The education of children and young people with disabilities is a relatively new phenomenon. Initially, many students were excluded or educated privately. Parents opened up the first classes, then schools, for their daughters and sons with disabilities. In Manitoba, these became the responsibility of public school divisions in the early 1970s and many students with disabilities were sent to segregated schools. By the 1980s, most students were attending self-contained classrooms in typical schools (VanWalleghem & Lutfiyya, 2013). With the proclamation of Bill 13 in October 2005, the amendment to the Public Schools Act on appropriate educational programming mandated placement of all students in the regular classroom where practical and possible. Manitoba Education Children & Youth (MECY) stated in 2006 that, “In an inclusive school, all students are provided with the supports and opportunities they need to become participating students and members of their school communities” (p.4). Thirteen years later, many students are included during their school careers, receiving all, or most of, their education in their neighbourhood schools, alongside their non-disabled peers.

In this study, we want to collect the stories of those students who have been part of this change in Manitoba education. We will recruit current students and graduates, family members and relevant educators in order they can share their experiences. We will conduct individual and small group in-depth interviews in order to develop a number of cases. We will ask participants to review their case and we will then check with them to see if they wish to comment further. Once we have collected several cases, we will complete a cross case analysis in order to identify the commonalities or themes that emerge. Implications for students, their families and educators will be identified.

After we receive ethics approval, we will begin this study in early 2019. We will be collecting and analyzing data during the spring and summer of 2019. If you are interested in working with us as an Undergraduate Research Assistant (URA), you will have the opportunity to help us arrange interviews, assist with them and potentially carry out some interviews yourself. As a member of a research team, you will be involved with qualitative data analysis and preparing written materials for dissemination. You will receive relevant instruction and support to help you be successful in your URA role. If you are interested in working on this study, or you would like to have further information about it, please feel free to contact us:
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**Areas of interest/specialization**
My primary research interest is the bilingual education of deaf students, with a particular emphasis on recognizing the language and literacy rights of children. My research has been funded through the Social Sciences and Humanities Research Council of Canada (SSHRC) and the National Science Foundation in the United States. In 2013, together with my research team, I developed the first standardized measure of American Sign Language (ASL). We continue to work in this area to ensure that culturally appropriate assessment tools are available within educational programs for deaf children. I believe it is critical to consider deaf epistemology, involving deaf people in research about deaf people, to gain the valuable scientific and humanitarian contributions provided through their embodied knowledge.

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**Re-conceptualization of Leadership and Leadership for Learning from Indigenous Perspective**

**Project:**  
While Indigenous leadership research is emerging (Zhang et. al, 2012; Kenny & Fraser, 2012), there is a lack of clear and consistent definition of leadership for learning from Indigenous people’s perspectives (Calliou & Voyageur, 2007), particularly within the Manitoba context. This has many implications improved regarding educational practices in Indigenous communities in Manitoba. This project will explore two important questions about indigenous leadership: 1. How is leadership defined from an Indigenous people’s perspective. 2. How is Indigenous leadership for learning defined from an indigenous people’s perspective. From a sample of approximately 10 indigenous people, semi-structured interviews will be mainly used for data collection. Students will have chance to work together in conducting literature review, research design, data collection, data analysis and writing for publication.

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**Special Needs Funding in Manitoba: Voices from the Field**

**Project:**  
In 2017, the provincial funding model for students with severe to profound special needs in schools changed from a categorical approach to a block/formulaic model. The former categorical funding model of disabilities required schools to submit student specific applications for funding support to Manitoba Education and Training. The current funding model no longer requires the submission of student specific funding
applications to Manitoba Education and Training. Instead, the province provides a block amount of funding to school divisions to provide a continuum of supports for students with severe to profound special needs. According to Manitoba Education and Training (2018), ending the student specific application process for students with severe to profound special needs in schools “will avoid the negative labeling of students by funding category and will allow for predictable levels of funding as school divisions continue to plan for and provide appropriate educational programming that is inclusive of all students who met specific funding criteria.” The purpose of this research is to determine whether the revised funding model is achieving the aforementioned stated intentions from the perspectives of parents of children/youth with disabilities and educators. This research project will involve: (1) conducting a literature review of funding models for students with disabilities in schools, (2) completing an ethics application in order to conduct research, (3) developing and administering a survey for parents of children/youth with disabilities and educators to obtain their perspectives about the current funding model, and (3) summarizing the findings. If you are interested in being a part of this study and/or would like further information please feel free to contact Dr. Nadine Bartlett nbartlett@umanitoba.ca