise remain vacant for a period of more than six (6) months, then the board shall solicit a new member to fill said vacancy. Election of the new at large member shall be approved by the Board by a majority vote.
- b. Resignations of Board members shall be presented in writing.

Article VII: Officers of the Board

The Officers of this association shall be the President, Vice-President, Treasurer, and Secretary. The Officers are to assume their official duties with the beginning of the new fiscal year on July 1st. Officers are to serve one-year terms, with no person serving for more than three consecutive terms in the same position. The terms are to be staggered to provide continuity, e.g., the President and Secretary may be appointed during even calendar years and the Vice-President and Treasurer may be appointed during odd calendar years.

1) PRESIDENT:

The President shall preside at all meetings; act ex-officio at all committee meetings (with the exception of the Nominating Committee); perform such other duties as the officers may impose; and is responsible for appointing special committees as deemed necessary with the approval of the majority of the Executive Board. The President will also act as liaison to the School Advisory Board and may be invited to present at their meetings. The President is also responsible for appointing various chairpersons of the Association's fund raising events, again with the approval of the majority of the Executive Board. The President shall be responsible for the by-laws and shall be the person to provide same to any Association member needing a copy. It is the President's responsibility to ensure that the by-laws are maintained and up-to-date.

2) VICE-PRESIDENT:

The Vice-President shall act as assistant to the President in all regards and is responsible for substituting for the President in his or her absence. The Vice-President is also responsible for performing duties mutually agreed upon by the President and Vice-President.

Accessible Links:

[The Seton Collaborative](#)

State of the Schools Template

Administrators click here
Board Members click here

HSA Bylaws

Academy Lease Template

Administrators click here
Board Members click here

Parish School Lease Template

Administrators click here
Board Members click here

Finance Manual

Administrators click here
Board Members click here

3) TREASURER:

The Treasurer shall receive and record the disbursements of all moneys of the organization, keep an accurate record of receipts and expenditures, present a statement of account at every business meeting of the organization and other times when requested by the Executive Board, and shall make a full report at the May Annual Meeting. The Treasurer shall report all earnings to the school bookkeeper for appropriate accounting.

4) SECRETARY:

The Secretary shall keep the records of the Executive Board and General Meetings and take care of any correspondence from this organization. The Secretary will also be responsible for the disbursement of volunteer lists and the organization of the lists.

5) APPOINTMENT OF THE OFFICERS:

The positions of President, Vice-President, Treasurer and Secretary shall be appointed by the Principal after consultation with the School Advisory Board. Candidates will be chosen from among the elected members of the HSA. Those who wish to be candidates are required to submit a CV (curriculum vitae) in order to be considered for a position as an Officer of the Board. Announcement of the appointed Officers shall be done by May 30th.

6) VACANCIES AND RESIGNATIONS:

In an event of a vacancy in the office of President, the Vice-President shall succeed for the remainder of the term. A vacancy in any other office shall be filled by appointment by the Principal. Resignations of Officers shall be presented in writing.

Article VIII: Meetings

1) GENERAL MEETINGS:

- a. A minimum of three (3) general HSA meetings shall be held each school year. The first general meeting shall be held no later than October 15th.
- b. A schedule is to be sent out to families of the school as early in September as possible.

2) EXECUTIVE BOARD MEETINGS:

- a. Regularly scheduled meetings of the Executive Board shall be held monthly. Special meetings shall be called as necessary.
- b. The agenda shall be created by the President in consultation with the Principal.

- c. The quorum of the Executive Board shall be a majority of the members of that committee, with the School Principal having (required) to be present.
- d. Parliamentary procedure in all meetings shall be governed by Robert's Rules of Order, revised.

Article IX: Additional Committees

The Board may create such standing committees as it may deem necessary to promote the objectives and implement the work of the HSA. All members of the school community are eligible to be members of committees. At least one member of the Executive Board shall be an ex-officio member of all committees. Some select Committees shall be formed for special needs and will be disbanded when the need has been fulfilled.

1) FUNDRAISING COMMITTEE:

- a. This committee is responsible for identifying and managing each of the HSA events.
- b. All fundraising activities are to be approved by the Board and then submitted to the Principal for approval before planning and implementing the event.
- c. Any funds raised over the HSA fiscal goal will be used to directly benefit the students of St. [Name] School and require approval of the HSA President and Principal.

Article X: Financial Administration

The funds of the HSA are the responsibility of the St. [Name] School bookkeeper, the Principal, and the School Finance Committee. All expenditures of HSA funds must be approved by a simple majority of Executive Board members with final approval by the Principal.

1) OPERATIONAL GOAL

- a. The Principal and HSA President will meet in the spring of each school year to determine fundraising goals for the next fiscal year. The HSA fiscal goal is used to supplement the operating expenses of St. [Name] School.
- b. Any funds raised over the HSA fiscal goal may be used to directly benefit the students of St. [Name] School and requires approval by a simple majority of Executive Board members with final approval by the Principal.
- c. The HSA may carry forward into the immediately succeeding fiscal year sufficient funds to allow for startup costs associated with the various events, fund raising or otherwise, the Association



IV. OPERATIONAL VITALITY AND FINANCIAL STABILITY

is responsible for conducting. The recommended minimum is \$2,500.

Article XI: Amendments

Amendments to these by-laws may be adopted by two-thirds vote at a meeting of the general membership with at least thirty (30) days written notice having been given. Any revisions to these by-laws are subject to approval by the HSA Board, the Principal, and School Advisory Board prior to the presentation to the membership. These by-laws shall be reviewed and updated as necessary by the Board or by a committee formed by the Board at least once every three years. Additionally, changes or amendments can be made at the sole discretion of the Diocesan Bishop as sponsor of the school.

LEASE TEMPLATES

Lease agreements between schools and the host entity are critical in that they codify the allocation of responsibilities for the costs of operating the building, repairs, renovations and replacement responsibilities related to the building. They also document the sharing of space and other day to day practices. Having a lease also facilitates the transition of pastors and principals at the schools, which happens frequently. Going forward leases will call for set payments into a capital reserve account, in lieu of rent, to lessen the burden of future repairs that may be needed in the future.

A sample Academy lease agreement can be found [here](#) for Administrators, and [here](#) for Board Members.

A sample Parish School lease can be found [here](#) for Administrators, and [here](#) for Board Members.

FINANCE MANUAL

A finance manual has been created to document the process and procedures to ensure the effective and efficient operation of our schools and to ensure compliance with best practice and standard accounting principles. The latest version of the finance manual is available [here](#) for Administrators, and [here](#) for Board Members.

Accessible Links:

[The Seton Collaborative](#)

State of the Schools Template

Administrators [click here](#)

Board Members [click here](#)

HSA Bylaws

Academy Lease Template

Administrators [click here](#)

Board Members [click here](#)

Parish School Lease Template

Administrators [click here](#)

Board Members [click here](#)

Finance Manual

Administrators [click here](#)

Board Members [click here](#)



DIOCESAN AND DIOCESAN SPONSORED SCHOOLS

BETHEL

St. Mary School

BRIDGEPORT

Catholic Academy of Bridgeport

St. Andrew Academy

St. Ann Academy

St. Augustine Academy

St. Raphael Academy

Kolbe Cathedral High School

DANBURY

St. Gregory the Great School

St. Joseph School

St. Peter School

Immaculate High School

FAIRFIELD

Assumption Catholic School

St. Thomas Aquinas School

Notre Dame High School

St. Catherine Academy

GREENWICH

Greenwich Catholic School

NEW CANAAN

St. Aloysius School

NEWTOWN

St. Rose of Lima School

NORWALK

All Saints Catholic School

RIDGEFIELD

St. Mary School

SHELTON

Holy Trinity Catholic Academy

STAMFORD

Catholic Academy of Stamford

Cardinal Kung Academy

STRATFORD

St. James School

St. Mark School

TRUMBULL

St. Catherine of Siena School

St. Theresa School

St. Joseph High School

WILTON

Our Lady of Fatima Catholic Academy

INDEPENDENT CATHOLIC SCHOOLS LOCATED IN THE DIOCESE

Independent schools in the diocese function independently of the Office of the Superintendent of Schools but are bound by Catholic identity requirements of the Bishop of the Diocese of Bridgeport.

FAIRFIELD

Fairfield College Preparatory School

NORWALK

Regina Pacis Academy

GREENWICH

Sacred Heart Greenwich

STAMFORD

Mater Salvatoris Preparatory School

Villa Maria School



238 Jewett Avenue, Bridgeport, CT 06606
203.416.1638

All schools in the Diocese of Bridgeport are fully accredited by the New England Association of Schools and Colleges, a globally recognized standard of excellence. In order to become accredited, each school is asked to engage in a thorough and rigorous self-examination lasting 12 to 18 months led by a team of peer evaluators, who are faculty and administrators from other accredited institutions. The team summarizes its finding in a written report which addresses the institution's results. In the self-study, the school measures and verifies its achievements and identifies ways in which the institutional objectives can be perfected using the Standards for Accreditation as a guide.