

Medicine Hat Public School Division

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*MEDICINE HAT PUBLIC BOARD OF EDUCATION OPERATES AS MEDICINE HAT PUBLIC SCHOOL DIVISION,
AND FOR THE PURPOSE OF THIS DOCUMENT WILL BE REFERRED TO AS "MHPSD" AND/OR "DIVISION"*

SECTION 600 – Students

POLICY 610: INCLUSIVE EDUCATION

BACKGROUND

The Board of Trustees of Medicine Hat Public School Division is committed to Inclusive Education. The Board of Trustees expects the Division to be an inclusive education system with its values reflected in Division programs, operations and practices.

At the core of inclusion is the concept of making differences ordinary so that all students have a place, feel valued and welcomed, and are equipped for success. (Setting the Direction – Action on Inclusion, 2010)

POLICY

Inclusion is about ensuring that each student belongs and receives a quality education, regardless of their ability, language, cultural background, gender or age.

GUIDELINES

The Board of Trustees believes that the Division, as an inclusive system:

1. welcomes, respects, accepts and supports all children and their parents/guardians, including 2SLGBTQ+ families;
2. provides for all families a range of options in programs and programming choice;
3. demonstrates an ongoing commitment to meet the needs of the diverse student population;
4. provides staff with continuing opportunities for professional learning in support of achieving an inclusive education system;
5. provides each student with relevant learning opportunities to support success;
6. provides a continuum of specialized supports and services to all students that is consistent with the principles of inclusive education;
7. maintains a high standard of responsiveness, open communication, and accountability;
8. continually develops partnerships with community organizations.

The Board of Trustees believes that schools, as inclusive learning environments:

1. visibly demonstrate the qualities of an inclusive education system;
2. provide welcoming acceptance and belonging for all children and their parents/ guardians;
3. work in partnership with parents/guardians in planning, problem solving and collaborative decision making;

4. emphasize the achievement of learning outcomes for all students using effective instructional practices and specialized supports based on the learning needs of each individual student;
5. model strength-based programming and assessment practices based on individual student needs.

ADMINISTRATIVE PROCEDURE

[610 P 001 – Supports and Services to Address Student Needs](#)

Approved: October 21, 2014

Revised: November 29, 2022

