



June 20, 2023, Superintendent's Report

1. Student Achievement Data – Informing Our Practice:

Each spring, the district embarks on a process to obtain student achievement data in the areas of reading, writing, and numeracy. This data is collected by each teacher and is a triangulation of assessment data, teacher observations throughout the year, and benchmark assessments administered in late May. The data is collated in grade groupings and is included in the district's Framework for Enhancing Student Learning report that is submitted to the Ministry each September. The data is used to examine trends in student achievement, track cohorts of students over time, and to help develop educational goals for classrooms, schools, and the district. It helps to inform our practice and direction, develop professional learning opportunities for staff, and to home in on specific areas of focus for students in the coming year. This district generated data is also examined in conjunction with other Ministry data such as the Foundation Skills Assessment in grades 4 and 7, as well as the Graduation Numeracy and Literacy Assessments in Grade 10.

2. Indigenous Education Update:

The district has much to celebrate and be thankful for regarding Indigenous Education. A strong district team of Elders, Indigenous Support Teachers, community members, and leadership by Principal, Mike Hibberson, have resulted in many initiatives being undertaken and accomplished. Some highlights include:

- Based on Equity scan feedback from last spring, The Elder In-Residence program was created this year and schools began creating Indigenous spaces for student access.
- Indigenous Student goal setting and progress monitoring with Indigenous Support Teachers has continued.
- Cultural events throughout the year have been planned at all schools and National Indigenous Peoples Day has been planned as a district-wide celebration on June 21st, hosted by NES/NSS
- New Graduation Requirement courses for the 2023/2024 year have been developed (BC First Peoples 12, English First Peoples 10-12, Contemporary Indigenous Studies 12).
- A district team of educators are in the process of developing a language course that focusses on local Indigenous languages.
- The Indigenous Education Advisory Council continued to meet throughout the year and welcomed a student representative as well as hosted several guests at each meeting.
- Indigenous Support Teachers continue to provide resources and support for teachers to provide Indigenous perspectives across the curriculum for all students.

3. District Awarded Funding for Dual Credit ECE Program:

The district submitted a joint expression of interest with SD20 and SD51 to the Ministry of Education and Child Care for a grant from the Early Child Education Dual Credit program. We are pleased to report that our submission was accepted, and the district will be receiving up to \$25,000 for spaces in the Selkirk College Dual Credit Early Childhood Educator program starting in the fall of 2024. Students in grade 12 can take courses towards their ECE certificate and do their practicum at the Nakusp Early Learning and Child Care Centre. Courses at Selkirk will also count towards their graduation requirements. We are very grateful to the Ministry for this funding as it will provide opportunities for students to stay in their community to learn and work and support childcare staffing in the future. Recruitment will begin this year in preparation for the start of the program in the fall of 2024.

4. Strategic Plan – Phase One Complete:

Phase one of the strategic plan development was to engage in consultation with the community and partner groups to get feedback on how the district was doing and what areas needed focus in the coming years.

- Each of the four school communities held an in-person consultation session where over 75 people attended.
- An online survey with the same presentation and questions from the in-person sessions was released and 13 people responded.
- The Indigenous Education Advisory Council met and had an in-person consultation.
- Staff forums were held at each school and feedback was provided.
- Student forums with secondary students were held at NSS and Lucerne, and intermediate students provided feedback with assistance from their teacher or the principal.
- In all, over 175 people participated in phase one.
- From the consultation, four themes emerged. Student success, well-being, outdoor education, and collaborative engagement/communication.

Phase two, the development of a draft plan, is underway and the Board will be working with partner groups and district staff to examine the themes in more detail and develop goals and inquiries that will go into the draft plan and subsequently the implementation of the plan. A draft plan will be circulated in September for further feedback before being adopted. We would like to extend a sincere thank you to everyone who participated in the consultation process and shared their feedback, thoughts, and ideas. We are excited to be co-creating this plan and developing a clear and thoughtful direction forward for the district.



5. Warm Wishes and Gratitude for Another Productive Year:

With the end of the school year upon us, I would like to extend my sincere gratitude to all our students, staff, parents, caregivers, and community members for a wonderful year. There is so much to be proud of in our district, and it has been wonderful to highlight all the amazing learning at each board meeting this year. As we say goodbye and offer our best wishes to the graduating class of 2023, we are also excited to say hello to those early learners who are not only entering Kindergarten in September, but our earliest of learners who are now attending the Nakusp Child Care Centre. Our district continues to grow and develop and the offerings that our schools provide students in academics, visual and performing arts, physical education, community service, social-emotional learning, and more, is simply amazing. I wish everyone a happy and healthy summer!