

SCHOOL PRINCIPALS IN THE IMPLEMENTATION OF THE INCLUSIVE SPECIAL EDUCATION POLICY IN A CITY IN THE METROPOLITAN REGION OF SÃO PAULO

DIRETORES DE ESCOLA NA IMPLEMENTAÇÃO DA POLÍTICA DE EDUCAÇÃO ESPECIAL INCLUSIVA EM UM MUNICÍPIO DA REGIÃO METROPOLITANA DE SÃO PAULO¹

LOS DIRECTORES DE ESCUELAS EN LA IMPLEMENTACIÓN DE LA POLÍTICA DE EDUCACIÓN ESPECIAL INCLUSIVA EN UN MUNICIPIO DE LA REGIÓN METROPOLITANA DE SÃO PAULO

Alexsandro do Nascimento SANTOS²
Rodnei PEREIRA³

ABSTRACT: This article problematizes the issue of discretionary action and the role of beliefs and the degree of knowledge and adherence of school principals, such as middle-level bureaucrats (BME), in the process of implementing inclusive special education policy in a municipal public system in Sao Paulo. The objectives are describing and analyzing the degree of understanding of school directors on the principles, objectives, implementation instruments and procedures of the inclusive special education policy; and to describe and analyze the patterns of adherence of school directors to the objectives, implementation instruments and procedures of the same policy. The investigation mobilized the analysis data referring to the responses of school principals to the questionnaires associated with Prova Brasil (2017). The results indicate that school managers recognize the importance to the school inclusion model for students who are the target audience of inclusive special education, but not for students without significant differences.

KEYWORDS: School principals. School management. Implementation. Inclusive Special Education Policy.

RESUMO: Este artigo aborda o tema da ação discricionária e o papel das crenças e do grau de conhecimento e adesão de diretores de escola, como burocratas de médio escalão (BME), no processo de implementação da política de educação especial inclusiva numa rede pública municipal da grande São Paulo. Os objetivos consistiram em descrever e analisar do grau de compreensão dos diretores de escola sobre os princípios, objetivos, instrumentos de realização e procedimentos da política de educação especial inclusiva; e descrever e analisar os padrões

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² Cidade de São Paulo University (UNICID), São Paulo – SP – Brazil. Permanent Professor. Director of the School of Parliament (SP). Member of the Network of Studies on Implementation of Public Educational Policies (REIPPE). PhD in Education (FEUSP). ORCID: <https://orcid.org/0000-0002-2337-3104>. E-mail: alexsandrosantos1980@gmail.com

³ Cidade de São Paulo University (UNICID), São Paulo – SP – Brazil. Permanent Professor. Member of the Network of Studies on Implementation of Public Educational Policies (REIPPE). PhD in Education (PUC-SP). ORCID: <https://orcid.org/0000-0002-2315-7321>. E-mail: rodneiul@gmail.com

de adesão dos participantes aos objetivos, instrumentos de realização e procedimentos da mesma política. A investigação mobilizou a análise de dados referentes às respostas dos diretores aos questionários associados à Prova Brasil (2017). Os resultados apontam que os gestores escolares reconhecem a importância do modelo de inclusão escolar para os estudantes que são público-alvo da educação especial inclusiva, mas não para os estudantes sem diferenças significativas.

PALAVRAS-CHAVE: Diretores de escola. Gestão Escolar. Implementação. Política de Educação Especial Inclusiva.

RESUMEN: Este artículo problematiza la acción discrecional y el papel de las creencias y el grado de conocimiento y adhesión de directores de escuela, como burócratas de nivel medio (BME), en el proceso de implementación de la política de educación especial inclusiva en un sistema educativo municipal en São Paulo. Los objetivos consistieron en describir y analizar el grado de comprensión de los participantes sobre los principios, objetivos, instrumentos de implementación y procedimientos de la política; y describir y analizar los padrones de adhesión de los directores a los objetivos, instrumentos de implementación y procedimientos de la misma política. La investigación ha buscado informaciones en los datos de análisis referentes a las respuestas a los cuestionarios asociados a Prova Brasil (2017). Los resultados indican que los gestores escolares reconocen la importancia del modelo de inclusión escolar para los estudiantes con discapacidades, pero no para los estudiantes sin diferencias significativas.

PALABRAS CLAVE: Directores de escuela. Gestión Escolar. Implementación. Política para la educación inclusiva a personas con discapacidad.

Introduction

This article addresses the issue of discretionary action and the role of beliefs and the degree of knowledge and adherence of school principals, as middle-ranking bureaucrats (BME, in the Portuguese acronym), in the process of implementing the policy of inclusive special education in a municipal public network of greater São Paulo. The research mobilized the analysis of data regarding the responses of principals of the network's schools to questionnaires associated with *Prova Brasil* (2017) and data regarding the response of school principals of the network to an instrument developed especially for the research.

In the field of education research, studies on the implementation of public policies have intensified since the 2000s and continue to grow. studies that analyze the implementation of an educational policy in a specific context (usually, in a school network or a set of schools and, less often, in a single school unit); iii. studies that are dedicated to verticalize the analysis of the implementation from the performance of the implementing agents. In this last group, we find

researches that chose to focus on the implementing agents at a particular level of action (street level, mid-level, high-level) and studies that prioritize the analysis of the interactions between implementing agents acting at different levels (OLIVEIRA, 2019, RUS PEREZ, 1998, SEGATTO, 2014).

We understand that implementing agents exercise certain autonomy and, acting within a framework of discretion and translate the forecasts, guidelines, and norms of public policies into actions, through decision-making processes (CAVALCANTE; LOTA, 2015; LOTTA, 2015; LOTTA; PIRES; OLIVEIRA, 2014). They act in institutional spaces of encounter between the state and the population (PIRES, 2017) and modulate their service delivery from a set of perceptions, beliefs, and knowledge and from a certain degree of understanding and adherence to the public policy they are implementing (FERREIRA; MEDEIROS, 2016; OLIVEIRA, 2011; WILSON, 2003).

We assume, in alignment with Mota (2018) and Oliveira and Abrucio (2018) that the School Director is an implementing agent of educational policies situated in the middle echelon. Especially, because: 1) he acts as a connector element between the top echelon of the bureaucracy and the street-level bureaucrats; 2) he exercises a relative degree of autonomy in the management of resources and work processes in the service unit (the school) and; 3) his direct contact with the beneficiaries of educational policy (the students and their families) has a distinct nature from that performed by street-level bureaucrats.

Moreover, a vast literature, systematized in Brazil and in different places around the world situates the leadership and performance of school principals as an intra-school factor relevant to school effectiveness and to the academic performance of students (STOLL; FINK, 1992, 1994; LEVINE; LEZOTTE, 1990; MURPHY; LOUIS, 1994; TEDDLIE; STRINGFIELD, 2000).

It is around this set of markers that our investigative course was developed. From the location of the research in a public and municipal school network, located in the metropolitan region of São Paulo, we assumed as central objectives: i. to describe and analyze the degree of understanding of school principals about the principles, objectives, instruments of implementation and procedures of the inclusive special education policy and ii. to describe and analyze the patterns of adherence of school principals to the objectives, instruments of implementation and procedures of the same policy.

Thus, this paper is composed of the following sections, including the introduction, which are: literature review, context and methodology, results and analysis, and final remarks.

Literature review

In order to recognize the most expressive brands of academic production in the research field on the theme of this investigation, we resorted to the Scientific Electronic Library Online - SciELO. The searches were conducted between September and December 2021. In that repository, we decided to conduct two search movements: in the first movement, we sought to map academic production on the relationship between the implementation of educational policies and school management; in the second movement, we sought to map research that connected the theme of school management with the theme of inclusive special education.

With regard to the first movement, we selected 3 articles. In a text published in the journal *Educar em Revista*, Lima (2021) analyzed the perceptions of principals of two schools in Rio de Janeiro about the implementation of the 'management plan' methodology proposed by the Municipal Secretariat of Education and concluded that the principals "acted with margins of freedom to manage the process, and that, based on different experiences and values, they attributed different meanings to the management plans" (LIMA, 2021, p. 1, our translation).

Neto and Castro (2011), in an article published in the journal *Educação e Sociedade*, analyzed the tensions between the model of democratic school management and the managerial model based on data collection and analysis of the perceptions of school managers about two management tools in use in high schools in Rio Grande do Norte: the Political Pedagogical Project and the School Development Plan (PDE) and concluded that, in the view of school managers: (1) these two tools present themselves as contradictory incentives to the modeling of management practices and (2) the management model of the School Development Plan (PDE in the Portuguese acronym), interpreted as closer to a managerial/managerialist perspective of management had been becoming more present in schools because of the binding of financial resources that it presupposed.

Finally, Torres (2013), in a contribution published in *Revista Lusófona de Educação* discusses the contradictions of the paradigm of educational leadership emerging in Portuguese educational policies at that historical moment to argue that the regulation established by the evaluation system from the central level seemed to install a paradox for the action of school principals as educational leaders: "how does the leader manage the bipolar pressure to which he is daily subjected, on the one hand, his total dependence on the center to which he must be accountable, on the other, his attachment to the professional and organizational identity of the school he represents?" (TORRES, 2013, p. 74, our translation).

In the second movement, investigating the production deposited on the SciELO platform from the pairs: "special education" or "inclusive education" and "school management". Only one article was located in the repository. It is the text "*Gestão Escolar e Educação Inclusiva: análise da produção científica na área de educação especial*" (NASCIMENTO; PENITENTE; GIROTO, 2018), published in the journal *Actualidades Investigativas en Educación*; linked to the Institute of Research in Education of the University of Costa Rica.

The authors signal that the set of articles presented only a lateral discussion on the theme of school management, often, in an implicit and indirect way. And they assert that:

um importante indicio subsidiado pelos dados apresentados caracteriza-se pela the need for scientific journals in the field of Special Education and education, in general, to promote, possibly by means of special issues, calls for the publication of research on the theme addressed here, with a view to compiling and disseminating references, models, and experiences that address school management from the perspective of inclusive education and, particularly, focused on the management of aspects that permeate Special Education in regular education (NASCIMENTO; PENITENTE; GIROTO, 2018, p. 18-19, our translation).

As a way to broaden the search for results, we consulted the Scielo repository using the English language terms ("inclusive education" and "school management"). From this search key, six other articles published in journals covered by the platform were found. Analyzing the six papers found, we identified that three of them focused more explicitly on the analysis of the performance of school managers in the field of inclusive special education.

The article by Maria Guadalupe Tinajero Villavicencio and Sharon Stephanie Solis del Moral, argues that "there is an absence of inclusive [educational outcomes] improvement strategies and of an evaluation of how planned actions affect the teaching work" (VILLAVICENCIO; MORAL, 2019, p. 161-162, our translation).

The text Godoy, Juarez and Sobrinho (2018) shows that there is, in the investigated context, a concern with the learning and development of students with disabilities and a defense of the inclusive model of care against previous moments in which the bet was segregation. From the point of view of school management, the authors also point out that it is necessary "to overcome the hierarchical and individualistic vision that permeates the managerial performance of the school manager" (GODOY; JUÁREZ; SOBRINHO, 2018, p. 387, our translation). And they state that the managerial perspective of school management, associated with the conceptions brought by the so-called New Public Management, establish a power dynamic in which the school principal is characterized as the one who holds the tools to operate as a boss,

exercising over the other professionals, a power of command (GODOY; JUAREZ; SOBRINHO, 2018, p. 387).

Finally, the essay by Cornejo, Rubilar, Díaz and Rubilar (2014, p. 2, our additions, our translation) recovers extensive international literature that has signaled that many of the experiences in inclusive education policies have encountered major difficulties related "to the vision and performance of the actors of the school community, not succeeding in changing the cultural and interactional practices practiced in educational establishments" and that, for this reason, such policies "have not succeeded in making the necessary changes to generate a real process of educational inclusion".

Context and methodology

Taking the above theoretical framework as a reference, in 2019 and the first quarter of 2020, we developed an investigative investment involving principals of 21 educational units that serve the early years of elementary education in a municipality located in the metropolitan region of São Paulo. The municipal network in which the research was carried out has 24 educational units of this type, which means that we reached 87.5% of the total number of schools.

The municipality has a population estimated by the Brazilian Institute of Geography and Statistics at just over 150,000 inhabitants (IBGE, 2020) and had, in 2019, 4,405 enrollments in the early years of elementary school.

In this municipality, 216 children were classified as target students for Special Education, according to data from the School Census. Of this total, only 4 were enrolled in the second phase of early childhood education (4 and 5 years old). All the other children were enrolled in the early years of elementary school.

The school network had seven multi-functional resource rooms dedicated to organizing and guaranteeing the strategies, materials and actions of the specialized educational service (SES), as a complementary and supplementary service to the students in regular classes. Of the total of 216 children classified as target audience for Special Education, 182 attended regular activities in one of these seven classrooms. The other 34 children did not attend activities of this type. It is worth noting that the seven multipurpose resource rooms functioned as hubs, bringing together enrollments from the main school with surrounding schools.

Multifunctional resource rooms are led by a specialized educational service teacher (SES teacher). In the school network investigated, this professional is chosen from among the

permanent or contract teachers who work in the network after a selection process consisting of a curriculum analysis and an interview with the pedagogical team from the Municipal Secretariat of Education.

The functional subordination relationship of the SES teacher is always with the principal of the school. They are considered part of the teaching staff of that school unit, even if they also serve students from other schools in their region. It is important to emphasize, however, that the Municipal Secretariat of Education has a reference technician, trained in the area of special education, dedicated to monitoring, training and mediating the work of the Specialized Education Attendance teachers with the other schools and with other sectors of the secretariat itself.

The investigative process, of qualitative approach, was negotiated in two stages: a first meeting of the researcher with the secretary of education and the technical team of the secretariat and a second meeting with the principals of elementary schools. In this meeting, after the presentation of the research, the principals were able to decide whether or not they wished to participate in the research.

Methodologically, the research undertaken was organized in two phases of data collection. In the first phase, we located the questionnaires answered by the principals of the sampled schools in the 2017 edition of Prova Brasil and selected for treatment the set of responses marked in the questionnaire section that dealt with aspects related to special education (questions 57 to 61). The data were processed by identifying the frequency of responses offered by school principals.

Then, we applied a questionnaire, with guaranteed non-identification of the respondents, who signed a free and informed consent form (ICF), consisting of eighteen objective questions for the universe of school principals involved in the research. The questions were divided into three groups: a) questions related to the degree of knowledge and agreement of the principal with the guidelines of the educational policy of the municipality about inclusive special education; b) questions related to the perception of the school principal about his own performance in the process of implementing the special education policy of the municipality within the school and in the relationship with the central bodies and; c) questions related to the perception of the school principal about the results achieved in the implementation of the special education policy of the municipality. The questionnaires were applied in person, in six technical visits made by the researcher, in the schools in which the directors worked, in the first week of March 2019. The questionnaire was applied using printed material with the questions and the

managers answered individually, without any intervention by the researcher or the secretariat staff. Subsequently, the data obtained were tabulated and organized into descriptive statistical tables, which supported the interpretation performed in the subsequent section.

Results and Analysis: Questionnaires associated with *Prova Brasil* (2017)

All 21 questionnaires answered by principals of the schools selected in the sample in 2017 were located. The five questions that address aspects related to special education comprise the block of questions numbered 57 to 61 and address the adequacy of the school infrastructure (question 57), the existence and quantity of resources in the multipurpose resource room (question 58), the training of the school principal to work with students targeted for special education (question 59), the specific training of school teachers to work with these same students (question 60), and the training of other school professionals for this work (question 61).

When asked whether the **school's physical infrastructure is adequate for people with disabilities or special needs**, principals responded as follows:

Table 1 – Managers' assessment of the physical infrastructure of schools (INEP, 2018)

Not adequate	Yes, but not very adequate	Yes, sufficiently adequate
3 (14,5%)	15 (71%)	3 (14,5%)

Source: Own preparation, based on data from Saeb (2017)

If we consider the proportion of respondents who indicated a slightly adequate/sufficiently adequate infrastructure compared to those who indicated that there was no infrastructure to serve this population, the data show that, in the perception of managers, school buildings are partially adequate to meet the demands of the disabled population. It is noteworthy that only three administrators stated that their schools are sufficiently adequate.

When asked about the **existence of multi-functional resource rooms and the amount of materials available**, the frequency of responses from principals was as follows:

Table 2 – Existence and sufficiency of multi-functional resource rooms (INEP, 2018)

No resource room	Yes, it does, but with few resources	Yes, it does, and with enough resources
14 (66%)	1 (5%)	6 (29%)

Source: Own preparation, based on data from Saeb (2017)

The data reveals the need for an effort by the government to expand the existence of multi-functional resource rooms to more schools (more than 60% of them do not have this instrument of the inclusive special education policy). However, the installed rooms, in the perception of principals, have sufficient resources for their operation.

When asked about **their own training to work with children with disabilities, the training of their teachers and the training of other school staff in this field**, school administrators responded to the *Prova Brasil* questionnaire as follows:

Table 3 – Training the principals themselves to work with Inclusive Education (INEP, 2018)

No	Yes, but only in one area/disability	Yes, in more than one area/disability
18 (85,5%)	3 (14,5%)	---

Source: Own preparation, based on data from Saeb (2017)

Table 4 – Training teachers to work with Inclusive Education (INEP, 2018)

No	Yes, but not enough	Yes, in sufficient number
6 (29%)	14 (66%)	1 (5%)

Source: Own preparation, based on data from Saeb (2017)

Table 5 – Training employees to work with Inclusive Education (INEP, 2018)

No	Yes, but not enough	Yes, in sufficient number
18 (85,5%)	3 (14,5%)	---

Source: Own preparation, based on data from Saeb (2017)

The systematized data from the responses given by principals to the three questions on training to work with the target audience of special education in the Questionnaire of *Prova Brasil 2017* reveal that teachers are the group in the school in which training policies have generated the most effects. In this category, the proportion of school principals who state that the teachers in their unit have some training is more representative (71%). However, the data on the perception of the managers about their own training and the training of the other members of the school team is worrying. Only 3 managers declared they had specific training in the area (14.5%).

When viewed as a whole, the data on the five issues discussed show an effort by municipalities to improve the physical infrastructure and teaching resources available in schools to serve the target audience of special education. However, these efforts are insufficient in the evaluation of school managers, who still point out fundamental needs not met by the policies

set in motion. It is also possible to see a significant gap in the training of professionals. In particular, the very insufficient standard of training for school managers and administrative and support staff in the schools draws attention.

Results and Analysis: Questionnaires applied in person, by the researcher

The questionnaire submitted to school managers to investigate their understanding and adherence to the goals and strategies of the special education policy, their perception of their own performance as implementers, and their perception of the results achieved by this policy was composed of three blocks. The first block had 5 questions, the second block had 10 questions, and the third block had 2 questions.

In the first block, the questions sought to identify the degree of knowledge and agreement/adherence of school principals to the goals and strategies proposed in the inclusive special education policy. The questions presented to the managers always presented four possible answers: a) The statement is correct in light of the municipal policy of inclusive education and I agree with its content (CC); b) The statement is correct in light of the municipal policy of inclusive education, but I disagree with its content (CD); c) The statement is incorrect in light of the municipal policy of inclusive education but I agree with its content (IC) and; d) The statement is incorrect in light of the municipal policy of inclusive education, and I also disagree with its content (ID).

In general, in the municipality where the research was carried out, following the national standards on the subject, the inclusive special education policy is explicit in stating that all children, regardless of their specific characteristics, related or not to disability, should be enrolled in regular classes and, if there is a pedagogical assessment that indicates the need for Specialized Education Attendance, an individual plan should be drawn up so that the student can receive complementary/supplementary support for his full development. However, when asked about this policy guideline, the response of the participating principals was as follows:

Table 6 – Perception about the attendance guideline for children in regular classes

There are children who, because they present very complex deficiency conditions, need to be attended only in special classes, appropriate to their needs			
CC	CD	IC	ID
1	1	4	15

Source: Own preparation, based on questionnaire responses, 2022

É It is salutary to identify that most professionals identified that the statement contradicts the principles stated both in the National Policy of Inclusive Special Education and in the guiding documents of the municipal network and pointed out that the association between complex clinical pictures of disability and segregated school care is incorrect. However, two of the managers who participated in the questioning considered the sentence correct (contrary to the guidance expressed in the policy documents) and four managers signaled that, despite understanding that this proposal is incorrect in the light of public policy, they agree with its content; that is, they agree with the idea of segregated care for children who present pictures considered complex in terms of disability or global developmental disorders.

The hypothesis of a decrease in the pace or depth of learning of the school contents in the class/classes due to the presence of a child with disabilities was also investigated among the respondents. The pattern of responses found was as follows:

Table 7 – Perception about the work with content and the gain with socialization and learning of values

The presence of disabled children makes teachers need to decrease the amount/depth of content, but it is a gain in socialization and learning values			
CC	CD	IC	ID
4	3	8	6

Source: Own preparation based on questionnaire replies, 2022

Most of the professionals proved to know the precepts of the national and local special education policy, pointing out that there is no causal relationship between the presence of children with disabilities in a regular class and a decrease in the quantity or depth of the teaching content worked in the classroom (14 managers in all). However, eight of these professionals, even though they understood this precept established in the policy guiding texts, stated that yes, they see this correlation and agree with the sentence formulated. Moreover, seven professionals (1/3 of the sample) considered the sentence correct.

Regarding the specialized training for teachers of regular classes, a discussion that has already found consensus in the normative texts in the sense of considering that it is not an indispensable requirement for the inclusion of children with disabilities in their classes. However, as in the previous question, despite seeing that the guiding texts of the special education policy do not establish the need for specialized training for the regular classroom teacher, the managers participating in the survey pointed out, in their overwhelming majority, that this should be the path, agreeing with the content of the initial sentence.

Table 8 – Perception about the need of previous specialized training of the teacher for the attendance

Before including a child with disabilities in a regular class, it is necessary to ensure that the regular teacher is someone with specialist training in inclusive education			
CC	CD	IC	ID
3	0	13	5

Source: Own preparation based on questionnaire replies, 2022

Both in the National Policy for Special Education from the perspective of Inclusive Education (BRAZIL, 2008) and in the texts that guide the care of the target audience of special education in the school network participating in the research, the initial pedagogical assessment of children with disabilities or suspected of having disabilities, global developmental disorders and other atypical conditions is not a prerequisite for their enrollment in regular school classes.

This evaluation is foreseen as a procedure to be conducted by the school team, based on the observation made by the teacher in the classroom, although with the support of a multi-professional/multidisciplinary team when necessary. However, when questioned about this evaluation process, the pattern of responses suggests that, once again, even recognizing that this is not the guidance offered in the documents that organize the policy of care for the target audience of special education, the managers evaluate that yes, the clinical evaluation of the health area and the production of report/document with explanations and guidance on the clinical picture identified should be a step prior to the enrollment of a child in a regular class.

Table 9 – Perception of the need for clinical assessment / report for the care of students with disabilities

Before including a child with disabilities in a regular class, it is necessary to make sure that he or she goes through a clinical health evaluation and obtains a report with explanations and guidance about his or her condition.			
CC	CD	IC	ID
3	0	13	5

Source: Own preparation based on questionnaire replies, 2022

Finally, when asked about the role of the educational assistance teacher in the continuing training and monitoring of teachers in regular classes (another precept present in the National Policy on Special Education from the perspective of Inclusive Education (BRAZIL, 2008) and in the guiding documents of the two networks), the managers replied in a doubly affirmative way, mostly: that this is a correct orientation in the light of public policy and that they agree with this precept.

Table 10 – Perception about the co-responsibility of the SES teacher in the care of the student

The specialized education service/multifunctional resource room teacher needs to be co-responsible for the training and monitoring of regular classroom teachers.			
CC	CD	IC	ID
16	2	3	0

Source: Own preparation based on questionnaire replies, 2022

The second block contained questions related to the manager's perception of their own performance in implementing the inclusive special education policy. In this section of the questionnaire, managers were presented with 10 activities related to the implementation process and were asked to select one of the four answers below: 1. I recognize that this is an assignment of the school principal and I can perform it most of the time (RR); 2. I recognize that this is an assignment of the school principal, but, most of the time, I cannot perform it (RN); 3. I do not recognize this assignment as being of the school principal, but I perform it because it is necessary in the daily life of my school (NR); 4. I do not recognize this assignment as being of the school principal and I do not perform it in my daily life (NN). The pattern of responses found can be seen in the chart below:

Table 11 – Recognition of the director's field of responsibility and perception of his/her performance

Action	RR	RN	NR	NN
Provide guidance to the professionals performing the enrollment regarding the appropriate treatment of situations in which families declare a disability.	06	14	01	00
Talk to teachers about the enrollment of children whose families already show signs of disability or global developmental disorders.	06	14	01	00
Conduct, with the support of the pedagogical coordination, the initial assessment processes of children with suspected disabilities, global developmental disorders, high abilities or overgiftedness.	03	15	01	02
Conduct, in partnership with the pedagogical coordination, the processes of continued training of teachers for the educational care of children targeted for special education.	03	08	05	05
Coordinate the survey of the school's objective needs (infrastructure and pedagogical resources) and ensure their acquisition and availability.	15	03	03	00
Provide assistance to the students' families, welcoming and orienting them about how children who are targeted by special education are cared for in the light of the municipality's public policy.	15	01	05	00
Guide teachers to build inclusive pedagogical practices and make sure that they actually happen in the school, accompanying the team's educational work.	12	06	03	00
Demand the Municipal Education Secretary's team, requesting technical support and resources necessary for the good development of the implementation of special education in inclusive perspective.	21	00	00	00

Articulate intersectorial work with the health and social assistance equipment in the municipality, in order to ensure the best educational opportunities for children targeted for special education and their families.	10	11	00	00
Monitor and track the learning outcomes of children targeted for special education and implement specific actions to ensure that they make progress.	14	05	01	01

Source: Own preparation based on questionnaire replies, 2022

Finally, the third block of questions presented to the managers dealt with their perceptions regarding the results achieved in the implementation of the inclusive special education policy. The response pattern observed in the distribution of respondents was as follows:

Table 12 – Results of the implementation of the inclusive model of special education

Considering the target students of Special Education, do you consider that the inclusive model, of regular class enrollment:	
Replies	Distribution
It always produces more satisfactory results for children targeted for special education than segregated models.	19
It generally produces more satisfactory results for children targeted for special education than segregated models.	02
It rarely produces more satisfactory results for children targeted for special education than segregated models.	00
Considering all the children, the inclusive model, of regular class enrollment:	
Replies	Distribution
It always produces the most satisfactory results for all children (whether they are part of the special education target group or not).	11
It generally produces the most satisfactory results for all children (whether they are part of the special education target group or not).	05
It rarely produces the most satisfactory results for all children (whether they are part of the special education target group or not).	05

Source: Own preparation based on questionnaire replies, 2022

The systematized data allow us to conclude that school administrators have no doubts about the contributions of the inclusive model for children who are targeted for special education. At the same time, when asked about the benefits of the inclusive model for all children (whether or not they are part of the target audience for special education), the proportion of school administrators who believe that this model rarely benefits everyone draws attention.

Regarding the aspects related to training in inclusive special education, we observed that there are two fundamental neuralgic points, which are: i. absence of specific training of principals and school staff in the theme; ii. the establishment of a direct relationship between the enrollment of students with disabilities and written documents, such as reports issued by

health professionals; iii. the lack of specific training of principals and school staff in the theme; and iv. the establishment of a direct relationship between the enrollment of students with disabilities and written documents, such as reports issued by health professionals.

Final remarks

The objectives of this paper were to: [1] describe and analyze the extent to which school principals understand the principles, objectives, implementation instruments, and procedures of the inclusive special education policy; and [2] describe and analyze school principals' patterns of adherence to the objectives, implementation instruments, and procedures of the policy.

The neuralgic points highlighted at the end of the previous section, lead us to tension them, through 03 major questions: 1) how can school managers deal with the issues involving the training of their school staff both for the management of human diversities and differences, while assuring the right to learning of all and every student, especially, in the sense of separating the aspects involving the requirement of medical reports (for example, for the student to have access to benefits and services in the field of assistance, health and mobility and transportation) from the making of pedagogical decisions? 2) what actions the school management can put into practice in order to support the teaching staff both in planning and in developing inclusive pedagogical practices, both in the SES and in regular classes; 3) what professional knowledge the management team needs to build, and what practical actions it needs to undertake, within its attributions and those of the other members of the management team, in order not to relegate to the SES teacher the task of assuming the role of trainer of his/her peers from other specializations and areas of knowledge, considering that such a role could be assumed by the pedagogical coordinator?

Taking into account these questions and the points made throughout the text, we conclude that the data analyzed can guide future studies, as well as draw attention to the importance of policy makers to be attentive to training and monitoring the work of school managers, considering the influence they can exert on school teams, in the implementation of the special education policy from the perspective of inclusive education.

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