

## POLICIES, GUIDELINES AND PROCEDURES

SUBJECT	N.E.P.N. CODE
<b>SUPERVISION/EVALUATION: SUPERINTENDENT OF SCHOOLS</b>	<b>CBI</b>

### I. POLICY

#### A. General Responsibilities of the Superintendent of Schools

As the Chief Executive Officer of the Louis Riel School Board and the educational leader of the Louis Riel School Division, the Superintendent of Schools shall be responsible and accountable to the Board of the Louis Riel School Division for the operation of the Division. The Superintendent shall have general responsibilities to:

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

#### B. Roles of the Superintendent of Schools

These general responsibilities apply to three primary roles of the Superintendent of Schools as the Division's:

- **Educational Leader** with a fundamental mandate to support the learning of all students and staff;
- **Chief Executive Officer** with the responsibility to direct, delegate and monitor management functions performed by designates;
- **Professional Leader** with a mandate to model and implement practices and articulate professional responsibilities that support the Division's Vision, Mission, Values & Motto.

Accordingly, the Superintendent of Schools holds the decisive administrative authority for the execution of all policies, regulations and directives of the Board of the Louis Riel School Division; and provides leadership to execute the strategic planning, budgeting, and program evaluation processes of the Louis Riel School Division.

#### C. Purposes of the Supervision/Evaluation Process

Therefore, the Board believes that annual supervision/evaluation must assess and document the performance of the Superintendent of Schools as related to the Superintendent of Schools' above-identified responsibilities and roles.

The Board believes that the evaluation process should strive to achieve the following outcomes:

<b>Adopted:</b>	December 20, 2005	<b>Legal References:</b> Section 51, <a href="#">Public Schools Act (Manitoba)</a>
<b>Revised:</b>	November 19, 2019	

1. Enhance the collaborative working relationship between the Board and the Superintendent of Schools, and clarify the distinction between the responsibilities of each;
2. Measure the ability of the Board and the Superintendent of Schools to work as an effective leadership team;
3. Support the professional growth of the Superintendent of Schools as educational leader of the Division;
4. Determine progress toward the stated priorities and goals of the Multi-Year Strategic Plan and Annual Operational Plan;
5. Provide opportunity to the Superintendent of Schools for self-review and assessment;
6. Identify professional learning needs for the Superintendent of Schools;
7. Identify potential challenges and opportunities and envision future directions for the Division; and
8. Fulfil contractual and legal obligations of the Board and Superintendent of Schools.

## II. GUIDELINES

The supervision/evaluation of the Superintendent of Schools will **honour the following principles:**

1. The contributions of the Superintendent of Schools and School Board in the achievement of the Division's Vision and Mission are valued.
2. The collective commitment of the Superintendent of Schools and the School Board to quality education for all students is reflected in the process.
3. Commitment to and the practice of honesty, fairness, trust, justice and mutual respect is incorporated in the process.
4. The details of the process are mutually agreed upon by the Board and the Superintendent of Schools.
5. The performance assessment is based upon an ethical process of data collection.
6. The process is relevant to the identified job description and role of the Superintendent of Schools.
7. The process is relevant to the strategic plan of the Division and the strategic priorities of the Board.
8. The confidentiality of the employer-employee relationship is respected.
9. The Superintendent of Schools is entitled to a written report that is the result of ongoing discussion, formative evaluations, and the annual summative assessment of the Multi-Year Strategic Planning priorities and goals.
10. Prompt feedback is provided to the Superintendent of Schools to facilitate responding to concerns and building upon strengths.
11. The written evaluation reflects the opinion of the School Board as a whole.
12. The Superintendent of Schools is entitled to a signed and dated copy of the evaluation, as well as an opportunity for discussion.

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### III. PROCEDURES

1. Performance assessment criteria used to prepare the final supervision/evaluation report will reference:
  - The responsibilities and primary roles of the Superintendent of Schools as articulated in this policy and [policy CBC](#);
  - Activities related to those responsibilities and roles as described in the Division’s Multi-Year Strategic Plan, Annual Operational Plan, and Annual Report to the Community prepared by the Superintendent of Schools.
2. A Supervision for Professional Growth model will be used, and therefore:
  - Focus on growth over time
  - Reference the previous evaluations
  - Reference the Superintendent’s annual professional learning plan
  - Review progress regarding identified goals for professional growth
3. The use of appropriate data and collection methods for supervision/evaluation purposes will be relevant to the achievement of the Multi-Year Strategic Planning priorities and goals and other mutually agreed upon criteria.
4. Processes will observe timelines necessary to the final evaluation report’s timely annual completion, as follows:
  - Two sessions involving the Superintendent of Schools and the Board, to review the progress of the Annual Plan as prepared with reference to the Board’s Multi-Year Strategic Plan, to be scheduled on or near December 15, and on or near May 15;
  - Discussion of a final written report with the Superintendent of Schools by June 15.
5. The annual written report, per Guideline 12, will include:
  - A self-evaluation component submitted by the Superintendent of Schools by May 31 of each school year;
  - A final report signed by the Chair of the Board and approved by the Board; and presented to the Superintendent of Schools on or before June 15, and including the following elements:
    - professional attributes and accomplishments
    - recommendations for professional growth
    - preliminary recommendations based on Board priorities for the following year, as determined by planning processes and contextual changes.
  - An optional written response to the final report submitted by June 30, from the Superintendent of Schools.

References:

- [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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