

June 16, 2026, Superintendent's Report



COMPETENCY:

1. 2025 Student Achievement Data

Each spring, the district embarks on a process to obtain student achievement data in reading, writing, and numeracy. This data is collected by each teacher from kindergarten to grade 9 and is a triangulation of ongoing assessment data, teacher observations throughout the year, and benchmark assessments administered in late May. The data is compiled by grade level and included in the district's Framework for Enhancing Student Learning report, which is submitted to the Ministry each September.

The data is used to examine trends in student achievement, track student cohorts over time, and inform the development of educational goals for classrooms, schools, and the district. It helps inform our practice and direction, create professional learning opportunities for staff, and target specific focus areas for students in the coming year. This district-generated data is also examined with other Ministry data sets, such as the Foundation Skills Assessment in grades 4 and 7 and the Graduation Numeracy and Literacy Assessments in grade 10. We have seen continued growth in literacy development and will continue to focus on numeracy next year.

2. Indigenous Education Update

The district has much to celebrate and be thankful for regarding Indigenous Education. A strong district team of Elders, Knowledge Keepers, Indigenous Support Teachers (ISTs), and community members has resulted in many initiatives being undertaken and completed this year. Some highlights include:

- The Elder in Residence program continued to develop. Our District Elder, Michael Garvey, works in all our schools to support ISTs, classroom teachers, and students in each building. Michael is joined by Elder Pearl Last and Marnie Lindgren, who also support students.
- Cultural events have been planned throughout the year at all schools, and National Indigenous Peoples Day will be celebrated as a district-wide event on June 18th, hosted at NES/NSS.
- Indigenous Support Teachers continue to provide resources and support to help teachers incorporate Indigenous perspectives across the curriculum for all students.
- ISTs also continue to meet with and support Indigenous students academically and emotionally.
- The Indigenous Education Advisory Council has been created with terms of reference and has met twice. Representatives from Okanagan Nation Alliance, Westbank First Nation, Ktunaxa Nation, and West Kootenay Metis Society make up the council. The



Council heard from the district regarding the structure of Indigenous Student support and education, and approved the program's budget and direction for the 2026/2027 school year.



3. Strategic Plan Implementation Update:

As part of the Board's strategic plan, a committee was formed to oversee its implementation. The committee reviewed the inquiry questions and invited staff to participate in Communities of Practice in each priority area to enhance learning and opportunities for students. The seven formal Communities of Practice focused on well-being and social-emotional learning, literacy development and assessment, early learning, Indigenous education, and environmental/outdoor education. Each group met multiple times over the year and used collaboration, content experts, data, and best practices to guide their work. The committee requested feedback from participants to gauge the impact of their experiences this year. 28 responses were given, and some of the highlights include:

- Recognition of the ability for educators to collaborate and connect
- The positive impact on professional practice
- The learning has had an impact on student engagement
- Enjoyed the flexibility and practical learning formats provided
- The groups are teacher-led, and district supported
- Overwhelming desire to continue next year
- Request for expanded collaboration opportunities and more secondary focus

4. NSS Students Participate in the STAR Drama Festival

In May, five students travelled to UBC Vancouver to participate in STAR Drama Fest West Nationals, where they performed a monologue, a duo, and an ensemble piece for adjudication, participated in Acting professional workshops, and created several "Plays-in-a-Day"—a 24-hour challenge in which they are part of teams of acting students from Western Canada that write, practice, and perform a one-act play in just 24 hours.

Students did exceptionally well in adjudication: all performances earned ribbons, which meant our school was further honoured with a troupe award. The ensemble piece "Applause," featuring Timothy Roberts, Yelena Montgomery, and Hax Rombough, earned the high rating of Proficient, which is honoured on stage and with a red ribbon. The duo "Fight over Fuchsia," featuring Betsy Herlitz and Livia Foster, as well as the Contrasting Monologues "Titania/Tyne" by Betsy Herlitz, both earned the Advanced purple ribbon, the highest honour at the festival!

Teacher sponsors Naomi Smedbol and Ben Gehrels want to emphasize that all students performed exceptionally well, and that our tiny troupe was repeatedly identified for its strong performances. Thank you to all who supported this trip by attending the NSS Showcase, and congratulations to all of our performers! Troupe 2185 did us all proud.





COLLABORATION:

5. School Growth Plans Aligning with District Strategic Plan

Each year, schools are required to submit their school growth plans for Board approval. This year, a district team participated in a provincial community of practice around school plans. This learning led to a restructuring of school plans to align more clearly with the Ministry's Continuous Improvement Cycle for Enhancing Student Learning. The plans will also translate evidence into focused priorities and make educator actions explicit and observable. The plans will include evidence on implementation, impact, and equity, and will be monitored for learning and adjustments. Schools are developing these new plans now and will submit them for approval in September.

6. BEST WISHES FOR THE SUMMER

With the end of the school year upon us, I would like to extend my sincere gratitude to all our students, staff, parents, caregivers, trustees, and community members, and the Board of Education for another productive year. There is so much to be proud of in our district, and it has been wonderful to highlight all the fantastic learning that occurs in our schools at each board meeting this year. As we say goodbye and offer our best wishes to the graduating class of 2026 and any departing staff and students, we are also excited to say hello to new students and staff arriving and to those early learners who are not only entering Kindergarten in September but also those who will be entering our Strong Start programs, as well as the Nakusp Early Learning and Child Care Centre. I am pleased to see that the priorities of our strategic plan continue to be reflected and embedded in our daily work, and this focus is having a positive impact on achievement, growth, and well-being for students and staff. We continue to focus on improving our offerings and achievements across all areas of learning, and the feedback we have received has been valuable in helping us continue to grow. We should all be proud of our accomplishments and excited about the work still ahead. Best wishes to everyone for a happy and healthy summer!

