

POLICIES, GUIDELINES AND PROCEDURES

SUBJECT	N.E.P.N. CODE
SUPERINTENDENT OF SCHOOLS: ROLES & RESPONSIBILITIES	CBC

I. POLICY

The Louis Riel School Board believes that its employees can most effectively contribute their skills, expertise and experience to benefit the Division's students when clearly articulated descriptions of their roles and responsibilities guide their work and professional activity.

This policy therefore articulates the core roles and responsibilities of the Superintendent of Schools of the Louis Riel School Division.

The Superintendent of Schools plays a critical collaborative role to support the leadership of the Board, and therefore advises the Board on all aspects of the Division's operation, with general responsibilities to:

- provide information and advice to the Board on matters concerning all areas of Board jurisdiction;
- work in consultation with the Board to develop and recommend appropriate policies related to those areas; and
- develop and monitor systems and structures to implement Board policies.

Accordingly, the Superintendent of Schools holds the decisive administrative authority for the execution of all policies, regulations and directives of the Louis Riel School Board; and provides leadership to execute multi-year strategic planning, budgeting, evaluation and reporting processes, such as the annual report to the community.

II. GUIDELINES

The above-stated general responsibilities guide the three primary roles of the Superintendent of Schools, defined as follows:

- A. **Educational Leader** with a fundamental mandate to support the learning of all students and staff;
- B. **Chief Executive Officer** with the responsibility to direct, delegate and monitor management functions performed by designates;

Adopted:	March 21, 2006	Legal References: Public Schools Act (Manitoba) , sections 51 & 52(1)
Revised:	November 19, 2019	

- C. **Professional Leader** with a mandate to model and implement practices and articulate professional responsibilities that support the Division’s Vision, Mission, Values & Motto.

III. PROCEDURES

The following list of roles and responsibilities shall guide the work and professional activity of the Superintendent of Schools:

A. Educational leader to articulate and support the realization of the Division’s Vision, Mission, Values & Motto

1. Develop, in collaboration with the Board, governance and operational structures for the regular articulation and review of the Division’s Vision, Mission, Values & Motto by the divisional community (see [Policy AD](#) – Educational Philosophy: Divisional Vision, Mission, Values & Motto)
2. Promote community relations by ensuring active participation in on-going development and modeling of the Division’s Vision, Mission, Values & Motto (see [Policy AD](#) – Educational Philosophy: Divisional Vision, Mission, Values & Motto)
3. Maintain appropriate Board Relations. Provide advice to the Board on vision and policies in relation to learning and resource management
4. Understand and model professionalism, **divisional values** and ethical behaviour, and exercise moral leadership
5. Direct the Division’s strategic planning activity to support articulated Board Priorities and emphasize teaching and learning, reasonable risk-taking and innovation
6. Promote community relations by constructive involvement of students, parents, community and staff in school and divisional decision-making
7. Develop plans for the adaptation and implementation of programs to meet the needs of diverse communities
8. Involve school community members in broad-based, skilful participation in the implementation of the multi-year strategic plan (see [Policy ADE](#) – Multi-Year Strategic Planning Process)
9. Communicate regularly to the Board on the progress of the Division and its schools toward the attainment of the goals of the multi-year strategic plan (see [Policy ADE](#) – Multi-Year Strategic Planning Process)

B. Chief Executive Officer to guide policy development & implementation and operational structures

1. Collaborate with the Board to provide leadership that recognizes the rights of every student to education within a policy framework that is lawful, respectful of individuals and understandable by the greater community

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2. Perform all duties in accordance with provincial statutes, regulations and requests for information, and the by-laws and policies of the Board
3. Develop structures for the regular review, revision and development of divisional policies and processes to:
 - align them with legislated obligations and mandates of school divisions
 - maintain their currency as a foundation for planning and operations
 - ensure their congruency with divisional values and
 - promote their clarity and transparency to internal and external communities
4. Promote the use of information, data and research to inform policies and protocols developed within the Division
5. Provide leadership for effective development and implementation of curriculum, and all aspects of teaching and learning
6. Provide leadership throughout the Division to promote the wellbeing and inclusion of all students and staff within the diverse and multicultural context of a public education system and its communities
7. Ensure the fair and equitable use of divisional resources - human, material and financial - in accordance with applicable legislation and divisional directions, goals and policy requirements
8. Guide the annual budget development process, and financial procedures and services
9. Ensure organizational processes and strategies for the fair and equitable use of the Division's budgeted resources
10. Attend all meetings of the Board and such Board Committee meetings as deemed necessary by the Board and the Superintendent of Schools
11. Ensure that the necessary records support the effective and efficient operation of the Division
12. Provide guidance and supervisory leadership to the senior leadership team and the school-level leadership team
13. Recommend to the Board potential changes in the structure and functions of the Division's administrative organization to better respond to evolving needs

C. Professional leader to articulate and implement professional practices

1. Collaborate with the Board to provide leadership for professional practices that
 - enhance communication and community relationships
 - foster effective organizational management, curriculum planning and development, and teaching and learning

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2. Develop effective communication and relationship building strategies with all members of the community
3. Establish effective system-wide professional learning opportunities for all employee groups
4. Establish procedures to supervise and evaluate divisional personnel
5. Establish systems of assessment to monitor student learning to inform decision-making
6. Establish structures for services to:
 - identify and support the diverse learning needs of students
 - provide resources to respond to those needs
7. Provide support for:
 - local curriculum development and implementation
 - implementation of systemic instructional strategies to enhance teaching and learning
8. Establish effective and regular program reviews
9. Liaise with representatives of Manitoba Education, international, national, provincial and civic agencies, universities, the Manitoba Teachers' Society and its local association, the Manitoba School Boards Association, the Manitoba Association of School Superintendents and other organizations as the Board and/or the Superintendent of Schools deem necessary and helpful to the functions of the Superintendent's role
10. Maintain membership in appropriate professional associations and participate in their activities to attend to personal professional learning and thereby benefit the Division

References:

- [Policy AD](#) – Educational Philosophy: Divisional Vision, Mission, Values & Motto
- [Policy ADE](#) – Multi-Year Strategic Planning Process
- [Leading Together: A Resource Guide for School Boards, Superintendents and Secretary-Treasurers \(2015\)](#). A resource developed by Manitoba Association of School Superintendents, Manitoba Association of School Business Officials, and Manitoba School Boards Association.
- [Strong Districts & Their Leadership \(2013\)](#). A paper commissioned by The Council of Ontario Directors of Education and The Institute for Education Leadership, notably the following table: [System-Level Leadership](#).

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