



FOUNDATION PRINCIPLES

- Philosophy of Inclusion
- Understanding Legislation, Regulation, Policy, and Procedure

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Philosophy of Inclusion

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.

Overview

Inclusive schools provide learning environments that are accessible to all students as places to learn, grow, be accepted, and enjoy the benefits of citizenship. Inclusive schools embrace the following core values and beliefs:

- All students can learn, in different ways and at different rates.
- All students have individual abilities and individual learning needs.
- All students want to feel they belong and are valued.
- All students have the right to benefit from their education.
- All students come from diverse backgrounds and want their differences to be respected.
- Students learn in different places and locations.
- All students have the right to appropriate educational programming.
- The provincial curriculum should be the starting point for educational programming.
- Parents and students must be involved in the individual education planning process.
- The Individual Education Plan (IEP) is the basis for decision making for students with exceptional learning needs.
- The number of individuals involved in planning to meet a student's needs will increase as the complexity or intensity of the needs increases.

In Manitoba schools, these core values and beliefs are applied by educators as they

- foster school and classroom communities where all students, including those with diverse needs and abilities, have a sense of personal belonging and achievement
- identify and foster practices by which students with a wide range of learning needs can be taught together effectively
- enhance, through modelling and instruction, student abilities to deal with diversity
- offer students an environment that provides potential for dignified, meaningful relationships
- provide each student with appropriate supports, including instructional placements, to develop their personal best in a setting that respects their abilities
- help each student contribute to the classroom and school community
- develop and maintain competencies for achieving these principles



For Further Information

The Public Schools Amendment Act (Appropriate Educational Programming) is available online at:
<http://web2.gov.mb.ca/bills/37-4/b017e.php>

Appropriate Educational Programming in Manitoba: Standards for Student Services (2006) is available on the Manitoba Education, Citizenship and Youth website at:
www.edu.gov.mb.ca/k12/specedu/aep/pdf/Standards_for_Student_Services.pdf



Further Information in This Handbook

- **Provincial Legislation (Amendment)**
The Public Schools Amendment Act (Appropriate Educational Programming), page 36
- **Standards**
Appropriate Educational Programming in Manitoba: Standards for Student Services (2006), page 97

Understanding Legislation, Regulation, Policy, and Procedure

Overview

In Canada, provincial governments are responsible for education, and the federal government has no constitutional responsibilities for education. In Manitoba, the Minister of Education, Citizenship and Youth is responsible for administering Kindergarten to Grade 12 education and presides over and provides direction to the Department of Education, Citizenship and Youth. At the divisional level, a board of trustees is elected by local ratepayers to direct and oversee the operation of a school division and its employees at the local level. This structure exists to direct and support students' full participation in their educational environment in a way that is responsive to their unique circumstances.

Legislation

In order for the Legislative Assembly to enact a law, a bill must be prepared. Bills are proposed laws. When a bill is tabled in the Legislative Assembly, formal public hearings are held by a Legislative Committee following Second Reading. If passed by the Legislative Assembly and granted Royal Assent by the Lieutenant-Governor, a bill becomes part of the law of the province.

When a bill receives Royal Assent, this does not mean that it comes into effect immediately. It may come into effect on the date of Royal Assent, 60 days after the Royal Assent ceremony, on a specific date named in the bill, or on a date to be set by order of the Lieutenant-Governor in Council as set out in the coming-into-force provision of the bill.

Once part of provincial law, bills are known as acts or statutes. Acts and statutes can only be amended through another formal legislative process.

Ministerial Letters/Directives

Directives may be written when the Minister seeks some uniformity of policy across the province. They are often quasi-legislative in nature and are typically developed in response to a specific situation that is not addressed elsewhere in legislation. Directives may involve several Ministers using an intersectoral approach.

Regulations

Regulations are subordinate legislation, authorized and limited in scope by an act or statute. Regulations cannot override legislation; consequently, they are less difficult to change. Depending on the authority provided in statute, changes to regulations are made by Cabinet or by the Minister responsible.

Standards

Standards prescribe province-wide criteria that school boards must try to meet when developing, implementing, and monitoring particular programming or services. Standards often provide direction for compliance and promote a standard of educational practice that is consistent throughout the province.

Policies and Protocols

A policy defines a course of action that has been developed by a government department. Policies need to be compatible with existing legislation and regulation and require final approval from the Minister(s) responsible for that/those area(s). Policies provide direction to school divisions and it is the responsibility of the school divisions' board of trustees to ensure compliance.

Guidelines

Guidelines are prepared to assist school divisions in carrying out their duties and responsibilities by elaborating on the requirements of the legislation and regulations in a particular area.

Support Documents

Support documents are written to provide direction to school communities on sound educational practice. They are developed by a team of Department and school community representatives who have knowledge and expertise in a specific area.



For Further Information

Information about the legislative process in Manitoba is available from the Legislative Assembly of Manitoba website at:
www.gov.mb.ca/legislature/homepage.html