

LINE AND STAFF RELATIONS

Code **CCB** *Issued* **8/04**

Purpose: To establish the basic structure for lines of authority within the school district.

Each employee of the district will be responsible to the board through the superintendent.

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

A clear understanding of responsibilities and relationships between and among school personnel is essential for a smoothly running and efficient school system.

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. A teacher may remove a student from his/her room by referring the student to the principal for a final decision.

Teacher's relationship with the principal

The classroom teacher is under the direct supervision of the principal. The principal is responsible for communicating the administrative policies, communications from the board, assignments of duty, work, instruction schedules and courses of study to the classroom teacher. The teacher should direct all problems and requests about work to the principal.

The principal must guide and assist a teacher with problems concerning his/her work with the students. The teacher may expect the principal to share his/her disciplinary responsibility. The principal must guide and support the teacher as they work together for the good of the students.

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

Board and principal relations

The school principal has no direct administrative relations with the board. His/Her relations 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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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.

Teacher's relationship with other employees

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 classroom teacher and other school employees as soon as possible.

Support staff interrelationship

Support staff are responsible to the principal when working in his/her school building.

In the school setting, the relationship of support staff with the students is minimal. The students are the responsibility of the teacher, and the support staff member should assume no authority over them. 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 children on their bus unless accompanied by a teacher, in which case the teacher is responsible and the driver should assist the teacher only at the teacher's request.

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