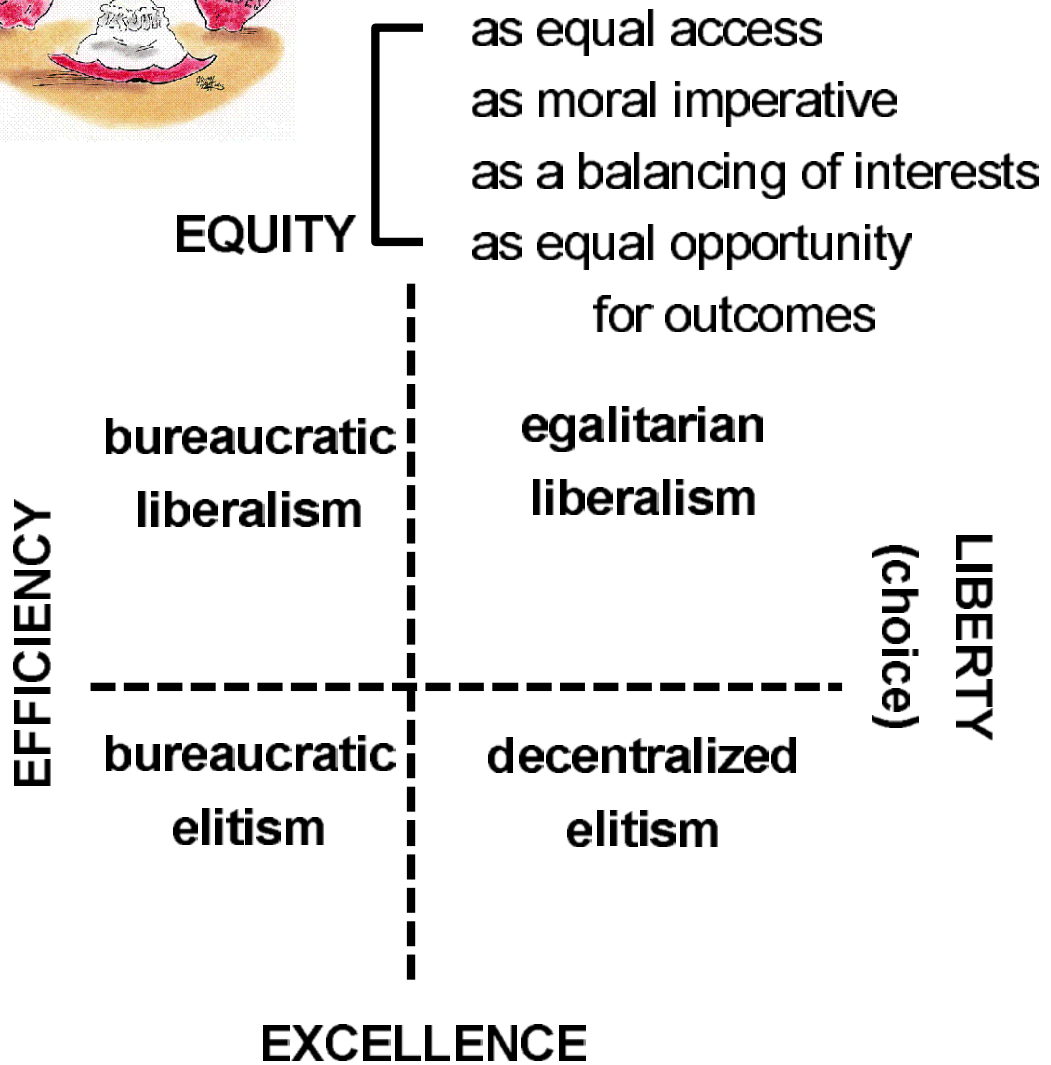


Four Core Values that Influence Policy





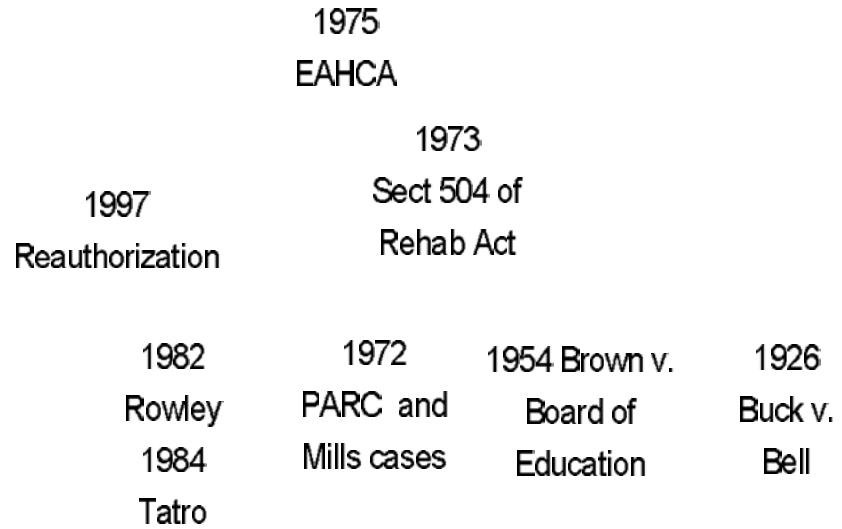
History of Politics of Education

1. Who should go to school?
2. What should be the purposes of schooling?
3. What should children be taught?
4. Who should decided issues of school direction and policy?
5. Who should pay for schools?

Stout, R., Tallerico, M. & Scribner, K. (1995). Values. The "what?" of the politics of education. In J.D. Scribner & D.H. Layton (Eds.), *The study of educational politics*. Washington, DC: Falmer

Chronology of Special Education Services

© Dr. Susan C. Philhower, 2001

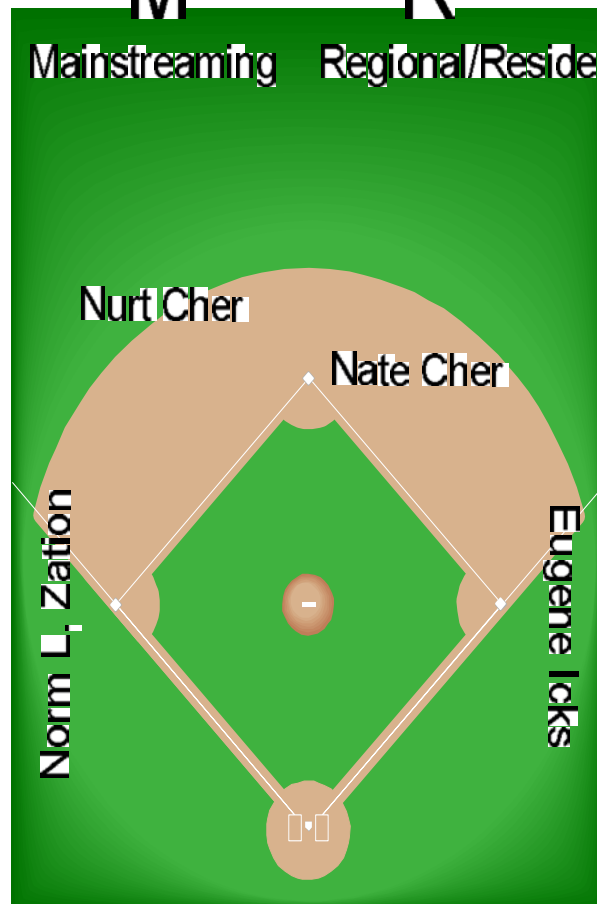


I
Inclusion

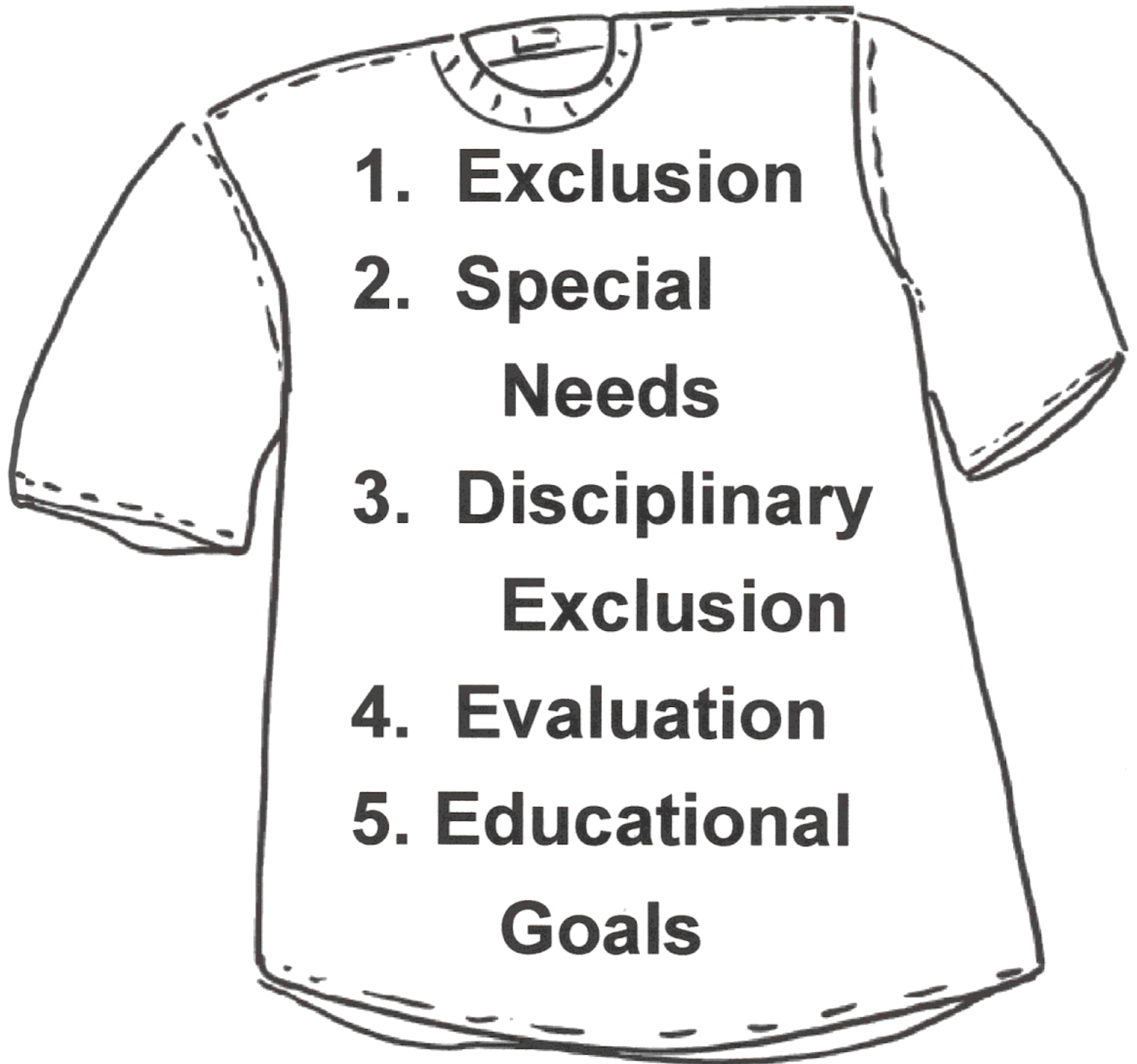
M
Mainstreaming

R
Regional/Residential

F
Facilities



Educational Inequity



1. Exclusion

**2. Special
Needs**

**3. Disciplinary
Exclusion**

4. Evaluation

**5. Educational
Goals**

10 problem areas IDEA was intended to address



6. Placement

Segregation

7. Related

Services

8. Parent

Involvement

9. Access to

records

10. Due Process

HOW DID SPECIAL EDUCATION GET THIS WAY?

COURT CASES



CIVIL RIGHTS LAW



EDUCATION LAW



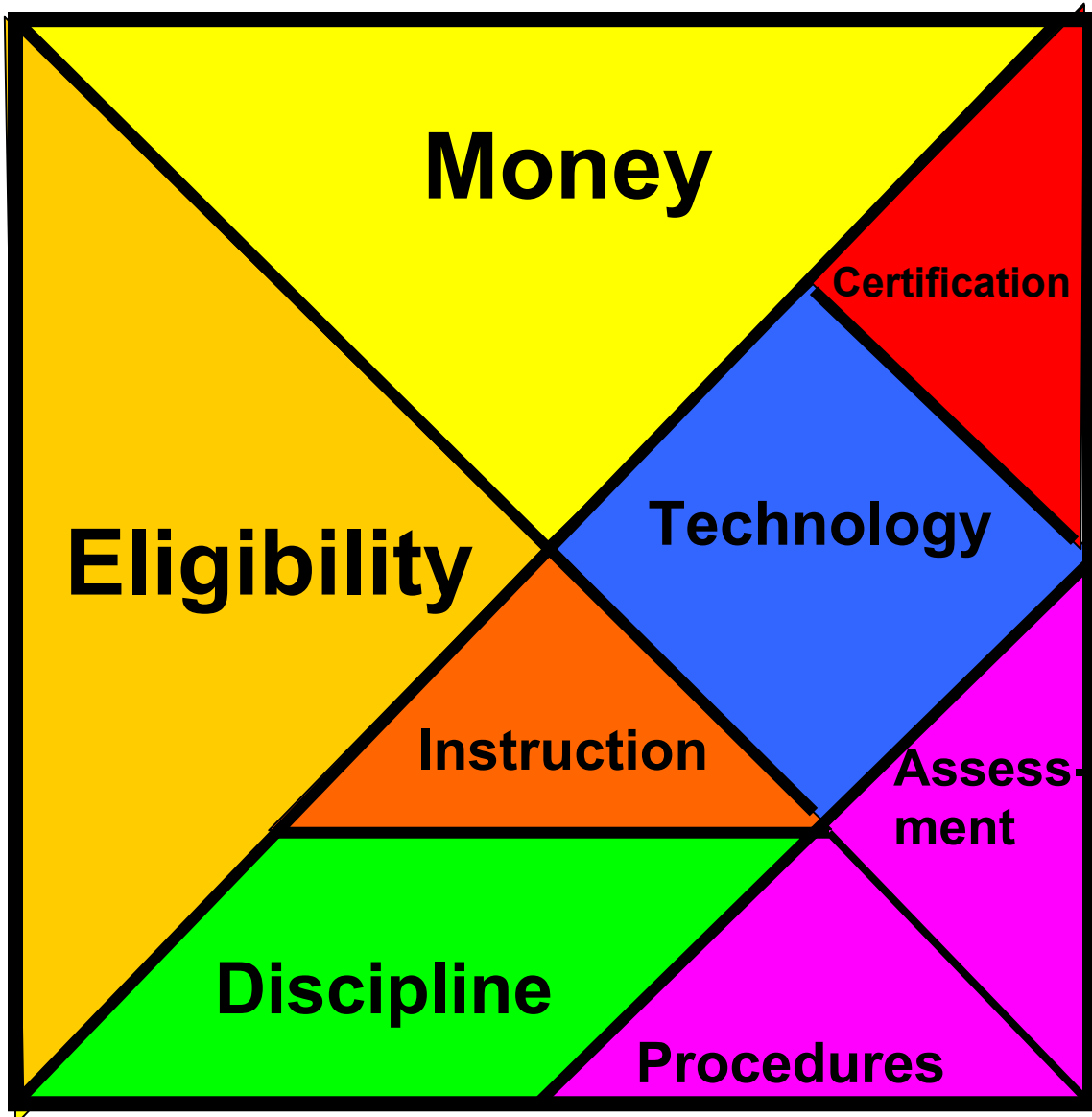
RESEARCH



PARENT AND ADVOCACY GROUPS



NCLB-INFLUENCED IDEA REAUTHORIZATION





Access to general education
curriculum

Add supports to normalize

Emphasis on outcomes

Principles of Universal Design



**Fund but Fix
Census Based**

Weighted Formula

**Functional Definition
of handicap**

Flexible Use of Funds



Discontinue use of discrepancy formulas

Flexible Service Delivery

Early Intervention/Non-categorical
Literacy emphasis

Functional Definition of eligibility aligned
with Sect 504/ADA

Transition and Outcomes emphasis



Prevention Strategies that Work

Positive Behavior
Intervention Systems
Schoolwide Programs
Safe Schools Focus
Dual Discipline System
Continue services
Manifestation Determination
Coord. with other agencies
Mental Health Options