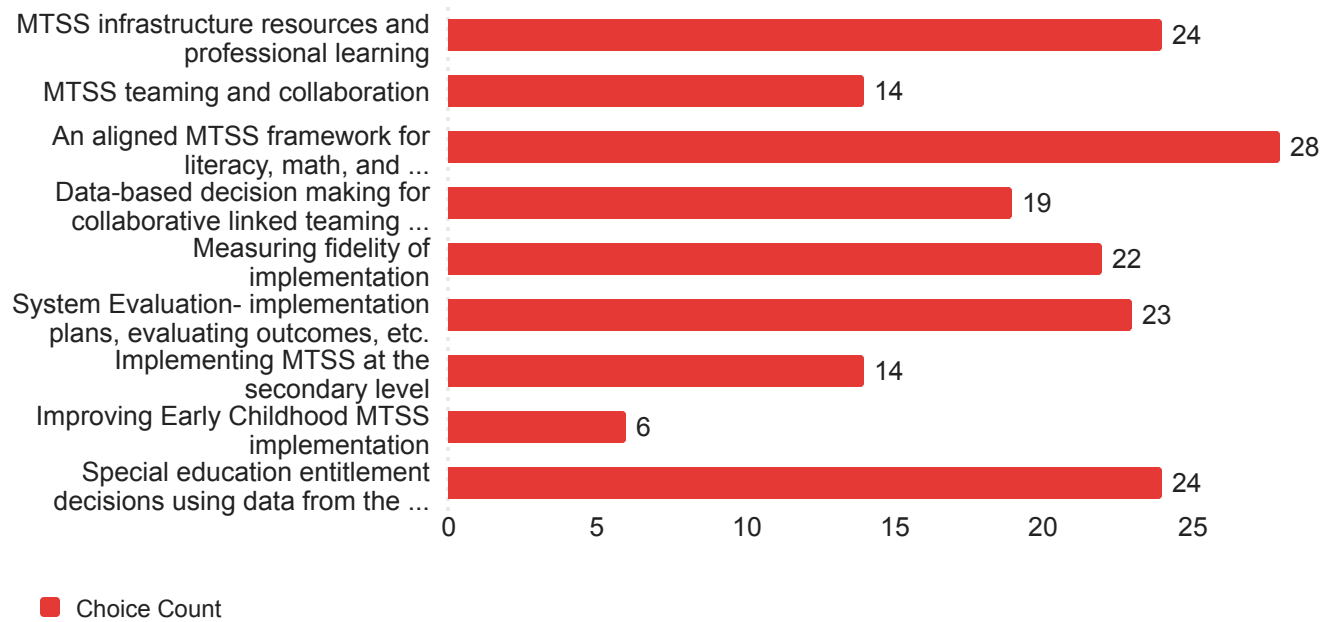


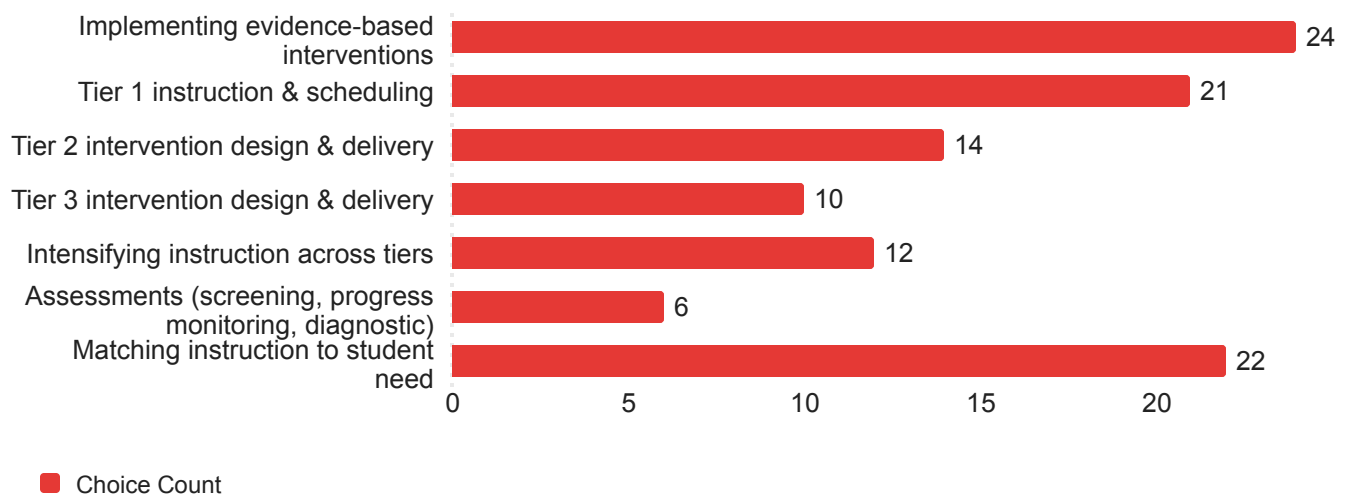
Q1 - MTSS System Level Infrastructure and Organizational Supports

Please pick your top 5 priority areas for improving outcomes for students with disabilities in your district.



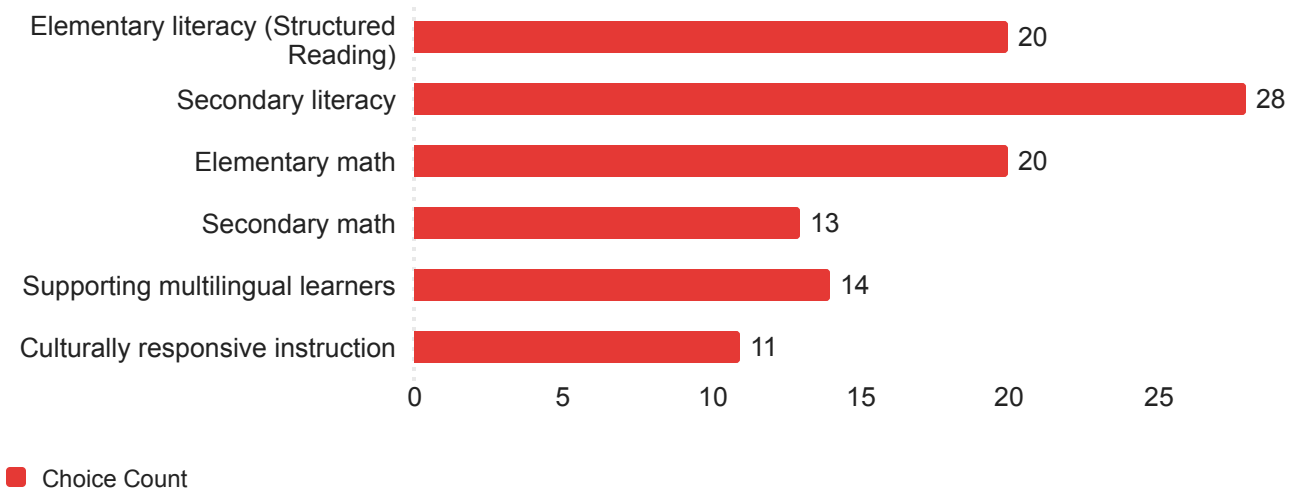
Q2 - Instructional Practices, Intervention Design, and Continuous Improvement of Instruction

Please identify your top 3 priority areas for improving outcomes for students with disabilities in your district.



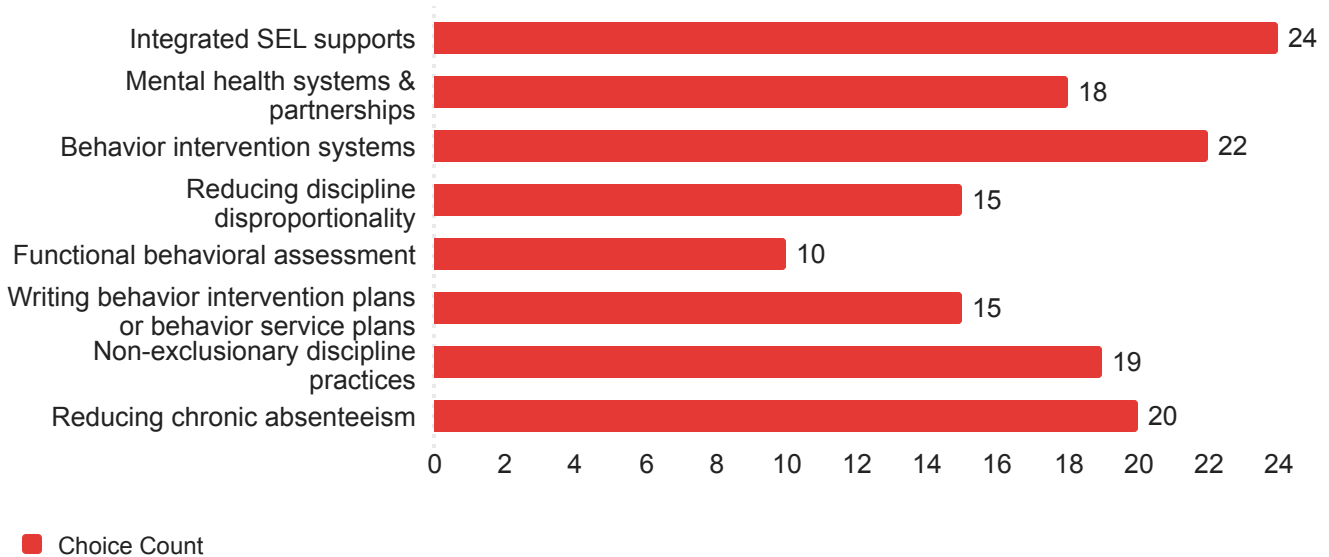
Q3 - Literacy, Math & Content Support within MTSS Implementation

Please identify your top 3 priority areas for improving outcomes for students with disabilities in your district.

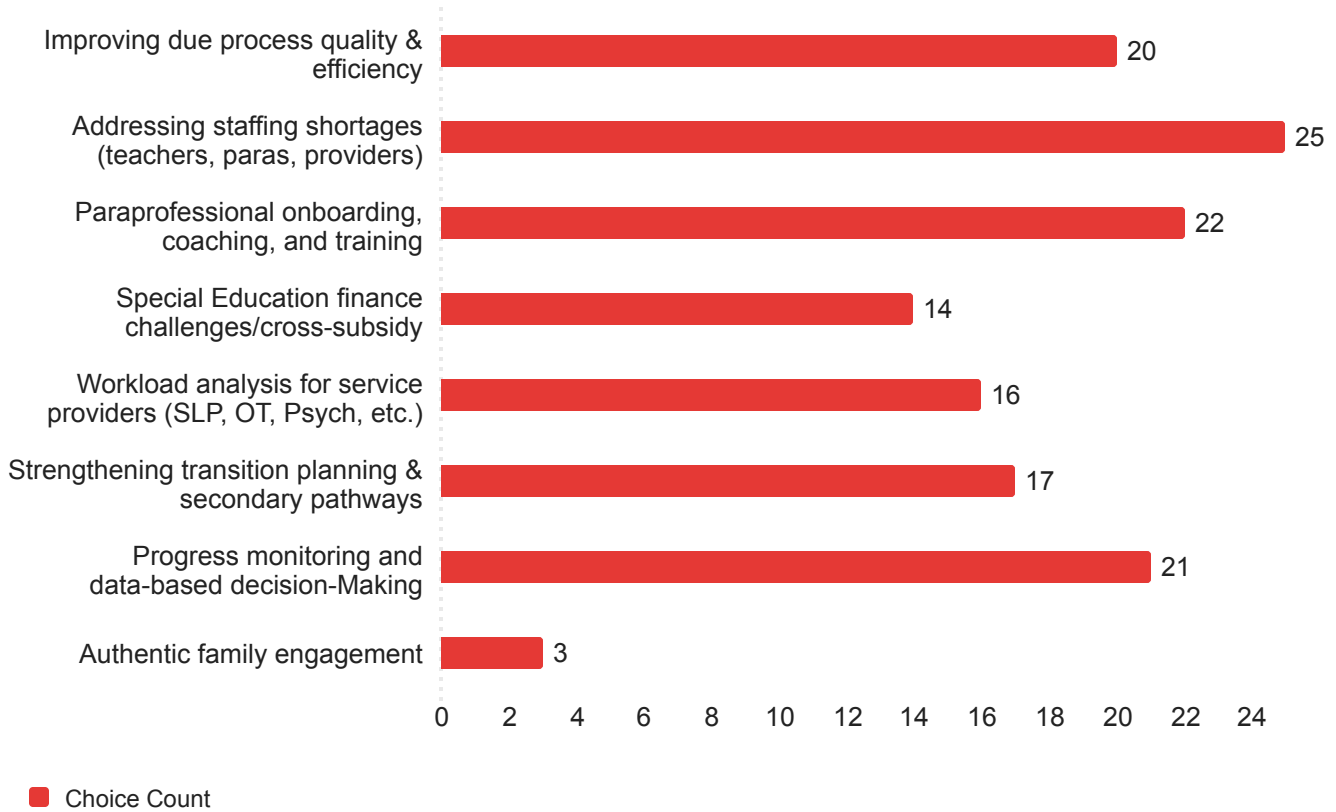


Q4 - Behavior, SEL & Mental Health within MTSS Implementation

Please identify your top 3-5 priority areas for improving student outcomes for students with disabilities in your district.



Q5 - Operational & Compliance Needs Please identify your top 3-5 priority areas for improving outcomes for students with disabilities in your district.



Q6 - Are there other priority areas not listed that should be included?

Are there other priority areas not listed that should be included?

Addressing teacher burnout

- High quality tier 1 instruction within the MnMTSS framework so that we are not over identifying students for special education services.
- The bridge between setting III and setting IV needs to be analyzed - we need more data on that so that students who do not need to be in a setting IV are not there
- Working to graduate students off of their IEPs/not keep them tied to IEPs
- More collaboration between special education and general education
- Math and reading needs for students with dyslexia and dyscalculia so the path to college is clearer/remove barriers (many of these students are bright and ready for college but they are not allowed to pursue college because of Algebra II)
- Ensuring transition skills are implemented and carried out for the needed amount of time per student
- Inclusive practices for all students - so many teachers have bias against students with disabilities and have a "their students" approach when teaching them - they are ALL tier 1
- Universal design for learning to meet many needs/front loading
- Special education is NOT a bandaid for other issues
- Many districts seem to think that MnMTSS is RTI but it is not
- MnMTSS is not the road to being identified for special education needs!!!!!!

Implementing alternatives to paraprofessional support - such as utilizing assistive technology, or teaching independence skills.

Specifically -the components of writing evaluations under the MTSS framework.

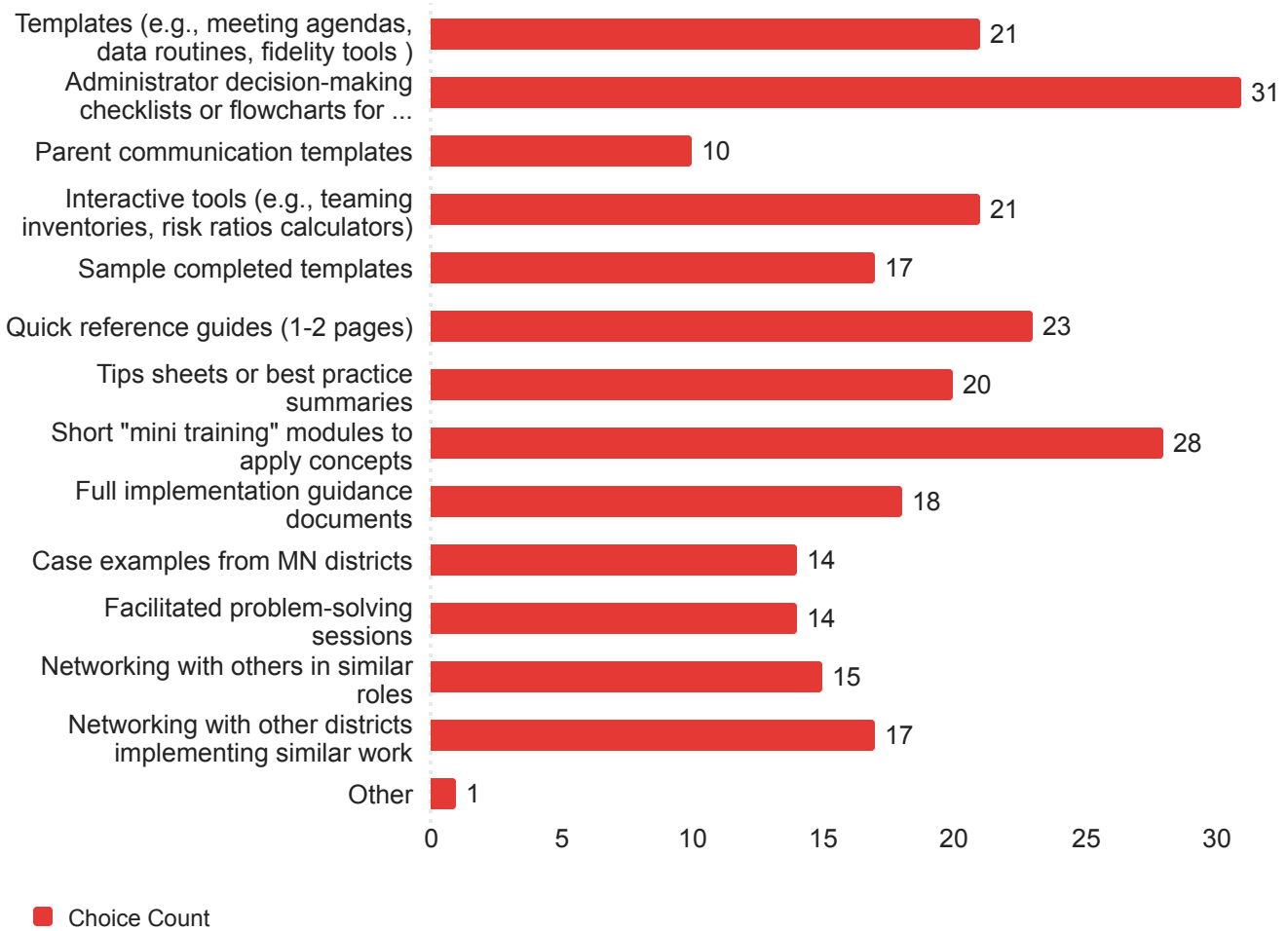
Better pay for teachers in MN to want to stay in the field; contracting has gotten very expensive-considering alternatives such as more cooperatives even in the bigger cities

Onboarding special education teachers who are Tier 1 or 2,
 Different structures of special education (having an evaluation team vs having case managers complete evaluations, etc.
 Co-taught vs pull-out/resource models - research seems to be inconsistent

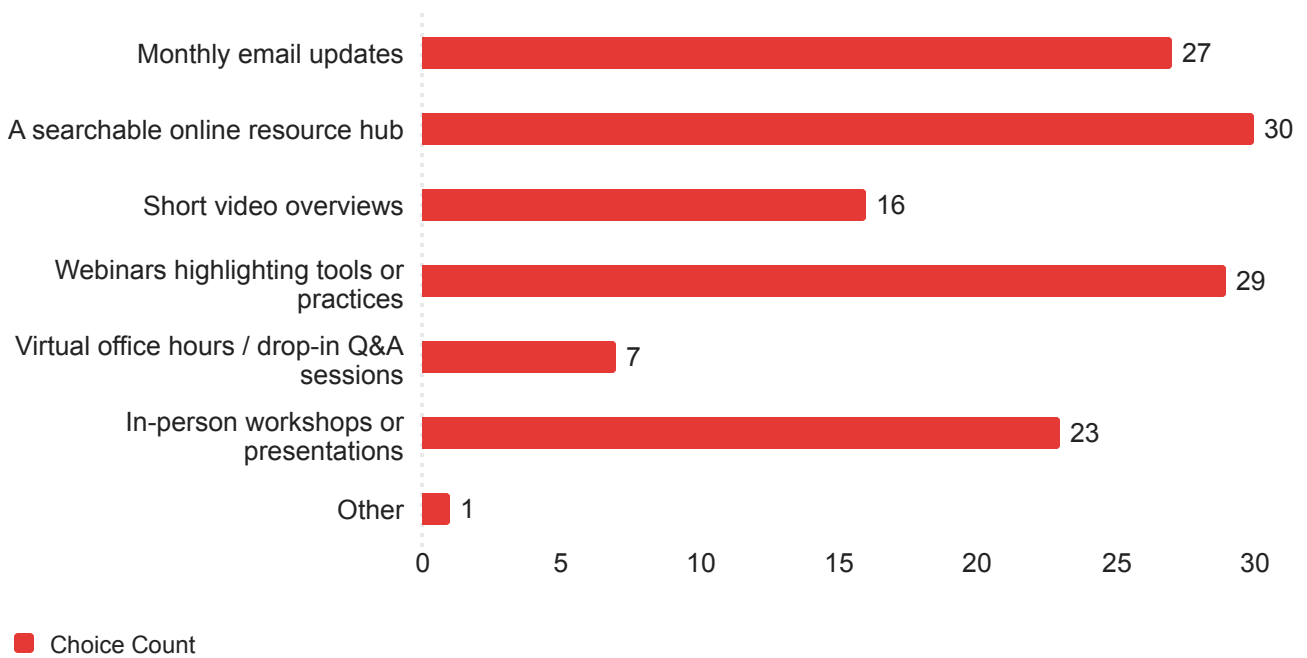
technical writing, related services-when are they needed and what is a school model vs a medical model for services for SLP, OT, etc.

Staff are tired. Gen ed and sped alike. behavioral and mental health needs continue to rise while at the same time funding doesn't keep up with the needs, so supports are cut and cut and cut.

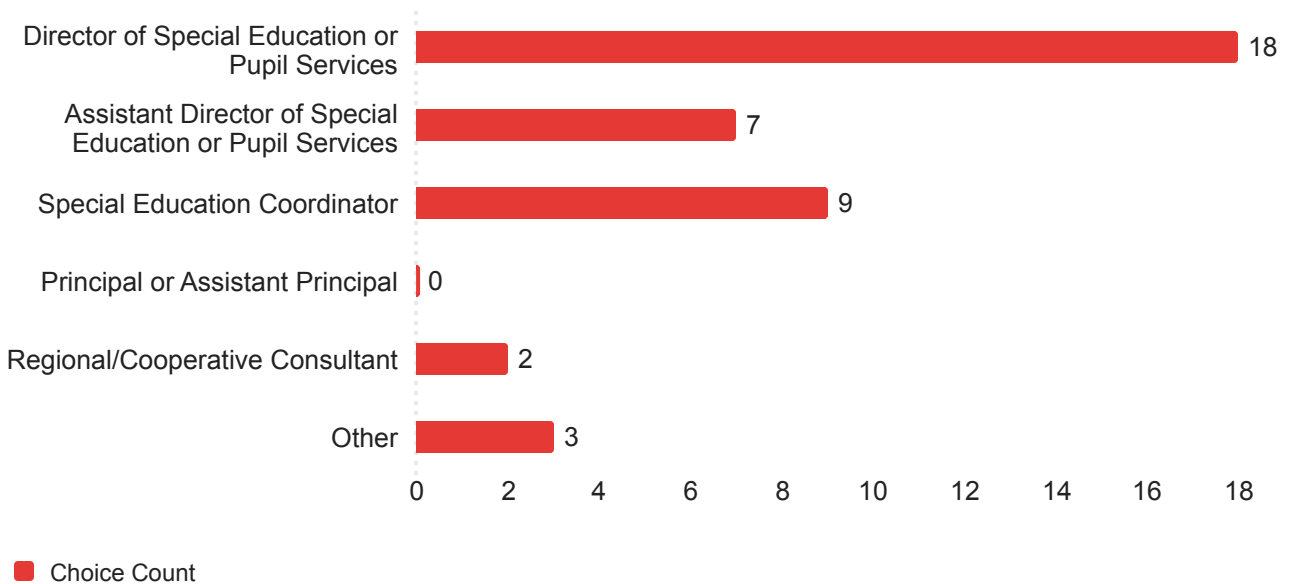
Q7 - Based on your priority areas, what type of resources would be most helpful to you as your address your needs? Select All That Apply - Selected Choice



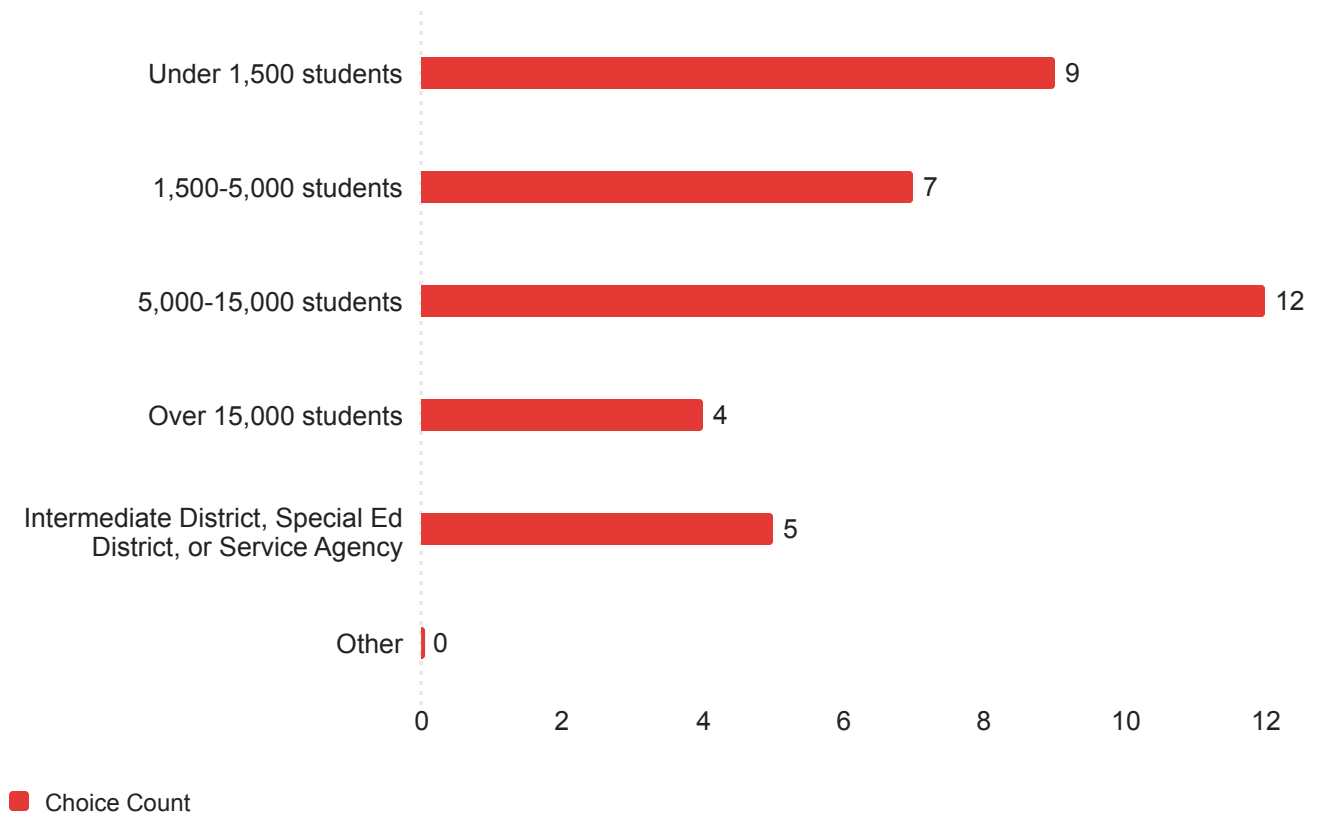
Q8 - How would you prefer to learn about or access these resources? Select All That Apply - Selected Choice



Q9 - What is your role? - Selected Choice



Q10 - What is the approximate size of your district, educational district, or educational service agency? - Selected Choice



Q11 - What region of Minnesota do you serve?

