

NICOLA-SIMILKAMEEN SCHOOL DISTRICT NO. 58

Superintendent of Schools

THE ORGANIZATION: NICOLA-SIMILKAMEEN SCHOOL DISTRICT NO. 58

Nicola-Similkameen—School District No. 58 (“NSSD” or “the District”) resides in the traditional and unceded territories of the Nt̓eʔkepmx and Syilx people, encompassing two distinct locales, Merritt and Princeton, BC, both of which also include Métis communities. The two communities are joined by Highway 5A, which curves through beautiful ranch land and around numerous lakes. Both communities are approximately three hours from Vancouver, with quick freeway access to the Okanagan and Kamloops regions. Reflecting its diversity, the District offers language instruction in two First Nations languages and French Immersion.

NSSD’s two communities are located in the Similkameen and Nicola Valleys, offering peaceful community living in close proximity to exciting urban centres. Caring and passionate district and school personnel have developed strong relationships and partnerships with parents and the community, resulting in innovative, supportive educational programs. NSSD’s unique diverse community fosters acceptance and cooperation.

NSSD offers a range of learning opportunities for students, including a Provincial Online School and secondary alternate programs. Students’ educational experiences are enhanced through diverse programs in fine arts, trades, athletics, and K-12 French immersion that is offered in Merritt.

To learn more, please visit NSSD’s [website](#).

THE OPPORTUNITY: SUPERINTENDENT OF SCHOOLS

The Superintendent is the Chief Executive Officer of the District, reporting directly to the Board of Education, and is accountable to it for the conduct, operation, and results of the District. All Board authority delegated to District staff is delegated through the Superintendent.

The Superintendent is entrusted with the responsibility of improving student achievement, ensuring that the organization, administration, supervision, and evaluation of all educational programs, business, and operations in the District align with this mandate. The Superintendent is accountable to the Board, which represents the public trust, students, staff, and the communities that are served through public education. The Superintendent is also accountable to the Minister of Education and is bound to ensure compliance with all legal, fiscal, and regulatory statutes and requirements in BC and Rightsholders as outlined in the Local Education Agreement. The Superintendent is responsive to multiple partner groups throughout the District’s community.

This is an outstanding opportunity for a visionary leader to take a strong district to the next level. With the complexity that comes from a diverse geographic region, a high functioning Board, great organizational culture, and a commitment to equity and Indigenous student success, the Superintendent role at NSSD will provide a meaningful challenge to public education leaders. NSSD prides itself on listening to and incorporating the student voice and Indigenous rightsholders in District decision-making. The Superintendent should scan the horizon for innovation and systemic shifts to improve educational delivery, District operations, and ultimately, student outcomes. With a strategic plan just approved for a two-year extension and refresh, it’s a perfect time for a new leader to “learn the lay of the land” before refining the District’s direction to enable its next chapter.

Specific Areas of Responsibility

Leadership and District Culture:

The Superintendent works collaboratively with the Board to develop a collective District vision, reflecting shared values that shape District culture and focus on student learning. The Superintendent ensures that students are provided with a safe, caring, and inclusive environment that encourages respectful and responsible behaviour. The Superintendent leads the development, implementation, and Board reporting of the District's strategic planning process. The Superintendent:

- Builds effective teams and networks that promote a culture that nurtures student engagement and well-being, valuing the diverse context of public education;
- Identifies priorities and formulates strategic plans, goals, and change efforts with staff and community;
- Promotes the value of understanding and celebrating school and community cultures;
- Exhibits creative problem-solving; incorporates proven research-based strategies to affect positive growth;
- Values and promotes innovative practice and risk-taking; facilitates growth and leadership development;
- Clearly communicates the rationale for change and understands processes that lead to cultural shifts; and,
- Recognizes cultural competencies that promote the ability to interact effectively with people of different cultures and socio-economic and historical backgrounds.

Policy and Governance:

The Superintendent provides leadership to ensure compliance relating to governance, legislation, the Local Education Agreement, and policy. The Superintendent ensures compliance with the School Act, regulations, and orders in council, providing information and advice to the Board to support its members in their duties as Trustees. It is the Superintendent's responsibility to develop and update the Administrative Procedures Manual so that it is consistent with Board policy and provincial policies and regulations. The Superintendent:

- Assists the Board in developing, communicating, and implementing policies and procedures to ensure the efficient and effective operation of the District;
- Provides information and advice to the Board to support its members in exercising their duties as Trustees;
- Aligns policies, legislation, and Local Education Agreement requirements to ensure congruence between District vision and practices;
- Develops processes to support schools and District systems, administrative procedures, and initiatives; and,
- Establishes effective processes to ensure good working relationships between Board and Superintendent.

Communications and Community Relations:

As an advocate for public education, the Superintendent enhances relationships among all members of schools, the community, and the public, strengthening support for students with effective communication, usage of media and social media tools, and community relationship skills. The Superintendent:

- Articulates the District mission and priorities, communicating a vision for public education;
- Builds system support and community affirmation for District values, goals, and priorities;
- Works closely with Indigenous partners and First Nations rightsholders to ensure the District adopts Indigenous ways of knowing while decolonizing its curriculum and processes; and,
- Identifies, tracks, and responds to multiple, complex issues and emergent situations.

Organizational Leadership:

The Superintendent leverages data for decision-making, acquiring and allocating human, material, and financial resources to ensure successful learning. They leverage financial planning and fiscal management systems, and perform budget planning and monitoring, preparing the annual budget which reflects Board priorities. The Superintendent ensures the overall fiscal health and compliance of the District. The Superintendent:

- Defines processes for gathering, analyzing, and using data for informed decision-making;
- Develops, implements, and monitors change processes to build capacity to serve students;
- Ensures the adherence to regulations and codes for school operations;
- Develops a process for maintaining accurate fiscal reporting;
- Optimizes human, material, and financial resources to effectively ensure student success; and,
- Uses technological applications to enhance administration of business and support systems.

Leading Learning:

The Superintendent creates conditions that allow for the development of practices that facilitate learning, ensuring each student has access to an educational program that meets their personalized learning needs, and develops responsive systems that recognize the unique needs of each learner. The Superintendent:

- Ensures each student has access to an educational program that meets their personalized learning needs;
- Commits to support for Indigenous ways of being, knowing, and learning;
- Identifies assessment practices to support instruction as well as to provide evidence of student learning;
- Establishes opportunities for educators to continually learn and implement innovative best practices; and,
- Recognizes that there are numerous methods of assessing student learning.

Leadership Development and Employee Engagement:

The Superintendent sets the tone for the District as a learning organization, creating a culture of collaboration, innovation, and transparency. They are responsible for leadership development, succession planning, and ensure right individuals are in the right seats. The Superintendent:

- Establishes structures to assist District employees to grow professionally and continually improve;
- Works respectfully within the framework of collective and contractual agreements;
- Enables the District to attract, hire, and retain skilled leaders and employees committed to learning;
- Recognizes strengths, and motivates staff to work to their potential to achieve District goals; and,
- Develops processes and plans for succession planning.

THE PERSON

The Superintendent should be a humble and engaging leader and educator who is well experienced with the complexities of public-education systems. Possessing an inclusive and transparent leadership style, they build alignment by creating a true team environment, leveraging the considerable expertise and strengths that exist within the District. The Superintendent is decisive, and possesses policy, systems, and planning expertise to assist NSSD with complex decision-making, as well as guiding staff through challenging initiatives.

Required Qualifications:

- A minimum of a master's degree in a relevant discipline;
- District-level leadership and operational management experience in a public education system;
- Experience and genuine alignment with supporting Indigenous learners, implementing the Truth & Reconciliation Commission's calls to action, implementing Indigenous ways of knowing, and working with Local Education Agreements;
- Ability to lead diverse, high performing teams; displays courageous leadership and drives accountability;
- Fluency with information technology, financial systems, and excellent analytical skills;
- Proven ability to build positive relationships with the Board of Education, community, government officials, Indigenous rightsholders, and other partner groups;
- Exemplary interpersonal and people development skills at the individual and group level; and,
- Experience in media relations, communication and public speaking, and conflict resolution.

Competencies and Personal Characteristics:

Student Focused – Integrates student voices; keeps student interests in the forefront of all decision-making; anticipates and attends to the needs of students.

Communication – Presents information with clarity, and purpose; communicates transparently and effectively, and listens well; communicates complex information in an accessible manner.

Cultural Agility and Indigenous Relations – adapts to differing settings using restorative practices to strengthen social connections with communities; aligned with Indigenous ways of knowing, the Truth and Reconciliation Commission's Calls to Action, decolonization, and UNDRIP principles.

Commitment to Public Education – Authentically embodies the values and mission of public education, including equity, diversity, inclusion, respect, student-centredness, and teacher and staff professionalism; stays current with evolving trends in education.

Leadership – An inclusive and visionary team player who leads by example; sets and communicates clear goals; achieves district objectives by encouraging and supporting the contribution of others; high integrity.

Governance – Optimizes the relationship between the Board, Superintendent, and staff; understands how legislation and policy affect District operations; deploys a collaborative and consultative approach to strategic planning.

Emotional Intelligence – possesses a high degree of self-awareness and social competence; displays self-control, humility, optimism, social –emotional literacy, adaptability, innovation, and trustworthiness.

Financial, Business, and Organizational Acumen – As District CEO, is fluent with budget development and operational management; has the ability to assess the organizational structure and optimize operations to fulfill strategic priorities in a fiscally prudent manner.

COMPENSATION:

A competitive compensation package will be provided including an attractive base salary and excellent benefits. The salary range is \$201,135 to \$223,483. Further details will be discussed in a personal interview.

To apply, please visit our [website](#).

FOR MORE INFORMATION, PLEASE CONTACT:

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