

# Inclusive Education Policy

Approval Date: August 2019

Effective Date: September 2020

## 1. Introduction

Inclusive education is a commitment to ensuring a high-quality, culturally and linguistically responsive and equitable education to support the well-being and achievement of every student. All students should feel that they belong in an inclusive school—accepted, safe, and valued—so they can best learn and succeed. Successful inclusive education requires

- safe, caring schools that welcome parents/guardians, families, and include the broader community as key partners in education. Parents/guardians are particularly important in identifying the strengths, interests, and challenges of their children and in working with teachers and others in the school to determine the best way to support all students.
- teaching and supports, based on evidence, that promote students' physical, social-emotional, and behavioural well-being and achievement.
- promoting the independence of every student and developing their resilience as they progress through school.
- a focus on equity by supporting success for students who are historically marginalized and racialized (African Nova Scotian and Mi'kmaw students) or who come from other groups that have been traditionally under-represented and under-served, including, but not limited to, students with special needs and those struggling with poverty
- stimulating and accessible learning opportunities to keep every student engaged, challenged, and inspired.
- ensuring that every student sees themselves reflected throughout their schools, learning resources, and within their learning experiences.
- everyone, including partners in the departments of Health and Wellness, Community Services, and Justice, working together to support students' strengths and help address their challenges in a culturally and linguistically responsive, accepting, respectful, and supportive manner that honours all students' cultural identities and values their experiences and world views.

## 2. Policy Statement

The *Inclusive Education Policy* reflects the importance of the well-being of all students and the impact it has on their achievements.

Inclusive schools are equitable, and culturally, linguistically, and socially responsive. They have structures, processes, and practices that are student-centred, appropriate, and collaborative.



### 3. Policy Objective

The *Inclusive Education Policy* objective is to ensure every student has access to an equitable and high-quality education that is culturally and linguistically responsive, accepting, and respectful in supporting and valuing their learning and diverse abilities. To meet this objective, the policy provides clear, consistent direction with respect to inclusive education and equitable practices in public schools.

This policy will be supported by policies, guidelines, and procedures to assist in its implementation.

The *Inclusive Education Policy* provides a framework which will apply to all other policies, procedures, strategies, and initiatives.

### 4. Guiding Principles

The guiding principles provide an overview of what education will look like when inclusive education practices are working well in classrooms and schools. They describe what all partners in education will achieve.

- 4.1 Every student can learn with enough time, practice and equitable and responsive teaching.
- 4.2 Every student, including those with special needs, should receive full-day instruction every day, with flexibility based on the student's individual strengths and challenges.
- 4.3 Every student should be taught within a common learning environment (e.g., a classroom) with students of similar age within the community school, with flexibility that is based on, and responsive to, the student's individual strengths and challenges.
- 4.4 Inclusive education values, draws upon, and includes student voices and choices to assist students in achieving their goals.
- 4.5 Every student deserves to belong (affirmed, validated, and nurtured),<sup>1</sup> be safe, and feel welcomed in all aspects of their daily experience.
- 4.6 Inclusive education is a commitment to honour and respect each student's cultural and linguistic identities and knowledge systems.
- 4.7 Inclusive education practices use evidence of students' strengths and challenges to determine a system of supports and monitor the effectiveness of those supports.
- 4.8 All partners are committed and empowered to work collectively to identify and eliminate barriers that interfere with students' well-being and achievement.

<sup>1</sup> **validate:** the intentional legitimization of the home culture and language of the student.

**affirm:** the purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages.

**nurture:** to recognize and foster all aspects of students' being and knowing, including the spiritual, emotional, social, physical, and environmental; to honour all students and treat them with care, respect, and dignity.





## 5. Directives

- 5.1 As part of the Student Success Planning process, every school will use evidence, including disaggregated data, to monitor and evaluate how students are doing and will respond with appropriate, timely supports. These identified supports will be supported by the Teaching Support Team at each school.

*The primary role of the Teaching Support Team is to strengthen the school's capacity to support student well-being and achievement by assisting teachers in developing strategies to meet the needs of their students. The team will focus on proactively building capacity among teaching staff, as well as supporting changes in teaching practices to meet students' needs and on identifying other needed supports as required.*

- 5.2 Classroom teachers are responsible for teaching all students. Teaching and interventions are expected to happen most often in a common learning environment, such as the classroom. Classroom teachers cannot do this alone.

- 5.3 Learning support teachers are experienced and skilled teachers who provide direct, collaborative support to classroom teachers and students. Examples include learning centre and resource teachers, mathematics mentors and coaches, and literacy specialists. Learning support teachers support classroom teachers by developing and implementing strategies to promote students' well-being and achievement. They may also work directly with individual or small groups of students.

**Learning support teachers:**  
*a broad category of experienced and skilled teachers who provide direct, collaborative support to classroom teachers and students. They may be any teacher or specialist that does not have a class assigned to them.*

- 5.4 Every school will establish a Teaching Support Team that will meet frequently to address immediate issues facing teachers and quickly identify resources, people, and strategies that can help those teachers more effectively support their students. The team, in collaboration with the classroom teacher, will monitor and evaluate the success of these supports and interventions. Principals or vice principals will lead the teams, which will also include learning support teachers. Teachers will attend if discussions involve their classroom, students, or teaching practices.

*Regional centres for education (RCEs) and Conseil scolaire acadien provincial (CSAP) support staff, such as, but not limited to, school psychologists, speech language pathologists, African Nova Scotian and Mi'kmaw support staff, culturally responsive and SchoolsPlus teams, consultants, coordinators, and directors provide additional supports to Teaching Support Teams, teachers, students, and families. These professionals work with Teaching Support Teams to support teachers in improving their teaching practices and to provide individual supports to the students that need them.*





- 5.5 Schools will establish Student Planning Teams, as needed, to support the identified learning strengths and challenges and/or ongoing well-being and achievement of individual students.

*Student Planning Teams will work to support the identified well-being and achievement of individual students. The student (if appropriate) and the parents/guardians are valued members of their Student Planning Team and will be supported and involved in decisions around additional programming and/or supports for the student. Please see Special Education Policy (under review) and related guidelines for more details.*

- 5.6 The Teaching Support Team and Student Planning Teams will ensure that plans are flexible in terms of how and where programming and supports are delivered to best support well-being and achievement. Teams will be created in ways that make the most sense within the school.

- 5.7 Teaching practices as outlined in the *Public School Program (PSP)*, including culturally and linguistically responsive teaching practices, are foundational and necessary to support students, and therefore, will be implemented in every school and every classroom.

***Culturally and linguistically responsive teaching:***

*teaching practices that connect students' social, cultural, family, and linguistic backgrounds to what they are learning and their sense of belonging.*

- 5.8 Every school will support student well-being and achievement through a Multi-Tiered System of Supports (MTSS).

*MTSS is a framework that ensures effective instruction, assessment, and support for all students with a focus on well-being and achievement. Please see the Multi-Tiered System of Supports document for additional detail.*

- 5.9 Every employee will be accountable for adherence to the principles of inclusive education.

## **6. Roles and Responsibilities**

The following roles and responsibilities provide specific direction to partners and individuals working in Nova Scotia's public education system with respect to the implementation of this policy and related guidelines.

### **Students**

- attend school and actively engage in their learning.
- actively participate by communicating their preferred ways of learning, strengths, challenges, and interests.
- actively work with teachers and other staff to communicate when they need help or support(s), or if there are barriers to their learning.





- promote student voice and choice by actively taking part in decisions with respect to their own learning and act as leaders within the school community.
- take part in Student Planning Teams, when appropriate.

#### **Parents/Guardians and Families**

- engage in and support their child's learning.
- support their child in attending school.
- maintain ongoing, regular contact with teachers about their child's well-being, including their strengths, challenges, and interests.
- will let the school staff know how they would like to be included in the discussion around their child's well-being and achievement.
- work with the teacher and the principal to seek clarification and collaborate on solutions when questions arise with respect to their child's education and to identify and eliminate barriers to their child's learning.
- promote and value student voice and choice and providing opportunities for them to speak to their strengths and challenges.
- act as active members of their child's Student Planning Team.

#### **Employees of the Public Education System**

- build meaningful relationships with students, parents/guardians, families, and other members of the school community to collectively support students' well-being and achievement.
- support the well-being and achievement of every student.
- act collectively to name, eliminate, and prevent systemic inequities and barriers within the classroom, schools, region, and system.
- create and support positive, accessible, and equitable learning environments where students feel welcome, safe, and can access and reach their academic potential.
- use evidence-informed strategies, resources, and/or collaborative practices that provide culturally and linguistically responsive and engaging instruction and support for students.
- recognize (affirm and validate) the variability of learning needs, social-emotional needs, and cultural backgrounds of the entire student population and the school community.
- recognize the strengths that greater diversity brings to every aspect of education, including but not limited to race, culture, disability, neurodiversity<sup>1</sup>, heritage, linguistic background(s), community cultural knowledge, beliefs, sexual orientation, and gender identity.
- work to understand and support the individual abilities, identities, and unique strengths and challenges of every student.
- monitor student progress frequently and provide timely interventions as required.
- ensure decisions are made and resources are allocated, aligned with this policy.

<sup>1</sup> **neurodiversity:** variations in the human brain regarding sociability, learning, attention, mood, and other neurocognitive functions.







## **Teachers**

- value student voice and choice and provide opportunities for them to speak to their strengths, challenges, and preferred ways of learning.
- work with parents/guardians to help them feel welcome in the school community and to empower them as essential decision-makers regarding programming and/or supports for their child, including, but not limited to, participating on Student Planning Teams.
- work with parents/guardians to understand their preferred ways of working with teachers, principals, and other staff, and make efforts to accommodate it.
- promote students' well-being and achievement in collaboration with other staff.
- work collectively with school-based and regional support staff, as appropriate, to deliver instruction and interventions to their students.
- are accountable for adherence to the principles of inclusive education.
- adhere to the principles of the teaching standards.
- communicate regularly with students, parents/guardians, and other teachers and school staff with respect to student progress.
- work with the Teaching Support Team to meet the strengths and challenges of the students in their classrooms.
- serve as members of the Student Planning Teams for their students; work with the Student Planning Team through the Program Planning Process as needed, and be responsive to students and parents/guardians.
- assess and evaluate the effectiveness of their instructional strategies.

## **Learning Support Teachers**

- value student voice and choice and provide opportunities for them to speak to their strengths, challenges, and preferred ways of learning.
- work with parents/guardians to help them feel welcome in the school community and to empower them as essential decisionmakers regarding programming and/or supports for their child, including, but not limited to, participating on Student Planning Teams.
- work with parents/guardians to understand their preferred ways of working with teachers, principals, and other staff, and to accommodate it, as much as possible.
- provide direct support to classroom teachers to meet the identified needs of their students.
- promote students' well-being and achievement by developing and implementing strategies with teachers and other staff.
- provide specific interventions and support(s), primarily in classrooms or common learning environments, to individual students or small groups of students who may require additional supplemental and intensive interventions.
- work collectively with school-based and regional support staff, as appropriate, to support teachers in the delivery of instruction, assessment, and interventions to students.
- maintain regular communication with students, parents/guardians, and other teachers and school staff with respect to students' progress.





- are accountable for adherence to the principles of inclusive education.
- work with the Teaching Support Team to meet the needs of teachers and students.
- work with Student Planning Teams through the Program Planning Process for individual students as needed.
- assess and evaluate the effectiveness of their practices.

#### **School Administrators (Principals and Vice Principals)**

- value student voice and choice and provide opportunities for them to speak to their strengths, challenges, and preferred ways of learning.
- work with parents/guardians to help them feel welcome in the school community and to empower them as essential decision-makers regarding programming and/or supports for their child, including, but not limited to, participating on Student Planning Teams.
- work with parents/guardians to understand their preferred ways of working with teachers, principals, and other staff, and to accommodate it, as much as possible.
- work with teachers to support effective instructional strategies as evidenced by student growth socially, emotionally, and academically.
- ensure that teachers are following appropriate processes, as described in this policy and accompanying guidelines.
- ensure teachers and school staff have access to information and opportunities for professional learning that aligns with teachers' assessments of students' learning strengths and challenges.
- lead the Student Success Planning process in schools to gather data and set goals to improve student well-being and achievement.
- establish and lead the Teaching Support Team for their school.
- ensure that Student Planning Teams are put in place when required to initiate the Program Planning Process.
- are accountable for adherence to the principles of inclusive education.
- communicate this policy to students, staff, parents/guardians, and families.
- monitor and evaluate the implementation of this policy in their school.

#### **Teaching Support Teams**

- work with individual teachers to identify opportunities where additional interventions, professional learning, and/or resources may be needed to support student well-being and achievement.
- encourage and enhance collaboration among peers.
- strengthen the capacity to support student well-being and achievement by assisting teachers in developing strategies to meet the core, supplementary, and intensive needs of their students.
- create cultures where teachers feel comfortable seeking advice from their peers and from specialists on effective teaching practices to meet the needs of their students.
- identify opportunities, strategies, and resources to support all school staff in meeting the needs of students.





- work with teachers to determine when Student Planning Teams need to be formed to better support the strengths and challenges of individual students.
- monitor and evaluate the success of the supports and interventions and adjust as needed.

#### **Student Planning Teams**

- value student voice and choice and provide opportunities for them to speak to their strengths, challenges, and preferred ways of learning.
- work with parents/guardians to help them feel welcome in the school community and to empower them as essential decision-makers regarding programming and/or supports for their child.
- work with parents/guardians to understand their preferred ways of working with teachers, principals, and other staff, and to accommodate it, as much as possible.
- collaborate on decisions regarding instruction, interventions, and evaluation needed to best support individual students through the Program Planning Process, as well as the support(s) needed to assist the student's teachers in meeting the student's strengths and challenges.
- monitor and evaluate the success of the supports and interventions designed for individual students and adjust them as needed.

#### **Regional Centres for Education and Conseil scolaire acadien provincial**

- ensure that all students learn and grow socially, emotionally, and academically over time.
- work with partners in the departments of Health and Wellness, Community Services, and Justice to support students' strengths and help address their challenges.
- designate the responsibility for inclusive education at the Director level or higher.
- allocate appropriate resources to support the delivery of inclusive education in their schools in accordance with the *PSP*.
- provide principals and school staff with information and access to opportunities for professional development on inclusive education.
- lead the system improvement planning process to gather evidence and set goals to improve student well-being and achievement.
- guide the implementation of this policy and support interventions and strategies designed to improve student well-being and achievement.
- work with principals to ensure that each school establishes a Teaching Support Team and Student Planning Teams as needed.
- ensure every employee is accountable for adherence to the principles of inclusive education.
- communicate this policy to schools, parents/guardians, and school communities.
- monitor and evaluate the implementation of this policy in schools and ensure that the implementation of the Inclusive Education Policy and related guidelines in their schools is reviewed regularly.







## **Department of Education and Early Childhood Development**

- collaborate with RCEs/CSAP and stakeholders to identify, provide, and maintain supports for instruction and interventions to ensure that every student is able to access educational programming.
- provide RCEs/CSAP with information and access to opportunities for professional development to support inclusive education.
- work with external partners that have a mandate to advocate for students, that provide supports to students, and/or that work with students and families from traditionally marginalized backgrounds.
- ensure decisions are made and resources are allocated and used, aligned with this policy.
- develop guidelines and other supporting materials for effective implementation of this policy.
- ensure every employee is accountable for adherence to the principles of inclusive education.
- communicate this policy clearly and broadly.
- monitor and update this policy and any supporting guidelines as required.
- evaluate the implementation of this policy.

## **7. Monitoring**

Department of Education and Early Childhood Development staff are responsible for reviewing this policy and its implementation in consultation with RCEs/CSAP, schools, partners, and external advisors when appropriate.

## **8. Application**

This policy applies to all P–12 students and employees of the Nova Scotia public education system.





## Special Thanks

The Department of Education and Early Childhood Development acknowledges the many public education and community stakeholders across the province who have provided input on the *Inclusive Education Policy*. Their thoughtful review and constructive feedback was essential to the development of this document. Special thanks are extended to

- Black Educators Association
- Council to Improve Classroom Conditions
- Council on African Canadian Education (CACE)
- Council on Mi'kmaq Education (CME)
- Conseil scolaire acadien provincial (CSAP)
- Delmore "Buddy" Daye Learning Institute
- Education Consultative Forum (ECF)
- Education Program Committee (EPC)
- Education Standard Development Committee—Accessibility Directorate
- Mi'kmaw and Student Services Coordinators and Consultants
- Parents
- Multi-Tiered System of Support (MTSS) Provincial Lead Team
- Nova Scotia Teachers Union
- Principals' Forum
- Provincial Advisory Council on Education (PACE)
- Provincial Lead Team: Inclusive Education Policy
- Public School Administrators Association of Nova Scotia (PSAANS)
- Race Relations, Cross Cultural Understanding, and Human Rights (RCH) Coordinators
- Regional Assessment Coordinators
- Regional Centres for Education
- School Psychologists, Speech Language Pathologists, and Resource/Learning Centre Teachers
- Special Education Programs and Services (SEPS) Committee
- School Advisory Councils (SACs)
- Student Success Planning Coordinators
- Teachers



# Inclusive Education Policy Walk Through



The Inclusive Education Policy is a soft launch as recommended by the Council.

As we work toward full implementation in September 2020, there are things that we can continue to build on now to make a difference in our system.

# Walk through

- ▶ Introduction
- ▶ Policy Statement
- ▶ Policy Objective
- ▶ Guiding Principles
- ▶ Directives
- ▶ Roles and Responsibilities
- ▶ Monitoring
- ▶ Application

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# Introduction

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- ▶ commitment to ensuring a high-quality, culturally and linguistically responsive and equitable education to support the well-being and achievement of every student.



# Policy Statement

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## Outlines the expectations



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## Policy Objective

**notes the desired  
outcomes**



## NS Inclusive Education Policy Guiding Principles

The guiding principles provide an overview of what education should look like when inclusive education practices are working well in classrooms and schools. They describe what all partners in education will strive to achieve.

# Directives

**Sets up the conditions & supports  
for the implementation of the  
policy**





# Roles and Responsibilities

9



**-provide specific direction to partners and individuals working in Nova Scotia's public education system with respect to the implementation of this policy and related guidelines**

## Monitoring

- ▶ There is a commitment for EECD to review this policy and its implementation
- ▶ A developmental evaluation is in place for the next three years.



## Application

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- ▶ This policy applies to all P-12 students and employees of the Nova Scotia public education system.
- ▶ It is fully implemented as of September 2020

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# How does this policy get implemented?

We will...

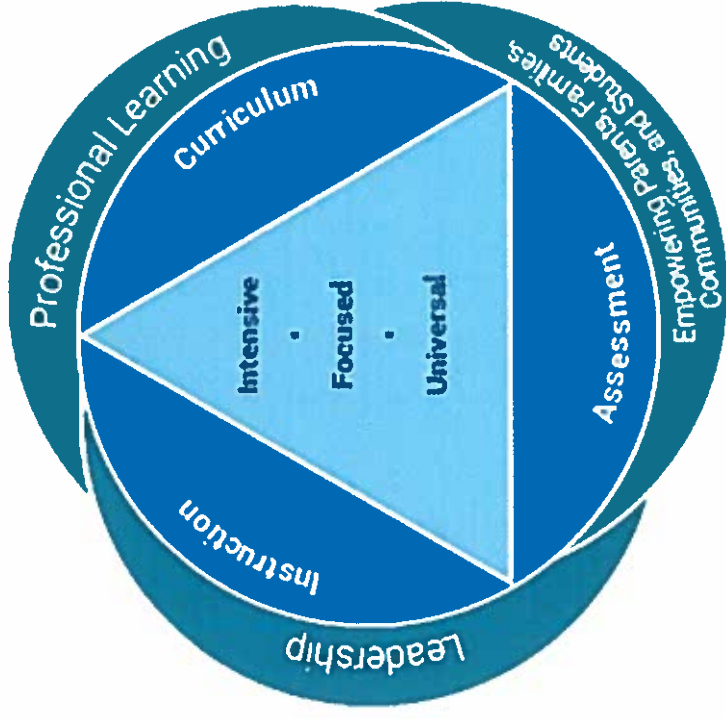
- ▶ build on current practices
- ▶ use data/evidence to inform decision making
- ▶ use a framework to guide us
- ▶ build an Inclusive Schools Network



# A Multi Tiered System of Supports (MTSS) provides a framework to implement the Inclusive Education Policy

It is

- a commitment to ensuring a high quality, culturally and linguistically responsive and equitable education
- an integrated school-wide approach
- a structure for effective instruction
- assessment, and support for all learners
- focused on well-being and achievement



## Important ideas

- ▶ Tiers in MTSS refer to services and supports provided to students.
- ▶ It is inappropriate to refer to students as Tier 1, Tier 2 or Tier 3 students.





## You need to know

- ▶ Schools will be invited to apply to be part of the **Inclusive Schools Network**
  - ▶ Applications will be available this fall
  - ▶ Schools will choose an area of focus that will support them moving forward with the policy implementation
  - ▶ Network learnings will be shared provincially
  - ▶ Schools who are selected for the Network will also interact with the Developmental Evaluation team led by Dr. Andy Hargreaves

More details to come

## You need to know

- ▶ **The Assessment Policy is connected to the Inclusive Education Policy**
  - ▶ This policy will also be full implemented in September 2020
  - ▶ Additional information will be provided to Principals later in September to assist with understanding this policy and its implications
  - ▶ Like the Inclusive Education Policy, schools can begin to work toward implementation at any time



## You need to know

- ▶ A revised Special Education Policy will be developed but the current policy remains in effect until that time.
- ▶ Additional frameworks will be developed to support this policy. E.g. autism framework



## Further information to assist you now.....

- ▶ Visit the Inclusive Education site
  - ▶ Lots of resources, FAQ's....
  - ▶ Do you have questions now?
    - ▶ Ask them now- email [ie\\_mtss@gnspees.ca](mailto:ie_mtss@gnspees.ca) as this will help everyone as we work together to implement Inclusive Education in our province.







## FAQs about the new Inclusive Education Policy

### 1. What is the Inclusive Education Policy?

- a new and overarching policy for the delivery of public education in Nova Scotia built through consultation and research that becomes fully implemented in September 2020
- sets conditions for every student to have access to an equitable and high-quality education that is culturally and linguistically responsive, accepting, and respectful in supporting and valuing their learning and diverse abilities
- provides clear, consistent direction with respect to inclusive education and equitable practices in public schools
- reflects the importance of the well-being of every student and the impact it has on their achievement
- aligns the Public School Program (PSP) and current and future provincial policies and guidelines
- provides the framework for a Multi-Tiered System of Supports (MTSS).

### 2. When will it be released?

- Regional Executive Directors will have a policy overview presentation and initial supporting documentation for their August meetings with Principals
- Principals can share this policy overview with their staff in orientation/initial staff meetings
- Policy will be officially released in September
- Principals will have information to share with SACs after official policy release.

### 3. What are the implementation expectations?

- Fall 2019
  - What is inclusive education: common language and understanding?  
RCEs/CSAP and school administrators will gain an awareness and understanding of the Policy: Initial supporting documentation is available for administrators to share and solidify a culture and climate of inclusive schools with staff, student, families and communities. Work of developmental evaluation begins.
- Winter-Spring 2019-2020
  - Implementing through Inclusive Education Network Sites. Further information will be forwarded to schools this fall. Schools can begin thinking now about:
    - What students do you feel you do a better job of reaching?
    - What do you want to do?
    - What kind of supports do you need?
    - How are you connecting this with Student Success Planning?
- Summer 2020
  - Sharing Lessons Learned from the Inclusive Education Network Sites to better inform all schools of practices that have shown promise in Nova Scotia schools.
- September 2020
  - Inclusive Education Policy is in effect for full system

#### 4. How did we get to the development of a new provincial policy on Inclusive Education?

It started in 2015 and has been a progressive journey. It started off with 19,000 Nova Scotians sharing their hopes for the education system and from that work grew the Action Plan for Education. We immediately embarked on renewing the curriculum through a universal design for learning lens beginning with P-3 and now have schools starting to implement the grade 7 and 8 renewed curriculum in every region and in the CSAP. A few courses in the high school have been renewed but the bulk of the work is still to come and the first step will be to finalized the direction of the PSP for grades 9-12 based on the over 2000 consultations that have already been had and an extensive research review.

The Raising the Bar report recommended how to move to a modern education system and many of those recommendations have been acted upon. Excellence in teaching is being developed through the teaching standards and leadership standards will follow. The last quadrant in this completes the conditions to promote success for all our students and the Students First report in 2018 provided that roadmap. While there have been over 190 additional individuals added to the system in Nova Scotia to support teaching and learning this policy sets the overall expectations.

#### 5. Will the Special Education Policy still be in effect?

- Yes. The Special Education Policy is being revised over 2019-2020. This will include the updated program planning process.
- There will be no major changes to TIENET related to the program planning process for the 2019-2020 school year. Updates will continue as planned.
- Some schools involved in the Inclusive Education Network will work with EECD in implementing a renewed program planning process and any needed changes to the student information system over the course of 2019-2020.
- Fall 2019
  - Work will continue to support a shift in thinking that will inform the program planning process and lead to revisions in the Special Education Policy and supporting guidelines
  - Initial consultations have included EECD and RCEs/CSAP staff such as: Programs and Student Services Coordinators and Facilitators, Program Planning Specialists, TIENET leads, Resource/Learning Centre Teachers, SLPs/School Psychologists. Other consultative groups such as PACE, CACE, PSAANS, SEPs have also been involved.
- Winter/Spring 2019-2020
  - Supported implementation of revised program planning process through Inclusive Network of Schools
  - Trials of new terminology including Accommodations, Modifications, Individualized Learning Plans along with a 4-step Program Planning Process that includes MTSS, Teaching Support Teams and Student Planning Teams.
- 2020-2021
  - Fully supported implementation that builds on 2019-2020 and iterative developmental evaluation

## 6. What is a Multi-Tiered System of Supports (MTSS)?

- MTSS is an integrated school-wide approach which provides a structure for effective instruction, assessment and support for all learners with a focus on well-being and achievement. It is a commitment to ensuring a high quality, culturally and linguistically responsive and equitable education.
- MTSS Quick Guide will provide general information.
- MTSS Supports: a website has been developed and populated with some resources for teachers and administrators to explore and use.
- All staff will be expected to begin their self-reflection on how to implement MTSS in their practice and classrooms beginning in the Fall 2019.
- Ongoing professional learning opportunities for teachers and administrators will be available.
- Questions about MTSS? Please let us know at [ie\\_mtss@gnspe.ca](mailto:ie_mtss@gnspe.ca) This will help to form ongoing FAQs.

## 7. Will the B.Ed./M.Ed. programs reflect this new policy on Inclusive Education?

- Yes. EECD will continue to work with post-secondary institutions, to ensure that their programs align with principles of inclusive education policy.

## 8. What is the Developmental Evaluation?

- As recommended, EECD hired an external evaluation team to assist in the implementation of Inclusive Education.
- During the ongoing evolution and adaptation of the design and implementation of the new model for an inclusive education system, through MTSS, the embedded evaluator/evaluator team will:
  - facilitate evaluative thinking and propose evaluative practices to be used in department decisions;
  - help build and monitor the capacity of various system leaders for operationalizing the inclusive education model toward intended goals; and
  - provide the strategic, evidence-informed advice for engaging the sector in a collaborative and iterative processes that can inform and refine the implementation of the model for an inclusive education system and its outcomes over time.

## 9. What new supports (2018-2020) are there in the system to help with the implementation of the Inclusive Education Policy?

Supports include:

- Inclusive Education Supports such as: <https://www.ednet.ns.ca/inclusiveeducation>
- Culturally Responsive Pedagogy
- Coordinators of African Canadian Education and Services
- Mi'kmaq Education Coordinators and lead teams
- Treaty Education & reconciliation; and resources created with MK
- Youth Project – 3-year funding agreement

- Cultural Youth Leadership & Mentorship Programs
- Renewed curriculum P – 8 written with a UDL perspective
- Provincial Assessment Policy (effective September 2020)
- African Nova Scotian Education Strategy
- Enhancement of the Student Support Worker Program
- Provincial Student Survey Results

As work with the Network Schools and the Developmental Evaluation proceeds, further supports will be developed.