

# DIRECTIONS 2030

## Thriving, Inspired, and Empowered Learners

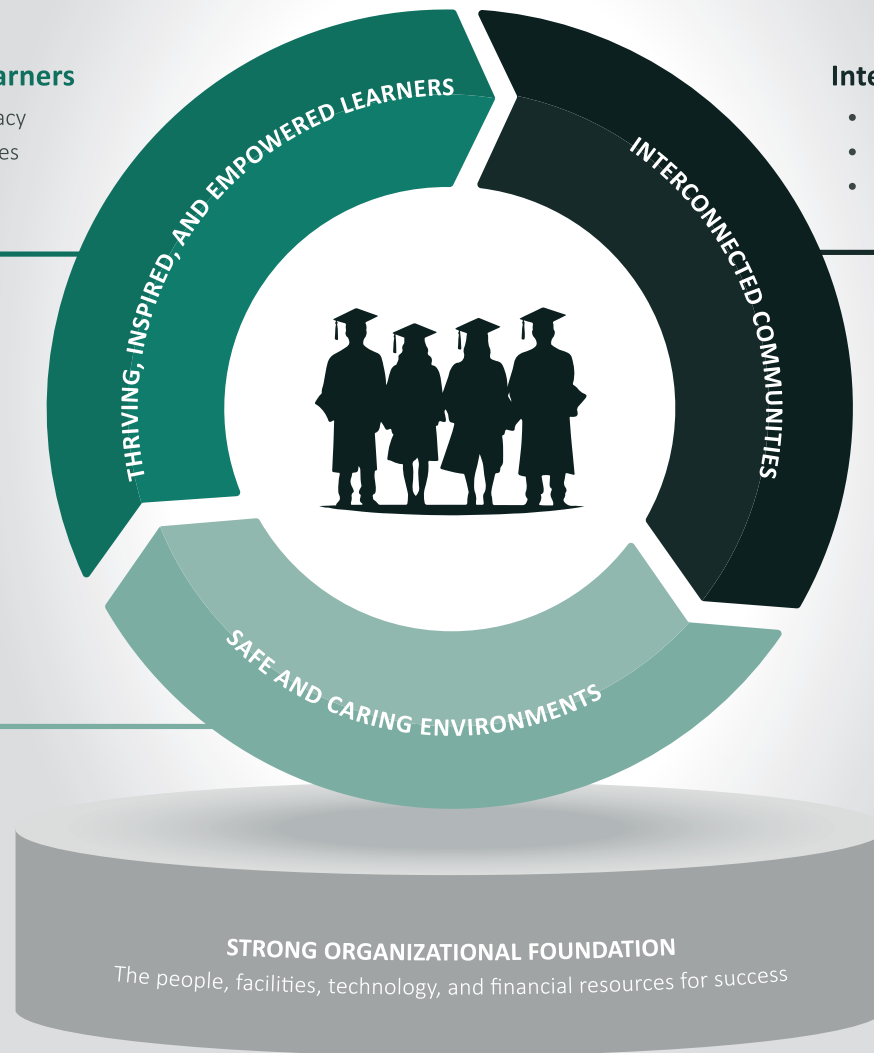
- Strong foundational skills in literacy and numeracy
- Innovative instructional and assessment practices
- Future-ready technical, career, and life skills

## Safe and Caring Environments

- Equity, inclusion, and diversity
- Resilient, courageous, and caring students
- Wellbeing and belonging

## Interconnected Communities

- Family, caregiver, and community voice
- School, local, and global perspectives and engagement
- Indigenous ways of learning, knowing, and being



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CONNECTED.  
CONTRIBUTING.**

## Purpose

The Board of Education accepts its responsibility to provide a quality and equitable public education for the success of all learners, within the limits and resources available.

## Mission

To ensure quality learning opportunities for all students of all ages.

### CORE BELIEFS AND PRINCIPLES

#### The Board of Education believes in:

- Public education and the need to advocate on its behalf;
- Instilling a passion for learning;
- Learners as the most important focus;
- High quality and equitable learning opportunities;
- Innovation, creativity, problem solving, critical thinking and sustainability;
- The essential value of district, community and global partnerships;
- Safe, inclusive and socially responsible learning communities.

#### The Board of Education is committed to:

- Creating a culture of care and shared responsibility where every learner matters;
- Engaging and empowering lifelong learners;
- Providing flexible, integrated, diverse and active learning environments;
- Developing shared leadership through innovative, sustainable professional learning.

### BOARD OF EDUCATION

The Board of Education of School District No. 43 (Coquitlam) is committed to the success and well-being of every student. Working in partnership with families, staff, and our community, we share a responsibility to continuously improve educational opportunities and outcomes for all learners.

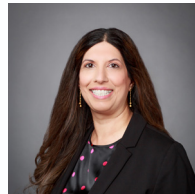
Directions 2030 reflects our belief that strong public education is guided by a clear, shared vision. Built on the foundation of previous strategic plans and informed by extensive engagement with students, staff, families, and community partners, this framework provides clarity, alignment, and long-term direction for the district.

As our strategic guide, Directions 2030 will inform decision-making at all levels—from daily teaching and learning to school-based planning and district priorities. It supports our commitment to student success while ensuring our actions remain purposeful, responsive, and forward-looking.

The Board of Education extends its sincere appreciation to all who contributed to the development of Directions 2030 and to those who continue to support public education in our district. Together, we are shaping a strong and inclusive future for the learners of School District No. 43.



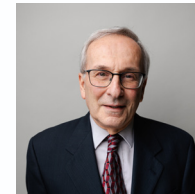
Michael Thomas  
Board Chair



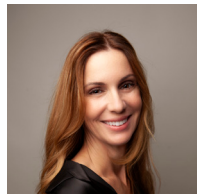
Rosey Manhas  
Vice Chair



Carol Brodie



Chuck Denison



Kerri Palmer Isaak



Lisa Park



Christine Pollock



Craig Woods

### CONTEXT

School District No. 43 (Coquitlam) serves the combined population of 230,000 from the cities of Coquitlam, Port Coquitlam and Port Moody (Tri-Cities) and the villages of Anmore and Belcarra.

SD43 has 32,000 students, 4,500 employees, and 72 schools in 3 cities and 2 villages. It is the third largest district in BC in terms of student enrollment and our six-year graduation rate is among the top in Metro Vancouver and British Columbia.

The long-term Board of Education objective is to provide long-term stability and sustainability through multi-year financial planning over its \$522 million budget.

### PARTNER GROUPS

- Coquitlam Principals' and Vice Principals' Association
- Coquitlam Teachers' Association
- Canadian Union of Public Employees (CUPE)
- District Parent Advisory Council
- Student Leadership Council
- Indigenous Education Council



## Thriving, Inspired, and Empowered Learners

- Strong foundational skills in literacy and numeracy
- Innovative instructional and assessment practices
- Future-ready technical, career, and life skills

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### STRONG FOUNDATIONAL SKILLS IN LITERACY AND NUMERACY

#### Develop common understanding of foundational skills in literacy and numeracy

- Consolidate evidence-based knowledge of foundational literacy and numeracy skills to frame professional development.
- Align literacy and numeracy teams to strategize implementation models/instructional design for developing foundational literacy and numeracy skills.

#### Collection of district baseline data of foundational skills in literacy and numeracy for K-5

- Gather and track proficiency data in foundational numeracy and literacy skills using appropriate tools.

#### Build staff capacity through professional learning opportunities in targeted assessment and instructional practices to develop foundational skills in numeracy and literacy

- Utilize appropriate tools to assess foundational skills in literacy and numeracy that inform instruction.
- Establish school and district-based learning networks.
- Provide instructional coaching and co-planning through a mentorship structure.

### INNOVATIVE INSTRUCTIONAL AND ASSESSMENT PRACTICES

#### Identify and define powerful instructional and assessment strategies that are universally accessible, culturally responsive, authentic, and transferable

- Focus on learning experiences that develop student agency, executive function, and social learning through collaboration and communication.

#### Develop organizational capacity to strengthen instructional and assessment strategies

- Create school and district based professional learning networks.
- Provide instructional coaching and mentoring.
- Offer professional training and in-service.

### FUTURE-READY TECHNICAL, CAREER, AND LIFE SKILLS

#### Consolidate technology and career support teams

- Align structures to streamline educational and technical support for students and school programs.
- Develop team capacity to align with workforce trends.

#### Develop technical and career pathways from K–post secondary

- Deepen partnerships with post-secondary to support K-12 exposure to pathways.
- Develop programs to support K-8 students' exposure to varied career options.

#### Foster technology and AI skills for career, life, safety, and citizenship

- Develop STEAM-based competencies and digital literacy with an emphasis on the impact of AI.
- Expand parent education through SD43s Family and Community Learning series to include focus on AI and career considerations.

#### Collect baseline technical and career education data

- Identify trends in student choices.
- Analyze teacher, students, and parent perspectives on future ready and career skills.
- Review K-8 STEAM, Tech Ed, Career/Trade structures and offerings in schools.



## Interconnected Communities

- Family, caregiver, and community voice
- School, local, and global perspectives and engagement
- Indigenous ways of learning, knowing, and being

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### FAMILY, CAREGIVER, AND COMMUNITY VOICE

#### Engage partner and community groups

- Review strategic partner engagement structures and processes.
- Host annual intercommunity events to deepen understanding, connection, and collaboration on how we are doing and next steps.
- Support schools to increase engagement with their community.

#### Enhance communication with the school community and public

- Redesign district and school websites with more accessible tools and information.
- Develop clear, visual, and user-friendly report-out tools to demonstrate progress toward our strategic goals.
- Review and align district communications with Directions 2030 priorities and community interests.

### SCHOOL, LOCAL, AND GLOBAL PERSPECTIVES AND ENGAGEMENT

#### School perspectives

- Analyze and share ways that schools are experiencing success building community.
- Engage Student Leadership Councils and student-based focus groups to understand how we can improve student connection to school.

#### Local perspectives

- Support schools and students in connecting to meaningful community activities.
- Engage community partners to understand and communicate emerging cooperation opportunities.

#### Global perspectives

- Ensure robust participation of international students in school activities to promote cultural diversity.
- Promote cultural understanding to build positive community relationships.
- Support schools with information to assist in understanding emerging global events.

### INDIGENOUS WAYS OF LEARNING, KNOWING, AND BEING

#### Increase knowledge and awareness of Indigenous culture and perspectives

- Enhance staff and student understanding, appreciation, and respect for Indigenous histories and cultures.
- Embed Indigenous perspectives and ways of knowing across teaching.
- Expand opportunities for students to experience Kwikwetlem culture content.

#### Collect baseline data to support improved outcomes for Indigenous students

- Gather evidence to address the gap in Indigenous achievement in Numeracy and Literacy rates.



## Safe and Caring Environments

- Equity, inclusion, and diversity
- Resilient, courageous, and caring students
- Wellbeing and belonging

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### EQUITY, INCLUSION, AND DIVERSITY

#### Review of equity-related data

- Identify, analyze, and use multiple data sources to understand strengths, trends, gaps, and “wonders” related to equity, inclusion, and student well-being across the district.

#### Strengthen professional learning for inclusive and equitable practice

- Develop Common Understandings of Equity, Inclusion, Diversity, and Accessibility.
- Support schools to reflect on practice through an equity lens.

#### Provide opportunity for student and community voice in equity work

- Provide students, families, and communities with meaningful opportunities to shape safe and caring environments.
- Engage families and community partners through surveys, forums, and advisory groups.

### RESILIENT, COURAGEOUS, AND CARING STUDENTS

#### Embed social emotional learning and restorative practices within school culture and curriculum to support students

- Review current initiatives and build a district-wide network to expand student opportunities.
- Support student-led celebrations and peer recognition across schools.

#### Create conditions that foster student voice, leadership, and mentorship.

- Develop cross-grade leadership and mentorship opportunities.
- Ensure students have meaningful ways to be heard, lead, mentor, and advocate.
- Offer regular spaces for students to share their voices and experiences.

#### Embed social-emotional learning and restorative practices

- Provide focused professional learning on Self-Regulation approaches to understand behaviour and support co-regulation and relationship-building.
- Integrate restorative, relationship-based practices into classrooms and school culture, promoting student voice, accountability, and repair relationships.

### WELLBEING AND BELONGING

#### Strengthen connections with adults/peers, and place through engagement and early intervention

- Develop an attendance framework focused on early intervention and coordinated support for families.
- Strengthen transition practices so every student is connected to a trusted adult and has a sense of peer belonging.
- Support students in building friendship and social communication skills for healthy peer relationships.

#### Support healthy decision-making that promotes physical, mental, and emotional well-being

- Provide instruction on healthy choices across all grades, including sexual health, abuse prevention, substance use, and mental health.
- Integrate learning that supports positive decision-making in both online and offline contexts, including digital citizenship.

#### Enhance risk prevention through proactive, responsive, and community-based strategies

- Expand accessible family and community learning opportunities across the district.
- Implement and scale evidence-informed prevention programs in all schools.
- Strengthen collaboration with community partners to align and coordinate prevention supports.



## Strong Organizational Foundation

- People
- Financial
- Technology
- Facilities
- Data Informed
- Sustainability

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### PEOPLE

#### Expand the Recruitment, Retention, and Succession framework

- Conduct analysis of current employee demographics to assess current and emerging strengths and challenges.

#### Strengthen the leadership frameworks and staff competencies

- Create exempt leadership & support staff competency frameworks.
- Revise admin leadership & teacher competency frameworks to reflect emerging needs.

#### Support the well-being of staff

- Foster a culture of care and belonging for staff.
- Build staff capacity, mental health literacy and skills for managing stress.

### FINANCIAL

#### Ensure strong financial stewardship and risk management

- Update the district's risk registry to ensure it is current, understandable and accountable.
- Streamline procurement processes and practices to achieve greater efficiency, effectiveness, and oversight.

#### Modernize data to inform decisions

- Support core business system renewal through analysis of data and workflows.
- Utilize technology and AI for better data driven reporting and decisions.

#### Build skilled and resilient teams

- Document and standardize key processes, training and cross-training opportunities.
- Develop growth plans to drive retention and succession.

### TECHNOLOGY

#### Modernize business and data systems

- Improve information, readiness for emerging needs and increase productivity.
- Plan for role of AI in system modernization.

#### Develop organizational capacity in the application of AI to support productive working and learning experiences

- Expand AI training to support business and educational practices.
- Provide targeted AI awareness for students, staff and our community

#### Protect district data and systems from cybersecurity threats

- Provide ongoing education to reinforce established and evolving privacy and security processes.
- Analyze system infrastructure to ensure security, sustainability and reliability.

### FACILITIES

#### Implement the Low Carbon Sustainability Action Plan framework

- Engage all areas of the organization to identify specific actions to be incorporated in day-to-day operations.
- Develop a Hybrid Playground Template that merges traditional play with natural elements to reduce capital investment and maintenance costs.

#### Advance safe and accessible environments through well-designed facilities, proactive safety culture and integrated operational leadership

- Develop safe access control guidelines for all new capital projects.
- Enhance safety through targeted education and proactive injury-prevention programs.

### DATA INFORMED

Support the development of systems, information and capacities needed to ensure our actions are informed by high quality, reliable and secure data  
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### SUSTAINABILITY

Ensure everything we do is sustainable – human, social, economic and environmental