

## ***PHILOSOPHY OF INCLUSION***

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Manitoba Education, Citizenship and Youth is committed to fostering inclusion for all people.

Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.



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# PREFACE

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## Intended Audience

Superintendents, student services administrators, principals, classroom teachers, resource teachers, school counsellors, parents, and other planning team members who are working together to develop inclusive school-based plans and reports may use this framework as an aid to their process.

## Background

*Supporting Inclusive Schools: School-Based Planning and Reporting* is a collaborative response to a province-wide request by Manitoba educators for comprehensive information on school planning and reporting for all students. Beginning with a pilot program of 12 school divisions/districts and consultations and workshops with educators across the province, refinements to current planning processes and support templates occurred. The formation of a development team of practising Manitoba educators in June 2003 was instrumental in the development of a support document for planning and reporting. The foundation of *School-Based Planning and Reporting* rests upon effective planning and reporting processes already occurring in the province. It is through continued collaboration and cooperation with Manitoba educators that planning and reporting on educational outcomes will continue to evolve.

## Purpose

This document is intended as a resource guide to assist school communities with the preparation and implementation of effective Annual School Plans, School Planning Reports, and Community Reports. It begins with a review of the purpose and benefits of school-based planning and Annual School Plans. It then links the various levels of educational planning and reporting with the aim of streamlining the planning process. The document further specifies departmental expectations regarding content issues, timelines, and reporting procedures that school communities need to consider as they prepare, implement, reflect upon, and revise their plans.

## Guide Graphics

Throughout this document, a number of guide graphics have been used to draw the reader's attention to specific items.



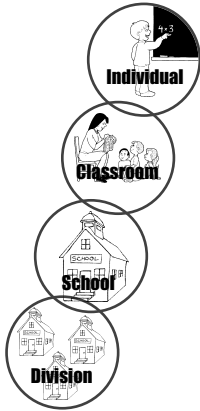
This graphic is a reference to other documents produced by Manitoba Education, Citizenship and Youth and its partners.



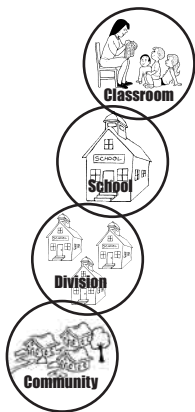
This graphic is used to refer to Internet websites that provide further information on planning and reporting.



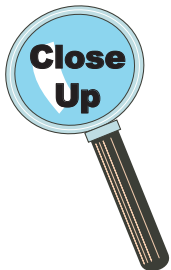
This graphic is used as an organizer for the steps in planning and reporting.



This graphic represents the four levels of planning: division/district, school, classroom, and individual.



This graphic represents the four levels of reporting: community, division/district, school, and individuals within classrooms.

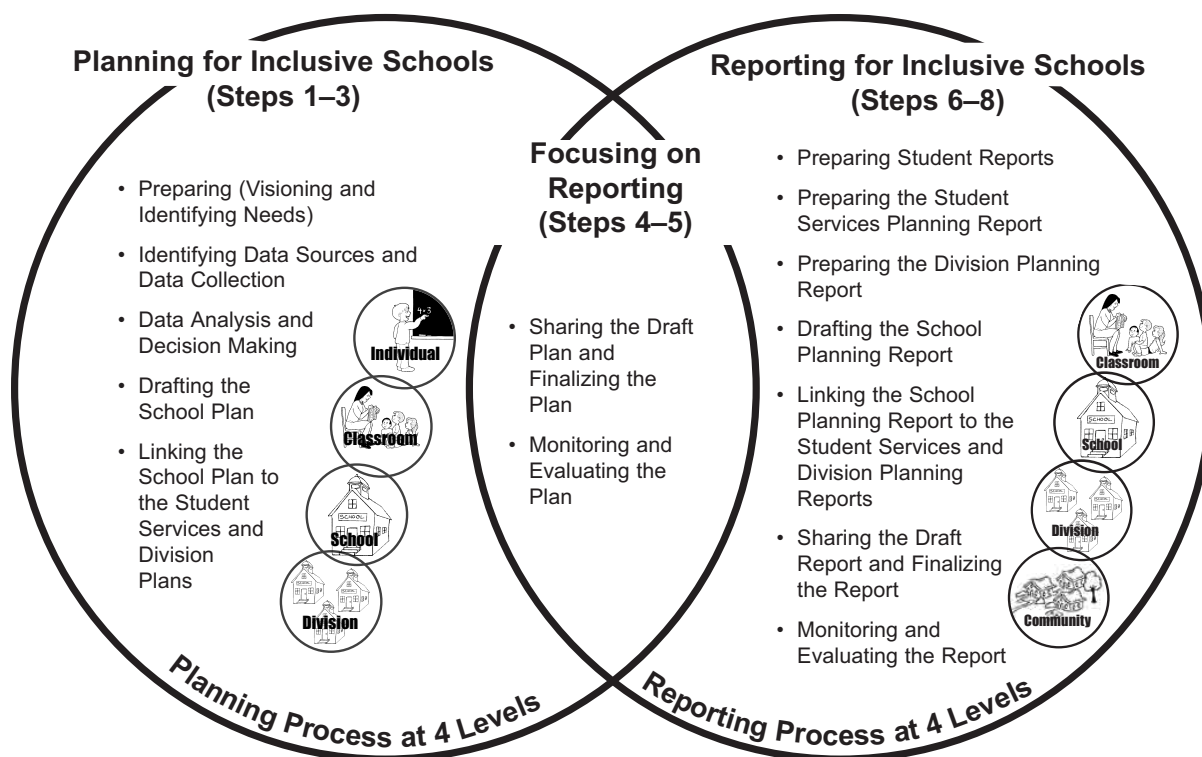


This graphic is used to highlight an area of text that uses a sample or case study to clarify abstract concepts.

# INTRODUCTION

Manitoba schools have a lengthy history of planning and reporting, using a variety of processes that have evolved over time within each educational community. As the range of challenges facing schools broadens, the need for effective, streamlined planning and reporting deepens. *School-Based Planning and Reporting* offers time-tested suggestions for basic steps in planning and reporting that schools and divisions/districts may use to assist them as they create unique structures that reflect the needs of their communities.

The purpose of school planning is to link individual, classroom, school, division/district, and departmental planning and reporting processes. Manitoba Education, Citizenship and Youth is committed to ensuring that effective school-based planning occurs across Kindergarten to Senior 4 and that parents\* and community members are provided with significant opportunities to participate in preparing Annual School Plans and Reports.



The planning and reporting process can be organized into eight steps. The first step begins with the collaborative process of visioning and identifying needs. This step also includes establishing a planning team to assist in the various responsibilities associated with Annual School Plans and Reports. Steps 2 through 5 define tasks and subtasks leading to a finalized action plan. Steps 6 through 8 focus on the tasks associated with reporting.

\* In this document, the term "parents" refers to both parents and guardians and is used with the recognition that in some cases only one parent may be involved in a child's education.



*"Schools are most successful when they have meaningful, clearly stated goals and a process for monitoring and reporting on the progress being made towards the achievement of these goals. Teachers, students, families, and communities must participate in this process if it is to succeed."*

M. Fullan (2001)

This document outlines some key planning concepts and issues and suggests some guiding principles that may assist school communities to initiate or strengthen their planning processes to develop effective Annual School Plans. Schools are not required to use the approach presented in Section 2, nor do they need to follow the suggested sequence. It is important, however, to cover each of the key milestones in the planning process (see Figure 2 on page 1.9). The planning process suggested in this document parallels the process outlined in the Department documents *Planning for Behaviour* (2001) and *A Handbook for Student Services* (2002).

Finally, this document provides samples taken from actual School Planning Reports based on a rubric designed to assist schools in preparing effective School Planning Reports. The same rubric may assist in preparing effective School Division/District Planning Reports (hereafter referred to as Division Planning Reports).

The planning process or cycle offers a variety of entry points. Some school communities, for example, may initially choose to focus on some major goals and objectives and a few key improvement strategies before moving on to vision building and preparing a mission statement. Others may choose to begin with vision building and writing a mission statement before developing school goals. A school community can choose an entry point that is compatible with its readiness to plan, and its strengths, needs, and interests.

A variety of communication strategies and the evolution of planning and reporting over time are explored in the final sections of the document. Appendices, reporting templates, and reference lists provide detailed resources for further related information.

Manitoba Education, Citizenship and Youth's commitment to effective school-based planning and reporting is reflected in departmental support, resources, workshops, and professional conversation. The reporting requirements for 2003–2005 are listed below.

	School Plans	Division/District Plans	Student Services Plans
<ul style="list-style-type: none"> <li>➤ Report to the Community</li> </ul>	<ul style="list-style-type: none"> <li>➤ All schools report in writing to their communities by the end of the school year and copy their Report to the Department.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Divisions/districts report to their communities at the end of the school year.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student services plans may be included in division/district reports to their communities.</li> <li>➤ Policies, an annual needs survey, and comprehensive list of services are expected to be available to stakeholders upon request.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Report to Manitoba Education, Citizenship and Youth</li> </ul>	<ul style="list-style-type: none"> <li>➤ All schools submit a report on their school plan — collated by the division/district.</li> <li>➤ The Department collects a provincial sample of Annual School Plans for review.</li> <li>➤ Reports and plans are due to the Department by Oct. 31.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Divisions/districts submit their School Division/District Planning Report to the Department.</li> <li>➤ Reports are due to the Department by Oct. 31.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All divisions/districts submit their School Division/District Planning Report with student services plans (integrated within the Division/District Plan).</li> <li>➤ Reports are due to the Department by Oct. 31.</li> </ul>



Please refer to: <[http://www.edu.gov.mb.ca/ks4/sdds/pie/index\\_pie.html](http://www.edu.gov.mb.ca/ks4/sdds/pie/index_pie.html)> for regular updates for reporting requirements.