

<b>SCHOOL BOARD COMMUNICATIONS WITH STAFF</b>		<b>File:</b> BHC
<b>Section:</b> B School Board Governance & Operations	<b>Adopted:</b> 04/10/97 <b>Revised:</b> 01/29/14, 11/08/18	<b>Last Revised:</b> 03/04/2021

A clear understanding of responsibilities and relationships between and among the Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf Board and school personnel is essential for a smoothly running and efficient school system. It should be remembered that the Board, school administrators, teachers and all others responsible for any phase of the work of the school have a common and basic responsibility—the welfare of the children in the schools. This responsibility must guide all of the Board's considerations and decisions.

### **Board and Executive Director**

The relationship of the Board and the Executive Director can best be described as one of teamwork. They must function cooperatively as some of their functions are not readily separable. However, the primary functions are separable and should be clearly understood by each. The Board is the legislative body of the school unit. It exercises its mandated management of the schools through the formation of policies.

The Executive Director is the executive officer of the Board and the chief administrative officer. The Board recognizes this and wishes to make this clear to all staff members and to all citizens.

All communications or reports to the Board, or to any committee of the Board, from the Director of Early Intervention and Family Engagement, the Director of Statewide Education and Family Services, the Director of Operations and Human Resources, supervisors, teachers, or other employees shall be submitted through the Executive Director.

### **Board and Directors**

The Directors have no direct administrative relations with the Board. Their relations to the Board are through the Executive Director, for the Board recognizes that the Executive Director is the person to whom it must look for professional leadership within the schools. A spirit of cooperation and mutual helpfulness must prevail between the Executive Director and the Directors if the best results are to be realized. For instance, the Directors and the Executive Director must cooperate in the selection of school staff because the Directors are in the best position to know the kind of person needed for a particular type of service in the school. However, the Directors must make recommendations to the Executive Director and not to the Board. At all times the Directors must remember that all matters which require Board action must be presented to the Board by the Executive Director.

### **Board and Staff**

The relationship of staff to the Board is indirect. Staff is directly responsible to the Directors and through them to the Executive Director, and then to the Board. However, this does not mean that staff does not have access to the Executive Director or to the Board. Conditions may arise when direct access may be obtained through channels established for grievances.