

Collaborative Inquiry Questions Linked to the Use of Special Education Funds (MTSS and Use of Special Education Funds)

As part of Collaborating for Iowa’s Kids, schools have been examining data and having discussions facilitated by collaborative inquiry questions. Questions have arisen regarding the use of staff who are funded, in whole or in part, from special education monies in this work. This document outlines allowable uses of special education funds within a Multi-Tiered System of Support (MTSS). For each collaborative inquiry question, appropriate use of special education funding is outlined, including some examples and non-examples. This document is intended to support use of funds guidance provided by the Iowa Department of Education and does not replace such guidance. This document identifies, as a general rule, whether special education funds may support certain activities. It does not identify whether specific sources of special education funds (state/local, Part B, CEIS) may support specific activities. For that level of detail, consult the Department’s use of funds guidance or contact the Department.

Consensus	
A. What is the current level of consensus?	<p>Provide overview of MTSS to building staff, including a focus on the implications for learners with special education services. Include information about the rationale for why the building needs MTSS.</p> <p>Address questions about the implementation of MTSS.</p> <p>Participate on the team that develops consensus activities with the purpose of consulting regarding staff beliefs and connections to the needs of learners with disabilities.</p>
B. If the current level of consensus isn’t sufficient, what is the process to build consensus?	<p>Identify questions and concerns from staff members, especially those staff involved in the provision of interventions and special education services.</p> <p>Provide answers or resources related to questions pertaining to general education interventions, suspicion of disability, evaluation for special education, and the provision of special education.</p> <p>Example:</p> <ul style="list-style-type: none"> • Participate on the team that’s developing activities to consult regarding beliefs and connections to the needs of learners with disabilities. <p>Non-Example:</p> <ul style="list-style-type: none"> • Facilitate the development of consensus surveys and/or activities.

<p>C. Is there a leadership team established to support the development, implementation and sustainability of the framework?</p>	<p>Participate as a member of the leadership team on an occasional and incidental basis.</p> <p style="text-align: center;">OR</p> <p>Participate as a regular and ongoing leadership team member with the purpose of representing the special education population's needs in the development and implementation of MTSS and/or with a focus on intervention and specially designed instruction for learners with special education services.</p>
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Infrastructure and Implementation

<p style="text-align: center;">D. Do we have an established and ongoing collaborative inquiry process for implementation?</p>	
<p>1. Is the Universal Tier sufficient?</p>	<p>Assist in universal screening planning and administration for learners with disabilities.</p> <p>Assist in universal screening administration for learners who are at-risk as part of the Child Find process.</p> <p>Participate as a swat-team* member (when the purpose is to assess learners with disabilities and those who are at-risk).</p> <p>Assist in data analysis of the core</p> <ul style="list-style-type: none"> • Determine the outcomes for learners in special education for reading and those in special education without a reading goal • Determine the building special education identification rate <p><i>*Swat-team is a team of individuals that is responsible for assessing all learners in the building during universal screening time periods.</i></p> <p>Example:</p> <ul style="list-style-type: none"> • Speech-Language Pathologist assessing learners on her caseload with articulation services. <p>Non-Example:</p> <ul style="list-style-type: none"> • Organizing all logistics for the Universal Screening implementation (e.g. copies, schedule, training).

<p>2. If the Universal Tier is not sufficient, what are the needs that must be addressed?</p>	<p>Support the examination of staff members' beliefs about the purpose of the Universal Tier for learners in special education.</p> <p>Ensure that learners in special education have access to the building blocks of the Universal Tier (e.g., learners in special education have access to core reading instruction, help determine the accommodations and/or modifications that special education learners needs in order to access core instruction)</p> <p>Assist the leadership team in collecting and analyzing data related to the experiences of at-risk learners and learners with disabilities.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Participate in accommodation/modification planning to support the success learners with special education services within the Universal Tier. • Collect and analyze information regarding instructional time for learners with disabilities. • Participate in conversations related to policies impacting learners with disabilities. <p>Non-Example:</p> <ul style="list-style-type: none"> • Facilitate the collection and analyzing of instructional time for all learners.
<p>3. How will Universal Tier needs be addressed?</p>	<p>Support the implementation of any prioritized areas of needs that have direct connections to learners in special education.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Conduct training with staff regarding ensuring access to the Universal Tier for learners with disabilities. • Work with the building leadership team regarding scheduling for special education programming. <p>Non-Examples:</p> <ul style="list-style-type: none"> • Provide training with staff regarding using learning standards for supporting success for all learners. • Work with the building leadership team regarding all scheduling.

<p>4. How will the implementation of the Universal Tier actions be monitored over time?</p>	<p>Assist the leadership team in ongoing monitoring of changes to the Universal Tier for the benefit of at-risk learners and learners with disabilities.</p>
<p>5. Have Universal Tier actions been effective?</p>	<p>Review student achievement data for learners with special education services and compare to established goal.</p> <p>Review implementation data for action items pertaining to learners with special education services and compare to established goal.</p> <p>Assist the team in analyzing data related to changes in the Universal Tier to support at-risk learners and learners with disabilities.</p>
<p>6. Which students need support in addition to the Universal Tier?</p>	<p>Learners with Special Education Services</p> <ul style="list-style-type: none"> • For learners whose scores are substantially deficient, review their current specially designed instruction (SDI) or special education services to ensure services meet their needs (e.g., making enough progress to close the gap). <p>Learners without Special Education Services</p> <ul style="list-style-type: none"> • Assist in identifying those learners whose universal screening scores are substantially deficient. Assist the school to determine which need targeted intervention and which need more intensive intervention. • Identify those learners whose scores are substantially deficient but do not receive special education services. Determine if a meeting should be held to discuss Suspicion of Disability (SOD). • Provide consultation to LEA staff to support the implementation of the targeted or intensive general education interventions. For more specific information regarding the parameters of this consultation, refer to questions 22 and 54 in the Use of Special Education Funds Question and Answer document, located on the Iowa Department of Education’s website.

<p>7. Which of the Targeted and/or Intensive Tier options is needed to meet the needs of identified students?</p>	<p>Learners with Special Education Services</p> <ul style="list-style-type: none"> • When learners are not making expected growth, assist special educators in collecting additional diagnostic information that may be needed to intensify specially designed instruction. • When learners are not making expected growth, assist the team in determining if a reevaluation is supported. <p>Learners without Special Education Services</p> <ul style="list-style-type: none"> • Assist the LEA in determining when additional diagnostic information needs to be collected for targeted learners. • Assist LEA staff with diagnostic assessments that should be completed for each targeted learner. • Assist LEA staff with interpretation of results of the diagnostic assessment process and provide instructional intervention recommendations for general education interventions. <ul style="list-style-type: none"> ○ For more specific information regarding the parameters of this consultation, refer to questions 22 and 54 in the Use of Special Education Funds Question and Answer document, located on the Iowa Department of Education’s website.
<p>8. How will the Targeted and/or Intensive Tier options be implemented?</p>	<p>Learners with Special Education Services</p> <ul style="list-style-type: none"> • For learners in special education or for an intensive intervention that is completed during the 60-day special education evaluation timeline <ul style="list-style-type: none"> ○ All activities listed in steps 1 through 7, in collaboration with the special education teacher and/or interventionist. <p>Learners without Special Education Services</p> <ul style="list-style-type: none"> • Provide occasional and incidental consultation to general education teachers or interventionists who are implementing targeted and/or intensive interventions. • Review intervention progress monitoring data with the general education teacher and/or interventionist to determine if a disability should be suspected for an individual student. • Assist teams in planning logistics of intensive intervention delivery.

<p>9. How will the implementation of the Targeted and Intensive Tiers be monitored over time?</p>	<p>Learners with Special Education Services</p> <ul style="list-style-type: none"> ● For learners with special education services or during an intensive intervention that is completed during the 60-day evaluation timeline <ul style="list-style-type: none"> ○ Develop implementation checklists, rubrics, observation forms, etc. to assess the implementation of SDI ○ Complete implementation checks for learners with special education services ○ Provide support for the special education teacher to implement action steps or to implement modifications needed if implementation is not at criteria <p>Learners without Special Education Services</p> <ul style="list-style-type: none"> ● For learners receiving general education standard treatment protocol or intensive interventions <ul style="list-style-type: none"> ○ Provide general education teachers with information about the importance of implementation integrity during intensive intervention. ○ Provide teachers with ideas of how to assess implementation integrity on an occasional and incidental basis. ○ Collaborate with the general education teacher on the analysis of the implementation data (collected by the general education teacher) on an occasional and incidental basis.
<p>10. Using the data and information, which students need changes to the Tiers they are receiving?</p>	<p>Learners with Special Education Services</p> <ul style="list-style-type: none"> ● Provide consultation to special education teacher regarding the use of progress monitoring data to make educational decisions. ● Provide specific strategies to intensify instruction when needed. <p>Learners without Special Education Services</p> <ul style="list-style-type: none"> ● Provide consultation to general education teacher and/or interventionist regarding the use of progress monitoring data to make educational decisions (occasional and incidental). ● Provide strategies to modify an intervention if needed (occasional and incidental).

	<ul style="list-style-type: none"> • Work with general education teachers and/or interventionists to review progress monitoring data and determine if a disability should be suspected.
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Sustainability

<p>E. Do you have an established structure to provide on-going professional learning and coaching to support all staff members?</p>	<p>Provide professional learning opportunities to new staff members on the Child Find and Suspicion of Disability process, eligibility determination, and intensification of instruction/Specially Designed Instruction (SDI).</p> <p>Provide professional learning and coaching to teachers on how to accommodate or modify core instruction to better meet the needs of learners with special education services.</p> <p>Provide on-going professional learning and coaching to support differentiation in core instruction for learners with special education services.</p> <p>Provide on-going professional learning and coaching to support collaborative teaching for learners with special education services.</p>
<p>F. How do you ensure program evaluation at Universal, Targeted, and Intensive Tiers?</p>	<p>Support the evaluation of the effectiveness of special education services.</p> <ul style="list-style-type: none"> • Determine the number and percent of learners receiving SDI in reading.* • Determine the number and percent of those learners receiving SDI in reading who made progress, met benchmark, and were exited from special education. • Review progress data for learners with reading goals to determine if instructional changes were made when needed as indicated by the data. • Review implementation data to determine if SDI was implemented as intended. <p>*Although current MTSS work is related to the area of literacy, these activities may be replicated for other service areas.</p>

<p>G. What structures does the leadership team have in place to support sustainability of the framework over time?</p>	<p>Update teacher handbook to reflect Child Find and problem-solving processes within an MTSS system.</p>
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