



## Task Force Brief

February 2016

### Meeting Objectives

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Create three to five recommendations for SWIFT partner sites for supporting students with extensive needs in SWIFT partner schools. We will:

- Minimize the need for separate educational environments
- Effectively address the academic needs of students with extensive support needs
- Elevate conversations in each of our SWIFT partner states regarding the logistics of bringing students together

### Big Ideas

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- Teacher and Administrator Preparation: Address the coursework and credentialing of educators through Institutes of Higher Education and State Accrediting/Licensing Agencies
- Include in the reauthorization of IDEA a focus matching resources and supports to student needs as an alternative to labels and continuum of placements; an equity-based rather than placement-based definition of inclusion
- State Departments of Education: Develop or promote guidance and incentives to reduce out-of-district placements, accessing federal dollars for special education services, and collaborate with mental health agencies (consider funding, MTSS approach, etc.)
- Develop teacher capacity within SWIFT partner States to provide examples of “highly effective” teachers who can collaborate to teach ALL students; merged preservice general and special education personnel preparatory programs

### Task Force Members

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## Recommendations

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1. Develop or share job descriptions, interview questions, etc. templates that partner sites can use when hiring staff who are prepared to collaborate and teach all students—including general and special education teachers, teaching assistants, related service providers, administrators, etc.
2. Connect partner sites with CEEDAR; and develop SWIFT/CEEDAR information sharing via blogs, newsletter, etc.
3. SWIFT partner sites begin to convene people for specific purposes and include community mental health and other groups in the meetings, using both a SWIFT Resource Leveraging Map and NASDSE’s community engagement tools
4. Develop strategies schools can use with parents of students who are in transition to new settings (e.g., returning to neighborhood school after an out-of-district placement)
5. Investigate states that use non-categorical support systems for more ideas



SWIFT Center produced this document under U.S. Department of Education, Office of Special Education Programs Grant No. H326Y120005. OSEP Project Officers Grace Zamora Durán and Tina Diamond served as the project officers. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. This product is public domain. Authorization to reproduce it in whole or in part is granted. Please cite as: SWIFT Center. (2016). *SWIFT-Better Together Task Force Brief*. Lawrence, KS: Author.