

Procedure	Nicola Similkameen School District	
Section:	District Administration	
Title:	Director of Instruction - Inclusive Education and Early Learning / ChildCare	

### Background

Guided by the District’s vision, principles, mission, values, and goals, and the First Peoples Principles of Learning, the Director of Instruction – Inclusive Education & Early Learning / Child Care supports the Superintendent in carrying out their responsibilities as defined in the School Act and Board policy.

The Director provides strategic and operational leadership for inclusive education services, early learning programming, and child care development across the District. This includes ensuring equitable access, high-quality and culturally responsive practice, and the removal of barriers for students and families.

The Director leads system-wide planning, implementation, and evaluation, working collaboratively with schools, Indigenous Rightsholders, community agencies, and provincial partners to improve outcomes for learners. The role includes oversight of key initiatives, alignment with District and Ministry priorities, and the use of evidence-informed practices to support continuous improvement and accountability.

### Procedures

The Director of Instruction – Inclusive Education & Early Learning / Child Care is directly responsible and accountable to the Superintendent (or designate). The Director will have specific responsibilities for the following areas:

#### 1. Student Learning & Wellbeing

- 1.1 Ensures all students have the opportunity to meet provincial standards, with particular attention to students with disabilities and diverse abilities, and children from birth to age 8 in early learning contexts.
- 1.2 Fosters safe, welcoming, caring, and inclusive learning environments that respect diversity and promote a strong sense of belonging.
- 1.3 Promotes evidence-based universal design for learning (UDL), tiered intervention models, and trauma-informed practices across schools and programs.
- 1.4 Designs and monitors transitions for children and youth (e.g., preschool-to-kindergarten, elementary-to-secondary), ensuring early identification and coordinated supports.

## **2. Inclusive Education**

- 2.1 Provides leadership in the development, delivery, and evaluation of services for students with disabilities and diverse abilities, including assessment, programming, and progress monitoring.
- 2.2 Oversees processes for assignment and deployment of Education Assistants, ensuring effective implementation of safety, regulation, and behaviour support plans.
- 2.3 Supervises and mentors specialist and school-based student support staff; facilitates District-Based Teams (DBTs), School-Based Teams (SBTs), and Integrated Case Management (ICM) processes.
- 2.4 Ensures compliance with Ministry guidelines and District procedures related to inclusive education, documentation, designation criteria, and reporting.
- 2.5 Builds collaborative partnerships with families, Indigenous Rightsholders, community agencies, and post-secondary institutions to improve coordinated services and student outcomes.
- 2.6 Advocates at the district and provincial levels for resources, policies, and practices that support inclusive education, early learning, and equitable outcomes for all learners.

## **3. Early Learning & Child Care**

- 3.1 Leads development, expansion, and quality of before- and after-school child care, StrongStart, Ready, Set, Learn, Kindergarten, and other early learning initiatives on district sites.
- 3.2 Aligns programming with the BC Early Learning Framework and supports professional learning for K–3 teachers, Early Childhood Educators (ECEs), Education Assistants, and school leaders.
- 3.3 Coordinates district-wide strategies that strengthen early years transitions, family engagement, and wraparound supports in collaboration with community partners.
- 3.4 Administers and reports on provincial/Ministry funding for early years and child care initiatives, ensuring compliance with requirements and effective use of resources.

## **4. Accessibility & the Accessible BC Act**

- 4.1 Supports planning and implementation to meet requirements of the Accessible BC Act, promoting universal design and barrier removal across facilities, programs, and communication.
- 4.2 Establishes and supports accessibility committees, plans, and feedback mechanisms; monitors progress and reports to the Superintendent and Board as required.

## **5. Human Resources Management**

- 5.1 Supervises, evaluates, and reviews performance of direct reports within areas of responsibility.
- 5.2 Participates in recruitment, selection, induction, and ongoing professional learning for staff supporting inclusive education, early learning, and child care.

- 5.3 Collaborates with Human Resources regarding staffing allocations, labour relations matters, and compliance with collective and employment agreements.

## **6. Fiscal Responsibility**

- 6.1 Develops and administers departmental budgets within District parameters; ensures prudent, transparent fiscal management of all budget allocations and grants.
- 6.2 Provides analysis and recommendations to improve efficiency, effectiveness, and impact of programs; ensures timely, accurate reporting to the Superintendent and Ministry.

## **7. Policy and Administrative Procedures**

- 7.1 Assists the Superintendent in planning, developing, implementing, and evaluating Board policy and administrative procedures within areas of responsibility.
- 7.2 Ensures consistent application of Board policy and administrative procedures; provides interpretation and guidance to principals, staff, and community partners.
- 7.3 Contributes to the development, implementation, and monitoring of the District Strategic Plan within areas of responsibility, ensuring alignment with District priorities related to equity, inclusion, early learning, and student success.

## **8. Organizational Management**

- 8.1 Demonstrates effective organizational skills resulting in compliance with all legal, Ministerial, and Board mandates and timelines, and adherence to Superintendent directives.
- 8.2 Contributes to a District culture focused on service, collaboration, and continuous improvement; effectively handles emergencies and crisis situations in a team-oriented fashion.
- 8.3 Supports district-wide risk management practices related to student safety, threat assessment, and complex case response, in collaboration with school teams and external partners.
- 8.4 Leads and supports the implementation of district and provincial initiatives through effective change management practices, ensuring clarity, coherence, and sustained impact across schools and programs.

## **9. Communications and Community Relations**

- 9.1 Ensures open, transparent, and responsive internal and external communications in all areas of responsibility.
- 9.2 Builds and maintains strong partnerships with families, Indigenous Rightsholders, child care providers, health and social service agencies, and other community organizations.
- 9.3 Investigates and facilitates resolution of concerns and conflicts; ensures a high level of stakeholder satisfaction with services provided.

- 9.4 Represents the District in provincial networks and working groups related to inclusive education, student safety, mental health, and early learning, and communicates relevant initiatives, resources, and expectations to District staff and stakeholders.
- 9.5 Demonstrates a commitment to Truth and Reconciliation and an appreciation of working in a culturally responsive environment.

## **10. Superintendent Relations**

- 10.1 Establishes and maintains positive, professional working relations with the Superintendent (or designate).
- 10.2 Provides the information the Superintendent requires to perform their role effectively; prepares reports and presentations for the Board as requested.
- 10.3 Will support the Superintendent in maintaining and strengthening relationships with Local Rights Holders and Education Governance Partners, including First Nations, Local Education Agreement partners, Metis, and the Indigenous Education Council, ensuring that commitments are operationalized through shared-decision making, accountability, and improved outcomes for Indigenous Learners.

## **11. Leadership Practices**

- 11.1 Practices leadership that is student-centered, equity-focused, and aligned to District strategic priorities.
- 11.2 Models high standards of personal, professional, and organizational integrity and accountability.
- 11.3 Develops an annual professional growth plan, approved by the Superintendent (or designate), and reviews progress bi-annually.
- 11.4 Other duties as assigned by the Superintendent.

**Date of Original Superintendent Approval: March 26, 2026**

### **Reference:**

Sections 22, 65, 85 School Act; Accessible BC Act; BC Early Learning Framework