



STRATEGIC PLAN 2026-2030



School District 28 Vision

As humble leaders in education we aim to nurture the diverse and individual distinctions of students and staff to prepare all students to excel in an ever-changing world.

School District 28 Values



WE ACKNOWLEDGE

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

School District 28 has been on a long journey to first learn the difficult truths that exist for families in our region, THEN to work collectively to reconcile these truths to ensure a better future. Our previous plan outlined “Cultural Collaboration” as a prime focus, ensuring we dedicate ourselves to collaborating with nations and Indigenous partners on how best to accomplish this together. In this plan we are bringing this commitment to the forefront and leading with this statement. We are committed to continuing to build and strengthen our relations with nations and our humble pursuit of local knowledge to foster classroom and school environments where not only students feel safe but family can begin to return to schools and recognize that we are different and better than the experiences many elders recall.



THIS PLAN

belongs to the community

We've often heard that the journey is as important as the decision

The previous revitalized Strategic Plan that the Board of Education developed spanned from 2022-2025. The process to revitalize that plan was built on levels of meaningful collaboration and contribution from all areas of our community. Built from a vast collection of voices, the 2022-2025 Strategic Plan was the start of a commitment to do better, in concert with partners across this great community. This plan is a continuation of that commitment. At the expiration of the 2022-25 plan, revision began with consultation and discussion. It was clear from the onset, there was a desire to continue on

the path we are on; however, we aren't done yet. The resulting plan, this plan, is a continuation of many priorities but going deeper to make lasting change, and the addition of some new priorities in response to the changing and diverse needs presented to us by our community and the education sector as a whole. We are excited to present this plan, and have this plan as our guide into more profound success over the next 5 years.

Original illustrations
by Raine Ravnborg



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 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 priorities to get us there:

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

Cultural Collaboration – We are committed to learning and understanding the diverse cultures represented in our schools to ensure ALL students feel safe and represented in our schools.

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

Intentional Innovation – We will continue to pursue 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 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

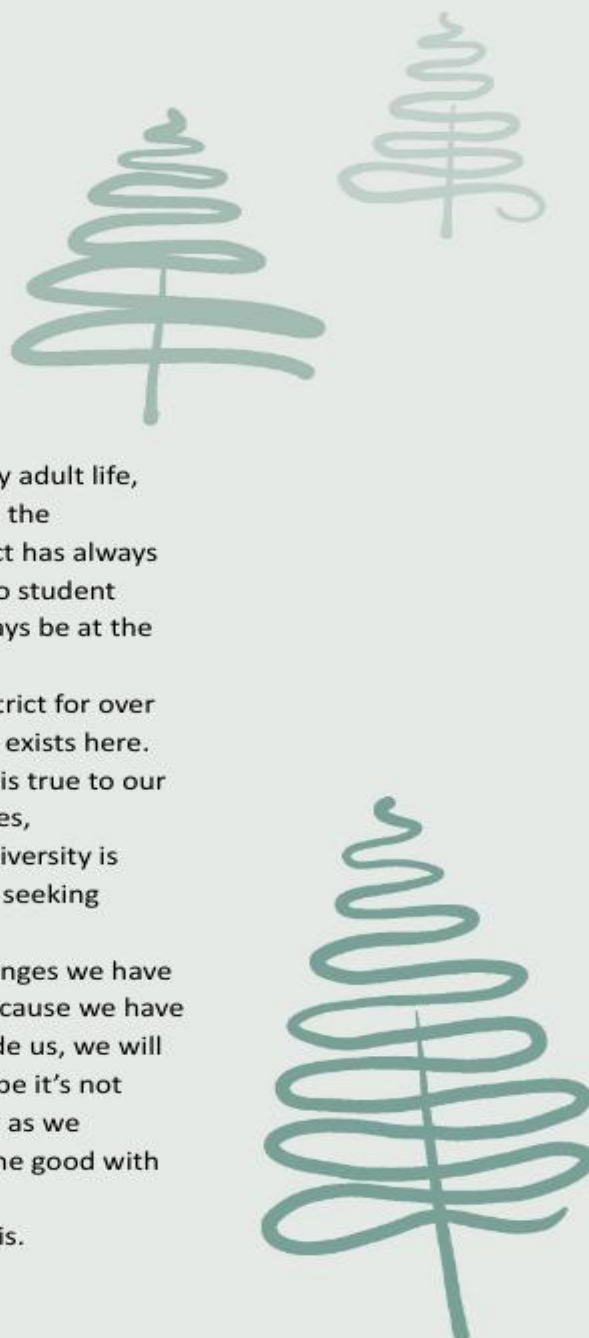
I have called this community home for most of my adult life, and believe strongly in the people of this area and the community as a whole. The Quesnel School District has always brought me such pride, as a strong commitment to student success and collaboration has always and will always be at the forefront.

After being in my role for 3 years and with the District for over 25 year, I can see the strength and leadership that exists here. This plan describes us as “humble leaders”, which is true to our core. We are often on the leading edge of initiatives, inclusionary practices and approaches to ensure diversity is recognized and valued; however, you don’t see us seeking recognition for this... perhaps we should.

We have really great people! With all of the challenges we have been presented with, we can be confident that because we have great people that work with us, support us and guide us, we will do great things for students. We are lucky, or maybe it’s not luck, but our web of supporters continues to grow as we continue to collaborate with community to hear the good with the bad and build plans from there.

I am proud to come to work every day knowing this.

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 2900 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 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.

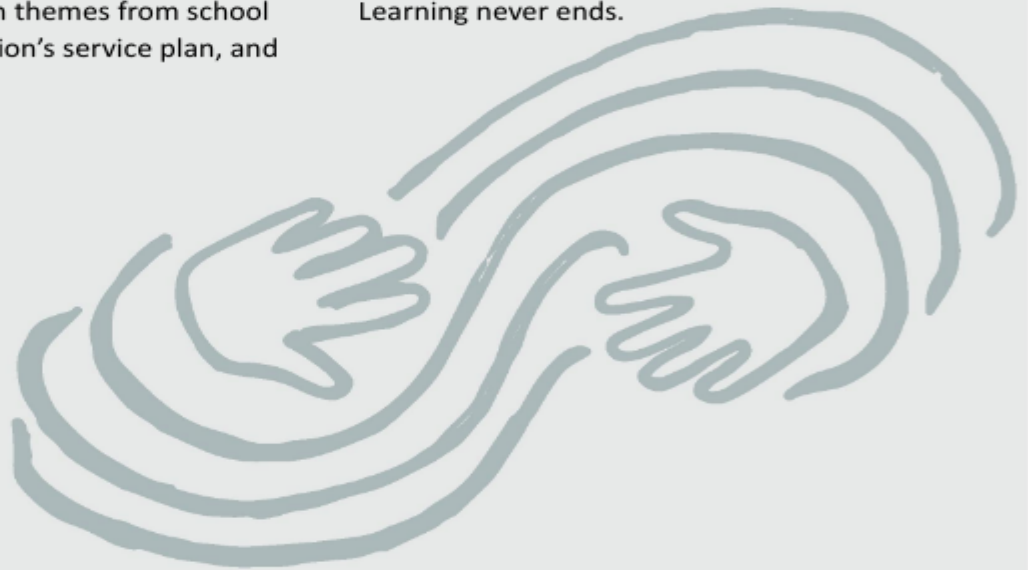
We remain committed to working alongside Indigenous peoples of the community to support the success of Indigenous students. The staff of SD28 have been working actively to meet the Calls to Action of the Truth and Reconciliation Commission. We have been seeking to understand the fuller history of our country and province, and the impact of the residential school system. We are also committed to the development and sustainability of a system that is inclusive of all students, and all students can see themselves in our schools. Inclusion is not simply physical inclusion but intellectual and social as well.

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 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

The board recalled the Core Committee

beginning with representatives from QDTA, QDPVPA, CUPE, Senior Administration and the Board. We felt it was important to start by asking staff how they feel about the current priorities in the Strategic Plan and what changes should be proposed.

Staff feedback was gathered both within the Core Committee and a survey of staff. The survey resulted in 102 responses, indicating a strong desire to maintain the current direction, with consistent priorities. Additional review with Indigenous Education Council and Indigenous community partners were vital in ensuring our direction was true to the needs of community.

Now after the additional review, relying also on the extensive process used to develop the 2022-25 Strategic Plan, we are convinced that we are headed in the right direction with the support of staff and community.

Our four key priorities remain!

Equity & Engagement
Cultural Collaboration
Intentional Innovation
Supportive Spaces

These priorities 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 our learning.

The Strategic Plan will continue to be aligned with School Growth Plans, 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 maintain a process of transparent Board goals and Board Work plans to ensure we remain focused on what is important; students.



STRATEGIC PRIORITIES



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 Priority 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
- Skills for life are built through meaningful experiences K-12

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
- Strengthen a District Wide approach to Literacy Instruction and support for all grades
- Build the collective capacity of all staff to provide quality instruction and support

Math

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

Skills for life beyond high school

- Ensure students have the skills and abilities to enter the workforce and/or post-secondary
- Increase opportunities for 'real world' learning in classrooms K-12.
- Strengthen partnerships with post-secondary institutions
- Promote 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 a school-wide and district-wide approach to build consistency, predictability and accountability for students
- 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 Priority of Cultural Collaboration focuses on the important Indigenous communities that makes up roughly one-third of our population as well as the many other diverse cultures that are represented by our students and staff.

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
- Ensure students from all cultures can see themselves represented in schools
- Ensure cultural safety for all staff and students, free from racism and discrimination.

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 by partnering with Indigenous communities to create safe and culturally responsive learning environments for students free from racism and discrimination. School District 28 continues to welcome a growing number of students from diverse cultures, it is our aim to build a stronger understanding of the cultures and stories that students bring to our schools with the goal of ensuring all students feel safe and can see themselves represented in each of our school environments.

CULTURAL COLLABORATION...

Key Indicators

Meaningful Engagement

- Ongoing consultation regarding student achievement and potential gaps
- Identify potential barriers to success as early as possible
- Commit addressing all concerns of racism or discrimination in any and all forms
- Make intentional connections with nations, community organizations and cultural groups that represent our students

Local Knowledge and Language

- With the support of community, strengthen local language instruction in K-12 schools
- Strive to embed local knowledge and language into each classroom in the district
- Support local knowledge keepers to provide learning opportunities in schools
- Support school staff and students to learn on the land with local knowledge keepers

Cultural Awareness

- Continuously seek to learn more about the cultures and perspectives represented in our schools
- Ensure students feel safe and represented in all school environments
- Provide opportunity for rich cultural awareness in all schools

Truth; then Reconciliation

- Develop a stronger sense of compassion, understanding 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. The Strategic Priority of Intentional Innovation highlights 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
- Utilize innovative strategies for recruitment, retention and succession planning
- Innovative practices that increase engagement in the classroom and across the district
- 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. Retention of staff presents a significant obstacle for us, but all obstacles can be overcome. A clear plan for recruitment, retention and succession planning will provide a foundation for long-term success.

INTENTIONAL INNOVATION...

Key Indicators

Aligned professional learning and in-service

- 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 innovative practices and systems that foster creativity and engagement

Recruitment, Retention and Succession Planning

- Increased collaboration with post-secondary programs reduce barriers to hiring
- Coordinated succession planning efforts across departments
- Build networks for recruitment across Northern BC
- Use innovative recruitment strategies to tell 'our story'
- Clearly understand all facets of our retention challenges

Innovation

- Ensure all district staff, regardless of department, can see their impact on students learning
- 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 platforms
- Continue to minimize risk to online breaches
- Embrace the benefits of Artificial Intelligence educational tools in a safe way



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 Priority 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, staff and families.

- Student and staff well-being at the forefront
- Environmental, social and intellectual inclusion
- Ensure school and classroom environments that are conducive to learning
- 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 in recent years, 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 strong sense of Belonging for all students
- Ensure all students are represented and can 'see themselves' in their school
- Opportunities for access, recognition and celebration for all students
- Representative curriculum, and resources will be prioritized in all schools

Communication

- Develop a strong communication plan that:
 - Shares our story in a meaningful way
 - Ensures effective two-way communication with families and community
 - Ensures effective two-way communication within the system
 - Improve tools to promote and clarify communication

Mental Health and Well-being

- Continue 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 priorities in this plan. We do this to ensure all work in the District keeps these priorities at the center of all decisions.

The District operationalizes this plan through:

- **District/Superintendent Operational plan**
- **District Long Range 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)
CHED, EDI, MDI	Grade to Grade Transitions
School Belonging Surveys	Student Learning Survey
Consultation Reports	Post-Secondary Institute (PSI) transitions
	Literacy/Numeracy Assessments



401 North Star Road, Quesnel, BC, V2J 5K2
T 250-992-8802 E info@sd28.bc.ca sd28.bc.ca

