



Board of Public Education

Early Literacy and Numeracy Advisory Council

Montana School Boards Association

863 Great Northern Blvd, Helena, MT

August 7, 2025 | 10:00AM-2:30PM

Advisory Council meetings are open to the public electronically. For those wishing to give virtual public comment, please contact bpe@mt.gov to request the zoom link for the meeting. A virtual option is also available on the Montana Board of Public Education [Youtube](#).

10:00AM

Welcome and Roll Call

Caitlin Jensen

10:05AM

Consensus on Minutes

McCall Flynn

- June 2, 2025
- June 12, 2025

10:10AM

Discuss Early Numeracy Evaluation Methodology and Screeners

Caitlin Jensen

- Rhode Island Department of Education [Mathematics Screening Guidance](#)
- National Library of Medicine [Numeracy Domains Table](#)
- Kentucky Department of Education [Numeracy Screening Assessments](#)
 - [Fastbridge Early Math](#) (preK-1)
 - [iReady Growth Monitoring*](#) (K-3)
 - [Map Growth Skills Checklists*](#) (K-3)
 - [STAR CBM](#) (K-3)
 - [Edmentum Exact Path Assessment for Math](#) (K-3)
 - [FastBridge Adaptive Mathematics Assessment \(aMath\)](#) (K-3)
 - [i-Ready Diagnostic for Mathematics](#) (K-3)
 - [NWEA Measures of Academic Progress \(MAP\) Growth](#) (K-3)
 - [Pearson AIMSWeb Plus Mathematics](#) (K-3)
 - [Star Math](#) (K-3)

*****Lunch will be provided for Advisory Council members*****

1:00PM

Review Revised Administrative Rules

McCall Flynn

- ARM [10.54.901](#) Evaluation Methodology for Early Literacy Targeted Interventions
- ARM [10.54.902](#) Jumpstart Program Framework for Early Literacy Targeted Intervention
- ARM 10.54.903 Early Numeracy Integration for 2025-26 School Year (*temporary August 9, 2025*)
- ARM [10.63.1](#) Early Childhood Education Standards

2:15PM

Next steps?

McCall Flynn

- Next Meeting Date: August 27, 2025
- Revise Administrative Rules
- Update Crosswalk Documents

2:25PM

Public Comment

This time will be provided for public comment. For those wishing to give virtual public comment, please contact bpe@mt.gov to request the Zoom link for the meeting. Members of the public who have joined virtually on Zoom may “raise their hand” at the appropriate time to participate after being recognized.

2:30PM

Adjourn

Advisory Council Members

Dr. Norah Barney
Dr. Laurie Barron
Dr. Anne Penn Cox
Karen Filipovich
Colette Getten
Marisa Graybill
Marie Judisch
Dr. Christine Lux

Lance Melton
Melissa Nikolakakos
Dr. Doug Reisig
Melissa Romano
Doug Rossberg
Nicole Simonsen
Dr. Allison Wilson

CONSENSUS ON MINUTES

JUNE 2, 2025
JUNE 12, 2025

Montana Board of Public Education
Early Literacy Advisory Council Meeting Minutes
June 2, 2025 | 12:00PM-1:00PM

Item 1: Welcome and Introductions

McCall opened the meeting at 12:01PM and thanked those who returned from the 2023 Early Literacy Advisory Council and welcomed new members. McCall introduced herself and Caitlin Jensen as facilitators of the Council, and turned it over to Caitlin to facilitate introductions. Council members introduced themselves.

Council Members present: Melissa Romano, Melissa Nikolakakos, Doug Reisig, Laurie Barron, Norah Barney, Christine Lux, Anne Penn Cox, Allison Wilson, Marie Judisch, Marisa Graybill, Colette Getten, Karen Filipovich, Lance Melton

Council Members absent: Stephanie Olson, Doug Rossberg, Nicole Simonsen

Item 2: Review Purpose & Timeline

Caitlin shared the intent of the Council and McCall reiterated that the Council was created in 2023 and in 2025, the early literacy statute was revised to include numeracy. The Council is relevant for two years, which is why the Board does not need to renew the membership in order to work on numeracy. McCall reminded members that all meetings are recorded, open to the public, and have formal meeting minutes.

Item 3: Review [HB 338](#) Legislation (possibly discuss [HB 628](#))

Caitlin highlighted the passage of HB 338 and HB 628 before turning it over to Representative Romano and Representative Nikolakakos to share their intent on bringing legislation to address early numeracy. Caitlin and McCall walked Council members through HB 338 to highlight areas of importance including allowing districts to screen and provide early intervention for numeracy while maintaining statutory elements such as at-home, jumpstart, and classroom programming, updating the name to “early targeted intervention”, allowing for multiple methodologies for school districts to choose from, and offering immediate evaluation and enrollment year-round.

The Council agreed that they should focus on coordinating the existing statute and rules with the new language in HB 338 as much as possible and the Council should ensure that all recommendations maintain local control, provide clear and concise direction to school districts, and align with already-existing rubrics.

Item 4: Review Advisory Council Scope of Work

Caitlin reiterated the Council’s scope of work:

- Recommend an evaluation methodology which will be used to determine whether a child is at, above, or below a developmental trajectory leading to math proficiency at the completion of third grade.
- Create a Screening Tools Crosswalk
- Update ARM [10.54.901](#) Evaluation Methodology for Early Literacy Targeted Interventions

- Update ARM [10.54.902](#) Jumpstart Program Framework for Early Literacy Targeted Intervention
- Update [Title 10, Chapter 63](#) Early Childhood Education Standards

Item 5: Evaluation Methodology

McCall kicked off the discussion by sharing the current early literacy targeted intervention rules and posed the following questions:

- Should we create a separate evaluation methodology for early numeracy?
- What assessment or screeners are districts using for math? What else is out there?

The Council asked questions pertaining to interim or emergency rules to accommodate the legislative timeline, assessing students for both early literacy and early numeracy, including both early literacy and early numeracy in early targeted interventions, and high-quality early numeracy assessments. The Council reviewed the early literacy administrative rule ([Chapter 10.54.901](#)) to start thinking about how they want to set it up for the numeracy administrative rule.

Item 6: Next Steps?

- Zoom or in-person?
- Next meeting dates...
- What items need to be on the next agenda?
- What research or information do you need beforehand?
- What additional questions do you have at this point?

McCall reviewed the next steps for the Council and agreed to send out a survey to gather information on dates and times that worked for Council members to meet in person in Helena.

Item 7: Public Comment

No public comment was made.

Adjourn

McCall thanked the Council members for their work and adjourned the meeting at 1:08PM.

Montana Board of Public Education
Early Literacy Advisory Council Meeting Minutes
June 12, 2025 | 12:30PM-1:00PM

Item 1: Welcome and Roll Call

Caitlin opened the meeting at 12:31PM and took roll call.

Council Members present: Melissa Romano, Melissa Nikolakakos, Doug Reisig, Laurie Barron, Norah Barney, Christine Lux, Anne Penn Cox, Allison Wilson, Marie Judisch, Marisa Graybill, Colette Getten, Lance Melton, Doug Rossberg, Karen Filipovich

Council Members absent: Stephanie Olson, Nicole Simonsen

Item 2: Review and Discuss Draft Rule and Rulemaking Timeline

McCall shared her conversation with the legislative bill drafters, which stated that school districts are not able to implement early numeracy programming until the Board of Public Education adopts rules. Additionally, the rules adopted by the Board would not qualify for emergency or temporary rule. Instead, the Board of Public Education can temporarily adopt a rule for this school year while the Council will simultaneously work to revise the temporary rule prior to the following school year. The temporary rule must be filed with the Secretary of State by June 17th, 2025. The legislative bill drafters also advised that based on the intent of the bill sponsors of HB 338 and HB 628, students eligible for intervention on the basis of early literacy are not required to qualify for intervention on the basis of numeracy as well and can still receive both numeracy and literacy instruction.

McCall invited the bill sponsors to speak on their intent of the early numeracy legislation, and both confirmed that students would not need to qualify for both numeracy and literacy assessments to receive both numeracy and literacy interventions. Programs can be implemented right away.

McCall shared the temporary rule ARM 10.54.903 that states schools can include numeracy in their early intervention programming. ARM 10.63.110(2) in the Early Childhood Education Standards adds language around mathematics and numeracy standards for the early targeted interventions.

McCall also shared the rulemaking timeline with Council members and that the temporary rules would go into effect on August 9th and would be effective until the end of the 2025-2026 school year.

The Council asked questions and confirmed that the content for numeracy standards in the temporary rule are accurate and developmentally appropriate.

Item 3: Discussion on Voting

McCall asked the Council if they would like to continue using the consensus model as a way to establish agreed upon recommendations, and the Council agreed.

Item 4: Consensus on Draft Rule

The Council unanimously consented on the draft rule. It will be presented to the Board of Public Education on Monday, June 16th and filed with the Secretary of State on Tuesday, June 17th.

Item 5: Next Steps?

- McCall proposed late July or early August for the next meetings to finalize the scope of work before the Board of Public Education's September 11-12th meeting.

Item 6: Public Comment

No public comment was made.

Adjourn

McCall thanked the council members for their work and adjourned the meeting at 12:58PM.

**DISCUSS EARLY
NUMERACY
EVALUATION
METHODOLOGY
AND SCREENERS**

What is my child learning in Pre-K math?

Pre-K math standards vary across states in the US. Below is a summary of the key concepts children in most states are learning in the year before kindergarten. The concepts listed here will prepare them for the Kindergarten Common Core State Standards. For a more comprehensive list, reference individual state Pre-K standards. This is typically found on a state's department of education website.

Counting:

- Count how many objects are in a group of up to 10 objects.
- Create a group of up to 10 objects.
- Verbally recite the number sequence to 20.
- Begin to recognize the numerals 0 through 10 and use them to represent a number of objects.
- Begin to write the components of numerals, including straight lines and curved lines.
- Show evidence of subitizing quantities up to 3 or 4 (in other words, seeing how many without counting).

Comparing:

- In groups of 5 or fewer, identify which group has more, which group has less, or that the groups are equal.
- Use ordinal numbers “first” and “last” to describe the position of objects in a sequence.

Foundations of Addition & Subtraction:

- Understand that two smaller quantities (parts) can be combined to make a larger quantity (the whole), and a larger quantity (the whole) can be split apart into two smaller quantities (parts).
- Create different combinations that make the same whole within 5 (ex: 1 & 3 combine to make 4 and 2 & 2 also combine to make 4).
- Solve simple real-world situations (word problems) that involve combining quantities or separating quantities with numbers within 5.
- Begin to describe the relationships between numbers within 10 (ex: 3 is 1 less than 4 and 1 more than 2).
- Complete simple repeating patterns (ex: red, blue, red, blue....).

Measurement & Data:

- Use words like long/short, tall/short, full/empty, and heavy/light to describe an object.
- Sort objects into groups based on a shared trait. Count how many objects are in the group.
- Begin to understand the date, including days of the week and months of the year.

Geometry:

- Use positional words to describe an object's location (ex: above, below, next to, under).
- Name some basic two-dimensional shapes (ex: squares, rectangles, circles, and triangles).
- Create and build with shapes (ex: building structures with blocks or magnetic tiles).

What is my child learning in kindergarten math?

Below is a summary of the key concepts outlined in the kindergarten Common Core math standards. Nearly all states in the United States use the exact wording of the Common Core standards or a version that is very closely aligned.

Counting:

- Count how many objects are in a group of up to 20 objects. Create a group of up to 20 objects.
- Verbally recite the number sequence to 100 by 1s and 10s.
- Continue verbally counting forward when starting at a number other than 1.
- Write numerals to 20.

Comparing:

- In groups of 10 or fewer, identify which group is greater than the other, which group is less than the other, or that the groups are equal.
- Compare two written numerals (no quantities shown) up to 10. (ex: 5 is less than 7)

Addition & Subtraction:

- Show addition and subtraction scenarios in a variety of ways, including with objects, pictures, verbal explanations, and equations.
- Solve simple real-world situations (word problems) that involve combining quantities or separating quantities with numbers within 10.
- Create different combinations of parts to make the same whole within 10. (ex: $4 + 5 = 9$ and also $3 + 6 = 9$)
- Understand relationships to the benchmark number of 10 and be able to tell how many more a given quantity needs to make 10. (ex: I have 7 crackers and that needs 3 more to be 10.)
- Fluently add and subtract within 5, meaning a child shows accuracy, efficiency, and flexibility when adding and subtracting within 5.

Understanding Double-Digit Numbers:

- Understand that numbers 11 through 19 are made of one ten and some additional ones. (ex: $11 = 10 + 1$, $12 = 10 + 2$, and so on)

Measurement & Data:

- Describe the measurable traits of an object (such as weight and length) and compare two objects based on their measurable traits.
- Sort objects into groups based on a shared trait. Count how many objects are in the group. And organize the groups based on the number in each group.
- Understand the date, including days of the week and months of the year.

Geometry:

- Use positional words to describe an object's location (ex: above, below, next to, under).
- Understand the difference between flat shapes (two-dimensional) and solid shapes (three-dimensional) and be able to name examples of those shapes in the real world.
- Describe the number of sides and corners a shape has.
- Create and build with shapes (ex: building structures with blocks or magnetic tiles).

What is my child learning in 1st grade math?

Below is a summary of the key concepts outlined in the 1st grade Common Core math standards.

Nearly all states in the United States use the exact wording of the Common Core standards or a version that is very closely aligned.

Counting & Place Value:

- Count to 120, starting from any number. Read and write numerals to 120.
- Understand that in a two-digit number, the first digit represents the number of tens and the second digit represents the number of ones. (Ex: 95 is 9 tens and 5 ones.)
- Compare two-digit numbers by comparing the number of tens and ones, using comparison symbols $<$, $>$ and $=$.
- Mentally determine 10 more or 10 less than any two-digit number.

Addition & Subtraction:

- Fluently add and subtract within 10, meaning a child shows accuracy, efficiency, and flexibility when adding and subtracting within 10.
- Understand the inverse relationship between addition and subtraction. (Ex: $9 - 5 = 4$ because $4 + 5 = 9$)
- Understand that, when adding, numbers can be rearranged to make the problem easier to solve. (Ex: $5 + 7 + 5 = ?$ is the same as $5 + 5 + 7 = ?$, which is easier to solve because 5 plus 5 is 10 and 7 more is 17).
- Use reasoning strategies to add and subtract within 20. (Ex: Subtract by thinking about addition: $12 - 8 = ?$ by thinking about $8 + ? = 12$; Add by rearranging quantities to make an easier problem: $9 + 5 = ?$ is the same as $10 + 4 = ?$)
- Solve addition and subtraction problems within 20, with unknowns in any position.
- Understand that the equals sign means “is the same as.”
- Add and subtract multiples of ten. (Ex: $90 - 20 = ?$ or $60 + 30 = ?$)
- Add two two-digit numbers with a sum (total) of less than or equal to 100.

Addition & Subtraction Word Problems:

- Solve real-world situations (word problems) that involve combining quantities, separating quantities, and comparing quantities. All numbers are within 20. Unknowns are in any position.
- Solve simple real-world situations (word problems) that involve adding three whole numbers, when the sum (total) is less than or equal to 20.

Measurement & Data:

- Order three objects based on their length.
- Use the length of one object to indirectly compare the lengths of two other objects. (Ex: My mom is taller than me. You are taller than my mom. So you must be taller than me, too.)
- Measure the length of an object with a length unit, such as centimeter tiles or paper clips. Describe the length as the number of length units to go from end to end with no gaps or overlaps in units.
- Tell and write time to the hour and half-hour on both analog and digital clocks.
- Organize and represent data of up to three categories on a simple graph. Discuss what the graph tells a reader.

Geometry:

- Identify defining attributes of a shape (Ex: a triangle must have 3 sides) and non-defining attributes of a shape (Ex: triangles can be any color or size and turned any direction). Create shapes with these attributes.
- Combine shapes together to make new shapes (called composite shapes).
- Split circles and rectangles into two and four equal parts. Describe these parts as halves, fourths, and quarters. Name how many halves and fourths/quarters are needed to make one whole.
- Understand that as a shape is cut into more equal pieces, the resulting pieces get smaller.

REVIEW REVISED ADMINISTRATIVE RULES

Title 10, Chapter 54, Part 9
Early ~~Literacy~~-Targeted Interventions Standards

10.54.901 EVALUATION METHODOLOGY FOR EARLY LITERACY TARGETED INTERVENTIONS

- (1) The local board of trustees shall adopt and ensure use of an evaluation methodology to identify, enroll, and admit children to early ~~literacy~~-targeted interventions. The evaluation methodology used must be overseen by and include application of professional judgment of qualified employees. A child may not be evaluated for the purposes of these interventions unless requested by the child's parent or guardian. The district must maintain evidence of the request. The evaluation methodology ~~may be administered in April, May, or June, and~~ must assess at least one of the following literacy skills:
- (a) For four-year-olds:
 - (i) oral language;
 - (ii) phonological awareness;
 - (iii) alphabet knowledge.
 - (b) Prior to kindergarten:
 - (i) oral language;
 - (ii) phonological awareness;
 - (iii) alphabet knowledge.
 - (c) Prior to first grade:
 - (i) phoneme awareness;
 - (ii) listening comprehension;
 - (iii) developmental spelling;
 - (iv) vocabulary (expressive or receptive);
 - (v) word reading (nonsense or real);
 - (vi) reading composite.
 - (d) Prior to second grade:
 - (i) listening comprehension;
 - (ii) developmental spelling;
 - (iii) vocabulary (expressive or receptive);
 - (iv) word reading (nonsense or real);
 - (v) connected text reading fluency;
 - (vi) connected text accuracy;
 - (vii) reading composite.
 - (e) Prior to third grade:
 - (i) developmental spelling;
 - (ii) vocabulary (expressive or receptive);
 - (iii) word reading (nonsense or real);
 - (iv) connected text reading fluency;
 - (v) connected text accuracy;
 - (vi) reading comprehension;
 - (vii) reading composite.

- (2) The list of approved evaluation methodology screening tools must be reviewed in odd years through a process of review complying with the provisions of Title 2, chapter 3, MCA, to ensure continuous adherence to developmentally appropriate and research-based screening tool requirements. Any changes to the list must be published and made publicly available by the Board of Public Education no later than 30 days after adoption of any changes. The removal of an evaluation methodology screening tool shall not be effective until July 1 following such removal.
- (3) A local board of trustees adopting and using one of the approved evaluation methodology screening tools shall be construed to have complied with this rule.
 - (a) Use of one of the approved evaluation methodology screening tools shall not, however, be required, provided that the district's adopted evaluation methodology screening tool conforms to the requirements of (1).
- (4) For the purposes of this rule, "evaluation methodology" means an age-appropriate research-based methodology, instrument, or assessment selected by the Board of Public Education to determine, based on a child's age or grade level, whether the child is above, at, or below a developmental trajectory leading to reading or math proficiency on completion of third grade.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-1803, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-7-1803, MCA

10.54.902 JUMPSTART PROGRAM FRAMEWORK FOR EARLY ~~LITERACY~~-TARGETED INTERVENTIONS

- (1) The local board of trustees may offer a jumpstart program to support early ~~literacy~~-targeted intervention based on evaluation methodology identified in ARM 10.54.901 as aligned to the Montana Early Childhood Education Standards and the Montana Content Standards for English Language Arts and Literacy and Mathematics.
- (2) The jumpstart program must be overseen by and include application of professional judgment of qualified employees and must be designed in a manner to increase the likelihood of a child being evaluated at the end of the ensuing school year to be at or above a trajectory leading to reading or math proficiency at the end of third grade.
- (3) For the purposes of this rule, "jumpstart program" means a program that is at least four weeks in duration and provides at least 120 instructional hours and takes place during the time between the end of one school calendar year and the start of the next school calendar year, as determined by the trustees, preceding a child's entry into kindergarten, first grade, second grade, or third grade.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-1803, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-7-1803, MCA

10.54.903 ~~EARLY NUMERACY INTEGRATION FOR 2025-26 SCHOOL YEAR~~
EVALUATION METHODOLOGY FOR EARLY NUMERACY TARGETED INTERVENTIONS

- ~~(1) A local school district that administered the evaluation methodology for early literacy targeted interventions in accordance with ARM 10.54.901 in preparation for the 2025-2026 school year may admit qualified students in the classroom-based program for 4-year-olds.~~
- ~~(2) The early targeted interventions may include both English Language Arts and Literacy and Mathematics and Numeracy Content Standards as described in ARM 10.63.110(2).~~
- (1) The local board of trustees shall adopt and ensure use of an evaluation methodology to identify, enroll, and admit children to early targeted interventions. The evaluation methodology used must be overseen by and include application of professional judgment of qualified employees. A child may not be evaluated for the purposes of these interventions unless requested by the child's parent or guardian. The district must maintain evidence of the request. The evaluation methodology must assess at least one of the following numeracy skills:
- (a) For four-year-olds:
 - (b) Prior to kindergarten:
 - (c) Prior to first grade:
 - (d) Prior to second grade:
 - (e) Prior to third grade:
- (2) The list of approved evaluation methodology screening tools must be reviewed in odd years through a process of review complying with the provisions of Title 2, chapter 3, MCA, to ensure continuous adherence to developmentally appropriate and research-based screening tool requirements. Any changes to the list must be published and made publicly available by the Board of Public Education no later than 30 days after adoption of any changes. The removal of an evaluation methodology screening tool shall not be effective until July 1 following such removal.
- (3) A local board of trustees adopting and using one of the approved evaluation methodology screening tools shall be construed to have complied with this rule.
- (a) Use of one of the approved evaluation methodology screening tools shall not, however, be required, provided that the district's adopted evaluation methodology screening tool conforms to the requirements of (1).
- (4) For the purposes of this rule, "evaluation methodology" means an age-appropriate research-based methodology, instrument, or assessment selected by the Board of Public Education to determine, based on a child's age or grade level, whether the child is above, at, or below a developmental trajectory leading to reading or math proficiency on completion of third grade.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-1803, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-7-1803, MCA

Title 10, Chapter 63
Early Childhood Education Standards

10.63.101 APPLICATION AND PROCEDURES

- (1) The early childhood education standards are focused on developmentally appropriate supports and strategies to enhance learning outcomes for a child between the ages of 3 and 5 for preschool programs and between the ages of 4 and 5 for early ~~literacy~~-targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten. Use of these standards for a public preschool program is subject to the funding limits of 20-7-117(2) and 20-9-311(7)(a), MCA. Use of these standards for early ~~literacy~~-targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten is subject to the provisions of Title 20, chapter 7, part 18, MCA.
- (2) The trustees of a school district, pursuant to Title 20, chapter 6, MCA, may establish a public early childhood education program to meet the unique developmental needs for children between the ages of 3 and 5 for preschool programs and between the ages of 4 and 5 for early ~~literacy~~-targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten. When early childhood education programs are established they must be an integral part of the public school and must be governed according to the following accreditation standards for the early childhood education standards of early learning content and accreditation in coordination with the standards outlined for schools within ARM Title 10, chapter 55, excluding 10.55.601, 10.55.602, 10.55.603, 10.55.704, 10.55.705, 10.55.709, 10.55.710, 10.55.712, 10.55.715, and ARM Title 10, chapter 55, subchapters 10 through 21. For the purposes of the accreditation process detailed in ARM 10.55.606, early childhood education programs will be assessed on the program's assurance standards only.
- (3) Early childhood education programs shall meet this chapter's curriculum, instruction, and program delivery standards, supporting children's development of the knowledge and skills outlined in the content standards in ARM 10.63.110, which describe the expectations for what young children should know, understand, and be able to do across the four core developmental domains of learning upon entrance to kindergarten.
- (4) Montana's early childhood education standards shall be reviewed and revised on a recurring schedule with input from representatives of accredited schools.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, 20-7-1803, MCA
Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-7-101, 20-7-117, 20-7-1803, MCA

10.63.102 DEFINITIONS

- (1) For the purposes of this chapter, the following terms apply:
- (a) "Accreditation" means certification by the Board of Public Education that a school meets the adopted standards of the Board of Public Education for a specified school year.
 - (b) "Assessment" means the gathering, organizing, and evaluation of information about student learning in order to monitor and measure student learning, the effectiveness of the instructional program, and to inform local policies and decisions.
 - (c) "Developmental domain" means the broad, interrelated categories or dimensions of early childhood development reflective of early childhood education children's learning and growth. The four core domains include social and emotional, physical, language, and cognitive.
 - (d) "Early childhood curriculum" means an articulated educational plan for young children, which is grounded in research-based understandings of child development and developmentally appropriate practices. Curriculum guides the teaching process from identifying what to teach, including early content standards in each of the four developmental domains and how to teach, including developing learning experiences based upon individual and group outcomes, and assessing what was learned then using this data to inform future planning and teaching. For early ~~literacy~~-targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten, the curriculum must embrace the four developmental domains while focusing on the subject subjects of literacy and numeracy with a goal of establishing a trajectory leading to reading and math proficiency at the end of third grade.
 - (e) "Learning center" means a self-contained area of the classroom featuring a wide variety of hands-on materials that children can choose and use independently which are organized around a curriculum area (science, math, art, music, dramatic play, literacy) or a specific kind of play material (blocks, sensory, manipulative).
 - (f) "Paraprofessional" means an adult with the qualifications detailed in ARM 10.63.105 who works under the direct supervision of a teacher and who may work independently in a teacher's absence, but for the majority of the time works directly with the teacher in the same space with the same group of students.
 - (g) "Teacher" means a licensed individual as defined in ARM 10.55.602, with primary responsibility for a group or class of early childhood education students.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, 20-7-1803, MCA
Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-7-101, 20-7-117, 20-7-1803, MCA

10.63.103 LEADERSHIP

- (1) The program leadership shall effectively implement policies, procedures, and systems that support stable staff and strong personnel, fiscal, and program management so all students, families, and staff have high-quality experiences.
- (2) Professional development for early childhood education educators as required by ARM 10.55.714 should be tailored to early childhood development and learning.
- (3) Professional development completed by elementary (K-8) educators providing early ~~literacy~~-targeted interventions should be tailored to such interventions. The elementary (K-8) educators providing early ~~literacy~~-targeted interventions, the employing districts, and accredited educator preparation providers, pursuant to ARM 10.58.102, are encouraged to collaborate to develop professional development options that support attainment of qualifications leading to an early childhood education (P-3) endorsement.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, 20-7-1803, MCA
Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-7-101, 20-7-117, 20-7-1803, MCA

10.63.104 TEACHER ASSIGNMENTS AND QUALIFICATIONS FOR PUBLIC PRESCHOOL AND EARLY ~~LITERACY~~-TARGETED INTERVENTIONS

- (1) Teachers shall be assigned at the levels for which they are licensed and endorsed in accordance with state statutes and Board of Public Education rules.
- (2) Teachers with an early childhood (P-3) endorsement shall be considered to be appropriately licensed, endorsed, and assigned to teach in an accredited preschool program.
- (3) While teachers with an early childhood (P-3) endorsement are encouraged, teachers with either an early childhood (P-3) endorsement or an elementary (K-8) endorsement shall be considered to be appropriately licensed, endorsed, and assigned to teach early ~~literacy~~-targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten. Teachers with an elementary (K-8) endorsement who are teaching early ~~literacy~~-targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten are encouraged to pursue professional development as outlined in 10.63.103 to ensure delivery of high-quality early ~~literacy~~-targeted interventions.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, 20-7-1803, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-7-101, 20-7-117, 20-7-1803, MCA

10.63.105 EARLY CHILDHOOD PARAPROFESSIONAL QUALIFICATIONS

- (1) Early childhood paraprofessionals must have:
 - (a) completed two years of study at an institution of higher education; or
 - (b) obtained an associate's (or higher) degree; or
 - (c) a high school diploma and meet a rigorous standard of quality and be able to demonstrate knowledge of and the ability to assist in the delivery of the curriculum, instruction, and program delivery standards to support students' development of the knowledge and skills outlined in the early learning content standards.

Authorizing statute(s): [Mont. Const. Art. X, sec. 9, 20-2-114](#), 20-7-101, [20-7-1803](#), MCA
Implementing statute(s): [Mont. Const. Art. X, sec. 9, 20-7-101](#), 20-7-117, [20-7-1803](#), MCA

10.63.106 EARLY CHILDHOOD PARAPROFESSIONAL SUPERVISION

- (1) Early childhood paraprofessionals shall be under the direct supervision of a licensed teacher who is responsible for instruction and assessment of students.
- (2) Early childhood paraprofessionals assigned to assist students with special education needs shall be under the supervision of the teacher.
- (3) The supervising teacher shall be available while an early childhood paraprofessional is fulfilling his or her responsibilities and shall not be simultaneously assigned to another teaching duty or preparation time.

Authorizing statute(s): [Mont. Const. Art. X, sec. 9, 20-2-114](#), 20-7-101, [20-7-1803](#), MCA
Implementing statute(s): [Mont. Const. Art. X, sec. 9, 20-7-101](#), 20-7-117, [20-7-1803](#), MCA

10.63.107 CLASS SIZE

- (1) There must be one appropriately licensed and endorsed teacher for ten students, with an early childhood paraprofessional for any additional students over ten, for up to no more than 18 total students in a classroom with two adults. The school district must assign qualified human resources that comply with all fingerprint and background check requirements when exceeding maximum class sizes at a rate of 1 1/2 hours per day, per student overload. An overload of five students per classroom is considered excessive.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, 20-7-1803, MCA
Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-7-101, 20-7-117, 20-7-1803, MCA

10.63.109 ENROLLMENT ELIGIBILITY

- (1) A child must have reached three years of age before the districts' official start date of the preschool program or have been enrolled by special permission by the board of trustees.
- (2) A child who is 4 years of age or older on or before September 10th of the year in which the child is to participate in early ~~literacy~~-targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten and who has not completed kindergarten and who is determined through the evaluation methodology process outlined in ARM 10.54.901 or ARM 10.54.903 to be below a trajectory leading to reading or math proficiency at the end of third grade is eligible for enrollment in early ~~literacy~~-targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, 20-7-1803, MCA
Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-7-101, 20-7-117, 20-7-1803, MCA

10.63.110 EARLY LEARNING DEVELOPMENTAL DOMAINS AND CONTENT STANDARDS

- (1) The following early learning developmental domains represent the foundational skills all students need to be successful learners. The development of communication, language, and literacy skills supports the growth in all other domains of development. All developmental domains are applicable for public preschool programs and early ~~literacy~~-targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten.
 - (a) The language domain includes communication and comprehension in oral and written language.
 - (i) Language instruction includes opportunities for students to develop:
 - (A) receptive language, wherein students use listening and observation skills to make sense of and respond to spoken language and other forms of communication; enter into the exchange of information around what is seen, heard, and experienced; and begin to acquire an understanding of the concepts of language that contribute to learning;

- (B) expressive language, wherein students develop skills in using sounds, facial expressions, gestures, and words, such as to help others understand their needs, ask questions, express feelings and ideas, and solve problems;
 - (C) social language, wherein students develop skills to interact and communicate with others in effective ways; and
 - (D) support for dual language speakers, wherein students receive support in their home language(s) while becoming proficient in English.
- (ii) Literacy instruction includes opportunities for students to develop:
 - (A) written language, wherein students build an understanding and interest in the symbols, sounds, and rhythms of written language and develop awareness that the printed word can be used for various purposes;
 - (B) written communication, wherein students develop interest and skill in using symbols as a meaningful form of communication;
 - (C) print awareness, wherein students build an understanding that print carries a message through symbols and words and that there is a connection between sounds and letters (the alphabetic principle); and
 - (D) speech development, wherein students develop an awareness of the sounds of letters and the combination of letters that make up words and use this awareness to manipulate syllables and sounds of speech.
- (b) The social and emotional domain includes culture, family, community as well as social and emotional development.
 - (i) Culture, family, and community skills instruction includes opportunities for students to develop:
 - (A) an awareness of and appreciation for similarities and differences between themselves and others;
 - (B) an awareness of the functions and diverse characteristics of families; and
 - (C) an understanding of the basic principles of how communities function, including work roles and commerce.
 - (ii) Social development skill instruction includes opportunities for students to:
 - (A) develop trust, emotional bonds, and interact comfortably with adults;
 - (B) interact and build relationships with peers; and
 - (C) develop skills in cooperation, negotiation, and empathy.
 - (iii) Emotional development skills instruction includes opportunities for students to:
 - (A) develop an awareness and appreciation of self as a unique, competent, and capable individual;
 - (B) demonstrate a belief in their abilities;

- (C) manage internal states, feelings, and behavior, and develop the ability to adapt to diverse situations and environments; and
 - (D) express a wide and varied range of feelings through facial expressions, gestures, behaviors, and words.
 - (c) The physical domain includes development of motor skills and instruction in health, safety, and personal care.
 - (i) Motor skills instruction includes opportunities for students to develop:
 - (A) small muscle strength, coordination, and skills;
 - (B) large muscle strength, coordination, and skills; and
 - (C) use of their senses to explore the environment and develop skills through sight, smell, touch, taste, and sound.
 - (ii) Health, safety, and personal care skills instruction includes opportunities for students to develop:
 - (A) personal health and hygiene skills as they develop and practice self-care routines;
 - (B) healthy eating practices by eating a variety of nutritional foods;
 - (C) healthy behaviors through physical activity; and
 - (D) an awareness and understanding of safety rules as they learn to make safe and appropriate choices.
 - (d) The cognitive domain includes approaches to learning.
 - (i) Approaches to learning skills instruction include opportunities for students to develop:
 - (A) curiosity through imagination, inventiveness, originality, and interest as they explore and experience new things;
 - (B) initiative and self-direction through engagement in new tasks and to take risks in learning new skills or information;
 - (C) persistence and attentiveness with the ability to focus their attention and concentration to complete tasks and increase their learning;
 - (D) reflection and interpretation skills in thinking about their learning in order to inform their future decisions; and
 - (E) reasoning skills in causation, critical and analytical thinking, problem solving, and representational thought.
- (2) The following early learning content standards are aligned to the Montana K-12 Content Standards and highlight what students should know, understand, and be able to do upon entering kindergarten. All early learning content standards are applicable for public preschool programs while only the English Language Arts and Literacy and Mathematics and Numeracy Content Standards apply to early ~~literacy~~-targeted interventions implemented through the classroom-based program for 4-year-olds and summer jumpstart program preceding kindergarten.
 - (a) English Language Arts and Literacy standards include:

- (i) early reading, wherein students develop an understanding, skill, and interest in alphabet knowledge using the symbols, sounds, and rhythms of written language;
 - (ii) print development and writing, wherein students demonstrate interest and skill in using symbols as a meaningful form of communication;
 - (iii) speaking and listening, wherein students use phonemic and phonological awareness to identify and play with individual sounds in spoken words; and
 - (iv) language, wherein students develop the ability to communicate with others to build relationships, share meaning, and express needs.
- (b) Creative arts standards include:
 - (i) creative movement wherein students produce rhythmic movements spontaneously and in imitation with growing technical and artistic abilities;
 - (ii) drama, wherein students show appreciation and awareness of drama through observation, imitation, and participation in simple dramatic plots;
 - (iii) music, wherein students engage in a variety of musical or rhythmic activities; and
 - (iv) visual arts, wherein students demonstrate a growing understanding and appreciation for the creative process and visual arts.
- (c) Mathematics and numeracy standards include:
 - (i) number sense and operations, wherein students develop the ability to think and work with numbers, to understand their uses, and describe their relationships through structured and everyday experiences;
 - (ii) measurement concepts, wherein students use measurement instruments to explore and discover measurement relationships and characteristics, such as length, quantity, volume, distance, weight, area, and time;
 - (iii) mathematical skills in data analysis, wherein students count, sort, and compare objects;
 - (iv) initial algebraic thinking and operations, wherein students identify, describe, produce, and create patterns using mathematical language and materials; and
 - (v) geometric and spatial reasoning, wherein students build the foundation for recognizing, creating, and manipulating shapes, and learning spatial reasoning and directional words as they become aware of their bodies and personal space in their physical environment.
- (d) Science standards include:
 - (i) scientific thinking and the use of the scientific methods through investigation using their senses to observe, manipulate objects, ask questions, make predictions, and develop conclusions and generalizations;

- (ii) an understanding of and compassion for living things;
 - (iii) an understanding of the physical world, the nature and properties of energy, and nonliving matter;
 - (iv) an understanding of the earth and planets; and
 - (v) an understanding of engineering as the process that assists people in designing and building.
- (e) Social studies standards include:
 - (i) an understanding of the concept of historical time, including past, present, and future;
 - (ii) knowledge of geographical places and regions by understanding that each place has its own unique characteristics and the reciprocal effect individuals have with the world around them; and
 - (iii) awareness of their natural world, including the environment and our interdependence on the natural world.
- (f) Technology standards include:
 - (i) an understanding of technology with awareness of technological tools and developmentally appropriate exploration of the ways to use these resources.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, 20-7-1803, MCA
 Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-7-101, 20-7-117, 20-7-1803, MCA

10.63.111 CURRICULUM AND ASSESSMENT

- (1) The early childhood curriculum, as defined in ARM 10.63.102, shall:
 - (a) contain a written philosophy and framework, grounded in research-based understandings of child development, to provide a clear, coherent focus for planning students' experiences;
 - (b) informing instruction through observation and documentation of children's strengths, interests, and needs in their play, work, and behavior;
 - (c) guide the learning process and daily plans for learning through the selection of materials and equipment to enhance development and learning in the early learning developmental domains, including social and emotional, physical, language, and cognition; and encourage integration of applicable early learning content areas, including literacy, mathematics, science, social studies, creative expression and the arts, and technology;
 - (d) include planned opportunities for active exploration, discovery, and social interaction;
 - (e) plan for students' engagement in play each day; and
 - (f) be implemented in a manner reflective of students' family and community lives while being responsive to diversity, including gender, age, language, culture, and ability, including opportunities for students and families to learn about the distinct and unique heritage of American Indians,

particularly Montana Indian tribes, in a culturally responsive manner (20-1-501, MCA).

- (2) School districts shall develop early childhood education programs to include an ongoing and systematic written assessment plan which includes protocols for:
 - (a) monitoring the progress of students toward achieving content standards and learning in the developmental domains using formative and summative approaches that include universal screening, progress monitoring, and diagnostic assessments;
 - (b) administration of assessments and interpretation of assessment results;
 - (c) providing disaggregated data to educators and teams to inform instructional planning and decision making;
 - (d) involving families as partners in linguistically and culturally responsive ways to inform decisions about students' needs; and
 - (e) assessing the effectiveness of the instructional program that guides adjustments for improvement.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, 20-7-1803, MCA
Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-7-101, 20-7-117, 20-7-1803, MCA

10.63.112 INSTRUCTION

- (1) The early childhood education program shall ensure developmentally, culturally, and linguistically appropriate and effective teaching strategies that enhance students' development and learning of the early learning content standards in ARM 10.63.110 through the program's curriculum.
- (2) The early childhood education instructional program shall:
 - (a) use both content and child development knowledge to create learning opportunities and to engage young learners in meaningful, planned, and purposeful experiences related to the curriculum goals and content standards;
 - (b) use a variety of effective approaches and strategies which include opportunities for both teacher and student-initiated interactions and activities;
 - (c) support children's development by providing opportunities for all children to play with and learn from each other;
 - (d) use knowledge of each student's development to enhance instruction, modify strategies and materials, and adjust supports and challenges as students gain competence, understanding, and skills;
 - (e) build upon student's language, understanding of concepts, and increase vocabulary;

- (f) integrate knowledge of students' families and the community to build relationships that foster integral connections with the curriculum and learning experiences;
- (g) use cultural and community resources in the classroom to enhance student learning and development; and
- (h) work as a team to implement learning plans, including plans for students with special needs.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, 20-7-1803, MCA
 Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-7-101, 20-7-117, 20-7-1803, MCA

10.63.113 PHYSICAL AND LEARNING ENVIRONMENTS

- (1) The early childhood education program shall ensure an appropriate and well-maintained safe and healthful physical environment that:
 - (a) is designed to protect student health and safety;
 - (b) allows for supervision of students primarily by sight;
 - (c) provides sanitization according to state and federal health standards;
 - (d) follows state and federal guidelines for meals and snacks; and
 - (e) provides safe, supervised, and adequate outside play space with age-appropriate equipment and safe, adequate indoor space for each child.
- (2) The early childhood education program shall ensure a safe and healthful learning environment by:
 - (a) providing a written predictable but flexible schedule that provides intentionally planned routines and transitions; and
 - (b) providing daily indoor and outdoor activities, including:
 - (i) planned learning center time where students have individual choice of activities;
 - (ii) daily opportunities to learn and play individually, in small groups, and as a whole group; and
 - (iii) use of developmentally appropriate materials and equipment.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, 20-7-1803, MCA
 Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-7-101, 20-7-117, 20-7-1803, MCA

10.63.114 CHILD GUIDANCE

- (1) Child guidance means employing a variety of strategies to foster self-regulation, respect for others, problem solving, and social and emotional development in an ongoing interactive process and helps students learn how to communicate with

others in developmentally appropriate ways. To ensure appropriate child guidance, the early childhood education program shall:

- (a) use positive behavior supports to ensure the social, emotional, and cultural development of each student;
- (b) provide a positive climate to ensure equality, inclusion, and citizenship;
- (c) develop relationships with the student and the student's family in ways that are linguistically and culturally sensitive;
- (d) provide opportunities for students to be contributing members of the classroom community;
- (e) provide clear behavioral expectations, including the use of effective methods to prevent and redirect misbehavior; and
- (f) partner with families and other professionals for students with challenging behavior to develop and implement an individualized plan that fosters the child's inclusion and success.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, 20-7-1803, MCA
Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-7-101, 20-7-117, 20-7-1803, MCA

10.63.115 FAMILY AND COMMUNITY ENGAGEMENT

- (1) The early childhood education program staff shall establish and maintain collaborative relationships with each child's family and community to foster student's development in all settings.
- (2) To ensure collaborative relationships between the community, school, and families, early childhood education programs shall have protocols which:
 - (a) establish intentional practices designed to foster strong reciprocal relationships with families;
 - (b) ensure that families are an integral part of the decision-making team through communication and family conferences which promote dialogue and partnership regarding their student's educational goals and services;
 - (c) collaborate with families to help students participate successfully in early childhood settings;
 - (d) ensure that all families, regardless of family structure, socioeconomic, racial, religious, and cultural diversity, gender, abilities, or preferred languages are included in their child's educational experience;
 - (e) assist families in locating, contacting, and using community resources that support the student's well-being, development, and goals;
 - (f) promote awareness and understanding of the unique legal and political structures of Montana Tribal Nations in order to best meet the needs of Indian students and families;
 - (g) collaborate with community-based programs to ensure that parents and families have the resources they need to be involved in their student's education, growth, and development; and

- (h) provide access to health screenings and referrals for all students in the program.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-101, 20-7-1803, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-7-101, 20-7-117, 20-7-1803, MCA