

Policy Subcommittee Meeting

Wednesday, May 27, 2026 7:00 PM

Meeting Access: Policy Subcommittee (5/27/26 at 7 p.m.) Web:

<https://zoom.us/j/93335822024> Dial In: (929) 205-6099 Meeting ID: 933 3582
2024, 3 Brush Hill Road, New Fairfield, CT 06812

I. CALL TO ORDER

II. APPROVAL OF MINUTES

II.A. March 25, 2026 - Regular

III. INFORMATION/ACTION ITEMS

III.A. Policy 5131.81 – Electronic Devices

III.A.1. Cell Phone Update

III.A.2. Bring Your Own Device (BYOD) Update

III.B. Policy 5141.4 - Child Abuse and Neglect

III.C. New Fairfield High School Wall of Fame Update Policy 7000 - Concepts and Roles in Planning for Educational Facilities

IV. OTHER

V. ADJOURNMENT

BOARD OF EDUCATION, NEW FAIRFIELD, CT
Policy Subcommittee Meeting

Name of Subcommittee: Policy Meeting type: Regular
Date of Meeting: 3/25/26 Place of Meeting: Zoom
Members present: Kathy Baker, Amy Johnson, Kimberly LaTourette, Samantha Mannion
Members absent:
Other attendees: Ken Craw, Kris Woleck, Allyson Story, Monika Krepstul
Minutes submitted by: Kris Woleck
Meeting Access: Policy Subcommittee (3/25/26 at 6:00 p.m.)
Web: <https://zoom.us/j/95067154402> **Dial In: (929) 205-6099 Meeting ID: 950 6715 4402**

The meeting was called to order at 6:01 p.m.

II. APPROVAL OF MINUTES

A. February 25, 2026 - Regular

Motion: To approve the minutes of February 25, 2026, as presented

Made by: Amy Johnson

Seconded by: Kim LaTourette

Recording of Vote: All in favor

III. INFORMATION/ACTION ITEMS

A. **Policy 5112.01 - Kindergarten Enrollment and Early Entry Waiver (2026-2027)** - In 2024, legislation came into effect that shifted the birthdate for entry into kindergarten to September. Recognizing that that was unanticipated by many families to have that mid-year shift, the state also included in that policy a waiver process for students who had birth dates between September and December of that incoming class year. The requirement is for districts to have a process for assessing students with those birthdates, to determine if, using early childhood standards, they are developmentally ready to enter kindergarten early. Just this past month, the state shared some revisions to this legislation that effective July of 2027, waivers will no longer be allowed. For the 2027-28 school year and beyond, all children must be 5 by September 1st and districts will no longer have the option to admit students under a waiver for early entry. For the 2026-27 school year, districts can continue to provide the waiver for early entry provided these students demonstrate criteria of readiness. Early childhood standards and developmental indicators were reviewed. Our district will continue with the current policy that we have in place through the 2026-27 school year for students to be admitted if they demonstrate criteria of readiness. In the fall of the 2026-27 school year, there will be model policy language that would remove the requirement for the waiver for the 2027-28 school year.

B. **Policy 5141.21 - Administering Medication** – Revisions to this policy are based on legislation in order to be current with the various methods of administration of Epinephrine, including automatic pre-filled cartridge injector or similar automatic injectable equipment, a nasal spray, or any other medical equipment for emergency first aid response to allergic reactions, and various methods to administer glucagon by means of an injector or injectable equipment, nasal spray, or other medical equipment for emergency first aid response to diabetes. It also addresses the use of an opioid antagonist, e.g. Narcan, for the treatment of a drug overdose.

Motion: To bring this policy to the full board for consideration

Made by: Samantha Mannion

Seconded by: Amy Johnson

Recording of Vote: All in favor

IV. OTHER – none

V. ADJOURNMENT

Motion to adjourn: Made by: Samantha Mannion

Seconded by: Kim LaTourette

Recording of vote: All in favor

Meeting adjourned at: 6:19 p.m.

Students

Electronic Devices

Use of Privately Owned Technology Devices by Students

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

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

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

Definitions

Board Technology Resources

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

Privately Owned Technological Devices

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

Use of Privately Owned Technological Devices

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

Students

Electronic Devices

Use of Privately Owned Technological Devices (continued)

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

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

Search of Privately Owned Technological Devices

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

Responsibility for Privately Owned Technological Devices

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

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

Students

Electronic Devices (continued)

Disciplinary Action

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

Access to Board Technology Resources

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

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

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

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

Students

Electronic Devices

Access to Board Technology Resources (continued)

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

Harm to Board Technology Resources

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

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

(cf. 5131 – Conduct)

(cf. 5131.8 – Off School Grounds Misconduct)

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

(cf. 5131.911 – Bullying)

(cf. 5131.913 – Cyberbullying)

(cf. 5144 – Discipline/Punishment)

(cf. 5145.5 – Sexual Harassment)

(cf. 5145.51 – Peer Sexual Harassment)

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

Policy adopted: September 16, 2010

Policy amended: June 21, 2018

Policy revised: October 1, 2024

NEW FAIRFIELD PUBLIC SCHOOLS

New Fairfield, Connecticut

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

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

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

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

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

Student's Signature: _____ Date: _____

Parent's/Guardian's Signature: _____ Date: _____

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

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

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

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

Students acknowledge the following:

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

Students acknowledge the following: (continued)

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

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

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

Signature of Student: _____ Signature of Parent: _____

Printed Name: _____ Printed Name: _____

Date: _____ Date: _____

Cell Phone Policy Update

Board of Education Policy Subcommittee
New Fairfield Public Schools
February 25, 2026



NFPS BOE Policy 5131.81

- 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 (*all devices - cell phones, smartwatches, etc.*).
- 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 (*"bell-to-bell"*).
- 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.

New Fairfield Elementary School (PK-5)

- NFES follows the BOE policy as it is written.
 - Only 1 level one offense this year.
- Related focus / action steps:
 - Increasing opportunities for screen-free learning.
 - Promoting social interactions without technology during indoor recess.

New Fairfield Middle School (Grades 6-8)

- NFMS follows the BOE policy as it is written.
- Improved social engagement in the cafeteria
- Fewer incidents of “cyber-drama”
- Fewer distractions, increased engagement
- Increased compliance

1st Offense	
Grade	# of Students
6th	3
7th	7
8th	23

2nd Offense	
Grade	# of Students
6th	0
7th	1
8th	4

3rd Offense	
Grade	# of Students
6th	0
7th	0
8th	1

New Fairfield High School (Grades 9-12)

- Classroom violations greatly reduced from last year
 - **2/17/2025: 369 referrals** (after starting 10/28)
 - **2/17/2026: 87 referrals**
- Students value having some agency over phone use
- Widespread staff support for Chromebook policy change, not for personal device change

2026-2027 Plan

Maintain current practices with some refinement during Study Halls.

- Opportunity to help guide students
- Parents, coaches value being able to communicate prior to 2:05
- Balancing technology changes

Personal Devices at NFHS

BYOD Practices and Recommendations

New Fairfield Public Schools
BOE Policy Subcommittee
February 25, 2026

Priorities

- Reduce classroom distraction from personal devices (laptops)
- Support teachers with predictable, manageable tech
- Enable district-wide software management and updates
- Provide consistent and equitable technology for all students

Plan

- Eliminate BYOD at NFHS for the 2026-2027 school year
- All students will be required use school-issued Chromebooks at school

Key Drivers

1. Reducing Distraction & Improving Focus

- Personal devices (phones/laptops/tablets) can lead to off-task use during class (games, social media, messaging); many schools report struggling with this off-task use under BYOD.

2. Security & Network Stability

- Unmanaged devices can increase security risks (malware, varied system protections) and strain Wi-Fi infrastructure.

3. Simplified IT & Academic Support

- Standard devices allow technology staff to push updates, manage apps, secure accounts, and minimize compatibility issues.

4. Equity Across All Students

- BYOD can unintentionally highlight disparities in device quality, speed, and capabilities between students.

Supported by National Technology Trends

Shift Toward Managed 1:1 Programs

A recent education tech report found most schools with BYOD are transitioning to more structured, standardized device programs (often 1:1) to improve learning outcomes, security, and device manageability. *Installation International*

Professional / Career Skill Development

Moving to a designated device model prepares students for:

- Working within managed digital ecosystems
- Following acceptable use policies
- Operating inside secured networks
- Using cloud-based collaboration platforms (e.g., Google Workspace for Education)

Most modern workplaces expect employees to operate within structured digital systems — ***not*** personalized, unrestricted device environments.

Timeline / Logistics

- Communication to families and students, Spring 2026
- Implementation August 2026 (grades 9-12)
- All students have been issued a district device for the 2026-2027 school year.

Students

Reporting Child Abuse/Neglect or Sexual Assault

Connecticut General Statutes 17a-101, as periodically amended by Public Act 96-246, 97-319, 02-106, 02-138, 09-242, 11-93 and 15-205 requires all school employees including the school Superintendent, school teachers, substitute teachers, administrators, school guidance counselors, school counselors, school paraprofessionals, tutors, mentors, licensed nurses, physicians, psychologists, social workers, licensed behavior analysts and coaches of intramural or interscholastic athletics, co-curricular advisors, or any other person, who in the performance of his/her duties has regular contact with students and who provides services to District students who have reasonable cause to suspect or believe that a child has been abused, neglected, or placed in imminent risk of serious harm or sexually abused by a school employee to immediately report such abuse, neglect, and sexual assault in compliance with applicable state statutes. Furthermore, it is the policy of the New Fairfield Board of Education to require all personnel who have reasonable cause to suspect or believe that any child under the age of 18 has been abused or neglected or placed in imminent risk of serious harm by any person to report such suspected abuse and/or neglect. Reports must be made when information is learned or obtained during the ordinary course of such person's employment or profession.

The Board shall annually distribute the mandated reporter policy electronically to all school employees. The Board shall annually distribute electronically, to all school employees, Board members, and parents and guardians of enrolled students, (1) guidelines on identifying and reporting child sexual abuse, starting in the 2022-23 school year, and (2) information on DCF's sexual abuse and assault awareness and prevention program.

An oral report by telephone or in person shall be made as soon as possible but not later than twelve (12) hours to the Commissioner of Children and Families (DCF) or a law enforcement agency, and to the Superintendent of Schools or his/her designee followed not later than forty-eight (48) hours by a written report to the Commissioner of Children and Families or his/her designee. The Child Abuse and Neglect Hotline, 1-800-842-2288, should be used for telephone reports; DCF Form #136 should be used for written reports. Forms are located in all schools.

The Department of Children and Families (DCF) has a 24-hour Child Abuse and Neglect Hotline, "Careline" at 1-800-842-2288, for the purpose of making such oral reports.

Mandated reporters are equally responsible to comply with procedures and timeline requirements for oral and written reports. District social workers, or in their absence, building administrators may assist in filing these reports, if the reporter chooses. This confidential copy of the official written report, prepared and submitted by the mandated reporter, shall be submitted to the Director of Pupil Personnel Services (PPS); and it shall be maintained in a confidential file in the PPS office.

In all cases, the Building Principal shall be notified immediately after the oral report has been made to DCF. The Building Principal will then notify the Superintendent of Schools.

Students

Reporting Child Abuse/Neglect or Sexual Assault (continued)

For these purposes, a child has been the object of child abuse or neglect if he or she has a specific injury or injuries inflicted upon him or her by a person responsible for such child's or youth's health, welfare, or care by a person given access to such child by such responsible person, or by a school employee other than by accidental means, or has injuries which are at variance with the history given of them, or is in a condition which is the result of maltreatment such as, but not limited to malnutrition, sexual abuse, sexual exploitation, deprivation of necessities, emotional maltreatment, or cruel punishment, or has been neglected as defined by the Connecticut General Statutes, regardless of the offender-victim relationship and regardless of the offender's affiliation with any organization. [See Appendix A, Indicators of Abuse and Neglect.]

Any school personnel who has reasonable cause to suspect that a district employee is abusing or sexually assaulting a student shall orally report that suspicion as soon as possible but no later than twelve (12) hours by telephone or in person to the Commissioner of Children and Families followed no later than forty-eight (48) hours of making the oral report with a written report to the Department of Children and Families. The Superintendent of Schools or supervising agent may be notified immediately after the oral report has been made. The Commissioner of Children and Families or his/her designee, is required to notify the head of a school, except when that person is the alleged perpetrator. The Superintendent or supervising agent must: 1) immediately notify parent(s) of the alleged abuse that a report has been made; and 2) immediately notify the Police Department of the alleged abuse.

For purposes of this section pertaining to the required reporting, a child includes any victim under eighteen years of age educated in a technical high school or District school. Any person who intentionally and unreasonably interferes with or prevents the making of the required report or attempts to conspire to do so shall be guilty of a class D felony, unless such individual is under eighteen years of age or educated in the technical high school system or in a District school, other than part of an adult education program.

In addition, the Superintendent or supervising agent must submit a written report of suspected child abuse or neglect by a school employee who has been entrusted with the care of a child and who holds a certificate, permit or authorization issued by the State Board of Education to the Commissioner of Education or his/her representative. The Commissioner of the Department of Children and Families has a similar obligation. The Superintendent shall suspend a certified staff employee when the investigation produces evidence that the employee abused or sexually assaulted a child. The Department of Children and Families is required to send to the State Department of Education a copy of the report. Within seventy-two (72) hours after such suspension, the Superintendent shall notify the Board of Education and the Commissioner of Education or his/her representative of the reasons for and conditions of the suspension. If the contract of employment of a school employee who possesses a certificate, permit or authorization issued by the State Board of Education is terminated or if such certified school employee resigns his/her employment, as a result of an investigation which reveals that child abuse has occurred, the Superintendent shall notify the Commissioner of Education within 72 hours of such termination or resignation.

Students

Reporting Child Abuse/Neglect or Sexual Assault (continued)

In accordance with the mandates of the law and consistent with its philosophy, the Board in establishing this policy directs the Superintendent of Schools to develop and formalize the necessary rules and regulations to comply fully with the intent of the law.

If the report of abuse or neglect involves an employee of the District as the perpetrator, the District may conduct its own investigation into the allegation, provided that such investigation shall not interfere with or impede any investigation conducted by the Department of Children and Families or of law enforcement agencies.

The Superintendent shall maintain records of allegations, investigations and reports that a child has been abused or neglected by a school employee. Such records will be maintained in the District's Central Office. The records shall include any reports made to the Department of Children and Families. Such Department is to have access to all such records.

The Board, recognizing its responsibilities to protect children and in compliance with its statutory obligations shall provide to each employee in-service regarding the requirements and obligations of mandated reporters. District employees shall also participate in training offered by the Department of Children and Families. In addition, all District employees shall complete a training program pertaining to the accurate and prompt reporting of abuse and neglect, made available by the Commissioner of Children and Families. Also, all employees must complete a refresher program at least once every three years. The Principal of each school in the district shall annually certify to the Superintendent that each school employee working at such school has completed the required initial training and the refresher training.

This policy will be distributed annually to all employees. Documentation shall be maintained that all employees have, in fact, received the written policy and completed training related to mandated reporting of child abuse and neglect as required by law.

The Board of Education will post the telephone number of the Department of Children and Families' child abuse hotline, Careline, and the Internet web address that provides information about the Careline in each District school in a conspicuous location frequented by students. Such posting shall be in various languages most appropriate for the students enrolled in the school. This information is contained in Appendix B.

Online reports may be made to the Careline by mandated reporters if the report is of a non-emergent nature. A non-emergent situation is one in which a report is mandated but the child is not in immediate risk. *(Note: Mandated reporters reporting electronically when they reasonably suspect that a child has been abused, neglected or placed at risk of imminent harm in a "non-emergent" situation, can do so without risk that they will be subject to a failure to report finding and subsequent penalties.)*

The Board shall not retaliate against any mandated reporter for his/her compliance with the law and Board policy pertaining to the reporting of suspected child abuse and neglect.

Students

Reporting Child Abuse/Neglect or Sexual Assault (continued)

Establishment of the Confidential Rapid Response Team

The Board of Education shall establish a confidential rapid response team to coordinate with DCF to (1) ensure prompt reporting of suspected child abuse or neglect; or 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student not enrolled in adult education by a school employee and (2) provide immediate access to information and individuals relevant to DCF's investigation of such cases.

The confidential rapid response team shall consist of (1) a local teacher and the Superintendent, (2) a local police officer, and (3) any other person the Board of Education deems appropriate.

DCF, along with a multidisciplinary team, is required to take immediate action to investigate and address each report of child abuse, neglect or sexual abuse in any school.

Hiring Prohibitions

The Board of Education will not employ anyone who was terminated or resigned after a suspension based on DCF's investigation, if he or she has been convicted of (1) child abuse or neglect or (2) 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student who is not enrolled in adult education.

The Boards of Education will not employ an individual who was terminated or resigned, if he or she (1) failed to report the suspicion of such crimes when required to do so or (2) intentionally and unreasonably interfered with or prevented a mandated reporter from carrying out this obligation or conspired or attempted to do so. This applies regardless of whether an allegation of abuse, neglect, or sexual assault has been substantiated.

Legal Reference: Connecticut General Statutes
10-220a Inservice training. Professional development committees. Institutes for educators. Cooperating teacher program, regulations.
10-221d Criminal history records check of school personnel. Fingerprinting. Termination or dismissal.
10-221s Investigations of child abuse and neglect. Disciplinary action.
17a-28 Definitions. Confidentiality of and access to records; exceptions. Procedure for aggrieved persons. Regulations.
17a-101 Protection of children from abuse. Mandated reporters. Educational and training program. Model mandated reporting policy.
17a-101a Report of abuse, neglect or injury of child or imminent risk of serious harm to the child. Penalty for failure to report. Notification of Chief State's Attorney.

Students

Reporting Child Abuse/Neglect or Sexual Assault (continued)

Legal Reference: Connecticut General Statutes (continued)

17a-101b Report by mandated reporters. Notification of law enforcement agency when allegation of sexual abuse or serious physical abuse. Notification of person in charge of institution, facility or school when a staff member suspected of abuse or neglect.

17a-101c Written or electronic report by mandated reporter.

17a-101d Contents of reports.

17a-101e Employer prohibited from discriminating or retaliating against employee who makes a good faith report or testifies re child abuse or neglect. Immunity from civil or criminal liability. False report of child abuse. Referral to Office of the Chief State’s Attorney. Penalty.

17a-101g Classification and evaluation of reports. Determination of abuse or neglect of child. Investigation. Notice, entry of recommended finding. Referral to local law enforcement authority. Home visit. Removal of child in imminent risk of harm. Family assessment response program. Development of service plans and plans of care. Monitoring. Disclosure of information to community providers. Annual report.

17a-101i Abuse or neglect by school employees or staff member of public or private institution or facility providing care for children. Notice. Adoption of policy. Employee training program.

17a-101o School employee failure or delay in reporting child abuse or neglect. Policy re delayed report by mandated reporters.

17a-106 Cooperation in relation to prevention, identification and treatment of child abuse/neglect.

10-151 Teacher Tenure Act.

DCF Policy 22-1-3 Mandated Reporter’s Failure to Report.

PA 22-87 An Act Concerning the Identification and Prevention of and Response to Adult Sexual Misconduct Against Children.

Policy adopted: May 6, 2004
Policy readopted: June 16, 2005
Policy readopted: December 17, 2009
Policy readopted: March 15, 2012
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NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Students

Reporting Child Abuse/Neglect or Sexual Assault

This regulation is intended to safeguard children whose health and welfare may be adversely affected through injury and neglect and to ensure a nurturing and safe environment.

A. What Must be Reported

A report must be made when any mandated reporter of the New Fairfield Board of Education, in his/her professional capacity, has reasonable cause to suspect or to believe that a child under the age of eighteen:

1. has had physical injury or injuries inflicted upon him /her, other than by accidental means, by a person responsible for the child's health, welfare, or care, or by a person given access to the child.
2. has injuries that are at variance with the explanation given of their occurrence.
3. is in a condition which is the result of maltreatment such as, but not limited to, malnutrition, sexual abuse, sexual maltreatment, or cruel punishment.
4. has been neglected in one or more of the following ways:
 - a. has been abandoned;
 - b. is being denied proper care and attention, physically, educationally or emotionally;
 - c. is being permitted to live under conditions, circumstances or associations injurious to the child's well-being;
 - d. is in danger of being abused even though one does not have reasonable cause to suspect or believe any such abuse has actually occurred.
5. has been sexually assaulted by a school employee.

B. Reporting Procedures for Statutory Mandated Reporters

The following procedures apply only to statutory mandated reporters, as defined in policy 5141.4.

1. When an employee of the Board suspects or believes that a child has been abused, neglected, or has been placed in imminent risk of serious harm, the following steps shall be taken:
 - a. The employee shall immediately, upon having reasonable cause to suspect or believe that a child has been abused, neglected or placed in imminent danger of serious harm, or has had non-accidental physical injury or injury which is at variance with the history or such injury, or sexually assaulted and not later than twelve (12) hours after having such a suspicion or belief, make an oral report by telephone or in person to the Commissioner of Children and Families (DCF) or his/her designee or the local law enforcement agency. (Child Abuse and Neglect Hotline (Careline): 1-800-842-2288.)

Students

Reporting Child Abuse/Neglect or Sexual Assault

B. Reporting Procedures for Statutory Mandated Reporters (continued)

Online reports may be made to the Careline by mandated reporters if the report is of a non-emergent nature. A non-emergent situation is one in which a report is mandated but the child is not in immediate risk. *(Note: Mandated reporters reporting electronically when they reasonably suspect that a child has been abused, neglected or placed at risk of imminent harm in a “non-emergent” situation, can do so without risk that they will be subject to a failure to report finding and subsequent penalties.)*

- b. The employee shall also immediately make an oral report to the Superintendent’s designee, the Building Principal.
- c. With the advice of the Building Principal, the employee shall determine if the child’s parents will be contacted.
 - Mandated reporters are under no legal obligation to inform parents that they have made a report to DCF about their child. However, depending on the circumstances, it may be necessary and/or beneficial to do so.
 - Health care professionals *may need* to talk with parents to assess the cause of a child’s injuries. Mental health professionals may *want* to talk with parents in order to offer support and guidance.
 - However, in cases of serious physical or sexual abuse, it may *not* be wise to talk with parents before reporting the case to DCF. This may put the child at greater risk and interfere with a possible criminal investigation.
- d. If a report prepared in accordance with Section (a) above concerns suspected abuse, neglect or sexual assault by a school employee, the Building Principal shall immediately notify the Superintendent who shall then notify the child’s parent or guardian that such a report has been made.
- e. Within 48 hours of making an oral report, the employee shall submit a written report to the Commissioner of Children and Families or his/her representative, containing all of the required information. DCF Form #136 should be used for the written report, and it is available in all school buildings.
- f. The employee shall immediately submit a copy of this written report to the Building Principal and the Director of Pupil Personnel Services and Special Education.
- g. If a report prepared in accordance with Section (c) above, concerns suspected abuse or neglect by a certified school employee, the Superintendent shall submit a copy of the written report to the Commissioner of Education, or his/her representative.

Students

Reporting of Child Abuse/Neglect or Sexual Assault (continued)

C. Reporting Procedures for Employees Other Than Statutory Mandated Reporters

The following procedures apply only to employees who are not mandated reporters, as defined above:

1. When an employee who is not a statutory mandated reporter suspects or believes that a child has been abused, neglected or placed in imminent danger of serious harm, the following steps shall be taken:
 - a. The employee shall immediately, upon having reasonable cause to suspect or believe that a child has been abused, neglected or placed in imminent danger of serious harm, and in no case later than twelve (12) hours after having such a suspicion or belief, make an oral report by telephone or in person to the Principal, or his/her designee, to be followed by an immediate written report to the Superintendent, or his/her designee. A copy of the report should be sent to the Director of Pupil Personnel Services and Special Education.
 - b. The Superintendent, or his/her designee, shall immediately, upon suspecting or believing that a child has been abused, neglected or placed in imminent risk of serious harm, and in no case later than 12 hours after having such a suspicion or belief, make an oral report by telephone or in person to the Commissioner of Children and Families or the local law enforcement agency.
 - c. In cases involving suspected abuse or neglect by a school employee, the Superintendent, or his/her designee, shall immediately follow protocol in Section D, **Reporting of Child Abuse, Neglect, or Sexual Assault by School Employees** and notify the child's parent or guardian that such a report has been made.

D. Reporting of Child Abuse/Neglect/Sexual Assault by School Employees

CGS 17a-101 requires mandated reporters to report child abuse, neglect or sexual assault by school employees.

1. In cases where the mandated reporter suspects or believes such injury has been inflicted by a school employee, he/she shall report that suspicion orally or in person to the Department of Children and Families within 12 hours, followed within 48 hours with a written report.
2. The Superintendent of Schools or supervising agent shall be notified immediately after the oral report has been made and shall also receive a copy of the written report.

Students

Reporting of Child Abuse/Neglect or Sexual Assault

D. Reporting of Child Abuse/Neglect/Sexual Assault by School Employees (continued)

3. The Superintendent shall immediately notify the child's parent or other person responsible for the child's care that a report has been made.
4. The written report to the Commissioner of the Department of Children and Families or his/her representative, concerning a certified school employee, shall also be sent by the Superintendent to the Commissioner of Education or his/her representative.
5. The report shall contain information listed in Section G of this Board regulation.
6. The Superintendent is obligated to immediately begin the investigation of the report with the Department of Children and Families. The Superintendent may request assistance from the local police or state police in the investigation.
7. If the Superintendent finds evidence of child abuse, neglect or sexual assault by a school employee, he/she must immediately notify the child's parent or guardian, the local or state police, the Commissioner of Children and Families or his/her representative, and, in the case of an investigation of a certified school employee, the Commissioner of Education or his/her representative.
8. When an investigation produces such evidence, and the employee in question is in a position requiring a certificate, the Superintendent must suspend the certified employee with pay and without diminution or termination of benefits, provided he/she notifies the Board of Education of the reasons for the suspension within 72 hours thereafter.
9. The suspension remains in effect until the Board takes action pursuant to CGS 10-151 (Teacher Tenure Act).

E. Investigation of the Report

If the suspected abuser is a school employee, the Superintendent shall thoroughly investigate the report, provided that such investigation does not interfere with or impede DCF's investigation or the law enforcement agency's investigation. In all other cases, DCF shall be responsible for conducting the investigation with the cooperation and collaboration of the Board, as appropriate. To the extent feasible, this investigation shall be coordinated with the Commissioner of Children and Families or the police in order to minimize the number of interviews of any child and to share information with other persons authorized to conduct an investigation of child abuse and neglect. When investigating a report, the Superintendent shall endeavor to obtain, when possible, the consent of parents or guardians or other persons responsible for the care of the child, to interview the child, except in those cases in which there is reason to believe that the parents or guardians or other persons responsible for the care of such child are the perpetrators or the alleged abusers.

Students

Reporting of Child Abuse/Neglect or Sexual Assault

E. Investigation of the Report (continued)

The investigation shall include an opportunity for the suspected abuser to be heard with respect to the allegations contained within the report. During the course of an investigation of suspected abuse by a school employee, the Superintendent may suspend the employee with pay or may place the employee on administrative leave with pay pending the outcome of the investigation.

1. **Evidence of Abuse by Certified School Employee:** After an investigation has been completed and the Commissioner of Children and Families, based upon the results of such investigation, has reasonable cause to believe that a child has been abused, neglected or sexually assaulted by an employee in a position requiring a certificate, the Commissioner shall notify the Superintendent of such finding and shall provide records, whether or not created by the Department of Children and Families, concerning such investigation to the Superintendent, who shall suspend the employee, if not previously suspended, with pay and without diminution or termination of benefits. Within 72 hours after such suspension, the Superintendent shall notify the Board of Education and the Commissioner of Education, or his/her representative, of the reasons for the conditions of suspension. The Superintendent shall disclose records received from the Department of Children and Families to the Commissioner of Education and the Board of Education, or its attorney, for the purposes of review of employment status or certification. Any decision of the Superintendent concerning such suspension shall remain in effect until the Board of Education acts, pursuant to the provisions of Connecticut General Statutes.

Regardless of the outcome of any investigation by DCF and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action up to and including termination of employment in accordance with the provisions of any applicable collective bargaining agreement and/or statute, if the Superintendent's investigation produces evidence that a child has been abused by a certified school staff member.

If the contract of employment of a certified school employee is terminated as a result of an investigation into reports of child abuse and neglect, the Superintendent shall notify the Commissioner of Education, or his/her representative, within 72 hours of such termination.

2. **Evidence of Abuse by Other School Staff:** If the investigation by the Superintendent and/or Commissioner of Children and Families did produce evidence that a child has been abused by a non-certified school staff member, the Superintendent and/or the Board, as appropriate, may take disciplinary action up to and including termination of employment.

Students

Reporting of Child Abuse/Neglect or Sexual Assault (continued)

F. Delegation of Authority by Superintendent

The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification or investigating reports pursuant to this policy.

G. Contents of All Reports

Any report made pursuant to this policy shall contain the following information, if known:

1. the names and addresses of the child and his/her parents or other persons responsible for his/her care;
2. the age of the child;
3. the gender of the child;
4. the nature and the extent of the child's injuries, maltreatment or neglect that has occurred;
5. the approximate date and time the injury or injuries, maltreatment or neglect occurred;
6. information concerning any previous injury or injuries to, or maltreatment or neglect of, the child or his/her siblings;
7. the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
8. the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect; and
9. The reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect;
10. Any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and
11. whatever action, if any, was taken to treat, provide shelter or otherwise assist, the child.

For purposes of this section pertaining to the required reporting, a child includes any victim under eighteen years of age educated in a technical high school or District school. Any person who intentionally and unreasonably interferes with or prevents the making of the required report or attempts to conspire to do so shall be guilty of a class D felony, unless such individual is under eighteen years of age or educated in the technical high school system or in a district school, other than part of an adult education program.

Students

Reporting of Child Abuse/Neglect or Sexual Assault (continued)

H. Removal of Clothing

In the event that visual confirmation of injury or neglect is necessary, only the school nurse or school physician may make a request to remove the child's clothing. Neither a school nurse nor a school physician may remove or insist that a child remove clothing to confirm suspected abuse or neglect, except in those circumstances where there is a need for emergency medical treatment. The school nurse or school physician may request that a child remove clothing when the following three conditions exist:

1. a child by word or action, has identified a particular injury, the extent of which can only be determined by removing the child's clothing;
2. the examination is necessary to determine whether medical attention is required and not merely to confirm suspected abuse;
3. the request is made in such a manner that the child clearly understands that compliance with the request is optional and that no adverse consequences will result from a refusal to comply.

In addition to the school nurse or school physician, a staff member of the same sex as the child will be present during such an examination.

I. Emergency Care

If a school nurse or school medical adviser is not readily available and there is a need for emergency first aid, other public school personnel who have completed a course in first aid may render emergency first aid to the child. A person providing such aid is not liable for civil damages for any personal injuries which result from acts or omissions in rendering the emergency first aid.

Transportation for a child to a hospital in an emergency situation that may be a result of abuse or neglect will be provided to the same extent as it would be provided to any other child in need of emergency service.

J. Role of Department of Children and Families

1. Determination of Need (In-School Interview)

If the Child Study Team or the Principal believes that an interview in the school setting may be necessary in order to protect the child, the Department of Children and Families must be notified as early in the school day as possible. DCF will advise school personnel whether the child must be interviewed in the school.

Students

Reporting of Child Abuse/Neglect or Sexual Assault

J. Role of Department of Children and Families (continued)

If the DCF determines that a school interview is appropriate, the DCF social worker will notify the building Principal prior to the school visit. The DCF worker will provide the building Principal or Principal's designee with DCF notification upon request.

Should the DCF social worker not arrive as scheduled and school personnel decide that the retention of the child beyond the school day is necessary to protect the child's physical well-being, the principal or his/her designee must attempt to notify the parents of the child. If reasonable attempts to notify the parents fail, the principal will notify the police of the child's retention.

2. Process (In-school Interview)

The school will provide a private place for the DCF worker to interview the child. School personnel will not be a part of the interview unless specifically asked to do so. In either event, the investigation is to be conducted solely by the DCF worker.

If during the course of the investigation, the DCF worker requests the removal of clothing worn by the child, the examination will be made by the school nurse or the school physician in the presence of the DCF worker in accordance with the procedures outlined above.

3. Removal from the Home and/or School

If the DCF has probable cause to believe that the child is suffering from serious physical illness or injury or is in immediate danger from his/her surroundings, and that immediate removal from such surroundings is necessary to ensure the child's safety, the DCF may remove or authorize a law enforcement official to remove the child from such surroundings without the consent of the child's parent or guardian. If removal of the child from the school is determined, the DCF shall inform the building Principal of the removal.

It is the responsibility of the DCF to notify the parents of any activities or actions taken by the DCF following the interview.

Students

Reporting of Child Abuse/Neglect or Sexual Assault (continued)

K. Special Reporting Procedures Concerning Suspected Abuse or Neglect of Mentally Retarded Persons

In addition to the reporting procedures set forth above, Connecticut General Statutes require that certain school personnel, including teachers, licensed nurses, psychologists and social workers report any suspected abuse or neglect of mentally retarded persons over the age of 18. It is the policy of the Board of Education to require ALL EMPLOYEES of the Board of Education to comply with the following procedures in connection with the suspected abuse or neglect, as defined below, of any mentally retarded person over the age of 18.

1. **Definitions** – For the purposes of this policy:

“**Abuse**” means the willful infliction of physical pain or injury or willful deprivation by a caretaker of services which are necessary to the person’s health or safety.

“**Neglect**” means a situation where a mentally retarded person either is living alone or is not able to provide for himself/herself the services which are necessary to maintain his/her physical and mental health or is not receiving such necessary services from the caretaker.

2. **Reporting Procedures** – If an employee has reasonable cause to suspect that a mentally retarded person has been abused or neglected, he/she shall, within five calendar days, make an oral report to the Director of the Office of Protection and Advocacy for Persons with Disabilities, to be followed by a written report within five additional calendar days, or shall immediately notify the Superintendent in order for the Superintendent to make such oral and written reports to the Office of Protection and Advocacy. In the event that an employee makes a report to the Office of Protection and Advocacy, the employee shall immediately notify the Superintendent.

3. **Contents of Report** – Any such report shall contain the following information:

- a. the name and address of the allegedly abused or neglected person;
- b. a statement from the reporter indicating a belief that the person is mentally retarded, together with information indicating that the person is unable to protect himself or herself from abuse or neglect;
- c. information concerning the nature and extent of the abuse or neglect; and
- d. any additional information which the reporter believes would be helpful in investigating the report or in protecting the mentally retarded person.

Students

Reporting of Child Abuse/Neglect or Sexual Assault

K. Special Reporting Procedures Concerning Suspected Abuse or Neglect of Mentally Retarded Persons (continued)

4. **Investigation of Report** – If the suspected abuser is a school employee, the Superintendent shall thoroughly investigate the report following the procedures regarding the investigation of reports of child abuse set forth in paragraph (E) above.

If the investigation by the Superintendent and/or the Office of Protection and Advocacy produces evidence that a mentally retarded person has been abused by a school employee, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment.

L. Disciplinary Action for Failure to Follow Policy

Any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

Other Penalties:

- Financial penalty of between \$500 and \$2,500 may be levied against the mandated reporter; penalty is to be paid by the mandated reporter.
- Participation in an educational training program at the personal expense of the mandated reporter, as decided by DCF.
- Written notification to the Commissioner of Education by the state's attorney for being a mandated reporter who failed to report.

ADDITIONAL SANCTIONS OF P.A. 02-138: AN ACT CONCERNING PENALTIES FOR SEXUAL ASSAULT OF A MINOR, CIVIL AND CRIMINAL STATUTES OF LIMITATIONS IN SEXUAL ASSAULT CASES, REPORTING AND INVESTIGATION OF CHILD ABUSE AND NEGLECT, DISCLOSURE OF RECORDS OF TEACHER MISCONDUCT. . . .

- Expands significantly the statutes of limitations for certain criminal and civil matters related to sexual abuse, sexual exploitation and sexual assault of a minor.
- Increases the penalties for various sex crimes in cases where the victim is under 16 years of age.
- Creates an exception to the statutes concerning teacher performance and evaluation that makes a teacher's personal misconduct records public and subject to disclosure under FOI without the teacher's consent.

Students

Reporting of Child Abuse/Neglect or Sexual Assault (continued)

M. Non-Discrimination Policy

The Board of Education shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith, makes a report pursuant to this policy or testifies or is about to testify in any proceeding involving abuse or neglect.

N. Training

All District employees are required to complete a training program pertaining to the accurate and prompt reporting of abuse and neglect, made available by the Commissioner of Children and Families. In addition, all employees must complete a refresher program at least once every three years. Employees hired before July 1, 2011 must complete the refresher training program by July 1, 2012 and must retake it once every three years thereafter.

The School Principal shall annually certify to the Superintendent that each school employee working at his/her school has completed the required initial training and the refresher training.

O. Confidential Rapid Response Team

The District will establish a confidential rapid response team to coordinate with DCF to (1) ensure prompt reporting of suspected child abuse or neglect; or 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student not enrolled in adult education by a school employee; and (2) provide immediate access to information and individuals relevant to DCF's investigation of such cases.

The confidential rapid response team consists of a local teacher, the Superintendent, a local police officer, and any other person the Board of Education deems appropriate.

DCF, along with a multidisciplinary team, is required to take immediate action to investigate and address each report of child abuse, neglect or sexual abuse in any school.

P. Hiring Prohibitions

The Board of Education will not employ anyone who was terminated or resigned after a suspension based on DCF's investigation, if he or she has been convicted of (1) child abuse or neglect; or (2) 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student who is not enrolled in adult education.

Students

Reporting of Child Abuse/Neglect or Sexual Assault

P. Hiring Prohibitions (continued)

The Board of Education will not employ an individual who was terminated or resigned, if he or she (1) failed to report the suspicion of such crimes when required to do so; or (2) intentionally and unreasonably interfered with or prevented a mandated reporter from carrying out this obligation or conspired or attempted to do so. This applies regardless of whether an allegation of abuse, neglect, or sexual assault has been substantiated.

(cf. 4112.5/4212.6 – Personnel Records)

(cf. 5141.511 – Sexual Abuse Prevention and Education Program)

Regulation approved: May 6, 2004
Regulation reapproved: June 16, 2005
Regulation reapproved: December 17, 2009
Regulation reapproved: March 3, 2016
Regulation reapproved: November 2, 2016
Regulation reapproved: December 6, 2018
Regulation reapproved: June 17, 2021
Regulation reapproved: October 6, 2022

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

Students

Indicators of Abuse/Neglect

Indicators of Physical Abuse

HISTORICAL

- Delay in seeking appropriate care after injury
- No witnesses
- Inconsistent or changing descriptions of accident by child and/or parent
- Child's developmental level inconsistent with history
- History of prior "accidents"
- Absence of parental concern
- Child handicapped (physically, mentally, developmentally) or otherwise perceived as "different" by parent
- Unexplained school absenteeism
- History of precipitating crisis

PHYSICAL

- Soft tissue injuries on face, lips, mouth, back, buttocks, thighs or large areas of the torso
- Clusters of skin lesions; regular patterns consistent with an implement
- Shape of lesions inconsistent with accidental bruise
- Bruises/welts in various stages of healing
- Burns; pattern consistent with an implement on soles, palms, back, buttocks and genitalia; symmetrical and/or sharply demarcated edges
- Fractures/dislocations inconsistent with history
- Laceration of mouth, lips, gums or eyes
- Bald patches on scalp
- Abdominal swelling or vomiting
- Adult-size human bite mark(s)
- Fading cutaneous lesions noted after weekends or absences
- Rope marks

BEHAVIORAL

- Wary of physical contact with adults
- Affection inappropriate for age
- Extremes in behavior, aggressiveness/withdrawal
- Expresses fear of parents
- Reports injury by parent
- Reluctance to go home
- Feels responsible (punishment "deserved")
- Poor self-esteem
- Clothing covers arms and legs even in hot weather

Students

Indicators of Abuse/Neglect

Indicators of Sexual Abuse

HISTORICAL

- Vague somatic complaints
- Excessive school absence
- Inadequate supervision at home
- History of urinary tract infection or vaginitis
- Complaint of pain; genital, anal or lower back/abdominal
- Complain of genital itching
- Any disclosure of sexual activity, even if contradictory

PHYSICAL

- Discomfort in walking, sitting
- Evidence of trauma or lesions in and around mouth
- Vaginal discharge/vaginitis
- Vaginal or rectal bleeding
- Bruises, swelling or lacerations around genitalia, inner thighs
- Dysuria
- Vulvitis
- Any other signs or symptoms of sexually transmitted disease
- Pregnancy

BEHAVIORAL

- Low self-esteem
- Change in eating patterns
- Unusual new fears
- Regressive behaviors
- Personality changes (hostile/aggressive or extreme compliance)
- Depression
- Decline in school achievement
- Social withdrawal; poor peer relationships
- Indicates sophisticated or unusual sexual knowledge for age
- Seductive behavior, promiscuity or prostitution
- Substance abuse
- Suicide ideation or attempt
- Runaway

Students

Indicators of Abuse/Neglect

Indicators of Emotional Abuse

HISTORICAL

- Parent ignores/isolates/belittles/rejects/scapegoats child
- Parent's expectations inappropriate to child's development
- Prior episode(s) of physical abuse
- Parent perceives child as "different"

PHYSICAL

- (Frequently none)
- Failure to thrive
- Speech disorder
- Lag in physical development
- Signs/symptoms of physical abuse

BEHAVIORAL

- Poor self-esteem
- Regressive behavior (sucking, rocking, enuresis)
- Sleep disorders
- Adult behaviors (parenting siblings)
- Antisocial behaviors
- Emotional or cognitive developmental delay
- Extremes in behavior - overly aggressive/compliant
- Depression
- Suicide ideation/attempt

Students

Indicators of Abuse/Neglect

Indicators of Neglect

HISTORICAL

- High rate of school absenteeism
- Frequent visits to school nurse with nonspecific complaints
- Inadequate supervision, especially for long periods and for dangerous activities
- Child frequently unattended; locked out of house
- Parental inattention to recommended medical care
- No food intake for 24 hours
- Home substandard (no windows, doors, heat); dirty, infested, obvious hazards
- Family member addicted to drugs/alcohol

PHYSICAL

- Hunger, dehydration
- Poor personal hygiene, unkempt, dirty
- Dental caries (tooth decay)/poor oral hygiene
- Inappropriate clothing for weather/size of child, clothing dirty; wears same clothes day after day
- Constant fatigue or listlessness
- Unattended physical or health care needs
- Infestations
- Multiple skin lesions/sores from infection

BEHAVIORAL

- Comes to school early, leaves late
- Frequent sleeping in class
- Begging for/stealing food
- Adult behavior/maturity (parenting siblings)
- Delinquent behaviors
- Drug/alcohol use/abuse



Department of Children & Families CARELINE

To make a child abuse or neglect report, please call
1-800-842-2288 (TDD: 1-800-624-5518)

The Careline is staffed by full-time, highly-skilled professionals of the Department who receive and process reports of alleged child abuse and neglect. The Careline worker gathers critical information from the caller to determine if a report meets Connecticut's statutory criteria for child abuse or neglect. Those reports that meet the criteria are forwarded to a Department of Children & Families (DCF) case investigator for prompt and appropriate action.

Current law requires that DCF make its best effort to begin an investigation within two hours if there is imminent risk of physical harm and within 72 hours for other reports.

In situations where it has been determined that an investigation is not warranted, the Careline worker may refer the caller to an appropriate service program in his/her community.

If child abuse or neglect is substantiated, a case may be opened by the Department for protective services provided by staff from the DCF Regional Office or sub-office covering the child's hometown.

<http://www.ct.gov/dcf/cwp/view.asp?a=2534&Q=532140#Careline>

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: June 5, 2025

NEW FAIRFIELD PUBLIC SCHOOLS
New Fairfield, Connecticut

New Fairfield Rebels Hall of Honor Bylaws

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Article I: Purpose

The New Fairfield 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**, selected by the Board of Education Chair, to serve from August 1 through July 30 annually.
 - **One alumni representative**, selected by the Principal, to serve from August 1 through July 30 annually.

2. Duties

- Oversee the nomination and selection processes.
- Oversee and approve the physical and online location of the Hall of Honor
- Ensure proper fiscal management of the Hall of Honor
- 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.

3. Meetings

- The Hall of Honor Board will meet annually between May 1 and June 30 for the consideration of nominations, and to conduct any other business of the Board.
- A quorum of the Board requires 100% attendance.
- Approval of expenditures and other financial matters requires 75% approval of the Hall of Honor Board.
- The Chair may call additional meetings as needed with unanimous approval of the membership of the Hall of Honor Board.

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.
 - **Team:** Teams nominated for induction into the Hall of Honor must have demonstrated exceptional achievement, sportsmanship, and historical significance within their respective sport or activity.
 - **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.
 - **Contributor:** No service time requirement. Contributions should be considered significant over an extended period of time to the betterment of the New Fairfield High School athletics 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 in New Fairfield. Accomplishments under consideration are limited to those made as part of New Fairfield High School programs.
- **Contributor:** No service time requirement. Contributions should be considered significant over an extended period of time to the betterment of the New Fairfield High School performing arts program.

■ **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 in New Fairfield. Accomplishments under consideration are limited to those made as part of New Fairfield public 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. A Team may only be nominated **after five years** from the achievement for which it is being recognized. 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.
- The format for nominations will be determined by the Hall of Honor Board, and will be the only allowable format for nominations to be considered.
- 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 will meet annually to consider nominations.
- 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 Honor Board 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 Appendices).
- 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 **three (3) inductees total** will be selected each year to maintain exclusivity.
- No more than **one (1) inductee** may be selected from any of the four main categories.
 - The only exception to the above shall be if the Athletics Selection Committee identifies both one (1) individual and one (1) team for induction, this action may be considered for approval by the Hall of Honor Board.

3. Acceptance By Nominee

- Nominees approved for induction will be notified by the Hall of Honor Board Secretary within five (5) business days.
- 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

1. Procedure

- Amendments to these bylaws shall be submitted in writing to the Principal, who will present the proposal to the Hall of Honor Board.
 - Amendments will be adopted by a three-fourths (75%) majority vote of Hall of Honor Board members.
-

Approved:

Appendix A: Athletics Criteria

Category	Exemplary (5 points)	Noteworthy (4 points)	Commendable (3 points)	Insufficient Evidence (1-2 points)	Not Evident (0 points)
Athletic Achievement	State-level titles, multiple honors (All-State, All-American), school/national records, historic success	Consistent high performance at league/state level; significant individual/team accomplishments	Strong performer with notable contributions to team success	Some achievements at varsity level but limited recognition	Minimal record of athletic distinction
Impact on Program/ Legacy	Set new standard, inspired future success, left lasting legacy or influence on school culture	Demonstrated leadership and long-term positive influence on program development	Contributed meaningfully to program success during time of involvement	Short-term impact; limited evidence of long-term influence	No lasting impact on program or peers
Sportsmanship & Character	Role model in behavior, leadership, and integrity; respected by peers, coaches, and opponents	Demonstrated strong character; consistently positive teammate and competitor	Generally displayed sportsmanship with few concerns	Occasional issues with conduct or attitude	Pattern of poor sportsmanship or disciplinary issues
Contribution to Team Success	Key contributor or leader; performance or leadership was essential to major team achievements	Important team contributor who helped elevate team performance consistently	Played a steady role on successful teams	Contributed inconsistently or in limited roles	Minimal or no measurable contribution to team success
Historical Significance	Part of a milestone team/event or recognized as a generational athlete	Well-known figure or team during time; remembered in school history	Known among peers and within the school community	Limited recognition beyond time of involvement	Not widely known or remembered in school context

Comments:

Appendix B: Performing Arts Criteria

Category	Exemplary (5 points)	Noteworthy (4 points)	Commendable (3 points)	Insufficient Evidence (1–2 points)	Not Evident (0 points)
Artistic Achievement	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.
Artistic Excellence and Growth	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.
Contribution to School Arts Legacy	Strong positive impact on the 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.
Character and Citizenship	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.
Program Involvement and Leadership	Took initiative in organizing performances, mentoring peers, assisting directors, or sustaining program growth.	Held leadership roles such as section leader, assistant director, or crew lead; contributed to program success.	Regularly involved in rehearsals and support activities; occasional leadership shown.	Some involvement indicated but unclear or inconsistent.	No evidence of meaningful involvement beyond personal performance.

Comments:

Appendix C: Distinguished Alumni Criteria

Category	Exemplary (5 points)	Noteworthy (4 points)	Commendable (3 points)	Insufficient Evidence (1–2 points)	Not Evident (0 points)
Professional Achievement	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.
Service to Community or Society	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.
Contribution to School Legacy	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.
Personal Integrity and Character	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.
Achievement in Other Fields (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.

Comments:

Appendix D: Contributor to the School Criteria

Category	Exemplary (5 points)	Noteworthy (4 points)	Commendable (3 points)	Insufficient Evidence (1–2 points)	Not Evident (0 points)
Service to School Community	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.
Longevity and Commitment	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.
Impact on Students and Staff	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.
Advocacy for Education/School Mission	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.
Character and Citizenship	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.

Comments:

Appendix E: Selection Committee Scoring Sheet

New Fairfield Rebels Hall of Honor Selection Committee Scoring Sheet

Selection Committee: (Athletics, Performing Arts, Distinguished Alumni/Contributor)

Selection Committee Members: Chair:
Alumni Representative:
Faculty/Staff:
Community Representative:
NFHS Senior:

Selection Committee Meeting Date:

Each Selection Committee will use this scoring sheet to evaluate candidates for nomination to the New Fairfield Rebels Hall of Honor. No other form may be submitted to the Hall of Honor Board.

All nominated candidates must be evaluated by the committee. The committee shall come to consensus on a single Evaluation Rubric score for each nominee. **All** Evaluation Rubrics and Scoring Sheets must be recorded and preserved in a manner to be determined by the Hall of Honor Chair. Currently, this is in Google Drive.

The Selection Committee may submit a maximum of two candidates to the Hall of Honor Board for consideration by May 1st. If the Selection committee does not submit this form by May 1st, nominees from their category will be considered.

- **22–25 Points: Exceptional Candidate** — Strongly recommended for immediate induction; meets or exceeds standards across all categories
- **18–21 Points: Strong Candidate** — Consideration for induction; demonstrates strong qualifications with notable contributions in multiple areas
- **15–17 Points: Emerging Candidate** — May be considered for induction with additional supporting evidence or historical context
- **Below 15 Points: Not Recommended** — Does not meet the threshold for Hall of Fame induction

Nominee Name:

Points:

Comments of the Committee: *(If this candidate is forwarded to the Hall of Honor Board, please write a description and comments that may be used as part of a potential induction ceremony introduction and/or press release or other public communication)*