

LINE AND STAFF RELATIONS

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Each staff member of the district is responsible to the board through the superintendent.

Except as otherwise provided in this manual, all staff members will refer matters requiring administrative action to the administrator to whom they are responsible. The administrator will refer such matters to the next highest administrative authority when necessary.

A clear understanding of responsibilities and relationships between and among school staff is essential for the district. This policy in no way restricts the cooperative collaboration of all staff members at all levels in order to develop the best possible district programs and services.

Support Staff Interrelationships

Support staff are responsible to the principal when working in their school building.

In the school setting, the relationship of support staff with students is minimal. The students are the responsibility of the teacher, and the support staff member will assume a secondary role to the teacher. However, emergency conditions, such as a fight in the hall or an incident involving destruction of school property, are exceptions to this.

Bus drivers are responsible for the students on their buses unless accompanied by a teacher, in which case the teacher is responsible. The driver should assist the teacher as necessary and at the teacher's request.

General Power and Authority of the Teacher

Both the law and the board delegate certain powers and authority to the teacher. The teacher must hold students accountable while on school property for their conduct during, before, and after school. The teacher has authority, consistent with board policy, to manage his or her classroom, discipline students, and refer a student to the principal or principal's designee to maintain discipline in the classroom.

Teacher's Relationship with Other Staff Members

A teacher should strive to work cooperatively with all school staff members. The teacher will direct all work requests for the work of custodians, maintenance workers, and others to the principal.

The principal will handle any problems arising between the teacher and other school staff as soon as possible.

Teacher's Relationship with the Principal

The teacher is under the direct supervision of the principal. The principal is responsible for communicating administrative procedures; communications from the superintendent; and assignments of duty, work, instruction schedules, and courses of study to the teacher. The teacher should direct all problems and requests relating to these issues to the principal.

The principal will guide and support the teacher as they work together for the good of the students. The teacher may expect the principal to share his/her disciplinary responsibility when problems arise concerning students.

The board expects teachers to express their views in faculty meetings. The board encourages this opportunity for open expression and sharing of responsibility for the successful operation of the schools.

Teacher's Relationship with the Superintendent

The board encourages a teacher to work through his/her principal concerning building assignments, teaching loads, and general working conditions. A teacher may find it necessary to consult with the superintendent on other problems relating to his/her affiliation with the school. The superintendent may establish a Faculty Advisory Committee (FAC) to meet with the superintendent on a regular and consistent basis.

Both the principal and the teacher should consult with the superintendent for advice and counsel on specific problems or for interpretations of board policy.

Board and Teacher Relations

The relationship of the teacher to the board is indirect. A teacher is directly responsible to the principal and, through the principal, to the superintendent and then to the board. However, this does not mean that a teacher does not have access to the superintendent or to the board. Conditions may arise when a teacher may obtain direct access through channels established for grievances.

The board develops policies out of the needs of the schools. Therefore, the board recognizes the value of teachers in formulating effective policies. The board may ask students, citizens, teachers, principals, custodians, etc., to give input into matters dealing with problems that affect them.

Board and Principal Relations

The principal has no direct administrative relations with the board. His/Her communications to the board are through the superintendent since the principal is directly responsible to the superintendent. The superintendent will present all matters that require board action to the board.

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