

**Transformation of Public Schools with  
Specialized Profile to the Resource Schools  
(The Concept and Action Plan)**

**Content**

1.1 Introduction ----- 2

1.2 Current Situation ----- 3

1.3 The needs, challenges and vision on transformation of special schools to resource schools ----- 6

1.4 The mandate, goals and objectives of a Resource School ----- 9

1.5 Principles of dissemination of resource schools ----- 10

1.6 Educational and supportive services and activities provided by the resource schools ----- 11

1.7 Action plan of the transformation and functioning of resource school ----- 16

1.8 Resource school transformation scheme (theory of change) ----- 17

## 1.1. Introduction

Access to quality education for everyone is one of the main challenges of the modern world and educational systems. Despite the educational reforms of the last decades, millions of people still remain out of the educational sphere. Millions of people have no basic skills of reading, writing, and calculation that affects their employability chances, social protection, and quality of life.

In this regard, the exception is not Georgian experience, where despite the introduction of inclusive education and significant success of deinstitutionalization reform, still many children remain out of quality education and/or get are educated in the segregated educational environment.

The purpose of this document is to describe the need, process, and possibilities of transforming schools with specialized profile to the resource schools and define the range of the probable services, that if carried out or supported by resource schools, will increase the involvement of students with special educational needs, quality of education and decrease the need in boarding service and/or change of its functional load, duration and role of the service.

Considering the above stated, it is essential to transform public schools with specialized profile (hereinafter-special schools) in a way that their physical environment or educational services become more open, supportive and/or serve as a transition link in the process of education of persons with special educational needs and at the same time be a sustainable, competent, connecting mechanism with other systems dealing with students with special educational needs (school, kindergarten, other supportive services – day care centers, early intervention and etc.).

## 1.2. Current Situation

On April 12, 2014, the government of Georgia adopted EU Convention on the Rights of Persons with Disabilities (UNCRPD) and by doing this, undertook the responsibility to ensure that persons with disabilities have access to all rights and freedom.

Based on the social model of disability, the Convention relates disability as not only the characteristic of an individual but also as of the environment and society, its inability to cover everyone despite any kind differences<sup>1</sup>. Article 24 of the Convention recognizes the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, it obliges the states to ensure an inclusive education system at all levels. According to the same Article, the States undertake the responsibility to ensure that persons with disabilities are not excluded from the general education system and have an access to inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;

Starting from 2006, before the adoption of UNCRPD, the government of Georgia made first steps and many changes in the legislative and practical levels enabled many children with disabilities to get access to general education at first and then to the vocational education from 2013. ,

The Law of Georgia on General Education provides the definition of inclusive education (Article 2) and considers inclusive education as a basic goal of the state policy (Article 3, paragraph h); The law guarantees the accessibility of general education (Article 7), according to which: “The State shall ensure the right of each pupil (including pupils with special educational needs) to acquire general education in the official or in his/her native, language, as close to his/her place of residence as possible.” According to Article 9 "Right to Acquire General Education", the States shall undertake the responsibility to develop additional training programs base on the National Curriculum for students with special educational needs , to whose education, social adaptation and integration in social life shall be ensured under that curriculum and/or program (paragraph 3).

---

<sup>1</sup> <https://emc.org.ge/ka/products/nino-guruli-gaeros-shshm-pirta-uflebebis-konventsia-da-misi- implementatsiis-mekanizmebi>

Significant changes have been made also at a practical level: alterations made to the National Curriculum made possible to modify it and to provide education to students with special educational needs by the individual education plan; new forms of education have been introduced, like – integrated classrooms, additional services (multidisciplinary team, special education teacher, resource room) and a significant amount of educational resources have been developed (accredited training modules, translated and newly developed methodological guideline, etc.).

Despite these achievements, inclusive education still faces important challenges:

1. Educational institutions - schools, preschool educational institutions, and vocational centers fail to ensure the involvement and provision of quality education for all children, schoolchildren, and students.
2. Part of the students with special educational needs gets an education in segregated schools with a specialized profile and some of them in specialized schools, located far from the place of their residence.
3. Students with special educational needs getting an education in schools, not always receive quality educational services.

A special school is often the only possibility for students with special educational needs to get an education, especially for students with sensory and multiple impairments. For many persons with disabilities and/or special educational needs, special school is an optimal choice.

- **In special school, a child gets specific support:** Special schools provide services to the students with concrete educational need, e.g. blind and low vision students; deaf or hearing impaired students. The special schools provide targeted services, professional consultations, accommodation, and better-adapted environment.
- **Special assistive resources and appliances:** despite the fact, the schools require significant renovation in terms of the infrastructure, material-technical base and educational resources, they possess a certain base that will serve as a good resource, if used adequately.
- **Identity:** In certain cases (especially for individuals with sensory needs), formation of the feeling of belonging and identity requires communication with peers having similar needs, getting education with them that is important for the development of the self-identity and positively affect student's development, if it doesn't serve as a base for their marginalization/segregation and/or stigmatization.

Despite a number of positive sides and resources of a special school, retaining this type of educational facility contradicts the vision recognized by the UNCRPD, because of the failure to meet the overall educational goals because of the below-listed reasons:

Special schools in Georgia don't have an integrated approach, there are no adequately adjusted procedures of transition; schools require the arrangement/equipping of infrastructure, provision of material-technical resources and mobilization of competent human resources. In addition to that, there is a general negative stigma in relation to these schools; the general situation in schools is as follows:

**Non-integrity, non-inclusiveness:** Only the students with a specific educational need get the education and communicate in special schools, so they do not have a possibility to get in contact with other peers, and therefore they have no chance to get multilateral and diverse experiences.

**Stigma :** Often, special schools have negative connotation that enhances stigma towards the individuals with disabilities/special educational needs and increases the segregation.

**Lack of orienting at Student's needs and non-existence of transition:** Despite the fact, that compared to the mainstream schools, special schools pay more attention to the educational needs of students, teaching is more focused on a given type of disability, e.g. "group" of children with intellectual disorders" and less attention is paid to the individual needs of each child. The reason why it happens so is that on the one hand, no mechanisms and procedures for the assessment and identification of students' needs are introduced, and on the other hand, because of the low expectations to them, students with special educational needs remain in special schools for a long period and even permanently, as this educational facility is perceived as a key or only possibility to get education and not as a transition process supportive service.

**Accessibility:** One of the key challenges of students with special educational needs is the accessibility of educational services, among them of special schools. As mainstream schools fail to ensure the involvement and education of students with diverse needs, the only educational option for students with sensory and multiple disorders is a special school, meaning that parents have to make a choice between child's two fundamental rights – to get an education and grow up in a family environment. Students, educating in special schools and at the same time receiving 24 hours boarding service, are deprived of a possibility to grow in a family environment and despite the ongoing deinstitutionalization reform, they have to live in an institutional facility because of the educational needs.

The conditions, risks, and challenges existed in special schools demand the needs of their transformation.

### 1.3. The needs, challenges and vision on transformation of special schools to resource schools

Considering the above stated, it is essential to transform special schools in such a way, that they become supporting and/or transitional link in the educational process of the students with special educational needs. At the same time, they should be a sustainable, competent linking mechanism for other systems (schools, kindergartens, other support services –day care centers, early intervention, etc.) working with children with special educational needs.

Special schools require not closing but a transformation in a way that they become the resource base for each person with special educational needs, their families and personnel working with them – teachers, special education teachers, other supportive/involved specialists

Transformation of special schools to resource schools will facilitate the provision of education for students with special educational needs; to establish and develop different supportive services; recruit and strengthen adequate human resources; to deliver/provide services in a public resource school as well as in different public educational facilities (and not only) that would be focused on individual needs of an individual with special educational need. So, the persons with special educational needs should have access to education, education supportive services, programs and a diversity of educational facilities/accommodation. These aspects are discussed in details below, in the goals and objectives of a resource school.

To ensure the quality and effective transformation of special schools to the resource schools, it is necessary that special school's management/administration, educational and supporting personnel have a common vision and their professional enhancement and strengthening is supported. It is essential that specialists and personnel working there is able to take relevant care and provide services to each individual student with different educational needs that actually will be a base for the transformation process and its effectiveness.

Active involvement of individuals with special educational needs and their family members are vitally important both for the transformation of special schools to the resource schools and its further functioning. This creates the base that enables resource schools, to establish and develop the supportive services adapted to the needs.

The Ministry of Education, Science, Culture, and Sport of Georgia is responsible to facilitate the launching and development of this process by the relevant legislative and other normative acts and also to coordinate, monitor this process, to study and disseminate effective practices.

Transformation of special schools to the resource schools will significantly expand their functions-obligations, will diversify the list of supportive services provided by these schools in and outside the facility. Transformation practice and experience already exists in different countries, among them in the former Soviet countries.

The experience shows that one of the main challenges in transforming of special schools to the resource schools is their current conditions that on the one hand requires arrangement of its physical space in compliance with universal design principles and on the other hand, strengthening of available human resources and recruitment of new, competent human resources, to ensure the delivery of modern, multilateral supportive services. In its turn, this challenge requires the strengthening of the educational process directly in special schools or other mainstream public educational facilities (hereinafter school), enhancement of students with special educational needs, their family members and their teachers through the provision of multilateral supportive services. .

The direct challenge in the transformation process will be the enrollment of those students with special educational needs to mainstream schools that currently are educated in special schools. Among other many reasons, this problem is linked to inadequate readiness of receiving schools. As a rule, mainstream schools have not enough material and human resources, among them the relevantly competent specialists which ensure quality transition and quality education for students with special educational needs. In addition to that, the skeptical or/and negative attitude of school administration, personnel and/or parents is met nearly in all cases.

Alongside with difficulties related to the receiving schools, the problem is the resistance of special schools to the transition of children, e.g. the experience of Armenia (which is not an exception and there is the same attitude in Georgia as well) show that special school personnel openly or indirectly oppose inclusive education principles. Their main argument is (and its reality) that public school teachers don't have adequate competence and students with special educational needs will not get the education, individually targeted to their needs; In addition to that, they also have an expectation of losing work with development of inclusive education.

The situation is that the key stakeholder and entity (special school) is not fully for or against the process that of course is an important challenge of the reform. Therefore, one of the main objectives in the transformation process is raising of awareness of administration and teachers of special schools that such transformation of a school significantly expands and not limits their involvement in the educational process of students with special educational needs. Only by doing this, it will be possible to develop diverse supportive services that are considered as a function of the resource schools.

Transformation of special schools to the resources schools<sup>2</sup> is widely spread trend in Europe. Based on the examples of many countries it can be said that this process is at the stage of planning or implementing currently or has been already implemented and in all the countries, these educational facilities have different names and functions, though their common principle is: to provide education to individuals with special educational needs by ensuring different supportive services. This principle is reflected in multidirectional development of a quality inclusive education, which is oriented at the strengthening of mainstream public educational institutions, to be able to meet the needs of students with special educational needs. Such an approach is an alternative to segregated education in special schools that enables students with special educational needs to get quality education together with their peers.

---

<sup>2</sup> (There can be also the Centers and other facilities with similar naming)

#### 1.4. The mandate, goals and objectives of a Resource School

**The mandate of a resource schools is** to provide a quality social and educational process for children, adolescents and adults<sup>3</sup> with special educational needs and/or and support them at their best location, considering their best interests and through the strengthening of their families and delivery of educational services

**The goal of a resource school is** to facilitate the involvement of a student with special educational needs to the educational process protecting her/his fundamental right to education and giving possibility to realize full potential through the provision of different supportive services by a highly qualified specialists, considering the abilities, needs and interest of a student.

Considering the above said, the **objectives of resource school** are:

1. To ensure the access to education for all students with special educational needs residing in all the municipalities of Georgia by the provision of education directly in a resource school (if such need is defined) as well as by providing supportive services in other relevant educational environment<sup>4</sup>.
2. To facilitate the transition (moving to/entering) of a student with special educational needs from one supportive service or educational facility to another.
3. To ensure a bio-psycho-social assessment of an individual with special educational needs, which aims to identify the educational and social needs, as well as the abilities and interests of an individual and to define and provide relevant supportive services (e.g. assistant, additional lesson) considering the assessment results.
4. To ensure the educational services for students with multiple disorders, in particular, to ensure the fulfillment of the goals of educational (educational-developmental) process defined by the National Curriculum or its alternative curriculum<sup>5</sup> (if applicable/existent); And also to ensure all these for students whose education is not possible in a mainstream educational setting, despite the availability of supportive services and when only a resource school is identified as an optimal appropriate environment for a short-term or long-term period.

---

<sup>3</sup> The term “adult” here refers to persons who want to get/or finish at least basic or secondary education

<sup>4</sup> The adequate educational environment is the environment, that ensures active educational and social involvement and participation of student through the protection of her/his true interests and realization of the fundamental right to education, considering student’s maximal educational abilities and needs. The adequate educational environment can be an inclusive/mainstream classroom of a public mainstream educational setting (school) and/or public integrated classroom and/or resource school. At can also be an educational environment provided by a school and/or resource center for a student with special educational needs outside a school (at home, in healthcare facilities).

5. To develop and introduce modern, evidence-based educational methods, develop methodological guidebooks and different educational resources
6. To contribute to the strengthening of the professional competences of individuals and settings (schools, pre-school and vocational institutions, etc.) providing inclusive, special or other supportive services.
7. To contribute to the dissemination of knowledge and expertise on modern, quality and multilaterally developed inclusive education in different educational settings (schools, pre-school and vocational institutions, etc.).
8. To strengthen the schools so that in future these public schools will be able to provide consultations, transfer and implement supportive services and provide them to other schools.
9. To contribute to the development and introducing of narrow-field specializations within the vocational training and retraining process, through the cooperation with relevant agencies and organizations (including vocational and higher education institutions).
10. To carry out the activities oriented at public awareness raising: trainings, public lectures, consultations, supervision, etc.
11. To ensure the planning and consistent strengthening of the educational process of own and other educational facility and/or to support it based on following principles: geographical principle, expanding principle, cascade principle.

### 1.5. Principles of dissemination of resource schools

**Geographical principle:** Each resource school has its geographic range of functioning, from which it selects nearby located target schools together with other stakeholders (the Ministry of Education, Science, Culture and Sports; educational resources centers and schools) and ensures their strengthening; this principle doesn't pose limitation to a resource school to provide services to other schools and educational institutions.

**Expanding principle:** First of all, each resource school develops and ensures the strengthening of other educational facilities, relevant to its profile (e.g. schools # 198 and # 200 ensure the development of educational resources for teaching students with intellectual disorders, but at the same time work within the own competences and service needs, e.g. provide retraining for its personnel or/and hires different specialists, teacher of deaf and hard of hearing students (surdo-pedagogue), interpreter, etc.

---

<sup>5</sup> Some resource school can be using an alternative educational plan that should be in compliance with the National curriculum at the level, not posing any barriers to the transition (entering/moving) of a student to different educational settings and environment within the educational system

**Cascade principle:** Target schools themselves become a resource for other schools; After the obtaining of an expertise and competencies, target school becomes authorized to provide supporting service to other schools. These principles ensure stage-by-stage dissemination of competences, in the conditions of limited resources. At the initial stage, resource schools will ensure the strengthening of territorially close target schools, in which the students getting the education in specialized schools for that moment will be enrolled. The close location will enable resource school personnel to provide intensive support to the target schools in the involvement of students with special educational needs and planning and implementation of educational activities. Close geographical location also makes possible social inclusion of students with special educational needs, receiving the boarding service; of students currently receiving both services (educational and boarding) of the resource schools and whose transition to mainstream school is possible if supportive services are provided. So, the students with special educational needs can get education in mainstream school and use resource school boarding service. Expanding principle ensures the mobilization of different competencies within a community that in a long-term period will enable students with special educational needs to be educated in a school located close to the place of residence (e.g. by mobilizing of additional competencies (training, hiring of staff) a school for deaf people will be able to provide services to students with intellectual disorders in own facility or nearby located target schools) and finally, the cascade principle will make possible comparatively quick dissemination of competencies and resources outside the school functioning area.

Considering of the above-stated principles will result in:

- Increased number of students with special educational needs, involved in a mainstream education process together with peers;
- The decreased need for using boarding service;
- In the case of receiving a boarding service, it will be also possible to choose the school located even closer to the place of residence. e.g. a student with visual impairment and her/his family members residing in Batumi will be able to make a choice between Tbilisi and Kutaisi.

#### **1.6. Educational and supportive services and activities provided by the resource schools**

Each Resource school has its profile and provides educational process for some students with special educational needs and at the same time strengthens target school in a relevant direction, though it is oriented at the development of own competencies and creation and delivery of wide range of supportive services. The forms and activities of educational and support services are provided below:

- 1. Basic\formal educational service**
- 2. Boarding and prolonged day service**
- 3. Supportive services for teachers, supporting personnel and parents**
- 4. Mainstream school supportive services**

## 5. Additional supportive activities or services

## 6. Alternative educational services

## 7. Awareness raising and advocacy

1. **Basic educational service:** At least within a transition process, resource schools provide the educational process considered by the national curriculum or its alternative curriculum (if applicable/existence) for students, whose transition is not possible at a given moment, because of having the type of educational needs, which can't be met by a public school, despite the additional services organized by a resource school.

## 2. Boarding and prolonged day service

*2.1. Boarding service* is a 24 hour-service, ensuring the accommodation, meals and additional activities (recreation, leisure time, education). Upbringing and care are the parts of a boarding service. Boarding service is regulated by the standards of care that describe minimum requirements for accommodation, upbringing, and care.

It is important to change the practice, characteristic for big size facilities (non-permanent/several caregivers, common bedroom, lack of private space, etc.). For emotional and personal development of a child, it is very important that each student with special educational needs have an individual caregiver, who combines the care and parental function and responsibility for the daily life (meals, hygiene, emotional and social development, recreation, leisure time, etc.) of one or several children.

**Note:** It is noteworthy that currently, in specialized schools providing boarding services, the service of care is not regulated; for this purpose, it is possible to modify the standards of small family type houses being under the regulation of the Social Service.

Enrollment in specialized schools is regulated by the Ministry of Education, based on the assessment of the multidisciplinary team, according to which, boarding services are eligible only the students, whose educational needs can't be met in public schools and their living place is far from a resource school. In case of transformation of specialized schools to resource schools, the number of students requiring boarding service will decrease. At the initial stage, the strengthening of schools, located geographically close will give a possibility to a student with special educational needs to receive a boarding service and get the education in a mainstream school and later in a community, close to her/his place of residence.

To prevent the isolation from family members and reduce its negative results, a school offers boarding services also to the parents and family members (sister, brother, grandma, grandpa) of a student with special educational needs. Parents and family members can get boarding service at weekends, except the holidays, (if in this period, no activity is planned with the participation of a student with special educational need and/or her/his family members). Taking into consideration the available resources, a school is authorized to define the terms of service: a number of family members that can simultaneously get the service, physical space, meals, etc.

The students with special educational needs who are not getting basic educational services and their family members are eligible for boarding services. This category of students are:

- Students with special educational needs (and their family members), residing far from a resource school, when their community schools have no adequate resources, though educational needs of these students can be met in the public school (target school), which is offered additional services by a resource school; In such case, resource school provides boarding service on a site and ensures transportation of a student with special educational needs to a mainstream school (may be a function of an assistant or a caregiver).
- Students with special educational needs (and their family members), not receiving **additional or alternative educational services** (see. below) may be not receiving either basic educational service nor boarding service.

**Note:** Students with special educational needs, getting boarding services, i.e. not living with biological parents or alternative institutional setting (small family type houses or foster care) are under the supervision of the Social Service Agency. Defining of the role and functions of the Social Service Agency, necessarily requires the discussion of this issue at an interagency level and getting of the decision, that will serve as a base for the definition of custody over a student with special educational needs.

**2.2. Prolonged day service:** prolonged day service is intended for students with special educational needs, getting basic educational service. Prolonged day service is parent's supporting service that enables the parents of a student with special educational needs to go to work. The service functions after the termination of the educational process until the end of a working day. This service is eligible for students with special educational needs, whose parents work and/or justify the need of getting such service; In other cases, a school is authorized to refuse a parent or offer paid service.

**Other services:** All services, described below – assistant, teacher's assistant, interpreter, etc. are also available for students, learning or/and living in a resource school

### **3. Supportive services for teachers, supporting specialists and parents**

The key function of a resource school is to develop and introduce the services, ensuring and supporting academic and social inclusion of students with different special educational needs in public school mainstream educational process.

An important part of the work of a resource school is the development, adapting and introduction of manuals, methods and educational materials. In addition to that, resource school carries out significant work with the purpose to enhance the tolerance to the attitudes, inclusive education benefits and diversity.

With this purpose to achieve this goal, resource school offers teachers, supporting specialists and parents of mainstream schools:

**3.1. Trainings:** Resource school develops training modules for different target groups and ensures their retraining in accordance with a plan and the needs. Trainings are oriented at both improvement of professional knowledge and skills of specialists/parents and changing of attitudes (if needed);

**3.2 Consultancy and Supervision:** Teachers of a resource school provide consultancy and supervision to teachers and supporting teachers of public school: they help a teacher in the development of an individual plan, planning a lesson, selection of teaching method, etc. This service is provided to an individual teacher or/and a small group of teachers (e.g. school multidisciplinary team) in s school.

**4. Mainstream school supportive services:** provide support to the students with educational needs and teachers in public schools. The possible forms of additional supportive services are:

**4.1 Assistant's service: Individual form** of service; Individual form of service; This service is intended for a student with physical, sensory or multiple impairments, requiring help in mobility, dressing, undressing, communication with peers, etc. The key function of an assistant is to help a student with special educational needs to orientate in the environment, perform physical activities, establish relationships, get involved in extra-curricular activities, etc. The need for an assistant, duration, and intensity of help is defined based on a student's assessment and needs.

Assistant is an employee having adequate competencies, hired by a resource school or a public school; assistant should have secondary education, skills for communication with children and have the competencies necessary for working with students with special educational needs.

**4.2 Teacher's supportive services: group form** of service; this services is intended for **a subject teacher**, who requires assistance in planning, preparing, conducting, assessment of lessons, development of individual plans, class management, etc. Supportive services are provided by a teacher, special education teacher or a psychologist with relevant competencies, hired by a resource school. The function of supporting a teacher is to help a teacher in planning and realization of technical and educational activities. The needs, form, duration, and intensity of service are defined based on a **teacher and class** assessment.

Forms of teacher supportive services:

**4.2.1. General support:** The purpose of this form is to help a general/subject teacher to release time for teaching. General support provider is authorized to conduct a lesson together with a general teacher but does not conduct it independently. The relevant support teacher can be a subject teacher, having additional competencies for working with students with special educational needs in a classroom.

**4.2.2. Specific support:** The goal of such service is to help a teacher in organization and realization of different technical and educational activities, considering the specific needs of students; is oriented at the identification of the needs of a concrete student/students with special educational needs, assessment, development, and implementation of an intervention plan.

Specific support is provided by a teacher, special education teacher or a psychologist, having one or more below listed additional specializations in addition to the competences needed for general support.

- Behavior management

- Teaching students with learning disabilities (writing, reading, calculation)
- Teaching students with sensory impairment
- Teaching of students with language and speech development

***Teaching in pairs*** is a form of specific support that implies provision of services by the same subject teacher, having additional competencies. In such case, the lesson is simultaneously planned and conducted by two lessons – main and supporting, both of them having equal subject competence (e.g. two teachers of physics) and supporting one has additional competencies in the teaching of students with special educational needs.

***4.3. Additional lesson:*** Individual or group service, aimed at a) development of skills; b) learning of subject;

***4.4. Interpreter's service:*** Based on a student's needs, a resource school selects a language specialist, who provides written or oral translation (e.g. translation of educational materials) for the involvement of a student with special educational needs to the educational process.

**5. Additional supportive educational activities and services can** be organized by the resource schools at weekends or on holidays, in the mainstream school as well as directly in a resource school in the form of Saturday, weekend or summer school, so not to limit the involvement of students in mainstream space and not to segregate them

The goal of these services is emotional, social and personal development of students with special educational needs e.g. development of communication, problem-solving skills, etc. This service is ***supplementary*** and is provided in different intensity and volume, considering the emotional, social and personal development of a student.

**6. Alternative educational services** are intended for children and adults, having a gap in the educational history, failed to get or are not able to get informal education and currently it is not possible to enroll them to the educational institutions, e.g. 20 years old person with 4-grade education is not eligible to get an education in the 5-th grade either in a mainstream nor in a specialized school; Considering the individual needs, resource school defines different forms of alternative education – individual, group, distance, etc. and ensures provision of formal education in an alternative format.

## **7. Awareness Raising and Advocacy**

- Resource school regularly plans and implements awareness-raising campaigns;
- Resource school personnel is interested and engaged in the situation of students with disabilities/special educational needs and is involved in the advocacy of their rights and needed services in this field.

### 1.7. Action plan of the transformation and functioning of resource school

#### Objective 1. Transformation of a specialized profile school to a resource school

Activity 1.1	Description of specialized profile schools and SWOT analyses (infrastructural-material resources and needs, human resources and needs, general statistics)
Activity 1.2	Selection of target municipality and target schools for the piloting of transformation to the resource schools (1 municipality, 1 special school, at least 2 mainstream schools)
Activity 1.3	Development and approval of normative acts on transformation of specialized school to a resource school in a target municipality
Activity 1.4	Development of a policy concept of a target resource school's supportive services
Activity 1.5	Development and approval of relevant standards of target resource school's supportive services
Activity 1.6	Development and approval of the standards of boarding services, functioning with a resource school
Activity 1.7	Calculation of the transformation of a special school to a resource school and its annual functioning
Activity 1.8	Approval of an adequate budget for a pilot resource school
Activity 1.9	Development of a methodological guidebook
Activity 1.10	Target municipality resource school and target mainstream schools Involvement and informing of schools' personnel.

**Objective 2. Piloting of the transformation of a special school to a resources school in a target municipality – launching/functioning of a resource school**

Activity 2.1	Mobilization of human resources in pilot resource schools (professional enhancement of available staff, recruitment of new personnel)
Activity 2.2	Material-technical equipment of pilot schools and arrangement of infrastructure
Activity 2.3	Development of supportive services in pilot resource schools
Activity 2.4	Intermediary monitoring of the piloting process and data collection (lessons learned, best practice)
Activity 2.5	Annual and final assessments of the piloting process, developing recommendations
Activity 2.6	Elaboration of the consistent/stage-by-stage plan (timeline) of transformation of other special schools to the resource-schools
Activity 2.7	Development and approval of normative acts on the transformation of other special schools to the resource schools
Activity 2.8	Development of the policy concepts of target resources schools' supportive services target resource schools
Activity 2.9	Stage-by-stage mobilization of human resources in pilot schools of the rest of resource schools (professional enhancement of available staff, recruitment of new personnel)
Activity 2.10	Calculation of the transformation of special school to a resources school and its annual functioning
Activity 2.11	Material-technical equipment of pilot schools and arrangement of infrastructure in the rest of resource schools
Activity 2.11	Defining the pilot schools of the rest of resource schools and stage-by-stage and consistent development of supportive services.