



Montana

Office of Public Instruction

Special Education Administrators

10/22/2020



Agenda

1. Priority Standards
2. Sped Guide Transportation Updates
3. OSEP summit
4. Assessment snapshot
5. MAEP Trainings
6. COP Jennifer Nettleton
7. Future Director Meetings Schedule
8. Inclusive education

Priority Standards in Math, Science and English Language Arts and Literacy

The True Priority

“Focus on the depth of instruction, not on the pace... [A]void the temptation to rush to cover all of the ‘gaps’ in learning from the last school year. The pace required to cover all of this content will mean rushing ahead of many students, leaving them abandoned and discouraged. It will also feed students a steady diet of curricular junk food: shallow engagement with the content, low standards for understanding, and low cognitive demand—all bad learning habits to acquire. Moreover, at a time when social emotional wellbeing, agency, and engagement are more important than ever, instructional haste may eclipse the patient work of building academic character and motivation.”

- [2020-2021 Priority Instructional content in ELA/Literacy and Mathematics](#)

A Note About IEFA and Priority Standards

As a local control state, Montana has not developed its own priority standards, so the guidance we have presented is from the national level and therefore does not include the imbedded language to support IEFA implementation that our state standards embody. As many of our students who are most impacted by learning gaps benefit significantly from culturally responsive and inclusive IEFA instruction, it is vital that any conversation we have about priority standards in response to learning gaps resulting from breaks in educational opportunities, emphasizes the value of including quality Indian Education For All best practices.

Please visit the OPI's webpage on [Indian Education For All Remote Learning Resources](#) which include IEFA Remote Learning-Lessons and Units.

Note About Priority Standards

1. Be used to determine *how* to bring students into grade-level instruction, not whether to bring them into it.
1. Focus should be on *formative* practices. Leverage information such as exit tickets, student work, and student discussions. Use these sources of information to inform instructional choices in connection with high-quality instructional materials.
1. Employ *targeted* checks for understanding for very specific subject and grade-level instructional purposes.

Mathematics Standards 101

8 Mathematical Practices Standards-

Same for all grades K-12

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Mathematical Content Standards -

What students should know and be able to do.

GRADE 4 STANDARDS

Operations and Algebraic Thinking (OA)

Use the four operations with whole numbers to solve problems.

- Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. (4.OA.1)
- Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (4.OA.2)
- Solve multi-step word problems within cultural contexts, including those of Montana American Indians, with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (4.OA.3)

Gain familiarity with factors and multiples.

- Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-1000 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite. (4.OA.4)

Generate and analyze patterns.

- Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way. (4.OA.5)

Number and Operations in Base Ten (NBT)

[Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000]

Generalize place value understanding for multi-digit whole numbers.

- Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division. (4.NBT.1)
- Read and write multi-digit whole numbers using base ten numerals, number names, and expanded form and compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. (4.NBT.2)
- Use place value understanding to round multi-digit whole numbers to any place. (4.NBT.3)

Math Priority Standards

CCSS WHERE TO FOCUS GRADE 4 MATHEMATICS



This document shows where students and teachers should spend the large majority of their time in order to meet the expectations of the Standards.

Not all content in a given grade is emphasized equally in the Standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the Standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade.

Students should spend the large majority¹ of their time on the major work of the grade (■). Supporting work (□) and, where appropriate, additional work (○) can engage students in the major work of the grade.^{2,3}

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 4

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ○ Additional Clusters

- 4.OA.A ■ Use the four operations with whole numbers to solve problems.
- 4.OA.B □ Gain familiarity with factors and multiples.
- 4.OA.C ○ Generate and analyze patterns.
- 4.NBT.A ■ Generalize place value understanding for multi-digit whole numbers.
- 4.NBT.B ■ Use place value understanding and properties of operations to perform multi-digit arithmetic.
- 4.NF.A ■ Extend understanding of fraction equivalence and ordering.
- 4.NF.B ■ Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- 4.NF.C ■ Understand decimal notation for fractions, and compare decimal fractions.
- 4.MD.A □ Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- 4.MD.B □ Represent and interpret data.
- 4.MD.C ○ Geometric measurement: understand concepts of angle and measure angles.
- 4.G.A ○ Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

K–2	Addition and subtraction – concepts, skills, and problem solving; place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear algebra and linear functions

REQUIRED FLUENCIES FOR GRADE 4

4.NBT.B.4	Add/subtract within 1,000,000
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2020-2021 Further Prioritization

- [Achieve the Core](#)
 - Further prioritized
 - SEL focus
- [2020 Fall Planning Math Resources](#)

English Language Arts

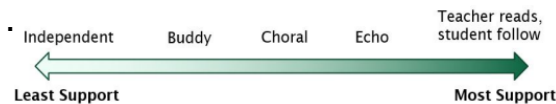
Key Shifts in Common Core

corestandards.org (National Governors Association and the Council of Chief State School Officers):

- Regular practice with complex texts and their academic language
- Reading, writing, and speaking grounded in evidence from texts, both literary and informational
- Building knowledge through content-rich nonfiction



1. Decodable Readers Protocol

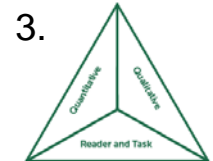


2.



Achieve The Core:

1. [pK-1 Foundational Skills for Reading](#)
2. [2-3 Teach Students to Read](#)
3. [4-12 Increasing Staircase of Text Complexity](#)



Achieve The Core Priority Standards for ELA

Focus on Standards That Represent the Major Work of ELA/Literacy Instruction:

1. Learning to Read 2. Close Reading of Complex Texts and 3. Volume of Reading to Build Knowledge

RF.4 Read with sufficient accuracy and fluency to support comprehension

L.4 Decoding text

L.5 Conventions of Standard/Academic English

L.6 Vocabulary Acquisition and Development

RI.1/RL.1 & RI.4/RL.4: Identifying, referring to and using details, key ideas and main ideas in both literary and informational texts

RI.9 Cite evidence from a text, make inferences

RI.10 & RL.10 Close reading for explicit and implicit understanding in both literary and informational texts

SL.1 Collaborative discussions with small and large groups on a variety of grade appropriate topics

W.8 & W.9 Compose Narrative, Argumentative/Opinion, and Informational/Expository drawing textual evidence from research as well as personal experience

Additional Guidance in [An Overview of the Achieve the Core 2020–21 Priority Instructional Content in English Language Arts/Literacy](#) or the full text at [2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#) (61-111)

Science

Primary:

- Kindergarten: 3 Topics
- First Grade: 3 Topics
- Second Grade: 3 Topics

Intermediate:

- Third Grade: 4 Topics
- Fourth Grade 4 Topics
- Fifth Grade 4 Topics

[Topics Per Bands](#)

Middle School: 5 Topics per Discipline

- Physical Science 5 Topics
- Life Science 5 Topics
- Earth & Space 5 Topics

High School: 5 Topics per Discipline

- Physical Science 5 Topics
- Life Science 6 Topics
- Earth & Space 5 Topics

[Breakdown](#)
[Doc](#)

[Comparison](#)

Alternate State Standards

[Math and ELA- Core Content Connectors](#)

Contact Us



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[Science Content Standards Page](#)

Check out courses on the [Teacher Learning Hub](#) to dive deeper into understanding Montana content standards and how to implement them and if you are not already, please [sign up for our OPI newsletters](#)



Transportation – Updated Guidance – Jenifer Cline

Two additional questions have been added to the Special Education in Montana Guide.

1. Clarification on Transportation reimbursements when Transportation is in IEP as a related service.
2. Please refer to questions 37 and 38 on Page 90 of the guide.



Transportation – Updated Guidance (cont)

37. What is an Individual Transportation Contract?

Pursuant to Montana’s transportation laws, when a student has transportation identified as a related service in an IEP, the trustees of a district may set up an “Individual Transportation Contract” with the parent, under which the district would pay the parent for individually transporting the student to and from school. This is one option for fulfilling the district’s obligation to furnish transportation. Individual Transportation Contracts are reimbursed semi-annually by state and county sources of transportation revenue, using the rates outlined in Mont. Code Ann. § 20-10-142. Districts receive state and county reimbursement for Individual Transportation contracts at the end of March for the first semester and the end of June for second semester. Then, the district reimburses the parent directly for transportation services. This process is separate from the requirements that are set out in the IDEA for when transportation is a related service. The amount the district receives under the state transportation reimbursement rates may not be enough to cover the full cost to the parents providing transportation as a related service.

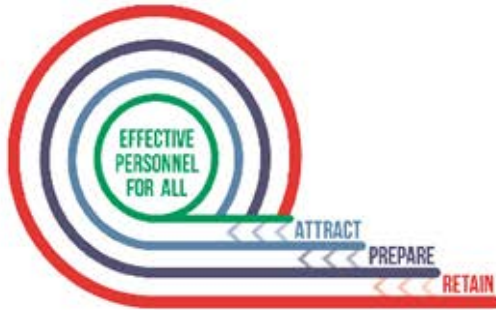


Transportation – Updated Guidance (cont)

38. If the District enters into a transportation arrangement with a parent to provide transportation as an IEP related service, is there a set rate for reimbursement for the service?

No. Neither the IDEA nor Montana state laws set out a specific rate for reimbursement to a parent providing transportation as an IEP related service. When an IEP team determines transportation is required as a related service, the service must be reflected in the student's IEP. Transportation as an IEP related service must be provided in accordance with the IEP and at public expense, with no cost to the parent. The district determines what the amount of reimbursement should be, based on the individual circumstances set out in the student's IEP, ensuring there is no cost to the parent to provide transportation as a related service. The United State Court of Appeals for the Ninth Circuit has determined that reimbursement to parents at the IRS mileage rate is appropriate; therefore, the IRS mileage rate will be acceptable in most circumstances.

Montana's transportation laws set out specific reimbursement rates for what a district will receive for reimbursement from state and county sources of transportation revenue when a parent transports a student to school. Pursuant to Montana transportation laws, districts are required to set up an "Individual Transportation Contract" with a parent that sets out the amount the district will get for reimbursement for that particular student, which the district can then pass along to the parent. This process is separate from the requirements that are set out in the IDEA for when transportation is a related service. The amount the district receives under the state transportation reimbursement rates may not be enough to cover the full cost to the parents providing transportation as an IEP related service. Districts may use other funds, including IDEA funds, to cover the additional cost to parents.



2020 OSEP Summit

Attract, Prepare, Retain:
OSEP National Summit on
Improving Effective Personnel
for Children with Disabilities

The Office of Special Education Programs (OSEP) is hosting a virtual summit focusing on strategies to attract, prepare, and retain effective personnel—general and special education teachers, early childhood personnel, and related services providers

Each event will be hosted by OSEP Director Laurie VanderPloeg. The sessions will feature an expert from a field outside of education, a panel discussion of practitioners and researchers, and leverage points for special education and summary from a leader in the field on each topic.

2020 OSEP Summit Schedule

Tuesday, October 27

3:00 – 4:30 P.M. Eastern Time Panel on Attracting Effective Personnel [Register Here](#)

Wednesday, October 28

3:00 – 4:30 P.M. Eastern Time Panel on Preparing Effective Personnel [Register Here](#)

Thursday, October 29

3:00 – 4:30 P.M. Eastern Time Panel on Retaining Effective Personnel [Register Here](#)



ESSA Law updates on 1% Cap on Alternate Assessment – Yvonne Field

- ESSA changed the 1% cap to be based on PARTICIPATION RATE rather than the proficiency or performance rate (NCLB)
- 1% cap on STATE participation rate
 - Based on total number of all students participating in the SUBJECT
 - TN taking alt in subject \ TN all students participating in the subject = percent alt participation
 - Broken down by subject area: ELA, Mathematics, Science, ELP
- States may not place a cap on participation rates of LEAs in any subject
- LEAs that exceed the 1% participation cap must submit information justifying the need to exceed the cap and the state must oversee those LEAs.-**This is what is in the law-we are working on what this might look like**
- State needs apply for a waiver if we as a state go over 1% cap.



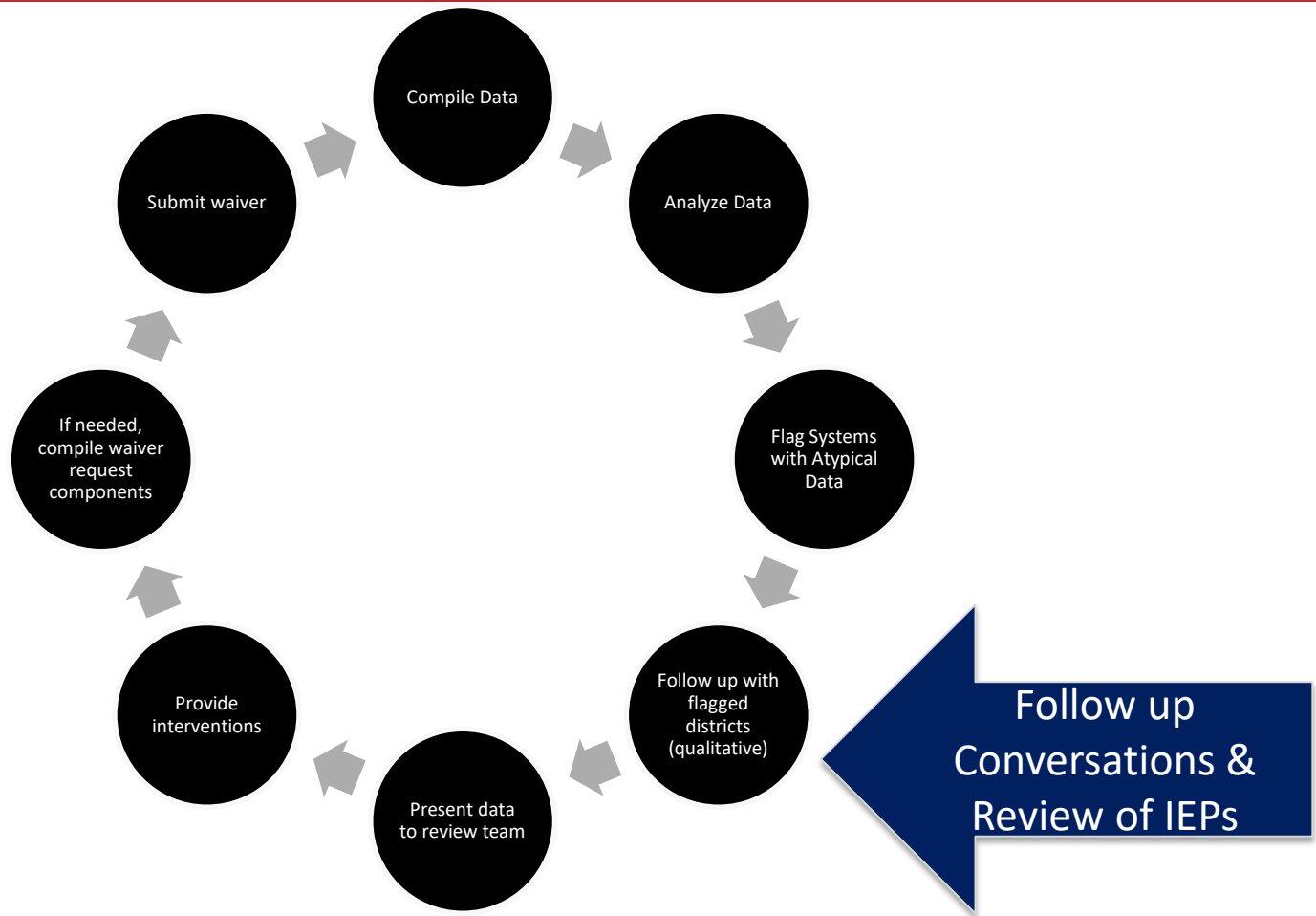
opi.mt.gov

Alt Assessment - AIM Sandbox

Demo

- What needs to be correct in Statewide Assessments editor!
- Demo

Assessments - Monitoring





Assessments - New Resources and Upcoming Webinar Opportunities

- PD for IEP Teams on nature of the alternate assessment and who should participate in it.
 - NEW: Live webinars and recorded Interactive Videos.
 - Currently available: Accessibility Website with sections on alternate assessment and criteria.



Virtual PECS/Social Thinking

Training – Doug Doty

- The OPI Montana Autism Education Project has some scholarships available for educators to attend virtual PECS Level 1 or Social Thinking trainings.
- More information and the scholarship request forms can be found on the MAEP blog (mtautism.opiconnect.org) under the “Trainings” tag.



Special Ed Community of Practice – Jennifer Nettleton

- The Special Ed Community of Practice are one hour sessions held the first Thursday of the Month from 3:30-4:30. There will be a short 10-20 minute presentation on a topic followed by a discussion around that topic. We are providing renewal units for each session. Sessions are being recorded and can be found in our shared google folder:

<https://drive.google.com/drive/folders/1fzCvRxOIh71o8BCZPwDWok-J0rd-EtRC?usp=sharing>

- Next session will be November 5th and Yvonne Fields will be presenting on Assessment

Join Zoom Meeting

<https://mt-gov.zoom.us/j/9682233568>

Meeting ID: 968 223 3568

Dial by Telephone

+1 646 558 8656 or +1 406 444 9999

Meeting ID: 968 223 3568



MCASE update



- President, Michelle Halberg
- President Elect, Sean Maharg
- Secretary, Jenny Malloy
- Past President, Karen Underwood

- **President Elect seat up for election soon.**
- **Awards nominations coming soon!**



Upcoming Sped Administrator Meetings

- Monthly meetings
- 3rd Thursday of the month
- Meeting will be from 8:00 am to 9:00 am
- Meeting link will remain the same
- Reminders sent prior to the meeting
- Format will remain the same



Inclusive Education – Annette Young

Thoughts from Shelley Moore, Canadian educator, on transforming Inclusive education...

<https://youtu.be/RYtUIU8MjIY>

Questions?

For questions, please direct these to
SpedCovid@mt.gov