

AGENDA

OPEN MEETING OF THE BOARD OF EDUCATION NICOLA SIMILKAMEEN SCHOOL DISTRICT NO. 58

**MERRITT SCHOOL BOARD OFFICE
WEDNESDAY, APRIL 8, 2026, 6:00 P.M.**

Success for ALL Learners Today and Tomorrow

1. Acknowledgement of the Traditional Territories and Metis Community
 - * a) Grad Hockey Tournament
2. Agenda
3. Minutes of the Open Meeting held March 11, 2026
4. Business Arising from the Minutes
5. Reports
 - a) Closed Meeting held March 11, 2026
6. **EDUCATION**
 - a) Indigenous Education Report
 - b) Inclusive Education, Early Learning and Child Care Report
 - * c) Superintendent's Report
7. **OPERATIONS**
 - a) School Closure – Next Steps & French Immersion Relocation
8. **AUDIT AND FINANCE**
 - a) 2026-2027 Annual Facilities Grant Program Approval
 - b) 2026-2027 Capital Budget Bylaw
 - c) 2026 - 2027 Preliminary Annual Budget

9. **POLICY**

First Reading

- a) Policy 1.31 – Role of the Superintendent
- b) Policy 1.32 – Role of the Secretary Treasurer

Second & Third Reading

- a) n/a

Policies Recommended for Repeal

- a) n/a

Administrative Procedures

- a) Child Abuse and Neglect – Reporting and Response
- b) Role of the Assistant Superintendent
- c) Role of the Director of Human Resources
- d) Role of the Director of Inclusive Education, Childcare and Early Learning
- e) Role of the District Principal of Indigenous Education
- f) Role of the Assistant Secretary Treasurer

10. **TRUSTEE REPORTS**

- * a) Student Trustee Reports
- * b) P.A.C. Reports
- * c) Other Reports

11. **CORRESPONDENCE**

12. **PUBLIC QUESTION PERIOD**

13. **ADJOURNMENT**

MINUTES

**OPEN MEETING OF THE BOARD OF EDUCATION OF THE
NICOLA-SIMILKAMEEN SCHOOL DISTRICT (NO.58)**

**MERRITT BOARD OFFICE, BOARD ROOM
WEDNESDAY, MARCH 11, 2026, 6:00PM**

Success for ALL Learners Today and Tomorrow

Present:	Chairperson	G. Swan
	Vice-Chair	L. Ward
	Trustees	J. Jepsen J. Kent-Laidlaw E. Hoisington (Virtual) J. Chenoweth D. Rainer
	Superintendent	C. Lawrance
	Assistant Superintendent	M. Sheldon
	Secretary Treasurer	M. Friesen
	Assistant Secretary Treasurer	L. Rusnjak
	Executive Assistant	K. Buckland

ACKNOWLEDGEMENT OF THE TRADITIONAL TERRITORIES AND METIS COMMUNITY

AGENDA

26/039 It was moved by Vice-Chair Ward and seconded by Trustee Kent-Laidlaw

THAT the agenda be adopted as presented.

MOTION CARRIED

MINUTES

26/040 It was moved by Trustee Rainer and seconded by Trustee Jepsen

THAT the minutes of the Open Meeting held February 11th, 2026, be adopted as presented.

MOTION CARRIED

Business Arising from the Minutes

None.

EDUCATION

Indigenous Education Report

District Principal of Indigenous Education Angela McIvor presented the “How Are We Doing” report highlighting Indigenous student outcomes and concerns.

Inclusive Education, Early Learning and Childcare Report

The Superintendent presented the written report from the Director of Instruction – Inclusive Education and Early Learning/Child Care, Adriane Mouland, highlighting the Ready, Set, Learn events that were recently held at each of our elementary schools and were very well attended by families across the district.

Superintendent’s Report

The Superintendent circulated her report and spoke about the various events that have taken place across the School District over the past month.

OPERATIONS

Potential School Closure Update

Chair Swan led the Board in discussion regarding the potential school closure.

26/041 It was moved by Trustee Everett and seconded by Trustee Jepsen

THAT the Board moves Option 4: Close Collettsville Elementary, move French Immersion to Merritt Central Elementary as a dual track school.

MOTION CARRIED

26/042 It was moved by Vice-Chair Ward and seconded by Trustee Kent-Laidlaw

BE IT RESOLVED THAT, the Board of Education of School District No. 58, in accordance with Section 73 of the School Act, approve the permanent closure of Collettsville Elementary School, Facility No. 05831009, located at 615 Lindley Creek Road, Merritt, BC on June 30, 2026 by giving School Closure Bylaw 2026-01-Collettsville Elementary School first reading this 11th day of March, 2026.

MOTION CARRIED

26/043 It was moved by Trustee Hoisington and seconded by Trustee Rainer

BE IT RESOLVED THAT, the Board of Education of School District No. 58, in accordance with Section 73 of the School Act, approve the permanent closure of Collettsville Elementary School, Facility No. 05831009, located at 615 Lindley Creek Road, Merritt, BC on June 30, 2026 by giving School Closure Bylaw 2026-01-Collettsville Elementary School second reading this 11th day of March, 2026.

MOTION CARRIED

26/044 It was moved by Vice-Chair Ward and seconded by Trustee Jepsen

BE IT RESOLVED THAT, in accordance with Section 68(4) of the School Act, the Board of Education of School District No. 58, unanimously agrees to give all three readings of School Closure Bylaw 2026-01-Collettsville Elementary School at this meeting.

MOTION CARRIED

26/045 It was moved by Trustee Hoisington and seconded by Trustee Rainer

BE IT RESOLVED THAT, the Board of Education of School District No. 58, in accordance with Section 73 of the School Act, approve the permanent closure of Collettsville Elementary School, Facility No. 05831009, located at 615 Lindley Creek Road, Merritt, BC on June 30, 2026 by giving School Closure Bylaw 2026-01-Collettsville Elementary School third and final reading, and passing adopting this bylaw this 11th day of March, 2026.

MOTION CARRIED

AUDIT AND FINANCE

None

POLICY & ADMINISTRATIVE PROCEDURES

Administrative Procedures

The Board reviewed the Compression or Weighted Vest and Blankets, as well as the Parent Advisory Councils (PAC and DPAC) administrative procedures.

Trustee Reports:

Student Trustee Reports

No student trustees were present at the meeting.

P.A.C. Reports

Trustee Hoisington reported on Nicola Canford Elementary.

Trustee Rainer reported on John Allison Elementary PAC.

Trustee Chenoweth reported on Collettsville Elementary and SCIDES.

Trustee Kent-Laidlaw reported on Princeton Secondary School.

Trustee Jepsen reported on Diamond Vale Elementary and Merritt Central Elementary.

Trustee Ward reported on Vermilion Forks Elementary PAC.

Chair Swan was reported on Bench Elementary and MSS PAC Meeting.

Other Reports:

Trustee Kent-Laidlaw provided an update to the trustees on the Provincial Council meeting.

CORRESPONDENCE:

None.

PUBLIC QUESTION PERIOD

Ewa Olguin Resendiz – When did the city council say that they are approving the closure of the school?

Chair Swan – **The City Mayor asked for a delay and our response was, if you can fund the difference in the number of students, which we have not heard back from the city.**

Ewa Olguin Resendiz – What was the amount that the School District received from the government for the repairs from the flood?

Chair Swan – **It was about \$21 million between Merritt Central Elementary, Dimond Vale Elementary, Merritt Secondary School and the Board Office.**

Ewa Olguin Resendiz – Did the insurance for all the schools paid back anything to the schools to renovate on top government insurance?

Chair Swan – The government is self insured.

Ewa Olguin Resendiz – When will the students from Collettsville start the move to Central, end of June?

Chair Swan – I imagine the superintendent will be working with both schools to have some events prior to the end of school so kids can get integrated and used to the school. Their first official date at Central will be in September.

ADJOURNMENT

26/046

Motion to adjourn was made by Vice-Chair Ward and seconded by Trustee Jepsen

THAT the Open Board meeting be adjourned at 8:26pm

Chairperson

Secretary Treasurer

MEMORANDUM

TO: All Trustees

**FROM: Courtney Lawrance
Superintendent of Schools**

RE: INDIGENOUS EDUCATION REPORT

DATE: April 8, 2026

The District Principal of Indigenous Education's report is attached. We are proud of the great work happening throughout our District over the course of the school year.



CL/sc

INDIGENOUS EDUCATION UPDATE

APRIL 8, 2026

Everyone benefited from a well-deserved Spring break. Preparations are now underway for the busy schedule of end of the year activities.

INDIGENOUS EVENTS AND ACTIVITIES

Planning is ongoing for the Elder's Luncheon at Bench Elementary and the Traditional games to be hosted at Central Elementary. Grad planning includes Gr. 12's completing post-secondary applications and Band funding applications with Melissa Pinyon. MSS Bursary booklet was due March 6 and RSVP for Indigenous Grad soon. Working with Denis Saddleman (author of "Word Warriors") to present to high school students.



ISA's have a long list of the great work they are doing in schools every day, these are a snapshot. I would also like to welcome Veronica Jameson to the ISA team. She will be covering the temporary position until the end of the school year at Nicola-Canford.



Nicola-Canford: boys' group with Tim Manuel, drumming with Lani Mckenzie hoop dancing, Welcome Room crafts/snacks, medicine bag making.

Merritt Secondary: Senior Girl's topics: identity/belonging, traditional, nutrition/medicine wheel, Conflict resolution/setting boundaries, healthy relationships, traditional medicine/female strength. Boy's Group: worked on leather with Buck Chillihitzia and will be making rattles before Spring break.

John Allison and Vermillion Forks: completed Preventure program, welcome room work, 8 Character teachings, beading, literacy and numeracy support.

Diamond Vale: Character teachings- Forgiveness, lesson on survival on the land, building shelters.





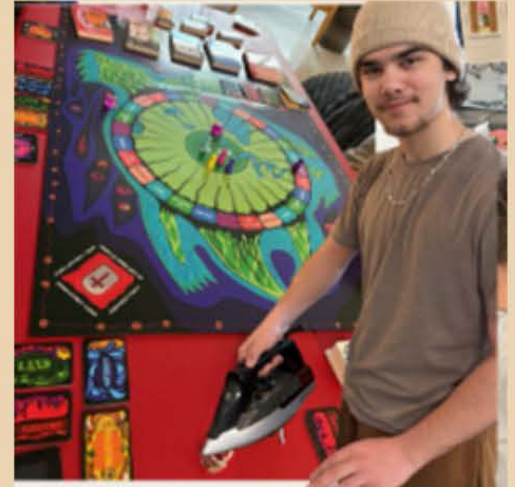
Princeton Secondary/Bridge: focus on academics and hands on learning, progress on ribbon skirts and shirts for grad.

Bench: nte?kepmxcin learning, literacy groups.

Central: beading necklaces for math patterns, handball, Bus driver Keith Lockhart honored for his retirement.

Collettsville: cottonwood bud harvesting, girls' group.

CLC: drum making, TRU visit with focus on horticulture dept, metal bowl making.



INDIGENOUS LEADS MEETINGS

The latest meetings had Jeremy Higgs, Executive Director of Systems Modelling & Analytics presenting data on Alternate Education Programs (AEP) in the province.

Group discussion on Alternate Education Programs (AEP), included conversation from other districts on their successes or difficulties with AEPs. Our district seemed to have similar review processes before decisions are made to have a student transfer to an AEP. Also, conversation started about the use of AEPs as short-term support, not as a set graduation pathway. Many other districts also spoke about the importance of AEPs as a space with wrap around support for many students that need to have an alternate space and program. These programs help ensure students feel supported, connected, and able to continue their learning in a way that works for them.

UPCOMING EVENTS

April 9, 2026

Elder's Luncheon
Merritt Bench Elementary
11:00 am to 1:30 pm

April 22, 2026

Traditional Games for Grade 6 Students
Merritt Central Elementary
10:00 am to 1:00 pm



MEMORANDUM

TO: All Trustees

**FROM: Courtney Lawrance
Superintendent of Schools**

**RE: INCLUSIVE EDUCATION, EARLY LEARNING
& CHILDCARE REPORT**

DATE: April 8, 2026

The Director of Instruction for Inclusive Education, Childcare, and Early Learning's report is attached.



CL/sc

**Director of Instruction – Inclusive Education &
Early Learning Child Care Report**
April 2026

**To enhance accessibility, this document can be easily read out loud through various text-to-speech programs. The background color, font size, and font choice are intentionally selected to enhance readability. **

Over the past month there are two important highlights to share:

Integrated Child and Youth (ICY) Team – District Update

The District continues to work collaboratively with community partner agencies to establish an Integrated Child and Youth (ICY) Team to support children, youth, and families.

ICY Teams are a provincial initiative designed to provide coordinated, wrap-around mental health and substance use services through a multidisciplinary team model. These teams bring together professionals such as clinicians, counsellors, youth and family peer supports, and Indigenous support workers to deliver accessible, culturally responsive, and trauma-informed care within school communities and other familiar settings.

A key strength of the ICY model is its focus on integration—connecting schools, health services, and community agencies—so that students and families do not have to navigate complex systems independently. Services are designed to meet young people where they are, providing flexible, outreach-based support and ensuring continuity of care.

Why this is important for our District:

The development of an ICY Team represents a significant enhancement to our continuum of supports. It will:

- Improve timely access to mental health and substance use services for students

- Strengthen collaboration between schools, families, and community partners
- Reduce barriers by providing coordinated, school-connected care
- Support student well-being, engagement, and overall success

The District, alongside Interior Health is currently in the hiring phase of a Program Lead and looks forward to advancing this work in alignment with provincial implementation.

Making Schools Accessible for All Learners

The District continues to prioritize the creation of inclusive, accessible learning environments that respond to the evolving and diverse needs of students.

This work includes targeted upgrades to physical accessibility, such as the installation of lifts and other infrastructure improvements, ensuring that students with changing mobility needs can fully participate in school life.

In parallel, the District is expanding the use of assistive and adaptive technologies to remove barriers and enhance access to learning for students with exceptionalities.

Through these efforts, we continue to build learning environments where all students are able to fully participate, belong, and succeed.

As we head into the next few months, I am looking forward to continuing the transition into Kindergarten offerings that the District provides as well as working with schools to start planning for the next steps for each of our students.

MEMORANDUM

TO: All Trustees **FROM: Courtney Lawrance**
Superintendent of Schools

RE: SCHOOL CLOSURE – NEXT STEPS & FRENCH IMMERSION **DATE: April 8, 2026**
PROGRAM RELOCATION

We are moving ahead with the transition planning for the school closure of Ecole Colletville School for the 2026-2027 school year. A parent survey about student attendance for 2026-2027 has been sent out and closed April 2, 2026. We are in the process of analyzing the results to determine staffing for all schools. We are also looking at class size and composition to determine whether we can grandfather students who are currently out of catchment.

Administrator placements for Merritt were sent out March 13, 2026, to staff and parents/caregivers. Princeton administrator placements will be determined after the continuous Principalship for Princeton Secondary School is offered and accepted. Application deadline is April 3, 2026.

We will be able to maintain our current number of counsellors and our two coaching positions for 2026-2027. One administrator is returning to a teaching position (coaching), and this will eliminate one teaching position as stated in our public consultations. We are encouraging parents to register for Kindergarten as soon as possible as low numbers will impact staffing.

We have completed a facilities tour and held a transition plan meeting with the principals of Colletville and Central. Our incoming principal of Central Elementary will be meeting with PACs from both schools as well as parents.



CL/sc

MEMORANDUM

TO: All Trustees

**FROM: Mark Friesen
Secretary Treasurer**

RE: 26/27 Annual Facilities Grant (AFG)

DATE: April 2, 2026

Background

The Annual Facilities Grant (AFG) is funding received from the Ministry of Education and Child Care to fund the maintenance of facility assets through their anticipated economic life and to prevent premature deterioration.

The District received \$0.794 m in AFG for 25/26 and it is anticipated that this amount will increase for 26/27. The amount is calculated using a formula based on student enrolment and average age of facilities, with an adjustment made for unique geographic factors.

The list of projects seeking approval shows an estimated expense of \$872,422. Should AFG funding come in lower than this, project costs would be adjusted accordingly.

The AFG year corresponds to government's fiscal year (April 1 to March 31) and is divided into 9 categories of eligible expenditures:

- 1) Accessibility upgrades (improvements related to access for persons with mobility issues or physical disabilities)
- 2) Asbestos Abatement (mitigation and/or remediation of asbestos affected areas)
- 3) Electrical upgrades (improvements or replacements of power supply and distribution systems, fire protection systems, and technological infrastructure upgrades to accommodate computer and telecommunications networks)
- 4) Exterior Wall System upgrades (improvements to protect the fabric of the building, including exterior painting, window and door replacement, building envelope repair and replacement, structural and non-structural seismic mitigation)
- 5) HVAC upgrades (improvements, replacements or provision of heating, ventilation, and air conditioning systems)
- 6) Interior Construction upgrades (improvements of school facilities related to flooring, wall partitions, non-structural upgrades, and the provision of educational programming)

- 7) Plumbing upgrades (improvements, replacements or provision of washroom and plumbing systems, and safe drinking water)
- 8) Roofing upgrades (scheduled roof replacements and major roof repairs)
- 9) Site upgrades (site improvements including positive site drainage; repairs to sidewalks, parking lots, site access/egress, paved work areas, paved play areas, and play fields; repairs, upgrading or replacement of playground equipment; perimeter safety fencing; contaminated soil remediation; underground storage tanks removal; sewer or water services; underground irrigation systems; traffic safety)

Proposed AFG Plan for 26/27

The proposed AFG spending plan for April 1, 2026 to March 31, 2027 is attached for the Board's review and has been broken down by school.

Motions Requested

Requested Motion: That the Board of Education of School District #58 (Nicola-Similkameen) approve the list of Annual Facilities Grant (AFG) projects as presented at the April 8, 2026, Board meeting.

Prepared by:

Mark Friesen

Secretary Treasurer/CFO

Nicola-Similkameen School District

AFG 2026/27		
SCHOOL	Cost & Labour	Comments
Merritt Bench		
Water fountain	2440	Replace old fountain in main hallway
TOTAL	2,440	
Colletville		
Heating Control Valves, actuators	4,880	Replacing old actuator valves for multiple classrooms.
TOTAL	4,880	
Diamond Vale		
Heating Control Valves	6,100	Replacing old actuator valves for multiple classrooms.
Roof pipe Insulation	6,266	Repairs to insulated pipes on the roof from vandalism.
Interior door fobs	97,600	all interior doors.
Boiler Repairs	5,490	Minor boiler repairs and parts
Playground Benches	12,200	Replacing the old concrete benches in the playground's.
HVAC Cleaning	14,579	This school is due for its 5 year HVAC cleaning.
TOTAL	142,235	
Nicola Canford		
Gym Floor Refinishing	6,100	Refinishing the wood gym floor
TOTAL	6,100	
Merritt Secondary		
Gym floor refinishing	12,200	Refinishing the wood gym floor
PA speakers and scrolling signs	7,930	Addition of new PA speakers and scrolling signs that help in loud environments.
Office and hallway Shutters	75,500	Installing shutters at the office and foods hallway. This will be a muliti year project to complete the entire school.
Gym wall Repairs	18,300	Replacing old peeling paneling on the gym walls.
Hand dryers	6,100	Continuing with replacing paper towel dispensers with electric hand dryers.
Dust Collector servicing	6,100	Annual servicing of the wood shop dust collector
shop sinks oil traps	17,080	Installing oil traps in shops sinks to meet the plumbing code.
Vape/sound detection	19,520	Installing vape and sound detectors in washrooms to help improve safety.
TOTAL	162,730	
Merritt Central		
Gym Floor Refinishing	5,900	Refinishing the wood gym floor
Classroom painting	10,000	Repainting classrooms
TOTAL	15,900	
CMS/SCIDES/CLC		

Gym fob	4,880	Addition of a fob for the gym. This will help with rentals and lost keys.
Parking lot pavement	128,000	Repaving the main parking lot. The old pavement to coming apart causing potholes and sink holes.
Exterior door repairs	12,200	Replacing old worn exterior doors
TOTAL	145,080	
Bridge/Riverside		
Gym washroom lights	6,100	Upgrading the lights in the gym washrooms to LED and adding more lights.
TOTAL	6,100	
Princeton Secondary School		
Condenser repairs	2,928	Repairs to the AC units.
Vape/sound detection	19,520	Installing vape and sound detectors in washrooms to help improve safety.
Hallway heat/Electrical Panel upgrade	24,400	Adding heaters to the hallways and updating electrical panels to have enough room for the new heaters.
Dust Collector servicing	6,100	Annual servicing of the wood shop dust collector
TOTAL	52,948	
Vermilion Forks		
Flooring	36,600	Replacing a section of asbestos flooring in a hallway.
School Sign	6,100	Replacing Vermilions old worn sign with a new one.
HVAC Cleaning	17,982	This school is due for its 5 year HVAC cleaning.
TOTAL	60,682	
John Allison		
Flooring	36,600	Replacing a section of asbestos flooring in a hallway.
HVAC Cleaning	14,687	This school is due for its 5 year HVAC cleaning.
TOTAL	51,287	
District Projects/All Schools/Labour		
Line Painting	12,200	Annual line painting for all district buildings.
Merritt sprinkler System recertifications	24,400	Replacing out of date sprinkler heads. This is an ongoing renewal each year throughout the district
Consultant reports	98,820	Engineering reports for all portables to upgrade them to the fresh air standards.
DDC for all exhaust fans	86,620	This to add all exhaust fans at all schools to DDC for control that will help with heating and cooling costs.
TOTAL	222,040	
AFG Total	872,422	

MEMORANDUM

TO: All Trustees

**FROM: Mark Friesen
Secretary Treasurer**

RE: 26/27 Capital Budget Bylaw

DATE: April 8, 2026

Background

As part of the capital planning process, the Board of Education (BoE) is required to pass a Capital Plan Bylaw based on the 26/27 Capital Plan submission that was approved by the BoE at their September 2025 meeting. The following is a list of the 26/27 capital projects that have been approved by the Ministry of Education and Child Care:

Facility Name	Program Project Description	Amount funded by Ministry
Merritt Secondary	SEP - Interior Construction Upgrades	\$475,000
Collettsville Elementary, Coquihalla Middle , Diamond Vale Elementary, John Allison Elementary, Merritt Bench Elementary, Merritt Secondary, Nicola Canford Elementary, Princeton Secondary, Vermilion Forks Elementary	SEP - HVAC Upgrades	\$860,000
A3580	INTERNAL COMBUSTION ENGINE - Type C with 0 wheelchair space(s)	TBD
A1158	INTERNAL COMBUSTION ENGINE - Type C with 0 wheelchair space(s)	TBD

School bus purchase approvals will have their funding amounts confirmed after school districts place their order(s) with bus vendors through the upcoming Bus Standing Offer process.

Once the bylaw is passed by the BoE, the approved projects can begin, and spending can start. Given that these projects need to be completed by March 31, 2027, staff are requesting the BoE complete all three readings of the Capital Bylaw at their April 8, 2026 meeting as facilitated by the following recommended motions.

Motions Requested

Requested Motion: That the Board of Education of School District #58 (Nicola-Similkameen) allow all three readings of the Capital Plan Bylaw No. 2026/27-CPSD58-01 at their April 8, 2026 meeting.

If the above noted motion is passed unanimously, staff would ask the BoE to consider the following motion to pass the Capital Plan bylaw:

Requested Motion: That the Board of Education of School District #58 (Nicola-Similkameen) give first, second and third readings to the Capital Plan Bylaw No. 2026/27-CPSD58-01.

Prepared by:

Mark Friesen

Secretary Treasurer/CFO

Nicola-Similkameen School District

**CAPITAL BYLAW NO. 2026/27 – CPSD58-01
CAPITAL PLAN 2026/27**

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 58 (Nicola-Similkameen) (hereinafter called the “Board”) has submitted a capital plan to the Minister of Education and Child Care (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2026/2027 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 27, 2026, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District 58 (Nicola-Similkameen) Capital Bylaw No. 2026/27– CPSD58-01.

READ A FIRST TIME THE 8th DAY OF April 2026;
READ A SECOND TIME THE 8th DAY OF April 2026;
READ A THIRD TIME, PASSED THE 8th DAY OF April 2026.

APPLY CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District 58 (Nicola-Similkameen) Capital Bylaw No. 2026/27 – CPSD58-01 adopted by the Board the 8th day of April 2026.

Secretary-Treasurer

MEMORANDUM

TO: All Trustees

**FROM: Courtney Lawrance
Superintendent of Schools**

**RE: POLICY RECOMMENDATIONS
AND ADMINISTRATIVE PROCEDURES**

DATE: April 8, 2026

Recommendations:

There are two policies being brought forward for First Reading on the Role of the Superintendent and the Role of the Secretary Treasurer as these roles are prescribed in the *School Act*. BCSTA has recommended that boards have policies in place. Our other roles are being brought forward as Administrative Procedures as these roles reflect the organizational structure of Nicola Similkameen School District.

First Reading

- a) Policy 1.31 – Role of the Superintendent
- b) Policy 1.32 – Role of the Secretary Treasurer

Second Reading

- a) n/a

Third Reading

- a) n/a

Policies Recommended for Repeal

- a) n/a

Administrative Procedures (Information Only)

- a) Child Abuse and Neglect – Reporting and Response
- b) Role of the Assistant Superintendent
- c) Role of the Director of Human Resources
- d) Role of the Director of Inclusive Education, Childcare and Early Learning
- e) Role of the District Principal of Indigenous Education
- f) Role of the Assistant Secretary Treasurer



CL/sc

POLICY 1.31 ROLE OF THE SUPERINTENDENT

Background

The Superintendent is the Chief Executive Officer of the District. The Superintendent reports directly to the Board and is accountable to the Board of Education for the conduct and operation of the District. All Board authority delegated to the staff of the District is delegated through the Superintendent. Whereas Section 77 of the [Freedom of Information and Protection of Privacy Act](#) of British Columbia requires that the Board of Education name an official corporate head, the Board of Education names the Superintendent of Schools as the official head of the School District for the purposes of the Act.

Specific Areas of Responsibility

1. Leadership Practices

- 1.1. Practices leadership consistent with the District's core values and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board of Education and the Minister of Education and Child Care.

2. Policy/Administrative Procedures

- 2.1. Provides support to the Board regarding the planning, development, implementation and evaluation of Board policies.
- 2.2. Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures.

3. Superintendent/Board Relations

- 3.1. Respects and honours the Board's role and responsibilities and facilitates the implementation of that role as defined in Board policy.
- 3.2. Provides the information and counsel which the Board requires to perform its role.
- 3.3. Attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decisions.

4. Strategic Planning and Reporting

- 4.1. Leads the development and implementation of the strategic planning process.
- 4.2. Works closely and collaboratively in the development of the Board's [Strategic Plan](#) (Board identification of priorities and key results, and final Board approval of the plan in conjunction with the annual budget).
- 4.3. Reports annually, at a minimum, on accountability measures.

5. Educational Opportunities

- 5.1. Vision:
 - 5.1.1. An innovative, inspiring and unified learning community.
- 5.2. Goal:
 - 5.2.1. Accomplish the objectives of the Framework for Enhancing Student Learning.

6. Student well-being

- 6.1. Ensures that students are provided with a safe and caring environment that encourages respectful and responsible behaviour.
- 6.2. Ensures the safety and welfare of students, both physically and emotionally, while participating in school programs or while being transported to or from school programs on transportation provided or approved by the District.
- 6.3. Ensures the facilities safely accommodate District students.

7. Community Partnerships

- 7.1. Vision:
 - 7.1.1. The Superintendent will work with community partners to help each student reach their full potential.
- 7.2. Goal:
 - 7.2.1. To strengthen relationships and communication with community groups while providing opportunities for students to contribute to the community.
 - 7.2.2. Demonstrate a commitment to Truth and Reconciliation and an appreciation of working in a culturally responsive environment.
- 7.3. The Superintendent will maintain and strengthen relationships with Local Rights Holders and Education Governance Partners, including First Nations, Local Education Agreement partners, Metis, and Indigenous Education Councils, ensuring that commitments to Truth and Reconciliation are operationalized through shared decision-making, accountability, and improved outcomes for Indigenous Learners.

8. Finance & Facilities Planning

8.1. Vision:

- 8.1.1. The Superintendent will utilize financial resources and School District facilities to support and improve student achievement.

8.2. Actions:

- 8.2.1. Ensures the fiscal management of the District is in accordance with the terms or conditions of any funding received by the Board under the [School Act](#) or any other Act or regulation.
- 8.2.2. Ensures the District operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
- 8.2.3. Prepares and presents a budget which reflects Board priorities.
- 8.2.4. Ensures the Board has current and relevant financial information.

9. Human Resources

- 9.1. Has overall authority and responsibility for all personnel-related matters, except the mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.

9.2. Vision

- 9.2.1. The Superintendent will continue to create a supportive and positive culture with employees to enhance both individual and collective influence on student achievement.

9.3. Goals

- 9.3.1. Be proactive and innovative in attracting and retaining exemplary staff.
- 9.3.2. Establish and maintain equity and diversity in hiring.
- 9.3.3. Promote and support the physical, emotional and mental well-being of all school district staff in a respectful and safe working environment.
- 9.3.4. Promote excellence in best practice for all employee groups through ongoing professional development.
- 9.3.5. Effectively communicate with our Rights Holders, communities, staff, parents/caregivers, and Stakeholders with respect to the District [website](#).

POLICY 1.32 ROLE OF THE SECRETARY TREASURER

Background

Guided by the District's vision, principles, mission and values and our goals, the Secretary-Treasurer will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the [School Act](#) and [Board Policy](#).

The Secretary-Treasurer is the corporate financial officer who is responsible for complying with the accounting and administrative procedures prescribed by the Minister of Education and Child Care. The Secretary-Treasurer is empowered by law to carry out all the duties assigned to a Secretary-Treasurer under the [School Act](#) and [Regulation](#).

Procedures

The Secretary-Treasurer is directly responsible and accountable to the Superintendent as well as an officer to the board.

The Secretary-Treasurer will have specific responsibilities as/for:

1. Corporate Secretary

- 1.1 Arranges and provides notice for all Board meetings, including committee and public meetings.
- 1.2 Ensures accuracy of recording of Board proceedings at meetings (minutes).
- 1.3 Ensures proper completion of contracts, agreements and partnerships with outside corporations/agencies.
- 1.4 Ensures appropriate insurance policies are in place for the District.
- 1.5 Ensures the maintenance, access and protection of records in accordance with the [Freedom of Information and Protection of Privacy Act](#) (FOIPPA) and Regulations.
- 1.6 Provides for the interpretation of legislation affecting the operation of the District, as directed by the Superintendent.
- 1.7 Acts as District's electoral officer for the election of trustees.

2. Corporate Treasurer

- 2.1 Ensures the fiscal management of the District is in accordance with the terms or conditions of any funding received.
- 2.2 Ensures the operation of the District is fiscally responsible.

- 2.3 Designs budget cycles which meet provincial requirements and provide for Right Holder and stakeholder input.
- 2.4 Prepares the draft budget, aligned with the Strategic Plan, for the Superintendent's consideration.
- 2.5 Acts as the District's purchasing agent.
- 2.6 Produces financial accountability and other reports in compliance with all legal and Ministerial mandates and timelines, and Superintendent's directives.
- 2.7 Assists school sites with preparation of budgets and the management of their financial affairs.
- 2.8 In collaboration with the Assistant Superintendent, Human Resources, provides support to the Board's negotiating committees.

3. Facilities and Property Management

- 3.1 Provides leadership in the development of annual updates to the Capital Plan and of a Facilities Master Plan, including provisions for instructional and support services.
- 3.2 Ensures that building assets are maintained according to Occupational Health and Safety as well as applicable legislation.

4. Student Transportation

- 4.1 Ensures the safety and welfare of students while being transported to and from school programs in transportation provided by the District.

5. Human Resources Management

- 5.1 Ensures job descriptions are developed and updated, and evaluation processes are implemented, for direct reports, in accordance with the procedures established by the Superintendent.
- 5.2 Provides input to the Superintendent with regard to the recruitment and appointment of District Office and Facilities support personnel.
- 5.3 Provides support to the Superintendent in the provision of learning opportunities for bus drivers, facilities and maintenance personnel and District Office support staff and for business functions for school personnel.

6. Administrative Procedures

- 6.1 Assists the Superintendent in the planning, development, implementation and evaluation of Board policy within areas of responsibility.
- 6.2 Provides leadership in the planning, development, implementation and evaluation of administrative procedures within areas of responsibility.
- 6.3 Ensures application of Board policy and administrative procedures as required in the performance of duties.

7. Organizational Management

- 7.1 Demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines, and adherence to Superintendent's directives.

- 7.2 Contributes to a District culture which facilitates positive results, effectively handles emergencies, and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.

8. Communications and Community Relations

- 8.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in their area of responsibility.
- 8.2 Ensures parents/guardians and staff have a high level of satisfaction with the services provided and the responsiveness of the department.
- 8.3 Investigates, and facilitates resolution of concerns, and conflicts.
- 8.4 Demonstrates a commitment to Truth and Reconciliation and an appreciation of working in a culturally responsive environment.
- 8.5 The Secretary-Treasurer will work in collaboration with Local Rights Holders and Fiscal Accountability Partners, including First Nations, Local Education Agreement partners, Metis, and Indigenous Education Councils, to ensure transparent, equitable, and accountable allocation of resources that support improved outcomes for Indigenous learners and uphold commitments to Truth and Reconciliation.

9. Superintendent Relations

- 9.1 Establishes and maintains positive professional working relations with the Superintendent.
- 9.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy and encourages staff to do the same.
- 9.3 Provides the information which the Superintendent requires to perform their role in an exemplary fashion.

10. Leadership Practices

- 10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom they work in carrying out the Superintendent's expectations.
- 10.2 Exhibits a high level of personal, professional and organizational integrity.
- 10.3 Other duties as assigned by the Superintendent.

Administrative Procedure		Nicola Similkameen School District
Section:	District Administration	
Title:	Child Abuse and Neglect-Reporting & Response	

Purpose

The purpose of this procedure is to ensure all employees understand their legal duty to report suspected child abuse or neglect and to outline clear, consistent processes for responding to disclosures or concerns.

The safety and well-being of students is the District's highest priority.

Definitions

- Child abuse includes physical, emotional, and sexual abuse, as well as neglect, as defined under the *Child, Family and Community Service Act*.
- A child is a person under the age of 19.

Legal Duty to Report

All employees, contractors, and volunteers have a legal obligation to report when they have reason to believe a child is in need of protection.

- Reports must be made directly to Child Protection Services at 1-800-663-9122.
- This duty cannot be delegated.
- Informing a supervisor does not fulfill this obligation.

Responding to a Disclosure

When a student discloses abuse:

Employees must:

- Remain calm and listen without judgment.
- Reassure the students they did the right thing.
- Avoid asking leading or investigative questions.
- Record the students' words as accurately as possible.

Employees must not:

- Promise confidentiality.
- Investigate or attempt to verify the disclosure.
- Interview the child beyond basic clarification.

Reporting Procedures

Where there is reason to believe a child needs protection:

1. Immediately inform Principal.
2. Immediately report to Child Protection Services at 1-800-663-9122.
3. Complete form "Report of Suspected Child/Youth Abuse or Neglect" and submit to Principal.

If a child is in immediate danger, contact **police (911)**.

Role of the Principal / District

The Principal or designate will:

- Support the employee in fulfilling reporting obligations.
- Ensure documentation is maintained appropriately.
- Notify the Assistant Superintendent or designate where required.

The District will:

- Cooperate fully with MCFD, Scw'exmx Child & Family Services and/or RCMP.
- The District will not conduct investigations that could interfere with a child protection investigation. The District retains the right to conduct administrative or employment-related investigations, as appropriate.

Specific Circumstances

a) Allegations involving a parent/guardian

- Report directly to Child Protection Services.
- Do not contact parents unless directed by Child Protection Services.

b) Allegations involving a District employee

- Report to Child Protection Services.
- Immediately inform the Superintendent and Director of Human Resources.
- District will follow separate employee investigation processes.

c) Allegations involving another student

- Report to Child Protection Services if protection concerns exist.
- School may implement interim safety measures.

Confidentiality

All information related to suspected abuse must be treated as confidential and shared only on a need-to-know basis, in accordance with legal obligations.

Documentation

- Written records must be factual, objective, and secure.
- Records may be required for legal proceedings.
- Copies of reports will be maintained in accordance with District protocols.

Training & Awareness

The District will:

- Provide annual training to staff on recognizing and reporting abuse in the fall of each school year.

Date Approved: March 27, 2026

Review Cycle: Every 3 years or as required.

References:

- Child, Family and Community Service Act
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96046_01?utm
- B.C. Handbook for Action on Child Abuse and Neglect
[The B.C. Handbook for Action on Child Abuse and Neglect: For Service Providers](#)
- Criminal Code of Canada
- Freedom of Information and Protection of Privacy Act

Administrative Procedure		Nicola Similkameen School District
Section:	District Administration	
Title:	Assistant Superintendent	Pending

BACKGROUND

Guided by the District's vision, principles, mission and values, and our goals, the Assistant Superintendent will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the [School Act](#) and [Board policy](#).

The Assistant Superintendent is part of the District's senior administrative team, comprised of the Superintendent, Director of Instruction - Inclusive Education & Early Learning / Child Care, District Principal of Indigenous Education and Secretary-Treasurer.

In the event the Superintendent is unable to attend to prescribed duties, due to illness or absence, an Assistant Superintendent shall act on behalf of the Superintendent and during the absence of the Superintendent shall have authority to carry out all duties of the Superintendent.

The Assistant Superintendent will assist the Superintendent in providing leadership in developing, achieving, and maintaining the best possible educational programs in the schools of the District. The primary focus is to provide leadership and assistance to personnel in the areas of curriculum implementation, staff development, and instruction. The Assistant Superintendent will demonstrate a commitment to excellence in teaching and learning and in the enhancement of schools as professional learning communities.

The Assistant Superintendent shall exemplify strong moral values, high standards of ethical conduct, a commitment to the District's philosophy of education, and excellent interpersonal, communication and administrative skills.

The specific delegated responsibilities of the Assistant Superintendent arise from the position description of the Superintendent.

PROCEDURES

1. The Assistant Superintendent will have delegated responsibilities for Board of Education.
 - 1.1 Promotes and supports the implementation of Board policies and directives with district staff and with the public.
 - 1.2 Attends all meetings of the Board of Education and committees of the Board of Education as assigned and/or requested.

- 1.3 Creates and explains professional learning presentations to the Board of Education as requested.
 - 1.4 Provides, upon request, background material, statistics, student achievement and program data for reports to the Board of Education.
 - 1.5 Represents the Board, when so directed, at meetings in which the District has an official or educational interest.
 - 1.6 Develops and drafts policies, administrative procedures, and exhibits as requested.
2. Educational and School Leadership
- 2.1 Provides direct support to the Nicola-Similkameen administration team.
 - 2.2 Meets regularly with school principals to coordinate required educational initiatives that would advance school programming across the district.
3. Completes required work in the planning, organization, execution, and reporting processes of the following:
- 3.1 District and School Planning
 - Leads assigned provincial initiatives as requested.
 - Completes required work in the planning, organization, execution, and reporting.
 - 3.2 District's Educational Plan
 - Participates with the annual school planning meetings.
 - Provides leadership to school principals with the implementation of District priorities in their Enhancing Learning School Plans
 - Provides leadership to designated District committees with the implementation of District priorities.
 - 3.3 Curriculum Leadership
 - Provides direction as required to principals with the implementation of curriculums.
 - Keeps abreast of general developments in the field of curriculum and brings to the attention of the Superintendent, principals, and teachers those of significance for the school division.
 - 3.4 Student Assessment and Evaluation
 - Coordinates student assessment policies, procedures, and practices that support district priorities.
 - Reviews student assessment results and provides recommendations to Superintendent and principals.
 - 3.5 Personnel
 - Assists the Superintendent and school principals with the recruitment of professional staff.
 - Works with the Human Resources to establish and maintain a suitable pool of qualified teachers teaching on call.
 - Provides leadership to school principals to ensure that performance evaluations of professional staff are completed.

- Supervises, coaches, and evaluates school principals as assigned by Superintendent.
 - Recommends required reassignment of teachers due to program and service requirement changes to the Superintendent.
 - Assists the selection committee for principal/vice principals as requested by the Superintendent.
 - Offers employment to teachers new to the District when requested by the Superintendent.
- 3.6 Finance and Budget
- Prepares, in collaboration with the Secretary-Treasurer and Human Resources Coordinator, the annual staffing formula - professional staffing allocation documentation.
 - Advises the Superintendent in the preparation of the annual operating budget and capital budget for educational and programming activities and requirements that support school programming.
 - Manages, authorizes expenditures, and completes reporting requirements of assigned operational budgets, categorical grants, and special projects.
- 3.7 Professional Development
- Coordinates District in-services and workshops.
 - Coordinates leadership development and programs.
 - Supports public education through membership and participates in professional organizations.
- 3.8 Parent/Guardian and Community
- Develops respectful working relationships with District Parent Advisory Council.
 - Develops respectful working relationships and partnerships, as appropriate, with community agencies and organizations.
 - Demonstrates a commitment to Truth and Reconciliation and an appreciation of working in a culturally responsive environment.
 - 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.
 - Responds to parent/guardian and community inquiries about schools, program, and support services.
 - Represents the Superintendent at school and/or community functions and events, as requested.
 - Perform other duties as assigned by the Superintendent.
- 3.9 Education and Experience
- Holds a British Columbia Professional Teaching Certificate.



- Has a post-graduate degree or the equivalent combination of experience and education.
- Educational administration experience; preferable at both the elementary and secondary levels.
- Exhibits strong interpersonal, communication, problem-solving, and community relations skills.
- Has a broad knowledge of current curriculum and instructional methodology.

4. Leadership Practices

- 4.1 Practices leadership in a manner that is viewed positively and has the support of those with whom they work in carrying out the Superintendent's expectations.
- 4.2 Exhibits a high level of personal, professional and organizational integrity.

Date of Original Superintendent Approval: March 26, 2026

Administrative Procedure		Nicola Similkameen School District
Section:	District Administration	
Title:	Director of Human Resources	Pending

BACKGROUND

Guided by the District’s vision, principles, mission, and values and our goals, the Director – Human Resources will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the [School Act](#) and [Board policy](#).

PROCEDURES

The Director – Human Resources is directly responsible and accountable to the Superintendent. The Director – Human Resources, will have specific responsibilities for:

1. Human Resources Leadership

- 1.1 Provides for training of administrators and the development of leadership capacity within the District as approved by the Superintendent.
- 1.2 Provides effective Teacher and School Administrator Induction Programs.
- 1.3 Provides recommendations to the Superintendent regarding strategic workforce planning.
- 1.4 Assists District personnel with human resources processes (e.g. conflict resolution and mediation).
- 1.5 In collaboration with the Secretary-Treasurer, provides support to the Board’s negotiating committees.
- 1.6 Provides for the administration of arbitration and grievance procedures that arise out of the application of collective agreements with recognized employee organizations.
- 1.7 Ensures District compliance with the requirements of Occupational Health and Safety legislation.

2. Human Resources Management

- 2.1 Supervises, evaluates and reviews the performance of “direct reports.”
- 2.2 Conducts the selection process and participates in the selection panel for all administrative positions other than that of the Superintendent.
- 2.3 Recruits and hires all personnel in consultation with the direct supervisor in accordance with the Superintendent’s direction and approved budget.

- 2.4 Establishes the frameworks for supervision and evaluation of all personnel.
- 2.5 Conducts the supervision and evaluation of school-based administrative staff, as requested by the Superintendent.
- 2.6 Supervises the evaluation of school staff by, and in consultation with, principals.
- 2.7 Provides support to ensure that each staff member is provided with a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging.
- 2.8 Administers all employment contracts in the best interests of the District, including leaves, transfers, and transitions to retirement.
- 2.9 Administers the employee classification system (job descriptions, grid placements).
- 2.10 Administers the Employee & Family Assistance Program.
- 2.11 Administers all personnel files.
- 2.12 Within areas of responsibility, provides for legal opinions as required.
- 2.13 Provides supervisory expertise to principals and District personnel.
- 2.14 Provides support, as requested, to the Assistant Superintendent – Instructional Services in matters related to staff professional development.

3. Health Wellness and Safety

- 3.1 Provides strategic leadership and oversight for the District’s occupational health, safety, and wellness programs, ensuring compliance with applicable legislation, including the Workers Compensation Act and WorkSafeBC regulations.
- 3.2 Oversees the development, implementation, and continuous improvement of district-wide health and safety policies, procedures, and programs.
- 3.3 Acts as a key advisor to senior leadership on workplace safety, risk management, and regulatory compliance, ensuring effective systems are in place for incident reporting, investigation, and prevention.
- 3.4 Oversees disability management and return-to-work processes in alignment with legislative requirements and collective agreements.
- 3.5 Ensures the effective functioning of Joint Occupational Health and Safety Committees and fosters a culture of safety and wellness across all worksites.
- 3.6 Liaises with external agencies, including WorkSafeBC, and ensures appropriate responses to inspections, claims, and compliance matters.

4. Student Wellness

- 4.1 Provides support to ensure that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

5. Fiscal Responsibility

- 5.1 Makes recommendations to the Superintendent regarding staff allocations to include in the District's budget.
- 5.2 Develops a department budget within the parameters and constraints of the District's budget.
- 5.3 Ensures the proper fiscal management of department budget allocations.
- 5.4 Operates in a fiscally prudent and responsible manner.

6. Policy/Administrative Procedures

- 6.1 Assists the Superintendent in the planning, development, implementation and evaluation of Board policy within areas of responsibility.
- 6.2 Provides leadership in the planning, development, implementation and evaluation of administrative procedures within areas of responsibility.
- 6.3 Ensures the application of Board policy and District administrative procedures as required in the performance of duties.

7. Organizational Management

- 7.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines, and adherence to the Superintendent's directives.
- 7.2 Contributes to a District culture which facilitates positive results, effectively handles emergencies, and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.

8. Communications and Community Relations

- 8.1 Takes appropriate actions to ensure open, transparent and accessible internal communications (and external when required) are developed and maintained in areas of responsibility.
- 8.2 Ensures staff, students, and parents/guardians have a high level of satisfaction with the services provided and the responsiveness of the department.

- 8.3 Investigates, and facilitates resolution of, concerns and conflicts.
- 8.4 Demonstrates a commitment to Truth and Reconciliation and an appreciation of working in a culturally responsive environment.

9. Superintendent Relations

- 9.1 Establishes and maintains positive, professional working relations with the Superintendent.
- 9.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy and encourages staff to do the same.
- 9.3 Provides information which the Superintendent requires to perform their role in an exemplary fashion.
- 9.4 Other duties as assigned by the Superintendent

10. Leadership Practices

- 10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom they work in carrying out the Superintendent's expectations.
- 10.2 Exhibits a high level of personal, professional and organizational integrity.

Reference: Sections 22, 65, 85 School Act

Date Approved: April 2, 2026

Procedure		Nicola Similkameen School District
Section:	District Administration	
Title:	Director of Instruction – Inclusive Education & Early Learning / Child Care	Pending

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

Administrative Procedure		Nicola Similkameen School District
Section:	District Administration	
Title:	District Principal of Indigenous Education	Pending

BACKGROUND

Guided by the District's vision, principles, mission, values, goals, and the First People's Principles of Learning, the District Principal of Indigenous Education will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the School Act and Board policy.

PROCEDURES

The District Principal of Indigenous Education is directly responsible and accountable to the Superintendent or delegate.

The District Principal of Indigenous Education will have specific responsibilities for:

1. Student Learning & Wellbeing

- 1.1 Within areas of responsibility, supports Indigenous students in the District to have the opportunity to meet the standards of education set by the Minister.
- 1.2 Supports and evaluates the effective implementation of Indigenous initiatives related to education transformation.
- 1.3 Supports and evaluates the effective implementation of the two local Indigenous Languages curriculum in the District.
- 1.4 Supports and evaluates the effective implementation of Indigenous Education curriculum in the District.
- 1.5 Supports the effective implementation of Indigenous Education learning practices.
- 1.6 Supports the effective implementation of evidence-based inclusive learning practices for Indigenous students.
- 1.7 Supports assessment practices and accountability for achievement of approved learning outcomes in all schools.
- 1.8 Fosters conditions which promote the improvement of educational opportunities for Indigenous students in schools and programs within areas of responsibility.
- 1.9 In consultation with principals and the Superintendent or delegate, visits classrooms with the intent of improving instruction and promoting quality standards.
- 1.10 Supports school Learning Commons personnel in meeting the Indigenous Specific student learning outcomes.
- 1.11 Manages the submission of Indigenous Specific Board Authority Authorized Course requests and monitors implementation of approved courses.

1.12 Provides support to ensure that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

2. Local Education Agreements

2.1 In partnership with Senior Administration provides the information the Superintendent and Board require to establish and or maintain Local Education Agreements.

3. First Nation Schools of Choice

3.1 Liaise with Rights' Holders to ensure their eligible students attend the designated school of their choice.

4. Indigenous Education Council Secretariat

4.1 Serves as the secretariat for the Indigenous Education Council.

4.2 Provides the information that IEC Representatives requires to make decisions.

4.3 Fosters consensus and builds trusting and respectful relationships that support the District's commitment to Truth and Reconciliation.

5. Human Resources Management

5.1 Provides support in the identification, planning, implementation and evaluation of District professional learning opportunities.

6. Fiscal Responsibility

6.1 Consults with Right's Holders to develop a departmental budget within the parameters and constraints of the District budget.

6.2 Ensures the proper fiscal management of budget allocations.

6.3 Makes recommendations to the Superintendent regarding possible actions to increase the effective and efficient operations of programs within areas of responsibility.

6.4 Operates in a fiscally prudent and responsible manner.

7. Policy/Administrative Procedures

7.1 Recommends development and/or revisions of Board policies or administrative procedures to the Superintendent.

7.2 Ensures application of Board policies or administrative procedures as required in the performance of duties and interprets policies, procedures, philosophy and programs of the District to principals, staff, school councils and the community.

8. Organizational Management

8.1 Within areas of responsibility, 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 which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.

9. Communications and Community Relations

- 9.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in areas of responsibility.
- 9.2 Promotes the vision of the Province and Right's Holders and the Strategic Plan of the District, reflecting the values and principles of education transformation.
- 9.3 Ensures Indigenous parents/guardians and staff have an acceptable level of satisfaction with the services provided within the areas of responsibility.
- 9.4 Investigates and facilitates resolution of concerns and conflicts.
- 9.5 Oversees the organization of the Indigenous Graduation Ceremony.

10. Superintendent Relations

- 10.1 Establishes and maintains positive, professional working relations with Superintendent.
- 10.2 Honours and facilitates the implementation of Nte?kepmx and Syilx and the Board's roles and responsibilities as defined in Board policy and encourages staff to do the same.
- 10.3 Provides the information the Superintendent requires to perform their role in an exemplary fashion.
- 10.4 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.
- 10.5 Performs tasks as may be assigned by the Superintendent and/or Assistant Superintendent.

11. Leadership Practices

- 11.1 Practices Indigenous leadership in a manner that is viewed positively and has the support of those with whom they work in carrying out the Superintendent's expectations.
- 11.2 Provides liaison support to principals in the administration of their schools, including support for Indigenous students and parents/guardians in resolving matters.
- 11.3 Exhibits a high level of personal, professional and organizational integrity.
- 11.4 Other duties as assigned by the Superintendent.

Date of Original Superintendent Approval: March 26, 2026

Administrative Procedure		Nicola Similkameen School District
Section:	District Administration	
Title:	Role of the Assistant Secretary-Treasurer	Pending

Background

The Assistant Secretary-Treasurer supports the Secretary-Treasurer in fulfilling statutory, financial, and administrative responsibilities across the District.

The role is grounded in provincial legislation, Board policy, and District strategic priorities, ensuring alignment with legal, financial, and governance requirements.

1. Corporate Financial Leadership

- 1.1 Collaborates with the Secretary-Treasurer on long-range financial planning, multi-year projections, and strategic financial modelling.
- 1.2 Develops and implements improvements in business systems, accounting procedures, and internal control frameworks.
- 1.3 Provide leadership to the Finance Department to ensure efficient and effective operation.
- 1.4 Coordinates the accounting function and acts as liaison with district departments and schools. Establishes and maintains financial systems, procedures, controls and best practices.
- 1.5 Ensures compliance with Ministry reporting requirements, and all regulatory obligations.
- 1.6 Coordinates monthly, quarterly and year-end reporting cycles, ensuring accuracy of reports, working papers, schedules, and financial statements.
- 1.7 Liaises with external auditors, prepares audit documentation, and supports resolution of audit findings.

2. Budget Development and Management

- 2.1 Assists the Secretary Treasurer with the planning, development, and coordination of the operating and capital budget processes in alignment with Board priorities and district objectives.
- 2.3 Provides financial analysis and scenario modelling to support evidence-based decision-making.
- 2.4 Monitors district budget allocations, quarterly projections, and spending patterns to ensure fiscal sustainability.
- 2.5 Supports schools and departments in budget preparation, monitoring, and reporting.

3. Corporate and Administrative Services

- 3.1 Oversees accounting, payroll, purchasing, treasury, cash management, risk management, and corporate records functions.

- 3.2 Ensures all cash handling, investments, banking arrangements, and revenue recognition processes comply with policy and legislation.
- 3.3 Implements and maintains internal controls to safeguard district assets and ensure reliability of financial information.
- 3.4 Provides oversight to capital accounting, project reporting, and financial compliance for Ministry-funded projects.

4. Support to the Secretary-Treasurer

- 4.1 Assumes the full duties of the Secretary-Treasurer during absences.
- 4.2 Assists in preparing Board agenda items, reports, financial presentations, and supporting documentation.
- 4.3 Contributes to the interpretation of legislation, regulation, and provincial policy affecting district financial operations.
- 4.4 Participates as a member of the senior management team and provides leadership in cross-departmental initiatives.

5. District Data, Reporting, and Technology

- 5.1 Maintains financial software systems, oversees upgrades, and liaises with software vendors.
- 5.2 Supports district reporting of non-financial metrics including enrolment, operational data, and Ministry submissions.
- 5.3 Ensures data accuracy and integration across systems to support strong organizational decision-making.

6. Reconciliation, Community, and Organizational Culture

- 6.1 Supports implementation of Truth and Reconciliation Commission Calls to Action related to education.
- 6.2 Will support the Secretary Treasurer and 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.
- 6.3 Contributes to a collaborative, transparent, and responsive organizational culture.
- 6.4 Ensures communication strategies reflect openness, accuracy, and timely response to inquiries.
- 6.5 Other duties as assigned by the Superintendent.

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