INCLUSION

Executive Summary
The transforming of the Berkeley

California Provisions:

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The California Department of Education’s

outcomes, for both disabled and non-disabled students. Reports from administrators, teachers, families, and the students themselves confirm these research findings. 1These national data are mirrored in the experience of BUSD’s Inclusion Program.

Principles of A Redesigned System

To establish a unified and inclusive approach to education that moves from the “pilot” sites of the Inclusion Program to the core of the BUSD, will require the adoption of the following principles, all based on the premise that special education is a service, not a place:
1. access for all students to the core curriculum that is based on the content and
performance standards;
2. District departments, programs and services that are coordinated and unified;
3. capacity built at the school site;
4. expanding and creating learning communities, to include school staff,
students, families and community members, and;
5. excellence through ongoing monitoring, assessment, and accountability.

In the following sections of this report there are specific recommendations addressed to each of these five principles. Before summarizing them, we want to present a picture that provides a context for them, a view of an inclusive society, an inclusive school, and an inclusive classroom.

Inclusion in Society, Schools, and Classroom

Inclusive schools, according to a study conducted by ten national education organizations, 2 who comprised the ‘Working Forum on Inclusive Schools,” are characterized by the following factors: a sense of community; leadership; high standards; collaboration and cooperation; changing roles and responsibilities; an array of services; partnership with families; flexible learning environments; strategies based upon research; new forms of accountability; access to the full range of school experiences; and
continuing professional development.

In its study of greater than a thousand school districts pursuing inclusive education and

school restructuring, the National Center on Educational Restructuring and Inclusion -

- (NCERI) identified the-following-seven factors as the-components-ofeffe-ctive-practice: visionary leadership; collaboration (between general and special educators, evaluation

For a summary of these data, see D. K. Lipsky & A. Gartner, (1997). Inclusion and School
Reform: Transforming America’s classrooms. Baltimore, MD: Paul H. Brookes Publishing Co.,
esp. ch. 13
2The ten organizations included the American Assocation of School Administrators, American Federation of Teachers, the Council for Exceptional Children, the Council of Great City Schools, National Association of Elementary School Principals, National Association of Secondary School Principals, National Association of State Boards of Education, National Association of State Directors of Special Education, National Education Association, and National School Boards Association. Creating schools for all our Students, (1995) Reston, VA: Council for Exceptional
Children.

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personnel and pedagogues, classroom personnel and related services providers);

4) begin changes throughout the system at the start of the process and continue them through the entire course of the effort. Infuse issues of inclusion throughout all of the district’s initiatives; 5) build momentum for systemic change over the course of a three year cycle; and 6) pay attention to issues of compliance with all pertinent federal and state mandates. 5Most importantly, we recognize that success in this first phase is necessary for ongoing change and the achievement of the overall goals.

Research and experience substantiate that a systemic change of this magnitude can only be achieved if all stakeholder groups become active partners in achieving its goals. There will be a great need to do development work with each of the stakeholder groups throughout the three years of implementation. The extent, magnitude, and intensity of such development and support services to school sites and stakeholder groups will be based upon schools moving from high levels of support to lower levels of support over the course of the three year period.

5A predicate of initiating these changes is for the District to come into compliance with outstanding issues, i.e., to start with a clean slate. The changes themselves will enable the District to remain in compliance.

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