

STAFF PARTICIPATION IN COMMUNITY ACTIVITIES

Members of the professional staff shall be encouraged to take an active part in the affairs of the communities of Nebo School District. The school and the community should not be considered separate and apart, but as working as a unified whole in the educative process. Through dynamic leadership, many avenues may be opened for building community support.

The superintendent, especially, is urged to identify himself/herself personally with the many facets of community life, providing opportunities for all citizens - including nonparents - to experience relationships with the schools.

The principal, as the leader of his or her school, is encouraged to be an active and leading member of the school community.

The teacher, or the degree to which the teacher is known and accepted as a citizen of the community, has a direct relationship with the degree of understanding and goodwill flowing from the community to the schools.

The Dual Role of Teacher/Citizen

The board recognizes that teachers and other employees of the school district have a dual role in their relations with the public which complicates decisions from time to time concerning responsibility. Teachers, especially, may have to decide between their responsibilities as professionals employed by the school system on the one hand or as members of the community on the other when differences of opinion arise concerning goals or operations of the schools.

The board believes that the First Amendment rights of teachers and other employees must be protected. The board also believes that the schools and board should not be subject to unfair, unwarranted, or malicious attacks from within. To help achieve these two goals, the board instructs the administration to confer and work with employees or employee groups in setting up a carefully designed procedure for handling differences of opinion between board and staff which will have at least the following characteristics:

1. Protect and guarantee each employee's First Amendment rights.
2. Set guidelines for helping teachers distinguish between their professional employee responsibilities and their duties as lay citizens.
3. Establish procedures, including arbitration, for handling grievances that prosecutor, judge, jury and executioner are not centered in one person or group.
4. Provide for channels of communication within the school system to enable employees to have access to policy positions of the board, regulations of the administration, and prompt notification of events and pertinent facts.

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