



**Montana**

**Office of Public Instruction**

**Special Education Administrators**

**10/8/2020**



# Agenda

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1. Transition Binder Updated
2. SPDG
3. PBIS resources
4. Qualifications for Special Education Teachers
5. Related Services Resources



# Transition Binder Update – Marla Swanby & Sara Bailey

## Secondary Transition Binder – Updated

### Secondary Transition Guidance

The tabs below will provide parents, administrators, and educators the opportunity to learn what secondary transition is, and offer important resources for developing secondary transition IEPs and providing services for post school activities.

Transition Binder Professional Learning

- ▶ Intro to Agencies
- ▶ Transition Services
- ▶ Postsecondary Goals
- ▶ Course of Study
- ▶ Transition Services Needed
- ▶ High School Graduation
- ▶ Transfer of Rights
- ▶ Summary of Performance



# State Personnel Development Grant (SPDG)

## **The Montana Tiered System of Supports: Systematic Problem-Solving Approach to Implement Evidence-Based Practices with Autonomy**

- 5-year grant, November 1, 2020-October 31, 2025
- Grant focus-Improve and expand professional development and coaching support focused on data-analytic problem solving at the systems level
- Management structure-State, regional, district and building level implementation teams
- Subgrants to districts for PD-school personnel who work with students with disabilities
- Year 1 November 2020-October 2021-focus on training coaches, developing materials and working on hub courses
- Training/support begins Fall 2021 and will be piloted in Region 1 with 3 districts
- Expansion to other regions in subsequent years

### **Continued support for schools and districts:**

- Teacher Learning Hub Courses
- MTSS Webpage located on the OPI Website
- Regional CSPD

Questions? [Sheila.Lovato@mt.gov](mailto:Sheila.Lovato@mt.gov)



# PBIS Resources

- [Responding to the Novel Coronavirus \(COVID-19\) Outbreak through PBIS](#)
- [Supporting Families with PBIS at Home](#)
- [Creating a PBIS Behavior Teaching Matrix for Remote Instruction](#)
- [Getting Back to School after Disruptions: Resources for Making Your School Year Safer, More Predictable, and More Positive](#)

<https://www.pbis.org/announcements/4-resources-to-support-students-during-the-pandemic>



# Qualifications for Special Education Teachers

34 CFR 300.156 tells it all:

Specifically, 34 CFR § 300.156 (c) provides, in part:

*(c) Qualifications for special education teachers.*

**(1)** The qualifications described in paragraph (a) of this section must ensure that each person employed as a public school special education teacher in the State who teaches in an elementary school, middle school, or secondary school -

**(i)** Has obtained full State certification as a special education teacher (including certification obtained through an alternate route to certification as a special educator, if such alternate route meets minimum requirements described in 34 CFR 200.56(a)(2)(ii) as such section was in effect on November 28, 2008), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except that when used with respect to any teacher teaching in a public charter school, the teacher must meet the certification or licensing requirements, if any, set forth in the State's public charter school law;

**(ii)** Has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and

**(iii)** Holds at least a bachelor's degree

# Qualifications for Special Education Teachers (cont.)

34 CFR 300.156 tells it all:

Specifically, 34 CFR § 300.156 (c) provides, in part:

**(c)** *Qualifications for special education teachers.*

**(2)** A teacher will be considered to meet the standard in paragraph (c)(1)(i) of this section if that teacher is participating in an alternate route to special education certification program under which -

**(i)** The teacher -

**(A)** Receives high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction, before and while teaching;

**(B)** Participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program;

**(C)** Assumes functions as a teacher only for a specified period of time not to exceed three years; and

**(D)** Demonstrates satisfactory progress toward full certification as prescribed by the State; and

**(ii)** The State ensures, through its certification and licensure process, that the provisions in paragraph (c)(2)(i) of this section are met.

# OSEP TA Centers



## – IDEAS that Work

- Webinars
  - Highlighting Strategies and Practices in Providing Related Services to Enhance the Continuity of Learning During COVID-19 for Children with Disabilities
  - Highlighting Resources for Teachers and Parents to Enhance the Continuity of Learning During COVID-19 for Children with Disabilities
- Topical Issue Briefs
- Resource Database

# OSEP TA Centers



- National Center for Systemic Improvement (NCSI)
  - Distance Learning Resource Hub
  - Tele-Practice/Tele-Therapy Resource Hub



# MCASE update



<https://www.sammt.org/mcase>

President, Michelle Halberg

President Elect, Sean Maharg

Secretary, Jenny Malloy

Past President, Karen Underwood

# Questions?

**For questions, please direct these to**  
**[SpedCovid@mt.gov](mailto:SpedCovid@mt.gov)**