

Reading and Math Interventionists in Special Education

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

Why 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. This practice aligns with district Multi-Tiered System of Supports Frameworks by providing students with timely, explicit interventions based on grade-level expectations. These codes are intended to increase flexibility so each student has improved access to educators with the knowledge and skills to meet their instructional needs.

Since the passage of Public Law 94-142 in 1975, special education best practice includes the provision of flexible support within the classroom. Intervention support can be provided in a timely manner when the interventionist has a schedule of in-class support. When considering the continuum of services on an individual basis, districts and BOCES are required to identify the potential harmful effects of all placement options.

Interventionist's Role For All Students:

- Interventionists can provide services to all students in the general education classroom without removing students from their peers
- Interventionists can provide interventions to all students – general education and special education

Two new job classification codes:

Reading Interventionist 222
Math Interventionist 223

- Reading/Math Interventionist description:

Teachers who conduct assessments and provide consultative (indirect) or direct services (interventions and instruction) in the areas of literacy or math to meet the individual needs of students through the use of evidence-based practices to improve achievement.

- Best practice: All students are general education students first. Consider the potential harmful effect of the loss of time in the classroom and best first instruction in any placement decision.



Interventionist's Role For Students with Disabilities:

- Interventionists can provide specialized instruction according to a student's IEP, in consultation with the special and general education teachers
- Interventionists collaborate with certified special education teachers regarding IEP goals, progress monitoring, etc.
- Interventionists' roles can be described in the Service Delivery Statement on the IEP
- Interventionists could be a provider identified on the Service Delivery grid on the IEP if they are providing services to students on IEPs
- Interventionists can provide direct services on an IEP (they are providing interventions directly to the student)
- Interventionists can provide indirect services on an IEP (they are consulting with a certified Special Educator who is providing the specialized instruction)
- Interventionists can provide services to all students in small group setting in and out of the general education classroom
- Best practice is for all services provided to both general education and special education students to be accurately documented in a service log

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.

This CDE guidance document is meant for clarification, is not legally binding, and is not to be confused with legal advice. This guidance reflects CDE's recommendations, but Administrative Units (AUs) may have developed their own policies or procedures that differ from those described herein. Be sure to refer to your local AU's policies and procedures through the Director of Special Education. If you are seeking legal advice, please contact your legal counsel.

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Colorado Department of Education, Exceptional Student Services Unit

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(303) 866-6694 / www.cde.state.co.us/offices/exceptionalstudentservicesunit