



DEPARTMENT OF EDUCATION INCLUSIVE EDUCATION POLICY

POLICY STATEMENT

The Government of Nunavut is committed to a holistic and supportive education system that is inclusive and responsive to the needs and strengths of students. Accordingly, the Department of Education will provide a safe, caring, and supportive learning environment for all students to achieve learning goals, maximize their potential, and experience success.

PURPOSE

The purpose of the policy is to provide direction to ensure that schools in Nunavut are implementing inclusive education as defined in this policy, and mandated by Section 6 of the *Education Act* (2008).

APPLICATION

This Inclusive Education Policy applies to: the Department of Education including educators, school and departmental staff, the District Education Authorities, the Commission scolaire francophone du Nunavut, and other organizations, groups, and individuals, involved in the student learning process.

The application of this policy and entitlement applies to all students including any students who are not sufficiently challenged by the education program and for students who find it too challenging.

DEFINITIONS

Inclusion - Inclusion builds on the Inuit belief that each individual is valuable, belongs and contributes, and helps all students become able human beings: inummarik.

Inclusive Education – Inclusive Education is the process that leads one to becoming an inummarik. It diminishes and removes barriers and obstacles that may lead to exclusion and is responsive to meet the diverse academic, physical and emotional needs of students. It is represented by two inter-connected pillars: 1) Safe and Caring Schools and 2) Student Success.

Safe and Caring Schools – Safe and Caring Schools foster and celebrate the principles of tunnganarniq and inuuqatigiitsiarniq, fostering good spirit by being open, welcoming and inclusive and showing respect and a caring attitude for others.

Student Success – Student Success in Nunavut schools fosters Sivuniksamut Ilinniarniq and Pilimmaksarniq to ensure access to evidence-based instructional and support strategies which remove barriers to learning (e.g. Universal Design for Learning, differentiation, multi-level strategies and tiered interventions).

School Team – As defined by the *Education Act* (2008), the School Team is a collaborative team located within each school in Nunavut and established by the Principal. It develops strategies to support teachers in meeting students' needs and reduces barriers to students' success in learning; solves specific problems; addresses systemic issues as well as those that are teacher or student specific; and maintains documentation, as per reporting requirements.

Barriers to Learning - A barrier to learning is anything that stands in the way of a student being able to learn effectively.

Individual Student Support Plan - An Individual Student Support Plan is a plan determined through a collaborative process which documents the adjustments and supports required for a student to experience success with their programming. It may change at any time to best reflect student needs and successes.

LIST OF AUTHORITATIVE DOCUMENTS

- i. *Nunavut Education Act*
- ii. Nunavut Inclusive Education Regulations
- iii. Nunavut Inclusive Education Policy
- iv. Inuglugijaittuq: Foundation for Inclusive Education in Nunavut Schools
- v. Other materials and resources to support Inclusive Education

PRINCIPLES

The Department of Education is committed to promoting the principles of inclusive education by incorporating them with Inuit Qaujimajatuqangit.

1. **The Department of Education is committed to the Inuit Societal Value of Sivuniksamut Ilinniarniq** (education is inclusive and responsive to the needs of students).
2. Every student is unique and learns differently.
3. Students can realize their full potential by learning in ways that recognize their individuality.
4. Students participate in common same-age peer learning environments within their community with flexible and temporary homogenous groupings of students

with similar needs that incorporate ongoing assessment of student needs and successes.

5. **Education is committed to Inuit Qaujimajatuqangit principle of Tunnganarniq** (fostering good spirit by being open, welcoming and inclusive).
6. School environments are welcoming, safe, and caring.
7. The education system promotes and supports emotional, social, cultural, linguistic and academic development for all students.
8. **Education is committed to the Inuit Qaujimajatuqangit principle Inuuqatigiitsiarniq** (respecting others, relationships and caring for people)
9. School environments, including students, staff, and community, respect diversity regardless of race, colour, ancestry, ethnic origin, citizenship, place of origin, creed, religion, first language, age, ability, gender identification, sexual orientation, marital status, family status, pregnancy, lawful source of income and a conviction for which a pardon has been granted. (adapted from *Nunavut Human Rights Act, Part 2 (7)(1)* 2003).
10. **Education is committed to the Inuit Qaujimajatuqangit principle Pilimmaksarniq** (development of skills through practice, effort and action).
11. Educators are knowledgeable and supported through ongoing training to strengthen the skills needed to deliver effective instruction for diverse learners.
12. Students and parents receive timely communication regarding the progress and the transfer of knowledge based on learning goals. Communication is offered in the official languages of Nunavut and promotes the spoken and preferred language of students and parents.
13. **Education is committed to the Inuit Qaujimajatuqangit principle Piliriqatigiinni** (working together for a common cause).
14. Students and parents and community are active participants in student learning.

AUTHORITY AND ACCOUNTABILITY

Commissioner in Executive Council

- Regulates: functions of school teams; types and formats of individual student support plans; assessment qualifications; review board and member appointment procedures and remuneration; and review request procedures

Minister of Education

- Responsible to the Executive Council for the implementation of this policy
- Leads and guides on this policy and how inclusive schooling is administered by the District Education Authorities/Commission scolaire francophone du Nunavut
- Has overall accountability of inclusive schooling in Nunavut

District Education Authorities and Commission scolaire francophone du Nunavut

- Implements inclusive school programming for the schools within its jurisdiction
- Monitors inclusive schooling and completes evaluation reports for the Department of Education in the agreed to format

Review Board

- Conducts hearings as requested by a party of an unresolved mediation
- Makes recommendations and final decisions in writing to the involved parties

Department of Education

- Accountable to the Minister of Education for the implementation of this policy
- Gives feedback and recommendations to District Education Authorities / Commission scolaire francophone du Nunavut on inclusive education in Nunavut and supports by providing information on the key components of the inclusive programming and associated funding
- Supports professional learning for educators
- Monitors and evaluates inclusive education in Nunavut

Principal

- Implements inclusive school programming for the school
- Leads and guides School Teams
- Determines the most suitable instructional setting, including alternative placement, for a student based on health and safety, a student's educational needs, and educational programming of other students

Teacher

- Implements inclusive school programming in the classroom and ensures all students have supports

School Team

- Collaborates to determine the necessary adjustments and supports to address the programming needs of the student.

PROVISIONS OF THE POLICY

1. All staff have the responsibility to ensure the health and safety of students, themselves, and other stakeholders.
2. All personnel shall comply with the *Education Act* (Nunavut) and Inclusive Education Regulations (Nunavut) and or any other applicable inclusivity legislation.

3. This policy shall comply with the *Nunavut Human Rights Act* prohibiting discrimination or the intent to discriminate based on race, colour, ancestry, ethnic origin, citizenship, place of origin, creed, religion, first language, age, disability, gender identification, sexual orientation, marital status, family status, pregnancy, lawful source of income, and a conviction for which a pardon has been granted. The Department of Education shall comply with these rights and will not exclude a student for any discriminatory reason.
4. This policy shall comply with the *Official Languages Act (Nunavut)*, ensuring the inherent right to the use of Inuktitut, English and French.
5. The Department of Education shall develop and sustain tools and supports for the District Education Authorities / Commission scolaire francophone du Nunavut, educators, and staff in the form of further authoritative documents to guide stakeholders on the application and implementation of Inclusive Education in Nunavut.
6. This policy recognizes the seven principles of Inuglugijaittuq and the Department of Education shall incorporate these principles into its delivery of the education program in schools:
 - (1) Work together for the healthy and resilient development of every child;
 - (2) Ensure a safe environment;
 - (3) Promote skills and knowledge acquisition that leverages student strengths and addresses their needs;
 - (4) Involve all partners in decision making about supporting students;
 - (5) Be resourceful in providing supports;
 - (6) Show leadership through service and volunteerism; and
 - (7) Maintain confidentiality.
7. The Department of Education shall incorporate principles of inclusion in the development of new curriculum and in the modification of existing curriculum. Curriculum shall be accessible to and supportive of all learners.
8. All educators shall comply with the Department of Education's professional standards, particularly as they relate to Inclusive Education.
9. The Department of Education shall document and communicate to all stakeholders any changes or amendments to Inclusive Education if such changes are materially different from this policy or if the Government of Nunavut enacts material changes to the *Education Act* (Nunavut).

PREROGATIVE OF CABINET

Nothing in this policy shall in any way be construed to limit the prerogative of the Executive Council to make decisions or take actions respecting the provisions of this policy.

SUNSET CLAUSE

This policy shall be in effect from the date of the signature until September 30, 2023.