

HAMPTON BOARD OF EDUCATION  
PERSONNEL  
CERTIFIED 4100/NONCERTIFIED 4200

4000 SERIES

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HAMPTON BOARD OF EDUCATION  
 PERSONNEL  
 CERTIFIED 4100/NONCERTIFIED 4200

4000 SERIES

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*HAMPTON BOARD OF EDUCATION*

4111/4211

Personnel — Certified/Non-Certified

Recruitment and Selection

The Board desires the Superintendent to develop and maintain a recruitment program designed to attract and hold the best possible personnel who are highly qualified as defined by federal law in the District's schools. All District teachers teaching in a core academic subject area, as defined in the No Child Left Behind Act, must be determined to be "highly qualified."

The school district recognizes the heterogeneity of the people who live in the school district and believes that this characteristic should have an important bearing on all aspects of the school district's activities.

The Board of Education believes it is especially important that this heterogeneity of population be recognized in the recruitment and assignment of personnel.

To this end, the Board of Education shall develop and implement a written plan for minority staff recruitment. The administration is directed to make a serious effort to see that the recruitment procedures of the district produce a total staff representative of the total population of the district and that the assignment procedures of the district bring to each school staff members representative of the population represented by the student membership in each local school.

The schools shall engage in fair and sound personnel practices in the appointment of all district employees. The administration shall be responsible for establishing recruitment, selection and appointment procedures.

The Superintendent shall insure that the District is in compliance with the provisions of all applicable federal and state laws. Manuals and handbooks shall comply with federal law as to the qualifications for instructional personnel. Staffing pattern reviews as required by law shall be conducted annually.

Legal Reference: Connecticut General Statutes  
10-151 Employment of teachers. Notice and hearing on termination of contract.  
10-153 Discrimination on account of marital status.  
10-220 Duties of Boards of Education. (as amended by PA 98-252)  
46a-60 Discriminatory employment practices prohibited.  
20 U.S.C. Section 1119 N Child Left Behind Act  
34 C.F.R. 200.55 Federal Regulations  
Circular Letter C-6, Series 2004-2005, Determining "Highly Qualified" Teachers  
Circular Letter C-9, Series 2004-2005, "No Child Left Behind" and Districts' High Objective Uniform State Standard of Evaluation (HOUSSE) Plans.

*HAMPTON BOARD OF EDUCATION*

Circular Letter C-9, Series 2007-2008, “Discontinued Use of Districts’ High Objective Uniform State Standard of Evaluation (HOUSSE) Plans.”

Circular Letter C-13, Series 2007-2008, “Construction of HOUSSE Plans for Highly Qualifying Veteran Teachers”

Policy adopted:       **TENTATIVE APPROVAL: 01/22/2009**  
                                  **FINAL APPROVAL: 03/04/2009**

*HAMPTON BOARD OF EDUCATION*  
4111.1/4211.1

Personnel — Certified and Non-Certified

Equal Employment Opportunity

The Board of Education will provide equal employment opportunities for all persons without regard to race, color, religious creed, age, marital status, national origin, sex, sexual orientation, or physical disability. The Board directs the administration to set as a goal the recruitment, selection and employment of qualified people among racial and ethnic minority groups to the end that the school district's employees will proportionately mirror the racial and ethnic composition of this community.

No advertisement of employment opportunities may by intent or design restrict employment based upon discrimination as defined by law.

Legal Reference: Connecticut General Statutes

4a-60 Nondiscrimination and affirmative action provisions in contracts of the state and political subdivisions rather than municipalities

4a-60a Contracts of the state and political subdivisions, other than municipalities, to contain provisions re nondiscrimination on the basis of sexual orientation

10-153 Discrimination on account of marital status.

46a-60 Discriminatory employment practices prohibited.

46a-81a Discrimination on the basis of sexual orientation

Title VII, Civil Rights Act 42 U.S.C. 2000e, et seq.

Policy Adopted:           **TENTATIVE APPROVAL: 01/22/2009**  
                                  **FINAL APPROVAL: 03/04/2009**

*HAMPTON BOARD OF EDUCATION*

4111.3

**PERSONNEL - CERTIFIED**

**Minority Recruitment Plan**

The Board of Education recognizes that the increasing diversity of individuals and cultures is a growing characteristic of our state and the nation which should have significant bearing on the activities of the school district. Further the State of Connecticut has determined that the educational interests of the state require efforts by each school district to provide educational opportunities for its students to interact with teachers from other racial, ethnic and economic backgrounds in order to reduce racial, ethnic and economic isolation.

To this end, the Board of Education believes that the importance of diversity of individuals and cultures should be recognized in the recruitment and assignment of personnel in order to help promote an intellectually and culturally dynamic environment that enables all students to gain an increased awareness and appreciation of the diverse world in which all are connected.

Accordingly, the Superintendent of Schools shall develop and maintain a written plan for minority staff recruitment as approved by the Board and shall report to the Board annually on implementation of the plan. Consistent with the Board's policies on Affirmative Action (4111.1) and Nondiscrimination (4118.11), said plan for minority staff recruitment shall provide for an energetic effort to attract talented minority educators and other minority personnel to serve in available positions within the district, with the long range goal of achieving staffing of the school district which is broadly representative of the populations of the regional and state communities of which the district is a part.

Legal Reference: Connecticut General Statutes

10-151 Employment of teachers. Notice and hearing on termination of contract.

10-153 Discrimination on account of marital status.

*HAMPTON BOARD OF EDUCATION*

10-220 Duties of Boards of Education. (as amended by PA 98-252)

46-60a Discriminatory employment practices prohibited.

Tentative Approval: 10/05/2005

Final Approval: 11/02/2005

Reapproved: 08/26/2015

**Personnel — Certified and Non-Certified**

**Provisions of Negotiated Agreements/Contracts**

All articles in negotiated agreements/contracts with teachers' and administrators' bargaining representatives shall have the effect of Board of Education policy. In cases of conflict between negotiated agreements/contracts and Board of Education policies or administrative regulations, agreements/contracts take precedence.

Legal Reference: Connecticut General Statutes  
[10-153a](#) through 10-153j

Policy adopted:

<b>TENTATIVE APPROVAL:</b>	<b>10/05/2005</b>
<b>FINAL APPROVAL:</b>	<b>11/02/05</b>
<b>PRESENTED:</b>	<b>07/24/2013</b>
<b>REAPPROVED:</b>	<b>08/23/2013</b>



**Personnel -- Certified/Non-Certified**

**Security Check/Fingerprinting**

In order to create a safe and orderly environment for students, all offers of employment will be conditional upon the successful outcome of a criminal record check.

District employees shall within 30 days after they are hired submit to state and national criminal checks. District students employed by the school system are exempted from this requirement.

Workers placed in a school under a public assistance employment program shall also submit to the criminal check if such individuals will have direct contact with students.

School nurses and nurse practitioners appointed by the Board or under a contract with the Board shall also submit to a criminal history check pursuant to C.G.S. 29-17a.

Student teachers placed in District schools as part of completing preparation requirements for the issuance of an educator certificate, effective July 1, 2010, shall also be required to undergo the same criminal background checks already required for school employees.

Legal Reference: Connecticut General Statutes  
10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissed. (as amended by PA 01-173, PA 04-181 and June 19 Special Session, Public Act No. 09-1)  
29-17a Criminal history checks. Procedures. Fees

BOE APPROVED: TENTATIVE APPROVAL: 09/28/2011  
FINAL APPROVAL 10/26/2011

**Personnel — Certified/Non-Certified**

**Use and Disclosure of Employee Medical Health Information (HIPAA)**

Other than health information contained in employment records held by the District in its role as employer, all information in the District's possession which is related to employee past, present and future health conditions and that identifies the individual employee or could reasonably be utilized to identify the employee, will be protected under the terms of the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

To the extent the District possesses personally identifiable health information regarding employees, aside from health information contained in employment records held by the District in its role as employer, the Superintendent or his/her designee shall act as the Privacy Officer to oversee the administration of privacy of such records. The Superintendent or his/her designee shall provide all employees with the following information regarding such records:

1. The use and disclosure of personally identifiable health information;
2. Each employee's rights to privacy with respect to his/her personally identifiable health information;
3. Duties under HIPAA with respect to employee's personally identifiable health information;
4. Each employee's rights to file a complaint with the District, Health Benefit Plan, and/or the Secretary of the United States Department of Health and Human Services; and
5. The person or office that an employee can contact for further information about privacy practices.

In addition, the District shall notify the administrator of each of the District's health benefit plans of the requirement under HIPAA that it take reasonable steps to maintain the privacy of each employee's personally identifiable health information and to inform each employee about the information set forth above in items 1 through 5. Further, the District shall notify the administrator of the health benefit plan of the requirement under HIPAA that it provide reasonable notice to all employees of whom the benefit plan designates as the Privacy Officer to oversee the administration of privacy of the benefit plan and to receive complaints.

(cf. [4112.6/4212.6](#) - Personnel Records)

Legal Reference: 42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

65 Fed. Reg. 50312-50372

65 Fed. Reg. 92462-82829

63 Fed. Reg. 43242-43280

67 Fed. Reg. 53182-53273

*HAMPTON BOARD OF EDUCATION*

**POLICY PRESENTED: 01/22/2014**

**POLICY REAPPROVED: 02/26/2014**

**Personnel — Certified**

**Assignment and Transfer**

The assignment and transfer of all certified staff personnel shall be the responsibility of the Superintendent of Schools or designee consistent with any existing provisions in negotiated agreements.

Requests for transfer within the school system may be made at any time and must be in writing. Transfers are subject to availability of position, vacancies, and qualifications of employee.

Transfers will be made in the best interests of the school system, subject to provisions of applicable employee organization agreements and Hampton Board of Education policies.

Not later than the regular October meeting of the Board of Education the Superintendent shall provide Board members a staff listing of regular assignments and/or changes in staff assignment.

(cf. [4112.1/4212.1](#) Provisions of Negotiated Agreement)

Policy Presented: 07/22/2015

Policy Approved: 08/26/2015

## **Personnel – Certified**

### **Policy for Educator and Leader Evaluation and Support**

The Board recognizes the critical role an effective professional evaluation and support system plays in ensuring student growth and success and promoting reflective practice through job-embedded professional learning and goal setting. The Board empowers the superintendent to ensure that each educator and leader has the opportunity for continuous learning and feedback, to develop and grow, individually and collectively, through the educator and leader evaluation and support system so that all of the district's students experience growth and success. Connecticut General Statutes 10-151b requires that the superintendent shall annually evaluate or cause to be evaluated each teacher.

Educator and leader practice discussions shall be based on a set of national or state performance standards set by professional organizations agreed upon by the district's Professional Development and Evaluation Committee (PDEC). The district's PDEC shall work to mutually agree upon a standard-based best practice observation model.

On or before July 1, 2024, the Board of Education shall adopt and implement an Evaluation Program consistent with the Evaluation Guidelines adopted by the State Board of Education. The teacher evaluation and support program shall be developed through mutual agreement between the Hampton Board of Education and the district's PDEC. If the Board of Education and the PDEC are unable to come to a mutual agreement, they shall consider the model teacher evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model teacher evaluation and support program.

If the Board of Education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the Board shall adopt and implement a teacher evaluation and support program developed by the Board, provided the program is consistent with the guidelines adopted by the State Board of Education.

While the District may create its own rubrics for use in this process, it must demonstrate that those rubrics are aligned with or tied to an externally referenced standard.

#### **Definitions:**

**Educator** includes **teachers** and student and educator support **specialists** who provide instruction and support services to students and staff. Educators serving in a teaching role or serving in a role providing support services hold a valid certificate or permit issued by the State Board of Education.

## Personnel – Certified

### Policy for Educator and Leader Evaluation and Support

#### Definitions: (continued)

**Leader** includes school and district administrators who are responsible for providing instructional leadership and for developing, implementing, and evaluating systems and policies within the school district. Leaders serving in an administrative position hold a valid certification endorsement for Intermediate Administration or Supervision (#092) issued by the State Board of Education.

**Single Point Competency** is a description of a standard of behavior or performance, framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance, similar to a traditional rubric. The primary reason for using this approach is that it supports a focus on understanding the goal and the performance's strengths and weaknesses without the complication of interpreting those elements into a rating. This shift in practice is designed to make it easier for the participants to focus the energy of the process on the evidence, why that evidence looks the way it does, and what can be done to support improvement rather than a debate or negotiation on the rating.

The **PDEC** (Professional Development and Evaluation Committee's) responsibilities include its participation in the development and adoption of a teacher evaluation and support plan for the district. The district's representative PDEC shall be composed of at least one representative from the teachers', administrators', and paraeducators' bargaining units, and other appropriate school personnel, and shall ensure Educator and Leader practice discussions are based on a set of national or state performance standards set by professional organizations and agreed upon by the Committee. PDEC shall work to mutually agree upon a state or national standard-based best practice observation model, which will require Board approval. Any district-created rubric used in this process must demonstrate alignment or be tied to an externally referenced standard.

#### Guiding Principles:

Educator and leader practice discussions are based on a set of national or state performance standards set by professional organizations agreed upon by the PDEC, which will mutually agree upon a standards-based best practice observation model.

The primary goal of the educator evaluation and support system is to strengthen individual and collective practices to increase student learning, growth, and achievement and will need to:

- Be consistent with emerging research and best practices in the field of education;
- Include a focus on professional learning to develop systems of continuous improvement for educator and leader practice and student outcomes; and
- Address the continued impact of the pandemic on all members of the educational community and families;

## Personnel – Certified

### Policy for Educator and Leader Evaluation and Support

#### Guiding Principles: (continued)

- Allow for differentiation of roles (teachers, counselors, instructional coaches...);
- Focus on things that matter (identify high leverage, mainstream goal focus areas);
- Connect to best practices aimed at the development of the whole child;
- Focus on educator growth and agency, meaningfully engaging professionals by focusing on growth and practice in partnership with others aligned to a strategic focus;
- Provide multiple pathways for participation to improve educator practice in a way that is meaningful and impactful;
- Provide specific, timely, accurate, actionable, and reciprocal feedback.

#### Vision:

All of the district's educators and leaders have the opportunity for *continuous learning* and *feedback* to develop and grow individually and collectively, through the educator and leader evaluation and support system to ensure all students experience growth and success.

#### Process:

Evaluation and support shall be an ongoing, cyclical progress monitoring process and shall include references to standards and criteria, a process for goal setting, a focus on professional practice and student growth, and an environment that nurtures feedback and engagement. Minimally evaluator and educator/leader/team conference shall occur in the fall, winter, and spring of each school year:

- Educators and leaders will meet with their supervisor no fewer than three times a year (fall goal setting, mid-year review, end of the year reflection). The meetings shall be approached in a spirit of continuous improvement, reflection, and collaboration. In addition, meetings shall provide opportunities for evaluator and evaluatee constructive feedback. Goals should always be connected to standards recommended by PDEC and approved by the Board.
- The first meeting shall focus on goal setting, which can be proposed either by an individual or by a collaborative group, depending on the goal.
- The mid-year review shall provide the educator(s) and supervisor the opportunity to review the extent to which the established goal is being reached and reflect on ways additional attention and support may be provided to adjust the goal or support its successful attainment.

## Personnel – Certified

### Policy for Educator and Leader Evaluation and Support

#### Process: (continued)

- The end-of-the-year meeting shall be used to reflect on the current year and how it might inform/launch the next evaluation cycle.
- An appropriate summary of the educator/leader growth achieved through the process and considerations for future work shall be provided by the evaluator annually. This summary should be tied to the agreed-upon standards and goals determined through this process.

**Multiple measures** of student learning, growth, and achievement as mutually agreed upon during the goal-setting process may include but not be limited to:

- For the Educator: Considering additional evidence relevant to one or more competencies related to student learning and growth may be part of the process and discussion. Multiple measures should be adjusted and be appropriate to the role of the educator in the process (educator, counselor, instructional coach, etc.).
- For the Leader: Considering additional evidence relevant to one or more competencies including but not limited to promoting a positive, safe, and equitable learning culture, engaging in instructional-focused interactions, facilitating collaboration and professional learning, as well as managing operations, personnel, and resources strategically may be part of the process and discussion. Multiple measures should be adjusted and be appropriate per the role of the leader in the process (assistant superintendent, principal, department chair, etc.).

To ensure participants focus the discussion and feedback on the desired practice rather than a rating outcome, **Single Point Competencies** will be preferred. This will allow for the promotion of clear, research-based expectations while ensuring a tie to standards

- Current rubrics may be used as talking points for feedback and deepening reflection on practice – but are encouraged to be framed or converted as single points for increased clarity. PDEC will be responsible for developing or adopting external, state, or national standards-based models for district use.
- The district will establish a clearly articulated vision of highly effective instruction and educational practice focusing on growth.

Best practice should allow for Goals and standards to be consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations). Coherence improves the collective effectiveness of practice.



## **Personnel – Certified**

### **Policy for Educator and Leader Evaluation and Support**

#### **Process:** (continued)

- This will encourage individual educators and leaders to reflect on how they are contributing to the goals, mission, and vision of the district, whether developing individual, departmental, or grade-level team-based goals.
- The goals-setting process should encourage consideration of the growth of the whole child – considering growth indicators in a variety of areas critical to the overall well-being of students.

#### **Goal-Setting Process**

##### **Requirements for Goal Setting – *Educators***

- The goal-setting process must follow the timelines and frameworks created by the PDEC consistent with the standards established during this process.
- Goals and feedback must be based on evidence, observations, and artifacts of professional practice as aligned to the lens of the agreed-upon standards.
- Educators and their evaluators must mutually agree upon a one, two, or three-year goal and develop a plan for professional development and support consistent with the educator’s professional status and goals. All educators must be assigned a primary evaluator, who holds a #092 certificate.
- The district’s PDEC shall determine protocols for each level of educator (novice, provisional, professional, transfers to the district, part-time or partial year, educator or leader in need of support, etc.)

##### *(For consideration of best practices)*

- Goals setting may allow for differentiated timelines (1, 2, or 3 years) and differentiated partnerships (perhaps in teams or collaboration with another educator) depending upon the role of the educator and aligned with a plan for professional learning and growth.
- The plan allows for discussion and exploration of how goals may/should be aligned with district-wide and individual professional development, professional learning communities, and other integrated efforts to support the goals, mission, and vision established within the district.

## **Personnel – Certified**

### **Policy for Educator and Leader Evaluation and Support (continued)**

#### **Requirements for Goal Setting Process – Leaders**

- The goal-setting process shall follow the timelines and frameworks created by the PDEC consistent with the standards established during this process.
- Goals and feedback shall be based on evidence, observations and artifacts of professional practice as aligned to the lens of the agreed upon standards.
- Mutually agree upon a one, two, or three-year goal and develop a plan for professional development and support that is consistent with the leader's professional status and goals. All leaders shall be assigned a primary evaluator who holds either a #092 or #093 certificate.
- The district PDEC shall determine protocols for each level of leader (level of experience, role, transfers to the district, part-time or partial year, leader in need of support, etc.)

*(For consideration of best practices)*

- Goal setting may allow for differentiated timelines (1, 2, or 3 years) and differentiated partnerships (perhaps in teams or collaboration with another leader) depending upon the role of the leaders and aligned with a plan for professional learning and growth.
- There may be discussion and exploration of how goals may/should be aligned with district-wide and individual professional development, a theory of action, PLC work, and other integrated efforts to support the goals, mission, and vision established within the district.

#### **Professional Practice and Educator Growth**

- Feedback to the educator shall consider multiple and varied quantitative and qualitative evidence indicators.
- Dialogue through the professional growth process should begin with educator self-reflection/self-assessment of the impact of professional learning and educator practice on student growth and identifying the next steps.
- Within the required process structure, the district's PDEC may identify a minimum or recommend the number of observations aligned with the current professional needs of the educator (novice, provisional, professional).
  - PDEC shall create the district's plan for the nature and number of observations and/or reviews of practice and required artifacts.
- There should be multiple pieces of evidence, which may include artifacts, observations of practice, student feedback, and reflections of the educator on student growth as part of the educator feedback process.

## **Personnel – Certified**

### **Policy for Educator and Leader Evaluation and Support (continued)**

#### **Professional Practice and Leader Growth**

- Feedback to leaders must consider multiple and varied quantitative and qualitative indicators of evidence.
- Dialogue through the professional growth process should begin with leader self-reflection/self-assessment of impact of professional learning and leadership practice on organizational health as well as the identification of next steps.
- Within the required process structure, the district’s PDEC may identify a minimum or recommend the number of observations aligned with the current professional needs of the leader (new or experienced).
  - PDEC shall create the district’s plan for the nature and number of observations and/or reviews of practice and required artifacts.
- There should be multiple pieces of evidence, which may include artifacts, observations of practice, teacher, leader and staff feedback, and reflections of the leader on organizational growth as part of the leader feedback process.

#### **Evaluator/Observer/Stakeholder Feedback and Engagement**

- Feedback, tied to standards, identifies strengths and areas of focus for advancement.
  - PDEC will determine clear timelines for both written and verbal feedback.
  - PDEC will determine a process for appropriate feedback and how to use informal and formal feedback from stakeholders.
- In-person beginning-of-the-year, mid-year, and end-of-year check-in is required for all educators with a timeline determined by PDEC.
- A check-in cycle for the purpose of discussing what is occurring in the classroom/school or district and to identify additional mutually agreed upon needs is required. It is required that a balance of written and verbal feedback be provided periodically.
- For the Educator, the cycle of check-ins should provide opportunities for discussion linking student growth and development with observations of practice and performance.
- For the Leader, the cycle of check-ins should provide opportunities for discussion linking organizational growth and development with observations of practice and performance.

#### **Process Elements – Educator**

PDEC shall articulate agreed-upon processes for both formal and informal observations.

- At a minimum, initial goal-setting meetings, and mid and end-of-year reflective progress reviews must be held for all educators.

## Personnel – Certified

### Policy for Educator and Leader Evaluation and Support

#### Process Elements – Educator (continued)

- A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a **corrective support plan**. The corrective support plan must include indicators of success for transitioning out of the plan.
  - PDEC shall establish a clearly articulated corrective support model, which will be distinct from the typical educator growth model;
  - The corrective support model shall include:
    - Clear objectives specific to the well-documented area of concern;
    - Resources, support, and interventions to address the area of concern;
    - Timelines for implementing the resources, support, and interventions; and
    - Supportive actions from the evaluator.
- The district PDEC plan should include differentiated supports and be responsive to educator needs.
  - Utilize and document differentiated support prior to movement to a corrective support plan.
  - Ongoing training to ensure all stakeholders understand tiers, supports, and process (model of a corrective structure with tier 1, 2, and 3 supports should be provided in the appendix).
- The PDEC agrees upon orientation, training, and support elements for evaluators and educators on the critical components of success.

In addition to these required elements, PDEC should consider the following best practices as additional process elements:

- Intermediate support should be in place prior to an educator having to be placed on a corrective support plan.
- Corrective support should not be initiated without appropriate evidence of concern
- Ensure coaching/mentoring is available for new educators.
- Educators involved in a formal induction process should have an evaluation pathway that is aligned but separate from their induction process to reduce the work burden on the beginning educator and support their transition to provisional and professional educator status.
  - The intention of the Educator and Leader Evaluation Plan should be to reduce the burden of evaluation on beginning educators without compromising the distinct separation between induction and evaluation.

## **Personnel – Certified**

### **Policy for Educator and Leader Evaluation and Support**

#### **Process Elements – Educator (continued)**

- There should be regular check-ins/interactions with evaluators and mentors for beginning educators.
- Establish procedures and guidelines for PDEC operations, which include membership, quorum, and consensus criteria.
- PDEC should create a reflective process through PDEC, survey, etc. that reviews the TEVAL plan and process and provides for constructive feedback, reflection, assessment, and revision as needed.

#### **Process Elements – Leader**

- At a minimum, an initial goal-setting meeting, mid-year, and end-of-year reflective progress should be held for all leaders.
- There should be ongoing, on-site, evidence-driven visits or reviews of practice for each leader whose purpose/focus is aligned with the leader's goals in this process. PDEC should determine the minimum number of visits as appropriate.
- PDEC shall agree upon orientation, training, and support elements for evaluators and leaders on the critical components for success.
- A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback shall lead to advancing levels of support with a defined process for placing a leader on a corrective support plan with indicators of success for transitioning out of the plan.
- The corrective support plan shall be developed in consultation with the leader and their exclusive bargaining unit representative for administrators chosen pursuant to section C.G.S. §10-153b.
  - The district PDEC should establish a clearly articulated corrective support model that is separate from the normal educator growth model.
  - The corrective support model shall include:
    - Clear objectives specific to the well documented area of concern;
    - Resources, support, and interventions to address the area of concern;
    - Timeframes for implementing the resources, support, and interventions;
    - and
    - Supportive actions from the evaluator.

## **Personnel – Certified**

### **Policy for Educator and Leader Evaluation and Support**

#### **Process Elements – Leader (continued)**

- The district PDEC plan should include differentiated supports and be responsive to leader needs.
  - Utilize and document differentiated supports prior to movement to a corrective support plan.
  - Ongoing training to ensure all stakeholders understand differentiated supports and process (model of a corrective structure should be provided in the appendix).
  - Support models should always include clear objectives specific to the well documented area of concern, timeframes, interventions, supportive actions from the evaluator.

In addition to these required elements, PDEC should consider the following best practices as additional process elements:

- Coaching and/or mentoring should be strongly considered an option for a new leader.
- Intermediate supports should be in place before placing a leader on a corrective action plan.
- A support plan should not be initiated without appropriate evidence of concern.
- PDEC should create a reflective process, either through PDEC, survey, etc. that reviews the TEVAL plan and process and provides for reflection, assessment, and revision as needed.
- Establish policy or procedures and guidelines for PDEC operations that includes membership, quorum, and consensus criteria.

#### **Dispute Resolution**

- The Board of Education shall, in mutual agreement with the PDEC, include a process for resolving disputes in cases where the evaluator and educator/leader being evaluated cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan.
- Any claims that the district has failed to follow the established procedures of the educator/leader evaluation and support program shall be subject to the grievance procedures set forth in the then-current collective bargaining agreements between the Board of Education and the relevant bargaining unit.

## Personnel – Certified

### Policy for Educator and Leader Evaluation and Support (continued)

#### Local and State Reporting

- The superintendent shall report:
  - The status of teacher evaluations to the Board of Education on or before June first of each year; and
  - The status of the implementation of the educator/leader evaluation and support program; including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education on or before September 15 of each year.

The term “teacher”, “educator” or “leader” shall include each professional employee of the Board of Education, below the rank of superintendent, who holds a certificate or permit issued by the State Department of Education.

#### Appendix: (PDF File)

#### [Connecticut Guidelines for Educator and Leader Evaluation and Support 2023](#)

Legal Reference: Connecticut General Statutes  
10-145b Teaching certificates.  
10-151a Access of teacher to supervisory records and reports in personnel file.  
10-151b Evaluation by superintendent of certain educational personnel. (amended by PA 04-137, P.A. 10-111, P.A. 12-116, PA 12-2 (June Special Session), PA 13-245, PA 15-5 (June Special Session)  
10-151c Records of teacher performance and evaluation not public records.  
10-220a(b) In-service training. Professional development. Institutes for educators. Cooperative and beginning teacher programs, regulations.  
PA 11-135 An Act Concerning Implementation Dates for Secondary School Reform.  
PA 12-116 An Act Concerning Education Reform (as amended by PA 13-145 An Act Concerning Revisions to the Reform Act of 2012.)  
Connecticut Guidelines for Educator Evaluation, adopted by the State Board of Education, June 27, 2012.

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**Policy for Educator and Leader Evaluation and Support (continued)**

Legal Reference: Connecticut General Statutes (continued)  
Connecticut’s System for Educator Evaluation and Development (SEED)  
state model evaluation system.  
“Flexibility to Guidelines for Educator Evaluation” adopted by  
Connecticut State Board of Education, February 6, 2014  
34 C.F.R. 200.55 Federal Regulations.  
PL 114-95 – Every Student Succeeds Act §9213  
Public Act 23-159 (An Act Concerning Teachers and Paraeducators)

**Policy adopted: TENTATIVE APPROVAL: 03/27/2024**  
**FINAL APPROVAL: 04/24/2024**



**Personnel — Certified**

**Personnel Reduction in Force (RIF)**

**Introduction**

The Board of Education may reduce the number of certified personnel employed, because of reduced enrollment within the district, lack of funds, elimination or reduction of a special program, or for other reasons.

When a reduction in force (RIF) plan is not included in negotiated agreements with certified personnel, this policy for selecting staff members to be released, with consideration of seniority, needs of the schools and quality and effectiveness of the individuals, will govern reductions in force.

Prior to commencing action to terminate teacher contracts upon the need to reduce staff, the Board of Education will abide by procedures currently existing in employee organization agreements, or otherwise will give due consideration to its ability to reduce staff by:

1. Voluntary retirements.
2. Voluntary resignation.
3. Transfer of existing staff members.
4. Voluntary leaves of absence.

If a teacher has attained tenure status, the contract of employment may be terminated if the position is eliminated, but only if there is no other position for which that teacher is certified and qualified available in the school system. "Position available" shall include any position for which said teacher is qualified and currently held by a teacher who has not completed thirty (30) months of continuous employment in the school district. This shall include first preference for positions which are held by non-tenured teachers in addition to positions that are open and available. Determination of those to be released shall be in the following order:

1. Teachers holding temporary emergency permits.
2. Non-tenured teachers holding initial certification.
3. Non-tenured teachers holding provisional certification.
4. Non-tenured teachers holding professional certification.

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5. Tenured teachers holding provisional certification.
6. Tenured teachers holding professional certification.

The following criteria will be used to select those employees who are to be considered for termination within the broad tenure and certification categories established above:

1. Areas of certification.
2. Teaching experience in other positions which may be available.
3. Degree status.
4. Total years of teaching experience.
5. Total years of teaching experience in the school system.
6. Qualifications and ability as determined by an objective evaluation of the teacher's performance.

When the Board of Education considers termination of the contract of a teacher it shall authorize the Superintendent to notify the teacher in writing that termination of his/her contract is under consideration. The notification and any subsequent proceedings related to termination will be in accordance with the provisions of C.G.S. 10-151.

Nothing herein shall compel the promotion of a teacher to a higher rank even though the teacher is qualified for such promotion and the position is open, and the teacher is being considered for termination under Board policy and this regulation.

**Recall Procedure/Reemployment**

If the contract of employment of a teacher is terminated without prejudice because of elimination of a position, the name of that teacher shall be placed on a reappointment list and remain on such list for a period of two years. If a position becomes open during such period and the teacher has been selected by the Board of Education as the person who is certified and qualified for that position, then the teacher will be notified by certified mail sent to the last known address at least thirty days prior to the anticipated date of reemployment whenever possible. The teacher must

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accept or reject the appointment in writing within seven days after receipt of such notification. If the appointment is accepted the teacher shall receive a written contract within twenty days of receipt of the teacher's reply to the Board of Education. If the teacher rejects the appointment offer or does not respond according to this procedure within seven days after receipt of the notification the name of the teacher will be removed from the recall list.

Legal Reference: Connecticut General Statutes

[10-151](#) Employment of teachers. Notice and hearing on termination of contract.

POLICY PRESENTED: 07/25/2015

POLICY APPROVED: 08/26/2015

**Personnel — Certified**

**Non-Renewal/Suspension**

**Non-Renewal**

Prior to obtaining tenure, a certified employee's contract may be non-renewed provided that the employee is notified in writing prior to May 1st by the Superintendent. A teacher so notified may request not later than three calendar days after such teacher receives such notice of non-renewal, a written statement of the reasons for non-renewal of the contract, and the district will furnish such a statement not later than four (4) calendar days of the receipt of the request. The teacher may also file with the Board of Education not later than (10) calendar days of receipt of the notice of non-renewal for a hearing before the Board or, if indicated in such request designated by the Board, before a single impartial hearing officer chosen by the teacher and the Superintendent. The hearing shall commence not later than fifteen calendar days after receipt of such request unless an extension, not to exceed fifteen calendar days, is mutually agreed upon.

A teacher who has not attained tenure shall not be entitled to a hearing concerning non-renewal if the reason for such non-renewal is either elimination of position or loss of position to another teacher. The Board shall rescind a non-renewal decision only if the Board finds such decision to be arbitrary and capricious.

**Suspension**

A certified employee may be suspended by the Board of Education for an alleged or actual violation of any of the reasons for termination in C.G.S. 10-151(c) or 10-151(d) when insufficient cause for dismissal is considered to exist, or may be suspended pending Board or legal action for dismissal of the employee on charges of violation of one or more of said causes for termination. The Superintendent may suspend an employee pending Board action when, in the opinion of the Superintendent, continuation of the employee in the position presents a clear danger to the students, staff, property or reputation of the district, or to the employee.

Legal Reference: Connecticut General Statutes

[10-151\(b\)](#) Employment of teachers. Definitions. Tenure, etc. (as amended by P.A. [12-116](#), An Act Concerning Educational Reform)

[10-151\(c\)](#) Employment of teachers. (as amended by P.A. [11-136](#), An Act Concerning Minor Revisions to the Education Statutes.)

PA 95-58 An Act Concerning Teacher Evaluations, Tenure and Dismissal.

PA 97-247 An Act Concerning Revisions to the Education Statutes.

Shanbrom v. Orange Board of Education, 2 Conn. L. Rpts. 396, 398 (1990)

Policy adopted:

**PRESENTED: 07/24/2013**

**APPROVED: 08/28/2013**

*HAMPTON BOARD OF EDUCATION*  
**4117.5**

**Personnel — Certified**

**Termination of Employment**

The Board of Education is greatly concerned about former employees of school districts who have resigned their positions pursuant to settlement agreements after having been served with disciplinary charges or told they would be subjected to disciplinary action. Such termination or settlement agreements often prohibit the disclosure of their terms to prospective employers, thus preventing prospective employers from becoming fully apprised of the reason(s) the individuals left their former positions and taking appropriate action.

No school personnel or Board member, with the exception of the Superintendent of Schools and/or his or her designee, will make any statement concerning the reason(s) that an individual has left employment with the district. The Superintendent and his or her designee will seek legal counsel concerning the nature of statements which are permissible in the particular case.

The district will also report any serious misconduct to the appropriate authorities, including, but not limited to, the State Department of Education and local authorities.

Policy adopted:	TENTATIVE APPROVAL:	09/28/2011
	FINAL APPROVAL:	10/26/2011
	REAPPROVED:	08/26/2015

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4118.11/4218.11

Personnel — Certified and Non-Certified

Nondiscrimination

In compliance with regulations of Title VII of the Civil Rights Act 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, the Civil Rights Act of 1987 and the American With Disabilities Act, the Board of Education adopts the following Equal Employment Opportunity and Equal Education Opportunity Policies.

Equal Employment Opportunity

Both federal and state law prohibit discriminatory practices in hiring and employment. The Board of Education prohibit discriminatory acts in all district matters dealing with employees and applicants for positions and requires equal employment opportunities for all employees and applicants. As an equal opportunity employer, the Board of Education does not discriminate on the basis of race, color, religious creed, age, marital status, national origin, ancestry, sex, sexual orientation past or present history of mental disorder, mental retardation, learning disability, regarding any individual who can perform the essential functions of the job, with or without reasonable accommodations, physical disability (including blindness), or other disability except in the case of a bona fide occupational qualification or need.

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 which shall not be abridged or impaired because of age, sex, sexual orientation, race, religion, national origin, pregnancy, parenthood, marriage, or for any reason not related to his/her individual capabilities.

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

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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
- 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

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."

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

Attempted rape/rape	Inappropriate touching
Sexual name calling	Sexual rumors
Display of unwanted affections	Overly personal conversation
Corner/blocking	Harassing telephone calls
Inappropriate gestures	Leers
Sexually explicit jokes/cartoons/pictures	Sexually explicit comments

If an employee believes that he or she has been discriminated against in regard to either of the preceding policies, a grievance may be filed charging that the employee's personal rights have been denied or violated.

Employees wishing to discuss these regulations or rights under this policy, or wish to discuss or file a grievance, should contact the district's Civil Rights Coordinator/s or any administrator.

Forms are available in guidance offices or from the Civil Rights Coordinator/s. Contact with the Civil Rights Coordinator/s should take place within forty (40) calendar days of the alleged occurrence.

Legal Reference: Civil Rights Act of 1964, Title VII, 42 U.S.C. 2000-e2(a).  
Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, effective 10/15/88.  
Title IX of the Education Amendments of 1972, 34 CFR Section 106.  
Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)  
Connecticut General Statutes  
46a-60 Discriminatory employment practices prohibited.  
Constitution of the State of Connecticut, Article I, Section 20.

Policy adopted:       **TENTATIVE APPROVAL: 01/22/2009**  
                                  **FINAL APPROVAL: 03/04/2009**



**Personnel — Certified and Non-Certified**

**Sexual Harassment**

The Board of Education is committed to safeguarding the right of all employees within the school district to a work environment that is free from all forms of sexual harassment. Therefore, the Board condemns all unwelcome behavior of a sexual nature which is either designed to extort sexual favors from an employee as a term or condition of employment, or which has the purpose or effect of creating an intimidating, hostile, or offensive working environment. The Board also strongly opposes any retaliatory behavior against complainants or any witnesses.

Any employee who believes that he or she has been subjected to sexual harassment should report the alleged misconduct immediately so that appropriate corrective action may be taken at once. In the absence of a victim's complaint, the Board, upon learning of, or having reason to suspect, the occurrence of any sexual misconduct, will ensure that an investigation is promptly commenced by appropriate individuals.

The Superintendent of Schools is directed to develop and implement specific procedures on reporting, investigating and remedying allegations of sexual harassment.

A copy of this policy and its accompanying regulation are to be distributed to all supervisory and non-supervisory personnel and posted in appropriate places.

Legal References: Civil Rights Act of 1964, Title VII, 42 U.S.C. S2000-e2(a)  
 Equal Employment Opportunity Commission Policy Guidance (N-915.035) on  
 Current Issues of Sexual Harassment, Effective 10/15/88  
*Meritor Savings Bank, FSB v. Vinson* 477 US.57 (1986)  
[29 CFR Para. 1604.11](#) (EEOC)  
*Faragher v. City of Boca Raton*, No. 97-282 (U.S. Supreme Court, June  
 26,1998)  
*Burlington Industries, Inc. v. Ellerth*, No. 97-569, (U.S. Supreme Court, June  
 26,1998)  
*Gebbs v. Lago Vista Indiana School District*, No. 99-1866, (U.S. Supreme  
 Court, June 26,1998)  
 Connecticut General Statutes  
[46a-60](#) Discriminatory employment practices prohibited.

Policy adopted:  
**TENTATIVE APPROVAL:** 10/05/2005  
**FINAL APPROVAL:** 11/02/2005  
**PRESENTED:** 07/24/2013  
**REAPPROVED** 08/28//2013

**Personnel — Certified and Non-Certified**

**Conflict of Interest**

The Board of Education wishes to avoid any conflict of interest on the part of its employees regarding their personal interests and the interests of the school district in dealing with suppliers, contractors and all organizations or individuals doing or seeking to do business with the school district. For this reason, the Board of Education prohibits employees from directly or indirectly soliciting any gift; or accepting or receiving any gift having a value of twenty-five dollars (\$25) or more, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, under circumstances in which it could be reasonably inferred that the gift was intended to influence the Board member or employee in the performance of his/her official duties or was intended as a reward for any official action on his/her part.

Legal Reference: Connecticut General Statutes  
[7-479](#) Conflicts of interest.

Policy adopted:

<b>TENTATIVE APPROVAL:</b>	<b>10/05/2005</b>
<b>FINAL APPROVAL:</b>	<b>11/02/2005</b>
<b>PRESENTED:</b>	<b>07/24/2013</b>
<b>REAPPROVED:</b>	<b>08/28/2013</b>

**Personnel — Certified**

**Academic Freedom**

Teachers shall be free to discuss controversial ideas and to select and employ materials and methods of instruction. Such freedoms should be used judiciously and prudently to promote the free exercise of intelligence and learning.

However, academic freedom is not an absolute; it must be exercised within the law and the basic ethical responsibilities of the teaching profession. Those responsibilities include:

1. Understanding of our democratic tradition and its methods;
2. Concern for the welfare, growth, maturity, and development of children;
3. Appropriate presentation of appropriate material for children's intellectual and emotional development;
4. Good taste and judgment in selecting and employing materials and methods of instruction.

(cf. [4112.1/4212.1](#) Provisions of Negotiated Agreements)

(cf. [1220](#) Citizens' Advisory Committees)

(cf. [1312](#) Public Complaints)

(cf. [5145.2](#) Freedom of Speech/Expression)

(cf. [6144](#) Controversial Issues)

(cf. 6161 Equipment/Books/Materials: Provision/Selection)

Legal Reference: Amendment to U.S. Constitution Article I  
Connecticut Constitution, ARTICLE FIRST  
Academic Freedom Policy (adopted by Connecticut State Board of Education,  
9/9/81)

**POLICY PRESENTED: 10/23/2013**

**POLICY REAPPROVED: 11/20/2013**

**Personnel -- Certified/Non-Certified**

**Conduct**

The Board of Education recognizes that school children are often influenced by the conduct displayed by teachers and other members of a school's staff. The Board expects that staff will strive to set the kind of example for students that will serve them well in their own conduct and behavior and contribute toward an appropriate school atmosphere.

Employees are expected to report for work appropriately dressed, on time and fully prepared to perform their duties. They are expected to perform their duties in a timely and efficient manner, and to refrain from inappropriate conduct. Every employee is expected to deal effectively with students, parents and other staff members, both superior and subordinate.

The personal life of an employee will be the concern and warrant the attention of the Board only as it may directly affect the employee's fitness to perform the job, his/her fitness to be placed in a position of trust with children, the property of the district, or constitute a conflict of interest.

Disciplinary action, when necessary, will be applied in accord with laws, policies, and collective bargaining agreements.

**POLICY PRESENTED: 01/22/2014**

**POLICY REAPPROVED: 02/26/2014**

**Personnel — Certified and Non-Certified**

**Smoking, Drinking, and Use of Drugs on School Premises**

**Introduction**

The Hampton Board of Education is concerned with maintaining a safe and healthy working and learning environment for all staff and students. Medical research indicates that the use of alcohol, drugs and tobacco are hazardous to one's health. In addition to the health hazard to the individual, certified employees are entrusted with the responsibility of imparting knowledge and serving as role models to students.

**Alcohol and Drugs**

The Hampton Board of Education recognizes the importance of maintaining a drug-free environment for its staff and students. In compliance with federal and state requirements, employees are prohibited from the unlawful manufacture, distribution, dispensing, possession or use on or in the workplace any alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance. Controlled drugs are further defined in Schedules I through V of Section 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation at 21 C.F.R. 1300.11 through 1300.15.

The "workplace" is defined to mean the site for the performance of work done. That includes any school building or any school premises; any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities; off school property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

Each employee shall notify his or her supervisor of his or her conviction for any criminal drug statute violation occurring in the workplace as defined above, no later than 5 days after such conviction.

Each employee shall abide by the terms of the school district policy respecting a drug-free and alcohol-free workplace.

An employee who violates the terms of this policy may be required to complete successfully an appropriate rehabilitation program, or may not be renewed, or his/her employment may be suspended or terminated, at the discretion of the Board.

**Tobacco**

There shall be no smoking or other use of tobacco products on school property during regular school hours, on transportation provided by the Board of Education, or during the course of any trip sponsored by the Board or under the supervision of the Board or its authorized agents.

**Promulgation of Rules**

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A copy of this policy, and the consequences of violating the policy, shall be distributed to all employees of the Board of Education. Failure to comply with the policy may result in disciplinary action as detailed by the administration.

Legal Reference: Drug-Free Workplace Act. 102 Stat. 4305-4308.

Drug-Free Schools and Community Act, P.L. 99-570, as amended by P.L. 101-226 (1991)

21 U.S.C. 812, Controlled Substances Act, I through V, 202.

[21 C.F.R. 1300.11](#) through [1300.15](#) regulation.

54 Fed. Reg. 4946 (1989)

Connecticut General Statutes

[19a-342](#) Smoking prohibited in certain places

Policy adopted: TENTATIVE: 08/22/2012

FINAL: 09/26/2012

## **Personnel – Certified/Non-Certified**

### **Alcohol, Drugs and Tobacco**

#### **Drug and Alcohol-Free Workplace**

All District workplaces are drug- and alcohol-free workplaces. All employees shall be prohibited from:

1. unlawful manufacture, dispensing, distribution, possession, use, or being under the influence of a controlled substance while on District premises or while performing work for the District.
2. distribution, consumption, use, possession, or being under the influence of alcohol while on District premises or while performing work for the District.

For purposes of this policy a controlled substance is one that is:

1. not legally obtainable;
2. being used in a manner different than prescribed;
3. legally obtainable, but has not been legally obtained; or
4. referenced in Federal or State controlled substance acts.

As a condition of employment, each employee shall:

1. abide by the terms of the District policy respecting a drug- and alcohol-free workplace; and
2. notify his or her supervisor of his or her conviction under any criminal drug statute for a violation occurring on the District premises or while performing work for the District, no later than 5 calendar days after such a conviction.

In order to make employees aware of dangers of drug and alcohol abuse, the District will:

1. provide each employee with a copy of the District Drug- and Alcohol-Free Workplace policy;
2. post notice of the District Drug- and Alcohol-Free Workplace policy in a place where other information for employees is posted;
3. make available materials from local, state, and national anti-drug and alcohol-abuse organizations;

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4. enlist the aid of community and state agencies with drug and alcohol informational and rehabilitation programs to provide information to District employees;



5. establish a drug-free awareness program to inform employees about:
  - a. the dangers of drug abuse in the workplace,
  - b. available drug and alcohol counseling, rehabilitation, re-entry, and any employee assistance programs, and
  - c. the penalties that the District may impose upon employees for violations of this policy.

**District Action Upon Violation of Policy**

An employee who violates this policy may be subject to disciplinary action, including termination. Alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program.

The Board of Education shall take disciplinary action with respect to an employee convicted of a drug offense in the workplace within 30 days after receiving notice of the conviction.

Should District employees be engaged in the performance of work under a federal contract or grant, or under a State contract or grant of \$5,000 or more, the Superintendent shall notify the appropriate State or Federal agency from which the District receives contract or grant monies of the employee's conviction within 10 days after receiving notice of the conviction.

Legal Reference: Connecticut General Statutes  
Controlled Substances Act, 21 U.S.C. §812; 21 C.F.R. 1308.11-1308.15  
Drug-Free Workplace Act of 1988, 41 U.S.C. §701 et. seq.  
Drug-Free Schools and Community Act, P.L. 99-570, as amended by P.L. 101-226 (199)  
Safe and Drug-Free School and Communities Act of 1994, 20 U.S.C. §7101 et. seq.  
Drug-Free Workplace Act, 30 ILCS 580/1 et. seq.

Policy adopted: **TENTATIVE APPROVAL: 02/23/2011**  
**FINAL APPROVAL: 03/31/2011**

**Personnel — Certified and Non-Certified**

**Weapons and Dangerous Instruments**

All dangerous instruments and illegal weapons (guns, knives, etc.) are prohibited on school property, student transportation and at school-sponsored activities. Such instruments and weapons shall be confiscated. Any violation will be reported to the police. Appropriate disciplinary or legal action shall be pursued by school officials.

(cf. [5114](#) Suspension/Expulsion/Exclusion/Removal)

(cf. [5131.7](#) Weapons and Dangerous Instruments)

Legal Reference: Connecticut General Statutes  
[10-221](#) Board of Education to prescribe rules.

**POLICY PRESENTED: 10/23/2013**

**POLICY REAPPROVED: 11/20/2013**

Personnel — Certified/Students

Psychotropic Drug Use

The Board of Education prohibits all school personnel from recommending the use of psychotropic drugs for any student enrolled within the school system. For purposes of this policy, the term "recommend" shall mean to directly or indirectly suggest that a child use psychotropic drugs.

Psychotropic drugs are defined as prescription medications for behavioral or social-emotional concerns, such as attentional deficits, impulsivity, anxiety, depression and thought disorders and includes, but is not limited to stimulant medications and anti-depressants.

However, school health or mental health personnel, including school nurses or nurse practitioners, the District's Medical Advisor, school psychologists, school social workers, and school counselors may recommend that a student be evaluated by an appropriate medical practitioner.

The District shall follow procedures for identification, evaluation, placement and delivery of services to children with disabilities or suspected disabilities provided in state and federal statutes that govern special education.

The Board recognizes that the refusal of a parent or other person having control of a child to administer or consent to the administration of any psychotropic drug to the child shall not, in and of itself, constitute grounds for the Department of Children and Families (DCF) to take such child into custody or for any court of competent jurisdiction to order that such child be taken into custody by the Department, unless such refusal causes such child to be neglected or abused, as defined in C.G.S. 46b-120.

The Superintendent of Schools or his/her designee shall promulgate this policy to district staff and parents/guardians of students annually and upon the registration of new students.

(cf. 5141.4 - Reporting of Child Abuse and Neglect)

Legal Reference: Connecticut General Statutes

10-212b Policies prohibiting the recommendation of psychotropic drugs by school personnel.  
(as amended by PA 03-211)

46b-120. Definitions

10-76a Definitions. (as amended by PA 00-48)

10-76b State supervision of special education programs and services.

10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114 and PA 00-48)

10-76h Special education hearing and review procedure. Mediation of disputes. (as amended by PA 00-48)

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State Board of Education Regulations.

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

American with Disabilities Act, 42 U.S.C. §12101 et seq.

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.

Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794.

Policy adopted:           **TENTATIVE APPROVAL: 01/22/2009   FINAL APPROVAL:  
03/04/2009**

*HAMPTON BOARD OF EDUCATION*

**4118.24/4218.24**

**PERSONNEL - CERTIFIED AND NON-CERTIFIED**

**Staff/Student Non-Fraternization**

The relationship between the teacher and the student should be one of cooperation, understanding and mutual respect. The teacher has the responsibility to provide an atmosphere conducive to learning and to motivate each student to perform to his/her capacity.

Staff members are expected to regard each student as an individual and to accord each the rights and respect due to any individual. Neither insults, disparaging names, nor sarcasm shall be used as a way of forcing compliance with a staff member's requirements of expectations.

The Board believes that students and staff members should interact with each other in a warm, open, and positive fashion. However, there must be maintained a certain distance in order to preserve the businesslike atmosphere that is necessary to achieve the educational mission of the school. In recognition of the fact that sexual harassment, whether verbal or physical, may create a psychological harmful atmosphere, inhibit performance, undermine the integrity of the staff-student relationship and constitute a form of illegal sex discrimination, the Board prohibits all forms of sexual remarks or conduct between staff and students of the District.

(cf. 4118.112/4218.112 - Sexual Harassment)

(cf. 4118.23/4218.23 - Conduct)

(cf. 5141.4 - Child Abuse/Neglect)

Legal Reference: Connecticut General Statutes

10-53a-71 Sexual assault in the second degree: Class C or B felony.

10-151 Employment of teachers. Definitions. Notice and hearing on failure to renew or termination of contract. Appeal

Tentative Approval: 11/02/2005

Final Approval: 12/07/2005 Reapproved:08/26/2015

**Personnel — Certified and Non-Certified**

**Duties of Personnel**

All employees of the school district are subject to policies of the Board of Education, applicable laws, and current employee agreements.

Job descriptions setting forth personnel duties and responsibilities shall include at least the following:

1. Job title.
2. Duties to be performed.
3. Type and extent of training required.
4. Degree of responsibility assumed.
5. Other related factors.

Job descriptions shall determine the job classification of employees on salary schedules. In each instance employees shall meet the requirements set forth in the job description. Job descriptions for all employees shall be provided by the Superintendent and maintained in a separate manual.

**POLICY PRESENTED: 10/23/2013**

**POLICY REAPPROVED: 11/20/2013**

**Personnel — Certified and Non-Certified**

**Rights, Responsibilities and Duties**

**Electronic Mail**

Electronic mail is an electronic message that is transmitted between two or more computers or electronic terminals, whether or not the message is converted to hard copy format after receipt and whether or not the message is viewed upon transmission or stored for later retrieval. Electronic mail includes all electronic messages that are transmitted through a local, regional, or global computer network.

All district electronic mail systems are owned by the district and are intended for the purpose of conducting official district business only. District electronic mail systems are not intended for personal use by employees of the district and employees should have no expectation of privacy when using the electronic mail systems.

Users of district E-mail systems are responsible for their appropriate use. All illegal and improper uses of the electronic mail system, including but not limited to pornography, obscenity, harassment, solicitation, gambling and violating copyright or intellectual property rights are prohibited. Use of the electronic mail system for which the district will incur an expense without expressed permission of an administrator is prohibited.

Electronic messages are not for private or confidential matters. Because there is no guarantee of privacy or confidentiality, other avenues of communication should be used for such matters. Except for directory information, student records will not be transmitted by electronic mail. Care should be taken when forwarding an electronic mail message. If the sender of an electronic mail message does not intend for the mail to be forwarded, the sender should clearly mark the message "Do Not Forward".

In order to keep district electronic mail systems secure, users may not leave the terminal "signed on" when unattended and may not leave their password available in an obvious place near the terminal or share their password with anyone except the electronic mail system administrator. The district reserves the right to bypass individual passwords at any time and to monitor the use of such systems by employees.

The district retains the right to review, store and disclose all information sent over the district electronic mail systems for any legally permissible reason, including but not limited to determining whether the information is a public record, whether it contains information discoverable in litigation and to access district information in the employee's absence.

Except as provided herein, district employees are prohibited from accessing another employee's electronic mail without the expressed consent of the employee. All district employees should be

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aware that electronic mail messages can be retrieved even if they have been deleted and that statements made in electronic mail communications can form the basis of various legal claims against the individual author or the district.

Electronic mail sent or received by the Board, the district or the district's employees may be considered a public record subject to public disclosure or inspection. All Board and district electronic mail communications may be monitored.

District employees will be subject to disciplinary action for violation of this policy.

The Superintendent will ensure that all district employees have notice of this policy and that each district employee is given an acknowledge form to sign stating they have received and read the policy. The form will be maintained in the employee's personnel file.

*Note: It is recommended that each employee acknowledge in writing, receiving and reading the policy. Notice is essential to defending a claim of invasion of privacy. The notice should be documented in the employee's personnel file.*

(cf. [5125](#) - Student Records)

Legal Reference: Connecticut General Statutes

The Freedom of Information Act.

[31](#)-48d - Employers engaged in electronic monitoring required to give prior notice to employees

Policy presented: 07/22/2015

Policy approved: 08/26/2015



*HAMPTON BOARD OF EDUCATION*

**4119**

**4219**

**PERSONNEL - CERTIFIED AND NON-CERTIFIED**

**Staff Conduct**

The Board of Education reaffirms one of the oldest beliefs in education: One of the best methods of instruction is that of setting a good example.

The Board expects that the staff of the district will strive to set the kind of example for students that will serve them well in their own conduct and behavior which will contribute toward an appropriate school atmosphere.

To that end, in dress, conduct and language and interpersonal relationships all staff should recognize that they are being continuously observed by students while on duty or attending school functions and that their actions and demeanor will be reflected in the conduct of the students.

The personal life of an employee will not be the concern nor warrant the attention of the Board unless it directly prevents the employee from effectively performing assigned functions during duty hours, or as it violates local, state, or national law or contractual agreements.

All staff members have the responsibility to become familiar with, and abide by, the laws of the State of Connecticut as they may affect their work, the policies of the Board, and the administrative regulations designed to implement them. All staff members shall be expected to carry out their assigned duties, support and enforce Board policies and administrative regulations, submit required reports, protect District property, oversee students and contribute to the education and development of the District's students.

The Superintendent and the building Principal shall assume the major responsibility for interpreting this policy.

**Federal Compliance**

*HAMPTON BOARD OF EDUCATION*

All employees will be provided an explanation of both their responsibilities and their rights under law in terms of the actions they may take to maintain order, discipline, and an

**Staff Conduct**

appropriate educational environment. Training will be provided that defines approved actions, and informs employees that they may be liable for harm when they engage in criminal, grossly negligent or reckless conduct, or act with flagrant indifference to the rights and safety of another person who suffers harm as a result. The Superintendent will develop rules that prescribe the circumstances under which the District administration and/or parents/guardians are to be notified of actions taken, any written documentation of actions taken that is necessary, and other appropriate procedures including staff training.

Legal Reference:                    20- USCA    No Child Left Behind

Tentative Approval: 10/05/2005

Final Approval:            11/02/2005

*HAMPTON BOARD OF EDUCATION*  
**4120**

**PERSONNEL - CERTIFIED**

**Temporary and Part-Time Personnel**

The Board of Education has the responsibility to employ such persons as may be needed to conduct the business of the school district. Such employment requires the official action of the Board of Education.

The Board of Education recognizes that there are times when extraordinary conditions warrant that the superintendent of schools hire temporary personnel in advance of official action by the Board in order to insure the continuity of the district's functions and program.

Tentative Approval: 04/29/99  
Final Approval: 05/18/99

*HAMPTON BOARD OF EDUCATION*  
**4121**

**PERSONNEL - CERTIFIED**

**Substitute Teachers**

A substitute teacher shall be a person fully qualified to instruct in our schools and who is employed for short periods of time in the absence of the regular teacher.

Suitable programs for training, assigning, orienting and evaluating the work of substitute teachers shall be provided by the certified staff under the direction of the Superintendent. Rates of compensation for substitute teachers will be set by the Board of Education.

Substitute teachers will not participate in the health and welfare plans or other fringe benefits of the school system.

Retired teachers may be employed as substitute teachers without jeopardizing their retirement salary within the limits as prescribed by law.

Legal Reference: Connecticut General Statutes

10-183v Reemployment of teachers.

10-145a Certificate of qualification for teachers.

Tentative Approval: 10/05/2005

Final Approval: 11/02/2005

*HAMPTON BOARD OF EDUCATION*  
**4122**

**PERSONNEL - CERTIFIED**

**Student Teachers**

The Superintendent of Schools shall cooperate with teacher preparatory institutions in placement of student teachers within the school system. In accepting and placing student teachers, the Superintendent shall consider local school needs including the best interests of students and the qualifications of available cooperating teachers.

The Superintendent shall report assignment of student teachers to the Board of Education in the fall and the spring of each school year.

Legal Reference: Connecticut General Statutes

10-220a In-service training. Professional development. Institutes for educators. Cooperating and beginning teacher programs, regulations.

Tentative Approval: 10/05/2005

Final Approval: 11/02/2005

**Personnel — Certified**

**Consultants**

The Board of Education encourages the use of consultants when it is clear they can provide valuable and necessary specialized services not required on a continuing basis and which cannot be provided by district personnel because of limitations of time, experience, or knowledge.

Funds for consultant help should be budgeted in planning specific projects or programs and will be charged to appropriate budget categories.

**POLICY PRESENTED: 01/22/2014**

**POLICY REAPPROVED: 02/26/2014**

**PERSONNEL - CERTIFIED**

**Teacher In Charge/Assistant Teacher in Charge**

The purpose of appointing a Teacher in Charge and an Assistant Teacher in Charge is to provide a designated staff member to be responsible for safety and management in the absence of the Principal. The responsibilities of the Teacher in Charge/Assistant Teacher in Charge include but are not limited to:

1. Becoming active in special disciplinary problems that may occur.
2. Being responsible for the following of proper procedures in the event of an accident.
3. Ensuring that all daily routine school operations are maintained.

The Teacher in Charge will contact the Principal whenever possible in the event of an emergency or special disciplinary situation.

It is the responsibility of the Principal to appoint the Teacher in Charge/Assistant Teacher in Charge.

**POLICY APPROVED:**            **Tentative Approval: 05/20/2010**  
   **Final Approval: 06/17/2010**

**Personnel — Certified**

**Personnel — Certified**

**Staff Development**

“Staff development” is viewed by the Board of Education as a continuous systematic effort to improve educational programs in this school district through (1) staff involvement in organized program planning, implementation and evaluation efforts, and (2) activities to upgrade the skills, knowledge and ability of educators to improve student learning.

Staff development experiences, for which CEUs are awarded, should be guided by:

- expectations for student performance as reflected in *Connecticut’s Common Core of Learning* and the *Connecticut Framework: Curriculum Goals and Standards*;
- school or district goals;
- actual student performance, as evidenced by the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) in addition to other indices; and
- what teachers need to know and be able to do to improve instruction that advances student learning.

Teachers must constantly review curricular content, teaching methods and materials, educational philosophy and goals, social change and other topics related to education to enhance the capabilities of educators to improve student learning. Significant opportunities should also be offered annually to enhance the abilities of staff to promote student mastery in literacy and numeracy. The Board of Education recognizes that it shares with its certified staff responsibility for the upgrading and updating of teacher performance and attitudes. The Board of Education and teachers’ organizations support the principle of continuing training of teachers and the improvement of instruction.

All employees shall be provided opportunities for the development of increased competence beyond that which they may attain through the performance of their assigned duties.

The Board shall establish a professional development committee, consisting of certified employees, including their union representatives, and other school personnel the Board deems appropriate. The duties of the committee shall include, but not be limited to, the development, evaluation and annual updating of a comprehensive local professional development plan for certified employees of the District. Such plan shall (1) be directly related to the educational goals proposed by the Board pursuant to C.G.S. 10-220(b), and (2) on or after July 1, 2011, be developed with full consideration of the priorities and needs related to student outcomes as determined by the State Board of Education, and (3) provide for the ongoing and systematic assessment and improvement of both teacher evaluation and professional development of the professional staff members of the Board, including personnel management and evaluation training or experience for administrators.

The members chosen by the Board to be on the Professional Development Committee shall serve at the pleasure of the Board.



**Personnel — Certified**

**Staff Development** (continued)

Staff development activities should respond directly to the educational needs of the student body, including, (a) content areas such as language arts, including reading, writing, speaking, listening, viewing and enacting; math, social studies and science; (b) methodological areas such as motivation, teaching techniques, including the use of computers in the classroom, classroom management, and second language acquisition and (c) affective areas of interpersonal relations of students and faculty, student growth and development and staff communication, problem solving, and decision making. The in-service program shall fulfill all applicable statutory requirements, especially those delineated in CGS 10-220a.

The Superintendent shall provide the staff with opportunities in areas such as the following:

1. Released time and leaves of absence for travel and study.
2. Visits to other classrooms and other schools for purposes of problem solving, experimenting and interacting professionally with colleagues.
3. Conferences involving other personnel from the district, county, state, region and nation for purposes of problem solving, experimenting and interacting professionally with colleagues.
4. Writing of professional journal articles.
5. Opportunities for curriculum development.
6. Training classes and workshops offered within the district which fulfill “*Connecticut’s Guidelines for the Issuance of Continuing Education Units Required for Certification.*”
7. Further training at, or in cooperation with, institutions of higher learning, as provided by law.
8. A full and up-to-date professional library for the certified staff made available for optimum reference use.
9. Professional educational conferences.

The Board will allow any paraprofessional or noncertified employee of the District to participate on a voluntary basis, in any in-service training program provided to certified staff on those topics mandated per C.G.S. 10-220a, subsection (a).

The Superintendent is to report annually to the Board of Education on the professional development program and its effect with recommendations for changes as needed.

(cf. 4115 - Evaluation)

(cf. 4131.5 - Continuing Education Units)

Legal Reference: Connecticut General Statutes  
 10-27 Exchange of professional personnel and students.  
 10-220a In-Service training. (as amended by PA 04-227, PA 08-160, June 19  
 Special Session, Public Act No. 09-1 and PA 10-91)  
 10-226f Coordinator of intergroup relations.  
 10-226g Intergroup relations training for teachers.  
 10-145b Teaching certificates  
 10-153b Selection of teachers’ representatives

Policy adopted: TENTATIVE APPROVAL: 09/28/2011  
 FINAL APPROVAL: 10/26/2011

**Connecticut General Statutes 10-220a - In-service Training**

**A. Required In-service Topics for Certified Personnel**

1. Nature and the relationships of drugs and alcohol to health and personality development and procedures for discouraging their abuse.
2. Health and mental health risk reduction education including, but not limited to the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, violence, teen dating, domestic violence, child abuse and youth suicide.
3. Growth and development of exceptional children, including handicapped and gifted and talented children including, but not limited to, children with attention deficit hyperactivity disorder or learning disabilities who may require special education, and methods for identifying, planning and working effectively with special needs children in a regular classroom
4. School violence prevention and conflict resolution and the prevention of and response to youth suicide.
5. Identification and prevention of bullying and response to bullying, as defined in 10-222d, subsection (a) as amended
6. Cardiopulmonary resuscitation and other emergency life saving procedures.
7. Computer and other information technology as applied to student learning and classroom instruction, communications and data management.
8. Teaching of the language arts, reading and reading readiness and assessment of reading performance including methods of teaching language skills necessary for reading, comprehension skills, phonics and the structure of the English language for teachers in grades kindergarten to three, inclusive. (15 hours every 5 years)
9. Second language acquisition in districts required to provide a program of bilingual education pursuant to C.G.S. 10-17f.
10. Requirements and obligations of a mandated reporter regarding reporting of child abuse and neglect.
11. Elementary, middle, and high school teachers must include 15 hours of training in the use of computers in the classroom every five years. Teachers, regardless of grade level, who can demonstrate technology competency, in a manner determined by the Board of Education, based on statewide standards for teacher competency in the use of instructional technology, shall be exempted from this requirement.
12. Training in the evaluation of teachers for superintendents and those employees employed in positions requiring an intermediate administrator or supervisory certificate whose duties equal at least 50% of the assigned time. (15 hours every 5 years).

**B. Optional In-Service Topics for Certified Personnel**

- Holocaust and genocide education and awareness.
- African-American history.
- Puerto-Rican history.
- Native American history.
- Personal Financial Management.
- The historical events surrounding the Great Famine in Ireland.
- Domestic Violence and Teen Dating Violence

*HAMPTON BOARD OF EDUCATION*

4131.5

**PERSONNEL - CERTIFIED**

**Continuing Education Units (CEU)**

The Board of Education believes in the importance of teachers holding and professional certificate participating in continuing educational units (CEUs) as part of their professional and educational development on a regular basis. This belief is based upon the knowledge that student learning is directly affected by teacher competence and that competence is enhanced by ongoing professional development and continuous learning. Teachers, like students, must be continual learners.

State law requires the successful completion of 9 CEUs every five years in order for a holder to maintain a professional educator certificate. A certified staff member providing documented completion of a national board certification assessment in the appropriate endorsement area during each 5 year period shall be exempt from this requirement. In order to achieve this goal, the Board will make available annually at no cost to its certified employees, not fewer than eighteen, 60 - minute instructional contact hours of professional development activities for CEUs. Only CEUs awarded by providers approved by the State Department of Education may be used to fulfill the CEU requirements.

The specific professional development activities to be made available determined with advice and assistance of the professional development council which will include a representative of the teachers' union. The time, location and substance of these professional development activities shall be approved by the Board.

All professional development for which CEUs are issued must focus on improved student learning. All learning experiences for which CEUs are awarded should enrich or improve the skills, knowledge and abilities of educators to improve student learning. Professional development, for which CEUs can be offered include workshop presentations, time spent in learning, problem solving, experimenting, interacting with colleagues, developing curriculum and writing professional journal articles. The focus for professional development activities shall establish a link between effective teaching and increased learning shall be *Connecticut's Common Core of Learning*,

**HAMPTON BOARD OF EDUCATION**

*Connecticut Framework: K-12 Curriculum Goals and Standards, Connecticut's Common Core of Teaching and Connecticut Guidelines for Teacher Evaluation and Professional Development.*

The Board of Education may award CEU equivalent to any of its employees for the successful completion of professional development activities which are not necessarily offered by an approved by CEU provider. Any combination of CEUs and CEU equivalents can be used toward the 18 CEU requirement. All 18 CEUs may be earned as CEU equivalents.

Legal Reference: Connecticut General Statutes  
amended 10-145b Teaching certificates (as  
by PA 01-173)  
10-220a In-service training  
PA 95-58 An Act Concerning Teacher  
Evaluations, Tenure and Dismissals

Tentative Approval: 10/05/2005

Final Approval: 11/02/2005

*HAMPTON BOARD OF EDUCATION*

**4132**

**PERSONNEL - CERTIFIED**

**Publication or Creation of Materials**

Staff members are encouraged to contribute professional articles and news items to local, State and national agencies. As a matter of professional ethics, all professional articles should be cleared through the Office of the Superintendent of Schools in the event that the school system or any of its separate departments is mentioned.

The school system retains the right to legal claim on all products created by its employees on the job with the assistance of the school system funds.

(cf. 4132.1 - Copyrights and Patents)

Tentative Approval: 10/05/2005  
Final Approval: 11/02/2005

*HAMPTON BOARD OF EDUCATION*

4132.1

**PERSONNEL - CERTIFIED**

**Copyrights and Patents**

The Board of Education recognizes that staff members under contract to the school system may, in carrying out their professional responsibilities, develop patentable or copyrightable educational materials for use in the school program. It is understood by the Board of Education and the staff members that such materials developed as part of regular employment are equally the properties of the school system and the employees.

The school system retains the right to legal claim on all products created by its employees on the job with the assistance of the school system funds.

(cf. 4132 - Publication or Creation of Materials)

Tentative Approval: 10/05/2005

Final Approval: 11/02/2005

*HAMPTON BOARD OF EDUCATION*

**4133**

**4233**

**PERSONNEL - CERTIFIED AND NON-CERTIFIED**

**Travel Reimbursement**

At a mileage rate established annually as part of budget development, the Board of Education shall reimburse employees and officials of the district for approved use of private vehicles in the course of performing job related responsibilities.

Tentative Approval: 10/05/2005

Final Approval: 11/02/2005



*HAMPTON BOARD OF EDUCATION*  
**4134**

**PERSONNEL - CERTIFIED**

**Tutoring**

Principals and teachers shall try to resolve student learning problems within the school setting before recommending a tutor or other outside professional help. Through maintaining a high quality instructional staff and providing a rich and varied curriculum, the need for individual tutoring will be minimized.

Should, however, tutoring be recommended in exceptional cases, the superintendent shall establish rules to prevent conflicts of interest.

Legal Reference:

Connecticut General Statutes

53-392a - 53-392e All related to academic crimes.

53-392b Preparation of assignments for students attending educational institutions prohibited.

Tentative Approval: 10/05/2005

Final Approval: 11/02/2005

*HAMPTON BOARD OF EDUCATION*

4135

4235

**PERSONNEL - CERTIFIED AND NON-CERTIFIED**

**Organizations and Units**

**Teacher-Administrator-Board of Education Relationships**

Providing a high quality education for children is the paramount aim of this school system, and good morale in the teaching staff is necessary for the best education of the children. Therefore, the Board of Education encourages participation of staff members in activities of their professional organizations and encourages organization to exercise their rights and responsibilities clearly established by law:

1. The Board of Education, under law, has the final responsibility of establishing policies for the school system.
2. The Superintendent and staff have the responsibility of carrying out the policies established.
3. The certified teaching personnel have the ultimate responsibility for providing excellent education in the classroom.

**Attainment of Goals**

Attainment of goals of the educational program conducted in the district requires mutual understanding and cooperation among the Board of Education, the Superintendent and administrative staff, the certified personnel, the non-certified personnel and other citizens of the community. Free and open exchange of views is desirable, proper and necessary.

**Teachers and Teachers' Organizations**

Teachers shall have the right to join, or to refrain from joining, any organization for their professional economic improvement and for the advancement of public education, but membership in any organization shall not be required as a condition of employment of a teacher in the schools of the district.

**Employee Organizations**

All employees are free to join, or not to join employee organizations. Decisions affecting the individual employee are made without regard to membership or non membership in such organizations. Each employee is entitled to his/her individual legal or ethical rights and privileges.

*HAMPTON BOARD OF EDUCATION*

Employees shall not be interfered with, intimidated, restrained, coerced or discriminated against, either by the school district or by employee organizations. They shall have the right to

participate through representatives of their own choosing in the presentation of their views to the Board of Education.

**Policy Development and Review**

The Superintendent shall consult with appropriate personnel and employee organizations in suggesting and establishing desired policies and regulations relating to Board of Education teacher-administrator relationships and in other matters as provided by law.

The Board of Education will annually review policies and will consider suggested revisions or additions which will improve these relationships and promote the educational welfare of the children attending school in the district.

**Bargaining Units**

Unit clarification petitions concerning the appropriate composition of an existing bargaining unit shall be filed with the Commissioner of Education.

Legal Reference:	Connecticut General Statutes
	10-153a Rights concerning professional organizations and negotiations.
representatives	10-153b Selection of teachers'
	10-153c Disputes as to elections
with	10-153e Strikes prohibited. Interference
prohibited.	the exercise of employees' rights
	46a-60 Discriminatory employment practices prohibited.

Tentative Approval: 10/05/2005  
Final Approval: 11/02/2005

*HAMPTON BOARD OF EDUCATION*

**4135.2**

**PERSONNEL - CERTIFIED**

**Communication with Board of Education**

Communications between the Board of Education and the staff shall be carried out through the Superintendent of Schools. At times it may be beneficial and necessary for a direct conference to be arranged between these two groups amid areas of mutual concern. In such cases the following guidelines shall be followed:

1. Meetings between the Board of Committees of the Board and a staff committee will be arranged by the Superintendent.
2. Requests for meetings with the Board shall be made in writing to the Superintendent and should include agenda items. These requests shall be brought to the attention of the Board by the Superintendent.
3. Issuance of publicity releases and the substance of such releases resulting from such meetings shall be approved by both groups.
4. If it is deemed desirable to invite representatives from outside either group as observers or consultants, such invitations shall be issued with the advance knowledge of the group concerned and approval of the Board.

Tentative Approval: 10/05/2005

Final Approval: 11/02/2005

*HAMPTON BOARD OF EDUCATION*

**4135.4**

**4235.4**

**PERSONNEL - CERTIFIED AND NON-CERTIFIED**

**Staff Complaints and Concerns**

Procedures to settle personal differences shall provide for prompt and equitable resolution of disagreements at the lowest possible administrative levels and each employee shall be assured opportunity for an orderly presentation and review of complaints and concerns without fear of reprisal.

(cf. 4112.1/4212.1 Provisions of Negotiated Agreements)

Tentative Approval: 10/05/2005

Final Approval: 11/02/2005

*HAMPTON BOARD OF EDUCATION*  
**4138/4237**

**PERSONNEL – CERTIFIED/PERSONNEL – NON CERTIFIED**

**Non-School Employment**

Personnel of the school may receive compensation for outside activities as long as these activities do not interfere with the proper discharge of their assigned duties or do not cause poor public relations within the community. It is expected that any outside activity should be carried on in a businesslike and ethical manner.

POLICY APPROVED:

**Tentative Approval: 04/29/99**

**Final Approval: 05/18/99**

**Reviewed:**

*HAMPTON BOARD OF EDUCATION*  
**HAMPTON BOARD OF EDUCATION**

4147

4247

**PERSONNEL - CERTIFIED AND NON-CERTIFIED**

**Employee Safety**

**General**

Employees are entitled to work under safe conditions and shall be provided necessary training in safety techniques and precautions. The Superintendent of Schools and administrative staff shall maintain safe and healthy work places in each school and district facility with safe equipment and proper materials; safe methods and practices shall be developed and practiced by staff and students.

**Use of Physical Force**

Employees may use reasonable force as necessary to protect themselves from attack, to protect another person or property, to quiet a disturbance which threatens physical injury to others, or to obtain possession of weapons or other dangerous objects.

**Physical Assaults on Teachers, Administrators, Other School Personnel and Students**

Employees shall report, as soon as possible, assaults on them in connection with their employment to their Principal or other immediate supervisor who shall further report such assault to the local police. The Principals or other supervisor shall notify the Superintendent of the incident.

The employee may also, in his/her discretion, file a complaint with the local police.

The Superintendent shall maintain records of any assaults for required reports to the Commissioner of Education.

*HAMPTON BOARD OF EDUCATION*

4147

4247

**PERSONNEL - CERTIFIED AND NON-CERTIFIED**

**Employee Safety**

**Legal Protection of Employer**

As required by the general statutes, the Board of Education shall indemnify Board members and employees.

(cf. 4112.1/4212.1 Provisions of Negotiated Agreements)

Legal Reference:        Connecticut General Statutes  
                             10-233g Boards to report school violence.  
                             Reports of principals to police authority.  
                             10-235 Indemnification of teaches, board  
                             members and employees in damage suits;  
                             expenses of litigation.  
                             10-236a Indemnification of educational  
                             personnel assaulted in the line of duty.  
                             53a-18 Use of reasonable physical force...

Tentative Approval:        10/05/2005

Final Approval:            11/02/2005



HAMPTON BOARD OF EDUCATION  
4147.1  
4247.1

**PERSONNEL - CERTIFIED/NON-CERTIFIED**

**Occupational Exposure to Bloodborne Pathogens**

In accordance with the United States Department of Labor Occupational Safety and Health Administration regulations in dealing with “Safe Workplace” standards related to exposure to Bloodborne Pathogens, the Board has developed and will implement procedures to protect at risk employees. These procedures, contained in the Board of Education Exposure Control Plan (the “procedures”) are designed to comply in full with applicable federal and state law regulations. The procedures will be overseen by the Superintendent or his/her designee, who shall also be responsible for periodically reviewing and updating them. Copies of the procedures shall also be kept in the nurse’s office in the school and in the Central Office. The procedures will be monitored by the Connecticut Department of Labor.

It is the policy of the Board of Education, through these procedures, to take all necessary actions to protect its employees from infectious disease, and in particular, HIV and Hepatitis B Virus, a life threatening bloodborne pathogen.

The Board will further provide training and protective equipment to those persons who, by virtue of the performance of job duties, are at risk to come in contact with infectious disease. Finally, all at risk employees of the Board, as defined in the procedures, will be offered the vaccine for Hepatitis B Virus, a life threatening bloodborne pathogen.

Training, needed protective equipment and vaccination, as provided in these procedures, will be at no cost to the personnel and are provided as a precaution for personnel safety.

Legal Reference: 29 CFR Part 1910.1030 *Occupational Exposure to Bloodborne Pathogens*;  
Final Rule.

Connecticut State Agencies Regulations, Section 31-372-101-1910.1030.

Connecticut General Statutes, 31-372 Adoption of federal and state standards. Variance.

POLICY ADOPTED:           **Tentative Approval: 04/29/99**  
  **Final Approval:       05/18/99**  
  **Reviewed:             08/20/09**

4148

4248

**PERSONNEL – CERTIFIED  
- NON-CERTIFIED**

**Employee Protection**

An employee may use reasonable force as is necessary to protect himself/herself from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects upon the person or in the control of a pupil.

Employees shall immediately report cases of assault suffered by them in connection with their employment to their principal or other immediate superior, and to local law enforcement agencies. Such notification shall be forwarded immediately to the superintendent who shall comply with any reasonable request from the employee for information in the possession of the superintendent relating to the incident or the persons involved, and shall act as liaison between the employee, the police and the courts.

No school administrator shall interfere with the right of a teacher or other school employee to file a complaint with the local police authority in cases of threats of physical violence or actual physical violence against such teacher or employee.

As required by law, the Board of Education will file a report annually with the State Board of Education indicating the number of threats and physical assaults made by students upon other students.

If criminal or civil proceedings are brought against an employee alleging that the employee committed an assault in connection with his/her employment, such employee may request the Board of Education to furnish legal counsel to defend the employee in any civil action or proceeding brought against the employee, within the limits set by law.

Section 52-557b of the General Statutes grants immunity from liability for emergency medical assistance to a person in need of it when the assistance is given by a teacher or other school personnel on the school grounds, in a school building, or at a school function, provided that the teacher or other staff member has completed a course in first aid offered by the American Red Cross, the American Heart Association, the State Department of

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Health Services, or any municipal health department, as certified by that agency. Such immunity extends to civil damages for any personal injuries which result from acts or omissions by the person giving the emergency care or first aid, which might constitute ordinary negligence. Such immunity does not apply to acts or omissions constituting gross, willful or wanton negligence.

Legal Reference: Connecticut General Statutes

10-233g Boards to report school violence. Reports of principals to police authority.

10-235 Indemnification of teachers, board and commission members and employees in damage suits; expenses of litigation.

10-236a Indemnification of education personnel assaulted in the line of duty.

52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection.

53a-18 Use of reasonable physical force or deadly physical force or deadly physical force generally.

POLICY ADOPTED:           **Tentative Approval: 04/29/99**  
                                  **Final Approval:     05/18/99**  
                                  **Reviewed:           08/20/09**

**4150**

**PERSONNEL - CERTIFIED**

**LEAVES**

The Board of Education will provide for employee absences as authorized by law and contract.

Legal Reference: Connecticut General Statutes

10-156 Sick Leave

10-156b Tenure and sick leave rights of teacher on regionalization and dissolution of regional school district.

10-156c Military leave.

10-156d Reemployment after military leave.

1 - 4 days designated as legal holidays.

**Tentative Approval: 04/29/99**  
**Final Approval: 05/18/99**  
**RE-APPROVAL: 05/22/2013**

4152.6 / 4252.6

PERSONNEL: CERTIFIED/NON-CERTIFIED

**Family, Medical, and Pregnancy-Related Leaves**

Family and Medical leaves are provided by the Board of Education as required by the Federal Leave Act of 1993, as amended (FMLA). This policy and the corresponding regulations will be interpreted to comply with that law, as well as the Connecticut Fair Employment Practices Act (CFEPA) with respect to pregnancy-related disability leave and transfer.

Employees should contact the Superintendent of Schools Office if they have any questions regarding how the Board of Education's FMLA policy and regulations apply to their situation, when and how they may take leave, or any other question regarding family, medical and pregnancy-related disability.

Legal Reference: 29 U.S.C. § 2601 et seq. Family and Medical Leave Act of 1993

29 C.F.R. § 825 et seq., Family and Medical Leave Act Regulations

Connecticut General Statutes  
46a-51 et seq. Connecticut Fair Employment Practices Act

46a-51 (17) and 46a-60(a) (7) Pregnancy Discrimination

Tentative Approval: 02/01/2006

Final Approval: 09/17/2009

4212.42

Personnel — Certified

Drug and Alcohol Testing For School Bus Drivers

The Hampton Public School district is dedicated to the establishment of a drug use and alcohol misuse prevention program that meets all applicable requirements of the Omnibus Transportation Employee Testing Act of 1991 (OTETA) and applicable state statutes pertaining to pre-employment and random drug testing of school bus drivers. The District shall adhere to federal and state law and regulations requiring a school bus driver's drug and alcohol testing program.

Contracts for transportation approved by this District shall contain assurance that the contractor will establish a drug and alcohol-testing program that meets the requirements of federal regulations, state statutes and this policy and will actively enforce the regulations of this policy as well as federal and state requirements.

This policy applies to all drivers and applicants for driver positions for the District who must have a Commercial Drivers License (CDL) to operate school vehicles.

In a continuing effort to prevent accidents and injuries resulting from the use of drugs and misuse of alcohol by drivers of commercial motor vehicles, the District shall establish a drug and alcohol misuse prevention program.

The District's program shall meet the requirements of the Omnibus Transportation Employee Testing Act of 1991 and C.G.S. 14-276a.

The Superintendent will develop administrative regulations as needed to implement the District's program including provisions for pre-employment, reasonable suspicion, random, post-accident, return-to-duty and follow-up testing as may be necessary. The regulations will also include training, education and other assistance to employees to promote a drug and alcohol-free environment.

Legal Reference: United States Code, Title 49  
2717 Alcohol and controlled substances testing (Omnibus Transportation Employee Testing Act of 1991)  
Code of Federal Regulations, Title 49  
40 Procedures for Transportation Workplace Drug and Alcohol Testing Programs  
382 Controlled Substance and Alcohol Use and Testing  
395 Hours of Service Drivers  
Holiday v. City of Modesto (1991) 229 Cal. App. 3d. 528, 540.  
International Brotherhood of Teamsters v. Department of Transportation  
932 F. 2d 1292 (1991)  
American Trucking Association, Inc. v. Federal Highway Administration, (1995) WL 136022 (4th circuit)  
Connecticut General Statutes  
14-261b Drug and alcohol testing of drivers of certain vehicles, mechanics and forklift operators  
14-276a Regulations re school bus operators and operators of student transportation vehicles; qualifications; training. Pre-employment drug test required for operators

Policy adopted: **TENTATIVE APPROVAL: 01/22/2009**  
**03/04/2009**

**FINAL APPROVAL:**

**HAMPTON BOARD OF EDUCATION**

**4217.4**

**PERSONNEL - NON-CERTIFIED**

**Dismissal/Suspension**

Support staff dismissal procedures and employee terminations or suspensions are the responsibility of the Superintendent of Schools, or designee, and shall be in accordance with current state statutes and negotiated employee contracts and with appropriate consideration of an affected employee's constitutional and due process rights and protections.

(cf. 4212.1 Provisions of Negotiated Agreements)

(cf. 4212.6 Personnel Records)

(cf. 4214 Assignment/Transfer/Reassignment)

(cf. 4218.11 Nondiscrimination)

(cf. 4218.112 Sexual Harassment)

(cf. 4218.14 Disabilities)

(cf. 4218.231 Smoking, Drinking, and Use of Drugs on School Premises)

Tentative Approval: 10/05/2005

Final Approval: 11/02/2005

4215

PERSONNEL - NON-CERTIFIED

Supervision and Evaluation

Employee performance is key to the success of an organization; therefore, effective employee supervision is a primary leadership responsibility for all administrators. A component of supervision is cooperative, continuing, employee evaluation which serves to:

1. improve the quality of employee work;
2. elevate the standards of employees' field of work;
3. help each employee grow personally and in job skills;
4. assist with administrative decisions on employee retention/dismissal.

The Superintendent shall evaluate or cause to be evaluated all support staff employees. Teachers and administrators share responsibility for developing effective evaluation procedures and instruments and for establishing and maintaining professional standards and constructive attitudes toward staff evaluation.

(cf. 4112.1/4212.1 Provisions of Negotiated Agreements)

(cf. 4112.6/4212.6 Personnel Records)

Tentative Approval: 10/05/2005

Final Approval: 11/02/2005



**4214**

**PERSONNEL - NON-CERTIFIED**

**Assignment and Transfer**

The assignment and transfer of all non-certified staff personnel shall be the responsibility of the Superintendent of Schools. Transfers will be made in the best interests of the school system, subject to provisions of applicable employee organization agreements and Board of Education policies.

Not later than the regular October meeting of the Board of Education the Superintendent shall provide Board members a staff listing of regular assignments.

Tentative Approval: 10/05/2005

Final Approval: 11/02/2005