

## **ALIGNMENT AND COHERENCE CYCLE FOR PLANNING AND REPORTING**

### **Background**

Planning, reporting and delivery of kindergarten through grade 12 educational programs must be aligned and coherent in order to provide all students with an excellent educational program. This is accomplished through effective governance, system and school leadership, and involvement of parents and students.

The Alignment and Coherence of Planning and Reporting Cycle provides a structure for the District and schools to focus the teaching/learning process on improving learning for all students.

The achievement of the goals and outcomes detailed in the Strategic Plan and both District and school Student Learning Frameworks focus the efforts and energy of District teachers, support staff and administrators on student learning. To this end, the District believes that an acceptance of responsibility by all is essential to provide an excellent educational program for all students.

### **Procedures**

1. The Alignment and Coherence of Planning and Reporting Cycle illustrates the many processes that District and schools incorporate throughout planning, implementation, and reporting.
2. District and school strategic plans, student learning frameworks and other plans will demonstrate alignment and coherence of staffing, resourcing and programming.
3. The cycle provides for involvement by trustees, District and school personnel, parents and students.
4. The District will build in collaborative review processes at both the District and school levels.
5. The Board receives and approves District planning documents.
6. The principals, working with their school staff, present planning documents to their Parents' Advisory Council (PAC) for both input and for information.
7. District and school data will be used to inform planning and reporting to the Board and to the Ministry.

8. Budget documents will support the attainment of strategic goals identified in both the strategic plan and student learning framework.

Reference: Sections 7, 8, 8.3, 20, 22, 65, 85 School Act  
School Regulation 265/89

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