



CONNECTICUT ASSOCIATION OF BOARDS OF EDUCATION

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Update Mailing No. 1
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POLICY UPDATE SERVICE

This, the First issue of *Policy Update* for the 2025-2026 school year.

Information regarding the following topics below are included in this packet for your use.

Policy Topics of Interest

- A. Work-Release
- B. Family Medical Leave Act
- C. Nondiscrimination
- D. Library Material Review and Reconsideration Policy
- E. Library Collection Development and Maintenance Policy
- F. Library Display and Program Policy
- G. Orientation of Board Members Bylaw

SAMPLE POLICIES & REGULATIONS ARE INCLUDED.

This publication is designed to provide information only and is not a substitute for legal advice from school district counsel.

Please Note:

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education.

The Update Service publication is an annual subscription service, published quarterly which provides an overview of current policy issues of concern to Connecticut school districts. Sample policies, which reflect changes in state and federal law and judicial action affecting policy, are part of the publication.

The sample policies are intended to provide a basis for drafting policy which meets the needs of the local school district. Some issues also contain model administrative regulations. The model policies are comprehensively researched and reviewed for effectiveness and legal compliance. The samples should always be considered as open to modification nor do they replace the advice of the district's legal counsel. Rarely does one policy statement reflect the needs and concerns of all districts.

To make the best use of the Update Service, it is suggested that a discussion on the various issues be held. The models provided are open to local decisions and modification. The sample policies should be used to determine the areas for which policy should be developed or revised, to get ideas for what a policy should contain and as a starting point for editing, modifying and discussing the local district's positions.

If you have questions about Update Service, sample policies or about policy in general, please call CABE Policy Services Department at (860) 571-7446.

*CABE's Customized Policy Service & Policy Update Service
will keep you up-to-date with all the latest issues.*

POLICY UPDATE SERVICE

Update Mailing No. 1

November 13, 2025

This policy update includes significant revisions to seven CABE model policies:

Policy 5113.13 Work-Release

In 2022, the General Assembly required the Chief Workforce Officer, in consultation with the Commissioner of Education, the Executive Director of the CTECS, and the Labor Commissioner, to develop, by July 1, 2023, a model student work-release policy.

Beginning with the 2024-25 school year and each year thereafter, boards of education are required to adopt the aforementioned model policy. Section 26 of Public Act 24-45 requires that the Chief Workforce Officer update the model student work-release policy in consultation with the Commissioner of Education.

As a result of this legislative action, CABE's Policy Department has significantly revised its model policy on Work-Study, Student Employment/Work-Release (P5113.13) for boards to consider. This model policy complies with the Public Act, and has been added to the list of CABE's mandated policies.

Policy 4152.6/4252.6 Family and Medical Leave Act

Beginning October 1, 2025, significant updates to both the Federal Family and Medical Leave Act (FMLA) and the Connecticut Family and Medical Leave Act (CT FMLA) require boards of education to update their policies and administrative regulations, particularly as they relate to non-certified school employees. Under the new Connecticut law, non-certified public-school staff-such as paraprofessionals, custodians, and administrative support personnel-become eligible for job-protected leave after just three (3) months of employment, with no minimum hours worked required. Not included in this model policy, districts must also begin withholding the state-mandated 0.5% payroll contribution to fund paid leave benefits through the CT Paid Leave Authority.

At the federal level, FMLA eligibility for school employees will now align more closely with standard requirements: 12 months of employment and at least 1,250 hours worked in the previous year. These changes are intended to expand access to family and medical leave benefits while simplifying compliance across state and federal programs.

For Connecticut boards of education, these updates will require revisions to local leave policies, employee handbooks, and payroll systems. This model policy has been updated to include Public Act 25-174, Sections 234-237, which expand CT FMLA to non-certified school employees and increase the required hours worked for all employees to qualify for federal unpaid family and medical leave benefits from 950 to 1,250 hours.

Policy 0521

Nondiscrimination

Updating this policy to align with Title IX (2020) and adding to the list of protected classes, “victim of sexual assault or status as a victim of trafficking in persons,” revisions were made to provide districts with enhanced guidance to ensure compliance in the effort to eliminate discriminatory practices and/or behaviors and effectively respond to any claims of discrimination.

Policy 6161.12/1312.3

Library Material Review and Reconsideration Policy

Policy 6161.13/1312.4

Library Collection Development and Maintenance Policy

Policy 6161.14/1312.5

Library Display and Program Policy

These three library model policy updates provide two minor additions to those released in June.

- A paragraph that includes language where the board ensures that all library materials are to be evaluated and made accessible with protections against discrimination against protected classes. The paragraph also commits to reviewing and updating this policy as necessary every five years, as mandated by the legislation.
- Legal References include the Public Act 25-168 mandating boards of education to adopt the policy and section 10-15c in the Connecticut General Statutes prohibiting discrimination in public schools.

Specific to the Library Collection Development and Maintenance Policy, additional guidance is provided through the model regulations, which establish *objectives related to materials selection, general selection criteria, and considerations for library collection maintenance*. These model administrative regulations are designed to provide school librarians with guidance for implementing the policy while allowing for professional judgment in applying these guidelines.

Bylaw 9230

Orientation of Board Members

In response to Public Act 23-167, sections 2 and 3, this bylaw has been updated to require first-time board members to complete a prescribed training program at a time determined by the Connecticut State Department of Education, but no later than one year after assuming office. The training program minimally includes learning about the role and responsibilities of a board member, the duties and obligations of a board of education, and school district budgeting and education finance.

November 2025

A model of a mandated policy.

Students

Work-Study Student Employment/Work-Release

In cooperation with various local and area businesses and industries, the District shall establish and maintain work-study and work-release programs for students who are at least sixteen (16) years of age. Student work-release allows eligible students to be released during the school day to work for an employer.

Insofar as feasible, each of those work-experience programs shall be tailored to meet the vocational needs of the individual students by their school counselor, who shall guide them in selecting appropriate academic courses, and by the vocational coordinator, who shall ensure proper placement in the most relevant training/employment. Students' course schedules and graduation requirements take priority over work-study or work-release.

Program Conditions/Roles and Responsibilities

- Through the work-release program, students may earn eligible credits provided that the curriculum for those credits aligns directly with the course and other program requirements.
- The principal or designee, in collaboration with school counselors, will determine the maximum number of work hours for each student.
- The student must receive approval for work release from the principal or designee.
- The student must obtain written consent from the parent and/or legal guardian.
- The student must obtain a Promise of Employment letter from the prospective employer and apply for and be issued working papers.
- The student must show proof of employment, which will be reviewed quarterly by the principal or designee.
- The student is responsible for maintaining good academic standing, attendance, and behavior in both school and vocational settings.
- The principal or designee is responsible for ensuring that student work-release is compliant with Connecticut's Student Work-Release Policy, including but not limited to:
 - Discussing the student work-release program with each student;
 - Verifying eligibility and reviewing quarterly with the student; and
 - Adhering to all applicable laws, including the Guidelines and Procedures for the Employment of Minors in Connecticut.

Eligibility Requirements:

- Work-release may be provided to any student who is at least 16 years of age and who is enrolled in the district's high school and must comply with state labor laws.
- The student must be in good standing academically and on track to graduate within four years, as determined by the school principal or designee.

Students

Work-Study Student Employment/Work-Release

Eligibility Requirements: (continued)

- The student must have an acceptable attendance record and must not be considered “chronically absent.”
- The student must have a record demonstrating their ability to comply with school behavioral expectations and be deemed able to comply with workplace attendance and behavioral expectations.

Legal References: Connecticut General Statutes
 4-124II. Model Student Work-Release Policy
 Public Act 24-45, An Act Concerning Mandate Relief, School Discipline
 and Disconnected Youth

This policy has been updated to include PA 25-174, Sections 234-237, which expands CT FMLA to non-certified school employees and increases the required hours worked for all school employees to qualify for federal unpaid family and medical leave benefits from 950 to 1,250.

Personnel – Certified/Non-Certified

Family and Medical Leave Act

The _____ Board of Education shall provide leave to eligible employees consistent with the Family and Medical Leave Act of 1993 (FMLA) and/or the **Connecticut Family and Medical Leave Act (CT FMLA)** and legislative updates. This policy notifies employees of their rights and establishes guidelines consistent with FMLA and applicable Connecticut state law. This policy is not intended to recite every provision of applicable law and regulations.

Eligibility

Federal FMLA

Employees of the Board of Education who have been employed for at least twelve (12) months and who have worked at least ~~950~~ **1,250** service hours during the twelve (12) months immediately preceding the start of a leave are eligible for unpaid leave under the FMLA. Full-time employees are considered to have met the ~~950–~~**1,250** hour requirement unless the Board can demonstrate otherwise. **Under federal FMLA, eligible employees are provided up to 12 weeks of unpaid leave each year.**

CT FMLA

Eligible employees are employees whose position does not require professional certification (non-certified school personnel) or certified school personnel whose union has successfully negotiated with the Board to participate in such programs. To be eligible for the program, a certified school employee must be employed for at least three months immediately preceding such employee's request for leave by the employer with respect to whom leave is requested. Non-certified school personnel must be employed by the Board for at least three months during the previous 12 months to be eligible.

Under CT FMLA, eligible employees can take up to 12 weeks of unpaid leave in a 12 month period for qualifying reasons with an additional 2 weeks available for certain pregnancy-related conditions. An employee may be entitled to leave under the Federal FMLA and/or CT FMLA. To the extent an employee is eligible for and qualifies for leave under both laws, the employee's Federal FMLA and CT FMLA leave will run concurrently.

Personnel – Certified/Non-Certified

Family and Medical Leave Act

Definitions

Genetic Information: For purposes of this policy, “genetic information” includes an individual’s family medical history, an individual’s or family member’s genetic tests, and/or the fact that an individual or an individual’s family member sought or received genetic services or participated in clinical research which includes genetic services. “Genetic information” includes information of a fetus carried by an individual or an individual’s family member or an embryo lawfully held by an individual or family member utilizing assistive reproductive technology.

Instructional employee: For purposes of this policy, an “instructional employee” is defined as a teacher or other employee of the Board who is employed principally in an instructional capacity and whose principal function is to teach and instruct students in a class, small group, or an individual setting, and includes athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. The term does not include teacher assistants or aides who do not have as their principal function actual teaching or instructing, nor auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, bus drivers, or other primarily non-instructional employees.

Non-certified employee: For purposes of this policy, “non-certified employee” means an employee employed by the Board in a position that does not require a professional certification under Chapter 166 of the Connecticut General Statutes.

~~For purposes of this policy, a **paraeducator** means a school employee who performs instructional duties or delivers either direct or indirect services to students and/or parents and serves in a position for which a teacher has ultimate responsibility for the design and implementation of educational programs and services. An **instructional employee** is defined as a certified teacher or other employee who serves in an instructional capacity and whose function is to instruct students. The term does not include teacher assistants or non-instructional aides, nor auxiliary personnel such as school counselors, psychologists, curriculum specialists, cafeteria workers, maintenance or custodial workers, or other primarily non-instructional employees.~~

Leave covered by under FMLA includes the following:

- incapacity due to pregnancy, prenatal medical care, or childbirth;
- to care for the employee's newborn child;
- the placement of a child with the employee by adoption or foster care;
- to care for the employee's spouse, child, or parent who has a serious health condition; or
- to care for the employee's own serious health condition that renders the employee unable to perform the functions of the employee’s position;
- to serve as an organ or bone marrow donor;
- to care for an injured or ill service member;

Personnel – Certified/Non-Certified

Family and Medical Leave Act

Leave covered by ~~under~~ FMLA includes the following: (continued)

- a qualifying exigency arising out of a family member’s military service, including one or more of the following reasons:
 - short-notice deployment;
 - military events and related activities;
 - childcare and school activities;
 - financial and legal arrangements;
 - counseling;
 - rest and recuperation;
 - post-deployment activities;
 - parental care leave for a military member’s parent who is incapable of self-care and care is necessitated by the military member’s covered active duty;
 - additional activities that arise out of the active duty or call to active-duty status of a covered military member, provided that the Board and the employee agree that such leave qualifies as an exigency and agree to both the timing and the duration of such leave.

Leave covered by Connecticut FMLA includes the following:

- upon the birth of the employee’s newborn child, and to care for the newborn child;
- upon the placement of a child with the employee for adoption or foster care, and to care for the newly placed child;
- to care for the employee’s family member, if such family member has a serious health condition;
- because of the employee’s own serious health condition, including any period of incapacity due to pregnancy or for prenatal care, that renders the employee unable to perform the functions of the employee’s position;
- in order to serve as an organ or bone marrow donor;
- to care for an injured or ill servicemember who is the employee’s spouse, parent, child or next of kin; or
- to address a qualifying exigency arising out of the fact that the spouse, child, or parent of the employee is on active duty, or has been notified of an impending call or order to active duty, in the armed forces.

For purposes of determining whether an employee has a qualifying reason for leave under CT FMLA, “family member” is defined as a spouse, sibling, child, grandparent, grandchild or parent, or an individual related to the employee by blood or affinity whose close association the employee shows to be the equivalent of those family relationships.

If a leave is requested for one of the reasons listed above, each eligible employee may take up to a total of twelve (12) weeks of unpaid family or medical leave in the twelve (12) month entitlement period. This entitlement period is measured on the basis of a “rolling” 12-month period measured backward from the date an employee uses any FMLA leave.

Personnel – Certified/Non-Certified

Family and Medical Leave Act

Leave covered by Connecticut FMLA includes the following: (continued)

The Superintendent shall draft administrative regulations to comply with the FMLA and CT FMLA and subsequent updates. In developing these regulations to support policy 4152.6/4252.6, the Superintendent will provide direction and explanations covering the following areas:

- Acceptable reasons for requesting leave under the FMLA;
- Leave scenarios and conditions;
- Leave to care for an injured or ill service member;
- Procedures for requesting leave under the FMLA;
- Leaves under FMLA and medical treatment requirements;
- Required certifications and documentation;
- Use of paid leave
- Medical insurance and other benefits, and
- Reinstatement.

(cf. 4118.14 - Disabilities)

(cf. 4151.2 - Family Illness)

(cf. 4152.3 - Maternity; Adoptive; Child Care)

Legal References: Connecticut General Statutes
31-51rr Family and medical leave benefits for employees of political subdivisions
Regs. Conn. State Agencies 31-51rr-1, et seq.
United States Code:
Family and Medical Leave Act of 1993, 29 U.S.C. Section 2601 et seq., as amended
29 CFR Part 825.100 et seq.
Title II of the Genetic Information Nondiscrimination Act of 2008, 42 USC 2000ff et seq.
S29 CFR 1635.1 et seq.
Public Act 24-41 An Act Concerning Educator Certification, Teachers, Paraeducators and Mandated Reporter Requirements, Section 18
Public Act 25-174 An Act Authorizing and Adjusting Bonds of the State and Concerning Grant Programs, State Grant Commitments for School Building Projects, Revisions to the School Building Projects Statutes and Various Provisions Revising and Implementing the Budget for the Biennium Ending June 30, 2027, Sections 234-237

Policy adopted:

cps 6/24
rev 10/25

Accompanying regulation.

Personnel – Certified/Non-Certified

Family and Medical Leave Act

The _____ Board of Education shall provide leave to eligible employees consistent with the Family and Medical Leave Act of 1993 (FMLA) and legislative updates. This policy notifies employees of their rights and establishes guidelines consistent with FMLA and applicable Connecticut state law. *(These regulations do not recite every provision of applicable law and regulations.)*

Federal FMLA

Employees of the Board of Education who have been employed for at least twelve (12) months and who have worked at least ~~950~~ **1,250** service hours during the twelve (12) months immediately preceding the start of a leave are eligible for unpaid leave under the FMLA. Full-time employees are considered to have met the ~~950–~~**1,250**-hour requirement unless the Board can demonstrate otherwise. **Under federal FMLA, eligible employees are provided up to 12 weeks of unpaid leave each year.**

CT FMLA

Eligible employees are employees whose position does not require a professional certification (non-certified school personnel) or certified school personnel whose union has successfully negotiated with the Board to participate in such programs. To be eligible for the program, a certified school employee must be employed for at least three months immediately preceding such employee's request for leave by the employer with respect to whom leave is requested. Non-certified school personnel must be employed by the Board for at least three months during the previous 12 months to be eligible.

Under CT FMLA, eligible employees can take up to 12 weeks of unpaid leave in a 12-month period for qualifying reasons with an additional 2 weeks available for certain pregnancy-related conditions.

For purposes of these administrative regulations, a **paraeducator** means a school employee who performs instructional duties or delivers either direct or indirect services to students and/or parents and serves in a position for which a teacher has ultimate responsibility for the design and implementation of educational programs and services. An **instructional employee** is defined as a teacher or other employee who serves in an instructional capacity and whose function is to instruct students. The term does not include teacher assistants or non-instructional aides, nor auxiliary personnel such as school counselors, psychologists, curriculum specialists, cafeteria workers, maintenance or custodial workers, or other primarily non-instructional employees.

Personnel – Certified/Non-Certified

Family and Medical Leave Act (continued)

Leave under FMLA includes the following:

If a leave is requested for one of the reasons listed above, each eligible employee may take up to a total of twelve (12) weeks of unpaid family or medical leave in the twelve (12) month entitlement period. This entitlement period is measured on the basis of a “rolling” 12-month period measured backward from the date an employee uses any FMLA leave.

Types of Leave and Conditions

Full-Time, Intermittent, and Reduced Schedule Leave

Full-time leave excuses the employee from work for a continuous period of time. Full-time unpaid leave may be taken for any of the reasons permitted by the FMLA. *Intermittent leave* means leave taken for a single qualifying reason in separate periods rather than for one continuous period.

Intermittent leave includes leave taken one day per week over a period of a few months or leaves taken on an occasional or as-needed basis for medical appointments. *Reduced schedule* leave is leave that reduces the employee's usual number of work hours per day for some period of time, as when an employee may request half-time work for a number of weeks so the employee can assist in the care of a seriously ill parent.

Intermittent or reduced schedule leave may be taken when medically necessary for an employee's or covered family member's serious health condition or a covered service member's serious illness or injury, and the need for leave can be best accommodated through intermittent or reduced schedule leave. In addition, FMLA leave may be taken intermittently or on a reduced schedule basis due to a qualifying exigency or to effectuate the placement of a child for adoption or foster care before the placement of the child in the home. Intermittent or reduced schedule leave may be taken following the birth or placement of a healthy child only with the Board's permission.

If foreseeable intermittent or reduced schedule leave is medically required based on planned medical treatment of the employee, a family member, or a covered service member, the Board may, in its sole discretion, temporarily transfer the employee to another job with equivalent pay and benefits that better accommodates the leave requested. This would include a period of recovery from an employee's or family member's serious health condition or a serious injury or illness of a covered service member.

In addition, special arrangements may be required of an instructional employee who needs to take intermittent or reduced-schedule leave, which will involve absence for more than twenty (20) percent of the work days in the period over which the leave will extend (for example, more than five days over a five-week period) if the leave is to care for a family member with a serious health condition, to care for a covered service member with a serious injury or illness, or for the employee's own serious health condition, which is foreseeable based on planned medical treatment. In such situations, the Board may require the instructional employee to transfer temporarily to another job or take leave for a particular duration not to exceed the duration of the planned medical treatment.

Personnel – Certified/Non-Certified

Family and Medical Leave Act (continued)

Both Spouses Working for the Same Employer

If both spouses are eligible employees of the Board and request leave for the birth, placement of a child by adoption or for foster care, or to care for a parent with a serious health condition, they will only be entitled to a maximum combined total leave equal to twelve (12) weeks in the 12-month entitlement period. If either spouse (or both) uses a portion of the total 12-week entitlement for one of the purposes in the preceding sentence, each is entitled to the difference between the amount the employee has taken individually and the 12 weeks for FMLA leave for their own or their spouse's serious health condition in the 12-month entitlement period.

Leave Taken by Instructional Employees Near the End of an Academic Term

If an instructional employee's leave for any reason begins more than five (5) weeks before the end of an academic term, the Board may require the employee to continue the leave until the end of the term if the leave will last at least three (3) weeks and the instructional employee returns to work during the three-week period before the end of the term.

If the instructional employee begins a leave during the five-week period preceding the end of an academic term for a reason other than the instructional employee's own serious health condition, the Board may require the instructional employee to continue taking leave until the end of the term if the leave will last more than two (2) weeks and the instructional employee would return to work during the two-week period before the end of the term.

If the instructional employee begins leave during the three-week period preceding the end of an academic term for a reason other than the instructional employee's own serious health condition, the Board may require the instructional employee to continue taking leave until the end of the term if the leave will last more than five (5) working days.

Leave to Care for an Injured or Ill Service Member

In addition to the reasons for leave listed above, an eligible employee may take up to twenty-six (26) workweeks of FMLA leave during a 12-month period to care for a service member who is the employee's spouse, parent, child, or next of kin, and who incurred a serious injury or illness in the line of duty and while on active duty in the Armed Forces or had a preexisting injury or illness prior to beginning active duty that was aggravated by service in the line of duty on active duty in the Armed Forces; or a covered veteran with a serious injury or illness who is the employee's spouse, parent, child or next of kin.

For service members, the injury or illness must render them medically unable to perform the duties of office, grade, rank, or rating. This provision applies to service members who are undergoing medical treatment, recuperation, or therapy, are in outpatient status, or are on the temporary disability retired list for a serious injury or illness.

Personnel – Certified/Non-Certified

Family and Medical Leave Act

Leave to Care for an Injured or Ill Service Member (continued)

For covered veterans, they must be undergoing medical treatment, recuperation, or therapy for a serious injury or illness and must have been a member of the Armed Forces (including the National Guard or Reserves), discharged or released under conditions that were other than dishonorable, and discharged within the five-year period before the eligible employee first takes FMLA military caregiver leave to care for the veteran. *(The employee's first date of leave must be within the five-year period. However, the employee may continue to take leave throughout the single 12-month period even if the leave extends past the five-year period. Note - special rules may apply to calculating the five-year period for veterans discharged between October 28, 2009, and March 8, 2013. This period will effectively be excluded from the five-year calculation.)*

For covered veterans, serious injury or illness means any of the following:

- a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the service member unable to perform the duties of the service member's office, grade, rank, or rating;
- a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability Rating (VASRD) of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave;
- a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service or would do so absent treatment;
- an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

When combined with any other type of FMLA qualifying leave, total leave time may not exceed twenty-six (26) weeks in a single twelve (12) month period. Standard FMLA leave procedures described below apply to all requests for and designations of leave for this purpose. *However*, in the case of leave to care for a service member with a serious injury or illness, the 12-month period begins on the day such leave actually commences.

Requests for Leave

Foreseeable Leave

An employee must notify the personnel department of the need for a family or medical leave at least thirty (30) days before the leave is to begin if the need for the leave is foreseeable based on the expected birth of the employee's child, placement of a child with the employee for adoption or foster care, planned medical treatment for the employee's or family member's serious health condition, or the planned medical treatment for a serious injury or illness of a covered service member. If a 30-day notice is not practicable, then the employee must provide notice as soon as practicable under the circumstances, usually the same day or the next business day after the employee becomes aware of the need for FMLA leave.

Personnel – Certified/Non-Certified

Family and Medical Leave Act (continued)

Qualifying Exigency

An employee must provide notice as soon as practicable if the foreseeable leave is for a qualifying exigency, regardless of how far in advance such leave is foreseeable.

Unforeseeable Leave

When the employee's need for leave is not foreseeable, an employee must provide notice as practicable under the circumstances.

Scheduling Planned Medical Treatment

When planning medical treatment for foreseeable FMLA leave, an employee must consult with the personnel department and make a reasonable effort to schedule the treatment so as not to unduly disrupt the Board's operations, subject to the approval of the health care provider. Similarly, if an employee needs to leave intermittently or on a reduced leave schedule for planned medical treatment, the employee must make a reasonable effort to schedule the treatment so as not to disrupt the Board's operations unduly.

Ordinarily, the employee should consult with the personnel department prior to scheduling the treatment in order to work out a treatment schedule that best suits the needs of the Board and the employee. The Board and the employee shall attempt to work out a schedule for leave that meets the employee's needs without unduly disrupting the Board's operations, subject to the approval of the health care provider as to any modification of the treatment schedule.

Required Certifications/Documentation

For leaves taken for any FMLA-qualifying reason, an employee must submit a completed certification form supporting the need for leave. The employee must submit a complete and sufficient certification form as required within fifteen (15) calendar days of receiving the request for the completed certification. If it is not practicable for the employee to provide the completed form by the due date despite the employee's diligent, good-faith efforts, the employee must inform the personnel department of the reason(s) for the delay and what efforts the employee undertook to obtain the required certification.

FMLA-protected leave may be delayed or denied if the employee does not provide a complete and sufficient certification as required. Depending on the reason for leave, an employee may be required to submit medical certification from the employee's health care provider, medical certification from the employee's family member's health care provider, and/or other documentation (e.g., to establish a family relationship, military active-duty orders, etc.). In certain circumstances and under certain conditions, employees may also be required to obtain second or third medical opinions and/or recertifications in accordance with applicable law.

Personnel – Certified/Non-Certified

Family and Medical Leave Act

Required Certifications/Documentation (continued)

If an employee takes leave for the employee's own serious health condition (except on an intermittent or reduced-schedule basis), prior to returning to work, the employee must provide a medical fitness-for-duty certification that the employee is able to resume work and the health condition that created the need for the leave no longer renders the employee unable to perform the essential functions of the job. This certification must be submitted to the Personnel Department.

If the employee is unable to perform one or more of the essential functions of the employee's position, the Board will determine whether the employee is eligible for additional FMLA leave (if such leave has not been exhausted) or whether an accommodation is appropriate, in accordance with the Americans with Disabilities Act.

In connection with the Board's request for medical information, employees must be aware that the Genetic Information Nondiscrimination Act of 2008 ("GINA") prohibits employers and other entities covered by Title II of GINA from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, the Board requests that employees not provide any genetic information when responding to a request for medical information.

Use of Paid Leave

Accrued paid personal leave and accrued paid vacation will be substituted (in that order) for any unpaid portions of family or medical leave taken for any reason. However, where the leave is for the employee's own serious health condition, accrued paid sick leave shall be substituted for unpaid portions of family or medical leave prior to the substitution of accrued paid personal and accrued paid vacation leave. The amount of unpaid family or medical leave entitlement is reduced by the amount of paid leave that is substituted.

In addition, in cases involving absences due to a Workers' Compensation injury that also qualifies as an FMLA serious health condition, and if the employee (and the employee's collective bargaining agent, if applicable) and the Board agree to do so, the Board will apply the employee's available accrued paid leave in increments as a supplement to the Workers' Compensation weekly benefit in an appropriate amount so that the employee can maintain the employee's regular weekly income level.

Medical Insurance and Other Benefits

During approved family or medical leaves of absence, the Board will continue to pay its portion of medical insurance premiums for the period of unpaid family or medical leave. The employee must continue to pay the employee's share of the premium, and failure to do so may result in loss of coverage. If the employee does not return to work after the expiration of the leave, the employee will be required to reimburse the Board for payment of medical insurance premiums during the family or medical leave unless the employee does not return because of a serious health condition or circumstances beyond the employee's control.

Personnel – Certified/Non-Certified

Family and Medical Leave Act

Medical Insurance and Other Benefits (continued)

During FMLA leave, an employee shall not accrue list benefits, such as seniority, pension benefits, or sick or vacation leave, unless otherwise required by any applicable collective bargaining agreement or Board policy. However, unused employment benefits accrued by the employee up to the day on which the leave begins will not be lost upon return to work. Leave taken under this policy does not constitute an absence under the Board's attendance policy, if any.

Reinstatement

Except for circumstances unrelated to taking family or medical leave, and unless an exception applies, an employee who returns to work following the expiration of family or medical leave is entitled to return to the job such employee held prior to the leave or to an equivalent position with equivalent pay and benefits.

Additional Information

Questions regarding family or medical leave may be directed to the Superintendent or designee. An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer. FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

Legal References: Connecticut General Statutes
31-51rr Family and medical leave benefits for employees of political subdivisions
Regs. Conn. State Agencies 31-51rr-1, et seq.
United States Code:
Family and Medical Leave Act of 1993, 29 U.S.C. Section 2601 et seq., as amended
29 CFR Part 825.100 et seq.
Title II of the Genetic Information Nondiscrimination Act of 2008, 42 USC 2000ff et seq.
29 CFR 1635.1 et seq.
Public Act 24-41 An Act Concerning Educator Certification, Teachers, Paraeducators and Mandated Reporter Requirements, Section 18
Public Act 25-174 An Act Authorizing and Adjusting Bonds of the State and Concerning Grant Programs, State Grant Commitments for School Building Projects, Revisions to the School Building Projects Statutes and Various Provisions Revising and Implementing the Budget for the Biennium Ending June 30, 2027, Sections 234-237

Regulation approved:

cps 6/24
rev 10/25

Compliant with 2020 Title IX.

Mission – Goals – Objectives

Nondiscrimination

The Board of Education, in compliance with federal and state law, affirms its policy of equal educational opportunity for all students and equal employment opportunity for all persons.

Nondiscrimination in School and Classroom Practices

It is the policy of the District to provide equal opportunity for all students to achieve their maximum potential through the programs offered in all District schools regardless of race, color, age, creed, religion, gender, sexual orientation, gender identity or expression, ancestry, national origin, disability, status as a victim of domestic violence **or as a victim of sexual assault or status as a victim of trafficking in persons.**

The District shall provide to all students without discrimination, course offerings, counseling, assistance, employment, athletics and extracurricular activities. The District shall provide equal access to the Boy Scouts and other designated youth groups. The District shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with federal and state statutes and regulations.

Students and third parties who have been subject to discrimination are encouraged to promptly report such incidents to the District's Compliance Officer.

All complaints of discrimination shall be investigated promptly. Corrective action must be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the District's legal and investigative obligations.

Neither reprisals nor retaliation shall occur as a result of good faith charges of discrimination.

Nondiscrimination in Employment/Contract Practices

It is the Board's policy to provide all persons equal access to all categories of employment in this District regardless of race, color, age, creed, religion, gender, gender identity or expression, sexual orientation, ancestry, national origin, status as a victim of domestic violence, marital status, mental or physical disability, genetic information, status as a Veteran or any other basis prohibited by Connecticut state and/or federal laws. The District shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with federal and state statutes and regulations. **The Board shall grant victims of sexual assault or trafficking reasonable leave to attend to related medical, psychological and legal matters related to such status.**

Employees and third parties who have been subject to discrimination are encouraged to promptly report such incidents to the District's Compliance Officer.

All complaints of discrimination shall be investigated promptly. Corrective action must be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the District's legal and investigative obligations.

Neither reprisals nor retaliation shall occur as a result of good faith charges of discrimination.

Mission – Goals – Objectives

Nondiscrimination

Equal Education Opportunity

Pursuant to the IDEA, Americans With Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, no otherwise qualified individual with handicaps shall, solely by reason of such handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program of the _____ Board of Education.

Every student has the right to participate fully in classroom instruction and extracurricular activities and shall not be abridged or impaired because of age, sex, race, religion, national origin, pregnancy, parenthood, marriage, or for any reason not related to his/her individual capabilities.

The Civil Rights Coordinators for the _____ Board of Education have the responsibility to monitor the compliance of this policy. The names and location of the Civil Rights Coordinators are set forth below. Further compliance with policy is a responsibility of all district administrators in accordance with the procedures set forth in the attached regulations.

Students shall not be discriminated against, including but not limited to, in the areas of:

- Admission
- Use of School Facilities
- Vocational Education
- Competitive Athletics
- Student Rules, Regulations and Benefits
- Financial Assistance
- School-sponsored Extracurricular Activities
- Enrollment in Courses
- Counseling and Guidance
- Physical Education
- Graduation Requirements
- Treatment as a Married and/or Pregnant Student
- Health Services
- Most Other Aid, Benefits or Services

Employee/or applicants shall not be discriminated against, including but not limited to, the areas of:

- Hiring and Promotion
- Compensation
- Job Assignments
- Leaves of Absence
- Fringe Benefits
- Labor Organization
- Contracts or Professional Agreements

Mission – Goals – Objectives

Nondiscrimination

Equal Education Opportunity (continued)

Sexual harassment has been established as a form of sexual discrimination and is defined as follows:

"Any **unwelcome** sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment or participation in an educational function (2) submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting the individual or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive working environment."

Examples of specific behaviors (that are unwanted and sexual in nature) that could constitute sexual harassment include, but not be limited to:

Touching	Verbal comments
Sexual name calling	Sexual rumors
Inappropriate public display of affections	Too personal a conversation
Gestures	Corner/blocking
Jokes/cartoons/pictures	Leers
Pulling at clothes	Attempted rape/rape
	Harassing telephone calls

If you believe that you have been discriminated against, in regard to, either of the preceding policies, you may file a grievance that your rights have been denied or violated.

If you wish to discuss these regulations or your rights under this policy, or wish to discuss or file a grievance, please contact _____, our system Civil Rights Coordinators, or an administrator.

Forms are available in our Guidance Office or from our Civil Rights Coordinators. Contact with the Civil Rights Coordinators should take place within forty (40) calendar days of the alleged occurrence.

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the

- { } Superintendent
- { } Assistant Superintendent
- { } Business Manager
- { } Personnel Director
- { } Director of Special Education/Services

as the District's Compliance Officer.

Mission – Goals – Objectives

Nondiscrimination

Delegation of Responsibility

The Compliance Officer shall publish and disseminate this policy and complaint procedure annually to students, parents, employees and the public. Nondiscrimination statements shall include the position, office address and telephone number of the Compliance Officer.

The Compliance Officer is responsible to monitor the implementation of nondiscrimination procedures in the areas listed.

School and Classroom Practices:

1. **Curriculum and Materials:** Review curriculum guides, textbooks and supplementary materials for discriminatory bias.
2. **Training:** Provision of training for students and staff to identify and alleviate problems of nondiscrimination.
3. **Student Access:** Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
4. **District Support:** Assure that like aspects of the school program receive like support as to staffing, compensation, facilities, equipment and related matters.
5. **Student Evaluation:** Review of tests, procedures and guidance and counseling materials for stereotyping and discrimination.

Employment/Contract Practices

1. Development of position qualifications, job descriptions and essential job functions.
2. Recruitment materials and practices.
3. Procedures for screening, interviewing and hiring.
4. Promotions.
5. Disciplinary actions, up to and including terminations.
6. **The Board allows the mandatory human trafficking awareness training to be provided in any format, including but not limited to, video presentation.**

The Building Principal or his/her designee shall be responsible to complete the following duties when receiving a complaint of discrimination:

1. Inform the student, employee or third party of the right to file a complaint and the complaint procedures.
2. Inform the student complainant that he/she may be accompanied by a parent/guardian during all steps of the complaint procedure.
3. Notify the complainant and the accused of the progress at appropriate stages of the procedure.
4. Refer the complainant to the Compliance Officer if the Building Principal is the subject of the complaint.

Mission – Goals – Objectives

Nondiscrimination (continued)

~~Complaint Procedure—Student/Employee/Third Party~~

~~Step 1—Reporting~~

~~A student, employee or third party who believes he/she has been subject to conduct that constitutes a violation of this policy is encouraged to report the incident immediately to the Building Principal.~~

~~A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the Building Principal.~~

~~If the Building Principal is the subject of the complaint, the student, employee or third party shall report the incident directly to the Compliance Officer.~~

~~The complainant is encouraged to use the report form available from the Building Principal, but oral complaints shall be acceptable.~~

~~Step 2—Investigation~~

~~Upon receiving a complaint of discrimination, the Building Principal shall immediately notify the Compliance Officer, who shall then authorize the Building Principal to investigate the complaint, unless the Building Principal is the subject of the complaint or is unable to conduct the investigation.~~

~~The investigation may consist of individual interviews with the complainant, the accused and others with knowledge relative to the incident. Other information and materials relevant to the investigation may also be evaluated.~~

~~The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation is pending or has been concluded.~~

~~Step 3—Investigative Report~~

~~The Building Principal shall prepare a written report within fifteen (15) days, unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, and a recommended disposition of the complaint.~~

~~Copies of the report shall be provided to the complainant, the accused and the Compliance Officer.~~

~~Step 4—District Action~~

~~If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the District shall take prompt, corrective action to ensure that such conduct ceases and will not reoccur.~~

~~Disciplinary actions, in the case of students, shall be consistent with the school disciplinary practices, Board policies, administrative regulations, and state and federal laws.~~

Mission – Goals – Objectives

Nondiscrimination (continued)

~~Complaint Procedure – Student/Employee/Third Party~~

~~Disciplinary actions, in the case of employees and third parties, shall be consistent with the Board policies, administrative regulations, state and federal laws, and applicable collective bargaining unit agreements.~~

~~Step 5 – Appeal Procedure~~

~~The complainant, if not satisfied with a finding of no violation of the policy or with the corrective action recommended in the investigative report, he/she may submit a written appeal to the Compliance Officer within fifteen (15) days.~~

~~The Compliance Officer shall review the investigation and the investigative report and may also conduct an investigation.~~

~~The Compliance Officer shall prepare a written response to the appeal within fifteen (15) days. Copies of the response shall be provided to the complainant, the accused and the Building Principal who conducted the initial investigation.~~

Discrimination Grievance Procedure

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems which may arise concerning claims of discrimination. Evidence of reprisal against a complainant or witness shall be viewed as a violation of this policy.

Any person who wishes to inquire or to register a complaint concerning alleged discrimination in the _____ Public Schools shall have an opportunity to bring such concerns to the attention of the Civil Rights Officers or Superintendent, who has the authority to resolve such complaints. The following grievance procedure shall be utilized by any student, parent or employee in making a complaint or inquiry. Officials shall be governed by this procedure.

Level I: The complainant shall discuss the alleged discriminatory act or practice with the Civil Rights Officers or the individual closest to the daily decision-making level. This will normally be a principal, teacher, counselor, department chairperson, head custodian, or cafeteria manager. If satisfaction cannot be achieved through informal discussion, the following procedure must be initiated.

Level II: The complainant shall, within forty (40) calendar days of the alleged incident, on forms provided, put the complaint in writing and file it with either of the Civil Rights Officers. Within five (5) working days a conference must be held. Within five (5) working days following the conference, the complaint must be resolved to the satisfaction of both parties or referred to the Superintendent of Schools. Within five (5) working days, the Civil Rights Officer shall notify the Superintendent and must notify the complainant of this notification. The Board will be apprised by the Superintendent of any grievance reaching Level II.

Mission - Goals - Objectives

Nondiscrimination

Discrimination Grievance Procedure (continued)

Level III: Within ten (10) working days after receipt of such complaint, the Superintendent must hold a hearing; and within five (5) working days of the hearing, resolve the complaint, negotiate a long-term solution or refer the matter to the Board of Education for consideration.

Level IV: The Board of Education, Superintendent and the Civil Rights Officers shall proceed in accordance with appropriate laws or regulations.

A complaint of sexual discrimination or sexual harassment may be a violation of Title IX. Policy 4000.1/5145.44 pertains to such employee or student complaints. The grievance investigation process contained in the Title IX policy shall be adhered in such situations.

(cf. 4000.1 – Title IX)

(cf. 4111 – Recruitment and Selection)

(cf. 4111.1/4211.1 – Affirmative Action)

(cf. 4118.11/4218.11 – Nondiscrimination)

(cf. 4118.112/4218.112 – Sex Discrimination and Sexual Harassment in the Workplace)

(cf. 4118.113/4218.113 – Harassment)

(cf. 5145.4 – Nondiscrimination)

(cf. 5145.5 – Sexual Harassment)

(cf. 5145.51 – Peer Sexual Harassment)

(cf. 5145.52 – Harassment)

(cf. 6121 – Nondiscrimination)

(cf. 6121.1 - Equal Educational Opportunity)

Legal Reference: Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.
29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.
Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.
Title IX Final Rule, May 6, 2020
Boy Scouts of America Equal Access Act
34 CFR Section 106.8(b), OCR Guidelines for Title IX.
Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49,
29 CFR Sec. 1606.8 (a0 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed.
Reg. 5512 (January 19, 2001)
The Americans with Disabilities Act as amended by the ADA Amendments
Act of 2008
Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)
Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June
26,1998)

Mission – Goals – Objectives

Nondiscrimination

Legal Reference: (continued)

Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998)

Davis v. Monro County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999.)

The Vietnam Era Veterans' Readjustment Act of 1974, as amended, 38U.S.C. §4212

Title II of the Genetic Information Nondiscrimination Act of 2008

Connecticut General Statutes

46a-51 Definitions (as amended by PA 17-127, PA 21-2 and PA 22-82)

46a-58 Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty. (as amended by PA 17-127 and PA 22-82)

46a-60 Discriminatory employment practices prohibited. (as amended by PA 17-127 and PA 21-69 and PA 22-82)

10-15c Discrimination in public schools prohibited. School attendance by five-year olds. (Amended by P.A. 97-247 to include "sexual orientation" and P.A. 11-55 to include "gender identity or expression")

10-153 Discrimination on account of marital status. (as amended by PA 11-55 to include "gender identity or expression")

17a-101 Protection of children from abuse.

Meacham v. Knolls Atomic Power Laboratory 128 S.Ct. 2395, 76 U.S.L.W. 4488 (2008)

Federal Express Corporation v. Holowecki 128 S.Ct. 1147, 76 U.S.L.W. 4110 (2008)

Kentucky Retirement Systems v. EEOC 128 S.Ct. 2361, 76 U.S.L.W. 4503 (2008)

Sprint/United Management Co. v. Mendelsohn 128 S.Ct. 1140, 76 U.S.L.W. 4107 (2008)

Bostock v. Clayton County, Georgia, 140 S.Ct. 1731, 2020 WL3146686 (June 15, 2020)

Public Act 25-139 An Act Concerning Human Trafficking and Sexual Assault Victims

Policy adopted:

rev 1/21

rev 10/22

rev 9/25

REPORT FORM FOR COMPLAINTS OF DISCRIMINATION

Complainant: _____
Home Address: _____
Home Phone: _____
School Building: _____
Date of Alleged Incident(s): _____

Alleged harassment was based on: (Check all that apply.)

- | | | | |
|-----------------------------------|-------------------------------------|---|---|
| <input type="checkbox"/> Race | <input type="checkbox"/> Color | <input type="checkbox"/> National Origin | <input type="checkbox"/> Gender Identity or Expression |
| <input type="checkbox"/> Gender | <input type="checkbox"/> Disability | <input type="checkbox"/> Religion | <input type="checkbox"/> Status as a Veteran |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Age | <input type="checkbox"/> Sexual Orientation | <input type="checkbox"/> Status as a Victim of Domestic Violence |
| | | | <input type="checkbox"/> Status as a victim of assault or as a victim of trafficking in persons |

Name of person you believe violated the District's nondiscrimination policy: _____

If the alleged discrimination was directed against another person, identify the other person: _____

Describe the incident as clearly as possible, including any verbal statements (i.e., threats, derogatory remarks, demands, etc.) and any actions or activities. Attach additional pages if necessary:

When and where incident occurred: _____

List any witnesses who were present: _____

This complaint is based on my honest belief that _____ has discriminated against me or another person. I certify that the information provided in this complaint is true, correct and complete to the best of my knowledge.

Complainant's Signature

Date

Received By

Date

This notice meets the minimum requirement of the regulation enforced by the Department of Education's Office for Civil Rights (OCR)

Non-Discrimination Notice

The _____ Public Schools doesn't not discriminate on the basis of a disabling condition as it applies under Section 504 of the Rehabilitation Act of 1973.

The _____ Public Schools does not discriminate on the basis of race, color, religion, national/ethnic origin, age, sex, sexual orientation, gender identity or expression, status as a victim of domestic violence, Veteran status, disability in its programs, activities, and employment practices, **status as a victim of sexual assault, or status as a victim of trafficking in persons**. Equal access is provided to Scouting America and other designated youth groups.

The following individuals are coordinators for Title IX (sex discrimination), Title VI (race, creed and color) and Section 504 (disabled):

Title IX and Title VI

Name

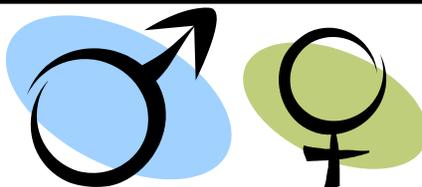
Telephone Number

Section 504

Name

Telephone Number

Harassment Is ILLEGAL



SEXUAL HARASSMENT IS PROHIBITED based on Federal Law - Title IX of the Education Amendments of 1972, and State Law – Sec. 10-15c. Harassment based on sexual orientation is also protected under State Law – Sec. 10-15c.

FOR STUDENTS: Sexual harassment is **unwanted and unwelcome** behavior of a sexual nature which interferes with a student’s right to learn, study, work, achieve, or participate in school activities in a comfortable and supportive atmosphere. You have a right to participate in all school and classroom activities in an atmosphere free from sexual harassment. You have a responsibility not to engage in sexual behaviors that are unwelcome or offensive to others.

Examples of Sexual Harassment include: unwelcome sexual advances, suggestive or lewd remarks, unwanted hugs, touches, kisses; requests for sexual favors; retaliation for complaining about sexual harassment, derogatory or pornographic posters, cartoons or drawings.

If you have questions or believe that you or others are being harassed, contact:

District Title IX Coordinator:
Office Address:
Telephone number:
Email Address:

Building Title IX Coordinator:
Office Address:
Telephone number:
Email Address:

You may also contact: The Connecticut Commission on Human Rights and Opportunities (CHRO), 21 Grand Street, Hartford, CT 06106 (Tel: 860-541-3400 or 800-477-5737) Connecticut law requires that a formal complaint be filed with the Commission within 180 days of the date under which the alleged harassment occurred.

You may also contact: Office for Civil Rights, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921, Telephone: 617-289-0111, FAX: 617-289-0150; TDD: 877-521-2172

Email: OCR.Boston@ed.gov, **Filing complaints electronically:** <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>.

Sexual harassment is not limited to prohibited behavior by a male toward a female, or by a supervisory employee toward a non-supervisory employee, or a teacher to a student. The victim does not have to be the opposite sex of the harasser. Harassment may be student to student, teacher to student, student to teacher or teacher to teacher. The gender of the complainant and/or the alleged harasser is irrelevant, even if they are of the same gender. Sexual harassment based on sexual orientation or gender identity is also prohibited under State Law.

► ***What should I do if I believe I am being sexually harassed?***

- Find out about your school or school district's policy and procedures for handling sexual harassment issues. Follow those procedures.
- Take action and get help when needed. Ignoring sexual harassment is not an effective way to stop it.
- Whenever possible, tell the harasser verbally or in writing what the specific behaviors are that you find offensive. Ask him or her to stop.
- Report the offensive behaviors to a teacher, counselor, Title IX coordinator, or school administrator.
- Keep a detailed record of the harassing behavior to share with school officials who investigate your complaint.
- If not satisfied with the resolution of your concerns, contact one of the appropriate organizations listed.

The victim does not have to be the person at whom the unwelcome sexual conduct is directed; the victim may be someone who is a witness to and personally offended by such conduct although directed toward another. Sexual harassment is unwelcome conduct that is personally offensive, lowers morale, and interferes with educational performance. This unwelcome sexual behavior is defined from the perspective of the victim, not the harasser.

► ***Where to Get Help***

- **State Title IX Coordinator:** Dr. Adrian R. Wood, Connecticut State Department of Education Turnaround Office, 450 Columbus Boulevard, Suite 602, Hartford, CT 06103
telephone: (860-713-6795)
email: Adrian.wood@ct.gov
- **Permanent Commission on the Status of Women (PCSW)**
18-20 Trinity Street, Hartford, CT 06106 (860-240-8300)
<http://www.cga.state.ct.us/PCSW/>
- **Connecticut Women's Education and Legal Fund (CWEALF)**
75 Charter Oak Avenue, Suite 1-300, Hartford, CT 06106, <http://www.cwealf.org/>

YOUR SCHOOL'S NON-DISCRIMINATION STATEMENT:

Discrimination Grievance Form

Any student, parent/guardian, employee or employment applicant who feels that he/she has been discriminated against on the basis of race, color, age, religion, national origin, ancestry, sex, sexual orientation, gender identity or expression, marital status, mental or physical disability, status as a victim of domestic violence, **status as a victim of sexual assault, status as a victim of trafficking in persons**, status as a Veteran or equal access to Scouting America and other designated youth groups may discuss and/or file a grievance with either of the Civil Rights Coordinators of the _____ Public Schools. Reporting should take place within 40 calendar days of the alleged discrimination. Civil Rights Coordinators:

_____ at _____ or _____ at _____

Name of Presenter/Complainant: _____

Employee _____ Employment Applicant _____ Student _____ Parent/Guardian _____

Home address _____

Phone _____ Date of Claim _____ Date of Incident _____

1. Statement of Incident/Issue (include all pertinent information: who, how, where, when, how often, feelings, witness).
2. Please attach any additional information/documentation as necessary.

Signature of Presenter: _____

Signature of Civil Rights Coordinator: _____

Date Received: _____

*Forms are available from either of the Civil Rights Coordinators,
Administrators and Guidance Offices.*

**Public Act 25-168 An Act Concerning the State Budget for the Biennium
Ending June 30, 2027, and Making Appropriations Therefore, and Provisions
Related to Revenue and Other Items Implementing the State Budget**
(Background Information for Policy Review Committee)

Public Act No. 25-168, *An Act Concerning the State Budget for the Biennium Ending June 30, 2027, and Making Appropriations Therefore, and Provisions Related to Revenue and Other Items Implementing the State Budget*, establishes new standards regarding three key areas related to school libraries: (1) library collection development and maintenance; (2) library displays and programs, and (3) library material review and reconsideration.

The Act mandates that all school boards adopt a **Library Collection Development and Maintenance Policy** that will serve as the standard against which library material complaints are evaluated. This policy directs superintendents to create an administrative regulation that establishes a procedure for certified school library media specialists to continually review library and other educational materials within a school library media center. The Act also requires that the standards set in the regulation must include, but are not limited to, the material's relevance, physical condition of the material, demand for the material, availability of copies, and more recent age or grade-appropriate material.

CABE's policy department has created a Library Collection Development and Maintenance policy (P6161.13/1312.4) in accordance with the Act, along with an accompanying regulation that outlines specific standards for school library media specialists to evaluate materials against when determining their suitability.

Additionally, the Act mandates boards of education to adopt a **Library Display and Program Policy**. This policy recognizes the purpose and importance of library displays and acknowledges the professional training of school library media specialists who curate and develop such displays and programs. Accordingly, CABE's policy department has developed a Library Display and Program Policy (P6161.14/1312.5).

Furthermore, the Act requires boards of education to adopt a **Library Material Review and Reconsideration Policy**. This policy outlines a procedure for handling complaints regarding instructional materials used in the classroom or available in the school library/media center.

The Public Act specifically requires that after a reconsideration form is filed by a complainant, the principal of the school in which the material is challenged promptly forwards the request for reconsideration to the district's superintendent. The superintendent then appoints a review committee that includes:

1. The superintendent, or the superintendent's designee;
2. Principal of the school in which the material is being challenged, or the principal's designee;
3. The director of curriculum;
4. A representative from the local board of education;
5. At least one grade-level appropriate teacher familiar with the material;
6. A parent or guardian of a student age 13 years or younger enrolled in the school district;
7. A parent or guardian of a student age 14 years or older enrolled in the school district;
8. A certified school librarian employed by a board of education.

**Public Act 25-168 An Act Concerning the State Budget for the Biennium
Ending June 30, 2027, and Making Appropriations Therefore, and Provisions
Related to Revenue and Other Items Implementing the State Budget**
(Background Information for Policy Review Committee) (continued)

This review committee is called to evaluate the reconsideration request by reading the challenged material in its entirety and evaluating it against the school district's Library Collection Development and Maintenance Policy. The Act establishes that material can only be removed for legitimate pedagogical purposes or for professionally accepted standards as adopted in the Library Collection Development and Maintenance Policy or the Library Display and Program Policy. Furthermore, the review committee is prohibited from removing any material on the sole basis that an individual finds such material offensive, or because of the origin, background, or viewpoints expressed in the material or by the creator of the material.

The Act requires that *within sixty school days*, the review committee must provide the complainant and the principal of the school in which the material is being challenged with a copy of the review committee's written decision. An appeal can be made against the decision of the review committee to the local board of education, at which point the board of education is tasked to determine whether the reconsideration process was followed and to publish the appeal decision on the website of the school district.

CABE's policy department has therefore created a Library Material Review and Reconsideration Policy (P6161.12/1312.3), detailing the process for reviewing library materials. Our policy is accompanied by forms that can be used for reconsideration and appeal requests.

Previously, guidance on reviewing and reconsidering library materials was included in our Public Complaints Policy (P1312). Now that we have created a new policy specific to Library Material Review and Reconsideration (P6161.12/1312.3), our Public Complaints Policy has been updated to provide an overview of the general complaint procedure, and it no longer details the library material review process.

In summary, CABE's policy department has developed three new mandated model policies (P6161.12/1312.3, P6161.13/1312.4, P6161.14/1312.5), accompanied by an administrative regulation and sample forms, that boards of education can adopt or use as a model in developing their own policies.

August 2025

Reviewed October 2025

A mandated policy.

Instruction/Community Relations

Library Material Review and Reconsideration Policy

Statement of Policy:

The _____ Board of Education understands that, on occasion, a member of the public will wish to lodge a complaint against material available in the school library/media center. Consideration of requests to reconsider and remove material, displays, or student programs is limited to individuals with a vested interest. An individual with vested interest may challenge any library and other educational materials, display or student program by initiating a review of such material via the submission of a request for reconsideration form.

It shall be the policy of the _____ Board of Education that the removal, exclusion or censoring of any book shall not occur on the sole basis that a person with a vested interest finds such book offensive. No library and other educational material, display, or program shall be removed from library media centers, or programs be canceled, because of the origin, background, or viewpoints expressed in such material, display, or program, or because of the origin, background, or viewpoints of the creator of such material, display, or program. Library and other educational materials, displays, and student programs shall only be excluded for legitimate pedagogical purposes or for professionally accepted standards of collection maintenance practices as adopted in the collection development and maintenance policy or the display and program policy.

Until a final decision is made by the review committee, any library and other educational materials being challenged shall remain available in the school library media center according to their catalog records and be available for students to reserve, check out, or access.

A school district may consolidate any requests for review and reconsideration of the same challenged library and other educational material. Once a decision has been made by **the review committee** regarding any library or other educational material, that material cannot be subject to a new request for review and reconsideration for a period of three years.

Through this policy, the Board of Education ensures that all library materials shall be evaluated and made accessible in accordance with the protections against discrimination set forth in sec10-15c of the general statutes, including, but not limited to, discrimination based on race, color, sex, gender identity, religion, national origin, sexual orientation, or disability. The Board shall review and update this policy as necessary every five years.

Definitions

"Library and other educational material" means any material belonging to, on loan to or otherwise in the custody of a school library media center, including, but not limited to, nonfiction and fiction books, magazines, reference books, supplementary titles, multimedia and digital material, software, and other material not required as part of classroom instruction.

Instruction/Community Relations

Library Material Review and Reconsideration Policy

Definitions (continued)

"School library staff member" means a school library media specialist, school librarian, any certified or non-certificated staff member whose assignment is in the school library or any individual carrying out or assisting with the functions of a school library media specialist or school librarian.

"Individual with a vested interest" means any school staff member employed by a local or regional board of education, parent or guardian of a student currently enrolled in a school at the time a reconsideration form is filed, or any student currently enrolled in a school at the time a reconsideration form is filed.

"Remove" means deliberately taking library material out of a library's collection. **"Remove"** does not include the process of clearing such collection of any materials that are no longer useful.

Material Review and Reconsideration Procedure

The Board of Education has established the following procedure for addressing complaints regarding the utilization of library and other educational materials:

1. Individuals with a vested interest may initiate the review or reconsideration of any library and other educational materials, display, or student program by submitting a request for recommendation form to the principal of the school in which the library and other educational materials are being challenged.
2. The principal, or the principal's designee, shall promptly forward the request for reconsideration to the Superintendent of Schools for the school district.
3. The Superintendent, or the Superintendent's designee, shall appoint a review committee consisting of:
 - a. The Superintendent, or the Superintendent's designee;
 - b. the principal of the school in which the library and other educational material is being challenged, or the principal's designee;
 - c. the Director of curriculum, or a person in an equivalent position;
 - d. a representative from the local or regional board of education;
 - e. at least one grade-level-appropriate teacher familiar with the library material provided, the teacher selected is not the individual who submitted the form;
 - f. a parent or guardian of a student *age thirteen years or younger* enrolled in the school district, provided the parent or guardian selected is not the individual who submitted the form;
 - g. a parent or guardian of a student *aged fourteen years or older* enrolled in the school district, provided the parent or guardian selected is not the individual who submitted the form;
 - h. a certified school librarian employed by such board or employed by another board of education in the state.

Instruction/Community Relations

Library Material Review and Reconsideration Policy

Material Review and Reconsideration Procedure (continued)

In cases where such form is submitted by a student enrolled in *grades nine to twelve*, inclusive, and when appropriate and at the discretion of the superintendent, a student enrolled in grades nine to twelve, inclusive, may serve on the review committee if such student did not submit the reconsideration form, provided the superintendent consults with the principal of the school involved in such reconsideration request prior to making this determination whether to include such student on the review committee.

4. The **review committee** shall evaluate the request for reconsideration form by reading the challenged material in its entirety and evaluating the challenged material against the school district's *Collection Development and Maintenance Policy*.
5. The **review committee** shall make a *written decision* on whether to remove the challenged material *within sixty school days* from the date of receiving such request and provide a copy of the committee's decision and report to *the individual with a vested interest who submitted the form and to the principal of the school*.
6. The individual with a vested interest who submitted the *request for reconsideration form* may appeal to the *review committee's decision* to the local or regional board of education for the school district. The Board shall determine whether the reconsideration process was followed and publish the decision on the school district's website.

General Provisions

Any school library media specialist or school library staff member who, in good faith, implements the policies described in this section shall be immune from any liability, civil or criminal, that might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding that results from such implementation.

Legal Reference: **Public Act 25-168 An Act Concerning the State Budget for the Biennium Ending June 30, 2027, and Making Appropriations Therefore, and Provisions Related to Revenue and Other Items Implementing the State Budget**

**Connecticut General Statutes
Section 10-15c Discrimination in public schools prohibited**

Policy adopted:

cps 6/25
rev 10/25

(Name of District)

Request for Reconsideration of Library Books/Materials

Title _____

Author _____ Publisher _____

This request was initiated by

Parent/Guardian

Student

Other (please specify) _____

The material is best described as a:

Book

Video or Online Content

Periodical/Magazine

Other Media. Please specify _____

Please answer the following questions:

1. Did you read, view, or listen to the entire work? If not, what parts did you examine?

2. In what specific ways do you think this work is inappropriate for students?

3. What have you been told about the educational purpose of this material?

4. What do you believe is the theme or purpose of this material?

5. For what age group would you recommend this material?

6. Are you aware of the judgment of this work by literary critics and/or professional educators/organizations?

7. What are the valuable aspects of this material?

8. What do you feel may be the results of students reading, listening to, or viewing this material?

9. What work/material of equal or superior value would you recommend replacing the one in question?

10. Please explain your reasons for your objection:

Signature of Complainant

Date

_____ PUBLIC SCHOOLS
_____ CONNECTICUT

Request for Appeal of Reconsideration of Library and Other Educational Materials Decision

Full Legal Name: _____ **Title of Material:** _____

Address: _____ **Telephone Number:** _____

Author: _____ **Publisher:** _____

Date the Reconsideration Decision was communicated to you: _____

Please explain why you are appealing against this decision:

How do you believe the review committee failed to follow the reconsideration process?

Are you submitting any documentation with this appeal? If so, please list/describe supporting documents:

The _____ Board of Education shall determine whether the reconsideration process was followed and will publish the decision on the internet web site of the school district.

_____ PUBLIC SCHOOLS
_____ CONNECTICUT

Sample Letter to Complainant

Date: _____

Complainant Name

Address Line 1

Address Line 2

Dear [Complainant's Name],

Thank you for bringing your concerns regarding one of our school's library materials to our attention. In accordance with Connecticut state law, our school has a procedure in place to adjudicate concerns and reconsideration requests.

To facilitate this review, we kindly request that you submit a *Request for Reconsideration of Library Books and Materials* form to clearly identify the specific content you find objectionable and describe the nature of your concerns. Once your submission is received, it will be forwarded to the District Library Review Committee for formal consideration. The Committee's review process includes thoroughly reviewing the material, assessing its educational value, and addressing all concerns raised.

If you have any questions or need assistance with this process, please don't hesitate to contact me at [phone number or email address].

Thank you for engaging with us to support a thoughtful and responsible approach to creating libraries that meet the needs of all students.

Sincerely,

[Your Name]

[Your "Vested Interest" Identity]

A mandated policy.

Instruction/Community Relations

Library Collection Development and Maintenance Policy

The Board of Education recognizes that library and other educational materials should be provided for the interest, information, and enlightenment of all students, and that the collection as a whole should represent a wide range of varied and divergent viewpoints.

Students shall have access to the library and other educational materials that are relevant to their research, independent reading interests, and educational needs, based on their age, development, or grade level.

The library media center is an important place for voluntary inquiry, the dissemination of information and ideas, and the promotion of free expression and free access to ideas by students.

A school library media specialist is professionally trained to curate and develop a collection that provides students with access to the widest array of age-appropriate and grade-level-appropriate library and other educational materials.

Through this policy, the Board of Education ensures that all library materials shall be evaluated and made accessible in accordance with the protections against discrimination set forth in section 10-15c of the general statutes, including, but not limited to, discrimination based on race, color, sex, gender identity, religion, national origin, sexual orientation, or disability. The Board shall review and update this policy as necessary every five years.

The _____ Board of Education directs the Superintendent to create an administrative regulation that establishes a procedure for a certified school library media specialist to continually review library and other educational material within a school library media center using professionally accepted standards which shall include, but need not be limited to: the material's relevance, physical condition of the material, availability of duplicates or copies of the material, availability of more recent age-appropriate or grade-level appropriate material and continued demand for the material.

Legal Reference: Public Act 25-168 An Act Concerning the State Budget for the Biennium Ending June 30, 2027, and Making Appropriations Therefore, and Provisions Related to Revenue and Other Items Implementing the State Budget

Connecticut General Statutes
Section 10-15c Discrimination in public schools prohibited

Policy adopted:

cps 6/25
rev 10/25

A sample regulation.

Instruction/Community Relations

Library Collection Development and Maintenance

Purpose:

This regulation establishes a procedure for certified school library media specialists to continually review library and other educational materials within a school library media center to ensure that they are relevant, in good condition, and age- or grade-level-appropriate.

General Procedure:

Using the criteria identified below and their professional judgment, the school library media specialist shall conduct a systematic review of the library's collection:

1. Material relevance

- a. Consult with instructional staff to determine whether the material is still useful and has up-to-date information.
- b. Evaluate usage data to assess the material's relevance to student interests and research needs.

2. Physical condition of the material

- a. Assess whether the material is damaged or worn beyond reasonable use.

3. Availability of duplicates or copies of the material

- a. Determine whether the availability of duplicates or multiple copies is justified based on usage statistics to avoid redundancy.

4. Availability of more recent age-appropriate or grade-level appropriate material

- a. Investigate the availability of newer editions or versions that offer more current and accurate information by considering awards and recommended lists for recently recognized literature.
- b. Ensure that any new material uses language that is appropriate for the reading level of students in the targeted grade range and developmental levels.
- c. Evaluate whether the new material's treatment of difficult or sensitive subjects (e.g., death, mental health, violence, sexuality) is in a developmentally appropriate way for the intended student audience.

5. Continued demand for the material

- a. Consult with instructional staff to determine whether the material continues to be cited or referred to for classroom instruction.
- b. Review usage data to determine whether the material is still being sought by students or teachers.

Instruction/Community Relations

Library Collection Development and Maintenance (continued)

Library Collection Development

Objectives of Materials Selection

- To provide faculty and students with materials that enrich and support the curriculum and meet the recreational reading needs of the students served.
- To provide students with a wide range of age and grade appropriate educational materials on all levels of difficulty and in a variety of formats, with diversity of appeal, allowing for the presentation of many different points of view.
- To select materials in all formats, including up-to-date, high quality, varied literature to develop and strengthen a love of reading.

All library materials are evaluated and made accessible in accordance with the protections against discrimination set forth in section 46a-64 of the Connecticut General Statutes, including, but not limited to, discrimination based on race, color, sex, gender identity, religion, national origin, sexual orientation, or disability.

General Selection Criteria

In selecting what materials to purchase for the School Library, professionally trained library personnel shall evaluate materials using the following general selection criteria. Not all criteria may be applicable in every selection.

- **Curriculum Support:** Resources that support and enrich the curriculum and/or students' personal interests and learning.
- **Quality and Standards:** Works that meet high standards in literary, artistic, and aesthetic quality, as well as technical aspects and physical format.
- **Appropriateness:** Materials suited to the subject area, and to the age, emotional development, ability level, and social, emotional, and intellectual development of the students served.
- **Accuracy and Authority:** Resources incorporating accurate and authentic factual content from authoritative sources.
- **Professional Reviews:** Titles earning favorable reviews in standard reviewing sources and/or recommended by professional personnel following preview and examination.
- **User Appeal:** Materials with a high degree of potential interest and appeal to students.
- **Viewpoint Representation:** Resources that present differing perspectives on controversial or complex issues.
- **Format Variety:** A range of physical and virtual resources, including print, electronic, multimedia, subscription databases, e-books, educational games, and other emerging technologies.

Instruction/Community Relations

Library Collection Development and Maintenance

General Selection Criteria

- **Durability and Design:** Physical format, appearance, and durability appropriate to the material's intended use.
- **Collection Gaps:** Materials that fill a substantial gap in the collection on a particular topic or subject area.
- **Cost Effectiveness:** Balance between the cost of materials and the demonstrated need or value to the collection.

In selecting library materials, library personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection, and other appropriate sources. The actual resource will be examined whenever possible.

Recommendations for purchase or gift materials shall be judged by the selection criteria and shall be accepted or rejected by those criteria.

Library Collection Maintenance

Withdrawing materials from the School Library ensures the library collection remains current, accurate, and relevant so that students and staff can easily find high quality resources that support learning and engagement.

In selecting what materials to withdraw from the School Library, professionally trained library personnel shall evaluate materials using the following general selection criteria. Not all criteria may be applicable in every selection.

1. **Physical Condition:** Items that are damaged, worn, or in poor condition and cannot be feasibly repaired.
2. **Accuracy and Currency:** Materials outdated or inaccurate information, particularly in fields where current knowledge is critical.
3. **Relevance and Demand:** Titles that have not circulated for a significant period of time, or that no longer support the library's mission, curriculum, or community interests.
4. **Duplication:** Excessive copies of titles where demand no longer justifies multiple holdings.
5. **Format Obsolescence:** Materials in formats no longer supported by current technology or no longer used by the community.

Instruction/Community Relations

Library Collection Development and Maintenance

Library Collection Maintenance (continued)

- 6. Incompleteness of Series:** In cases where a series is substantially incomplete and replacement volumes are unavailable or cannot be obtained at a reasonable cost, the remaining titles may be withdrawn to maintain the collection's overall usefulness, consistency, and appeal.
- 7. Space Considerations:** Items may be withdrawn when necessary to manage shelf space and maintain an accessible, browsable collection.

Regulation approved:

cps 6/25
rev 10/25

A mandated policy.

Instruction/Community Relations

Library Display and Program Policy

Library displays and student programs are crucial in serving as resources for voluntary inquiry, the dissemination of information and ideas, and promoting free expression and access to ideas among students.

The Board of Education recognizes that library displays are provided for the interest, information, and enlightenment of all students, represent a wide range of varied and divergent viewpoints, and provide access to content that is relevant to the research, independent interests, and educational needs of students.

The _____ Board of Education acknowledges that a school library media specialist is professionally trained to curate and develop displays and programs that shall provide students with access to the widest array of age-appropriate and grade-level-appropriate library and other educational materials.

Through this policy, the Board of Education ensures that all library materials shall be evaluated and made accessible in accordance with the protections against discrimination set forth in section 10-15c of the general statutes, including, but not limited to, discrimination based on race, color, sex, gender identity, religion, national origin, sexual orientation, or disability. The Board shall review and update this policy as necessary every five years.

Legal Reference: Public Act 25-168 An Act Concerning the State Budget for the Biennium Ending June 30, 2027, and Making Appropriations Therefore, and Provisions Related to Revenue and Other Items Implementing the State Budget

Connecticut General Statutes
Section 10-15c Discrimination in public schools prohibited

Policy adopted:

cps 6/25
rev 10/25

Public Act 23-167 sections 2 and 3, require first-time board members to complete a prescribed training program at a time determined by CSDE, but no later than one year after assuming office.

Bylaws of the Board

New Board Member Orientation

Because the Board, as the policy making authority of the _____ Public Schools, is responsible to the public for the success of all educational services offered by the school system, and because that success is directly dependent upon each Board member's ability to participate meaningfully in the decision-making process that governs this system, it shall be the policy of the Board to provide, as soon as practicable, for the orientation of new members. The purpose of the orientation is to help new members become quickly acquainted with their Board duties and responsibilities.

Orientation of new Board members will begin at the outset of their candidacy and continue throughout the election process. Prior to elections, beginning as soon as the individual's candidacy is known, the candidates will receive from the Board a brief overview of the _____ Public School System. The candidates will be placed on a mailing list to receive notices from the Board, other meetings, and summary reports of Board action. Candidates will also be informed that additional information pertinent to each Board agenda item is available to them through the Central Office.

After the general election in November, and prior to the new members officially assuming the position in December (Elections in May, new members assume the position in January.), the new members will be invited to meet with the Superintendent and other administrative personnel to discuss services to be performed for the Board, and to allow them to request any other information they may deem desirable. Each new member will also receive an orientation packet from the Superintendent's office and will be notified of and given the opportunity to attend sessions of the Connecticut Association of Boards of Education or similar new Board member orientation.

The packet will include:

1. A copy of the Board's policies, rules, and regulations.
2. A copy of the current school budget and the latest financial statement.
3. A new Board Member packet from CABE.
4. Any other materials relevant to duties and responsibilities as members of the _____ Public Schools.

First-time elected board members are to complete a training program that minimally includes the following:

1. The role and responsibilities of a board member;
2. The duties and obligations of a board of education;
3. School district budgeting and education finance.

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

Bylaws of the Board

New Board Member Orientation

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

Suggested bylaw.

Bylaws of the Board

New Board Member Orientation

The Board of Education and the administrative staff shall assist each new Board member-elect to become familiar with and to understand the Board of Education's functions, policies, procedures, and operation of the school district before the member takes office. The following methods shall be employed:

1. The incoming member shall be given selected materials on the function of the Board of Education and the school district.
2. The incoming member shall be invited to attend Board meetings and functions and to participate in its discussions.
3. The incoming member shall be invited to meet with the Superintendent and other administrative personnel to discuss services they perform for the Board and the school district.

Alternate language: The Superintendent shall arrange a meeting of the Board Chairperson, the Superintendent, and the new member to answer questions and acquaint the member with the district.

4. The incoming member shall be provided with a copy of the Board's policies and bylaws, administrative regulations, and copies of pertinent materials developed by the State School Board Association, Board minutes for the past year, and other helpful information explaining the Board's roles and responsibilities.
5. The Board Chairperson or designee shall arrange a meeting with the new Board member(s) to explain and answer questions about Board processes and procedures.
6. The Board Chairperson may request a veteran Board member to mentor a new member.
7. The incoming member may attend, at district expense, workshops for newly elected members as approved by the Board of Education.

8. **First-time elected board members are to complete a training program that minimally includes the following:**

**The role and responsibilities of a board member;
The duties and obligations of a board of education;
School district budgeting and education finance.**

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

Bylaws of the Board

New Board Members Orientation (continued)

Candidates

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

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

Bylaw adopted by the Board:

cps rev.4/02

cps rev 2/06

cps rev 7/25



POLICY UPDATE SUMMARY

PAGE 1

UPDATE #1

NOVEMBER 13, 2025

The following chart has been developed and summarized for your convenience. Please note that this does not represent all of what is required in your policy manual, and although some sections in this update may not require policy language, they may be procedural and/or recommended.

Update Section	Subject/Policy Topic	Policy Number(s) Impacted	Is Policy Language Required?
A.	Work-Release	5113.13	Yes. CABE's mandated sample policy provided.
B.	Family and Medical Leave Act	4152.6 4252.6	No. CABE's recommended sample policy and regulation provided.
C.	Nondiscrimination	0521	Yes. CABE's mandated sample policy is provided.
D.	Library Material Review and Reconsideration Policy	6161.12 1312.3	Yes. CABE's mandated sample policy is provided.
E.	Library Collection Development and Maintenance Policy	6161.13 1312.4	Yes. CABE's mandated sample policy and regulation is provided.
F.	Library Display and Program Policy	6161.14 1312.5	Yes. CABE's mandated sample policy is provided.
G.	Orientation of Board Members Bylaw	9230	No. CABE's sample bylaw is provided.