
ADMINISTRATIVE 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 the 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 the Superintendent to provide at the District level the professional administrative leadership, vision, initiative, resourcefulness, and wise leadership, as well as consideration and concern for staff, 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 specify requirements and expectations of the Superintendent. The Board shall hold the Superintendent accountable by evaluating how well those requirements and expectations are 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 administration goals shall be:

1. To manage the District's various departments, units, and programs effectively.
2. To provide professional advice and counsel to the 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 assure the best and most effective learning programs by: (a) 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 (d) providing access to the decision-making process for improvement ideas of staff, students, parents, and others, and (e) implementing procedures to ensure that the differing needs and talents of students are fully considered when planning educational programs.

Legal References:

N.H. Code of Administrative Rules

Section Ed. 302, Duties of School Superintendents

Section Ed. 303, Duties of School Boards

Section Ed. 304; Duties of School Principal

Section Ed. 306.10(a)(6), Policy Development: Meeting the Instructional needs of each Student with different talents

Legal References Disclaimer: *These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

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