

## LINE AND STAFF RELATIONS

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

Each employee of the center will be responsible to the board through the director.

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 personnel is essential for a smoothly running and efficient 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 center 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 director for a final decision.

### **Teacher's relationship with the director**

The board encourages a teacher to work through his/her director concerning building assignments, teaching loads and general working conditions. A teacher may find it necessary to consult with the director on other problems relating to his/her affiliation with the center. The director may establish a faculty advisory committee (FAC) to meet with the director on a regular and consistent basis.

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

### **Board and director relations**

The center director will present all matters that require board action to the board.

### **Board and teacher relations**

The relationship of the teacher to the board is indirect. A teacher is directly responsible to the director and through the director to the board. However, this does not mean that a teacher does not have access 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, the director, custodians, etc., to give input into matters dealing with problems that affect them.

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### **Teacher's relationship with other employees**

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

The director will handle any problems arising between the classroom teacher and other employees as soon as possible.

### **Support staff interrelationship**

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.

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