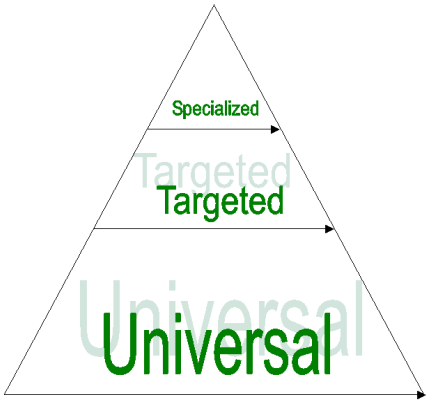
Using Resource Guidelines to Support an Inclusive System

Resource Guidelines are designed to reflect "best practice" in the province as determined by professional judgment and other evidence that may be available. They specify provincial expectations of the supports and services available to students in the classroom, school and community. For example, what range of teachers, therapists, instructional aides, professional development, and specialized tools and equipment are needed to provide a continuum of support.

- Central to the *Setting the Direction Framework* is an emphasis on continuous improvement through ongoing capacity building at every level of the system. The accountability model to support continuous improvement is based on an ongoing feedback loop that reports on success and allows for recalibration and support when success is not experienced.
- In addition to specifying best practice, an important purpose of the guidelines is to provide the basis for the distribution of funds. These funds are to be used to build capacity to fully include and educate all students, including those with disabilities, in the education community.
- While the guidelines will be delineated with some specificity, they will not be designed to be prescriptive. However, they will provide greater clarity regarding general expectations for building capacity for inclusion.
- These guidelines describe a continuum of support. This may be *universal*, benefitting all students; *targeted*, benefitting particular students; or *specialized*, benefitting a small number of students with specialized needs. Within each group of supports, some would be expected to be available in every classroom, some at the school or school authority level, and some at the home or community level.

Classroom ➔ School/Authority ➔ Home/Community



Supports for Capacity Building:

- Teacher
- Learning Coach
- Instructional Aide
- Therapist
- Assessment-related service
- Counsellor
- Technology
- Specialized equipment and tools
- Other specialized service or educational support
- Professional Development

Examples of Continuum of Support

	Universal	Targeted	Specialized
Teacher	Classroom teacher	Special education teacher	Teacher of the blind or visually impaired
Technology	SMART board	Text-to-speech software	Augmentative communication device
Specialist	Learning coach	Speech and language pathologist	Orientation and mobility instructor