



Educating One and All: Students with Disabilities and Standards-Based Reform

*Committee on Goals 2000 and the Inclusion of Students with Disabilities, Board on Testing and Assessment,
Division of Behavioral and Social Sciences and Education, National Research Council*

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In the movement toward standards-based education, an important question stands out: How will this reform affect the 10% of school-aged children who have disabilities and thus qualify for special education?

In **Educating One and All**, an expert committee addresses how to reconcile common learning for all students with individualized education for "one"--the unique student. The book makes recommendations to states and communities that have adopted standards-based reform and that seek policies and practices to make reform consistent with the requirements of special education.

The committee explores the ideas, implementation issues, and legislative initiatives behind the tradition of special education for people with disabilities. It investigates the policy and practice implications of the current reform movement toward high educational standards for all students.

Educating One and All examines the curricula and expected outcomes of standards-based education and the educational experience of students with disabilities--and identifies points of alignment between the two areas. The volume documents the diverse population of students with disabilities and their school experiences. Because approaches to assessment and accountability are key to standards-based reforms, the committee analyzes how assessment systems currently address students with disabilities, including testing accommodations. The book addresses legal and resource implications, as well as parental participation in children's education.

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