



STRATEGIC PLAN 2022-2025



WE ACKNOWLEDGE

School District 28 schools humbly rest on the beautiful, natural lands of the Lhtako Dene.

Our elders and knowledge keepers, who teach the young the old teachings and the young teach the elders the new. We are fortunate to learn the education they offer and pass this knowledge to our future generations so that our legacy will continue. My late mother, Geneva Irwin, and my stepmother, Ellie Peters are two extraordinary ladies who taught the Carrier Language and Culture to all the students in the district. Many students they taught continue carrying on the teachings and mentorship they offered will last their lifetime. Today, I am the Carrier Language teacher, and it is an honor to follow in the footsteps of my mentors.

– **Arlene Horutko**

All we have is knowledge passed on to us by our elders, experiences we inculcate and hardly negate. But to bridge the generation gap, one needs to adapt to the new while retaining the goodness of the old.

– **Sonali Bendre**



THIS PLAN

belongs to the community



We've often heard that the journey is as important as the destination.

For the SD28 Board of Education, the planning process has been as significant as the plan itself. This exploratory journey spanned many months, beginning in spring 2021 with the launching of a far-reaching consultation.

It was an opportunity for the board and our wider community to reflect on what had been accomplished (a review of the results); what had changed in the district and for learners (an examination of our strengths, challenges, opportunities, and threats); and what the future might hold (a renewal and redevelopment of our strategic plan).

From the outset, the board prioritized listening.

It was of great importance to the board to seek input and participation through extensive inclusion of staff, students, our Indigenous Nations, parents, stakeholders, and our community at large. To ensure that people were fully informed, the district shared overviews of the district's successes, challenges, and work in progress. The documents were shared at virtual meetings, and were made available on the district's website. From this background, input was sought.

HEEDING many voices

Message from the Board



“Together We Can” embodies our commitment to collaboration

and sense of community that runs through all of us. A strategy is necessary because the future is unpredictable. The Board of Education is delighted to share our refreshed Strategic Plan. This plan is not simply the Board’s plan but a plan that reflects the voice of our community. We are striving to ensure the voice of staff, students, parents, and the community are heard and reflected in the direction of the District. We are committed to student success, and have highlighted 4 key areas of focus to get us there:

Equity & Engagement – our commitment to equitable outcomes for all students that starts with increased engagement

Cultural Collaboration – Consultation WAS the goal, now our new goal is meaningful collaboration

Supportive Spaces – Student and staff wellness is at the forefront of our planning and is a key predictor of student success

Intentional Innovation – The pursuit of innovative ways to engage students, build our collective capacity and recruit staff to Quesnel

“How does this impact students and staff?” is the question we ask ourselves when at the board table facing decisions. We are pleased to have this refreshed Strategic Plan to help ground our decisions in the voice of students, staff, and community, and to ensure we remain steadfast in what is important: your children. Investing in children is a sure-fire strategy, where returns are incredibly high. A strategy, even a great one, does not implement itself, we are striving to ensure a voice from Staff, Students, Parents, and Indigenous Members.

Finally, we would like to thank staff and all our partners for their efforts in the development of this plan. We are excited to share our successes with all of you!

The SD28 Quesnel Board of Education

ROOTED in Collaboration

Letter from the Superintendent



I have called this community home for most of my adult life, and believe strongly in the people of this area and the community as a whole. The Quesnel School District has always brought me such pride, as a strong commitment to student success and collaboration has always and will always be at the forefront.

I started my role as Superintendent at the most opportune time: in the midst of community consultation in development of this Strategic Plan.

I had the opportunity to sit with community partners and have vulnerable conversations about the current state of education in our community and the direction we should take. Commitments were made collectively to stay true to the community's collaborative nature and these commitments will be followed.

We commit to the Board's goals that grew directly from the feedback received, and we commit to reviewing progress with partners and shift our approach to meet these goals based on continuous consultation. It is with true, unwavering partnerships that we will find the best learning opportunities for all students. The students of this community deserve the best, and that is our pursuit.

Dan Lowndes – Superintendent of Schools



OUR UNIQUE PEOPLE AND PLACES

define our educational experiences

We live in a profoundly beautiful environment

with wild, natural surroundings, woven together with a unique and diverse cultural fabric. These factors define and influence the educational dynamics and experiences of our community.

The beauty of the local area is highlighted by wildness, lakes and rivers which serve to support the local economy. Lhtako – ‘where three rivers meet’ – is a defining feature of the community of Quesnel. The confluence of the Fraser River, the Quesnel river, and Baker Creek flows through the heart of town.

Our student population is approximately 3,000 students across 12 elementary schools, one Grade 8-9 school, one secondary school, a local online school, and an alternate school.

The Quesnel School District rests on the traditional territories of the Lhtako Dene and serves the communities of Quesnel, Wells, and Nazko. Approximately one-third of the student population is of Indigenous ancestry. Indigenous students are from the First Nations of Nazko, Lhtako, ?Esdilagh and Kluskus, other First Nations, as well as students who are Métis, and Inuit.



ALL FOR ONE

The success of students, of course,

is at the core of all our decisions and actions. But how we approach this is a point of both humility and pride. There truly is a sense of community and a spirit of collaboration that is foundational to all our aims in Quesnel.

“Together We Can” is our motto. It captures our deeply held commitment to supporting the learning of staff and students. Collaboration and evidence-based conversations inform our work to create

inclusive and equitable learning environments for all students.

We remain committed to working alongside Indigenous peoples of the community to support the success of Indigenous students. The staff of SD28 Quesnel have been working actively to meet the Calls to Action of the Truth and Reconciliation Commission. We have been seeking to understand the fuller history of our country and province, and the impact of the residential school system.

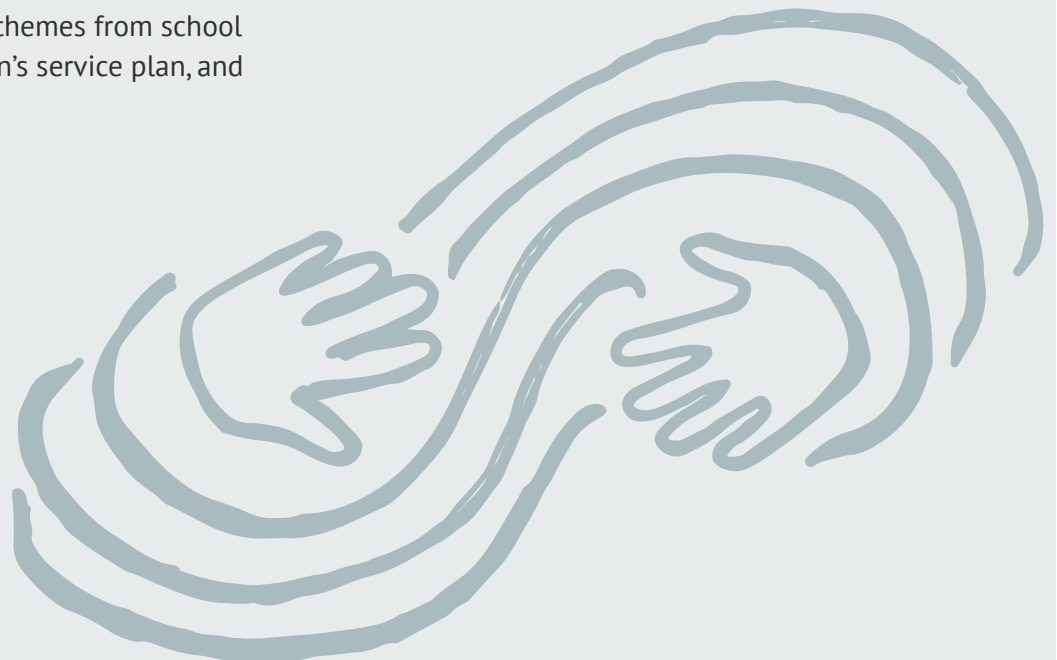
GETTING IT DONE

Our district priorities and activities

are developed through school growth plans based on the needs of students as identified by school staff/teachers through student achievement data and a class review process. District focus areas and board goals support common themes from school plans, the Ministry of Education’s service plan, and the needs of the community.

This new Strategic Plan is nothing if it isn’t action oriented. Within these pages is our commitment to priorities that we can act on, that we can observe, and that we can review and improve upon.

Learning never ends.



EYES, EARS, AND INSIGHTS

As a first step, the board formed a Core Committee

with representatives from staff, the Aboriginal Council, teacher and support staff unions, students, parents, and administrators. This provided an extra measure of creativity and accountability, along with hands-on involvement in shaping the process and writing the new plan.

The consultation included discussions, surveys, and focus groups to gather feedback from all members of the community. Consultation activities included:

- Zoom meetings, with focus groups including: DPAC, PVP, Support Staff, Teachers
- Zoom meeting with members of Community Connect
- Face-to-Face meetings with First Nations Communities and Superintendent
- Elementary, Middle, and Secondary Surveys conducted by each school
- General Survey to Senior and Exempt Staff
- General Survey to the Parent Community
- Survey to Indigenous Parents (electronic and assisted by Aboriginal Support Workers)

A summary of the feedback from all groups was shared with the Board and the Core Committee. From that summary, together with the review of the results from previous years, the following Strategic Themes emerged:

Equity & Engagement
Cultural Collaboration
Intentional Innovation
Supportive Spaces

These themes are outlined in detail on the pages that follow.



ACTION, OWNERSHIP, AND ACCOUNTABILITY

The importance of process persists.

It's not enough to write a plan. It must actively guide our actions and priorities each day going forward. It must be practical, inspirational, and sustainable. It must be relevant to all of us in our day-to-day work and learning and collaborating and problem-solving.

The Strategic Plan will continue to be aligned with the School Growth Plan, and be resourced and supported through Financial and Operational Plans. This is where planning meets with action.

There must also be accountability and review. We will establish a committee to monitor and guide the implementation of the Strategic Plan, and to consult and report on a regular basis to our community. In addition, we will be meeting with our Indigenous Nations regularly throughout the year to review the work, ensure adherence to our goals, and to continue building fruitful relationships.



STRATEGIC THEMES



EQUITY & ENGAGEMENT

Equality, while valuable, can sometimes focus too much on sameness. Equity, on the other hand, provides learners with resources that fit their specific circumstances. Engagement extends this idea, ensuring that each person is involved and equipped to make use of those resources. This Strategic Theme of Equity & Engagement actively brings the two together.

Objectives

All students can achieve their potential as Educated Citizens and be prepared to meet the challenges presented in their future.

- Improve outcomes for all students by thoughtfully designing programming based on the unique needs and voices of students
- Support all education staff to continually expand their 'toolbox' to meet the changing and diverse needs of students
- Empower students to provide voice into their educational journey

Rationale

We are preparing learners for a world that we do not yet know. A focus on intellectual, human and social, and career development we will provide meaningful learning opportunities for all students to achieve their goals.

Our District boasts a strong focus on and pursuit of Equity with an emphasis on Indigenous learners, children and youth in care, and students with diverse abilities/disabilities and will continue to have these learners in the forefront of planning. After comprehensive review and consultation coupled with our local data sources, we have seen significant success in this goal area; however, consistent feedback from all partners indicated a need to continue with this area of focus and expand on previous success. This focus area aligns with our District's yearly Framework for Enhancing Student Learning Report.

EQUITY & ENGAGEMENT...

Key Indicators

Literacy

- Support students to attain the skills to be successful on the Provincial Literacy Assessment
- Develop and utilize a Literacy Framework inclusive of Tier 1, 2, 3 interventions
- Strengthen all Tiers of intervention within our Early Literacy model to extend beyond Grade 3

Math

- Use comprehensive and consistent numeracy assessment practices to guide planning and deepen understanding
- Strengthen learning resources and professional learning for numeracy curricular competencies and performance standards

Skills for life beyond high school

- Ensure students have the skills and abilities to enter the workforce and/or post secondary
- Strengthen partnerships with post secondary institutions
- Find opportunities for learning within the workforce setting
- Ensure students have the knowledge necessary to make life-long decisions and career choices

Social Emotional Learning

- Strengthen Tiers of Intervention to provide direct instruction K-12
- Help students understand and manage emotions, develop empathy and compassion, make responsible decisions and build lasting relationships
- Support students to set and achieve meaningful goals



CULTURAL COLLABORATION

Ours is a richly diverse community, with deeply interwoven cultural identities and influences. In particular, this Strategic Theme of Cultural Collaboration focuses on the important Indigenous community that makes up roughly one-third of our population.

Objectives

In partnership with Indigenous communities, we will develop a deeper understanding of Indigenous perspectives and knowledge. That being: truth, then reconciliation.

- Engage in on-going communication with First Nations, the Metis Association and other Indigenous community partners
- Learning local knowledge and traditions from First Nations, Metis Association and other Indigenous community partners
- Embed local knowledge and traditions in classrooms and school routines
- Support the reclamation and revitalization of local Indigenous language

Rationale

While the results for Indigenous students continue to improve, gaps still exist between non-Indigenous and Indigenous students. The results, together with the feedback from community consultation, highlight the need for the district to address these inequities of outcomes, by partnering with Indigenous communities to create safe and culturally responsive learning environments for the students free from racism and discrimination.

CULTURAL COLLABORATION...

Key Indicators

Meaningful Engagement

- Ongoing consultation regarding student achievement and potential gaps
- Identify potential barriers to success early
- Commit to collectively address concerns of racism or discrimination

Language

- With the support of community, strengthen language instruction in K-12 schools
- Identify key targets of language instruction
- Support local knowledge keepers to provide learning opportunities in schools
- Support school staff and students to learn on the land with local knowledge keepers

Local Knowledge

- Embed local knowledge and experience into each classroom in the district
- All staff will continuously seek to learn more about knowledge and perspective
- Opportunities to arrange meetings, events in community rather than at schools

Truth; then Reconciliation

- Allow for vulnerable conversations to learn the Truth lived by residents
- Develop and communicate local calls to action
- Develop a stronger sense of compassion and trust by learning more about the impact of Residential schools in Quesnel



INTENTIONAL INNOVATION

Creativity and innovation don't just happen. They are nurtured and practiced. Attempts and even failures can become launching pads for new ways of thinking and acting. This Strategic Theme of Intentional Innovation declares our aim to be actively curious, openly evaluating, and continually improving.

Objectives

Support an innovative and forward-thinking workforce to be prepared to meet the changing needs of students and our community.

- Staff to continually build their capacity and life-long learning
- Provide clear plans for recruitment, retention and succession planning
- Innovative practices that increase engagement
- Help students and staff use the tools of the digital world in a safe and productive way

Rationale

We need to build opportunities for all employees to learn and adapt their own practice to allow us to meet the changing needs of students and our community. This can ensure students and parents feel understood and welcome in schools. As students and families move on so to do staff. A clear plan for recruitment, retention and succession planning will provide a foundation for long-term success.

INTENTIONAL INNOVATION...

Key Indicators

Aligned professional learning

- Engage staff in planning of professional learning activities to support the strategic plan
- Support for new staff to build capacity in key areas of focus for our district
- Ensure all staff clearly see the connection to District initiatives and District goals for student success
- Encourage innovated practices and systems

Recruitment, Retention and Succession Planning

- Increased collaboration with post-secondary teacher education programs and education assistant programs
- Systematic replacement of contract specialist teachers with training for local teachers
- Coordinated succession planning efforts across departments
- Competitive, attractive work opportunities that encourage staff to work in Quesnel

Innovation

- Innovative practices that promote creative thinking and problem solving
- Students can demonstrate their learning in various ways
- Use technology and innovative practices to collaborate and share knowledge

Digital Literacy

- Increase staff and student digital literacy
- Help students use digital tools to improve communication and achievement
- Support the safe use of digital media



SUPPORTIVE SPACES

What will define the environments we learn in? What will be the tone of our interactions, both formal and informal? How welcoming will our offices and hallways be? This Strategic Theme of Supportive Spaces will hold us accountable to nurturing the very best spaces for students, staff, families, and community members to thrive in.

Objectives

Schools and a school system that ensure a sense of belonging, cultural safety and well-being for students and families.

- Student and staff well-being at the forefront
- Planning for environmental, social and intellectual inclusion
- Build a stronger sense of Belonging, starting with effective communication
- Increased opportunities for student and parent voice
- Ensure learning environments free from racism and discrimination
- Model respect and thoughtful problem solving

Rationale

Quesnel has faced significant challenges, including wildfire and flood, navigating traumatic experiences, and a global pandemic. Effective communication to ensure we are building relationships in a time when Quesnel residents need to build each other up is essential. We believe inclusive, caring schools are fundamental to a thriving community. True inclusion ensures students and staff see themselves represented and feel as though they belong in the space, are connected to the other members of the school and are able to access the curriculum they are engaging with.

SUPPORTIVE SPACES...

Key Indicators

Belonging

- Build a stronger sense of Belonging for all students
- Opportunities for access and celebration for all students will be visible
- Representative curriculum resources, in K-12 classes

Communication

- Ensure effective two-way communication with families
- Ensure effective two-way communication within the system
- Improved tools to promote and clarify communication

Mental Health and Well-being

- A framework to support staff well-being district wide
- Direct teaching and modelling to support student's development of social and emotional skills and abilities
- A trauma informed and universal design lens in planning and delivery



TRANSPARENCY & CONSISTENCY

We believe in this plan. We are committed to actively pursuing its aims.

In order to ensure transparency and consistency in our planning we will ensure our operational plans clearly align with the focus areas noted in the strategic plan. We do this to ensure all work in the District keeps these areas at the center of all decisions.

To view the District Operational Goals, please see the attached plans:

- **Strategic Plan - Operational**
- **District Facilities Plan**
- **Technology Plan**
- **Transportation Plan**
- **Human Resources Plan**

Evidence-Informed Planning & Review

Embedded within each Operational plan, a clear plan for measurement using both qualitative and quantitative measures will be identified. Continuous feedback from students, parents and community will be vital in ensuring our work remains true to the voices of our partners and will be included throughout our continuous planning. We will use both local and provincial data and information to articulate progress.

The following sources, along with other available relevant resources, will be used in this process:

District Data/Feedback	Provincial Data
Literacy Data	FSA
Numeracy Data	Grad Rates (Dogwood, Adult Dogwood, Evergreen)
CHEQ, EDI, MDI	Grade to Grade Transitions
School Belonging Surveys	Student Learning Survey
Consultation Reports	Post-Secondary Institute (PSI) transitions
	Literacy/Numeracy Assessments



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