

## **Policy Subcommittee Meeting**

Wednesday, April 30, 2025 7:00 PM

Meeting Access: Policy Subcommittee (4/30/25 at 7:00 p.m.) Web:

<https://zoom.us/j/97408983159> Dial In: (929) 205-6099 Meeting ID: 974 0898 3159, 3 Brush Hill Road, New Fairfield, CT 06812

### **I. CALL TO ORDER**

### **II. APPROVAL OF MINUTES**

II.A. March 25, 2025 - Regular

### **III. INFORMATION/ACTION ITEMS**

III.A. Policy 5131.81 - Electronic Devices

III.B. Policy 7000 - Concepts and Roles in  
Planning for Educational Facilities

III.C. Policy 6172 - Alternative Education  
Programs

### **IV. OTHER**

### **V. ADJOURNMENT**

**BOARD OF EDUCATION, NEW FAIRFIELD, CT**  
**Policy Subcommittee Meeting**

Name of Subcommittee: Policy Meeting type: Regular  
Date of Meeting: 3/25/25 Place of Meeting: Zoom  
Members present: Kathy Baker, Kimberly LaTourette, Samantha Mannion  
Members absent: Amy Johnson  
Other attendees: Ken Craw, Kris Woleck, James D'Amico, Ed Sbordone  
Minutes submitted by: Kim La Tourette  
**Meeting Access: Policy Subcommittee (3/25/25 at 7:00 p.m.)**  
Web: <https://zoom.us/j/96519060066> Dial In: (929) 205-6099 Meeting ID: 965 1906 0066

The meeting was called to order at 7 p.m. Kathy Baker arrived at 7:01 p.m.

**II. APPROVAL OF MINUTES**

A. February 25, 2025

**Motion:** To approve the minutes of February 25, 2025, as presented

Made by: Samantha Manion

Seconded by: Kathy Baker

**Recording of Vote:** All in favor

**III. INFORMATION/ACTION ITEMS**

**A. Policy 5131.911 – Connecticut School Climate Policy**

Dr. Craw and Dr. Woleck discussed the legislative change that has occurred and needs to be in place by July 1. Dr. Woleck discussed how this is similar to our current bullying policy and will now be called the School Climate Policy. We will continue to support students and teachers in their learning, instruction, and how to address challenging behavior. We will have a School Climate Coordinator, Specialist, and Committee. They will all work together to look at the data, develop an improvement plan with goals and strategies. Each school will have their own plan to address the school climate. The school climate survey will be given every other year that students, staff, and families have the opportunity to participate in. There are new forms that will need to be put in place. The "Challenging Behavior Reporting Form" will be available to families and on our website. The administration and specialist will use the "Investigation Form." And a "Response Form" will be completed after the assessment of the behavior in order to report back to the person reporting the behavior.

**B. Policy 6172 – Alternative Education Programs**

Mr. D'Amico came to speak about our Alternative Learning Program already put in place. This policy formalizes our program and continues to allow us to offer flexible programs for our students. There is a description of our ALC in our Program of Studies - we offer this during the day and at night (afternoon). If any students are in danger of not graduating, students may be placed in this program (second half of junior year or senior year). Teachers, guidance counselors, and at times parents, may ask if the ALC is an option for a student. There are a variety of reasons why the regular school day may not work for certain kids and this may be an option for any student, whether they are special education or not. The offerings may be customized so that students can receive the credits they need. We try to offer and make the day ALC program work for as many students as we can so that electives and more classes are available to them. ALC is not available to freshman, and very few sophomores are in this program. Ken is recommending that we do not adopt the CAFE regulations that are in this policy. He would like to offer regulations internally to make sure they meet our specific needs. Ken plans on cleaning up this policy and then bringing it back to us in time for the July deadline.

**Motion:** To move the School Climate Policy to the full Board for consideration

Made by: Samantha Mannion

Seconded by: Kim LaTourette

**Recording of Vote:** All in favor

**Motion:** To table the Alternative Education Program pending the updated draft from the district

Made by: Samantha Mannion

Seconded by: Kathy Baker

**Recording of Vote:** All in favor

**IV. OTHER** – Ken mentioned the following items that will come back to us next month: an update on the cell phone policy, the Alternative Education Programs, the Naming Policy (James D’Amico has been doing some research and trying to come up with criteria for the Board).

**V. ADJOURNMENT**

**Motion to adjourn:** Made by: Samantha Mannion

**Seconded by:** Kim LaTourette

**Recording of vote:** All in favor

**Meeting adjourned at:** 7:37 p.m.

## **Students**

### **Electronic Devices**

#### **Use of Privately Owned Technology Devices by Students**

Students may possess privately owned technological devices on school property and/or during school sponsored activities, in accordance with the mandates of this policy and any applicable school practices as articulated in the attachments to this policy, in the NFPS Code of Responsibility and Respect and in each school's respective student handbook. The New Fairfield Board of Education ("Board") considers allowing students to bring to school such devices to be a privilege and not a right. The Board reserves the right to revoke this privilege if a student fails to adhere to the following guidelines and/or the Board's acceptable use and student discipline policies.

Students at New Fairfield Elementary School who choose to bring a privately owned technological device to school must keep the device in their locker.

Parents and/or guardians must read and sign the attached agreement form within the first week of school.

### **Definitions**

#### **Board Technology Resources**

For the purposes of this policy, "Board Technology Resources" refers to the Board's computers and instructional technologies; communications and data management systems; informational technologies and the Internet; and any other technology resources used by the school district and accessible by students.

#### **Privately Owned Technological Devices**

For the purposes of this policy, "Privately Owned Technological Devices" refers to privately owned wireless and/or portable electronic hand-held equipment that can be used for word processing, wireless Internet access, image capture and recording, sound recording, information transmitting and/or receiving, storing, etc. These devices may include, but are not limited to, eReaders, personal laptops, smartphones, smart watches, network access devices, and tablets.

#### **Use of Privately Owned Technological Devices**

Privately owned technological devices may not be used during instructional time, except as specifically permitted by instructional staff. Students at all schools will be permitted to use privately owned technological devices on field trips at the discretion of the teacher.

## **Students**

### **Electronic Devices**

#### **Use of Privately Owned Technological Devices (continued)**

Use of any such device for an improper purpose is prohibited. Improper purposes include, but are not limited to:

- Sending any form of harassing, threatening, or intimidating message, at any time, to any person (such communications may also be a crime);
- Gaining or seeking to gain unauthorized access to Board technology resources;
- Damaging Board technology resources;
- Accessing or attempting to access any material that is obscene or contains pornography;
- Cyberbullying;
- Taking pictures without the specific permission of the subject of the picture;
- Using a privately owned technological device to violate any school rules, including the unauthorized recording (photographic or audio) of another individual without the express permission of the individual or a school staff member;
- Using such privately owned device for the unauthorized use of generative artificial intelligence; or
- Taking any action prohibited by any Federal or State law.

#### **Search of Privately Owned Technological Devices**

A student's privately owned technological device may be searched if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. Any such search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

#### **Responsibility for Privately Owned Technological Devices**

Students are responsible for the safety and use of their privately owned technological devices. If a privately owned technological device is stolen, lost, or damaged, a report should be made to the building principal, who will investigate the loss in a manner consistent with procedures for stolen or damaged personal property. Students and parents should be aware that the Board is not liable for any privately owned technological device that is stolen, lost, or damaged while at school. Furthermore, the Board shall not be liable for any data plan charges or any other costs associated with the use of private technological devices. For that reason, students are advised not to share or loan their privately owned technological devices with other students.

Students shall take full responsibility for their device and shall keep it safely stored when not in use. Classroom teachers will determine the best storage location for such devices. Students are required to take home their privately owned technological devices at the end of each school day.

## **Students**

### **Electronic Devices (continued)**

#### **Disciplinary Action**

Misuse of the Board's technology resources and/or the use of privately owned technological devices to access or utilize the Board's technology resources in an inappropriate manner or in a manner inconsistent with this policy will not be tolerated and will result in disciplinary action. This disciplinary action may result in loss of access privileges, a prohibition on the use and/or possession of privately owned technological devices on school property, and/or suspension or expulsion in accordance with the Board's policies related to student discipline.

#### **Access to Board Technology Resources**

It is the policy of the New Fairfield Board of Education to permit students, using their privately owned technology devices, to access the Board's computers and instructional technologies; communications and data management systems; informational technologies and the Internet; and any other technology resources used by the school district and accessible by students. Additionally, it is the expectation of the Board of Education that students who access these resources while using privately owned technology devices will act at all times appropriately in ways which are fully in accord with applicable policies concerning technology use as well as all local, state, and federal laws.

Through the publication and dissemination of this policy statement and others related to use of the Board's computer systems, as well as other instructional means, the Board educates students about the Board's expectations for technology users.

The Board technology resources shall only be used to access educational information and to promote learning activities both at home and at school. The Board considers access to its technology resources to be a privilege and not a right. Students are expected to act at all times appropriately in ways which are fully in accord with applicable policies concerning technology use as well as all local, state, and federal laws when using the Board technology resources. Failure to do so will result in the consequences outlined herein and in other applicable policies (including, but not limited to, the Safe School Climate Plan, the Student Discipline Policy and the Use of Computers Policy).

Students must abide by the procedures outlined in this policy and all policies and applicable regulations outlined in the Board's computer use and other applicable policies. Students will be given specific information for log-on and access procedures using school accounts. No user may deviate from these log-on/access procedures. Students are advised that the Board's network administrators have the capability to identify users and to monitor all privately owned technological devices while they are logged on to the network. Students must understand that the Board has reserved the right to conduct monitoring of Board technology resources and can do so despite the assignment to individual users of passwords for system security. Any password systems implemented by the Board are designed solely to provide system security from unauthorized users, not to provide privacy to the individual system user. The system's security aspects, message delete function and personal passwords can be bypassed for monitoring purposes.

## **Students**

### **Electronic Devices**

#### **Access to Board Technology Resources (continued)**

Therefore, students should be aware that they should not have any expectation of personal privacy in the use of privately owned technological devices to access Board technology resources. This provision applies to any and all uses of the Board's technology resources and also any privately owned technological devices that access the same.

#### **Harm to Board Technology Resources**

Any act by a student using a privately owned technological device that harms the Board's technology resources or otherwise interferes with or compromises the integrity of Board technology resources will be considered vandalism and will be subject to discipline and/or appropriate criminal or civil action.

(cf. 5114 – Suspension and Expulsion/Due Process)

(cf. 5131 – Conduct)

(cf. 5131.8 – Off School Grounds Misconduct)

(cf. 5131.82 – Restrictions on Publications and Written or Electronic Material)

(cf. 5131.911 – Bullying)

(cf. 5131.913 – Cyberbullying)

(cf. 5144 – Discipline/Punishment)

(cf. 5145.5 – Sexual Harassment)

(cf. 5145.51 – Peer Sexual Harassment)

Legal References:      Connecticut General Statutes  
                                 10-233j Student possession and use of telecommunications devices  
                                 31-48d Employees engaged in electronic monitoring required to give prior  
                                 notice to employees.  
                                 53a-182 Obstructing free passage: Class C misdemeanor.  
                                 53a-183 Harassment in the second degree: Class C misdemeanor.  
                                 53a-250 Definitions.  
                                 Electronic Communication Privacy Act, 28 U.S.C. §§2510 through 2520.  
                                 *Eisner v. Stamford Board of Education*, 440 F. 2d 803 (2nd Cir 1971)  
                                 *Trachtman v. Anker*, 563 F. 2d 512 (2nd Cir. 1977) cert. denied, 435 U.S.  
                                 925 (1978)  
                                 *Hazelwood School District v. Ruhlmeir*, 484 U.S. 260, 108 S Ct 562 (1988)  
                                 *Bethel School District v. Fraser*, 478 US 675 (1986)  
                                 *Tinker v. Des Moines Independent Community Dist.*, 393 US 503, (1969)

Policy adopted:      September 16, 2010

Policy amended:     June 21, 2018

Policy revised:      October 1, 2024

NEW FAIRFIELD PUBLIC SCHOOLS

New Fairfield, Connecticut

**Bring Your Own Device Student (BYOD) Agreement and  
Responsible Use Policy  
New Fairfield Elementary School**

Access to and use of the Internet is a privilege that students must earn by using it in an appropriate manner. All New Fairfield Elementary School students must read and agree to follow the rules listed below, as well as follow the school rules in the Student Code of Responsibility and Respect. As a user of the New Fairfield school district's electronic information resources and computer networks, I accept and agree to abide by the Acceptable Use and Internet Safety Policy of the New Fairfield Board of Education and with the following preconditions of my use:

- I will use electronic information resources only with the permission of a teacher.
- I will use the Internet only for school educational and research purposes.
- I will not make any changes to the computer software system set-up or data or open any software files without permission. I understand that any vandalism will result in disciplinary consequences.
- I will not subscribe to any group on the Internet without a teacher's permission.
- If any site I visit contains inappropriate\* words or pictures I will inform a teacher and immediately "back out" of the site.

*\*Inappropriate refers to obscene and/or offensive language, graphic sexual materials or illegal materials*

- I will not give out personal information about myself or others when using the Internet.
- At New Fairfield Elementary School, devices are to be kept in the student's locker from entry to exit so that it is not a distraction during the school day.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Bring Your Own Device Student (BYOD) Agreement and  
Responsible Use Policy  
New Fairfield Middle School  
New Fairfield High School**

The use of technology to provide educational material is a privilege at school that we wish all students to have beginning in grade six. When abused, privileges will be taken away. When respected, they will benefit the learning environment tremendously.

Students and parents who bring their own device must adhere to the Student Code of Responsibility and Respect as well as all Board policies, particularly the Internet Acceptable Use and Internet Safety. Additionally, students must adhere to the following:

Devices are to be used for instructional purposes connected to the approved curriculum, not to cheat on assignments or tests, not to plagiarize, not to post information, photos, or videos not authorized by the teacher, and not to make personal phone calls or send text messages during instructional time.

**Students acknowledge the following:**

- Only the school's Internet should be accessed. Attempts will not be made to bypass the local connection.
- The District's network filters will be applied to one's connection to the Internet and attempts will not be made to bypass them.
- Only authorized data can be accessed. Infecting the network with a virus, Trojan, or program designed to damage, alter, or destroy the network; and hacking, altering, or bypassing security policies are not allowed.
- The District has the right to collect and examine any device that is suspected of causing problems or was the source of an attack or virus infection.
- As we are working to achieve a more paperless environment, printing from personal laptops will not be possible.
- As we do not have enough outlets for all students to charge their devices in classrooms, each student is encouraged to charge his or her own device prior to bringing it to school daily.
- Using a personal device to transmit or share inappropriate content during the school day or outside of the school day that disrupts the school environment will result in the loss of BYOD privileges. Additional consequences may be applied depending upon the circumstances. Transmission of material of a bullying nature or sexual nature will not be tolerated.
- Devices cannot be used during assessments, unless otherwise directed by a teacher.
- Students must immediately comply with teachers' requests to shut down devices or close the screen.

**Students acknowledge the following:** (continued)

- Devices, particularly cell phones, must be in “Do Not Disturb” mode, or its equivalent, and stored in backpacks, lockers, purse or other personal belonging during instructional time, unless otherwise directed by a teacher. If a child or parent needs to be reached, the office will assist with connecting families.
  - At New Fairfield Middle School, devices are to be kept in the student’s locker from entry to exit so that it is not a distraction during the school day.
  - At New Fairfield High School, students are required to put their devices in the classroom in a location designated by the administration for the entire class period. These devices may not be taken out of the holder to go to the bathroom.
- Teachers reserve the right to confiscate devices of students who do not comply with this daily expectation according to the following progression after a warning:
  - 1<sup>st</sup> offense: Confiscation of device by the teacher and submitted to the main office. Returned to student at the end of the school day by main office staff.
  - 2<sup>nd</sup> offense (or multiple offenses in different classrooms): Confiscation of device by the teacher and submitted to the main office. Parent notified. Device must be picked up by a parent/guardian in the main office.
  - 3<sup>rd</sup> offense (or multiple offenses in different classrooms): Loss of BYOD privileges for a period of time to be determined by the administration.
- Refusal to allow for the confiscation of a device or compliance with loss of BYOD/BYOT privileges may result in additional disciplinary action.
- Students are not permitted to transmit or post photographic images/videos of any person on campus on public and/or social networking sites.
- Students should only access files on the computer or Internet sites that are relevant to the classroom curriculum and suggested by a teacher.
- Personal devices may not be used to cheat on assignments or tests, not to plagiarize, or for non-instructional purposes, such as making personal phone call and text/instant messaging, during instructional time.
- Personal devices may not be used to send inappropriate e-messages during the school day or outside of the school day that may disrupt the school environment.

As a student, I understand and will abide by all on this agreement through all of my years at the middle school/high school. I further understand that any violation is unethical and may result in the loss of my device privileges as well as other disciplinary action.

As a parent, I understand that my child will be responsible for abiding by the policy pertaining to this program and its guidelines through all of my child's years at the middle school/high school. I have read and discussed them with him/her and s/he understands the responsibility s/he has in the use of their personal device.

Signature of Student: \_\_\_\_\_ Signature of Parent: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_

## **Construction**

### **Concepts and Roles in Planning for Educational Facilities**

#### **Construction**

This policy governs major renovation and construction projects which are determined through budgetary process. Projects which are implemented by the local legislative body and are not maintenance oriented are governed by this policy. For Cap and Non projects see Policy- 7110. Regular maintenance and repair are part of ongoing operations and are not governed by this policy.

### **Concepts and Roles in Planning for Educational Facilities**

It shall be the policy of the Board of Education to plan for educational facilities. The Board shall maintain an instrument for determining the need for new facilities or for major facility improvements. The instrument shall be reviewed at least biannually. The instrument may incorporate local demographics, community use of educational facilities, projected enrollments, local educational philosophies and policies, existing and planned educational programs, existing facilities, and the ability of the local electorate to provide needed facilities.

The policy reflects the responsibility of the Board of Education to plan for education facilities and the local legislative body's responsibility to raise funding for and to construct needed educational facilities. This policy governs major renovation and construction projects. The definition of a major renovation or construction project is determined through budgetary process. Projects which are implemented by the local legislative body and are not maintenance oriented are governed by this policy.

#### **A. Goals and Objectives**

- (1) Identify an educational need for a new facility or renovation to an existing facility.
- (2) Plan for a new facility or renovation to an existing facility.
- (3) Gain public approval for the construction or renovation of a facility.
- (4) Construct or renovate a facility in cooperation with the Town's Permanent Building Committee.

#### **B. Assumptions**

This policy assumes all educational programs will be housed in spaces that comply with all applicable building codes and regulations. Further, this policy assumes that spaces provided to educational programs shall not hinder the attainment of educational goals and objectives and that the goal of the Board of Education is to provide facilities with the best possible conditions for attaining educational goals.

## **Construction**

### **Concepts and Roles in Planning for Educational Facilities (continued)**

#### **C. Community**

- (1) It is recognized that public educational facilities are constructed primarily for public educational activities, but are owned by the public and will be made available for public use wherever that use does not adversely effect educational activities. The design of educational facilities shall take into consideration public use and make accommodations for that use wherever practical and consistent with building use practices. Some of the community uses which shall be considered include recreation, use of facilities for emergency shelters and by non-profit organizations.
- (2) Community demographic information will be considered. Information to be considered shall include road maps with existing and planned sidewalks, maps and descriptions of existing and planned industrial and housing changes, population statistics and local and regional planning studies past, present, and future.

#### **D. Enrollment**

The projection of student enrollment is an essential element in educational facility planning. However, any projection is based upon assumptions and subject to inherent weaknesses. Projections will be considered the best estimate at a given point in time. Therefore, enrollment projections shall be updated annually or when new data becomes available or when assumptions change or prove untrue.

- (1) The methods that may be used to predict enrollment include cohort survival, students per dwelling unit and/or percentage of total population.
- (2) Some of the statistics concerning enrollment which will be maintained include the past 5 (five) year enrollment, 8 (eight) year predictions, and enrollment summaries by school for past year, present year, and next year. Other statistics will include non-public school enrollment by grade level and students with identified learning disabilities by district and by grade for each school. Existing school districting maps and plans to redistrict will be included.

#### **E. Educational Philosophies and Policies**

To the extent that educational philosophies and policies affect facilities, they will be considered in the development of the educational facility plans.

## **Construction**

### **Concepts and Roles in Planning for Educational Facilities (continued)**

#### **F. Educational Programs**

Educational facilities must be based on the activity to be housed. Facilities that do not conform fully hinder fulfillment of the goals and objectives of the programs housed as well as the philosophy and objective of the curriculum.

#### **G. Facilities**

Planning for educational facilities will take into consideration the capacity of existing facilities and systems and their adequacy to house existing educational programs and the physical condition of the facilities.

(1) The instrument will consider individual building inventories consisting of construction dates, renovation dates, floor plans, legal capacity by space, type of construction, listing of educational spaces and handicap access information. Such information will also be shared with the Town's Permanent Building Committee.

(2) Retirement of Buildings

A building operated by the school district may be retired from use when the Board of Education determines that it is no longer useful to the district and/or is unsuitable to the current needs or projected needs of the district. Recognizing that the closure of a facility may well be an emotional one, the Board of Education will appoint a committee representing a cross-section of opinion in the school district and the community as well as representing the people in the area served by the facility to study the issue and to recommend alternatives for the Board to consider, including retirement, alternative use, remodeling, continuation in use, or any other recommendations the committee might choose to make.

When a building is retired and determined to no longer serve an educational purpose it shall be returned to the Town and shall no longer be operated or maintained by the Board of Education.

(3) Naming of Facility

It shall be the prerogative of the Board of Education to establish the need and appropriateness for naming any school unit, which includes all outdoor and indoor facilities of the school. When the need has been determined, guidelines will be established by the Board of Education and input will be sought from members of the community.

## **Construction**

### **Concepts and Roles in Planning for Educational Facilities** (continued)

#### **H. Finance**

The Town has the responsibility of funding the construction of educational facilities. The Board of Education recognizes the need to plan new facilities, in cooperation with the Town's Permanent Building Committee, within the Town's ability to pay. Therefore, liaison shall be established with the Town when a particular need is determined for new facilities or for improvement to existing facilities. After a project has been identified an estimate of the cost will be developed and given to the Town for consideration and inclusion in the Town's long-range Capital Improvement Plan.

All possible sources of funds that will help defray direct costs to the local taxpayers including, but not limited to, State Department of Administration Services grants and Federal grants will be investigated. Funding options shall be discussed with the Board of Finance as early as possible following identification for the need of a construction project.

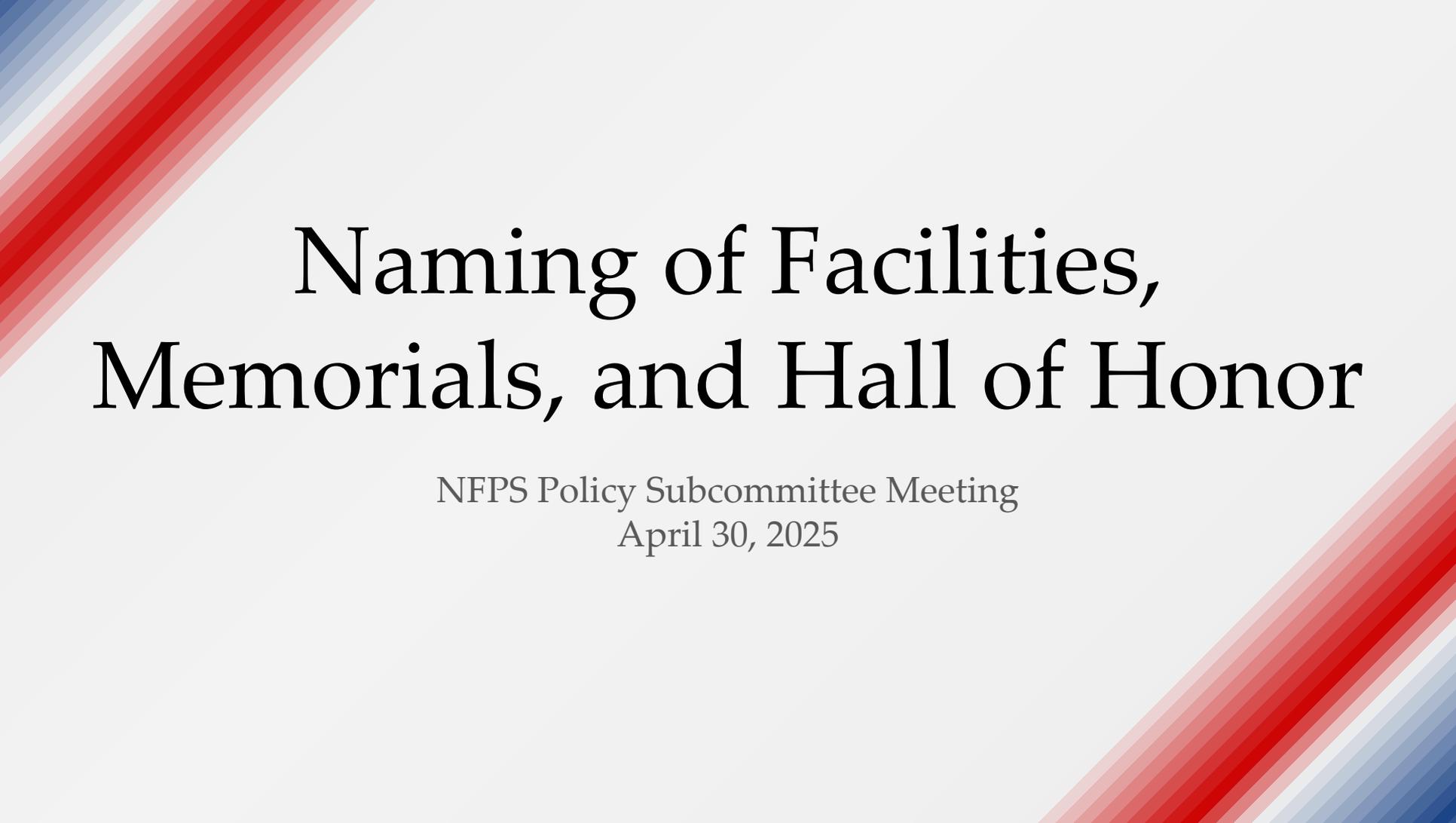
#### **I. Conclusions**

A list of facility inadequacy and/or future needs shall be developed and presented to the Board of Education for their consideration.

Legal Reference:      New Fairfield Code of Ordinances, Division 8, Building Committee

Policy adopted:      May 1, 2003  
Policy revised:      June 21, 2007  
Policy revised:      June 19, 2008  
Policy revised:      December 4, 2008  
Policy revised:      June 6, 2019

**NEW FAIRFIELD PUBLIC SCHOOLS**  
New Fairfield, Connecticut



# Naming of Facilities, Memorials, and Hall of Honor

NFPS Policy Subcommittee Meeting  
April 30, 2025

# Themes from Research

- Naming of Facilities
  - Outlining categories/areas/criteria of recognition
  - Recognition of significant financial donations
  - Longevity and/or Separation Guidelines
- Naming Process
  - Requirement of Board & Superintendent Approval
  - Inclusive Committee
    - Board, Administration, Community
  - Length of naming

# Themes from Research

- Memorials: Process
  - Should have easily understood criteria and cost
  - Provide consistency in implementation
  - Benefit to current students and the school
- Aesthetics & Durability
  - Typically benches or trees
  - Style, type, and placement determined by administration
  - Donation should include cost for purchase, installation, and initial maintenance
  - Donation should also include contribution to scholarships and/or student assistance accounts

# Hall of Honor

- New Building → New Requests
- Expansion of ways to honor contributors to the school community
- Alternative to Naming Facilities

## The Plan:

- Replace the former “Athletic Hall of Fame” with the “New Fairfield High School Rebels Hall of Honor”
  - Inclusive of Athletics, Performing Arts, Distinguished Alumni, and Community Contributions
- Standardizes practices, addresses questions from the past

## New Fairfield High School Rebels Hall of Honor Bylaws

### Article I: Purpose

The New Fairfield High School Rebels Hall of Honor recognizes individuals who have made significant contributions to New Fairfield High School's legacy through excellence in athletics, the performing arts, distinguished alumni achievements, or as dedicated contributors to the school. Its goal is to inspire current and future students by celebrating the accomplishments of past members of the school community.

These bylaws replace and supersede the former New Fairfield High School Athletic Hall of Fame bylaws.

### Article II: Hall of Honor Board

#### 1. Composition:

- The Hall of Honor Board will consist of:
  - **The New Fairfield High School School Principal**, who serves as the Chair.
  - **The New Fairfield High School Athletic Director**, who serves as the Secretary
  - **One member of the New Fairfield Board of Education**
  - **One alumni representative**, selected by the Principal

#### 2. Duties:

- Oversee the nomination and selection processes.
- Approve the final list of inductees each year based on the selection committees' recommendations.
- Approve all criteria and subsequent revisions to rubrics used for selection of nominees.
- Review proposals for removal or amendments to the bylaws.

### Article III: Eligibility Criteria

#### 1. **Categories of Recognition.** The Hall of Honor will recognize outstanding achievement and contributions across four different categories.

- **Athletics:** Outstanding achievements in individual or team sports, demonstrating excellence during or after their time at the school.
  - Athlete
  - Coach
  - Contributor

- Team
- **Performing Arts:** Exceptional contributions to the fields of music, theater, visual arts, dance, literature, or other creative disciplines. Nominees should have demonstrated significant influence, innovation, or excellence in their pursuits during or after their time at the school.
  - Performer
  - Educator
  - Contributor
- **Distinguished Alumni:** Alumni who have achieved notable success in their professional careers, community leadership, or other areas of societal impact.
- **Contributors to the School:** Individuals who have provided exceptional service, support, or dedication to the school through volunteering, philanthropy, or other means.

## 2. Enrollment and Service Time Requirements

- The following requirements shall apply to all nominees in each category:
  - **Athletics**
    - **Athlete:** Minimum of two full years of enrollment at New Fairfield High School. Must have earned their diploma from New Fairfield High School. High School accomplishments under consideration are limited to those made as part of the New Fairfield High School athletic program.
    - **Coach:** Minimum of ten (10) years of service as a coach at New Fairfield High School. Accomplishments under consideration are limited to those made as part of the New Fairfield High School athletic program.
  - **Performing Arts**
    - **Performer:** Minimum of two full years of enrollment at New Fairfield High School. Must have earned their diploma from New Fairfield High School. High School accomplishments under consideration are limited to those made as part of New Fairfield High School programs.
    - **Educator:** Minimum of ten (10) years of service as an educator at New Fairfield High School. Accomplishments under consideration are limited to those made as part of New Fairfield High School programs.
  - **Distinguished Alumni**
    - Minimum of two full years of enrollment at New Fairfield High School. Must have earned their diploma from New Fairfield High School.
  - **Contributors to the School**
    - **Community Member:** No service time requirement. Contributions should be considered significant over an extended period of time to the betterment of the New Fairfield High School community.
    - **Educators and Staff:** Minimum of ten (10) years of service as an educator at New Fairfield High School. Accomplishments under consideration are limited to those made as part of New Fairfield High School programs.

### 3. Separation Period:

- **Reasoning:** The separation period ensures that nominees' achievements and contributions are evaluated with the benefit of hindsight, allowing for a more comprehensive assessment of their impact and legacy.
- Nominees for Athlete, Performer, and Distinguished Alumni must have graduated from the school at least **five years** prior to nomination. Active coaches and athletes are not eligible for nomination.
- Nominees for Coach, Educator and Staff must have ended their direct affiliation and/or employment with the school at least **two years** prior to nomination.

### 4. Other Criteria:

- Individuals previously inducted into the former "Athletics Hall of Fame" shall be included in the Rebels Hall of Honor. Previous inductees' membership in the Rebels Hall of Honor are subject to Article VII of these bylaws.
- Nominees may include alumni, former faculty, or community members who have made a lasting impact on the school.
- Achievements must reflect the values and mission of the school.
- Posthumous nominations are permitted, and must follow all criteria and the separation period outlined above.

## Article IV: Nomination Process

### 1. Nomination Period:

- Nominations will be accepted annually beginning August 1 through December 31 for induction during the following year.
- Nominations will be decided upon by June 30.

### 2. Submission Requirements:

- A completed nomination form detailing the nominee's achievements and contributions.
- Supporting documentation, such as awards, press articles, or letters of recommendation.
- Nominations shall be active for **five years**. After this point, nominations must be resubmitted.

### 3. Selection Committees:

- There will be three (3) Selection Committees:
  - Athletics
  - Performing Arts
  - Distinguished Alumni & Contributors
- Each Selection Committee will consist of the following members. All members shall be appointed by the Principal.
  - **One Selection Chair**
  - **One alumni representative**
  - **One current faculty or staff member**
  - **One community representative**

- **One student representative** from the senior class.
- Each Selection Committee may meet beginning in January following the close of nominations, and must make its recommendation(s) for induction to the Hall of Honor Board Chair no later than May 1.
- The Chair will, to the greatest extent possible, select alumni, faculty, community, and student representatives who are able to collectively represent the four recognition categories.

## Article V: Selection Process

### 1. Review and Evaluation:

- Each Selection Committee will evaluate all nominations based on the established eligibility criteria (see Appendix).
- Nominees will generally be scored for their impact, legacy, and alignment with the Hall of Honor's mission.
- Criteria rubrics may be changed by a majority vote of the Hall of Honor Board, prior to the nomination deadline.
- Rubric scoring is confidential.
- The Selection Committees may meet in person or via electronic conferencing, at the discretion of each Selection Chair. All members of the Selection Committee must be present at any discussion or vote on nominations.

### 2. Final Approval:

- The top candidates, no more than three (3), will be presented to the Hall of Honor Board by each Selection Committee for final approval.
- A maximum of **five inductees** will be selected each year to maintain exclusivity.
- No more than **two inductees** may be selected from any of the four main categories.

### 3. Acceptance By Nominee:

- Nominees approved for induction will be notified by the Hall of Honor Board Secretary within 48 hours of approval.
- Nominees will have ten (10) business days from the time of notification to accept induction. Should a nominee decline induction or fail to respond within the established time frame, they will not be eligible for nomination or induction for ten (10) years.

## Article VI: Induction Ceremony

### 1. Timing and Venue:

- The induction ceremony will take place annually, typically in conjunction with a significant school event (e.g., Homecoming).

### 2. Recognition:

- Inductees will be honored with a permanent display within the school. The display may be **physical or digital**, showcasing the inductees' achievements and contributions.
- Each inductee will receive a commemorative plaque or similar token of recognition.

## **Article VII: Removal from the Hall of Honor**

### **1. Criteria for Removal:**

- Inductees may be removed from the Hall of Honor if they are found to have engaged in actions that significantly tarnish the reputation of the school or contradict its values.
- A written proposal for removal must be submitted to the Hall of Honor Board, supported by evidence.
- Removal requires a 75% majority vote by the Hall of Honor Board.

## **Article VIII: Amendments**

Amendments to these bylaws may be proposed by the Hall of Honor Board and must be approved by a two-thirds majority vote of its members.

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## Appendix A: Athletics Criteria

| Category                             | Exemplary<br>(5 points)  | Noteworthy<br>(4 points)  | Commendable<br>(3 points)  | Insufficient<br>Evidence<br>(1-2 points)  | Not Evident<br>(0 points)   |
|--------------------------------------|--|---|--|---|---|
| <b>Athletic Achievement</b>          | Multiple state titles, all-state recognition, school records, or national honors.              | District/regional champion, all-conference, key team leadership roles.      | Varsity athlete with notable contributions; occasional honors or awards.   | Limited information on accomplishments; some participation indicated but unclear. | Participation without notable achievement or recognition.           |
| <b>Sportsmanship</b>                 | Consistently demonstrated leadership, integrity, and respect on and off the field.             | Generally showed good sportsmanship; occasional leadership moments.         | Sportsmanship demonstrated inconsistently; occasional conflicts or issues. | Insufficient evidence to assess sportsmanship consistently.                       | Documented poor sportsmanship or major infractions.                 |
| <b>Contribution to School Legacy</b> | Strong positive influence on school culture, athletic reputation, or inspired future athletes. | Recognized contributor to athletic programs' growth or image.               | Some impact on athletic culture; remembered by teammates or coaches.       | Minimal, unclear, or anecdotal evidence of lasting impact.                        | No observable or lasting impact on school athletics.                |
| <b>Character and Citizenship</b>     | Outstanding community service, positive role model, recognized personal integrity.             | Involvement in community; generally respected for character and leadership. | Limited community involvement; mostly positive reputation.                 | Insufficient evidence to evaluate character or citizenship.                       | Evidence of poor character, legal issues, or disciplinary problems. |

## Appendix B: Performing Arts Criteria

| Category                                  | Exemplary<br>(5 points)  | Noteworthy<br>(4 points)   | Commendable<br>(3 points)   | Insufficient<br>Evidence<br>(1-2 points)   | Not Evident<br>(0 points)   |
|---|--|--|---|--|---|
| <b>Artistic Achievement</b>               | Multiple state, regional, or national awards; lead roles; solo performances; major contributions to productions. | District/regional honors; key roles or recognitions within school or community programs. | Consistent participation with notable contributions; occasional honors. | Limited information on artistic achievement; some participation indicated but unclear. | Participation without notable achievements, roles, or honors.             |
| <b>Artistic Excellence and Growth</b>     | Demonstrated superior skill development, creative expression, and artistic leadership across years.              | Clear artistic growth; occasional leadership or creative initiative in performances.     | Steady participation with moderate skill improvement over time.         | Insufficient evidence to determine artistic growth or leadership.                      | No observable artistic growth or leadership.                              |
| <b>Contribution to School Arts Legacy</b> | Strong positive impact on school's performing arts culture, reputation, or inspired future performers.           | Recognized contributor to growth and success of performing arts programs.                | Some remembered contributions to performing arts culture.               | Minimal, unclear, or anecdotal evidence of legacy impact.                              | No lasting contribution to the arts program.                              |
| <b>Character and Citizenship</b>          | Outstanding community service through the arts; positive role model; exemplary personal integrity.               | Actively involved in arts-related community events; generally respected for character.   | Limited community involvement; mostly positive personal reputation.     | Insufficient evidence to evaluate character or citizenship.                            | Evidence of poor character, legal issues, or major disciplinary problems. |

## Appendix C: Distinguished Alumni Criteria

| Category  | Exemplary<br>(5 points)   | Noteworthy<br>(4 points)   | Commendable<br>(3 points)  | Insufficient<br>Evidence<br>(1–2 points)                                | Not Evident<br>(0 points)  |
|---|---|--|--|---|--|
| <b>Professional Achievement</b>   | Exceptional career success; leadership positions; significant awards, innovations, or national recognition. | Sustained professional success with notable leadership or recognition in field.      | Solid career progression with some noteworthy achievements.            | Limited or unclear information on professional success.                 | No significant professional achievements documented.                     |
| <b>Service to Community or Society</b>  | Major contributions to public service, nonprofit leadership, philanthropy, or community impact.             | Consistent engagement in community or volunteer activities with meaningful outcomes. | Occasional community involvement; positive local contributions.        | Insufficient evidence of sustained community or societal contributions. | No record of community service or societal impact.                       |
| <b>Contribution to School Legacy</b>  | Actively supports or promotes alma mater; significant contributions (mentorship, donations, events).        | Occasional supporter or advocate for school initiatives or events.                   | Some remembered involvement with school post-graduation.               | Minimal or unclear ongoing connection to alma mater.                    | No discernible connection or support for the school after graduation.    |
| <b>Personal Integrity and Character</b>   | Widely recognized for ethical leadership, integrity, and positive personal values.                          | Generally respected for good character and professionalism.                          | Mostly positive reputation with minor concerns or limited information. | Insufficient evidence to judge character consistently.                  | Known issues with integrity, professional misconduct, or legal troubles. |
| <b>Achievement in Other Fields</b><br>(Arts, Sciences, Athletics, Military, Public Service, Entrepreneurship) | Outstanding success in additional fields beyond primary profession; multiple areas of distinction.          | Recognized achievement in at least one other notable field outside primary career.   | Some contributions or involvement in a secondary field.                | Minimal or unclear contributions in other fields.                       | No notable achievements outside primary career path.                     |

## Appendix D: Contributor Criteria

| Category                                      | Exemplary<br>(5 points)  | Noteworthy<br>(4 points)  | Commendable<br>(3 points)   | Insufficient<br>Evidence<br>(1–2 points)                          | Not Evident<br>(0 points)  |
|---|--|---|---|---|--|
| <b>Service to School Community</b>            | Provided transformational service or leadership that significantly enhanced the school environment, programs, or reputation. | Consistent, meaningful service that positively impacted school operations or culture.   | Provided valuable service or support in specific areas or during key times. | Limited information or unclear impact of service.                 | No documented meaningful service to the school community.                          |
| <b>Longevity and Commitment</b>               | Sustained involvement over many years with exceptional dedication and continuity.  | Long-term commitment with periodic active involvement.                                  | Some periods of active service or support; moderate duration.               | Minimal information about duration or consistency of involvement. | No sustained or significant involvement with the school.                           |
| <b>Impact on Students and Staff</b>           | Significantly influenced the lives of students and/or staff through mentorship, programs, or support efforts.                | Positively influenced students or staff with noticeable contributions or relationships. | Some influence on individuals or small groups.                              | Insufficient evidence of measurable or lasting influence.         | No observable or lasting impact on students or staff.                              |
| <b>Advocacy for Education/ School Mission</b> | Actively promoted and upheld the mission, vision, and values of the school; championed educational initiatives.              | Occasionally advocated for educational goals or supported school initiatives.           | Limited but positive alignment with school mission and values.              | Insufficient evidence of advocacy or support for school mission.  | Actions contrary to or disconnected from school mission and goals.                 |
| <b>Character and Citizenship</b>              | Widely recognized for outstanding character, integrity, and community leadership.  | Respected for positive character, ethical behavior, and professionalism.                | Generally positive reputation with minor concerns or limited visibility.    | Insufficient evidence to assess character and citizenship.        | Evidence of poor character, misconduct, or negative impact on school or community. |



## Naming of Facilities

- Current NF BOE Policy:
  - Policy 7000: <http://z2policy.cabe.org/cabe/browse/newfairfield/newfairfield/z20000452>
- Brookfield, CT
  - [https://s3.amazonaws.com/scschoolefiles/4147/naming\\_of\\_facility.pdf](https://s3.amazonaws.com/scschoolefiles/4147/naming_of_facility.pdf)
  - Very similar to NF
- Ridgefield, CT
  - [http://z2policy.cabe.org/cabe/browse/ridgefield/ridgefield/z20000415/JD\\_7551](http://z2policy.cabe.org/cabe/browse/ridgefield/ridgefield/z20000415/JD_7551)
  - Addresses the end of usable life of a facility
- Weston, CT
  - <https://meetings.boardbook.org/Public/Book/2468?docTypeId=224318&file=2b2596c3-814c-49b4-b671-272d8e677710>
  - Addresses specific criteria and committee
- Cheshire, CT
  - <http://z2policy.cabe.org/cabe/browse/cheshire/cheshire/z20000358>
  - Establishes areas of recognition for facilities
- Lee County, Florida
  - <https://www.leeschools.net/common/pages/DisplayFile.aspx?itemId=1493575>
  - Comprehensive-covers commercial naming and personal recognitions

## Trees, Benches, Memorials

- Oklahoma Department of Education Sample Policy
  - [https://sde.ok.gov/sites/default/files/images/cip-pdf-cohort-1/43.WS1H43\\_MemorialPolicyDocument%207.pdf](https://sde.ok.gov/sites/default/files/images/cip-pdf-cohort-1/43.WS1H43_MemorialPolicyDocument%207.pdf)
- Shorewood, IL Memorial Program
  - [https://www.shorewoodil.gov/departments/parks\\_recreation\\_department/memorial\\_tree\\_bench\\_program.php](https://www.shorewoodil.gov/departments/parks_recreation_department/memorial_tree_bench_program.php)
- UC Berkeley
  - <https://vpap.berkeley.edu/space-planning/policies-and-guidelines/policies-memorial-trees-and-dedicated-benches>

*A new policy to consider. Boards of education that have approved an alternative program are mandated to have a policy on this topic.*

## **Instruction**

### **Alternative Education Programs**

The purpose of this policy is to recognize the need for alternative education programs for some District students.

The Board of Education (Board) is dedicated to providing educational options for all students within available financial constraints. It is recognized that there will be students in the District whose needs and interests are best served by participation in an alternative education program. The Board believes alternative education is a student-focused perspective based on respect for students, the belief that all students can learn given the right environment, and participation in an alternative setting is an informed choice made by students and their families.

**“Alternative education”** means a school or program maintained and operated by the Board that is offered to students in a nontraditional educational setting and addresses the social, emotional, behavioral and academic needs of such students. Alternative education does not, for purposes of this policy, and Connecticut State Board of Education (CSDE) guidelines, include private schools, homeschooling, *“School Choice,”* adult education, approved private special education programs, gifted and talented programs, and schools or programs within the Connecticut Technical High School System.

The Board shall provide alternative education to students in accordance and compliance with the *“Guidelines for Alternative Education Settings,”* established by the State Board of Education. Such guidelines shall include, but not be limited to, a description of the purpose and expectation of alternative education, criteria for student eligibility, and criteria for how and when a student may enter or exit alternative education. The philosophy of alternative education utilizes a whole-student approach. This approach promotes individualized programming to address students' personal, emotional, social, intellectual, work skills, safety and security needs and academic achievement. The Board views enrollment in an alternative setting not as punishment but as a learning opportunity.

In providing alternative education to students, the Board may use space in an existing school, establish a new school, or establish a program affiliated with one or more schools or districts. Programs must be affiliated with at least one district with a code previously assigned by CSDE. Such programs must comply with state laws pertaining to the number and length of school days in an academic year and shall be subject to all other federal and state laws governing public schools.

The Board may form a cooperative arrangement with other boards of education to provide alternative education pursuant to C.G.S. 10-158a.

## **Instruction**

### **Alternative Education Programs (continued)**

The Board, as required, will post information about any alternative education offered on its website, including purpose, location, contact information, staff directory, and enrollment criteria. Clear and objective admission criteria, consistent with stated program guidelines, must be evident. Also, to be a part of the alternative education program, clear and explicit criteria and procedural exit criteria frameworks must be used to address a student's return to the traditional school setting. There shall be an annual evaluation of alternative education programs.

Determination of enrollment shall be made by the student support team, which includes, but is not limited to, parent or family representative, student (if in secondary school), appropriate representative of the alternative environment, student's teachers, school administrator and if the student is identified as disabled, a special education teacher or PPT/504 Team representative. In addition, the Board recognizes its responsibility to give all children in the District who receive alternative education as nearly equal advantages as may be practicable compared to other children in the District. In addition, the Board shall annually submit to the Commissioner of Education a strategic school profile report for each alternative school or program under its jurisdiction.

All students in an alternative education program shall receive instruction based on a curriculum aligned to the Connecticut Core State Standards, unless modified in particular curricular areas as indicated by the goals and objectives of an IEP.

Alternative education programs implemented by the District are meant to maintain flexible learning options regarding environment, structure, and pedagogy. Such programs include but are not limited to, a separate school, tutorial instruction, small group instruction, large group instruction, counseling and guidance, computer-assisted instruction, cooperative work experience, supervised community service activities, and supervised independent study. Before considering an alternative placement, a review of the student's academic, health, and behavioral records, including any PPT and Section 504 records, Student Success Plans, and other history of interventions, must occur.

Students may be placed in an alternative education program within available financial resources upon parent request if the District determines that the placement serves the student's educational needs and interests and assists the student in achieving district and state academic content standards. Families shall have a right of appeal if they disagree with the District's placement decisions.

(cf. 6172.11 – Relations with Charter Schools)

(cf. 6172.12 – Magnet Schools)

(cf. 6172.41 – Title I Program)

(cf. 6172.6 – Virtual/Online Courses)

## **Instruction**

### **Alternative Education Programs (continued)**

|                 |   |
|-----------------|---|
| Legal Reference | Connecticut General Statutes<br>10-4p(b) Implementation plan to achieve resource equity and equality of opportunity. Assessment. Reports. (as amended by PA 15-133)<br>10-15 Towns to maintain schools.<br>10-16 Length of school year.<br>10-158a Cooperative arrangements among towns. School building projects. Student transportation.<br>10-220 Duties of boards of education (as amended by PA 15-133)<br>10-223h(c) Commissioner's network of schools. Turnaround committees. Operations and instructional audit. Turnaround plans. Report. (as amended by PA 15-133)<br>PA 15-133 An Act Concerning Alternative Education<br>Guidelines for Alternative Education Settings, State Department of Education, approved by CT State Board of Education, Oct. 5, 2016. |
|-----------------|---|

**Policy adopted:**

cps 11/15  
rev 4/17  
rev 9/24

**NEW FAIRFIELD PUBLIC SCHOOLS**  
New Fairfield, Connecticut