

Chapter Nine: Guidelines for Decision Making

Optimal Deployment of Resources

Under an inclusive lens, prioritization of service should be guided by student strengths and needs rather than by type of support students require. Teams must make decisions regarding the priorities exhibited in their schools. For example, short term instruction around an accommodation may be just as important as an alternate program or course. Given that school profiles vary, staff deployment will look different in different schools. Decisions on staff deployment will be made by the administration in consultation with the service delivery team.

When determining the best use of a school's available resources, consideration must be given to:

- the school's profile
- individual programming to address each student's strengths and needs
- the most optimal environment for instruction including:
 - IEP outcomes
 - dignity of student
 - subject area
 - group size
 - classroom resources
 - opportunities for co-teaching
 - social climate
- teacher curricular expertise and skills

After weighing these factors, school schedules are developed to best address the strengths and needs evident in the school. This is not done in isolation but as part of the larger school timetable. These schedules must be flexible in order to accommodate changes in the school profile.

Range of Options for Instructional Settings

Instruction is offered in the **least restrictive, most inclusive environment respecting the dignity of the student**. Three requirements must be met in determining this:

- The environment must meet the student's individual learning outcomes and instructional needs.
- The environment must include the student's peers to as great a degree as possible while meeting the first requirement.
- The environment must not negatively affect the student's self-esteem or social needs.

It is the balance struck to address the strengths and needs of the individual that creates the inclusive environment.

When planning for the classroom delivery of individualized outcomes, classroom/subject teachers and instructional resource teachers investigate which prescribed curriculum outcomes are common or similarly themed to the student's individualized outcomes. In addition, teachers will examine how activities planned for instruction can support student's individualized outcomes.