



DISTRICT ADMINISTRATION PRIORITY OBJECTIVES

The following shall govern the operation of the school system:

1. The Superintendent shall have specific responsibility for overseeing the scope and sequence of educational experiences provided for children from Kindergarten through grade 8, aligned with our agreed core values.
2. The Superintendent has the responsibility of crafting a District Strategic Plan, including a shared vision, strategic objectives and priorities. The development of this plan will be done in collaboration with the School Committee (as specified in Policy CA) and it will be used to frame the collective strategic decisions made by the School Committee and Administration.
3. The Superintendent shall organize the School District in a manner designed to provide excellence in education, within the general philosophy of the School District and the human and financial resources provided by the School Committee.
4. Each Principal, with the Superintendent's prior approval, shall work out an education program in accord with regulations, priorities and policies of the School Committee.
5. All administrative supervision of employees shall be in the hands of those to whom such responsibility has been specifically delegated.

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Lincoln Public Schools
Lincoln, MA 01773

Adopted at School Committee Meeting of June 29, 1959
Reaffirmed at School Committee Meeting of September 14, 1981
Reaffirmed at School Committee Meeting of December 17, 1984



DISTRICT ADMINISTRATION PRIORITY OBJECTIVES NOTES

Notes regarding policy CBCA:

1. Not many districts have this policy
2. If they do – the policy is often entitled ‘CA’ or ‘ADA’
3. I don’t think there is a strong need to change much of what is proposed for CBCA – having said that I appreciate the language (in bold) from Berlin-Boylston

Language from other implementations:

Stoughton:

It is the intent of the Stoughton School Committee that the District employ qualified personnel to administer the school system efficiently and to require the Superintendent to organize the administration in a manner that will make clear the functions of each position and the relationships among them.

The Superintendent will establish clear lines of communication, both vertically and horizontally, and will form any staff councils or committees needed to provide for efficient conduct of school business. In order to engage in this process in an orderly and effective fashion, each individual and group will be given particular, clear-cut responsibilities. Channels will be established so that the recommendations and decisions of each group can be heard and reviewed by the chief administrative officer concerned, and, where appropriate, by the Superintendent and School Committee.

The organization and administration of the schools will balance responsibility with commensurate authority, subject to the reserved legal powers of the School Committee. This means that a staff member, when assigned a responsibility or a position, will be given the authority to make the decisions necessary to perform the assigned tasks.

Berlin-Boylston

The Superintendent of Schools and his/her administrative staff are responsible, within guidelines established by School Committee, for the direction and coordination of students and staff in their efforts to reach educational goals. The central purpose of the Superintendent and his/her administrative staff is the coordination of the efforts of people who work in the public schools. Generally, the purpose has to do with teaching and learning.

To enhance quality teaching and learning, administrators are required to perform six major functions, which are stated as the objectives of their administrative endeavors. They are:



To identify and influence the formulation and/or revision of administrative goals, policies, rules and regulations;

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To stimulate, plan, direct and evaluate the development of programs to achieve the system's goals and purposes;

To establish and coordinate the activities of professional and non-professional employees concerned with planning, implementing and evaluating the programs;

To procure and manage material and fiscal resources to support the school(s) and school programs;

To assess continuously, cooperatively and constructively the policies, regulations and general performance of all school personnel;

To implement the goals established by the School Committee.

These objectives emerge from the School Committee's legal responsibility, which is to provide quality educational experiences and opportunities to all students through the enhancement of the teaching environment. The Superintendent and his/her administrative staff must view their objectives and functions in the context of the communities they serve and in light of new knowledge, educational research findings, and the changing dynamics of the world in which we live. Thus, each administrator should be assessed in terms of the contributions that are made to improve instruction and more effective teaching and learning practices.

For the schools to operate effectively, each administrative officer will be responsible and accountable for making a plan of development for all staff assigned to his/her area of operation.

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Framingham:

It is the intent of the School Committee that the District employ qualified personnel to administer the school system efficiently and to require the Superintendent to organize the administration in a manner that will make clear the functions of each position and the relationships among them.

The School Committee 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, and then for holding each accountable by evaluating how well requirements and expectations have been met.

The Superintendent will establish clear lines of communication, both vertically and horizontally, and will form any staff councils or committees needed to provide for efficient conduct of school business. Each individual and group will be given particular, clear-cut



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responsibilities. Channels will be established so that the recommendations and decisions of each group can be heard and reviewed by the chief administrative officer concerned, and by the Superintendent and School Committee where appropriate.

The organization and administration of the schools will balance responsibility with commensurate authority to perform the assigned tasks.

For the schools to operate effectively, each administrative officer will be responsible and accountable for making a plan of development for all staff assigned to his/her area of operation.

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