

## Board of Education Regular Meeting

Thursday, June 5, 2025 7:00 PM

the New Fairfield Community Room, 33 Route 37, New Fairfield, CT. In the event of inclement weather, this meeting will change to remote and a virtual link will be provided on our website and distributed. , 33 Route 37, New Fairfield, Connecticut 06812

### I. CALL TO ORDER

### II. PLEDGE OF ALLEGIANCE

### III. APPROVAL OF THE MINUTES

III.A. May 15, 2025 - Regular

III.B. May 22, 2025 - Special

### IV. APPROVAL OF THE AGENDA

V. **PUBLIC PARTICIPATION** - *The Board welcomes public participation. Pursuant to our Board Policy, public participation is limited to no more than three (3) minutes per speaker and a total of no more than thirty (30) minutes total for the entire meeting. Individuals who wish to speak longer are encouraged to attend any and all related subcommittee meetings where most of the board's groundwork is done. We value your input, but due to these time limitations, we ask you to be concise and to observe the rules of common courtesy. [9320(a) of Board Bylaws]*

### VI. BOARD AND ADMINISTRATIVE COMMUNICATIONS

VI.A. Chairman's Report

VI.B. Superintendent's Report

VI.C. Student Representatives' Report

VI.D. Committee Reports

VI.D.1. Curriculum (*Tim Blair*)

VI.D.2. Policy (*Kim LaTourette*)

VI.D.3. Special Education Ad Hoc (*Kim LaTourette*)

VI.E. Liaison Reports

VI.E.1. Board of Finance (*Ed Sbordone*)

### VII. INFORMATION ITEMS

VII.A. Finance Study Presentation

VII.B. Capital Improvement Updates

VII.C. Residency Update

VIII. **ACTION ITEMS**

VIII.A. Personnel Report

VIII.B. Bus Parking Lot Update

VIII.C. NFHS World Language (French): Quebec Trip  
Proposal

VIII.D. Board of Education Policy

VIII.D.1. Policy 6172 - Alternative Education  
Programs

VIII.E. Board of Education Policies - Suspension of the  
Rules (referring to Policy 5131.81 and Policy 7000)

VIII.E.1. Policy 5131.81 - Electronic Devices

VIII.E.2. Policy 7000 - Concepts and Roles in  
Planning for Educational Facilities

VIII.F. Non-Union Salaries and Benefits and Contracts (*To  
be voted on after Executive Session.*)

IX. **PUBLIC PARTICIPATION** - *The Board welcomes public participation. Pursuant to our Board Policy, public participation is limited to no more than three (3) minutes per speaker and a total of no more than thirty (30) minutes total for the entire meeting. Individuals who wish to speak longer are encouraged to attend any and all related subcommittee meetings where most of the board's groundwork is done. We value your input, but due to these time limitations, we ask you to be concise and to observe the rules of common courtesy. [9320(a) of Board Bylaws]*

X. **FUTURE AGENDA ITEMS**

XI. **BOARD MEMBER COMMENTS**

XII. **EXECUTIVE SESSION FOR THE PURPOSE OF  
DISCUSSING SCHOOL SAFETY AND SECURITY  
UPDATE**

XIII. **EXECUTIVE SESSION FOR THE PURPOSE  
OF DISCUSSING NON-UNION CONTRACT  
NEGOTIATIONS**

XIV. **EXECUTIVE SESSION FOR THE PURPOSE OF  
DISCUSSING SUPERINTENDENT EVALUATION**

XV. **ADJOURNMENT**

# NEW FAIRFIELD BOARD OF EDUCATION NEW FAIRFIELD, CT

The New Fairfield Board of Education held a regular meeting on Thursday, May 15, 2025, at 7:00 pm via Zoom.

## MINUTES – May 15, 2025

**PRESENT:** Dominic Cipollone (Chairman), Kathy Baker, Tim Blair, Greg Flanagan, Sue Huwer, Amy Johnson, Kimberly LaTourette, Samantha Mannion, and Ed Sbordone

**ABSENT:** None

**ALSO PRESENT:** Superintendent of Schools Dr. Kenneth Craw, Assistant Superintendent of Curriculum and Instruction Dr. Kristine Woleck, High School Principal James D’Amico, Middle School Principal Karen Gruetzner, Elementary School Principal Allyson Story, and Director of Business and Operations Carrie DePuy

**I. CALL TO ORDER:** Chairman Dominic Cipollone called the meeting to order at 7:01 p.m.

**II. PLEDGE OF ALLEGIANCE**

**III. APPROVAL OF MINUTES**

A. May 1, 2025 - Regular meeting - Approved by consensus.

**IV. APPROVAL OF AGENDA** - Approved by consensus

**V. PUBLIC PARTICIPATION**

Robyn Campagniolo spoke of the need for zero tolerance for incidents in New Fairfield schools and asked that parents be notified of any incidents in a timely manner.

Jennifer Pappas spoke of concerns with vandalism and possible threats of violence at the schools.

**VI. BOARD AND ADMINISTRATIVE COMMUNICATIONS**

A. Chairman’s Report - Dominic Cipollone spoke of the following:

- The Teacher appreciation luncheon held last week was very successful.
- Encouraged parents to monitor their children’s use of TikTok.
- Noted that tonight was Senior Representative Emilia Sedlak’s last meeting. The Board thanked Emilia for her hard work and dedication and wished her well in the future.

B. Superintendent’s Report - Dr. Kenneth Craw spoke of the following:

- Spoke of the BOE discussion regarding social media and the mental health crisis. He suggested creating communication about the risks of social media and spoke of the possibility of “One Book/One Community” with the suggestion of “The Anxious Generations” by Jonathan Haidt.
- The NEASC Accreditation Report was extremely positive.
- High School Principal James D’Amico noted that NEASC has taken the district off warning for both Curriculum and Community Resources for Learning.

C. Student Representatives’ Reports

Emilia Sedlak thanked the BOE for the opportunity to be the Senior Representative for the past two years. She reported on the following:

- The Connecticut CELP Bilingual award was earned by 34 students.
- Candlewood Lake Clean-up Day will be held on Saturday, May 17<sup>th</sup>.

- DECA is hosting a car decal fundraiser to support the PTO.
- Senior Prom will be held on Saturday, May 17<sup>th</sup>.

#### D. Committee Reports

1. Business Operations/Resource Management - Ed Sbordone noted that this subcommittee met on May 15<sup>th</sup> and discussed the following:

- Reviewed the monthly summary of actual expenses and encumbrances vs. the projected expenses and encumbrances. The accounts are in line with prior years' spending. A surplus is expected for this year.
- Discussed the Town Solar Project and noted that the Town is moving forward with the solar lease and panels will be put on the high school.
- They discussed summer projects and noted that all projects are on schedule.
- Carrie DePuy is currently working on four State audits for town projects.
- The subcommittee discussed the Bus Lot.

#### E. Liaison Reports

1. Parks and Recreation - Kimberly LaTourette noted that the Parks and Rec Commission met on May 12<sup>th</sup>.

- The Beach House is expected to be completed by Friday, May 16<sup>th</sup>. There will be a Grand Opening on Monday, May 19, 2025 at 3 p.m.
- The Boat Dock replacement fund has a balance of \$369,000.
- There have been some incidents of vandalism at the pavilion at Rebel Turf. There will be a meeting among various members of boards and commissions to determine who will be responsible for the upkeep of the pavilion. There was a suggestion of installing ring cameras at the pavilion.
- Upcoming events: Memorial Field concerts - June 26<sup>th</sup>, July 10<sup>th</sup>, July 24<sup>th</sup> and August 7<sup>th</sup>; Friday, July 11<sup>th</sup> - Boat Parade; Saturday, September 27<sup>th</sup> - New Fairfield Day; Friday, October 24<sup>th</sup> - Trick or Treat; Sunday, November 23<sup>rd</sup> - Turkey Run; Saturday, November 29<sup>th</sup> - Santa's Workshop.

### VII. **INFORMATION/ACTION ITEM**

#### A. Bus Lot Update

Superintendent of Schools Dr. Ken Crow noted that there was a multi-board meeting between the BOE, BOS, BOF and PBC on Monday, May 12<sup>th</sup>. The BOE and the PBC approved the site at the old Consolidated School based on the engineer's recommendation. He spoke of the next steps in the process and noted that it is hopeful that this will be completed for the 2026-2027 school year.

### VIII. **INFORMATION ITEMS**

#### A. New Fairfield High School/Consolidated School Building Project Update

Director of Business and Operations Carrie DePuy spoke of the following:

- The playground will be repaired over the summer, and the drainage issues will be addressed. The warranty for this has been extended.
- The PBC received a report regarding the propane issues at the high school and will review it soon.
- Topsoil is being put in at the old Consolidated school site.
- Carrie DePuy noted that Director of Buildings and Grounds Phil Ross suggested that the decorative rock from Consolidated be brought up to the high school to assist with safety issues. Carrie DePuy asked for suggestions as to what to do with the rocks from Consolidated School and MHHS.

#### B. Board of Education Policy (Second Reading)

1. Policy 6172 - Alternative Education Programs

#### C. District Goal Progress Report

Dr. Crow spoke of the five main priorities for the district which include Curriculum, Instruction, Wellness, Student and Staff attendance, and Resources for Learning. He gave a brief presentation on Student and Staff

attendance and Resources for Learning. He noted that the rate of attendance is 96.4% after three quarters. This is an improvement of 92% over last year.

Dr. Craw spoke of Resources for Learning and noted that the budget passed on the first referendum this year. Most positions are currently filled for next year's staff. He further spoke of capital projects that improved facilities including the removal of the Middle School Oil Tank and identifying spaces for certain classes at the Middle School. Improvements to the track and field are scheduled to begin in mid-June.

## **IX. ACTION ITEMS**

### **A. Personnel Report**

**MOTION:** Kathy Baker made a motion to recommend to the full Board the approval of the Personnel Report for May 15, 2025, as recommended by the administration. Kimberly LaTourette seconded the motion.

**IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Sue Huwer, Amy Johnson, Kimberly LaTourette, Samantha Mannion and Ed Sbordone

### **B. Board of Education Policy**

#### **1. Policy 5131.911 - Connecticut School Climate Policy**

**MOTION:** Samantha Mannion made a motion to recommend to the full Board the approval of Policy 5131.911 Connecticut School Climate Policy. Kimberly LaTourette seconded the motion.

**IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Sue Huwer, Amy Johnson, Kimberly LaTourette, Samantha Mannion and Ed Sbordone

### **C. Healthy Food Certification**

**MOTION:** Kathy Baker made a motion that pursuant to C.G.S. Section 10-215f, the New Fairfield Board of Education certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2025, through June 30, 2026. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups. Ed Sbordone seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Sue Huwer, Amy Johnson, Kimberly LaTourette, Samantha Mannion and Ed Sbordone

**MOTION:** Kathy Baker made a motion that the New Fairfield Board of Education will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverage items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The "regular school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held and must be the same place as the food and beverage sales. Kimberly LaTourette seconded the motion **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Sue Huwer, Amy Johnson, Kimberly LaTourette, Samantha Mannion and Ed Sbordone

### **D. Non-Union Salaries and Benefits and Contracts - Executive Session**

## **X. PUBLIC PARTICIPATION - None**

## **XI. FUTURE AGENDA ITEMS - None**

## **XII. BOARD MEMBER COMMENTS**

Kim LaTourette thanked the teachers during Teacher Appreciation Week. She further thanked the School Resource Officers in honor of Police Officer Appreciation Day.

Ed Sbordone reminded everyone there will be a special BOE Self Evaluation meeting on May 22<sup>nd</sup> at 7:00 p.m.

Sue Huwer asked about the possibility of addressing questions from the public during public comment and suggested that someone be appointed to answer the questions for the residents and report it back to the Board members.

## **XIII. EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING NON-UNION CONTRACT NEGOTIATIONS**

**MOTION:** Dominic Cipollone made a motion to go into Executive Session at 7:45 p.m. to discuss non-union contract negotiations and to invite Superintendent of Schools Dr. Ken Craw into the Executive Session. Samantha Mannion seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Sue Huwer, Amy Johnson, Kimberly LaTourette, Samantha Mannion and Ed Sbordone

**MOTION:** Dominic Cipollone made a motion to come out of Executive Session at 8:34 p.m. Greg Flanagan seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion and Ed Sbordone. (Sue Huwer did not return from Executive Session and did not vote on this motion.)

**MOTION:** Samantha Mannion made a motion to table the approval of the non-union salaries and benefits for the 2025-2026 school year as recommended by the Superintendent of Schools pending adjustments and redraft. Kimberly LaTourette seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion and Ed Sbordone. (Sue Huwer did not return from Executive Session and did not vote on this motion.)

**MOTION:** Samantha Mannion made a motion to table the approval of the Assistant Superintendent's contract for the 2025-2026 school year as recommended by the Superintendent of Schools pending adjustments and redraft. Kimberly LaTourette seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion and Ed Sbordone. (Sue Huwer did not return from Executive Session and did not vote on this motion.)

**MOTION:** Samantha Mannion made a motion to table the approval of the Director of Business and Operations' contract for the 2025-2026 school year as recommended by the Superintendent of Schools pending adjustments and redraft. Kimberly LaTourette seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion and Ed Sbordone. (Sue Huwer did not return from Executive Session and did not vote on this motion.)

## **XIII. ADJOURNMENT**

**MOTION:** Dominic Cipollone made a motion to adjourn the meeting at 8:37 p.m. Greg Flanagan seconded the motion. **IN FAVOR:** Kathy Baker, Tim Blair, Dominic Cipollone, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion and Ed Sbordone. (Sue Huwer did not return from Executive Session and did not vote on this motion.)

Respectfully submitted,  
Suzanne Kloos

**NEW FAIRFIELD BOARD OF EDUCATION  
NEW FAIRFIELD, CT**

The New Fairfield Board of Education held a special meeting on Thursday, May 22, 2025, at 7:00 p.m. in the Board of Education Central Office Conference Room, 3 Brush Hill Road, New Fairfield, CT.

**MINUTES – May 22, 2025**

**PRESENT:** Dominic Cipollone (Chairman), Kathy Baker, Tim Blair, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, Ed Sbordone

**ABSENT:** Sue Huwer

**I. CALL TO ORDER:** The meeting was called to order at 7:01 p.m.

**II. PLEDGE OF ALLEGIANCE**

**III. EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING BOARD OF EDUCATION SELF EVALUATION**

**MOTION:** Samantha Mannion made a motion to go into Executive Session for the purpose of discussing Board of Education self evaluation. Greg Flanagan seconded the motion. **IN FAVOR:** Dominic Cipollone, Kathy Baker, Tim Blair, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, and Ed Sbordone

The Board entered Executive Session at 7:02 p.m.

**MOTION:** Samantha Mannion made a motion exit Executive Session. Greg Flanagan seconded the motion. **IN FAVOR:** Dominic Cipollone, Kathy Baker, Tim Blair, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, and Ed Sbordone

The Board exited Executive Session at 7:57 p.m.

**IV. ADJOURNMENT**

**MOTION:** Greg Flanagan made a motion to adjourn the meeting at 7:57 p.m. Samantha Mannion seconded the motion. **IN FAVOR:** Dominic Cipollone, Kathy Baker, Tim Blair, Greg Flanagan, Amy Johnson, Kimberly LaTourette, Samantha Mannion, and Ed Sbordone

Respectfully submitted,  
Kimberly LaTourette



# New Fairfield Public Schools

## Shared Services Assessment

**June 2025**  
**Final Report**

Prepared by:

Jeffrey Ziplow, Principal

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# Project Overview

## A. Background

New Fairfield Public Schools (hereinafter referred to as “NFPS” and “the District”) engaged CliftonLarsonAllen LLP (hereinafter referred to as “CLA”) to conduct a shared services and internal controls assessment of the District. Our assessment was focused on the shared financial operations model with the Town of New Fairfield (the “Town”) and the District identifying any process bottlenecks, or inefficiencies, and identifying areas of opportunity or improvement.

## B. Project Approach & Tasks

This assessment included the following objectives:

1. Conduct interviews with key stakeholders to review and evaluate the overall strengths and weaknesses of the current financial operations and effectiveness of the shared services model.
2. Review the backgrounds and job duties of all relevant personnel to confirm their roles and responsibilities within the current shared services model.
3. Confirm the use of technology to support the shared financial services.
4. Assess the cost-sharing model and shared services framework/Memorandum of Understanding (MOU) with the Town to determine if improvements/changes are recommended.
5. Identify current control and operational weaknesses within the financial operations (specifically, Purchasing, Accounts Payable (AP), Accounts Receivable (AR), and Payroll) and develop proposed improvements.
6. Identify streamlining and realignment opportunities to improve the effectiveness of operations within the shared financial services model.
7. Propose organizational and/or staffing adjustments associated with segregation of duties (as required).
8. Provide concrete recommendations for future-state improvements that will lead to more efficient operations and improved internal controls.

## C. Acknowledgements

CLA would like to thank NFPS and Town Leadership teams including the First Selectman, Superintendent, Director of Finance and Operations, and members from the Board of Finance as well as Finance/Business Office employees, for their participation, support, on-going dialogue, and feedback during this assessment.



# NFPS Financial Organizational Overview

Below is a description of the original and current organizational model and reporting structure within the NFPS. A summary of existing policies, procedures, and systems in place to support the Finance Office is also documented in this overview.

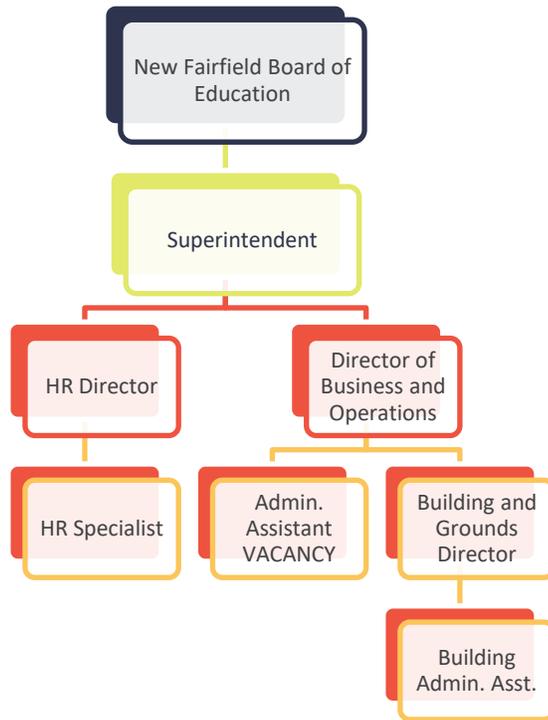
## 1. Shared Services Model (Original Design)

- a. NFPS and the Town have operated under a shared services agreement dating back to July 2006. A brief, one-page agreement was prepared by the Finance Director at that time. The agreement outlines the following:
  - i. A Director of Finance position reporting directly to the First Selectman with additional reporting to the Superintendent of Schools, Board of Finance, and Treasurer, when required.
    - Town position
    - Position is jointly funded by the Town and Board of Education (BOE)
  - ii. Director of Management Services (DMS) reporting directly to the Superintendent of Schools, with additional reporting to the First Selectman for Human Resource matters and the Director of Finance for financial matters. This position is no longer used (similar duties exist within the now Director of Business and Operations which is a District-only position).
    - Board of Education position
    - Position was funded 70% to the BOE and 30% to the Town. The Director of Business and Operations position is now paid solely by the BOE.
  - iii. Three (3) combined Finance Office positions including an Accounting Manager, Purchasing Agent/Contracts Administrator, and Payroll Specialist. These positions were written to report directly to either the Director of Finance or Accounting Manager.
    - Town positions
    - Positions are funded jointly by the Town and BOE
  - iv. Four (4) Accounting Clerks responsible mainly for Town and BOE Accounts Payable, general cashier/revenue, general ledger/account reconciliation
    - Town positions
    - Positions are funded jointly by the Town and BOE
- b. Per the 2006 agreement, allocations of salaries were to be determined annually in a process where the Director of Finance would review time breakouts between the BOE and Town for each of the Finance positions, aggregate them by percentages, and then divide by eight (8) for the number of positions being allocated. Changes in allocations were noted as requiring approval by both the Board of Education and Board of Selectman.

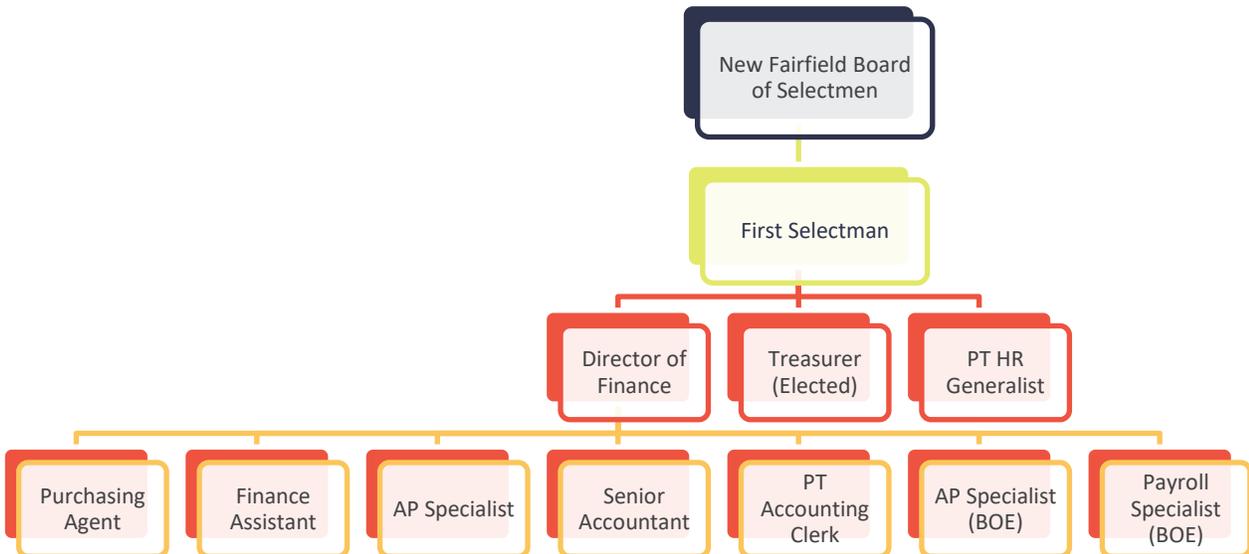


- i. Based on our interviews, this process is not occurring. Salaries for all positions noted above are paid 50/50 by the Town and BOE.
- 2. Shared Services Model (Current State)
  - a. While the shared model is currently in place, the titles and positions have evolved over time. Currently, the following Town positions are in place as part of the Finance Operations.
    - i. Director of Finance
    - ii. Purchasing Agent
    - iii. Finance Assistant
    - iv. AP Specialist
    - v. Part-time Accounting Clerk
    - vi. Senior Accountant
    - vii. Payroll Specialist (BOE focus)
    - viii. AP Specialist (BOE focus).
  - b. All of the positions are funded jointly, 50/50 by the Town and BOE even though there are only two (2) positions, the Payroll and AP Specialists, who dedicate a majority of their work duties to supporting NFPS operations. The Finance Assistant and Purchasing Agent also spend a portion of their time (50% or less) working on BOE financial work. There is no annual review of workload/time allocations and percentages worked for Town and District operations.
    - i. Under the current model, the District is funding 50% of the wages for all seven (7) positions, in addition to the Director of Finance who works predominantly to manage the Town financial operations.
  - c. The District also pays the entire salary of the Director of Business and Operations position; the Town does not contribute as outlined in the original agreement.
- 3. Human Resources (HR)
  - a. The District has created a position for Human Resources Director that is solely dedicated to the BOE. A full-time BOE position for an HR Specialist is also in place. Both are funded by the BOE and are outside of the shared financial office structure. The Town's HR function is supported by a Town-funded position, part-time HR Generalist.
- 4. High-level organizational charts related to the above areas are depicted on the following page. They are not representative of the entire District or Town organizations and do not include all District or Town departments and employees.

**NEW FAIRFIELD PUBLIC SCHOOLS**



**TOWN OF NEW FAIRFIELD**



## NFPS Financial Organizational Overview Findings

Based on CLAs assessment of the current state of the District, these key items were noted:

- a. The shared model does not adequately meet the operational needs of the District. Reasons include:
  - i. The existing agreement between the entities is insufficient and has limited safeguards built within it, to allow the District to alter the arrangement. (see **Model 1** recommendations for developing a new shared services memorandum of understanding).
  - ii. Although the financial model is classified as “shared,” there are only two (2) positions (Payroll Specialist, AP Specialist) who focus the majority of their time on BOE financial work. The Finance Assistant and Purchasing agent also spend a portion of their time (50% or less) working on BOE financial work. Additionally, these positions do not report to the District Director of Business and Operations but rather directly to the Town Finance Director.
    1. Original job descriptions note that the Payroll Specialist and AP Specialist were intended to process payroll and AP for both the Town and District. While they have the ability to perform some backup duties for Town processes, they are almost fully dedicated to District tasks.
    2. These Specialists have no reporting obligations to the Director of Business and Operations. The Director of Business and Operations has no formal oversight or authority. Under this management structure, NFPS tasks and responsibilities can lose attention if not managed properly.
  - iii. Support and coordination between the District and Town relative to financial operations relies heavily on the relationship and intentions of the First Selectman and Superintendent and the Finance Director and Director of Business and Operations. There is limited formal obligation of the Finance Director to support the Director of Business and Operations or to direct the District-focused employees in a manner that the Director of Business and Operations is requesting.
    1. The Director of Business and Operations is the sole financially based employee for the District. The administrative assistant position that reports directly to the Director is currently vacant. (Recommendations for this position are included in the **Additional Findings and Recommendations** section of this report).
    2. Additionally, the Superintendent has no formal authority over the Director of Finance position. Under the current model, the Finance Director reports directly to the First Selectman. The original agreement notes that the Director of Finance also has reporting responsibilities to the Superintendent (when required), but this is not currently practiced

or enforced. Given that the Director of Finance position has complete oversight and control of those employees performing daily District financial processes, the current organizational reporting structure is ineffective.

3. Additionally, the Director of Finance is reporting to a position that is susceptible to turnover with each election. Frequent changes in leadership can cause instability in supporting the financial team. In addition, when the Finance Director position itself is vacant, or experiences frequent turnover, the Finance Office employees lack direction and supervision. There is no designated backup position for the Director of Finance.
- b. The District is currently paying for positions that do not directly support (or minimally support) District financial tasks. Outside of the two (2) Specialist positions and some tasks handled by the Finance Assistant, all others perform financial work almost exclusively for the Town, yet the BOE budget partially funds all Finance Office positions. This equates to approximately \$300,000 annually (based on the 2024-2025 budget book data). The 2025-2026 fiscal year budget includes the new position, part-time Accounting Clerk, as well as salary increases for all Finance Office positions totaling approximately \$340,000.
  - c. The size of the current Finance Office supporting the Town and District is more than sufficient. It is CLA's opinion that, over time, through retirements and other employee departures, the number of finance staff could be reduced. Existing roles and positions could be consolidated or reduced to part-time. Should existing processes be streamlined, with redundancies removed, and technology leveraged, the Finance Office could function optimally with a smaller FTE count over time.

# NFPS Operational Procedures & Controls

As part of this assessment, CLA reviewed the procedures and controls within NFPS related to the Finance Office functions. CLA has identified opportunities and recommendations for improvements to enhance controls and streamline processes within each section.

## 1. Purchasing

- a. All District purchases require a requisition. Department secretaries generally initiate the purchasing process via a purchase requisition within eFinancePlus. However, it was noted that some paper requisitions are still utilized (e.g., ARPA funds, funds outside the general fund). Requisitions are routed to Department Heads or Principals for review and approval. Following their approval, it is routed to the Director of Business and Operations (to confirm budget availability), then the Purchasing Agent, and finally, the Superintendent.
- b. Following the final approval, the requisition is routed to the AP Specialist (BOE focus) for printing; it is automatically converted to a purchase order and released.
- c. Requisitions, per policy, require a number of details including vendor information, items, quantity, price, and date.
- d. Blanket purchase orders are used in some District areas including the Facilities/Building and Grounds Department.
- e. Purchases over \$10K require a formal RFP or bid. This process is managed by the Purchasing Agent.
- f. Per policy, purchases between \$2,500 and \$9,999 require three informal written quotes. Quotes will be obtained by Department Head or Purchasing Agent requesting in writing what they are looking for so vendors will submit pricing for the same item or service. Per our interviews, the District is currently getting verbal quotes for purchases of \$2,500 - \$4,999 and then written quotes are obtained for purchase between \$5,000 and \$9,999K.
- g. Also, per policy, three informal verbal quotes shall be noted on the Purchase Order for goods or services of \$1,000 to \$2,499. Based on our interviews, purchases under \$2,500 do not currently require any quotes.

## Identified Control Gaps

- a. Current purchasing practices (requirements per threshold) are not in alignment with documented policy.
- b. System overspending allowance – Current settings in eFinancePlus will warn a user if their submitted requisition exceeds a budget line. However, it permits the requisition to still be entered. This can lead to overspending.
- c. Purchase order/budget lookup – Some interviewees outside of the Finance Office noted they are unable, or unaware of, how to look up purchase orders/status and vendor histories within the financial system, as well as view and monitor the status of their department budget. This can decrease accountability and ownership of budget management by the Department Heads/Directors.

## Recommendations for Improvements

- a. Update the purchasing policy to align with the current purchasing practices. For example, remove requirements for three (3) verbal quotes with the low-cost goods/services from \$1,000-\$2,499.
- b. Budget settings – Consider changing settings to stop or prevent the submittal of a requisition that exceeds a budget line within the financial system. This setting should be implemented for most users, while the ability to overspend (with only the system warning) may be suitable for the Director of Business and Operations and/or Superintendent.
- c. User access – Budget owners/Department Heads should utilize their lookup access within the financial system to view their budget including any open/outstanding purchase orders and invoices. While some may be doing this currently, others may need additional training. This access/capability improves budget ownership and transparency with departments.
- d. Consider reducing the number of approvers in the purchase requisition review and approval workflow. The District could consider implementing thresholds at which particular reviewers (e.g., the Superintendent) are necessary. This should expedite the current process.

## 2. Accounts Payable

- a. The AP process is notably manual. Invoices are currently received and approved with physical sign off by the ordering school/department. The departments manually write the relevant budget code/line information and PO number on the physical invoice. They then print a copy of the purchase order from eFinancePlus, attach it to the coded invoice, and provide the physical documents to the AP Specialist (BOE focus) for filling.
- b. Individual departments are not utilizing the electronic, automated workflow in eFinancePlus, rather, the AP Specialist (BOE focus) enters everything into the system “after-the-fact.” The AP Specialist (BOE focus) codes the payment into eFinancePlus and then files the hard copy invoice and PO.
- c. The AP Specialist (BOE focus) creates a batch of payments weekly. Expense Detail Reports are prepared and reviewed by the Director of Business and Operations prior to check printing.
- d. The AP Specialist (BOE focus) prints all District checks and prepares the positive pay file for the bank. The positive pay file is currently reviewed by the Town AP Specialist.
- e. Vendors are added and set up by the Purchasing Agent. W-9s are required. The Town AP Specialist can also edit vendors in eFinancePlus.
- f. The Director of Business and Operations currently reviews all printed checks manually. Approximately 200 paper checks are printed and stuffed manually with each check run by the AP Specialist (BOE focus).

## Identified Control Gaps

- a. Following the final approval of ACH payments and checks, they should not be returned to the AP Specialist (BOE focus) as this poses a segregation of duties risk.
- b. The Town AP Specialist, who processes accounts payable for the Town, also has the ability to edit vendors for both the Town and District within the financial management system. This is an additional segregation of duties risk as vendors could be manipulated by the same individual issuing payment.

## Recommendations for Improvements

- a. Segregation of duties – To remediate segregation of duties control gaps, after District payments are approved by the Director of Business and Operations, a second individual (outside of the AP Specialist (BOE focus)) should complete the mailing. Vendor modifications and additions should also be limited to the Purchasing Agent (or an individual other than the person processing payments).
- b. CLA recommends that the District maximize the functionality of electronic workflow and automated approvals via eFinancePlus. Within the system, each Department can access and approve the invoice (via automated workflow) prior to the issuance of payment. In addition, the District can eliminate the printing and filing of the invoice (and reprinting of the PO) as it can be stored within the system itself.
- c. To reduce the amount of physical checks, consider transitioning vendors to ACH (where possible.) In the interim the District may consider utilizing a check mailing machine to reduce time spent physically stuffing/ mailing checks.

## 3. Payroll and Benefits

- a. NFPS includes three (3) schools and approximately 392 full-time equivalent (FTE) employees. (There are additional part-time and seasonal employees.) Payroll is biweekly. The Town has approximately 100 employees and employees are paid weekly. The Payroll Specialist who focuses on District payroll was hired to perform both Town and District payroll. However, during the transition of payroll systems (Phoenix to eFinancePlus), payroll processing for the Town was shifted to the Town Senior Accountant with the intention of returning back to the Payroll Specialist following the conversion. In recent discussions, employees have mentioned Town payroll duties may shift to the newly hired part-time Accounting Clerk rather than the Payroll Specialist.
- b. Employees' pay rates and associated deductions are set up by the Payroll Specialist in the payroll module of eFinancePlus.
- c. The District payroll process is manual and redundant. Currently, there is no automated timekeeping system in use in the District. Rather, paper timesheets are completed by hourly employees (paras, substitutes, custodians, café aids, etc.), reviewed by school administrators/supervisors, and turned into the Payroll Specialist. Timesheets are supposed to be totaled and signed prior to turning them in. Per our interviews, the Payroll Specialist spends significant time resolving errors and discrepancies with the individual departments after receiving the timesheets.

- d. Each pay cycle, the Payroll Specialist currently utilizes an Excel spreadsheet (prepopulated with pay rates) and manually keys all hourly employee time to confirm it totals/reconciles to the paper timesheets. A second employee, sometimes the Town AP Specialist, then also reviews the spreadsheet against the paper timesheets. The Payroll Specialist then manually enters this data for a second time, into eFinancePlus for payroll processing. Since the spreadsheet does not get uploaded directly into the payroll module, it essentially has no utility in the process and the second employee Excel review adds no value. It does not confirm that the payroll entered into eFinancePlus is accurate.
- e. The AP Specialist (BOE focus) obtains the Excel spreadsheets and confirms all the employee accruals (sick, personal, vacation, etc.) noted on the paper timesheets have been appropriately reduced in the Frontline Absence Management system (formerly, AESOP). Employees are responsible for entering their time off/absences into this system.
  - i. The AP Specialist (BOE focus) exports employee absences from Frontline and imports into eFinancePlus. The Payroll Specialist will return an exception report from eFinancePlus to the AP Specialist (BOE focus) to show any discrepancies between systems for correction.
- f. After payroll has been prepared, the Director of Business and Operations then reviews the payroll report and a payroll file edit list and emails her approval to the Payroll Specialist. Following her approval, the Payroll Specialist executes the payroll run and submits direct deposit data to the bank along with a positive pay file.
- g. Employee medical insurance and deductions are set up by the Finance Assistant. District employees who wish to make changes or enroll in benefits notify the District HR Department who then inform the Finance Specialist. This information is then shared with the Payroll Specialist for set up in the eFinancePlus system.
- h. The Town Finance Assistant manages the benefits administration for the District. This includes medical deductions, Medicare filings, open enrollment, and disability and life insurance.

### Identified Control Gaps

- a. Paper time sheets – These are susceptible to errors (blanks, illegible writing, calculation errors).
- b. Payroll set up - The Payroll Specialist is both setting up employee pay rates and deductions in the payroll system and executing the payroll process. There is a lack of segregation of duties.

### Recommendations for Improvements

- a. Update and streamline the payroll process - Implementing an electronic timekeeping system, integrated with eFinancePlus, will save significant time in the overall payroll process. With this type of system, employees can enter time electronically (reducing errors or hard to read paper timesheets), supervisors can edit/update/approve within the software, and the corresponding hours can be “pushed” electronically to the payroll module for processing by the Payroll Specialist.

- b. In the short term, the District may consider a standard template google sheet (with locked embedded formulas and calculations) that staff can fill out to capture initial time entry. This would eliminate the need for the Payroll Specialist to perform manual calculations.
- c. A second individual to the Payroll Specialist should either set up, or review and confirm the accuracy of set up of employee pay rates and deductions to better segregate duties and mitigate risk.
- d. The District should review capabilities within the eFinancePlus system to determine if there is a means to automate employee enrollments.

#### 4. Accounts Receivable and Cash Receipts

- a. The Town Finance Assistant manages a majority of Town and District revenues and collections including billing and collections for the preschool program (approximately 50 participants) and tuition for Sherman students.
  - i. Sherman tuition is billed quarterly and paid via check. Preschool payments are due monthly and collected via the web (credit card/debit card) or via mailed checks.
  - ii. Payment history and details are maintained in an Excel spreadsheet. There is no parent portal that allows families to confirm payment status or monies owed to the District.
- b. Building usage and rentals are managed by the Building and Grounds Administrative Assistant. This process was noted as incredibly labor intensive and manual. Paper request forms are completed and routed through a number of reviewers including School Principals, the Building and Grounds Supervisor, the Building and Grounds Administrative Assistant, Town Fire Marshal, Director of Business and Operations, and then the Town Finance Office to confirm insurance. Lastly, the Building and Grounds Administrative retains the paper form.
  - i. The Building and Grounds Administrative Assistant creates the rental/usage bill using a District template. She collects the check payments and provides them to the Town Finance Assistant for deposit.
- c. Student activity funds are managed by the individual school buildings (administrative staff) including the collection of monies and bank deposit.

#### Identified Control Gaps

- a. Manual tuition tracking – Having the Town Finance Assistant manage billing information within Excel requires manual tracking of overpayments, delinquent payments, or other billing and payment details. Additionally, having a single individual manage these payments within a spreadsheet poses a control risk (adjustments can be made without a second approval).
- b. Student activity funds – Having the same individuals collect the monies, prepare the bank deposit, and complete the bank deposit poses a lack of segregation of duties.

## Recommendations for Improvements

- a. Tuition billing – Consider a billing application that allows payees and the District to track payment history, view late payments, overpayments, account balances, etc. to decrease the manual tracking currently performed by the Finance Assistant and to reduce the risk of manual edits. The system should include an audit log to show when edits to account balances have been made and by which user.
- b. Facilities/Grounds rental billing – Consider automating the workflow via Adobe or another electronic tool to eliminate the manual circulation of paper. Determine if the current number of approvers in the rental process is appropriate, or if it can be reduced to expedite the process.
- c. Student activity funds - Consider identifying a second individual to either prepare or complete the bank deposit to enhance controls and confirm that no single person has full control of the process. Best practice would be to have one (1) person count and record the deposit, prepare the deposit slip, and a second person verify the amount and physically take it to the bank. A third individual should continue to perform the bank reconciliation (confirming the deposit record).

# Finance Office Roles and Responsibilities

CLA reviewed job description documents for all positions within the shared Finance Office (where available). Documentation was a mix of formal job descriptions, in various formats and styles and electronic notes/bulleted duties. The table below summarizes the status and formality of the existing job description documentation and a summary of the job duties being currently performed based on our interviews with staff.

Role	Job Description	Summary of Job Duties
<b>Director of Business and Operations</b>	<ul style="list-style-type: none"> <li>Formal job description in place from 2022</li> </ul>	<ul style="list-style-type: none"> <li>Oversees District operations including facilities, school lunch program, building and grounds, security, transportation, and student activities (serves as check signer)</li> <li>Reviews and approves AP batches and payroll</li> <li>Completes grant drawdowns and grant state reporting</li> <li>Manages EFS reporting</li> <li>Manages Special Education excess costs</li> <li>Manages and monitors District budget, performs budget adjustments</li> <li>Serves as backup for District payroll and accounts payable (as needed)</li> <li>General financial management and reporting duties</li> </ul>
<b>Administrative Assistant to the Director of Business and Operations (VACANT)</b>	<p><i>While this position is vacant, the District is preparing an appropriate job description.</i></p>	<p><i>Recommendations for this position are included in the <b>Additional Findings and Recommendations</b> section.</i></p>
<b>Director of Finance</b>	<ul style="list-style-type: none"> <li>Formal job description from 2013 states that position reports to Superintendent for Board of Education duties, new vacancy notice from 2025 does</li> </ul>	<ul style="list-style-type: none"> <li>Directs and oversees Town financial operations including Finance, Tax Assessor, and Collector</li> <li>Manages the chart of accounts for Town and some BOE funds</li> <li>Prepares financial statements and financial reporting</li> </ul>



	<p>not mention Superintendent</p> <ul style="list-style-type: none"> <li>• Vacancy notice refers to directing “some” education functions</li> </ul>	<ul style="list-style-type: none"> <li>• Serves as Risk Manager for Town and BOE</li> <li>• Coordinates Town budget</li> <li>• Oversees Town grants</li> <li>• Manages the accounting for District capital and nonrecurring accounts</li> </ul>
<b>Senior Accountant</b>	<ul style="list-style-type: none"> <li>• Informal, bulleted notes provided</li> <li>• 2024 Vacancy Notice provided</li> </ul>	<ul style="list-style-type: none"> <li>• Handles Town revenue accounts</li> <li>• Creates and posts some Town and District journal entries</li> <li>• Posts budget transfers for Town and District</li> <li>• Coordinates Positive Pay and other banking tasks</li> <li>• Completes year-end bank reconciliation for various accounts</li> <li>• Prepares periodic financial statements and reports for the Town</li> <li>• Creates new funds and accounts in financial system (as needed)</li> <li>• Supports District with audit (as needed)</li> </ul>
<b>Part-time Accounting Clerk</b>	<ul style="list-style-type: none"> <li>• No job description in place, only “Vacancy Notice” posting for job</li> </ul>	<ul style="list-style-type: none"> <li>• This is a new position, but the general duties intended based on the job description include providing support to “various finance functions including AP, General Accounting, AR, Special Revenue”</li> <li>• Job description defines the position as responsible for administrative support to both the Town and BOE</li> <li>• Interviewees noted this position will handle Town payroll, but this is not in the job posting</li> </ul>
<b>Finance Assistant</b>	<ul style="list-style-type: none"> <li>• Two job descriptions provided</li> <li>• One (2016) is on formal letterhead with essential job description categories included; refers to</li> </ul>	<ul style="list-style-type: none"> <li>• Manages employee pensions including updating and distributing information, handling employee questions</li> <li>• Updates and corrects medical insurance deductions and reports</li> </ul>

	<p>outdated titles (School Business Manager)</p>	<p>for Town and District; supports open enrollment processes</p> <ul style="list-style-type: none"> <li>• Prepares Medicare information for District quarterly reports</li> <li>• Updates retiree data</li> <li>• Assists with insurance claims for District and Town</li> <li>• Performs billing for preschool program and Sherman tuition billing</li> <li>• Provides administrative support during budget process</li> <li>• Performs some administrative support tasks with building and grounds rentals (receivables)</li> <li>• Several miscellaneous administrative duties (ordering supplies, etc.)</li> </ul>
<p><b>Town AP Specialist</b></p>	<ul style="list-style-type: none"> <li>• Job description PDF (not dated), lacks essential job description categories</li> </ul>	<ul style="list-style-type: none"> <li>• Enters payables and processes weekly check runs</li> <li>• Assists with monitoring budget account lines</li> <li>• Performs monthly bank reconciliation</li> <li>• Reconciles general fund expense accounts</li> <li>• Monitors Town utility payments</li> <li>• Monitors third-party billings</li> <li>• Runs collection and AP reports</li> <li>• Assists with Town payroll (as needed)</li> <li>• Reviews the District timesheets and hours, enters into reconciliation spreadsheet for biweekly payroll support (as needed)</li> </ul>
<p><b>Purchasing Agent/Contracts Administrator</b></p>	<ul style="list-style-type: none"> <li>• Formal document on Town letterhead with essential job description categories included (2002)</li> <li>• States that the primary function is to process payroll for both Town and BOE</li> </ul>	<ul style="list-style-type: none"> <li>• Oversees Town and District procurement including quotes, blanket purchase orders, and bid coordination</li> <li>• Sets up new vendors</li> <li>• Oversees District business leases including transportation</li> <li>• Evaluates vendor performance</li> <li>• Reviewer/Approver in District purchase order workflow</li> </ul>

		<ul style="list-style-type: none"> <li>• Maintains fixed assets</li> </ul>
<b>Payroll Specialist (BOE Focus)</b>	<ul style="list-style-type: none"> <li>• Formal document on Town letterhead with essential job description categories included (2002)</li> </ul>	<ul style="list-style-type: none"> <li>• Processes biweekly BOE payroll</li> <li>• Prepares District payroll tax returns</li> <li>• Tracks and reviews employee attendance and timesheets</li> <li>• Maintains TRB files monthly</li> </ul>
<b>AP Specialist (BOE Focus)</b>	<ul style="list-style-type: none"> <li>• Two job descriptions provided</li> <li>• Title on one job description refers to position as “Clerk” vs. “Specialist”</li> <li>• States that the primary function is to process AP for both Town and BOE funds</li> <li>• One (original) is formal document on Town letterhead with essential job description categories included,</li> <li>• More recent document lists AP, AR, Preschool, and Building and Grounds duties that are not currently accurate</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains and processes AP</li> <li>• Maintains paid invoice files</li> </ul>

# Proposed Organizational Models

For optimal function, CLA recommends the Town and NFPS take immediate action to change the existing organizational model and shared services arrangement. CLA believes strongly that shared services models can be beneficial and optimal for a municipality and school district for a number of reasons including:

1. **Cost Savings:** By pooling resources, towns can reduce overhead and operational expenses. This can lead to significant savings on staff, technology, and facilities.
2. **Enhanced Efficiency:** Shared services streamline operations, making processes more efficient. This can improve the speed and quality of services provided to residents and employees.
3. **Resource Optimization:** Shared services allow for better utilization of resources, ensuring that they are used where they are most needed and cross-trained in essential functions, reducing constraints during vacations and leaves.
4. **Increased Collaboration:** This model fosters and enforces collaboration between departments, leading to better problem-solving and innovation.
5. **Scalability:** Shared services can be scaled up or down based on the organization’s needs, providing flexibility in managing resources and services during busy seasons (e.g., budget season, school year-end).

CLA believes that the current shared model between the Town and District was inadequately designed and documented and not reviewed periodically, from the beginning, which ultimately led to its dysfunction. Key elements that were not defined properly include:

1. **Service Level Agreements (SLAs)** – Mutually agreed upon terms and expectations that define how shared employees will function and meet the needs of both entities were not established.
2. **Cost-Sharing** – The initial salary allocations (BOE and Town) for the Finance Office were not established in alignment with how these employees were allocating their time. The model to continuously assess the breakdown of employee tasks was not maintained and is unrealistic to manage long-term.
3. **Technology** – Ideally, in a shared services environment, both entities would be on a single, shared technology platform in a unified financial application. This was not established in New Fairfield.
4. **Performance Measurement** – Proper metrics and documentation to help the Town and District monitor the success or failure of the shared model were not established.

*With the following items noted above, CLA proposes two (2) solutions for NFPS to consider. Although this report is intended to help the District make the necessary decisions regarding their operations and financial team, CLA strongly suggests this effort be made in collaboration and coordination with the Town and First Selectman. Costs and considerations for each of the two (2) models are included on the following pages.*



## Model 1: Maintain Shared Services Arrangement with Significant Remodeling/Restructuring

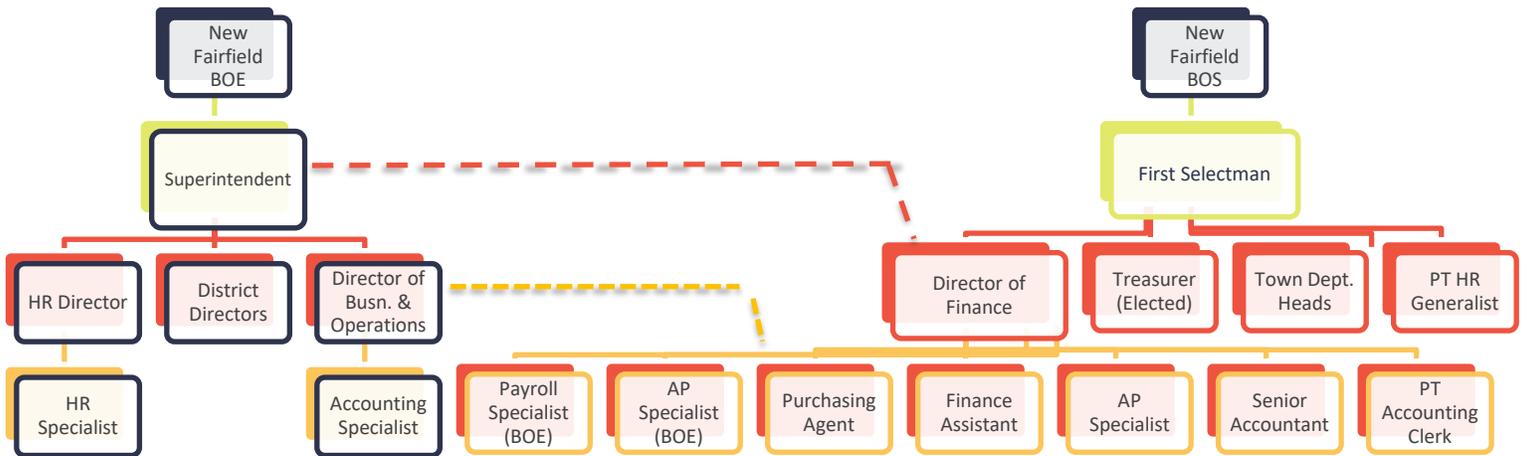
In order to successfully maintain a shared services model, CLA recommends restructuring and organizational changes identified below. While some of these items can likely be addressed in the near future, others are more complex and will require collaboration and coordination with the First Selectman, Board of Education, Board of Selectman, and potentially employee unions.

1. Restructuring of a formal Memorandum of Understanding (MOU) – An updated intra-municipal memorandum of understanding (MOU) for a unified finance office should be developed. The Town and District should consider inclusion the following elements:
  - a. Which financial functions are in scope (payroll, purchasing, accounts payable, accounts receivable, budgeting, etc.).
  - b. The intention and reason for establishing the unified financial function (greater efficiency and effectiveness of effort).
  - c. How financial books and records for the BOE and Town are managed and audited (combined or separate).
  - d. Whether the annual financial audit requires the BOE and Town to share and consolidate their financial information within one audit report and within combined financial statements or if they remain separate
  - e. How a single leadership position, the Director of Finance, (with direct support and input from the Director of Business and Operations) will facilitate the unification of finance functions.
  - f. Agreement of the Town and BOE to jointly recruit and select/hire the Finance Director position. The job description for the Finance Director should be jointly developed by the Town and BOE.
  - g. Defined reporting relationships, including the Finance Director being accountable to both the First Selectman and the Superintendent. The MOU should state that the First Selectman and Superintendent shall timely provide the Finance Director with annual goals and objectives, and timely performance reviews.
  - h. Cost arrangements clearly establishing the ratios or cost-sharing model between the Town and BOE for the Finance Director position and any other unified Finance Office positions. The MOU should state that the ratio may be adjusted by the mutual consent of the Town and BOE.
  - i. Equipment and software sharing should be outlined including the shared payment ration for the single financial system.
  - j. Agreement renewal terms including the provision that the BOE or BOS must provide written notice to the other of its intent to cancel the MOU by X date (e.g., February 1) of a particular year, otherwise the MOU shall renew automatically for an additional year without notice. The MOU should include that if notice is provided, the MOU shall terminate on X date (e.g., July 1) of the second fiscal year following the notice.

- k. The agreement should be signed by the First Selectman and Superintendent of Schools on behalf of the Board of Selectman and Board of Education.
2. For optimal shared services, consolidate operations into a single financial management system, in one (1) database.
  3. Reassess the distribution of time and effort for the Finance Office employees as it relates to Town vs. District tasks. The amount of salary costs allocated to the BOE should be reduced/modified to reflect the actual efforts of work performed. The BOE should not be charged for positions that do not provide services to the District.
  4. The Director of Business and Operations should be given reporting authority over those that support BOE functions within the shared structure.
  5. Strong coordination between the Director of Business and Operations and Town Finance Director will continue to be critical. Monthly meetings should be held to confirm shared financial operations are meeting the needs of both the Town and District.

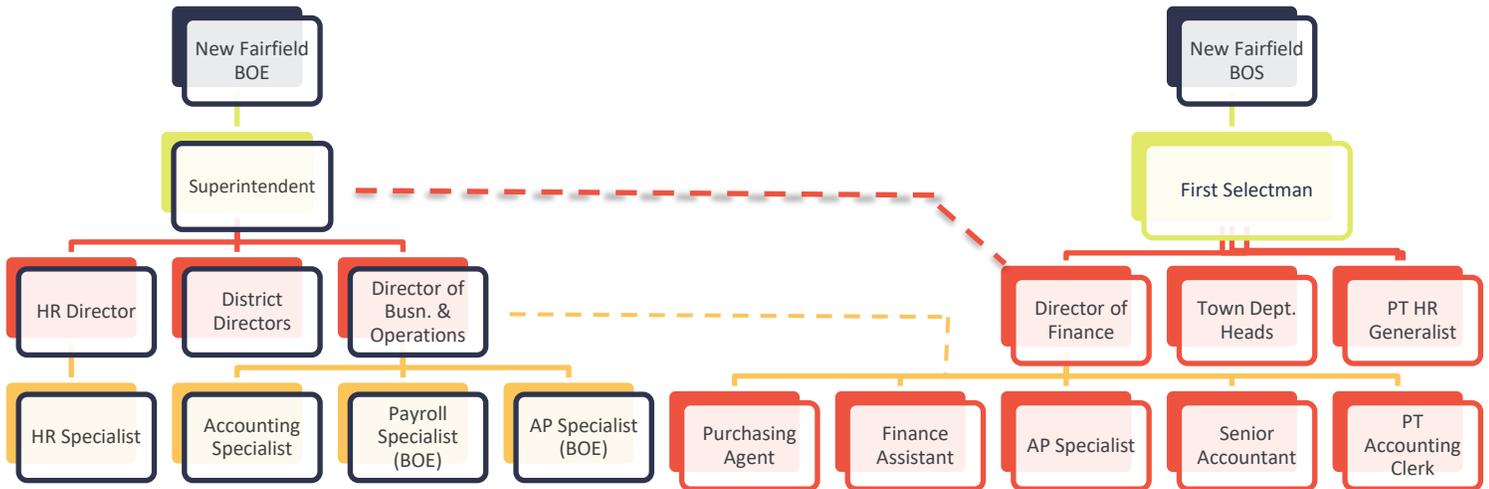
CLA has created two (2) similar versions of **Model 1** with minor changes related to direct reporting lines.

A sample organizational chart for proposed **Model 1A** is depicted below. It is intended to capture the finance positions and is not all-encompassing of all Town and District employees.



A sample organizational chart for proposed **Model 1B** is depicted below. It is intended to capture the finance positions and is not all-encompassing of all Town and District employees.

**Model 1B** is identical to the proposed **Model 1A** with the addition of a direct reporting line for the Payroll Specialist and AP Specialist (who focus on BOE work) to the Director of Business and Operations.



**Variable cost estimates associated with Model 1A & 1B:**

With **Model 1A & 1B**, CLA estimates the following associated Finance Office expenses to the Town and/or District. These costs do not include any fixed or non-changing costs currently incurred by the District.

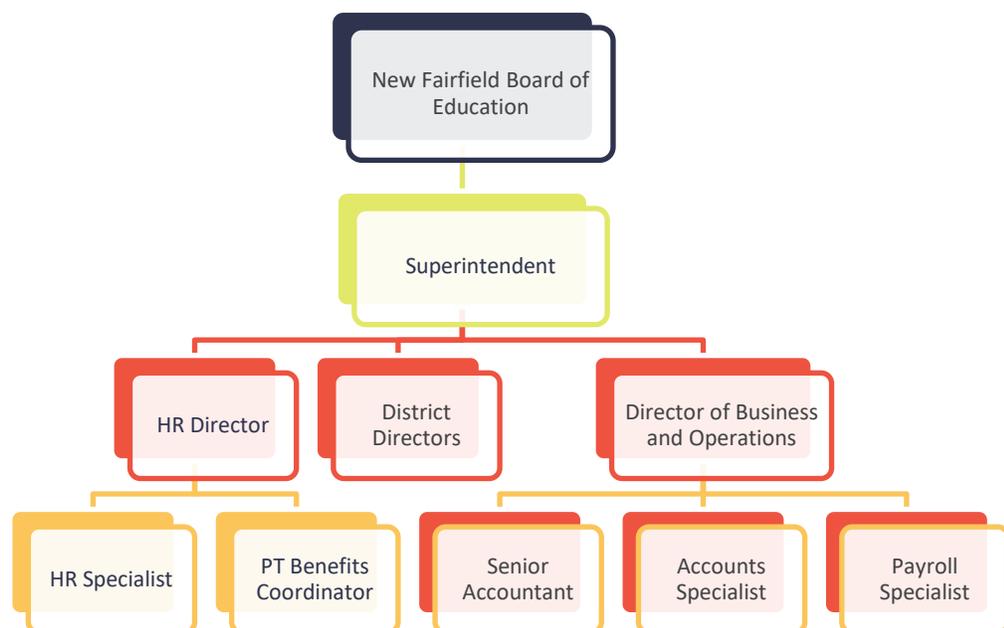
1. Assuming the District pays approximately 100% for the AP Specialist and Payroll Specialist with District focus, 50% for the Finance Assistant, 25% for the Purchasing Agent, 10% for the Senior Accountant, 10% for the Town AP Specialist, and 25% for the Finance Director, the District would pay roughly \$230K towards the shared Finance Office. *(These percentages were estimated based on CLA’s review of current employee job duties and tasks within the Finance Office).*
2. The District would continue to pay fully for the Director of Business and Operations position and the currently vacant position (CLA proposes it is used as an Accounting Specialist).

## Model 2: Establish an Independent District Financial Office

In order to create an independent Finance Office exclusive to District functions, CLA recommends the following:

1. Establish a Senior Accountant position. Details of this position are outlined in the **Additional Findings and Recommendations** section and are also summarized below:
  - a. Serve as District Purchasing Agent
  - b. Budget support
  - c. Financial reporting and analysis
  - d. Grants management
  - e. Student activity funds
  - f. Food Services
  - g. Audit support
2. Hire an Accounts Specialist position to perform accounts payable, accounts receivable, and other general accounting functions.
3. Hire a Payroll Specialist. This person will be responsible for payroll primarily but will perform other financial duties for the District (e.g., backup to AP).
4. Hire a part-time Benefits Coordinator/Benefits Assistant position. Transition benefits management duties from the Town Finance Assistant to the District HR Department.
5. Transition of any remaining Town Finance Director District-centric accounting duties to the District Finance Office.

A sample organizational chart for proposed **Model 2** is depicted on the following page. It is intended to capture the District finance positions and in not all-encompassing of all District employees.



## Variable cost estimates associated with Model 2:

With Model 2, CLA approximates the following expenses to the Town and/or District. These costs do not include any fixed or non-changing costs currently incurred by the District.

1. Assuming the District pays the approximate personnel costs associated with the current AP Specialist (BOE focus) (repurposed as the Accounts Specialist) and Payroll Specialist, in addition to \$85K for the Senior Accountant position, and \$30K for the part-time Benefits Coordinator, costs would be approximately \$245K.
2. The District would continue to pay fully for the Director of Business and Operations position.

## Additional Findings and Recommendations

In addition to the control enhancements and process improvements noted in the **NFPS Operational Procedures and Controls** section, CLA identified a number of general findings and recommendations below.

### **1. Finding – There is a general lack of clarity for Finance Office employee roles and responsibilities**

- a. Based on our interviews with financial employees and leadership, there is a general lack of clarity around ownership of duties, defined backups, and precise employee roles within the Finance Office. This, coupled with a lack of comprehensive job descriptions, contributes to tasks being neglected, limited accountability throughout the office, and an overall lack of organization in the office.
  - i. In recent years, a number of key financial duties have been either missed or improperly executed by the existing Finance Office, including errors on employee W-2s, benefits handling and employee contributions, and revenue collections. While these items have all been addressed, their occurrence has impacted District employees.

### **1. Recommendation – Define Finance Office duties among employees and train accordingly**

- a. CLA recommends that all employees in the Finance Office (both Town and District) have clearly defined financial roles that are articulated in updated job descriptions. Socialization and communication of the roles and responsibilities should be conducted to confirm understanding throughout the Town departments, District departments, and Finance Office.
  - i. As part of the establishment of clear roles, defined reporting lines should be confirmed (and documented within the updated job descriptions).
- b. Procedural backups for key areas including purchasing, AP, payroll, AR, etc. should be defined and documented. Training should occur (where necessary).
- c. For certain detailed processes or those that happen only a few times per year (e.g., payroll, benefits handling, etc.) the Finance Office may consider implementing checklists to confirm that all necessary steps and compliance actions have been taken/completed.

## **2. Finding – Job descriptions and documentation need updating, consistency, and standardization**

- a. The job descriptions reviewed were inconsistent in format, content, and style for the Finance Office employees. Some were on formal letterhead (two different formal templates were noted); others were informally typed notes or lists, and many were missing dates, making it difficult to decipher which document was more accurate in the instances where duplicates were noted. In some instances, the documented job duties were compiled by the individual employee as a summarization of their current tasks, which may or may not be different than the exact role for which they were hired.
  - i. Some included essential job description components like required knowledge, skills, and abilities, minimum qualifications, reporting lines, and work schedules, while others do not.
  - ii. A few of the documented job titles do not align with the current titles (e.g., Clerk vs. Specialist)
  - iii. CLA observed some descriptions that included tasks/responsibilities that had been crossed out.
- b. As a result, it becomes increasingly difficult to hold employees accountable for various duties and responsibilities without formal documentation to support these expectations or where two different job descriptions/documents exist.

## **2. Recommendation – Update and formalize job descriptions for all Finance Office employees**

- a. CLA recommends the job descriptions all be updated to a single NFPS letterhead template that includes salary range, any direct reports/supervisory duties, as well as to whom the employee reports. Required skills, education, and background experience/qualifications should be included. The creation date and last update/review date should be documented on all.
  - i. References to legacy systems and positions (outdated titles) should be updated or removed.
  - ii. Job duties should be documented in an easy-to-read bulleted format.
- b. Employees should receive a copy of the new job description and sign off on an acknowledgement of the new/updated job description. Old, duplicate job description documents should be archived or destroyed; employees should only reference a single document when seeking their job description. (Coordination with relevant unions may be necessary as this recommendation is implemented).
- c. All employees should receive annual performance evaluations that adhere to union contract requirements. This requirement for each position to undergo an annual evaluation should be documented within the job description.

## **3. Finding – There is a vacant administrative assistant position within the District**

- a. Currently, the direct administrative assistant position reporting to the Director of Business and Operations is vacant. The former employee in this position performed mainly clerical/administrative duties for the Director of Business and Operations.

- b. With this position currently vacant, (in addition to the vacancy that existed in the Town Finance Director position) the Director of Business and Operations is experiencing increased demand and an unsustainable workload.

**3. Recommendation – Transition to vacancy from secretarial to a more experienced accounting-based professional**

- a. Regardless of which organizational model the District pursues, CLA recommends that the vacant position be transitioned to a more accounting/finance-based District role such as “Accounting Specialist” in the current shared model or “Senior Accountant” in a District-only Finance Office. Elevating this position should lessen the demands on the Director of Business and Operations. Essential duties/responsibilities of this more experienced position may include:
  - i. Support with budget preparation and management including assisting Department Heads with budget monitoring
  - ii. Financial reporting and analysis – including reports for the Board of Education
  - iii. Grants management – helping the District maintain grant compliance and identify relevant grant opportunities
  - iv. Student activity funds – while these are currently managed by each school, a centralized position can be beneficial to oversee the funds and maintain proper controls (eliminating the segregation of duties challenges currently with secretaries currently performing both bank deposit and reconciliation)
  - v. Food services – overseeing free and reduced lunch counts and compliance with state and federal food service programs and funding
  - vi. Audit support – assists with the coordination of the external audit

**4. Finding – Training protocols are not formalized for the financial employees**

- a. NFPS does not currently have a formally documented or required training protocol in place for employees with financial duties and responsibilities to the District. As these employees reside within the Town’s financial office reporting structure, it is likely difficult for NFPS to enforce any regular training.
- b. There are limited regularly occurring trainings in place on District financial policies and procedures to ensure employees understand and can effectively implement. The Director of Business and Operations works to assist Specialists individually to help them perform processes in the most efficient manner, but the adoption of more streamlined procedures does not appear to be currently enforced.
  - i. Many interviewees have significant tenure with the Town and District and their processes have not changed/optimized over time.
- c. There is no ongoing monitoring of employees training, and no specific training program established for each role within the Finance Office to help enhance personnel productivity and/or performance.

**4. Recommendation - Establish and document formal training requirements/protocols for employees with financial duties**

- a. The District (in coordination with the Town for shared positions) should determine what training is suitable and appropriate for each functional area (e.g., purchasing, accounts payable, budgeting, billing, payroll, etc.) for employees (e.g., annual training and compliance requirements). This should include technology and necessary software (e.g., eFinancePlus, Excel, Google, etc.) training.
- b. Training compliance (per employee) should be monitored by the Town and District management and reported to HR annually.
- c. Training should be mandatory for any new employees (possibly financial training as part of orientation) as well as ongoing education for existing employees (e.g., annual refresh).

**5. Finding – Documentation supporting for financial processes are limited**

- a. A “Purchases and Disbursements” policy and procedure document from 2023 is in place to document the handling of non-payroll cash disbursements. This includes vendor management, bidding procedures, purchase orders, receiving, invoice processing, check payments, and associated monthly procedures for both the Town and District.
- b. Documented procedures for payroll, billing (AR), and other tasks performed by the Finance Assistant for the District are not currently in place. These employees have their own informal notes. This can make it difficult for a second individual to complete the payroll process or billing, collection, and other duties in their absence.
- c. There is no annual, regular review and updating of policies and procedures. Maintaining accurate and thorough financial policies and procedures is crucial for ensuring financial integrity, compliance, and operational efficiency.

**5. Recommendation –Update and Standardize Policies/Procedures and Enforce**

- a. Critical financial areas should have both a policy and a procedure. Policies set the direction and expectations while procedures provide the steps needed to achieve those expectations. Additional differences between the two are highlighted in the table below:

	Policy	Procedure
<b>Purpose</b>	<ul style="list-style-type: none"> <li>• Sets the direction and expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Provides the means to achieve compliance with policies and perform tasks consistently</li> </ul>
<b>Scope</b>	<ul style="list-style-type: none"> <li>• Broad and general, providing overall guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Specific and detailed, providing step-by-step instructions/processes</li> </ul>
<b>Focus</b>	<ul style="list-style-type: none"> <li>• Focuses on the “what” and “why”</li> </ul>	<ul style="list-style-type: none"> <li>• Focuses on the “how”</li> </ul>

<b>Level of Detail</b>	<ul style="list-style-type: none"> <li>High-level principles and rules</li> </ul>	<ul style="list-style-type: none"> <li>Detailed steps and instructions</li> </ul>
<b>Approval and Development</b>	<ul style="list-style-type: none"> <li>Approved by senior management (Superintendent, Director of Business and Operations, Board of Education, Town)</li> </ul>	<ul style="list-style-type: none"> <li>Approved by management (Finance Office in partnership with relevant subject matter experts/Directors)</li> </ul>

- b. Financial policies and procedures should follow a standard District format for consistency and ease of understanding. All documents should be incorporated into a comprehensive financial manual for the District that is electronically accessible to all (e.g., intranet, School website).
  - i. Conduct regular reviews of financial policies and procedures, at least annually, to ensure they remain current and relevant. Update policies to comply with new laws, regulations, and industry best practices as they are known. Employees should sign off on the financial manual following receipt and any subsequent updates or training.
  - ii. The District should incorporate feedback from audits, employees, and stakeholders to improve policies.
  - iii. The procedures should include defined control points (e.g., approvers, thresholds, reviews, reconciliations, etc.) within defined processes.
- c. Management should enforce policies and develop consequences for violations.
  - i. The District should consider routine internal audits as a means of validating/confirming that internal processes are adhered to.
  - ii. The District may also consider engaging external auditors periodically to provide an independent review of financial practices (similar to this assessment).

**6. Finding - Systems are not configured and utilized optimally**

- a. The Town and District are currently on the same financial application, PowerSchool eFinancePlus. However, they are on two (2) separate databases, or instances of the software.
  - i. Therefore, if a shared finance employee is supporting workflows for either the Town or District, they must log into two (2) separate applications. Additionally, reporting between the systems is not integrated electronically.
- b. Several existing processes include manual rekeying of data (payroll, AP, etc.). In some processes, paper sheets are used to capture initial data and information from departments (e.g., timesheets, hard-coded AP invoices) which is then keyed into eFinancePlus by a Finance Office employee. This can be automated/decentralized within the system.

**6. Recommendation – Obtain additional training in eFinancePlus to optimize system capabilities**

- a. Both the Town and District should seek system training for eFinancePlus.



- b. If a shared model is continued, the Town and School District should plan to consolidate into a single database, including one (1) chart of accounts and vendor file.
- c. Additional user access may be needed at the various Town and District departments to help initiate processes and initial data entry.
- d. Processes noted above, in particular payroll and accounts payable should be automated via the system with built-in approval workflows.
- e. Documents should be retained within eFinancePlus (e.g., invoices).

**7. Finding – There is no clear “owner” of the eFinancePlus financial system**

- a. Based on our interviews with the financial employees, there is no single “point-person” to lead user training, answer questions, adjust configurations, and overall assist with the financial management system for both the Town and School District.
- b. There are likely integrations and system features that are not currently optimized. Without a designated administrator on the application, there is no clear plan or timeline for how these items will be explored and implemented.

**7. Recommendation – Designate an internal application administrator for eFinancePlus**

- a. CLA recommends that NFPS and the Town identify an individual to be the internal lead for the financial system. While this may be an individual within the technology department, it may be beneficial to have a user in Finance take on this role to help support users with training and system optimization. This should not be an additional hire, rather, additional duties to a capable individual within the organization. Duties would generally include:
  - i. User support – assisting users with questions
  - ii. Troubleshooting – working with PowerSchool (the vendor) to handle any performance issues
  - iii. Documentation – creating and maintaining documentation for the application processes and procedures (e.g., payroll, purchasing and accounts payable)
  - iv. Training – providing basic training to users for how to effectively use the system (sharing tips, tricks, settings, etc.)

# Appendix

## A. Interview List

CLA interviewed the following individuals as part of this assessment.

New Fairfield Town and District Interviewees	
Alyssa Choquette – Finance Assistant	Ken Crow – Superintendent
Michelle Delcourt – Building and Grounds Administrative Assistant	Carrie DePuy – Director of Business and Operations
Sandy Dorr – Payroll Specialist	Terry Friedman – Town Treasurer
Greg Kahn – AP Specialist	Melissa Lindsey – First Selectman
Rebecca Lloyd – Human Resources Director	Sue Mancuso – Senior Accountant
Wes March – Board of Finance Chair	Olga Melnikov – Former Director of Finance
Patty Mota – Purchasing Agent	Thora Perkins – Board of Finance Member



*We'll get you there.*

CPAs | CONSULTANTS | WEALTH ADVISORS

# New Fairfield Public Schools (NFPS) Shared Services Assessment

June 2025

# Project Overview

1. Evaluated the strengths and weaknesses of the current Shared Services financial operations
  - a. Assessed key areas such as Purchasing, Accounts Payable (AP), Accounts Receivable (AR), and Payroll
2. Assessed the cost-sharing model and shared services framework/Memorandum of Understanding (MOU)
3. Interviewed key stakeholders and confirmed personnel roles and responsibilities
4. Reviewed existing policies, procedures, job descriptions, and shared services agreement



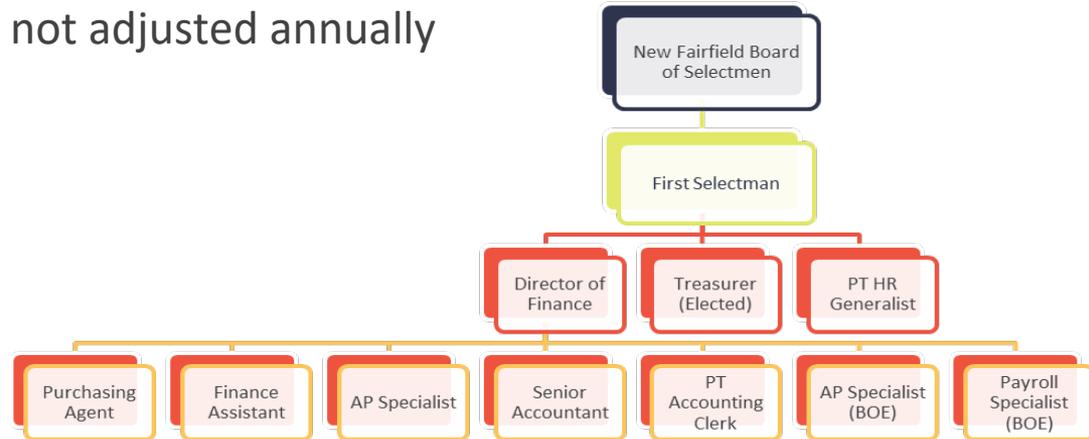
# Shared Service Overview

1. NFPS and the Town have operated under a shared services agreement dating back to July 2006. The agreement included the following:
  - a. The Director of Finance position reporting directly to the First Selectman with additional reporting to the Superintendent of Schools, Board of Finance, and Treasurer
  - b. Three (3) combined Finance Office positions including an Accounting Manager, Purchasing Agent/Contracts Administrator, and Payroll Specialist reporting directly to either the Director of Finance or Accounting Manager
  - c. Four (4) Accounting Clerks responsible mainly for Town and Board of Education (BOE) accounts payable, general cashiering/revenue, general ledger/account reconciliation
2. Per the agreement, allocations of salaries between Town and BOE were to be determined annually in a process by the Director of Finance



# Shared Service Overview

1. All eight (8) positions, including the Director of Finance and his/her direct reports within the Finance Office, are funded jointly, 50/50 by the Town and BOE
  - a. Only two (2) of these positions, the Payroll Specialist and AP Specialist, spend most of their work/time allocated to supporting NFPS operations
  - b. There is no annual review of Finance Office employee workload (time and effort) and the distribution of work for Town and District operations. The 50/50 cost split is not adjusted annually



# Current State Assessment

1. The shared model does not adequately meet the operational needs of the NFPS
  - a. The existing agreement between the entities is insufficient and has limited safeguards built within it
  - b. Although the financial model is classified as “shared,” there are only two (2) positions (Payroll Specialist, AP Specialist) who focus most of their time on District financial work
  - c. Neither the Superintendent, nor the Director of Business and Operations, have formal authority/supervision over the Director of Finance position or shared services employees
  - d. Turnover in leadership and financial management positions can cause instability in supporting the shared financial team
    - i. There is no designated backup position for the Director of Finance



# Current State Assessment

1. The NFPS pay (50%) for positions that do not directly support (or minimally support) the District's financial task and business operations
  - a. This equates to approximately \$300,000 annually (*based on the 2024-2025 budget book data*)
  - b. The 2025-2026 fiscal year budget includes: a newly added part-time Accounting Clerk position as well as salary increases for all Finance Office positions, totaling approximately \$340,000
  - c. Outside of the two (2) Specialist positions and some additional tasks handled by the Finance Assistant and Purchasing Agent, all others in the shared model perform financial work almost exclusively for the Town



# Future State Recommendations *(2 Models)*

1. Maintain Shared Services Arrangement with Significant Remodeling/Restructuring
  - a. Restructure and update the Memorandum of Understanding (MOU)
    - i. Confirm which financial functions are in scope
    - ii. Establish agreement between the Town and Board of Education (BOE) to jointly recruit and select/hire the Finance Director position
    - iii. Defined reporting relationships, including the Finance Director being accountable to both the First Selectman and the Superintendent
    - iv. Cost arrangements clearly establishing the ratios or cost-sharing model between the Town and NFPS and for which positions, systems, etc.
    - v. The Director of Business and Operations should be given reporting authority over those that support BOE functions within the shared structure
    - vi. Monthly meetings should be held to confirm shared financial operations meet the needs of both the Town and District

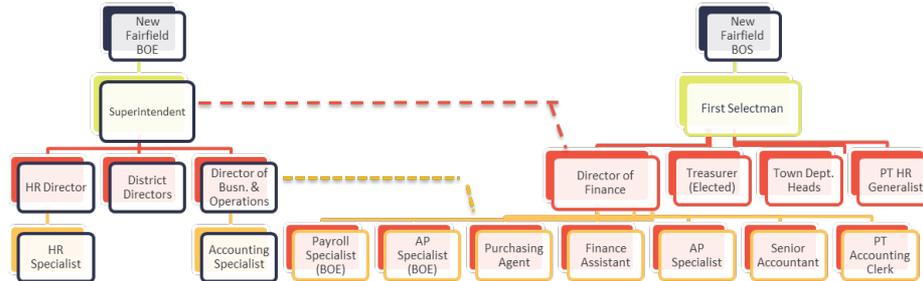


# Future State Recommendations- Model 1A & 1B

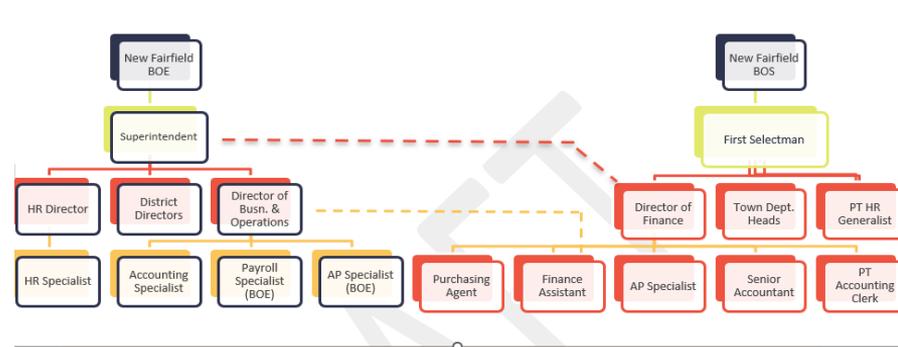
## 1. Implement an updated Shared Services Model

- a. Model 1B is identical to proposed Model 1A with addition of a direct reporting line for the Payroll Specialist and AP Specialist (who focus on BOE work) to the Director of Business and Operations

**Model 1A**



**Model 1B**

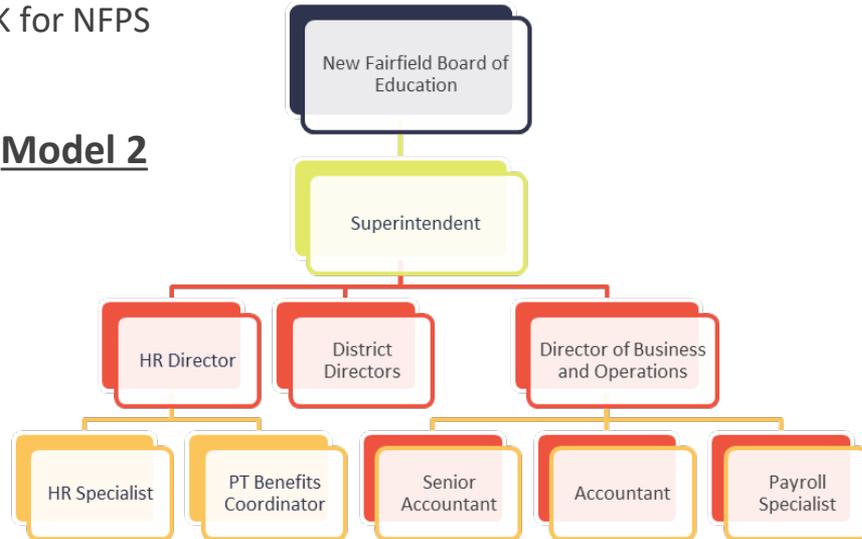


# Future State Recommendations- Model 2

## 1. Establish an Independent NFPS Financial Office

- a. Eliminate the Shared Services model between the Town and NFPS
- b. Establish a completely independent, separate finance operation within NFPS
- c. Hire additional resources to build the NFPS Finance Office, transition all BOE financial tasks from the shared office to NFPS; eliminate cost-sharing for any financial positions
  - i. Approximate cost of \$245K for NFPS

### Model 2





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**TRAVEL PACKET FOR**  
**NFHS OVERNIGHT DOMESTIC or INTERNATIONAL FIELD TRIP TO QUEBEC CITY CANADA**

Feb. 5-8 2026

Dear Parent/Guardian:

We are excited about the upcoming New Fairfield High School French/World Language Grade 9 -12 trip to Quebec City, Canada from Feb. 5-8, 2026 (the “Trip”). The administrator responsible for the Trip, Heidi Edel, French Teacher, and we are working with a tour company called Prométour (the “Tour Company”). **There will be a parent meeting prior to the trip to review the travel plans, flight information, hotel accommodations, admission passes, and to answer any logistical questions.**

We will also provide you with an update on our plans to help ensure a safe and successful experience for all students and chaperones. It is very important that each student be represented by a parent/guardian at this meeting. Students are also welcome to attend.

In addition to the medical and permission forms we provided previously, we are providing additional information in this Travel Packet and requiring that additional forms be signed and submitted to Heidi Edel/NFHS Administration by participating students (“Student” or “Students”) and their parents or legal guardians (“Parents”). Failure to review the information in this packet and to submit the required forms may result in difficulties with the Student’s ability to participate in the Trip.

Included in this packet are the following:

- TRAVEL DESCRIPTION
- AGREEMENT, WAIVER AND RELEASE OF LIABILITY
- EXPECTATIONS AND CODE OF RESPONSIBILITY AND RESPECT
- REFUND POLICIES

***THESE DOCUMENTS HAVE IMPORTANT LEGAL CONSEQUENCES.  
DO NOT SIGN THEM UNLESS YOU KNOW WHAT THEY MEAN.***

## TRAVEL DESCRIPTION

Trip Destination: Quebec City Canada

Departure Date: Feb. 5, 2026

Return Date: Feb. 8, 2028

Trip Leader(s): Heidi Edel

Tour Company/Trip Sponsor (“Tour Company”) (if any): Prométour

Detailed Itinerary: [Group Leader – New Fairfield Schools – Quebec City Carnaval 2026](#)

### **Thursday Feb. 5, 2026**

06:30 Board your **private motor coach** at your school to begin the journey to **French Canada**.  
*Request: not Wade*

15:30 Meet your **Quebecois Prométour Tour Director** upon arrival, he/she will remain with your group for the duration of your visit.  
*Request: Maryse Vallieres*

Receive your **Bonhomme Carnaval Effigy** - a miniature pendant that you wear on your outerwear as the Passe-Partout for the Carnival.

Go tobogganing at the famous **Au 1884 - Glissades de la Terrasse Dufferin** located next to the impressive Château Frontenac. (2 glissades)

Enjoy dinner in a quaint local restaurant with your group and Prométour Tour Director.  
Transfer by local Quebec **school bus** to the hotel.

Overnight accommodation in **Quebec City / Ste-Foy**.

*Example: Holiday Inn Express - Ste-Foy (or similar)*

A **night hall monitor** will provide added security. **(5-hours)**  
*(night hall monitor service is subject to availability)*

### **Friday Feb. 6, 2026**

Enjoy breakfast at the hotel with your group.

Take in the view from the **Observatoire de la Capitale** and spend time at the Horizons Experience exhibit, a vivid exposé of Québec City's identity through historical vignettes, quizzes, and video projections. **(non-guided)**

In the company of a period costumed character, visit the iconic **Chateau Frontenac** to learn about the historical events and famous people that shaped the identity of the hotel. **(guided)**

Explore **rue Saint Jean** in the heart of Upper Vieux Quebec. Originally laid to connect a 17th century country estate to the city, today it is a lively spot for strolling, shopping and dining.  
**(non-guided)**

Have lunch on your own.

*(location and time to be determined by your Prométour Tour Director and Group Leader)*

Partake in an **Interactive Legends Workshop** to learn about the Quebec of yesteryear. With the help of professional actors, re-enact some of Quebec's most popular legends! **(guided)**

Spend time at the **Galleries de la Capitale**, a one-stop shopping and entertainment center.  
*(amusement park attractions not included)*

Experience the Quebecois tradition of sugaring off at a **Cabane à Sucre**. Tour the sugar shack to learn how tree sap becomes syrup (aka liquid gold), enjoy a lumberjack meal, listen to folk songs, learn traditional dances, and have maple taffy on snow!

Overnight accommodation in **Quebec City / Ste-Foy**.

A **night hall monitor** will provide added security. **(5-hours)**

### **Saturday, Feb. 7th, 2026**

Enjoy breakfast at the hotel with your group.

Admire the magnificent **Parc de la Chute Montmorency!** You may even see ice climbers on the sheet of ice that covers the waterfalls in winter. **(photo stop)**

Experience winter thrills and laughs while snow rafting, sliding on inner tubes and crazy carpets at **Village Vacances Valcartier**.

Have lunch at your leisure at the on-site food court. (not included)

Explore the incredible **Hôtel de Glace / Ice Hotel** at your own pace. Made of ice and snow, the architecture and design changes each year, making this hotel truly unique. **(non guided)**

Experience the **Carnaval de Québec**. Have time at this exciting winter festival brimming with activities, sporting competitions, breathtaking entertainment and much more.

*(maximum 1-hour, refer to the Carnaval calendar of events to determine what to experience)*

Enjoy dinner in a quaint local restaurant with your group and Prometour Tour Director.

Take in the festive atmosphere of the **Carnival Night Parade**.

Overnight accommodation in **Quebec City / Ste-Foy**.

A **night hall monitor** will provide added security. **(5-hours)**

### **Sunday, Feb. 8th, 2026**

Enjoy breakfast at the hotel with your group.

Have the service of a **local driver** and Quebec **school bus** while your touring driver rests.

Transfer to the next stop in your program.

Board a **St. Lawrence River ferry** in **Lévis** and enjoy a sailor's view of the Plains of Abraham and Chateau Frontenac as you make your way to Québec City.

Explore the enchanting **Quartier Petit Champlain**, the oldest shopping district in North America. Today, it showcases the talents of local artisans and is the location of the Escalier Casse-Cou and Wall of History. **(non-guided)**

Say a fond *Au Revoir* to your Quebecois **Prometour Tour Director**.

11:30 After a fun-filled trip, board your **motor coach** and begin the journey back to the **USA**.

20:30 Estimated arrival at your school.

Hotel Information:

Hotel: Exact hotel to be determined; similar to [Holiday Inn Express - Ste Foy](#)

Means of Travel: Bus (coach)

Air Transportation: N/A

Flight Information: N/A

Bus Transportation: N/A (to airport)

Expected Number of Student Participants: 25-30

Names of Chaperones: 3

Name of Trip Nurse: If needed

Anticipated Cost per Student: \$1,080 - \$1,380 depending on number of participants + additional fees below based on occupancy (single, double, triple, or quad)

Additional Fees: \$160 per student as follows: \$35 processing fee, \$40 for tips, \$85 additional insurance as required by New Fairfield Public Schools (see insurance details below).

Every effort will be made to acquire funding for the additional fees and scholarship opportunities from local organizations.

## AGREEMENT, WAIVER AND RELEASE OF LIABILITY

The parties to this Agreement, Waiver and Release of Liability (“Agreement”) are the Student, the Student’s parents or legal guardians, and the New Fairfield Board of Education (the “District”). The Student, with the consent of the Student’s parents or legal guardians (“Parents”), has chosen to participate in an off-campus, overnight travel program (the “Trip”). Participation in the Trip is voluntary and not an educational requirement of the District.

The Student and the Parents will:

- complete all forms and provide the necessary information as detailed in this Travel Packet,
- certify that the information provided in this Travel Packet is correct, and agree to keep it updated as necessary, and
- review and understand all information provided by the third-party Tour Company/trip sponsor (“Tour Company”) (as applicable).

### **I. Acknowledgements**

- Participation in the Trip is voluntary and is not an educational requirement of the District. The Trip is offered as an accommodation to students who wish to participate and is not considered part of the District’s curriculum. No grade, award or academic advancement will be granted by the District as a result of a student’s participation in the Trip.
- The Trip is not open to the general public and is offered only to qualified members of the District community. The District does not make any financial profit from the proceeds of the Trip nor does it charge any surcharge or other fee beyond those fees necessary to cover the cost of the Trip.
- The Student and the Parents have been given ample opportunity to review the Agreement and understand that the Agreement includes, among other things, a release of their claims against the District, its officers, directors, trustees, administrators, faculty, employees, agents and representatives (hereinafter “Released Parties”) for personal injuries, damages and/or losses relating to and/or arising out of the Trip.

### **II. Acknowledgement of Risk(s)**

The Student and Parents acknowledge and agree that:

- Travel generally and the activities associated with it and with the Trip present risks to the Student personally and to the Student’s property, some of which may result in serious personal injury or death, and that these risks can be a consequence of not only the Student’s actions or negligence but also the actions or negligence of others, or travel conditions or equipment. Travel includes risks associated with the conduct of third parties, such as risk of traffic accidents, crime, assault and/or theft.

- Travel may also involve other risks, such as unfamiliar or different terrain, climate, food and drink, customs, laws, social and sexual mores, safety practices and regulations, communications, criminal and law enforcement activities, acts of war or terrorism, disability access, driving practices, disease, and lack of access to health care providers and facilities.
- The Student and the Parents have had the opportunity to read information that was provided about the Trip, and understand that it is their responsibility to review websites for the Centers for Disease Control (“CDC”) and other public health authorities and to review such information periodically for updates and changes prior to the Trip. For Students who will be required to take any medications during the Trip, the Student and the Parents have conferred with the appropriate District personnel about any applicable laws, rules and/or regulations regarding the possession, use and administration of medications in the particular location(s) where the Student will be traveling during the Trip, which may be different from Connecticut’s laws, rules and/or regulations regarding the possession, use and administration of medications.

**PLEASE READ AND INITIAL TO CONFIRM:**

*I have read and/or reviewed the website for the CDC concerning health and other travel risks, cautions, and warnings, and recommendations, including any CDC Outbreak Notice/Travel Health in the areas in which the Student will be traveling.*

*I am responsible for consulting with a physician or appropriate specialist for advice on the risks of travel and recommendations for appropriate precautions.*

*I am responsible for taking the precautions recommended by the CDC.*

*I will continue to review the information above to obtain the most current, up-to-date travel information possible up to the departure date for the Trip.*

\_\_\_\_\_ Initials of Student

\_\_\_\_\_ Initials of Parent/Guardian

- The Student and the Parents have reviewed the Trip literature provided by the District and, if applicable, the Tour Company, that describes the risks associated with the Trip. The Tour Company is solely responsible for describing the risks related to the services it provides. The Student’s and the Parents’ questions and concerns regarding those risks have been addressed to their satisfaction, and they fully understand and assume those risks.
- The Student and the Parents are responsible for evaluating the risks that the Student may face and for taking any health precautions that they deem advisable or necessary and agree that the Student may participate safely in all Trip activities with or without reasonable accommodation. If the Student requires a reasonable accommodation or if the Parents have concerns about the Student’s participation in any Trip activities, they agree to provide written notice to the District at least four (4) weeks in advance of the Trip, unless extraordinary circumstances exist.

- The specific itinerary for the Trip may change during the course of the Trip due to unforeseen and unknowable circumstances and any activities that the Student may take part in, whether as a component of the Trip or separate from it, will be considered to have been undertaken with the Student's and the Parents' approval and understanding of any and all risks involved.
- The District is not responsible for any injury, loss, or damage to the Student's person or property, whether resulting from acts or omissions of third parties, or other persons not under the control of the District, from the operation or condition of facilities or premises, from acts of war or terrorism, or from acts of God or nature, except to the extent that the injury, loss, or damage is caused by the sole negligence or reckless, wanton or intentional misconduct of the District, its officers, trustees, faculty, employees, agents, or representatives.

### **III. Assumption of Risks and Waiver of Liability/Release of All Claims**

In consideration for being allowed to participate in the Trip, and with only those exceptions described below, the Student and the Parents fully ASSUME ALL RISKS, inherent and otherwise, whether or not described above, in connection with the Trip and RELEASE AND DISCHARGE the District, its officers, trustees, faculty, employees, agents or other representatives under the direction and control of the District (the "Released Parties") from any and all liability, damage, injury or loss, including bodily injury or death, arising from, related to, occurring during, or associated with the Student's participation in the Trip for any reason. These agreements of Assumption of Risks and Waiver of Liability/Release of All Claims do NOT apply if (1) the liability, damage, loss or injury is CAUSED SOLELY BY THE NEGLIGENCE of the Released Parties and do not include the negligence or any other act or omission by any other person or entity (such as the Student, the Parents, other third parties or independent vendors/contractors); or (2) the liability, damage, loss or injury is CAUSED BY THE RECKLESS, WANTON or INTENTIONAL MISCONDUCT of a Released Party. These agreements of Assumption of Risks and Waiver of Liability/Release of All Claims will be construed in accordance with Connecticut law.

### **IV. Indemnification and Hold Harmless**

The Student and the Parents agree to defend, indemnify and hold harmless the Released Parties from any and all claims, lawsuits or demands made by anyone arising from or relating to the Student's involvement with the Trip, except for negligence caused solely by a Released Party or the reckless, wanton or intentional misconduct of a Released Party.

### **V. Code of Responsibility and Respect and Adherence to Standards**

The Student and the Parents understand and agree that:

- By participating in the Trip, the Student is subject to the policies, rules and regulations of the District and the Tour Company, and may be subject to District disciplinary action as provided in the District's Student Handbook and applicable student discipline policies for any violations of applicable policies, rules and/or regulations.
- The Student will be subject to the laws, rules and regulations of the location where the

Student is traveling and those laws may be substantially and materially different from those in Connecticut.

- While participating in the Trip, the Student will comply with the Expectations and Code of Responsibility and Respect attached as Appendix A, and will not engage in inappropriate conduct, including but not limited to the use of physical or verbal threats or violence or unauthorized absences from scheduled Trip activities.
- Consumption, use or possession of illegal drugs or alcohol will not be tolerated.
- The Student will obey all directives issued by the District, the Trip Leader(s), any associated organizations.

## **VI. Financial Obligations**

The Student and the Parents agree:

- to pay any money owed to cover any costs and fees relating to the Trip (for travel, accommodations, cultural visits and the like) by the date specified;
- to pay any additional costs that may be incurred relating to the termination of the Student's participation in the Trip, as explained in Appendix A and Section VIII below; and
- to abide by the Tour Company's and/or the District's Refund Policies, which are attached as Appendix B.

## **VII. Participation and Trip Modification**

The Student and the Parents understand and agree that:

- The District and/or Tour Company reserve the right to cancel or modify the Trip at any time for any reason, including but not limited to emergencies, low enrollment, change in conditions, and unavailability of facilities and/or personnel.
- Absent express permission from the Trip Leader(s), the Student will attend and participate in all scheduled Trip activities and will adhere to the Trip schedule as set by the District and/or the Tour Company.
- Failure of the Student to attend and participate in all scheduled Trip activities may result in increased risk for all of the participants and the District, and may result in disciplinary consequences in accordance with the Expectations and Code of Responsibility and Respect

## **VIII. Termination of Participation**

The Student and the Parents understand and agree that:

- In its sole discretion, the District may terminate the Student's involvement with the Trip

at any time, including before departure or during the Trip. Reasons for termination may include, but are not limited to, inappropriate conduct or other behavior by the Student deemed detrimental to the best interests of the Trip and violations of this Agreement, including (but not limited to) the Expectations and Code of Responsibility and Respect, the Expectations and Protocols related to emergencies, or health or safety conditions or considerations.

- If the Student's conduct or health should cause him/her to be removed from the Trip, the Participant and the Parents or legal guardians will bear the costs of return transportation. Such termination shall not diminish or otherwise alter the Student's obligation to make any payment required for the Trip, and the District shall not be required to make any refund.

#### **IX. Activities Outside the Trip's Itinerary**

The District strongly advises against voluntarily withdrawing the Student early from the Trip and thereby causing the Student to travel separately from Trip participants and chaperones. Such early withdrawal of the Student from the Trip by the Parents and/or the Student presents risks to the Student personally and to his/her property, some of which may result in serious personal injury or death. Notwithstanding the foregoing, should the Student choose to, or should the Parents cause the Student to, remain at the Trip location or elsewhere after the Trip ends, or should the Student leave the Trip voluntarily or involuntarily, the Student will cease to be involved in the Trip; the Parents will be fully responsible for the Student thereafter; and the District will not be responsible for supervising the Student in any respect, or for any injury, loss, or damage to the Student's person or property.

#### **X. Severability**

It is understood and agreed that, if any provision or term of this Agreement or the application thereof is held invalid, the invalidity shall not affect other provisions, terms or applications of this Agreement which can be given effect without the invalid provisions, terms or applications. To this end, the provisions and terms of this Agreement are declared severable.

#### **XI. Governing Law; Venue**

This release shall be construed in accordance with, and governed by, the laws of the State of Connecticut. The parties agree that venue for any dispute arising under this Agreement shall be in any Connecticut court of competent jurisdiction.

#### **XII. Construction and Scope of Agreement**

The language of all parts of this Agreement shall in all cases be construed as a whole, according to its fair meaning, and not strictly for or against any party. This Agreement, which includes the entire Travel Packet, including the permission slips and medical forms provided on                     (Date), is the entire and complete agreement of the parties relating in any way to the subject matter hereof. This Agreement supersedes any earlier written or oral understandings or agreements between the parties.

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Student signature Date

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Parent/Legal Guardian signature Date

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Parent/Legal Guardian signature Date

**New Fairfield Board of Education**

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Signature Date  
Superintendent of Schools

---

Print Name

---

Title

## APPENDIX A

### **Expectations and Code of Responsibility and Respect**

The New Fairfield Board of Education wishes to insure that the Trip is a great one for everyone involved. With large groups, order is important. Rules are necessary to guarantee your safety and the success of the Trip. Please understand that the expectations listed below are important and are for everyone to follow. As this is a District-sponsored trip, all participants are expected to conduct themselves with the maturity, respect, and dignity that are expected of a student in the District. Each participant is an ambassador for the District and the reputation you create by your behavior, actions, and performance directly reflects on the entire school community.

1. All students will be expected to follow behavior guidelines and requirements as set forth in the [New Fairfield High School Student Handbook](#).
2. The use of any alcoholic beverages, drug substances, or any type of tobacco is not permitted.
3. Students will follow the directives of all chaperones that have been appointed for the Trip.
4. Involvement in any misconduct during the Trip that violates local or federal law, where such conduct or the likelihood of engaging in such conduct poses a clear and present danger to the health, welfare or safety of other students or chaperones, will result in disciplinary action. Chaperones cannot intervene on behalf of any student who might be arrested for shoplifting, vandalism, disturbing the peace, etc. Such an event would jeopardize the success of the Trip and the possibility of any future trips hereafter.
5. Leaving assigned areas without prior consent from a chaperone will not be permitted.
6. Students will be responsible for their own belongings, including luggage, music, and passport.
7. Do not use hotel phones or make any additional room purchases.
8. Students will be on time on all occasions, respecting the group timeline of the Trip.
9. Students are not permitted to leave hotel premises after curfew. Disciplinary action will be taken.
10. Students will be expected to have spending money and money for meals/snacks as requested on the Trip.
11. All students are expected to travel in groups of three or more at all times.

If infractions occur during the Trip, it will be at the discretion of the chaperones and/or District administrators what action will be taken during the Trip, including but not limited to the following: (1) limited free time; and/or (2) students will be sent home early at parent's or legal guardian's expense. Students may also face disciplinary action upon return to New Fairfield High School after the Trip.

I have read the above rules and regulations. I agree to the consequences in the event a problem with my child arises. I understand that I will be required to provide transportation for my child to return home, if it is deemed necessary by the chaperone(s) and/or the District's administration.

**Parent's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

I have read the above rules and regulations and I agree to abide by them. I also understand that, in the event of my misconduct, I will be sent home at my parent's or legal guardian's expense.

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

## APPENDIX B

### **Refund Policies (Prométour)**

#### **Cancellation Penalties**

There are many factors to consider when discussing the topic of cancellation penalties for a group. This trip is priced out based on \_\_\_\_ students participating and contributing. The sliding scale is communicated with the trip itinerary: the fewer the students, the higher the cost. For this trip, the goal is to have 24-27 participants so that the cost is \$1,280 per participant. Participants are given all relevant information at time of purchase.

Prometour provides the tour, which includes an insurance package through the provider Travelex (see below).

Emergency Medical is included in the tour price for when you are in destination and require medical assistance

Regular Cancellation is not include in the tour price but is required per district policy.

Examples include death in the immediate family or documented emergency medical, In the case of an individual's cancellation due to a covered physical illness or an injury, they would be eligible for a 100% refund of their claim of their monies kept by Prometour.

Cancellation can occur any time before departure.

Regular cancellation will not cover pandemic/epidemic, but CFAR should apply\*\* so long as participants cancel a minimum of 48-hours prior to departure.

CFAR coverage (Cancel for Any Reason) is not included in the tour price, but is required per district policy.

Examples include fear of travel, trip approval withdrawn, change in destination entry requirements, schedule conflicts; participants would be eligible for a 75% refund of their claim.

Cancellation must occur at least 48-hours prior to departure.

Trip Confirmation must occur at least 90-days prior to departure.

The insurance company will be the sole determiner of eligible refund. Policy questions and what if situations should be directed to the insurance company:

#### **Questions regarding policy:**

Travelex Insurance Services

1-800-228-9792

8:00am – 7:00pm CST, M-F

[studentgroup@travelexinsurance.com](mailto:studentgroup@travelexinsurance.com)

Reference Plan Number SERZ-0823

There is no additional insurance coverage through the tour provider.

Peace of Mind Program is Prometour's plan of action on how to proceed with a group dynamic decision. The choices that are offered are based on the coverage of the insurance package which is supplied by the insurance company.

Cancellation coverage is a component of the insurance package provided by the insurance company. Cancellation fees are imposed by Prometour and are determined by our Terms and Conditions.

\*\*\*\*\*

Cancellation of the Entire Group

In the case of a formal Level 4 Travel Advisory by the U.S. Department of State for travel to Canada, the Group Leader may choose between 1) changing the travel dates of the current trip 2) Modifying the existing trip with the same dates or 3) canceling the trip, in which case Prometour will work with its partners and suppliers to collect as much money back to participants as possible.

Group or Individual Cancellation procedure:

To be removed from or cancel a confirmed trip, a Cancellation Form must be completed, and fees are determined based on the date that Prometour receives the form in relation to the trip departure date. Prometour will keep:

\$ Prometour Processing Fee

\$ Cost of the insurance premium

\$ Cancellation Fee – determined by the Terms & Conditions (T&C)

Monies paid above this total will be refunded by Prometour, the traveler would then make a claim to the insurance company for what was kept by Prometour.

**Prometour Professional Papers**

- [Prometour Travel Agency License](#)
- [Prometour Certificate of Liability Insurance](#)
- [Safety Protoco](#)
- [Prometour Terms & Conditions](#)

**Insurance Provider Details: Travelex**

- [Essentials Flyer](#)
- [Plus Plan Flyer](#)
- [Full Policy Details](#)

*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
	10-4p(b) Implementation plan to achieve resource equity and equality of opportunity. Assessment. Reports. (as amended by PA 15-133)
	10-15 Towns to maintain schools.
	10-16 Length of school year.
	10-158a Cooperative arrangements among towns. School building projects. Student transportation.
	10-220 Duties of boards of education (as amended by PA 15-133)
	10-223h(c) Commissioner's network of schools. Turnaround committees. Operations and instructional audit. Turnaround plans. Report. (as amended by PA 15-133)
	PA 15-133 An Act Concerning Alternative Education
	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

## **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.~~
  - Further violations of this policy shall be addressed by discipline in accordance with the Student Code of Responsibility and Respect and considered Level 2 or above violations of Section II: Respect, Courtesy, and Honesty and Section IV: Respect For Orderly Teaching/Learning Environment.
- 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)**

Ordinarily a facility will not be renamed unless the current name becomes obsolete or inappropriate because of the community it serves or the program it houses. The approval to name a facility or recognize a donor will not last beyond the reasonable life of the facility.

If the Board chooses to recognize a major donor in its naming of facilities, the Board will incur no obligation to the donor beyond the agreed upon recognition.

The Board recognizes the New Fairfield Rebels Hall of Honor to be the preferred forum to honor individuals and groups who have made significant contributions to the school community.

No plaques, signs or memorials in recognition, honor or memory of any person or organization shall be placed in or on any school facility without the recommendation of the Superintendent and the approval of the Board.

### **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.

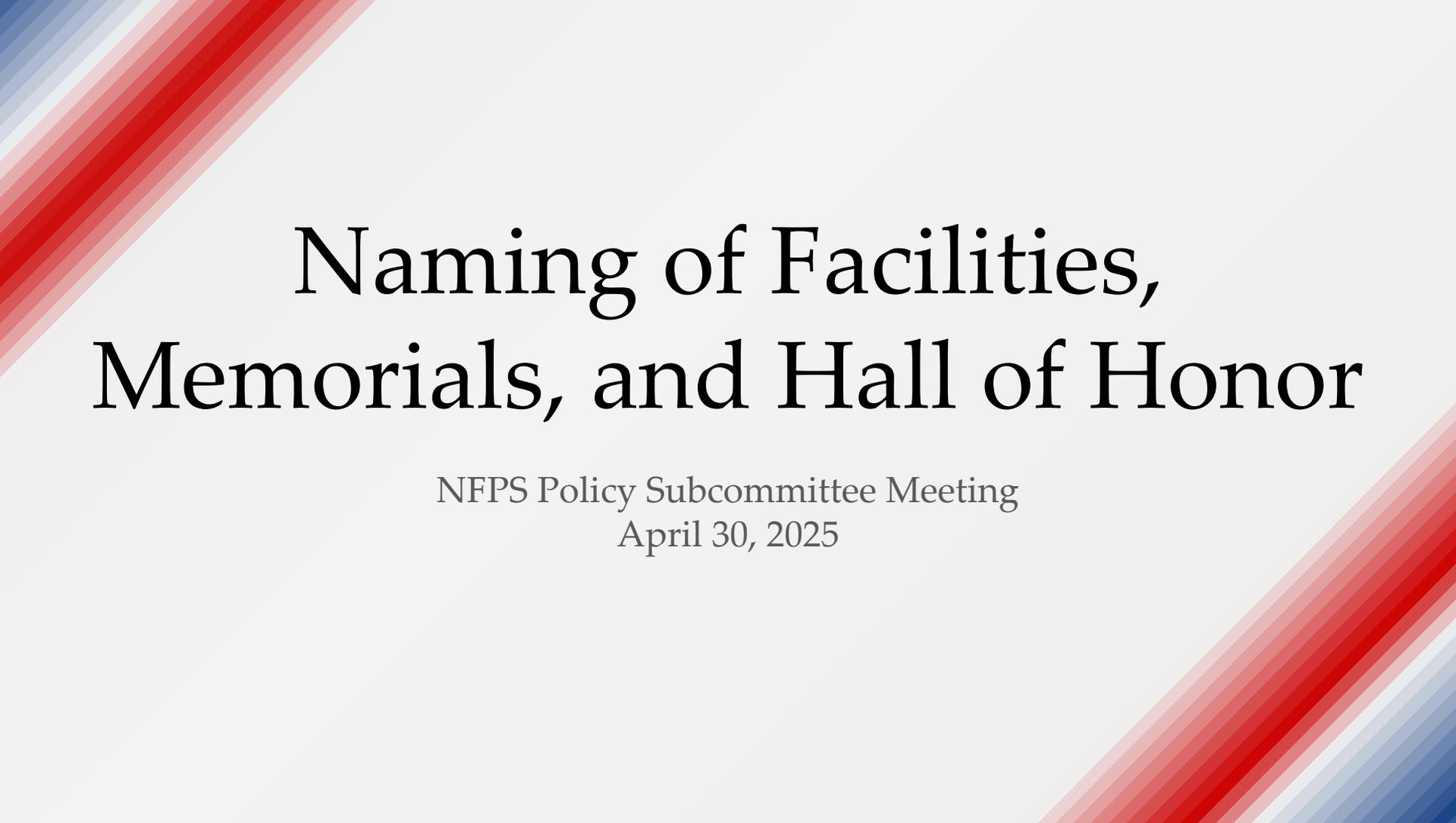
## **Construction**

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

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  
**Policy revised:**

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 (5 points)	Noteworthy (4 points)	Commendable (3 points)	Insufficient Evidence (1-2 points)	Not Evident (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 (5 points)	Noteworthy (4 points)	Commendable (3 points)	Insufficient Evidence (1-2 points)	Not Evident (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 (5 points)	Noteworthy (4 points)	Commendable (3 points)	Insufficient Evidence (1–2 points)	Not Evident (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> (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 (5 points)	Noteworthy (4 points)	Commendable (3 points)	Insufficient Evidence (1–2 points)	Not Evident (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.

