

RESEARCH HIGHLIGHTS

Partnerships

Sailor, W. (2002). Devolution, school/community/family partnerships, and inclusive education. In W. Sailor (Ed.), *Whole-school success and inclusive education* (pp. 7-25). New York, NY: Teachers College, Columbia University.

BOTTOM LINE

The “devolution revolution” is a process in which a shift in federal policy is increasingly turning fiscal resources and responsibilities over to individual states in administration of human resource services. These changes are significant for children and families with special needs. As the federal government continues to devolve responsibilities to states, states seek avenues to devolve responsibility to local agencies. Some states are responding by finding ways to link various programs. For educators, devolution may provide the opportunity to link together school and community programs for common planning and resource management. *Inclusion* is an attempt to place students with disabilities in regular education programs with appropriate supports and services needed in order for them to be successful. School-linked services integration is a way to identify and link community and school resources for children and families in needs, providing for emerging school/community partnerships.

Beach Center on Disability

Making a Sustainable Difference in Quality of Life



TIPS

- Identify concerns and reform school system processes by encouraging collaboration between schools, parents, and community agencies.
- Continue to foster an attitude in which we are no longer educating “other people’s children,” but are seeking to meet the needs of “our children” and embrace differences.

KEY FINDINGS

- New Federalism is increasing the states’ responsibility and authority.
 - States are responding by restructuring government and attempting to strengthen local community coordination of programs.
 - The new federalist policies allow educators new opportunities to combine programs, but fewer funds are available for administering existing programs.
- Litigation resulted in landmark decisions reaffirming that children with disabilities had the right to appropriate services with peers without disabilities.
- Early efforts to integrate children with disabilities in 1973 were based on the belief that all children should have the opportunity for peer interaction and friendships.
 - Litigation resulted in landmark decisions reaffirming that children with disabilities had the right to appropriate services with peers without disabilities.
 - The focus on inclusive education has shifted away from special education concerns, to that of whole school concerns.
 - School-linked services integration provides an avenue in which community and school resources may be linked to further provide for children and family.

RELATED PUBLICATIONS

Calfree, C., Wittwer, F., & Meredith, M. (1998). *Building a full service school: A step-by-step guide*. San Francisco: Jossey-Bass.

Lawson, H.A., & Briar-Lawson, K. (1997). *Connecting the dots: Progress toward the integration of school reform, school-linked services, parent involvement and community schools*. Oxford, OH: Institute for Educational Renewal.

Lipsky, D.K., & Gartner, A. (1997). *Inclusion and school reform: Transforming America’s classrooms*. Baltimore: Paul H. Brookes.

Sailor, W., Kleinhammer-Tramill, J., Skrtic, T., & Oas, B.K. (1996). Family participation in New Community Schools. In G.H.S. Singer, L.E. Powers, & A.L. Olson (Eds.), *Redefining family support: Innovations in public-private partnerships* (pp. 313-332). Baltimore: Paul H. Brookes.

Schorr, L. (1997). *Common purpose: Strengthening families and neighborhoods to rebuild America*. New York: Anchor Books.

This research was conducted in collaboration with the Beach Center on Disability. It was funded by the Rehabilitation Research and Training Center on Families of Children with Disabilities of the National Institute on Disability Rehabilitation and Research (H133B30070) and private endowments. Permission granted to reproduce and distribute this research brief.

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