

ADMINISTRATION GOALS

Proper administration of the schools is vital to a successful educational program. The general purpose of the Administration shall be to coordinate and supervise, under the policies of the School Administrative Unit and each Board, the creation and operation of an environment in which students learn most effectively. Administrative duties and functions should be appraised in terms of the contribution made to improving instruction and learning. The Board shall rely on its chief executive officer, the Superintendent, to provide at the District level the professional administrative leadership demanded by such a far-reaching goal. Vision, initiative, resourcefulness, and wise leadership – as well as consideration and concern for staff members, students, parents, and others – are essential for effective administration.

The Superintendent, each principal, and all other administrators shall have the authority and responsibility necessary for his/her specific administrative assignment. Each shall likewise be accountable for the effectiveness with which the administrative assignment is carried out. The Board shall be responsible for specifying requirements and expectations of the Superintendent, then holding the Superintendent accountable by evaluating how well those requirements and expectations have been met. In turn, the Superintendent shall be responsible for clearly specifying requirements and expectations for all other administrators, then for holding each accountable by evaluating how well requirements and expectations have been met.

Major goals of administration shall be:

1. To manage the District's various departments, units, and programs effectively.
2. To provide professional advice and counsel to Board and to advisory groups established by Board action. Where feasible, this will be done through reviewing alternatives, analyzing the advantages and disadvantages of each, and recommending appropriate action from among the alternatives.
3. To implement the management function to assure the best and most effective learning programs, through achieving such sub-goals as (a) providing leadership in keeping abreast of current educational developments; (b) arranging for the staff development necessary to the establishment and operation of learning programs that better meet more learner needs; (c) coordinating cooperative efforts at improvement of learning programs, facilities, equipment, and materials; and

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(d) providing access to the decision-making process for improvement ideas of staff, students, parents, and others, and (e) implement procedures to ensure that the differing needs and talents of students are fully considered when planning educational programs.

Adopted: April 18, 2000
Revised: November 20, 2012

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