

2024-2028 NLPS Strategic Plan final consultation May 2024

Summary of May 2024 final consultation

In May 2024, final consultation began for the Draft NLPS 2024-2028 Strategic Plan.

Consultation was approached through the following activities:

- In person Open House at Wellington Secondary, Thursday May 16, 2024. Invite sent to all caregivers May 3, 2024.
- In person meeting with Indigenous partners on Monday, May 27, 2024.
- In person meeting with Integrated Child & Youth Teams (ICY)/Island Health on Tuesday May 28, 2024
- Email to all NLPS caregivers with link to Draft Strategic Plan and consultation email address for feedback sent on May 23, 2024.
- In person meetings with Ministry of Education & Childcare, Framework for Enhancing Student Learning Team, June 6 and 7, 2024.

Summary of consultation participation and feedback:

Open House, May 16

Attendance: Approximately 6-8 attendees plus NLPS Board and staff.

Feedback received: 8 comments on “post-it” notes on Strategic Plan display boards.

Meeting with Indigenous Partners, May 27

Attendance: 2

Feedback received: Feedback was received through dialogue.

Emails to consultation email May 23 to 31

Total number of emails in response: 11 (3 emails related to Rutherford reopening, not Strategic Plan)

Overall final consultation themes

Wellington Open House May 16

Comments on display boards:

Vision and Mission

- I really appreciate the Mission Statement’s focus on innovative pathways.
- Could the vision, mission or guiding principles reference a commitment to working with community agencies?
- I don’t like “Success for All” We should ask Indigenous partners for options for a new one.
- I think that maybe what is needed is to define success, or, at least, ensure that success is not “conveyed” from a colonial, capitalist perspective.

- “Success for All” is a trigger for many people, especially when they don’t feel their children have been supported to have success in school; although I understand the tagline isn’t meaning to say that all students are successful in this school district, it does land that way for many, therefore not reflecting their very real lived experience.

Guiding Principles

- What are the Syeyutsus Principles? Are they new?
- How is the learning progression of sharing these principles going to look?
- There is still a general lack of awareness of the Syeyutsus Framework in schools and a lack of knowledge in the community.
- JEDI Stance: Please spell this out in full. Leaving it in an acronym leaves the impression that this is Star Wars related. It diminishes the significance of each lens.
- How will the impact of grounding the work of all in justice, equity, inclusion and diversity be observed, noted and measured?
- What are the experiences of racialized and marginalized students, families and staff? Is there a baseline understanding?

Board Goals

- Would like to see student supports for learning more explicitly identified as a priority.
- Would like to see mental health supports more explicitly identified as a priority.
- How are urban Indigenous & Inuit represented with the Indigenous Education Council/Circle and/or Leaders for Learning?

Meeting with Indigenous Partners May 16

- Lack of previous connection between Operations and Indigenous Learning Team
- Appreciation for focus and inclusion of employee wellbeing
- Need to focus on individual connection points between Nations and all partners- especially between schools and Nations.
- *Guiding Principles* should be reworded. Title lacks cultural sensitivity and understanding.
- How do all three Guiding Principles work together?
- Include a ‘Salish Eye’ in the combined graphic. It is a pictorial way to represent Coast Salish Nations.

Email correspondence

- School operations
 - Cellphones in schools
 - School break scheduling
 - Reopening Woodlands and Rutherford
 - Curriculum not relevant to real world
 - Teacher evaluations
- JEDI
 - Too much focus on inclusion, not individual excellence
 - Reopening Rutherford is contrary to JEDI stance

- Truth and Reconciliation
 - Strategic Plan goals for reconciliation fall short of what families and learners need
 - There needs to be deeper recognition than just land acknowledgement
 - How is awareness of Truth and Reconciliation measured?
 - Funding for Indigenous students
 - Connections and relationship with Inuit community
 - Work of Dr. Dustin Louie
 - Currently there is a lack of awareness of Syeyutsus Reconciliation Framework
- Syeyutsus
 - There should be Syeyutsus metrics for all educators
- Student and Employee wellness
 - Why is this a problem? What is currently being done so this is not a problem?
- Student Success
 - Cannot support numeracy and other goals without Learning Coordinators

Detailed email feedback

“As per myself and other families, we do not know why school is in to the very last second. Before Christmas we had Christmas plans. We actually pulled our kids at a school because we booked these so far in advance. And it would be nice to have school out at least a week. Before Christmas, we can do things as a family. And then once Christmas is done, the New Year's. Get them back to class because that other week at home. They are bored to tears. And a few other families had to find daycare, which came out of their pocket, because they have to work.”

“Our experience in elementary school was great. The transition to high school has been difficult for my son. His experience has been that teachers struggle to wrangle the classroom behaviors of students. Learning takes a backstage seat to classroom management. Cellphones are a rampant and pernicious distraction that gravely undermines the classroom culture of focus, authenticity, and respect, and also impacts the mental health of students by presenting harmful and unrealistic role models as well as an uncontrolled forum for bullying. The highschool's cell phone culture further interferes with physical health as students scroll instead of playing sports outside! In my view as a physician and parent, this is a public health emergency. While there is apparently policy, it is so inconsistently and weakly enforced as to be entirely inadequate. There should be no cell phone use from the start of class to dismissal after school!

The Jedi stance, mentioned in the draft, should include prominently excellence and discipline. The important values of inclusion and sustainability are not enough without training people to have the grit and intellectual tools to be capable of being brilliant engineers, doctors, lawyers, social workers, nurses, and teachers to tackle the problems of the world! My Niece from Germany is not impressed with our academic standards and we are concerned for our son who comes home bored and uninspired every day.

The semester system does not work well for math. There is too much forgotten in the 7 months until the students have that course again.”

“Please consider reopening Woodlands back up for High School. NDSS is overcrowded!?”

“Maybe focus on preparing the kids for the real world. This fairytale land you guys teach doesn't prepare them. Focus on education and holding kids accountable for their actions. All you do is move kids along with 0 accountability. Teach them the real world doesn't care about their feelings. Stop trying to create safe spaces away from trigger warnings. Right now you're preparing the absolute worst generation of kids the world has ever seen. If the education system keeps going in this direction the world is doomed. This is right from the top down there is 0 accountability in education.”

“From my many teacher friends I also hear about the progressive breakdown of a respectful learning environment in which students learn accountability and discipline. This problem has many causes, but one thing I hear again and again is that there is very little teacher training directed at classroom management. This should be one of the key components of training.

Social Justice is best served if traditionally marginalized students are given the opportunity and inspiration to achieve academic excellence through hard work. My fear is that an emphasis on the mere rhetoric of social justice will end up being an empty distraction in classrooms that are increasingly dysfunctional as students stare into screens, talk back without consequences, or choose to wander the halls during class. The trajectory is disturbing to all the parents I know. I think you need to refocus the priorities.”

“For me, the SD68 land recognition is a good start... but it must be recognized as a start. I believe schools are the best place to help move from land recognition to acts of deeper reconciliation. I hope the district develops a recognition that acknowledges the responsibility of all those living on the unceded territories of the Snuneymuxw, Snaw-Naw-As, and Stz'uminus to take action to move reconciliation forward.

I found the Truth and Reconciliation objectives fell short of the urgent call to action for First Nations learners and families. I recognize that this will be a slow process and am reminded of words of wise elders who remind me of the importance of going gently (la'lum'uthut). But I hope that the four years of increasing awareness, and creating and sharing the district-wide Syeyutsus Principles moves into responsibilities on the parts of educators to alter their teaching practices in a way that aligns with the Syeyutsus Principles and what that means for those whose ancestors have always lived here (Snuneymuxw, Stz'uminus, and Snaw-Naw-As) and for those who come from elsewhere, but live here now (all others).

I believe that implementing a plan that imbeds Syeyutsus Principles across all practices in the school will ultimately improve student academic success and staff/student wellness outcomes, as practice living and learning in the world together in a more relational way.

I hope in the next strategic plan metrics for Hul'q'umi'num' and Syeyutsus Principles include measurement of action that puts the load of the responsibility on all teachers and administrators, not

just those with "Indigenous" in their titles. This will mean time will be taken from other areas of the curriculum and professional development to devote time, money, and energy on acts of reconciliation. I hope the district does not waiver on that commitment when it becomes challenging, because it will. Those acts must also include continued high and reachable expectations for all learners, as equity must mean access to a caring environment paired with high quality and focused pedagogy."

"Thank you for the opportunity to provide meaningful feedback. In all my eleven years of having children in SD68 I have never once been asked for feedback on their teacher or how their year of learning went. Anytime I have participated in a course, and often when I receive a service for something, I am asked to give my feedback in some way. I have often wondered why parents are never surveyed in June with some sort of questionnaire with some basic questions, a sliding scale (1-5 agree-don't agree) and an open comments box. I notice you have student survey as a metric in the wellness section of your strategic plan. I would like to see parent survey in there as a metric for student success."

Screenshots of full email feedback

(next page)

Christmas vacation



 You replied to this message on 2024-05-27 12:32 PM.

CAUTION: External Message

As per myself and other families, we do not know why school is in to the very last second. Before Christmas we had Christmas plans. We actually pulled our kids at a school because we booked these so far in advance. And it would be nice to have school out at least a week. Before Christmas, we can do things as a family. And then once Christmas is done, the New Year's. Get them back to class because that other week at home. They are bored to tears. And a few other families had to find daycare, which came out of their pocket, because they have to work.

Sent from my Galaxy

 Reply

 Reply All


 Forward



Thu 2024-05-23 5:39 PM

Draft Strategic Plan 2024-2028.

[Redacted]

 You replied to this message on 2024-05-27 7:50 AM.

CAUTION: External Message

Dear Board of Education,

Thank you for soliciting feedback regarding the next strategic plan.

In the Nanaimo school system, I have a [Redacted]

Our experience in elementary school was great. The transition to high school has been difficult for my son. His experience has been that teachers struggle to wrangle the classroom behaviors of students. Learning takes a backstage seat to classroom management. Cellphones are a rampant and pernicious distraction that gravely undermines the classroom culture of focus, authenticity, and respect, and also impacts the mental health of students by presenting harmful and unrealistic role models as well as an uncontrolled forum for bullying. The highschool's cell phone culture further interferes with physical health as students scroll instead of playing sports outside! In my view as a physician and parent, this is a public health emergency. While there is apparently policy, it is so inconsistently and weakly enforced as to be entirely inadequate. There should be no cell phone use from the start of class to dismissal after school!

The Jedi stance, mentioned in the draft, should include prominently excellence and discipline. The important values of inclusion and sustainability are not enough without training people to have the grit and intellectual tools to be capable of being brilliant engineers, doctors, lawyers, social workers, nurses, and teachers to tackle the problems of the world! My Niece from Germany is not impressed with our academic standards and we are concerned for our son who comes home bored and uninspired every day.

The semester system does not work well for math. There is too much forgotten in the 7 months until the students have that course again.

Deeply concerned,
[Redacted]

The Jedi stance includes also the pursuit of EXCELLENCE.

 Reply  Reply All  Forward 

Fri 2024-05-24 12:48 PM

Fwd: NLPs Communications



 Click here to download pictures. To help protect your privacy, Outlook prevented automatic download of some pictures in this message.

CAUTION: External Message

Please consider reopening Woodlands back up for High School. NDSS is overcrowded!?

----- Forwarded message -----

From: **NLPs Communications** <nbroadcasts@schoolmessengermail.com>

Date: Thu, May 23, 2024 at 4:21 PM

Subject: NLPs Communications



The Board of Education is seeking feedback on the Draft Strategic Plan 2024-2028. If you would like to provide input, please email consultation@sd68.bc.ca by May 27, 2024. More information can be found [here](#).

Input



 You replied to this message on 2024-05-27 12:24 PM.

 Reply  Reply All  Forward 

Thu, 2024-05-23 4:44 PM

CAUTION: External Message

Maybe focus on preparing the kids for the real world. This fairytale land you guys teach doesn't prepare them. Focus on education and holding kids accountable for their actions. All you do is move kids along with 0 accountability. Teach them the real world doesn't care about their feelings. Stop trying to create safe spaces away from trigger warnings. Right now you're preparing the absolute worst generation of kids the world has ever seen. If the education system keeps going in this direction the world is doomed. This is right from the top down there is 0 accountability in education.

Sent from my Galaxy

Re: Draft Strategic Plan 2024-2028.

Reply Reply/All Forward ...

Mon 2024-05-27 10:25 AM

CAUTION: External Message

Dear Board of Education,

One additional thought, if you permit:

From my many teacher friends I also hear about the progressive breakdown of a respectful learning environment in which students learn accountability and discipline. This problem has many causes, but one thing I hear again and again is that there is very little teacher training directed at classroom management. This should be one of the key components of training.

Social Justice is best served if traditionally marginalized students are given the opportunity and inspiration to achieve academic excellence through hard work. My fear is that an emphasis on the mere rhetoric of social justice will end up being an empty distraction in classrooms that are increasingly dysfunctional as students stare into screens, talk back without consequences, or choose to wander the halls during class. The trajectory is disturbing to all the parents I know. I think you need to refocus the priorities.

Many thanks for your hard work,

On Fri, May 24, 2024 at 12:47 PM

Dear Board of Education,

Thank you for soliciting feedback regarding the next strategic plan.

In the Nacaimo school system, I

Our experience in elementary school was great. The transition to high school has been difficult for my son. His experience has been that teachers struggle to wrangle the classroom behaviors of students. Learning takes a backstage seat to classroom management. Cellphones are a rampant and pernicious distraction that gravely undermines the classroom culture of focus, authenticity, and respect, and also impacts the mental health of students by presenting harmful and unrealistic role models as well as an uncontrolled forum for bullying. The high school's cell phone culture further interferes with physical health as students scroll instead of playing sports outside. In my view as a physician and parent, this is a public health emergency. While there is apparently policy, it is so inconsistently and weakly enforced as to be entirely inadequate. There should be no cell phone use from the start of class to dismissal after school!

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The semester system does not work well for math. There is too much forgotten in the 7 months until the students have that course again.

Deeply concerned,

Strategic Plan feedback



Reply Reply All Forward ...

Mon, 2024-05-27 06:32 AM

 You replied to this message on 2024-05-27 7:25 AM.

CAUTION: External Message

Hi

Thank you for the opportunity to provide meaningful feedback.

In all my eleven years of having children in SD68 I have never once been asked for feedback on their teacher or how their year of learning went. Anytime I have participated in a course, and often when I receive a service for something, I am asked to give my feedback in some way. I have often wondered why parents are never surveyed in June with some sort of questionnaire with some basic questions, a sliding scale (-5 agree-don't agree) and an open comments box. I notice you have student survey as a metric in the wellness section of your strategic plan. I would like to see parent survey in there as a metric for student success.

Thank you,



Strategic Plan



 You replied to this message on 2024-05-27 7:32 AM.

CAUTION: External Message

Hi Board,

I was really glad to see so many excellent guiding principles and goals in the strategic plan. I hope that it gets passed soon, so that it can provide a solid foundation for the pragmatic aspects of reopening Rutherford School, the latest recommendations (May 8) for which run counter to these principles and goals, in particular the prioritization of "ensuring the short-term vibrancy of Rutherford" over supporting parents and children in making choices that empower each child through your EDI stance principle and will create obstacles for children in achieving your goals of Student Success and Student Wellness.

Regards,

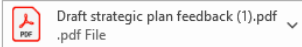


 Reply  Reply All  Forward

Sat, 2024-05-25 12:23 PM



re: Feedback - draft strategic plan

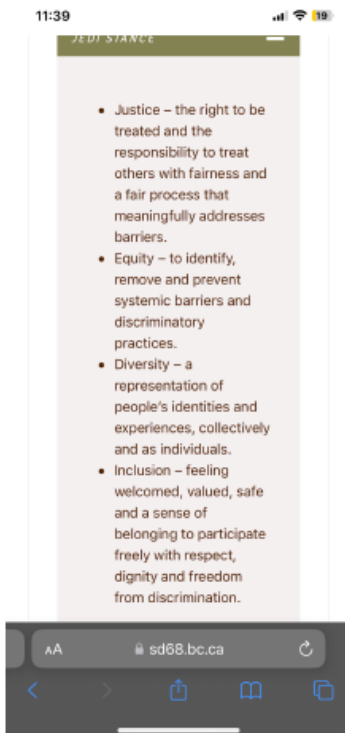
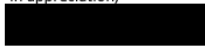


CAUTION: External Message

Hello,

Please find attached a PDF with my feedback for the draft strategic plan.

In appreciation,



These are definitions for each of these words. This leaves the impression that the school district doesn't have a stance or knows what its stance is in equity, inclusion, diversity and justice.

What is the board's and school district's stance on equity, inclusion, diversity and justice?

- According to board motion R20/06/24-0 The board and district have yet to acknowledge and address the existence of systemic racism. This motion has been ongoing for 4 years.
- There has yet to be any sharing with the public about the report, findings, summary , outcomes of the equity audit conducted by Chanelle Tye Equity & Inclusion (September 28, 2022 Board of Education Open meeting). This report would help inform the public as to what is needed in the school district and to guide the school district in moving towards being intentional about being anti-racist, equitable, inclusion and anti-oppressive on purpose.
- What is the Justice, Equity, Diversity and Inclusion framework?

- What is a Justice, equity, diversity and inclusion review tool?
- The words need to be spelled out: Justice, Equity, Diversity and Inclusion. Leaving it as an acronym does not communicate to the public a commitment to any of these issues. It leaves people thinking about Star Wars.
- There was mention of 5-6 Justice, Equity, Diversity and Inclusion training modules. Where is the learning, insights and reflections from these training shared and communicated with the public?
- Is this work (of fulfilling the vision and mission to be more equitable and inclusive and train senior staff and district staff) a collaborative, co-learning effort led by district administrators or Stephanie Johnson (Syeyutsus Sayas'um) of Toro Marketing?

* Student and Employee Wellness

Objectives:

- Increase the number of students who feel welcome, safe and have a sense of belonging in their school
- Increase the number of employees who feel valued and/or engaged

What is going on to identify that employees don't feel valued and engaged? Shouldn't employees feel safe and have a sense of belonging as well? If the adults don't feel this way, how can students feel welcomed, safe and that they belong?

What is currently being done about the percentage of students who don't feel welcome, or safe or don't feel a sense of belonging in their school? Is there an understanding of who (which groups or demographics of students) feel this way?

Student Success

- Increase numeracy success rates for all students
- Increase graduation rates for students: who identify as Indigenous, who have disabilities and diverse abilities, and/or are Children and Youth in Care

How does the school district plan on supporting numeracy success when there are no learning coordinators with this portfolio to support educators in the district?
Learning Coordinators - Early Years, French Immersion, Literacy, Technology, SEL (?)

If everything is about collective ownership, or that numeracy should be in every learning coordinator's portfolio, then numeracy doesn't get the attention needed. It gets ignored.

Truth and Reconciliation

Objectives:

- Increase awareness of and access to resources available to support hul'q'umi'num language learning
- Create and share district-wide, Syeyutsus Principles of Teaching & Learning

Metrics:

hul'q'umi'num

- The number of educators who are aware of the resources available
- The frequency of access

Syeyutsus Principles

- Completion and presentation
- Create support resources and district-wide sharing plan
- Implement district-wide sharing plan

How does being aware of resources to support hul' q'umi'num language learning connect to the board goals?

How is awareness being measured?

How does awareness translate to "creating equitable and inclusive learning community where every individual thrives" and "students will imagine, reflect, and innovate within a safe, equitable, and responsive learning environment that develops their academic, social and emotional growth and holistic well-being"?

What are the Syeyutsus Principles of Teaching and Learning? How are they similar or different from the First Peoples Principles of Learning (developed by First Nations Education Steering Committee)?

How can there be principles of teaching and learning being implemented when there is a lack of awareness of Syeyutsus Reconciliation Framework in classrooms, schools and the broader community?

Where does the work that Dr. Dustin Louie has been doing with secondary administrators and learning leaders fit into this?

Sidenote: Are NLPS Indigenous students paying for the work Dr. Dustin Louie is doing (to address the issue of Indigenous specific racism and journey towards reconciliation) from the Indigenous student specific funding from the Ministry of Education?

If so, how much money (after accounting for salaries of staff) is actually being directed towards directly supporting Indigenous students who have chosen to self-identify?

E.g. \$1595 per Indigenous student that self-identifies

- What remains from the \$1595 to support an Indigenous student?

NLPS partners with and is advised by, five Indigenous partner groups:

Snuneymuxw First Nation, Snaw Naw As First Nation, Stz'uminus First Nation, Mid Island Métis Nation and the Tillicum Aboriginal Friendship Centre. As we embark on our journey to fulfill the goals in this Strategic Plan, we commit ourselves to building meaningful relationships with these partner communities. We recognize the importance of reconciliation, respect, and collaboration in our efforts to provide equitable and inclusive education for all learners.

How is NLPS working to build meaningful relationships with the Inuit community in Nanaimo and Ladysmith?

Or is the population of Inuit too small that they will continue to be ignored, forgotten, dismissed and just acknowledged in name (saying First Nations, Métis, Inuit or Indigenous peoples)?

Overall questions:

- **Whose goals are these - district administration? Staff and students? Communities?**
- **Who and where does the sense of ownership and accountability lie with these goals?**
- **What resources are available to adequately support, implement, track and measure these goals?**
- **Are these goals a wish list? Or have they evolved or come out of environmental scanning?**