

**Reformulating Special Education:
Policy & Implementation from School Level to District Level**

W. Russell A. Skusek

Abstract

This paper discusses the challenges of reformulating special education policy and implementation from the school level to the district level. It argues that the current system of special education is based on a model of individual deficits and that this model is not only flawed but also costly. The author proposes a new model of special education that is based on a model of social and cultural differences. This new model would require a fundamental restructuring of the current system of special education, including changes to the way that students are identified, assessed, and educated. The author argues that this new model is not only more equitable but also more effective. It would allow students with social and cultural differences to learn in the general education classroom, which would be the most beneficial environment for them. The author also discusses the challenges of implementing this new model, including the need for teacher training and the need for changes to the current system of special education funding. Finally, the author argues that the current system of special education is not only flawed but also costly, and that the new model would be a more equitable and effective way to educate students with social and cultural differences.

Reforming Special Education Policy Implementation From State Level To Street Level

Richard Weatherley



Reforming Special Education Policy Implementation From State Level To Street Level:

Reforming Special Education Richard Weatherley, 1979 Focusing on Massachusetts innovative special education reform law Chapter 766 Reforming Special Education traces the complex processes through which an ostensibly universalistic and equitable policy can produce a biased distribution of public benefits favoring affluent clients Reforming Special Education examines three Massachusetts school systems and seven schools within those systems to determine whether laws formulated to alter practices in educating children who are deaf blind retarded and physically handicapped actually result in fair and uniform treatment of children with special needs or whether they just create more work for school personnel The book discusses individual and community wealth as factors in the allocation of funds Despite Massachusetts equalizing formula it points out that rich districts often fare better than poor ones because they have the resources and sophistication necessary to challenge funding decisions The book also reveals that bureaucrats who are charged with carrying out the changes are victimized by new laws which for lack of resources they cannot hope to put into effect Because the street level bureaucrats front line personnel develop informal means of coping with these problems and with their jobs they distort the policy they are charged with implementing and become policy makers in their own right Weatherley concludes that policy initiatives must take into account potential effects on the daily work routines of those charged with implementing them These findings have dramatic implications for all human service bureaucracies where front line staff interact with the public hospitals police departments public welfare and employment offices mental health centers and lower courts Students of public policy educators social workers or anyone involved in public service employment will find this a scholarly yet highly readable account of the organizational constraints to bureaucratic reform

Reforming Special Education Richard Alan

Weatherley, 1977 **The Politics of Legalization in Special Education Reform** Jack Tweedie, 1982 **Handbook of**

Educational Policy Gregory J. Cizek, 1999-04-13 The Handbook of Educational Policy provides a comprehensive overview of policy questions in education reform at local state and national levels The book raises controversial questions such as who really benefits from educational reform and investigates issues of accountability assessment educational fads technology in education and other matters of educational policy The book explores not only what education is but what it can be and should be providing a scholarly analysis of policy decisions as well as practical recommendations for parents teachers and policy makers Key Features Provides informed discussion based on scholarly research Contains practical recommendations for parents educators and policy makers Includes representation from local state and national levels Considers comparisons of United States practices to reforms abroad Addresses current issues and implications for the futures *Special Education Re-formed* Harry Daniels, 2000 In this volume a respected group of researchers and practitioners who share concerns for equity and excellence in education write about their thoughts and concerns for the future of special needs education

Improving Transition Planning For Young People With Special Educational Needs Dee, Lesley, 2006-05-01 Offers practical

ideas for facilitating the transition from school to career for young people with learning difficulties and or disabilities

The Wiley Handbook of Educational Policy Rosemary Papa, Shadow W. J. Armfield, 2018-04-19 Illuminates the multiple barriers that plague the education system and shows the way toward enlightened and inclusive educational policy and policymaking This book showcases new scholarship in the broad field of education policy and governance Authored by some of the field's foremost scholars as well as new and up and coming academics this definitive handbook offers a range of cultural economic and political perspectives on the state of education policy today It addresses historic current and future education policy incorporating changing social landscapes of education economy and policy The Wiley Handbook of Educational Policy covers the role of politics in education governance the politics of philanthropy and for profits the culture and economy of professional organizations the governance of technology integration and future political realities to global citizenry Themes and topics range not only across early childhood K 12 and tertiary forms of schooling but also across the policy questions and concerns that transcend these distinctions Each chapter features key words key questions conclusions and thought provoking ideas that provoke readers to think about ways to improve the current conditions under which educational policy makers work Provides a traditional understanding of educational policy Shows how educational policy has changed due to the boom of private funding Explores the changing demographics in education populations over the last 40 years Discusses policies and the ethics of using and overseeing technology in teaching and learning environments Looks at future trends from contemporary political origins The Wiley Handbook of Educational Policy is an important book that should be read by every administrator policy maker and educator working in the education system

Research Handbook on Street-Level Bureaucracy Peter Hupe, 2019 When the objectives of public policy programmes have been formulated and decided upon implementation seems just a matter of following instructions However it is underway to the realization of those objectives that public policies get their final substance and form Crucial is what happens in and around the encounter between public officials and individual citizens at the street level of government bureaucracy This Research Handbook addresses the state of the art while providing a systematic exploration of the theoretical and methodological issues apparent in the study of street level bureaucracy and how to deal with them

Policy Into Action Mary Clare Lennon, Tom Corbett, 2003 The sweeping changes of 1996's welfare reform legislation are more than just new policies They represent a profound transformation of the character and structure of social policy institutions in the United States a shift from a bureaucratic centralized mode for income transfer to a professional mode aimed at complex behavioral change The evaluation community has responded with a shift from traditional impact analyses to implementation studies that get inside the skin of this new more flexible structure Implementation research explores the translation of concepts into working policies and programs and evaluates how well the administrative and management dimensions of these policies work and how the programs are experienced by all involved Policy into Action offers state of the art thinking on implementation

research from leading policy researchers and evaluation practitioners **The Implementation of Inclusive Education in Beijing** Kai Yu, 2014-02-27 The education implementation process in China remains uncharted by researchers The Implementation of Inclusive Education in Beijing Exorcizing the Haunting Specter of Meritocracy puts forth a general theory on China's education programs encompassing policy processes actions and interactions and grounded on the views of street level bureaucrats in China Kai Yu investigates these processes and presents teachers reflections on the change process as well as implementation stories from four Beijing schools He reports on their attitudes their beliefs and their pedagogical practices for implementing the innovative education program Yu argues that the imperatives of meritocratic ideology have undermined the detracking policy and its practice The strength of a program of change rests not so much on the power of the ideas purposes and values as on the reinterpretation of the implementers based on their personal understandings of institution and practice

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