



FRAMEWORK FOR ENHANCING STUDENT LEARNING (FESL)

(Governance Series)

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1. Purpose

The Board of Education is committed to improving outcomes for all students through a continuous improvement mindset, evidence-informed decision-making, and a strong focus on equity, well-being, and meaningful learning. This policy aligns district practice with the Ministry of Education and Child Care's Policy for Student Success and establishes the Board's governance role in monitoring, supporting, and reporting student learning.

2. Guiding Principles

The Board's approach to student learning reflects the following principles:

a. Student-Centred Learning

Every student deserves engaging, relevant, high-quality learning opportunities that prepare them for meaningful graduation and life beyond school.

b. Equity & Inclusion

The district identifies and addresses disparities in student outcomes and ensures all learners—particularly those who have been historically underserved—experience belonging, dignity, and success.

c. Continuous Improvement

Student learning improves when the system consistently gathers evidence, reflects, adapts, and acts.

d. Shared Responsibility

Improving student learning is a collective responsibility across the district, supported by strong partnerships with families, Indigenous communities, and the broader public.

e. Transparency & Public Accountability

The Board provides clear, accessible reporting on student learning, well-being, equity, and transitions.

f. Alignment with Strategic Priorities

District actions and investments support the Strategic Priorities: **To Learn, To Give, To Grow, To Belong.**

3. Board Responsibilities

The Board will:

a. Establish strategic priorities for student learning and well-being;

b. Review evidence on student outcomes, including achievement, belonging, and transitions;

c. Monitor equity indicators, including disaggregated data where appropriate and permitted;

d. Approve and publicly communicate the **Enhancing Student Learning Report (FESL)** each year;

e. Ensure district plans align with provincial policy and local priorities;

f. Allocate resources that support student learning, instructional quality, and capacity building;

g. Engage with local First Nations and Indigenous partners in ways that honour rights, protocols, and priorities.



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4. Superintendent Responsibilities

The Superintendent will:

- a. Lead the district's continuous improvement cycle—evidence gathering, analysis, planning, implementation, and reflection;
- b. Develop and implement district and school plans to improve student learning and advance equity;
- c. Provide the Board with regular updates on student learning, success indicators, and progress toward strategic goals;
- d. Facilitate meaningful engagement with staff, students, families, Indigenous partners, and stakeholders;
- e. Prepare the annual FESL report for Board approval and public release;
- f. Ensure reporting meets Ministry requirements for transparency and accessibility.

5. Evidence & Indicators of Success

The district will monitor a balanced body of evidence that may include:

- a. Literacy, numeracy, and core competency development;
- b. Indigenous student outcomes and Equity in Action measures;
- c. Student belonging, well-being, and social-emotional indicators;
- d. Transitions from grade to grade, and transitions to post-secondary, training, or the workforce;
- e. Graduation results and meaningful completion;
- f. Local evidence aligned with the Strategic Plan and operational learning plans.

Indicators will be disaggregated where appropriate to identify inequities and inform improvement.

6. Engagement & Partnerships

The Board acknowledges that student learning is strengthened through collaboration and will:

- a. Engage regularly with Indigenous partners in ways that honour local protocols and the principles of reconciliation;
- b. Encourage student voice in planning and reporting processes;
- c. Consult with families, caregivers, community partners, employee groups, and educational stakeholders;
- d. Communicate progress and priorities clearly to the public.

7. Public Reporting

The Board will publish an annual Enhancing Student Learning Report that includes:

- a. Evidence of student learning, transitions, and well-being;
- b. Analysis of strengths, challenges, and inequities;
- c. Actions taken and results achieved;
- d. Alignment to district strategic priorities;
- e. Plans for further improvement.



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The report will be accessible, transparent, and reflective of the district's commitment to continuous improvement.

8. Superintendent's Administrative Procedures

The Superintendent will establish Administrative Procedures that:

- a. Provide detailed processes for data collection, analysis, target setting, and reporting;
- b. Support school-level planning aligned with district and provincial expectations;
- c. Ensure Indigenous partners, students, and community groups are meaningfully engaged;
- d. Define timelines and responsibilities for preparing the annual FESL report.

9. Internal References

- QSD [Framework for Enhancing Student Learning](#)
- [QSD Strategic Plan \("To Learn / To Give / To Grow / To Belong"\)](#)
- [QSD Planning Learning for Each Student Plan](#)
- Governance Policy 1030 — Indigenous Education & Reconciliation (*Upcoming*)
- Governance Policy 1050 — Community Engagement (*Upcoming*)
- Administrative Procedures related to planning, reporting and data governance

External References

- [Ministry of Education & Child Care — Policy for Student Success](#)
- [Enhancing Student Learning Reporting Order M302/20](#)
- *School Act* [Section 8.3](#) and [Section 81](#)

Dates of Adoption and Amendments:

Adopted: 2016.03.08

Amended: 2019.08.27 (Renumbered and Reviewed) | 2021.10.26 (Replaced Board Policy 3030-School Planning Councils) | **2026.04.28**



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Purpose

The purpose of this Administrative Procedure is to establish clear and consistent expectations for the implementation of the Framework for Enhancing Student Learning (FESL) across the Qualicum School District.

This procedure is intended to support improved student achievement and well-being by aligning district, school, and classroom practices with the District Strategic Plan, with particular emphasis on literacy, numeracy, meaningful graduation, and equity of outcomes for priority populations, as per the provincial FESL mandate and the QSD Assessment and Communicating Student Learning Plan, and the QSD Planning Learning for Each Student Plan.

This Administrative Procedure is designed to solidify effective practice, promote coherence across the system, and ensure accountability through outcomes that are concrete, observable, and measurable.

Guiding Principles

1. Literacy, numeracy, and graduation success are foundational priorities that require sustained attention and intentional action through the To Learn goal area.
2. Student well-being is enhanced through the *To Give, To Grow, and the To Belong* goal areas, with each also acting as a means to support the primary goal of To Learn.
3. Improving the equity of outcomes requires differentiated supports and the purposeful use of data to identify and address barriers to student success.
4. Students with unique needs, students living in care, and Indigenous students living both on and off reservation, will be considered priority populations who will receive additional support and reporting emphasis on each FESL report.
5. Professional learning for teachers and school leaders is essential to continuous improvement in student learning.
6. Transparency and communication regarding student achievement strengthen trust and shared responsibility across the system.

Alignment with the District Strategic Plan

1. The District Strategic Plan goals and outcomes serve as the primary framework for all district and school improvement efforts.
2. Schools will select from the Strategic Plan goals and outcomes when developing and revising their School Plans for Impact to ensure district-wide coherence and alignment.
3. School Plans for Impact will demonstrate clear connections between identified student learning needs, selected Strategic Plan outcomes, and planned actions.

Expectations for Assessment and Use of Evidence

1. Provincial assessments are to be treated as critical milestones in a student's educational journey.
2. Schools will ensure the highest level of fidelity to provincial assessment processes, including:
 - a. Reinforcing high expectations for all students;



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- b. Providing adequate instructional and technical preparation, including practice with online assessment components;
 - c. Establishing safe, supportive, and normalized assessment environments.
 3. As per the Assessment and Communicating Learning Plan, schools will use district-supported assessments for grades that do not already have a provincial assessment, in order to:
 - a. Normalize the assessment experience for students;
 - b. Triangulate with provincial and classroom data;
 - c. Broaden classroom, school, and district-level learning evidence.
 4. Information from provincial, district, and classroom assessments must be used to guide instructional practice and the selection of targeted learning opportunities aligned with Strategic Plan outcomes.
 5. Teachers are expected to:
 - a. Use classroom, district, and provincial assessment data to design learning that meets individual student needs;
 - b. Establish classroom learning goals informed by evidence.
 6. Principals are expected to:
 - a. Work collaboratively with teachers to analyze collective assessment information and support them in classroom goal setting;
 - b. Use this information to inform School Plans for Impact and ongoing school improvement decisions.

Graduation and Student Success (Secondary)

1. Meaningful graduation will be consistently identified and reinforced as a core district priority in group sessions, professional learning opportunities, and district publications throughout the school year.
2. Secondary schools will establish and maintain structures to systematically track, monitor, and support students through the Graduation Program and share progress with senior staff.
3. Schools will use graduation data and related evidence to inform targeted interventions and supports for students at risk of not completing graduation requirements.
4. Counsellors will work directly with students to co-plan and update course selections that prioritize successful completion while providing the maximum postgraduation options.
5. Barriers to student graduation that are non-curricular, arbitrary, or procedural in nature must be identified and addressed.

Access to Data and Systems

1. The School District will provide principals and teachers with access to a user-friendly and efficient data repository system.



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2. Data systems will support the development of individual student profiles, classroom profiles, and cohort analyses to inform instructional and school planning.
3. District staff will provide guidance and support to ensure data systems are used consistently and effectively across schools.

Professional Learning

1. Ongoing teacher and administrator learning is essential to sustained improvements in student learning.
2. In addition to contractual professional development days, the School District will provide a range of professional learning opportunities to address varied needs and preferences.
3. Professional learning may include:
 - a. Release time during the instructional day for targeted learning, tool implementation, or high-leverage strategies;
 - b. After-school or evening sessions;
 - c. Small-group collaborative release time to support peer learning, shared problem-solving, and instructional improvement.
4. Professional learning opportunities will be aligned with District Strategic Plan priorities and informed by evidence of student learning needs.

Communication and Reporting

1. The District FESL Report will be made publicly available on the district website within one week of Board of Education approval.
2. School Plans for Impact will be reviewed annually by the Board, and updated versions will be published on the school's website each year prior to summer break.
3. Principals and district staff will regularly share updates regarding student achievement and progress toward Strategic Plan outcomes through meetings, newsletters, and district and school websites.

Monitoring and Review

1. District staff will monitor implementation of this Administrative Procedure through review of FESL data and School Plans for Impact, as well as the observation of assessment practices, graduation data, and professional learning activities.
2. This Administrative Procedure will be reviewed periodically to ensure continued alignment with the District Strategic Plan, Ministry requirements, the QSD Assessment and Communicating Student Learning Plan and the QSD Planning Learning for Each Student Plan, along with emerging evidence of effective practice.