



**COLORADO**  
Department of Education

# ESSU

## Guidance Document

Reading and Math  
Interventionists Supporting  
Students in Special Education

September 2016

## INTRODUCTION

Colorado has developed two new job codes: Reading Interventionist and Math Interventionist. These codes are intended to provide increased flexibility for Administrative Units and districts to provide instructional support to all students, including those with disabilities, in the areas of Reading and Math. Educators with these job codes will have deep skills in literacy and/or math to meet a variety of student needs.

In a 2012 letter, the Office of Special Education Programs (OSEP) recognized that classrooms across the country are changing as the field of special education responds to innovative practices and increasingly flexible methods of teaching. Students with disabilities are being taught by a variety of educators—not just special educators—who are content experts and can meet many of their specialized instructional needs in the classroom.

Individual Education Program (IEP) teams are responsible for determining what special education and related services are needed to address the unique needs of individuals with disabilities so long as the services are *specially designed* to address the unique disability needs of the child and ensures access to the general curriculum.

See, *Letter to Chambers*, 59 IDELR 170 (OSEP 2012).

<http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/11-026517r-ma-chambers-definitions-5-4-12.pdf>

In other words, if a student with a disability needs explicit reading/math instruction or intervention and the most skilled reading/math teacher is a general educator or reading/math interventionist, the IEP team is authorized to connect the child with the most skilled educator regardless of their certification area.

Under 34 CFR §300.39 (a)(1), “special education” means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.

## WHY THE NEW CODES?

A student's potential for growth in reading/math increases when instructed by teachers with a depth of instructional knowledge, in the areas of literacy and mathematics. The practice of connecting a student with specific needs to an educator with specific skills to meet those needs aligns with Multi-Tiered Systems of Support Frameworks by providing students with timely, explicit interventions based on grade-level expectations. These codes are intended to increase flexibility so that each student has improved access to educators with the knowledge and skills to meet their instructional needs.

## DOCUMENTATION OF FUNDING

Funding for these positions is flexible; meaning a variety of funding sources may be used for Reading and Math Interventionists.

An LEA(AU) or school may wish to consider split funding teachers from special education funds, general funds, and CEIS (coordinated early intervening services) funds. This funding mechanism offers full flexibility for a particular teacher to work with diverse groups of students, regardless of disability or intervention status.

See *Letter to Couillard*, 59 IDELR 170 (OSEP 2013)

<http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/12-011637r-wi-couillard-rti3-8-13.pdf>

Interventionists may provide services to students who are in special education. Interventionists will not carry a special education caseload. The licensed special education teacher maintains primary responsibility for special education services and case managing IEPs. In some cases, the interventionist may be a certified Special Education teacher and they may carry a special education caseload at the discretion of the AU/District/BOCES.

## FUNDING CONSIDERATIONS

Interventionists providing services to students with disabilities can be coded to:

Grant code 3130 State ECEA, or 4027 IDEA Part B. Please note, per 2 CFR §200.430, that charges to IDEA for salaries and wages must be justified based on records that accurately reflect the work performed and must be maintained for all employees whose salaries are paid in whole or in part with IDEA funds. The records must be supported by a system of internal controls which provides reasonable assurance that charges are accurate, allowable, and properly allocated. Furthermore, ECEA Rule 7.01 (2) (d) states that “Administrative Units should maintain documentation of time spent with students with disabilities for each staff member who is employed part time in special education and part-time in regular education.”

Special education job classification codes to be used when utilizing interventionists for specialized instruction for students with disabilities are: 222 (Reading) and 223 (Math). Utilization of interventionists must be approved through the IDEA Federal Application Narrative process prior to charging IDEA funds. The request for utilization of IDEA funds includes submission of evaluation procedures and performance reports within the federal application narrative document.

## IMPLEMENTATION

Below are two examples of how the Interventionist's services can be documented in a student's IEP.

Example 1 depicts a Service Delivery Statement, from a child's IEP, as well as the Service Delivery Grid for a student who receives Specialized Instruction from a special educator in consultation with an Interventionist:

Genesis Armani Allgeyer <b>Legal Name of Student</b>	07/24/2002 <b>DOB</b>	118665490600 <b>LASID</b>	3752171818 <b>SASID</b>	November 10, 2015 <b>IEP Meeting Date</b>
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### SERVICE DELIVERY STATEMENT

**Statement of types and anticipated location of services to be provided to and on behalf of the student:**

Genesis will receive special education instruction for reading and written language in a small group setting in consultation with the reading interventionist. Math will be supported by the special education teacher in either one to one or in a small group. Genesis will receive speech language services one to one or in a small group.

Consultation, service planning and coordination between service providers, teachers and parents will be provided as part of the Targeted Case Management Plan for up to 60 minutes per month.

Specialized Instruction Area and/or Related Services 300.320(a)(4) Include ESY if applicable	Location	Special Education or Related Services	Service Provider Role 300.18 & ECEA 3.04	Start Date 300.320 (a)(7)	End Date 300.320 (a)(7)	Frequency of Special Education/Related Services		
						Minutes	Frequency	Direct/ Indirect
Specialized Instruction - Reading	Outside General Education Classroom	Special Education	Special Education Teacher	11/1/15	11/9/16	30	weekly	Direct
Specialized Instruction - Math	Outside General Education Classroom	Special Education	Special Education Teacher	11/1/15	11/9/16	120	weekly	Direct
Specialized Instruction - Writing	Outside General Education Classroom	Special Education	Special Education Teacher	11/1/15	11/9/16	30	weekly	Direct
Speech/Language Specialized Instruction	Outside General Education Classroom	Special Education	Speech Language Pathologist	11/1/15	11/9/16	60	weekly	Direct
Specialized Instruction - Reading	Outside General Education Classroom	Special Education	Reading Interventionist	11/1/15	11/9/16	15	weekly	Indirect
Specialized Instruction - Writing	Outside General Education Classroom	Special Education	Reading Interventionist	11/1/15	11/9/16	15	weekly	Indirect

Example 2 depicts a Service Delivery Statement, from a child’s IEP, as well as the Service Delivery Grid for a student who receives Specialized Instruction in Reading from a Reading Interventionist:

Genesis Armani Allgeyer <b>Legal Name of Student</b>	07/24/2002 <b>DOB</b>	118665490600 <b>LASID</b>	3752171818 <b>SASID</b>	November 10, 2015 <b>IEP Meeting Date</b>
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### **SERVICE DELIVERY STATEMENT**

**Statement of types and anticipated location of services to be provided to and on behalf of the student:**

Genesis will receive support in reading and writing with progress monitoring by a Reading Interventionist in a small group setting in the general education classroom with consultation from the special education teacher. Math will be supported by the special education teacher in either one to one or in a small group. Genesis will receive speech language services one to one or in a small group.

Consultation, service planning and coordination between service providers, teachers and parents will be provided as part of the Targeted Case Management Plan for up to 60 minutes per month.

Specialized Instruction Area and/or Related Services <i>300.320(a)(4)</i> Include <b>ESY</b> If applicable	Location	Special Education or Related Services	Service Provider Role <i>300.18 &amp; ECEA 3.04</i>	Start Date <i>300.320 (a)(7)</i>	End Date <i>300.320 (a)(7)</i>	Frequency of Special Education/Related Services		
						Minutes	Frequency	Direct/ Indirect
Specialized Instruction - Reading	Outside General Education Classroom	Special Education	Special Education Teacher	11/11/15	11/9/16	15	weekly	Indirect
Specialized Instruction - Math	Outside General Education Classroom	Special Education	Special Education Teacher	11/11/15	11/9/16	120	weekly	Direct
Specialized Instruction - Writing	Outside General Education Classroom	Special Education	Special Education Teacher	11/11/15	11/9/16	15	weekly	Indirect
Speech/Language Specialized Instruction	Outside General Education Classroom	Special Education	Speech Language Pathologist	11/11/15	11/9/16	60	weekly	Direct
Specialized Instruction - Reading	Inside General Education Classroom	Special Education	Reading Interventionist	11/11/15	11/9/16	150	weekly	Direct
Specialized Instruction - Writing	Inside General Education Classroom	Special Education	Reading Interventionist	11/11/15	11/9/16	150	weekly	Direct

