

***BOARD OF PUBLIC EDUCATION
MEETING AGENDA***

July 16-18, 2025

***Montana School Boards Association
863 Great Northern Blvd
Helena, MT***

AGENDA

BOARD OF PUBLIC EDUCATION MEETING AGENDA

July 16-18, 2025
Montana School Boards Association
863 Great Northern Blvd
Helena, MT

Wednesday, July 16, 2025
2:00PM

CALL TO ORDER

- A. Pledge of Allegiance
- B. Roll Call
- C. Statement of Public Participation
- D. Welcome Visitors

PUBLIC COMMENT

This time will be provided for public comment on items not listed on the agenda. This meeting is open to the public both in person and electronically. 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 by the Board Chair. Members of the public who wish to share written public comment with the Board members must submit written public comment to the Executive Director at bpe@mt.gov no later than two (2) business days before the start of the meeting. Any written public comment received after this deadline will be shared with the Board members after the meeting. All written public comment will be included as part of the official public record.

Action may be taken on any item listed on the Board agenda. Per §2-3-103, MCA, the Board encourages public comment on any item prior to Board final action.

ADOPT AGENDA

❖ JOINT MACIE MEETING AND TRIBAL CONSULTATION – Julia Maxwell (Items 1-4)

- Item 1 **MACIE REPORT – 15 Minutes, page #9**
Jordann Lankford Forster
- Item 2 **REVIEW AND RECEIVE FEEDBACK ON YELLOW KIDNEY SETTLEMENT**
REQUIREMENTS – 1 Hour, page #11
McCall Flynn, Members
- Item 3 **WORK SESSION ON AMERICAN INDIAN STUDENT ACHIEVEMENT AND INDIAN**
EDUCATION FOR ALL FUNDING RECOMMENDATIONS – 1 Hour, page #19
McCall Flynn, Members, Education Partners
- Item 4 **EXPLORATION OF RIGOROUS ACTION AND INTENSIVE ASSISTANCE – 45**
Minutes, page #22
Dr. Julie Murgel and Lindsay Mahoney

PUBLIC COMMENT ON JOINT MACIE MEETING ITEMS

RECESS

Thursday, July 17, 2025
8:30AM

CALL TO ORDER

- A. Pledge of Allegiance**
- B. Roll Call**
- C. Statement of Public Participation**
- D. Welcome Visitors**

CONSENT AGENDA – page #30

(Items may be pulled from Consent Agenda upon request)

- A. May 15-16, 2025, and June 16, 2025, Meeting Minutes**
- B. Financials**

❖ STRATEGIC PLANNING SESSION – Dr. Tim Tharp (Item 5)

- Item 5** **STRATEGIC PLANNING ITEMS – 2 Hours, page #42**
- **REVIEW BYLAWS**
 - **REVIEW COMMITTEE ASSIGNMENTS**
 - **REVIEW 2026 MEETING CALENDAR AND AGENDA CALENDAR**
 - **REVIEW OPEN MEETING LAWS**
 - **REVIEW MONTANA ADMINISTRATIVE PROCEDURES ACT**
 - **REVIEW STRATEGIC PLAN**
 - **DISCUSSION ON STRATEGIC PLANNING PROCESS**

PUBLIC COMMENT ON STRATEGIC PLANNING ITEMS

❖ REPORTS – Dr. Tim Tharp (Items 6-10)

- Item 6** **CHAIRPERSON REPORT – 15 Minutes, page #61**
Dr. Tim Tharp
- Item 7** **EXECUTIVE DIRECTOR REPORT – 15 Minutes, page #62**
McCall Flynn
- Item 8** **STATE SUPERINTENDENT REPORT – 1 Hour, page #63**
State Superintendent Susie Hedalen
- **Assessment Update**
 - **Federal Update**
 - **OPI Staffing Report**
 - **Legislative Update**
 - **Content Standards Revision Update**
- Item 9** **COMMISSIONER OF HIGHER EDUCATION REPORT – 15 Minutes, page #74**
Joe Thiel
- **OCHE/OPI Collaboration for Direct Admissions**
 - **Grow Your Own Educator Progress**
 - **MUS 2025 Legislative Outcomes**
 - **STARS Act**
- Item 10** **GOVERNOR’S OFFICE REPORT – 15 Minutes, page #75**
Rachel Green

*****LUNCH BREAK*****

*****Lunch will be provided for Board members*****

*****TIME CERTAIN AT 1:15PM*****

❖ **LICENSURE COMMITTEE – Dr. Ron Slinger (Items 11-13)**

- Item 11 **ACTION ON INITIAL REVIEW OF BPE CASE #2025-02, GERMANY, JR – 15 Minutes, page #76**
Brenton Craggs
- Item 12 **NOTICE OF SURRENDER IN BPE CASE #2025-03 – 5 Minutes, page #77**
Brenton Craggs
- Item 13 **ACTION ON PRAXIS REGENERATED TEST REVIEW AND QUALIFYING SCORE FOR ELEMENTARY EDUCATION – 15 Minutes, page #78**
Crystal Andrews

❖ **MSDB COMMITTEE – Lisa Schmidt (Items 14-15)**

- Item 14 **MSDB REPORT – 30 Minutes, page #86**
Paul Furthmyre
- ACTION ITEMS:**
- **Action on Out of State Travel Request**
 - **Action on Personnel Items**
 - **Action on Pay Increase for Plan 061**
- Item 15 **ACTION ON MSDB FOUNDATION AGREEMENT – 15 Minutes, page #140**
McCall Flynn

❖ **ASSESSMENT COMMITTEE – Renee Rasmussen (Items 16-17)**

- Item 16 **ACTION ON EARLY LITERACY AND NUMERACY ADVISORY COUNCIL – 15 Minutes, page #144**
McCall Flynn
- Item 17 **INFORMATION ON MONTANA ALIGNED TO STANDARDS THROUGH-YEAR STAKEHOLDER FEEDBACK AND NEXT STEPS – 30 Minutes, page #152**
Cedar Rose

❖ **CHARTER SCHOOL COMMITTEE – Dr. Ron Slinger (Items 18-19)**

- Item 18 **UPDATE ON COMMUNITY CHOICE SCHOOLS COMMISSION – 15 Minutes, page #159**
Cathy Kincheloe
- Item 19 **REVIEW PUBLIC CHARTER SCHOOL ANNUAL AND PERFORMANCE REPORTS – 30 Minutes, page #160**
McCall Flynn

RECESS

Friday, July 18, 2025
8:30AM

CALL TO ORDER

- A. Pledge of Allegiance**
- B. Roll Call**
- C. Statement of Public Participation**
- D. Welcome Visitors**

❖ ACCREDITATION COMMITTEE – Madalyn Quinlan (Items 20-26)

- Item 20** **INDIAN EDUCATION FOR ALL REPORT – 30 Minutes, page #177**
Christy Mock-Stutz, Mike Jetty
- Item 21** **REVIEW OF THE ECONOMIC IMPACT STATEMENT PERTAINING TO RULEMAKING**
IN ARM TITLE 10, CHAPTER 53, ENGLISH LANGUAGE ARTS AND LITERACY
CONTENT STANDARDS – 15 Minutes, page #201
Marie Judisch
- Item 22** **ACTION ON THE PROPOSED NOTICE OF PUBLIC HEARING AND TIMELINE**
PERTAINGTO RULEMAKING IN ARM TITLE 10, CHAPTER 53, ENGLISH
LANGUAGE ARTS AND LITERACY CONTENT STANDARDS, AND AUTHORIZE
FILING OF THE NOTICE WITH THE SECRETARY OF STATE FOR PUBLICATION IN
THE MONTANA ADMINISTRATIVE REGISTER – 15 Minutes, page #222
Madalyn Quinlan
- Item 23** **ACTION ON THE RESOLUTION TO SUPPORT INCREASING PK-12 ATTAINMENT IN**
READING AND READING PROFICIENCY – 15 Minutes, page #334
Madalyn Quinlan
- Item 24** **INFORMATION ON THE PROPOSED CORRECTIVE PLAN PROCESS FOR**
SCHOOLS IN DEFICIENT AND ADVICE STATUS FOR ACCREDITATION – 15
Minutes, page #336
Crystal Andrews
- Item 25** **INFORMATION ON THE PROPOSED INTENSIVE ASSISTANCE PROCESS FOR**
ACCREDITATION – 15 Minutes, page #341
Crystal Andrews, Ellery Bresler
- Item 26** **ACTION ON THE SUPERINTENDENT’S RECOMMENDATION FOR THE**
ACCREDITATION PROCESS AND SCHEDULE FOR THE 2025-26 SCHOOL YEAR – 1
Hour, page #344
Dr. Julie Murgel, Crystal Andrews, Accreditation Think Tank Members

FUTURE AGENDA ITEMS September 11-12, 2025 – Dillon, MT

Election of Board Officers
Action on Strategic Planning Items
MACIE Update
Montana Digital Academy Update
Review Community Choice School Academic Performance and Financial Reports
Annual HiSET Report
Annual Special Education Report
Assessment Update
Accreditation Update
Federal Update
Content Standards Revision Update

PUBLIC COMMENT

This time will be provided for public comment on items not listed on the agenda. This meeting is open to the public both in person and electronically. 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 by the Board Chair. Members of the public who wish to share written public comment with the Board members must submit written public comment to the Executive Director at bpe@mt.gov no later than two (2) business days before the start of the meeting. Any written public comment received after this deadline will be shared with the Board members after the meeting. All written public comment will be included as part of the official public record.

ADJOURN

The Montana Board of Public Education is a Professional Development Unit Provider. Attending a Board of Public Education Meeting either in person or via Zoom may qualify you to receive professional development units. Please complete the necessary information on the sign-in sheet if you are applying for professional development units.

Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed “time certain”. Public comment is welcome on all items listed as “Action” and as noted at the beginning and end of each meeting.

The Board of Public Education will make reasonable accommodations for known disabilities that may interfere with an individual’s ability to participate in the meeting. Individuals who require such accommodations should make requests to the Board of Public Education as soon as possible prior to the meeting start date. You may write to Kris Stockton, PO Box 200601, Helena MT, 59620, kmstockton@mt.gov, 406-444-0302.

CALL TO ORDER

- A. Pledge of Allegiance**
- B. Roll Call**
- C. Statement of Public Participation**
- D. Welcome Visitors**

❖ **JOINT MACIE MEETING AND TRIBAL
CONSULTATION – (Items 1-4)**

Julia Maxwell

ITEM 1

MACIE REPORT

Jordann Lankford Forster



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
ADVISORY TO THE BOARD OF PUBLIC EDUCATION AND
SUPERINTENDENT OF PUBLIC INSTRUCTION

**Montana Board of Public Education
MACIE Summary**

July 2025

Presentation	MACIE Report
Presenter	Jordann Lankford Forster
Position Title	MACIE Chair
Overview	The purpose of MACIE is to provide recommendations and guidance to the Board of Public Education and the Office of Public Instruction on initiatives and actions aimed at increasing American Indian student achievement. As your advisory board, and partner in American Indian education improvement, we offer the following report:
Related Issue(s)	July MACIE Meeting
Recommendations	Review American Indian Student Achievement recommendations and IEFA Funding recommendations, and assign additional education organizations to support the recommendations.
Attached	American Indian Student Achievement Recommendations IEFA Recommendations (see Item 3)

ITEM 2

REVIEW AND RECEIVE FEEDBACK ON YELLOW KIDNEY SETTLEMENT REQUIREMENTS

McCall Flynn, Members

SETTLEMENT AGREEMENT

The following settlement agreement (“Agreement”) is entered into by and among all Plaintiffs and Defendant the Montana Board of Public Education (“BPE”), collectively “the Parties,” in *Yellow Kidney, et al v. Montana Office of Public Instruction, et al*, DDV-21-0398 (the “Lawsuit”). The Parties have mutually resolved the issues raised in the Lawsuit. Therefore, it is hereby:

AGREED by and between the Parties as follows:

1. This Agreement is effective as of the date of execution. It may be executed in multiple counterparts, each of which shall be deemed an original, and all counterparts so executed shall constitute one agreement binding on the Parties hereto, notwithstanding that all of the Parties are not signatory to the same counterpart.
2. The Agreement is binding on the parties to it, their heirs, personal representatives, successors, assigns, agents, partners, employees, and attorneys. In exchange for the actions set forth in this agreement, Plaintiffs agree to release BPE from any and all claims—monetary, injunctive, or otherwise—related to the subject-matter of this lawsuit, so long as BPE complies with its requirements under this agreement. Plaintiffs agree that this settlement agreement is not considered an admission of liability.
3. The Parties will submit to the trial court within ten days of full execution of the Agreement a joint motion to dismiss BPE with prejudice from the Lawsuit, while requesting that the Montana Eighth District Court, County of Cascade, retain jurisdiction over BPE to enforce the terms of this Agreement. Each party to this agreement will pay their own costs and fees.
4. The Parties enter into this Agreement, respectively, as a free and voluntary act with full knowledge of its legal consequences.
5. This Agreement shall be construed, interpreted and enforced under the laws of the State of Montana. Any action or proceeding relating to this Agreement shall be filed and proceed in the Montana Eighth District Court, County of Cascade.
6. This Agreement may not be changed, modified or assigned except by written agreement of the Parties, through their chosen counsel.

I. Assessment & Accountability Measures:

- A. BPE agrees to include meaningful measures of Indian Education for All (“IEFA”) implementation in accreditation determinations.
- B. BPE agrees to request that OPI submit an annual report: (1) identifying whether each school district has an IEFA plan in place, and (2) setting forth the extent to which each such plan is being implemented according to evidence submitted by the schools to OPI. BPE agrees to encourage OPI to ensure an IEFA plan is

implemented in each school district.

- C. BPE agrees that proper monitoring of IEFA implementation requires gathering and reviewing supporting evidence pertaining to (1) districts' proper expenditure of IEFA funds and (2) cooperation with Tribes, and will request the same from OPI.
- D. BPE will request that OPI annually report at a BPE meeting on schools/districts that have received a 1 or 2 on any TEACH MT IEFA-specific prompts along with the steps OPI is taking to address these deficiencies.
- E. To the extent of its legal authority, BPE agrees to ensure IEFA obligations will be properly monitored before approving any accreditation standards.

II. Creation of content standards, in conjunction with the requirements of the Montana Constitution, Montana Code Annotated, Administrative Rules of Montana and HB 338:

A. IEFA-Specific Content Standard Update:

- i. To the extent of its legal authority, BPE shall provide for a uniform and integrated creation and revision of Content Standards as set forth in ARM 10.53 and as provided in Article X, section 1(2) of the Constitution of the state of Montana, 20-1-501 and 20-9-309(2)(c) MCA, and HB 338, which collectively mandate curriculum and instruction of the content standards incorporating the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments.
- ii. BPE agrees to ensure that IEFA is incorporated across all content standards to the extent it has authority to do so.
- iii. BPE agrees that IEFA content standards must include American Indian studies as defined in Mont. Code Ann. § 20-1-502, and agrees to encourage school districts to incorporate these concepts into their curriculum using the Essential Understandings Regarding Montana Indians.

B. Incorporating IEFA Review into the Content Standard Review Process:

- i. BPE agrees to review and consider all comments and recommendations by MACIE and Montana tribes before approving a Notice of Proposed Rulemaking.

III. Tribal Cooperation and Parent Committees:

- A. BPE will encourage all schools/districts to reach out to and cooperate with tribes in Montana as required by the IEFA statutory provisions.
- B. BPE will encourage school districts to meaningfully consult with local tribes in developing their IEFA plans.
- C. BPE will provide all board members and staff with a 3-hour tribal consultation and cooperation training every 3 years and/or upon appointment/hiring.
- D. BPE will meet jointly with MACIE annually to discuss IEFA monitoring, professional development, resources and, if available, survey and complaint responses collected by OPI. BPE will extend a written invitation to each tribe in Montana to encourage community and family engagement in the process.

IV. Teacher Training:

- A. BPE will make the following changes to educator licensure:
 - i. BPE will require completion of an Introduction to IEFA course that includes training on tribal cooperation.

- ii. Within the next two years, BPE will work with MACIE and OPI and will invite involvement of representatives from every Montana Tribe to determine if the Introduction to IEFA class requires updating, and if so, to complete that update. Beginning in 2029, BPE will work with MACIE and OPI every 5 years to identify and make any necessary updates to the Introduction to IEFA class. Plaintiffs and BPE recognize that OPI is the entity that completes the updates, and therefore this subsection is limited to BPE's ability to participate in the revision process.
 - iii. BPE will encourage OPI to create a second IEFA course, IEFA 2.0. Upon receiving notification from OPI that the development of IEFA 2.0 is complete in the Teacher Learning HUB, BPE will initiate rulemaking to propose IEFA 2.0 as a requirement for educator licensure.
 - iv. BPE agrees to encourage IEFA coordinators and other relevant school personnel to participate in additional IEFA trainings throughout the year.
 - v. In the event that micro-credentials are introduced into Montana's teacher licensing system, BPE will recommend to the appropriate entity the creation of an IEFA micro-credential.
- B. BPE will make the following changes to ongoing professional development requirements:
- i. BPE will convene stakeholders to determine the feasibility of requiring 4 professional development units relevant to IEFA, of which 2 professional development units every 5 years must be relevant to tribal consultation. Should adequate trainings be available to meet these requirements, BPE will work with the Superintendent to amend the relevant administrative rules accordingly. If adequate trainings do not exist, BPE will encourage OPI to work with MACIE to create the same.
 - ii. BPE will work with MACIE and OPI and invite the involvement of representatives from every Montana Tribe to determine whether new IEFA professional development materials/courses are needed and to encourage MACIE and OPI to create the same.

V. Document Production and Monitoring:

- A. The parties will engage in three fiscal years of monitoring, ending on June 30, 2028. The parties also agree that any disputes not resolved between the parties regarding this agreement will be brought to the court in the same forum as this action by June 30, 2028.
- B. Biannual Document Productions:
 - i. By October 15 of each monitoring year, BPE will produce to Plaintiffs and file with the Court a report summarizing its progress on each of the provisions set forth above.
 - ii. By October 15 of each monitoring year, BPE will produce to Plaintiffs any and all underlying documentation demonstrating or relating to implementation of the above provisions, including but not limited to documentation of all BPE / MACIE tribal cooperation efforts.
 - iii. Plaintiffs may request information in BPE's possession, no more than twice a year, if Plaintiffs believe such information is relevant to monitoring the settlement. This request must be in good faith and not unduly burdensome. BPE will produce documents responsive to such requests within 30 days.
- C. Enforcement:

- i. Plaintiffs must alert BPE in writing as to any suspected deficiencies in BPE compliance with the above provisions, and the parties must meet and confer in good faith to address the issue.
 - ii. Plaintiffs and BPE may seek enforcement in Court if the meet & confer process fails.
- D. Annual Review: In December of each monitoring year, counsel and the parties will convene to discuss the progress of this settlement.

VI. Timing: unless otherwise stated, all requirements of this agreement are to be put in place no later than the 2025-2026 school year. BPE will begin implementation of feasible reforms during the 2024-2025 school year.

The undersigned representatives of the parties certify that they are fully authorized by the party or parties whom they represent to enter into the terms and conditions of this Settlement Agreement and to legally bind the parties to it.

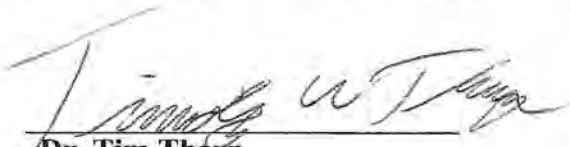
For Plaintiffs,



Alex Rate
Legal Director
ACLU of Montana

Dated: 4/10/2025

For Defendant Board of Public Education,



Dr. Tim Tharp
Board Chair
Montana Board of Public Education

Dated: 3/11/2025



Montana Board of Public Education Yellow Kidney Settlement Agreement Requirements

Key

- I. Assessment & Accountability Measures**
- II. Creation of content standards, in conjunction with the requirements of the Montana Constitution, Montana Code Annotated, Administrative Rules of Montana and HB 338(2023)**
- III. Tribal Cooperation and Parent Committees**
- IV. Teacher Training**
- V. Document Production and Monitoring**

Annual

- **I.B.** BPE agrees to request that OPI submit an annual report: (1) identifying whether each school district has an IEFA plan in place, and (2) setting forth the extent to which each such plan is being implemented according to evidence submitted by the schools to OPI. BPE agrees to encourage OPI to ensure an IEFA plan is implemented in each school district.
- **I.D.** BPE will request that OPI annually report at a BPE meeting on schools/districts that have received a 1 or 2 on any TEACH MT IEFA-specific prompts along with the steps OPI is taking to address these deficiencies.
- **III.D.** BPE will meet jointly with MACIE annually to discuss IEFA monitoring, professional development, resources and, if available, survey and complaint responses collected by OPI. BPE will extend a written invitation to each tribe in Montana to encourage community and family engagement in the process.

Education

- **III.C.** BPE will provide all board members and staff with a 3-hour tribal consultation and cooperation training every 3 years and/or upon appointment/hiring.
- **IV.A.ii.** Within the next two years, BPE will work with MACIE and OPI and will invite involvement of representatives from every Montana Tribe to determine if the Introduction to IEFA class requires updating, and if so, to complete that update. Beginning in 2029, BPE will work with MACIE and OPI every 5 years to identify and make any necessary updates to the Introduction to IEFA class. Plaintiffs and BPE recognize that OPI is the entity that completes the updates, and therefore this subsection is limited to BPE's ability to participate in the revision process.
- **IV.A.v.** In the event that micro-credentials are introduced into Montana's teacher licensing system, BPE will recommend to the appropriate entity the creation of an IEFA micro-credential.

- **IV.B.ii.** BPE will work with MACIE and OPI and invite the involvement of representatives from every Montana Tribe to determine whether new IEFA professional development materials/courses are needed and to encourage MACIE and OPI to create the same.

Rulemaking

- **I.A.** BPE agrees to include meaningful measures of Indian Education for All (“IEFA”) implementation in accreditation determinations.
- **I.E.** To the extent of its legal authority, BPE agrees to ensure IEFA obligations will be properly monitored before approving any accreditation standards.
- **II.A.ii.** BPE agrees to ensure that IEFA is incorporated across all content standards to the extent it has authority to do so.
- **II.B.** BPE agrees to review and consider all comments and recommendations by MACIE and Montana tribes before approving a Notice of Proposed Rulemaking.
- **IV.A.i.** BPE will require completion of an Introduction to IEFA course that includes training on tribal cooperation.
- **IV.B.i.** BPE will convene stakeholders to determine the feasibility of requiring 4 professional development units relevant to IEFA, of which 2 professional development units every 5 years must be relevant to tribal consultation. Should adequate trainings be available to meet these requirements, BPE will work with the Superintendent to amend the relevant administrative rules accordingly. If adequate trainings do not exist, BPE will encourage OPI to work with MACIE to create the same.

Encouragements

- **II.A.iii.** BPE agrees that IEFA content standards must include American Indian studies as defined in Mont. Code Ann. § 20-1-502, and agrees to encourage school districts to incorporate these concepts into their curriculum using the Essential Understandings Regarding Montana Indians.
- **III.A.** BPE will encourage all schools/districts to reach out to and cooperate with tribes in Montana as required by the IEFA statutory provisions.
- **III.B.** BPE will encourage school districts to meaningfully consult with local tribes in developing their IEFA plans.
- **IV.A.iii.** BPE will encourage OPI to create a second IEFA course, IEFA 2.0. Upon receiving notification from OPI that the development of IEFA 2.0 is complete in the Teacher Learning HUB, BPE will initiate rulemaking to propose IEFA 2.0 as a requirement for educator licensure.
- **IV.A.iv.** BPE agrees to encourage IEFA coordinators and other relevant school personnel to participate in additional IEFA trainings throughout the year.

Acknowledgements

- **I.C.** BPE agrees that proper monitoring of IEFA implementation requires gathering and reviewing supporting evidence pertaining to (1) districts’ proper expenditure of IEFA funds and (2) cooperation with Tribes, and will request the same from OPI.

- **II.A.i.** To the extent of its legal authority, BPE shall provide for a uniform and integrated creation and revision of Content Standards as set forth in ARM 10.53 and as provided in Article X, section 1(2) of the Constitution of the state of Montana, 20-1-501 and 20-9-309(2)(c) MCA, and HB 338, which collectively mandate curriculum and instruction of the content standards incorporating the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments.

Document Production and Monitoring

- **V.B.i.** By October 15 of each monitoring year, BPE will produce to Plaintiffs and file with the Court a report summarizing its progress on each of the provisions set forth above.
- **V.B.ii.** By October 15 of each monitoring year, BPE will produce to Plaintiffs any and all underlying documentation demonstrating or relating to implementation of the above provisions, including but not limited to documentation of all BPE / MACIE tribal cooperation efforts.
- **V.D.** Annual Review: In December of each monitoring year, counsel and the parties will convene to discuss the progress of this settlement.

ITEM 3

WORK SESSION ON AMERICAN INDIAN STUDENT ACHIEVEMENT AND INDIAN EDUCATION FOR ALL FUNDING RECOMMENDATIONS

**McCall Flynn, Members,
Education Partners**



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
ADVISORY TO THE BOARD OF PUBLIC EDUCATION AND
SUPERINTENDENT OF PUBLIC INSTRUCTION

In order to address and close the **American Indian student achievement gap**, and in the matter of **how school districts spend their respective funding**, The Montana Advisory Council on Indian Education (MACIE) wishes to make the formal recommendations to both the Montana Office of Public Instruction and the Montana Board of Public Education. We are asking for support by either appropriate entity, based on their respective extent and breadth of power.

The recommendations are as follows:

- Culture teachers should be tribally specific in their content and language delivery when working with students and communities. **Districts, Tribes**
- Districts should be encouraged to hire cultural specialists and coordinators from their communities and not limit classroom employment to certified educators in order to address the need for community member involvement. **BPE**
- School districts should provide transportation for both academic and cultural enrichment opportunities for students, staff, and guest speakers to and from communities. ***Use IEFA Funding**
- School district should provide meals for students, family, and community members for both academic and cultural gatherings. **Legislature, Districts**
- The OPI and/or the BPE, in coordination with school districts, should provide adequate and reoccurring in-person school board training to our reservation communities. **BPE, OPI, Districts, MTSBA**
- The OPI and/or Montana State Legislature should prioritize literacy and mathematics improvement efforts through the funding of additional educational programming and support staff. **OPI, Legislature**
- School districts should make their annual application for Indian Education Federal Funding available to parents, community, and any member of the public to insure accountability of a program's intent and efforts. Grant goals and forms of measurement should also be made available to the public. **Districts**
- School tutoring and educational efforts should be delivered through research-based techniques and guidance. **Districts**
- School districts should incorporate the OPI's Indian Education "whole child" model. **Districts**
- (Similar to the reporting required for IEFA funding), the Montana legislature should require school districts to report on the uses of their achievement gap funding. **Legislature, Districts**

Please keep in mind these recommendations are fluid and subject to change based on the will of the Montana Advisory Council on Indian Education.

Sincerely,

The Montana Advisory Council on Indian Education

Submitted January 2025



MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION
ADVISORY TO THE BOARD OF PUBLIC EDUCATION AND
SUPERINTENDENT OF PUBLIC INSTRUCTION

The Montana Advisory Council on Indian Education (MACIE) wishes to make the formal recommendations regarding the **expenditure of state Indian Education for All allocated funding** to both the Montana Office of Public Instruction and the Montana Board of Public Education. We are asking for support by either appropriate entity, based on their respective extent and breadth of power.

The recommendations are as follows:

- The OPI and/or BPE work closely with the Montana University System to ensure training received in all teacher preparation programs provide pre-service students with adequate and reoccurring content and subject specific delivery models. **BPE, OPI, OCHE (EPPs)**
- Remind school district administrators and school boards of the IEFA mandate regularly in order to ensure that Indigenous content exist in all subjects and grade levels. **OPI, SAM, MASBO**
- Funding should be allocated to Tribal Nations as compensation for consultation. **Legislature**
- An IEFA coordinator should exist in every school building. **Legislature, Districts**
- School districts should provide transportation for both academic and cultural enrichment opportunities for students, staff, and guest speakers to and from communities. ***Use IEFA Funding**
- School districts should require yearly attendance at IEFA related professional development trainings. If participants are limited by the ability to travel, the OPI should prioritize providing such training in any community that requests it. **BPE, OPI, SAM, MFPE, Districts**
- School district should provide meals for students, family, and community members for both academic and cultural gatherings. **Legislature, Districts**

Please keep in mind these recommendations are fluid and subject to change based on the will of the Montana Advisory Council on Indian Education.

Sincerely,

The Montana Advisory Council on Indian Education

Submitted January 2025

ITEM 4

EXPLORAION OF RIGOROUS ACTION AND INTENSIVE ASSISTANCE

**Dr. Julie Murgel
Lindsay Mahoney**

Montana Board of Public Education

Executive Summary

Date: July 2025

Presentation	Exploration of Rigorous Action and Intensive Assistance
Presenter	Julie Murgel and Lindsay Mahoney
Position Title	Chief Program Officer and Director of School Improvement Montana Office of Public Instruction
Overview	The purpose is to set the stage for a conversation to rethink and improve the educational landscape for Native American students on or near reservations.
Requested Decision(s)	Informational Item
Related Issue(s)	Intensive Assistance Process Student Performance Indicators in Accreditation System
Recommendation(s)	None



Montana
Office of Public Instruction
Elsie Arntzen, State Superintendent
opi.mt.gov



Exploration of Rigorous Action and Intensive Assistance: Rethinking and Improving the Educational Landscape for Native American Students On or Near Reservations

Why is it essential to rethink the school improvement process for schools that continue to under-serve Native American students?

- Native American students deserve access to quality education that supports their academic, social, and cultural needs. Reconsideration is necessary to address the existing achievement gaps and ensure equal educational opportunities.
- Integrating Native languages, cultures, and traditions into the curriculum and school environment is essential for fostering positive self-identity, promoting cultural connections, and building a stronger sense of belonging for Native students.
- Addressing the systemic issues contributing to failing schools and implementing culturally responsive approaches can lead to improved academic performance, reduced dropout rates, and enhanced overall well-being for Native American students.
- Empowering tribal nations to have a greater say in the management and operations of their schools is crucial for ensuring that educational programs align with the specific needs and aspirations of their communities.

Questions to ponder?

- **What implications related to intensive assistance should the BPE examine for schools with high percentages of Native American students?**
- **What key data and insights from the BPE and MACIE regarding student proficiency should be shared with the Accreditation Think Tank?**
- **How can the OPI reframe school improvement using both the state accreditation and federal accountability systems to ensure quality education for students in schools on or near reservations?**

There are 2 accountability systems for Montana Schools:

- Federal ESSA Accountability System
- State Accreditation Process

1. **Montana Accountability under Every Student Succeeds Act (ESSA)**

Montana's system of differentiation under ESSA uses four federally required indicators plus Montana's own fifth indicator to identify schools as either **Comprehensive, Targeted, or Universal**. This system focuses on providing supports where they are most needed.

Montana ESSA Accountability

1-4 Federally Required Indicators

- Academic Achievement on Statewide Assessments: ELA/Reading & Math
- Academic Growth on Statewide Assessments ELA/Reading & Math (K-8 Only)
- English Learner Progress
- Graduation Rates (HS only)

5th Indicator for Montana Flexibility

- Attendance
- College & Career Ready (HS Only)
- Science Assessment (Grades 5 & 8)

Schools identified for Comprehensive Support and Improvement (CSI) meet one or more of the following criteria:

- are in the lowest performing 5% of all Title I schools in the state;
- have a high school graduation rate of less than 67%; and/or
- have consistently underperforming subgroups.

Every three years, the OPI identifies schools for CSI. The last cycle used data from school year 2022-2023.

Rigorous Action:

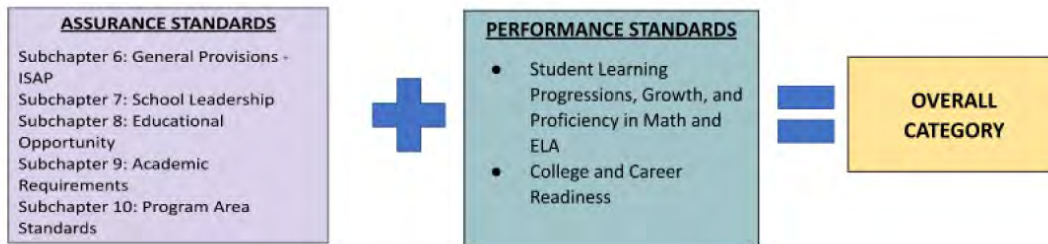
Interventions required for schools identified for CSI that fail to meet the State's exit criteria within three years are:

- Conduct a comprehensive needs assessment of both operational and instructional components
- Develop and implement an Integrated Strategic Action Plan ISAP based on the comprehensive needs assessment
- Utilize evidence-based interventions
- Ensure tribal, family, and community involvement in all stages of the process

When adequate progress is *not* made toward established improvement goals, the OPI collaborates with school leaders to identify necessary actions and/or interventions. Action steps include but are not limited to:

- Develop, implement, monitor, and evaluate the ISAP
- Direct use of resources/funds
- Assign systematic coaching for operational, instructional and leadership components
- Assign targeted professional learning

2. State Accreditation Process:



Final Accreditation Status Determination (ARM 10.55.605)		
<i>if Assurance Standards</i>	<i>and Student Performance Standards</i>	<i>then Final Accreditation Status</i>
Regular	Regular	Regular
Regular	Regular MD	Regular
Regular MD	Regular	Regular
Regular MD	Regular MD	Regular with Minor Deviation
Regular with Minor Deviation for three consecutive years		Advice
Advice in either Assurance or Student Performance Standards		Advice
Advice Status for two consecutive years		Deficiency
Deficiency in either Assurance or Student Performance Standards		Deficiency
Deficiency Status for two consecutive years		Intensive Assistance

Intensive Assistance

[ARM 10.55.605: Categories of Accreditation](#)

10.55.605(8) A school in deficiency status failing to comply with the required corrective plan shall be placed into the intensive assistance process as defined in the Accreditation Status Criteria Reference Guide, which must be made publicly available by the Superintendent of Public Instruction.

10.55.605(9) Nonaccredited status means that a school in deficiency status fails to meet the requirements of intensive assistance and is out of compliance with the Board of Public Education standards of accreditation.

Proposed Intensive Assistance in additional BPE agenda item.

Student Performance: 10.55.602(48)

(48) "Student performance standards" means the measurement of student performance and proficiency on annual state level summative assessments and graduation rates used to determine the accreditation status of a school.

Critical Data Points:

- Out of 626 Elementary/Middle/K-8 Schools, 22 schools had 0% proficiency in **ELA**, 10 of the 22 schools are on or near reservations.
- Out of 626 Elementary/Middle/K-8 Schools, 44 schools had less than 10% proficiency in **ELA**, 28 of the 44 schools are on or near reservations.
- Out of 626 Elementary/Middle/K-8 Schools, 33 schools had 0% proficiency in **Math**, 13 of the 33 schools are on or near reservations.
- Out of 626 Elementary/Middle/K-8 Schools, 66 schools had less than 10% proficiency in **Math**, 37 of the 66 schools are on or near reservations.
- Out of 171 High Schools, 9 schools had 0% proficiency in **ELA**, 2 of the 9 schools are on or near reservations.
- Out of the 171 High Schools, 14 schools had less than 10% proficiency in **ELA**, 6 of the 14 are on or near reservations.
- Out of 171 High Schools, 23 schools had less 0% proficiency in **Math**, 18 of the 23 schools are on or near reservations.
- Out of the 171 High Schools, 39 schools had less than 10% proficiency in **Math**, 27 of the 39 schools are on or near reservations.

Question to ponder?

- **What are your thoughts on using a "zero year" of planning and hiring a transformational coach within a tribal community for redesigning a struggling school?**

Zero Year of Planning: a dedicated period specifically for intensive planning and establishing a new foundation, before implementing significant changes. This period would allow for thorough assessment of the school's needs, development of a culturally relevant vision and mission, and authentic tribal conciliation and community engagement.

A transformational coach works to inspire and empower individuals and the school community to achieve their full potential. They focus on changing beliefs, behaviors, and ways of being to achieve lasting change.

Comprehensive Support and Improvement (CSI) Designation for Data Year 2022-2023

District	School Name
Alberton	Alberton 7-8
	Alberton High School
Alder	Alder School
Ashland	Ashland 7-8
Augusta	Agusta High School
Box Elder	Box Elder 7-8
	Box Elder High School
Brockton Elementary School	Barbara Gilligan School
	Brockton High School
Browning Elementary School	Babb School
	Browning Elementary
	Napi School
	Browning High School
Dodson	Dodson 7-8
Frazer	Frazer 7-8
Geraldine	Geraldine High School
Geyser	Geyser High School
Hardin	Hardin High School
Harlem	Harlem Elementary School
Hays-Lodge Pole	Hays-Lodge Pole High School
Hobson	Hobson High School
Hot Springs	Hot Springs High School
Lame Deer	Lame Deer 7-8
	Lame Deer High School
Lavina	Lavina Elementary
Lodge Grass	Lodge Grass High School
Medicine Lake	Medicine Lake High School
Pendroy	Pendroy School
Poplar	Poplar 5-6 School
	Poplar High School
Pryor	Arrow Creek Elementary
	Pryor 7-8
	Plenty Coups High School
Rocky Boy	Rocky Boy 7-8
Ronan	Pablo Elementary
Ryegate	Ryegate High School
Sunset	Sunset School
Valier	Valier High School
Victor	Victor High School
White Sulphur Springs	White Sulphur Springs 7-8
Wibaux	Wibaux High School
Wolf Point	Wolf Point 7-8
	Wolf Point High School
Wyola	Wyola School
Yellowstone Academy	Yellowstone Academy 7-8

*Note: Schools in bold have the additional designation of Rigorous Action

Thursday July 16, 2025

CALL TO ORDER

- A. Pledge of Allegiance**
- B. Roll Call**
- C. Statement of Public Participation**
- D. Welcome Visitors**

CONSENT AGENDA

Items may be pulled from Consent Agenda
if requested

- A. May15-16, 2025 and June 16, 2025
Meeting Minutes**
- B. Financials**

CONSENT AGENDA

MINUTES

BOARD OF PUBLIC EDUCATION MEETING MINUTES

May 15-16, 2025
Montana School for the Deaf and Blind
3911 Central Ave
Great Falls, MT 59401

Thursday, May 15, 2025
8:30 AM

CALL TO ORDER – 00:00:05

Chair Tharp called the meeting to order at 8:30 AM. Montana School for the Deaf and Blind (MSDB) students led the Board in the Pledge of Allegiance and Ms. Kris Stockton took Roll Call. The Chair read the Statement of Public Participation and welcomed guests.

Board members: Dr. Tim Tharp, Chair; Dr. Ron Slinger, Vice Chair; Ms. Madalyn Quinlan; Dr. Hannah Nieskens; Ms. Lisa Schmidt; Ms. Julia Maxwell; Ms. Renee Rasmussen; Mr. Gavin Mow, Student Representative. Ex Officio members: Dr. Angela McLean, Office of the Commissioner of Higher Education (OCHE); State Superintendent Susie Hedalen, Office of Public Instruction (OPI). Staff: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician; Ms. Cathy Kincheloe, Director of Planning, Community Choice Schools Commission. Guests: Superintendent Paul Furthmyre, MSDB; Ms. Cedar Rose, OPI; Ms. Crystal Andrews, OPI; Ms. Marie Judisch, OPI; Dr. Julie Murgel, OPI; Mr. Brenton Craggs, OPI; Ms. Tyler Capece, OPI; Ms. Christy Mock-Stutz, OPI; Ms. Kristi Steinberg, University of Montana, (UM); Mr. Chris Averil, Montana 250th Commission; Ms. Ashley McGrath, Smarter Balanced Assessment; Mr. Christyan Mitchell, Smarter Balanced Assessment; Ms. Kim Popham, Montana Federation of Public Employees, (MFPE); Ms. Katie Bloodgood, OPI; Ms. Lisa Sapp, School Liaison Malmstrom Air Force Base; Ms. Lydia Comstock, new Student Representative; Ms. Tammy Lacey, MSDB Foundation Board.

PUBLIC COMMENT – 00:04:11
No public comment

CONSENT AGENDA – 00:04:26

Vice Chair Slinger moved to adopt the Consent Agenda as presented. Motion seconded by Board member Schmidt.

No discussion. Motion passed unanimously.

ADOPT AGENDA – 00:05:01

Board member Rasmussen moved to adopt the Agenda as presented. Motion seconded by Board member Neiskens.

No discussion. Motion passed unanimously.

BASICS OF AMERICAN SIGN LANGUAGE – Jennifer St. Pierre, ASL Mentor – 00:05:23

Superintendent Furthmyre introduced MSDB American Sign Language (ASL) Mentors who introduced themselves to the Board, discussed their positions, and taught Board members basic ASL signs.

❖ REPORTS – Dr. Tim Tharp (Items 1-5)

Item 1 CHAIRPERSON REPORT – 00:09:40 **Dr. Tim Tharp**

Chair Tharp discussed activities and meetings he had participated in since the March Board meeting including the Cognia accreditation review at a Las Vegas school, and mental health trainings he had conducted. Board

member Quinlan recognized Dr. Claudette Morton, former Executive Secretary for the Board, and advocate for public education. Chair Tharp introduced Ms. Lydia Comstock, the new Student Representative to the Board.

Item 2 EXECUTIVE DIRECTOR REPORT – 00:17:05
McCall Flynn

Ms. McCall Flynn thanked Superintendent Furthmyre and the MSDB for hosting the Board and reviewed the 2025 Legislative Session. Ms. Flynn thanked the Board Legislative Committee for their work during the session and reviewed specific bills passed the Board will need to implement or that will affect the Board.

Item 3 STATE SUPERINTENDENT REPORT – 00:29:59
State Superintendent Susie Hedalen

Superintendent Hedalen reviewed Legislation passed related to OPI including the STARS Act and described work OPI is coordinating with schools to implement the new law. The Superintendent reviewed reports OPI staff would be giving, updated the Board on work being done pertaining to the MAST Assessment, discussed Federal funding, and announced new staff at the OPI. Ms. Katie Bloodgood introduced Ms. Dawn Sievers, the 2025 Teacher of the Year, who discussed her experience teaching in a rural school and the application process for Teacher of the Year and then answered Board members' questions.

MIC3 Update: Ms. Lisa Sapp introduced herself to the Board and discussed the work she does to support military children and their families with their education related to the Military Interstate Children's Compact Commission before answering Board members' questions.

Assessment Update and Information: Ms. Cedar Rose presented the Assessment Update to include the proposal to modify the Single System of Alternative Statewide Assessments and answered Board members' questions.

Content Standards Update: Ms. Marie Judisch presented an update of the Content Standards Revisions and answered Board members' questions.

Item 4 COMMISSIONER OF HIGHER EDUCATION REPORT – 02:05:54
Dr. Angela McLean

Dr. Angela McLean thanked Superintendent Furthmyre for hosting the Board, welcomed new Student Representative Ms. Comstock and thanked current Student Representative Mow for his service. Dr. McLean thanked Director Flynn for participating in the Higher Education roundtable, reviewed legislation passed related to higher education, and discussed work ongoing at the Commissioner's Office.

Item 5 STUDENT REPRESENTATIVE REPORT – 02:13:32
Gavin Mow

Mr. Gavin Mow presented his report to the Board, and introduced the newly elected Student Representative, Lydia Comstock to the Board. Mr. Mow announced that new members have been elected to the Montana Associated Student Council Board, reviewed student activities across the state, legislation passed, a meeting he participated in related to Military Academy appointments, and thanked the Board for their support during his tenure on the Board. Chair Tharp welcomed Ms. Comstock and thanked Mr. Mow for his service. The Chair announced that he and Director Flynn nominated Mr. Mow for the NASBE Student Recognition Award.

❖ **EXECUTIVE COMMITTEE – Dr. Tim Tharp (Item 6)**

Item 6 UPDATE ON MONTANA 250TH COMMISSION – 02:22:24
Chris Averill

Mr. Chris Averill reported on work that has been completed by the Montana 250th Commission over the past year, and what to expect over the next year to prepare for the celebration. Mr. Averill answered Board members' questions.

❖ **MSDB LIAISON – Lisa Schmidt (Item 7)**

Item 7 MSDB REPORT – 02:34:50
Paul Furthmyre

Superintendent Furthmyre introduced Ms. Miranda Briggs who reviewed proposed changes to the Outreach Program at MSDB and answered Board members' questions. Superintendent Furthmyre reviewed the action items on the agenda before requesting the Board act on the items.

Board member Schmidt moved to approve the MSDB Out of State Travel Requests as listed in the agenda packet. Motion seconded by Board member Rasmussen.

Board member Quinlan asked if the Public Relations Conference had anything specific to schools for deaf and blind students and Superintendent Furthmyre responded it does not.

No further discussion. Motion passed unanimously.

Board member Schmidt moved to approve the MSDB Personnel Items as listed in the agenda packet. Motion seconded by Board member Rasmussen.

No discussion. Motion passed unanimously.

Board member Schmidt moved to approve the MSDB/Golden Triangle Co-op as listed in the agenda packet. Motion seconded by Board member Rasmussen.

No discussion. Motion passed unanimously.

Board member Schmidt moved to approve the MHSA Agreement and Concussion Insurance as listed in the agenda packet. Motion seconded by Board member Rasmussen.

No discussion. Motion passed unanimously.

Board member Schmidt moved to approve the MFPE Local #4027 STARS Act Agreement as listed in the agenda packet. Motion seconded by Board member Rasmussen.

No discussion. Motion passed unanimously.

Superintendent Furthmyre introduced members of the MSDB Foundation Board and members thanked the Board for being at the school. The group discussed the Memorandum of Understanding (MOU) between the Foundation Board and the Board of Public Education and reviewed potential revisions to the MOU. Ms. Flynn recommended the MSDB Board Committee work with Superintendent Furthmyre and the Foundation Board to draft a revised MOU to be presented at the July 2025 Board Meeting. Foundation Board Member Tammy Lacey thanked Board member Quinlan for her work with the Foundation and reviewed publications from the Foundation Board.

*****TIME CERTAIN AT 3:30PM*****

❖ **LICENSURE COMMITTEE – Dr. Ron Slinger (Items 8-10)**

**Item 8 ACTION ON THE NOTICE OF SURRENDER AND MOTION TO DISMISS OF BPE
CASE #2025-01, REGER – 00:01:35
Brenton Craggs**

Mr. Brenton Craggs reviewed the surrender of the educator license in BPE Case #2025-01 and the Motion to Dismiss.

Vice Chair Slinger moved to approve the Notice of Surrender and Motion to Dismiss BPE Case #2025-01. Motion seconded by Board member Nieskens.

No discussion. Motion passed unanimously.

**Item 10 INFORMATION ON PRAXIS REGENERATED TEST REVIEW AND QUALIFYING
SCORE FOR ELEMENTARY EDUCATION – 00:04:48
Crystal Andrews**

Ms. Crystal Andrews reviewed the new Praxis regenerated test for Elementary Education, the proposed score, and noted this will be an action item for the Board's approval at the July 2025 meeting. Ms. Andrews answered Board members' questions.

**Item 9 DISCUSSION ON THE COUNCIL FOR THE ACCREDITATION OF EDUCATOR
PREPARATION MEMORANDUM OF UNDERSTANDING - 00:20:29
Dr. Julie Murgel**

Dr. Julie Murgel reviewed the reasons that the Superintendent is not recommending signing a new Memorandum of Understanding with the Council for the Accreditation of Educator Preparation. Dr. Murgel answered Board members' questions and concerns.

*****CLOSED SESSION*****

❖ **EXECUTIVE COMMITTEE – Dr. Tim Tharp (Item 11)**

**Item 11 EXECUTIVE DIRECTOR PERFORMANCE EVALUATION
Dr. Tim Tharp**

*****OPEN SESSION*****

Meeting recessed for the day at 4:30 PM

Friday, May 16, 2025

8:30AM

CALL TO ORDER – 00:01:07

Chair Tharp called the meeting to order at 8:30 AM. MSDB students led the Board in the Pledge of Allegiance and Ms. Kris Stockton took Roll Call. The Chair read the Statement of Public Participation and welcomed guests.

Board members: Dr. Tim Tharp, Chair; Dr. Ron Slinger, Vice Chair; Ms. Madalyn Quinlan; Dr. Hannah Nieskens; Ms. Lisa Schmidt; Ms. Julia Maxwell; Ms. Renee Rasmussen. Ex Officio members: Dr. Angela McLean, OCHE; Ms. Tyler Capece, Deputy Chief of Staff, OPI. Staff: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist; Ms. Julie Balsam, Accounting Technician; Ms. Cathy Kincheloe, Director of Planning, Community Choice Schools Commission. Guests: Superintendent Paul Furthmyre, MSDB; Ms. Crystal Andrews, OPI; Ms. Marie Judisch, OPI; Dr. Julie Murgel, OPI; Ms. Christy Mock-Stutz, OPI; Ms. Cedar Rose, OPI; Ms. Kristi Steinberg, UM; Ms. Kim Popham, MFPE; Ms. Jordann Lankford Forster, Chair, Montana Advisory Council on Indian Education (MACIE); Mr. Paul Taylor, OPI; Dr. Tricia Seifert, Montana State University; Superintendent Elliott Crump; Shelby Public Schools; Superintendent Heather Jarrett, Read Point Public Schools; Ms. Moffie Funk, Montanans Organized for Education.

BASICS OF WORKING VISUALLY IMPAIRED – Geri Darko, Orientation and Mobility Specialist – 00:05:19

Superintendent Furthmyre introduced Ms. Geri Darko who presented basics of communicating with blind and low vision individuals.

❖ **EXECUTIVE COMMITTEE – Dr. Tim Tharp (Item 12)**

**Item 12 ACTION ON THE K-12 PAYMENT SCHEDULE – 00:19:38
Paul Taylor**

Mr. Paul Taylor presented the schedule for the K-12 payments to schools for the next year and answered Board members' questions.

Vice Chair Slinger moved to approve the K-12 Payment Schedule. Motion seconded by Board member Schmidt.

No discussion. Motion passed unanimously.

❖ **MACIE LIAISON – Julia Maxwell (Item 13)**

**Item 13 MACIE REPORT – 00:23:18
Jordann Lankford Forster**

Ms. Jordann Lankford Forster reviewed the Board's visit to Paris Gibson Education Center the previous day and discussed her work developing a Native American Literature course for students. Ms. Forster updated the Board on the most recent MACIE meeting and the upcoming joint meeting with the Board in July. Ms. Forster discussed work she will be doing assisting states to allow students to wear regalia at high school graduation ceremonies, then answered Board members' questions. Ms. Flynn previewed the Joint meeting in July and the topics which will be discussed and answered Board members' questions.

❖ **CHARTER SCHOOL COMMITTEE – Dr. Ron Slinger (Items 14-15)**

Item 14 **UPDATE ON COMMUNITY CHOICE SCHOOLS COMMISSION – 00:45:19**
Cathy Kincheloe

Ms. Cathy Kincheloe presented an update on the Community Choice Schools Commission, work she has completed, and answered Board members' questions.

Item 15 **REVIEW OF REVISED PUBLIC CHARTER SCHOOL APPLICATION AND**
EVALUATION CRITERIA – 00:54:29
McCall Flynn

Ms. McCall Flynn reviewed the revised application and evaluation criteria for the Public Charter Schools and answered Board members' questions.

❖ **ASSESSMENT COMMITTEE – Renee Rasmussen (Item 16)**

Item 16 **ACTION ON THE SUPERINTENDENT'S RECOMMENDATION FOR A MODIFICATION**
TO THE SINGLE SYSTEM OF ALTERNATIVE STATEWIDE ASSESSMENTS –
01:07:05
Cedar Rose

Ms. Cedar Rose reviewed the proposed recommendations from the Superintendent to modify the single system of statewide assessments and answered Board members' questions.

Board member Rasmussen moved to approve the Superintendent's recommendation for a modification to the single system of alternative statewide assessments. Motion seconded by Board member Maxwell.

No discussion. Motion passed unanimously.

Ms. Kim Popham presented two finalists for the Presidential Awards for Excellence in Mathematics and Science Teaching Program to the Board. Ms. Popham reviewed the application process before introducing Mr. Michael Poser and Mr. Christopher Linhart, teachers in Hobson, who discussed their backgrounds and reasons for applying for the award and answered Board member's questions.

❖ **ACCREDITATION COMMITTEE – Hannah Neiskens (Items 17-21)**

Item 17 **INFORMATION ON THE ACCREDITATION PROCESS AND FEEDBACK – 01:45:43**
Crystal Andrews; Superintendent Elliott Crump, Shelby Public Schools;
Superintendent Heather Jarrett, Reed Point Schools

Ms. Crystal Andrews, Superintendent Elliott Crump, and Superintendent Heather Jarrett discussed the Accreditation process, successes, challenges, trials, and areas for improvement. The group answered Board members' questions.

Item 18 **ACTION ON ACCREDITATION THREE-YEAR CYCLES – 02:26:56**
Crystal Andrews

Ms. Crystal Andrews presented the proposed three-year accreditation cycles and answered Board members' questions before requesting the Board act on the new schedule.

Board member Neiskens moved to approve the accreditation three-year cycles as the following: Year 1 Group A, Year 2 Group C, Year 3 Group B. Motion seconded by Vice Chair Slinger.

Chair Tharp spoke to his experience with the accreditation process.

Ms. Andrews clarified that any school in deficiency will remain on a one-year cycle until the deficiency is corrected.

No further discussion. Motion passed unanimously.

Item 19 ACTION ON THE ACCREDITATION STATUS OF ALL SCHOOLS – 02:36:06

Crystal Andrews

Ms. Crystal Andrews reviewed the 2024-2025 Accreditation Status of All Schools Report and answered Board members' questions.

Board member Neiskens moved to approve the 2024-2025 Accreditation Status for All Accredited Schools as recommended by the State Superintendent. Motion seconded by Board member Quinlan.

Vice Chair Slinger thanked Ms. Andrews and the OPI team for working with the schools with the process.

Chair Tharp noted the positive shift from compliance based to evidenced based reporting and the move to three-year cycles for accreditation.

No further discussion. Motion passed unanimously.

Item 20 INITIAL REVIEW OF SUPERINTENDENT'S PROPOSED REVISIONS TO ARM TITLE 10, CHAPTER 53, ENGLISH LANGUAGE ARTS AND LITERACY CONTENT STANDARDS – 02:45:54

Marie Judisch

Ms. Marie Judisch reviewed the proposed revisions to the English Language Arts and Literacy Content Standards as proposed by the Superintendent and answered Board members' questions.

Item 21 INFORMATION ON THE RESOLUTION TO SUPPORT INCREASING PK-12 ATTAINMENT IN READING AND READING PROFICIENCY – 03:15:15

McCall Flynn

Ms. Flynn reviewed the proposed resolution to support PK-12 Reading and Reading Proficiency, which the Board will act on at the July 16-18, 2025 meeting and answered Board members' questions.

Ms. Flynn reviewed the July 2025 Board meeting and items scheduled for the agenda.

FUTURE AGENDA ITEMS July 16-18, 2025, Helena, MT

Strategic Planning Meeting

MACIE Update & Recommendation Work Session

Reflection and Review of Chapter 56 Assessment Standards

Review Public Charter School Annual Report (20-6-809, MCA)

Assessment Update

Federal Update

OPI Staffing Report

Accreditation Report

Content Standards Revision Update

Indian Education for All Report

PUBLIC COMMENT – 03:32:03

Board member Schmidt thanked Dr. McLean and the OCHE team for their work collaborating with the Great Falls CORE Elementary School.

ADJOURN – 03:32:55

Meeting adjourned at 12:02PM.

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BOARD OF PUBLIC EDUCATION MEETING MINUTES

June 16, 2025
Zoom Webinar

Monday June 16, 2025
8:30 AM

CALL TO ORDER – 00:00:14

Chair Tharp called the meeting to order at 8:30 AM. The Chair led the Board in the Pledge of Allegiance and Ms. Kris Stockton took Roll Call. The Chair read the Statement of Public Participation and welcomed guests.

Board members: Dr. Tim Tharp, Chair; Dr. Ron Slinger, Vice Chair; Ms. Madalyn Quinlan; Ms. Renee Rasmussen. Staff: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist. Guests: Ms. Tyler Capece, Office of Public Instruction.

ADOPT AGENDA – 00:03:30

Board member Quinlan moved to adopt the Agenda as presented. Motion seconded by Board member Rasmussen.

No discussion. Motion passed unanimously.

❖ ASSESSMENT COMMITTEE – Renee Rasmussen (Item 1)

Item 1

ACTION ON THE EARLY LITERACY ADVISORY COUNCIL'S RECOMMENDATION ON THE PROPOSED NOTICE OF PUBLIC HEARING AND TIMELINE PERTAINING TO RULEMAKING IN ARM TITLE 10, CHAPTER 54, EARLY NUMERACY INTEGRATION FOR THE 2025-2026 SCHOOL YEAR AND TITLE 10, CHAPTER 63, EARLY CHILDHOOD EDUCATION CONTENT STANDARDS, AND AUTHORIZE FILING OF THE NOTICE WITH THE SECRETARY OF STATE FOR PUBLICATION IN THE MONTANA ADMINISTRATIVE REGISTER – 00:03:55

McCall Flynn

Board member Rasmussen opened the item and asked Ms. McCall Flynn to explain the purpose for the rulemaking. Ms. Flynn explained the rule notice, the timeline, and that this pertains to Early Numeracy legislation that passed in the 2025 Legislative Session, which required the rule be in place for the beginning of the 2025-2026 school year. The rule will be immediately revised to be effective for future school years. Ms. Flynn reviewed the rule revisions for Board members and answered questions.

Board member Rasmussen moved to approve the Early Literacy Advisory Council's recommendation on the proposed Notice of Public Hearing and Timeline pertaining to rulemaking in ARM Title 10, Chapter 54, Early Numeracy Integration for the 2025-2026 School Year and Title 10, Chapter 63, Early Childhood Education Content Standards, and authorize filing of the Notice with the Secretary of State for publication in the Montana Administrative Register. Motion seconded by Board member Quinlan.

Chair Tharp noted that this bill was carried by Representative Romano and signed by Governor Gianforte on May 5, 2025.

Board member Rasmussen asked how school districts will be notified of the August 9, 2025 effective date and Ms. Flynn noted that Council members are ready to disburse the information once the rule is effective.

No further discussion. Motion passed unanimously.

PUBLIC COMMENT - 00:16:55

No public comment.

Chair Tharp thanked Ms. Flynn for expediting the rulemaking process to be ready for the upcoming school year.

ADJOURN – 00:17:34

Meeting adjourned at 8:48 AM.

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CONSENT AGENDA

FINANCIALS

51010 Board of Public Education

ORG Budget Summary by OBPP Prog, Source of Authority

Data Selected for Month/FY: 01 (Jul)/2025 through 12 (Jun)/2025

OBPP Program	Subclass	Acct Lvl 1	Acct Lvl 2	ORG Budget	Actuals Amt	A Accrual Amt	ORG Bud Balance
01 K-12 EDUCATION				579,644.00	426,585.89	0.00	153,058.11
	235H1 ADMINISTRATION			535,122.00	406,653.03	0.00	128,468.97
		61000 Personal Services		344,866.00	291,577.39	0.00	53,288.61
			61000 Personal Services	344,866.00	0.00	0.00	344,866.00
			61100 Salaries	0.00	203,759.14	0.00	(203,759.14)
			61300 Other Compensation	0.00	6,600.00	0.00	(6,600.00)
			61400 Employee Benefits	0.00	81,218.25	0.00	(81,218.25)
		62000 Operating Expenses		190,256.00	115,075.64	0.00	75,180.36
			62000 Operating Expenses	190,256.00	0.00	0.00	190,256.00
			62100 Other Services	0.00	17,097.19	0.00	(17,097.19)
			62200 Supplies & Materials	0.00	11,054.11	0.00	(11,054.11)
			62300 Communications	0.00	3,393.47	0.00	(3,393.47)
			62400 Travel	0.00	36,462.31	0.00	(36,462.31)
			62500 Rent	0.00	20,162.52	0.00	(20,162.52)
			62700 Repair & Maintenance	0.00	3,822.22	0.00	(3,822.22)
			62800 Other Expenses	0.00	23,083.82	0.00	(23,083.82)
	235H4 SITSD RST			44,480.00	19,932.86	0.00	24,547.14
		62000 Operating Expenses		44,480.00	19,932.86	0.00	24,547.14
			62000 Operating Expenses	44,480.00	0.00	0.00	44,480.00
			62100 Other Services	0.00	11,596.73	0.00	(11,596.73)
			62200 Supplies & Materials	0.00	2,536.31	0.00	(2,536.31)
			62300 Communications	0.00	5,799.82	0.00	(5,799.82)
	235Z1 WORKERS COMP. REDUCTION			42.00	0.00	0.00	42.00
		61000 Personal Services		42.00	0.00	0.00	42.00
			61000 Personal Services	42.00	0.00	0.00	42.00
Grand Total				579,644.00	426,585.89	0.00	153,058.11

❖ **STRATEGIC PLANNING SESSION – (Item 5)**

Dr. Tim Tharp

ITEM 5

STRATEGIC PLANNING ITEMS

- Review Bylaws
- Review Committee Assignments
- Review 2026 Meeting Calendar and Agenda Calendar
 - Review Open Meeting Laws
- Review Montana Administrative Procedures Act
 - Review Strategic Plan
- Discussion on Strategic Planning Process

**STATE OF MONTANA
BOARD OF PUBLIC EDUCATION**

BYLAWS

Article I. Name

The legal name of the Board is the Board of Public Education.

Article II. Objective

The objective of the Board is to carry out its constitutional and statutory responsibility to exercise general supervision, in cooperation with the Superintendent of Public Instruction, over the public school system and other such public educational institutions as may be assigned by law.

Article III. Membership

The Board consists of seven members appointed by the Governor and confirmed by the Senate. Not more than four may be from each of the two commission districts per § ~~5-4-102(2)(a)(b)~~ 2-15-156, MCA, and not more than four may be affiliated with the same political party. The Governor, Superintendent of Public Instruction, and Commissioner of Higher Education are ex-officio, non-voting members of the Board. There is also a non-voting student member, appointed by the Montana Association of Student Councils. The term of members appointed to the Board shall be seven years. When a vacancy occurs, the Governor shall appoint a member for the remainder of the term of the incumbent. Members appointed to the Board, before discharging their duties, shall take and subscribe to the constitutional oath of office.

Article IV. Officers

The officers of the Board shall consist of a Chairperson and Vice Chairperson. The Chairperson and Vice Chairperson shall be elected among the appointed membership for the period of one year; annual reelection is permissible. Election of the Chairperson and Vice Chairperson shall be conducted by voice vote. The Chairperson-elect and Vice Chairperson-elect shall assume their respective office upon adjournment of the meeting at which they were elected. If the office of the Chairperson or Vice Chairperson is vacated prior to the expiration of the term, the Board will hold an election to fill the vacated office; the newly elected officer will serve for the remainder of the unexpired term and assume the gavel immediately. The duties of the Chairperson shall include presiding at meetings, participating in the construction of meeting agendas, and appointing all committees. The Chairperson shall vote on all matters. In the absence of the Chairperson, the Vice Chairperson shall preside and shall perform such duties as are prescribed for the Chairperson.

Article V. Executive Director

The Board shall appoint, prescribe the term and duties, and establish the salary of the Executive Director. The Executive Director shall serve as administrator to the Board and also as liaison between the Board and the Superintendent of Public Instruction, the Commissioner of Higher Education, the Legislature, and the Governor's office.

Article VI. Meetings

According to § 20-2-112, MCA, the Board shall meet at least quarterly. Special meetings may be called by the Governor, the chairperson of the Board, the Executive Director, or a request in writing of four regular appointed members. When necessary, the Board may hold meetings for resolution of specific agenda items either by a meeting in person, by conference call, or by a combination of both. In the case of a special meeting, the Executive Director shall notify each regular and ex-officio member either by e-mail, mail, or by telephone sufficiently in advance of the meeting to allow all Board members to travel to the meeting site from their principal Montana residence or participate remotely.

The Board of Public Education and the Board of Regents shall meet yearly as the State Board of Education per § 20-2-101, MCA.

Meetings of the Board shall be open to the public. The Chairperson may close the meeting to the public if he or she determines:

- a. That the demand of individual privacy clearly exceeds the merits of public disclosure, or
- b. That an open meeting would have a detrimental effect on the bargaining or the litigating position of the Board.

The Chairperson shall read for the minutes the reason for the closing, or the minutes will show that the person in question requested a closed session.

Article VII. Quorum

A majority of the appointed members shall constitute a quorum for the transaction of business.

Article VIII. Organization

Section A. Officers

The Board shall select, by a majority vote, a Chairperson and Vice Chairperson from its appointed members each September. The term of elected office shall be for one year. The Chairperson shall be the presiding officer and shall preside over all regular, special, and public meetings of the Board. The Vice Chairperson shall perform the functions of the Chairperson in their absence.

Section B. Committees

Standing committees shall be as follows:

1. An Executive Committee: composed of the Chairperson, Vice Chairperson, and the Executive Director
2. An Accreditation Committee
3. A Licensure Committee
4. A Montana School for the Deaf and Blind Committee
5. A Legislative Committee
6. An Assessment Committee
7. A Charter School Committee

The Board may create special committees as deemed necessary to carry out the responsibilities of the Board. Members of the special committees shall be appointed by the Chairperson.

Duties of the committees shall be to review, report on, and make recommendations concerning any item referred to them and alert the Chairperson and Executive Director on any matters which should be placed on the agenda for Board discussion or action. The Chairperson shall serve as a member of all committees, unless otherwise determined by the Chairperson. The Executive Director shall attend all committee meetings and provide support as determined by the committee chairperson.

The Board shall establish a Montana School for the Deaf and Blind Committee. Due to the uniqueness of the operations of the Montana School for the Deaf and Blind, the Committee is expected to meet more regularly than other committees of the Board. As required under § 20-8-101, MCA, the Montana School for the Deaf and Blind is under general supervision, direction, and control of the Board. This relationship requires more regular oversight and involvement in the maintenance and governance of the school.

Article IV. Order of Business

The regular order of business shall be as follows:

1. Call to Order
2. Pledge of Allegiance
3. Roll Call
4. Statement of Public Participation
5. Welcome Visitors
6. Public Comment

~~7. Items Pulled from Consent Agenda~~

8. Consent Agenda Adoption

9. Agenda Adoption

~~10. Agenda~~

11. Date and Place of Next Meeting

12. Public Comment

13. Adjournment

Article X. Communications

All official communications should come to the attention of the Board through the Executive Director of the Board.

Article XI. Parliamentary Procedure

The Board will use Robert's Rules of Order as a guide on questions of parliamentary procedure.

Article XII. Amendments

These bylaws may be added to or amended by a majority vote at any meeting of the Board of Public Education provided that a quorum is present and provided that the proposed amendment is sent in writing to members of the Board of Public Education at least seven days in advance.

Article XIII. Professional Development

The Board of Public Education offers professional development opportunities for Board members whenever possible. Board members may attend at least one professional development conference each year, when funding is available. All requests must be submitted to the Executive Director at least one month prior to the conference. Board members should submit the request using the Request and Justification for Travel Form. All out of state travel and travel that exceeds \$1,000 must be approved by the Executive Committee prior to participation.

[Request and Justification for Travel Form \(mt.gov\)](https://mt.gov)



Board of Public Education

Board of Public Education Committee Assignments July 2025

STANDING COMMITTEES

Executive Committee

Tim Tharp, Chair
 Ron Slinger, Vice Chair
 McCall Flynn, Executive Director

Licensure Committee

Ron Slinger, Chair
 Julia Maxwell, Member
 Tim Tharp, Member

Charter School Committee

Ron Slinger, Chair
 Lisa Schmidt, Member
 Tim Tharp, Member

MSDB Committee

Lisa Schmidt, Chair
 Julia Maxwell, Member
 Tim Tharp, Member

Legislative Committee

Renee Rasmussen, Chair
 Madalyn Quinlan, Member
 Tim Tharp, Member

Ad Hoc Legal Complaint Committee

Madalyn Quinlan, Chair
Renee Rasmussen, Member
Tim Tharp, Member

Accreditation Committee

Madalyn Quinlan, Chair
 Hannah Nieskens, Member
 Tim Tharp, Member

Assessment Committee

Renee Rasmussen, Chair
 Hannah Nieskens, Member
 Tim Tharp, Member

ADVISORY GROUP LIAISONS

Montana Advisory Council on Indian Education – Julia Maxwell

~~Montana Early Childhood Advisory Council – McCall Flynn~~

Montana School Safety Advisory Committee – McCall Flynn

OTHER COMMITTEE APPOINTMENTS

Education and Workforce Data Governing Board – Tim Tharp

Montana Digital Academy Governing Board – McCall Flynn



Board of Public Education

ANNUAL AGENDA CALENDAR

January 2026 – November 2026

(Proposed items from OPI in italics)

January 15-16 or 22-23, 2026 – Helena, MT

Exiting Board Member – Last Meeting and Recognition
MACIE Update
Review Community Choice School Annual Reports
Action on ABCTe Program Approval
Action on Authorizing Public Charter Schools
Transportation Report
Assessment Update
Federal Update
Accreditation Report
Teacher Licensure Report
Qualify ~~Transformational Learning &~~ Advanced
Opportunity Grant Applications
Action on Transformational Learning Phase II Grants
Quality Educator Loan Assistance Program Report
Content Standards Revision Update
Action on MSDB Superintendent Contract Extension
**MSDB Superintendent Performance Evaluation &
Contract Extension Discussion**

March 5-6, 19-20, 26-27, 2026 – Butte/Lewistown, MT

MACIE Update
Action on MSDB School Calendar
Action on Early Literacy Screening Tools (Odd Years)
Assessment Update
Federal Update
Accreditation Report
Annual School Food Services Report
Review Draft CAEP MOU
Content Standards Revision Update

May 7-8 or 21-22, 2026 – Great Falls, MT

Student Representative Last Meeting & Recognition
MACIE Update
Action on K-12 Schools Payment Schedule
Assessment Update
Accreditation Update
Action on CAEP MOU
Federal Update
Content Standards Revision Update
Action on Accreditation Status of All Schools
Executive Director Performance Evaluation

July 15-17 or 22-24, 2026 – Helena, MT

Joint MACIE Meeting and Tribal Consultation
Strategic Planning Meeting
MACIE Update
Action on MSDB/Golden Triangle Co-op
Review Public Charter School Performance Reports
Indian Education for All Report
Assessment Update
Federal Update
OPI Staffing Report
Accreditation Report
Content Standards Revision Update

September 10-11 or 24-25, 2026 –

Glendive/Evergreen, MT
Election of Board Officers
Action on Strategic Planning Items
MACIE Update
Montana Digital Academy Update
MACIE Renewal (Even Years)
Review Community Choice School Academic
Performance and Financial Reports
Annual HiSET Report
Annual Special Education Report
Accreditation Update
Assessment Update
Federal Update
Content Standards Revision Update

November 18-20, 2026 – Bozeman, MT

Board of Education Meeting
Joint Montana Council of Deans of Education Meeting
MACIE Update
Assessment Update
Federal Update
Annual Data Collection
Action on Variance to Standards Requests & Renewals
Accreditation Report
Youth Risk Behavior Survey Update (Odd Years)
Annual Professional Development Unit Providers Report
Content Standards Revision Update

Other 2025 Charter Schools: Ronan, Hardin, Libby

Part One – Notice and Opportunity to Be Heard

Montana Code Annotated 2023

2-3-101. Legislative intent. The legislature finds and declares pursuant to the mandate of Article II, section 8, of the 1972 Montana constitution that legislative guidelines should be established to secure to the people of Montana their constitutional right to be afforded reasonable opportunity to participate in the operation of governmental agencies prior to the final decision of the agency.

History: En. 82-4226 by Sec. 1, Ch. 491, L. 1975; R.C.M. 1947, 82-4226.

2-3-102. Definitions. As used in this part, the following definitions apply:

(1) "Agency" means any board, bureau, commission, department, authority, or officer of the state or local government authorized by law to make rules, determine contested cases, or enter into contracts except:

- (a) the legislature and any branch, committee, or officer thereof;
- (b) the judicial branches and any committee or officer thereof;
- (c) the governor, except that an agency is not exempt because the governor has been designated as a member thereof; or
- (d) the state military establishment and agencies concerned with civil defense and recovery from hostile attack.

(2) "Agency action" means the whole or a part of the adoption of an agency rule, the issuance of a license or order, the award of a contract, or the equivalent or denial thereof.

(3) "Rule" means any agency regulation, standard, or statement of general applicability that implements, interprets, or prescribes law or policy or describes the organization, procedures, or practice requirements of any agency. The term includes the amendment or repeal of a prior rule but does not include:

- (a) statements concerning only the internal management of an agency and not affecting private rights or procedures available to the public; or
- (b) declaratory rulings as to the applicability of any statutory provision or of any rule.

History: En. 82-4227 by Sec. 2, Ch. 491, L. 1975; amd. Sec. 23, Ch. 285, L. 1977; amd. Sec. 1, Ch. 452, L. 1977; R.C.M. 1947, 82-4227(part); amd. Sec. 1, Ch. 243, L. 1979.

2-3-103. Public participation -- governor to ensure guidelines adopted -- procedures for publishing notice. (1) (a) Each agency shall develop procedures for permitting and encouraging the public to participate in agency decisions that are of significant interest to the public. The procedures must ensure adequate notice and assist public participation before a final agency action is taken that is of significant interest to the public.

(b) The agency shall publish an agenda for a meeting, as defined in **2-3-202**, as follows:

- (i) if a newspaper of general circulation in the county where the agency is located publishes electronic notices and links to meeting agendas free of charge to the agency on the newspaper's website, the agency shall provide the notice and agenda to the newspaper to post on the newspaper's website;
- (ii) if the agency does not have an option to post notices and links to meeting agendas free of charge, the agency shall provide adequate notice of a meeting by doing at least one of the following:
 - (A) posting a link to the meeting agenda on the agency's primary website; or
 - (B) posting the agenda on the social media site of the agency.

(c) The agenda must include an item allowing public comment on any public matter that is not on the agenda of the meeting and that is within the jurisdiction of the agency conducting the meeting. However,

the agency may not take action on any matter discussed unless specific notice of that matter is included on an agenda and public comment has been allowed on that matter.

(d) Public comment received at a meeting must be incorporated into the official minutes of the meeting, as provided in **2-3-212**.

(e) For purposes of this section, "public matter" does not include contested case and other adjudicative proceedings.

(2) The governor shall ensure that each board, bureau, commission, department, authority, agency, or officer of the executive branch of the state adopts coordinated rules for its programs. The guidelines must provide policies and procedures to facilitate public participation in those programs, consistent with subsection (1). These guidelines must be adopted as rules and published in a manner so that the rules may be provided to a member of the public upon request.

History: En. 82-4228 by Sec. 3, Ch. 491, L. 1975; amd. Sec. 24, Ch. 285, L. 1977; amd. Sec. 2, Ch. 452, L. 1977; R.C.M. 1947, 82-4228(1), (5); amd. Sec. 1, Ch. 425, L. 2003; amd. Sec. 1, Ch. 396, L. 2023.

2-3-104. Requirements for compliance with notice provisions. An agency shall be considered to have complied with the notice provisions of **2-3-103** if:

(1) an environmental impact statement is prepared and distributed as required by the Montana Environmental Policy Act, Title 75, chapter 1;

(2) a proceeding is held as required by the Montana Administrative Procedure Act;

(3) a public hearing, after appropriate notice is given, is held pursuant to any other provision of state law or a local ordinance or resolution; or

(4) a newspaper of general circulation within the area to be affected by a decision of significant interest to the public has carried a news story or advertisement concerning the decision sufficiently prior to a final decision to permit public comment on the matter.

History: En. 82-4228 by Sec. 3, Ch. 491, L. 1975; amd. Sec. 24, Ch. 285, L. 1977; amd. Sec. 2, Ch. 452, L. 1977; R.C.M. 1947, 82-4228(2).

2-3-105. Supplemental notice by radio or television. (1) An official of the state or any of its political subdivisions who is required by law to publish a notice required by law may supplement the publication by a radio or television broadcast of a summary of the notice or by both when in the official's judgment the public interest will be served.

(2) The summary of the notice must be read without a reference to any person by name who is then a candidate for political office.

(3) The announcements may be made only by duly employed personnel of the station from which the broadcast emanates.

(4) Announcements by political subdivisions may be made only by stations situated within the county of origin of the legal notice unless a broadcast station does not exist in that county, in which case announcements may be made by a station or stations situated in any county other than the county of origin of the legal notice.

History: En. Sec. 1, Ch. 149, L. 1963; R.C.M. 1947, 19-201; amd. Sec. 38, Ch. 61, L. 2007.

2-3-106. Period for which copy retained. Each radio or television station broadcasting any summary of a legal notice shall for a period of 6 months subsequent to such broadcast retain at its office a copy or transcription of the text of the summary as actually broadcast, which shall be available for public inspection.

History: En. Sec. 2, Ch. 149, L. 1963; R.C.M. 1947, 19-202.

2-3-107. Proof of publication by broadcast. Proof of publication of a summary of any notice by radio or television broadcast shall be by affidavit of the manager, an assistant manager, or a program director of the radio or television station broadcasting the same.

History: En. Sec. 3, Ch. 149, L. 1963; R.C.M. 1947, 19-203.

2-3-111. Opportunity to submit views -- public hearings. (1) Procedures for assisting public participation must include a method of affording interested persons reasonable opportunity to submit data, views, or arguments, orally or in written form, prior to making a final decision that is of significant interest to the public.

(2) When a state agency other than the board of regents proposes to take an action that directly impacts a specific community or area and a public hearing is held, the hearing must be held in an accessible facility in the impacted community or area or in the nearest community or area with an accessible facility.

History: En. 82-4228 by Sec. 3, Ch. 491, L. 1975; amd. Sec. 24, Ch. 285, L. 1977; amd. Sec. 2, Ch. 452, L. 1977; R.C.M. 1947, 82-4228(3); amd. Sec. 1, Ch. 487, L. 1997.

2-3-112. Exceptions. The provisions of 2-3-103 and 2-3-111 do not apply to:

(1) an agency decision that must be made to deal with an emergency situation affecting the public health, welfare, or safety;

(2) an agency decision that must be made to maintain or protect the interests of the agency, including but not limited to the filing of a lawsuit in a court of law or becoming a party to an administrative proceeding; or

(3) a decision involving no more than a ministerial act.

History: En. 82-4228 by Sec. 3, Ch. 491, L. 1975; amd. Sec. 24, Ch. 285, L. 1977; amd. Sec. 2, Ch. 452, L. 1977; R.C.M. 1947, 82-4228(4).

2-3-113. Declaratory rulings to be published. The declaratory rulings of any board, bureau, commission, department, authority, agency, or officer of the state which is not subject to the Montana Administrative Procedure Act shall be published and be subject to judicial review as provided under 2-4-623(6) and 2-4-501, respectively.

History: En. 82-4227 by Sec. 2, Ch. 491, L. 1975; amd. Sec. 23, Ch. 285, L. 1977; amd. Sec. 1, Ch. 452, L. 1977; R.C.M. 1947, 82-4227(part); amd. Sec. 3, Ch. 184, L. 1979.

2-3-114. Enforcement -- attorney fees. (1) The district courts of the state have jurisdiction to set aside an agency decision under this part upon petition of any person whose rights have been prejudiced. A petition pursuant to this section must be filed within 30 days of the date on which the person learns, or reasonably should have learned, of the agency's decision.

(2) A person alleging a deprivation of rights who prevails in an action brought in district court to enforce the person's rights under Article II, section 8, of the Montana constitution may be awarded costs and reasonable attorney fees.

History: En. 82-4229 by Sec. 4, Ch. 491, L. 1975; amd. Sec. 25, Ch. 285, L. 1977; R.C.M. 1947, 82-4229; amd. Sec. 1, Ch. 211, L. 2007; amd. Sec. 1, Ch. 266, L. 2015.

Part Two – Open Meetings

Montana Code Annotated 2023

2-3-201. Legislative intent -- liberal construction. The legislature finds and declares that public boards, commissions, councils, and other public agencies in this state exist to aid in the conduct of the peoples' business. It is the intent of this part that actions and deliberations of all public agencies shall be conducted openly. The people of the state do not wish to abdicate their sovereignty to the agencies which serve them. Toward these ends, the provisions of the part shall be liberally construed.

History: En. Sec. 1, Ch. 159, L. 1963; R.C.M. 1947, 82-3401.

2-3-202. Meeting defined. As used in this part, "meeting" means the convening of a quorum of the constituent membership of a public agency or association described in **2-3-203**, whether corporal or by means of electronic equipment, to hear, discuss, or act upon a matter over which the agency has supervision, control, jurisdiction, or advisory power.

History: En. 82-3404 by Sec. 2, Ch. 567, L. 1977; R.C.M. 1947, 82-3404; amd. Sec. 2, Ch. 183, L. 1987

2-3-203. Meetings of public agencies and certain associations of public agencies to be open to public -- exceptions. (1) All meetings of public or governmental bodies, boards, bureaus, commissions, agencies of the state, or any political subdivision of the state or organizations or agencies supported in whole or in part by public funds or expending public funds, including the supreme court, must be open to the public.

(2) All meetings of associations that are composed of public or governmental bodies referred to in subsection (1) and that regulate the rights, duties, or privileges of any individual must be open to the public.

(3) The presiding officer of any meeting may close the meeting during the time the discussion relates to a matter of individual privacy and then if and only if the presiding officer determines that the demands of individual privacy clearly exceed the merits of public disclosure. The right of individual privacy may be waived by the individual about whom the discussion pertains and, in that event, the meeting must be open.

(4) (a) Except as provided in subsection (4)(b), a meeting may be closed to discuss a strategy to be followed with respect to litigation when an open meeting would have a detrimental effect on the litigating position of the public agency.

(b) A meeting may not be closed to discuss strategy to be followed in litigation in which the only parties are public bodies or associations described in subsections (1) and (2).

(5) The supreme court may close a meeting that involves judicial deliberations in an adversarial proceeding.

(6) Any committee or subcommittee appointed by a public body or an association described in subsection (2) for the purpose of conducting business that is within the jurisdiction of that agency is subject to the requirements of this section.

History: En. Sec. 2, Ch. 159, L. 1963; amd. Sec. 1, Ch. 474, L. 1975; amd. Sec. 1, Ch. 567, L. 1977; R.C.M. 1947, 82-3402; amd. Sec. 1, Ch. 380, L. 1979; amd. Sec. 1, Ch. 183, L. 1987; amd. Sec. 1, Ch. 123, L. 1993; amd. Sec. 1, Ch. 218, L. 2005.

2-3-211. Recording. A person may not be excluded from any open meeting under this part and may not be prohibited from photographing, televising, transmitting images or audio by electronic or digital means, or recording open meetings. The presiding officer may ensure that these activities do not interfere with the conduct of the meeting.

History: En. 82-3405 by Sec. 4, Ch. 567, L. 1977; R.C.M. 1947, 82-3405; amd. Sec. 1, Ch. 138, L. 2017.

2-3-212. Minutes of meetings -- public inspection. (1) Appropriate minutes of all meetings required by **2-3-203** to be open must be kept and must be available for inspection by the public. If an audio recording of a meeting is made and designated as official, the recording constitutes the official record of the meeting. If an official recording is made, a written record of the meeting must also be made and must include the information specified in subsection (2).

(2) Minutes must include without limitation:

(a) the date, time, and place of the meeting;

(b) a list of the individual members of the public body, agency, or organization who were in attendance;

(c) the substance of all matters proposed, discussed, or decided; and

(d) at the request of any member, a record of votes by individual members for any votes taken.

(3) If the minutes are recorded and designated as the official record, a log or time stamp for each main agenda item is required for the purpose of providing assistance to the public in accessing that portion of the meeting.

(4) Any time a presiding officer closes a public meeting pursuant to **2-3-203**, the presiding officer shall ensure that minutes taken in compliance with subsection (2) are kept of the closed portion of the meeting. The minutes from the closed portion of the meeting may not be made available for inspection except pursuant to a court order.

History: En. Sec. 3, Ch. 159, L. 1963; amd. Sec. 3, Ch. 567, L. 1977; R.C.M. 1947, 82-3403; amd. Sec. 1, Ch. 65, L. 2011; amd. Sec. 29, Ch. 348, L. 2015.

2-3-213. Voidability. Any decision made in violation of **2-3-203** may be declared void by a district court having jurisdiction. A suit to void a decision must be commenced within 30 days of the date on which the plaintiff or petitioner learns, or reasonably should have learned, of the agency's decision.

History: En. 82-3406 by Sec. 5, Ch. 567, L. 1977; R.C.M. 1947, 82-3406; amd. Sec. 2, Ch. 211, L. 2007.

2-3-214. Recording of meetings for certain boards. (1) Except as provided in **2-3-203** and subsection (6) of this section, the following boards shall record their public meetings in an audio and video format:

(a) the board of investments provided for in **2-15-1808**;

(b) the public employees' retirement board provided for in **2-15-1009**;

(c) the teachers' retirement board provided for in **2-15-1010**;

(d) the board of public education provided for in Article X, section 9, of the Montana constitution;

(e) the board of regents of higher education provided for in Article X, section 9, of the Montana constitution;

(f) except as provided in subsection (7)(a), the governing board of a county provided for in Title 7, chapter 1, part 21;

(g) except as provided in subsection (7)(b), the governing board of a first-class and second-class city

provided for in Title 7, chapter 1, part 41;

(h) a first-class or second-class school district board of trustees provided for in Article X, section 8, of the Montana constitution, **20-6-201**, and **20-6-301**; and

(i) a local board of health provided for in Title 50, chapter 2, part 1.

(2) (a) The boards listed in subsections (1)(a) through (1)(e) shall make the audio and video recordings of meetings under subsection (1) publicly available within 1 business day after the meeting through broadcast on the state government broadcasting service as provided in **5-11-1111** or through publication of streaming audio and video content on the respective board's website.

(b) The boards listed in subsections (1)(f) through (1)(i) shall make the audio and video recordings publicly available within 5 business days after the meeting with a link to the recording on the respective board's website. If the board does not maintain a website, it shall maintain a social media page and provide a link to the recording on the social media page.

(c) The department of administration may develop a memorandum of understanding with the legislative services division for broadcasting executive branch content on the state government broadcasting service or live-streaming audio or video executive branch content over the internet.

(3) For the boards listed in subsections (1)(f) through (1)(i) that maintain minutes as required by **2-3-212**, the audio and video recordings created pursuant to this section are not required to be the official record of the meeting. If a recording is not designated as the official record, the recording may be destroyed after being retained online for 1 year and is not subject to the requirements of Title 2, chapter 6, for public information requests.

(4) A board is not required to disrupt or reschedule a meeting if there is a technological failure of the meeting recording. If the recording is not able to be made available online, the board shall prominently post a notice in the same manner as a notice of a public meeting and shall post a notice at all locations where the meeting recording links are available. The notice must explain the reason the meeting was not recorded and describe the steps taken to remedy the failure prior to the next meeting.

(5) The requirements of this section apply only when a board is acting on a matter over which the board has supervision, control, jurisdiction, or advisory power at a public meeting as defined in **2-3-202** that has been publicly noticed as required by **2-3-103**.

(6) The requirements of this section do not apply to a board listed in subsection (1)(f) when a quorum is incidentally established as described in **7-5-2122**(4) and (5) solely on the basis of sharing a common office space.

(7) The following boards must meet the requirements of this section, except that meetings may be recorded, retained, and made available in audio format only:

(a) the governing board of a county with a population of less than 4,500; and

(b) the governing board of a third-class city.

(8) Expenditures by a school district on staff, consultants, equipment, software licenses, storage, or security made to fulfill the requirements of this section qualify as a school facility project under **20-9-525**.

History: En. Sec. 1, Ch. 133, L. 2015; amd. Sec. 1, Ch. 741, L. 2023.

2-3-221. Costs to prevailing party in certain actions to enforce constitutional right to know. A person alleging a deprivation of rights who prevails in an action brought in district court to enforce the person's rights under Article II, section 9, of the Montana constitution may be awarded costs and reasonable attorney fees.

History: En. 93-8632 by Sec. 1, Ch. 493, L. 1975; R.C.M. 1947, 93-8632; amd. Sec. 39, Ch. 61, L. 2007; amd. Sec. 30, Ch. 348, L. 2015.

Part Three – Use of Electronic Mail Systems

Montana Code Annotated 2019

2-3-301. Agency to accept public comment electronically -- dissemination of electronic mail address and documents required -- fees prohibited. (1) An agency that accepts public comment pursuant to a statute, administrative rule, or policy, including an agency adopting rules pursuant to the Montana Administrative Procedure Act or an agency to which **2-3-111** applies, shall provide for the receipt of public comment by the agency by use of an electronic mail system.

(2) As part of the agency action required by subsection (1), an agency shall disseminate by appropriate media its electronic mail address to which public comment may be made, including dissemination in:

- (a) rulemaking notices published pursuant to the Montana Administrative Procedure Act;
- (b) the telephone directory of state agencies published by the department of administration;
- (c) any notice of agency existence, purpose, and operations published on the internet; or
- (d) any combination of the methods of dissemination provided in subsections (2)(a) through (2)(c).

(3) An agency shall, at the request of another agency or person and subject to **2-6-1003**, disseminate the electronic documents to that agency or person by electronic mail in place of surface mail. Notification of the availability of an electronic notice of proposed rulemaking may be sent to an interested person as provided in **2-4-302(2)(a)(ii)**. An agency may not charge a fee for providing documents by electronic mail in accordance with this subsection.

(4) An agency that receives electronic mail pursuant to subsection (1) shall retain the electronic mail as either an electronic or a paper copy to the same extent that other comments are retained.

(5) As used in this section, "agency" means a department, division, bureau, office, board, commission, authority, or other agency of the executive branch of state government.

History: En. Sec. 1, Ch. 484, L. 1999; amd. Sec. 1, Ch. 77, L. 2001; amd. Sec. 19, Ch. 313, L. 2001; amd. Sec. 1, Ch. 41, L. 2011; amd. Sec. 31, Ch. 348, L. 2015.



Board of Public Education

MEMO

To: Montana Board of Public Education
From: McCall Flynn, Executive Director
Subject: Administrative Rules Overview
Date: July 16-18, 2025

Most state agencies adopt rules to implement laws that authorize state agencies to carry out certain functions after laws are passed by the Legislature and signed by the Governor. The Board of Public Education is unique in that its rulemaking authority is self-executing, based on its constitutional authority and general supervision over the public school system. The following information is provided to inform the Board of the laws, rules, and responsibilities of the Board pertaining to the adoption, revision, or repeal of administrative rules of Montana.

The Montana Secretary of State's [Administrative Rules Services](#) publishes the administrative rules promulgated by state agencies. Administrative rules are developed under a process outlined in the [Montana Administrative Procedure Act](#). The Montana Administrative Procedures Act is found in [Title 2, Chapter 4](#), MCA.

"Rule" means each agency regulation, standard, or statement of general applicability that implements, interprets, or prescribes law or policy or describes the organization, procedures, or practice requirements of an agency. The term includes the adoption, amendment, or repeal of a prior rule. The process outlined in the act requires state agencies to provide notice to the public when they wish to adopt, amend, or repeal administrative rules. The notices are compiled in the [Montana Administrative Register](#). Once adopted, administrative rules are published in the [Administrative Rules of Montana](#).

When making changes to rules, there are two ways in which this process is initiated:

1. The process begins with the Office of Public Instruction either through Negotiated Rulemaking, which is required for accreditation standards, content standards, and assessment standards or through regular Administrative Rulemaking for all other standards.
2. The process begins with the Board of Public Education, appointing and utilizing experts via advisory councils to make recommendations prior to any action by the Board.

Once a proposal comes to the Board, there is typically a review process, where there is a Q&A opportunity with experts or members of rulemaking committees. A Proposal Notice is then compiled and includes information about how people can submit written public comment, when the public comment period begins and ends, and when a public hearing will take place. A public hearing cannot take place until 20 days after a Proposal Notice is published and a public comment period cannot end until 28 days after a Proposal Notice is published.

Once the public comment period ends, the Board will review each public comment and determine whether they are going to incorporate those public comments into the final rules or not. The Board notes that they either agree with a comment or, if they do not agree, they state the reason that they do not agree. These decisions become part of the public record. Ultimately, the final decisions of the Board, comments, and responses are compiled, and the Notice of Adoption is filed with the Secretary of State.

As you know, because the Board makes all decisions at public meetings, there are typically more opportunities for the public to weigh in on rules that are adopted by the Board than those adopted by other state agencies.

It is often unknown the depth and breadth of rules that the Board is responsible for. Below is a complete list:

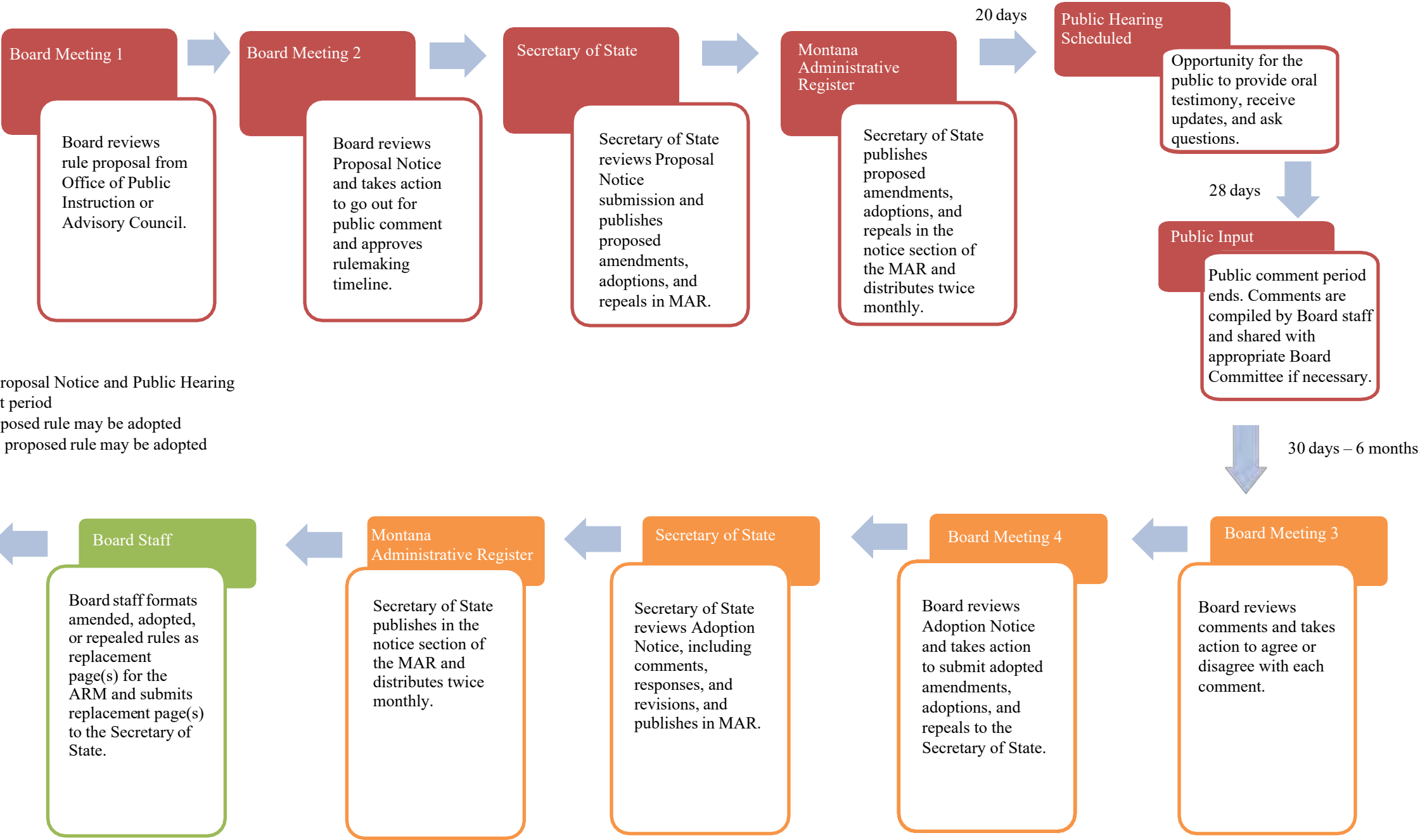
ADMINISTRATIVE RULES

<u>CHAPTER 51</u>	ORGANIZATIONAL RULES
<u>CHAPTER 52</u>	PROCEDURAL RULES
<u>CHAPTER 53</u>	CONTENT STANDARDS
<u>CHAPTER 54</u>	GENERAL PROVISIONS
<u>CHAPTER 55</u>	STANDARDS OF ACCREDITATION
<u>CHAPTER 56</u>	ASSESSMENT
<u>CHAPTER 57</u>	EDUCATOR LICENSURE
<u>CHAPTER 58</u>	PROFESSIONAL EDUCATOR PREPARATION
	PROGRAM STANDARDS
<u>CHAPTER 59</u>	SCHOOL FOR THE DEAF AND BLIND
	FOUNDATION
<u>CHAPTER 60</u>	SPECIAL EDUCATION
<u>CHAPTER 61</u>	MONTANA SCHOOL FOR THE DEAF AND
	BLIND
<u>CHAPTER 63</u>	EARLY CHILDHOOD EDUCATION
<u>CHAPTER 64</u>	TRANSPORTATION
<u>CHAPTER 65</u>	HOURS AND DAYS OF INSTRUCTION
<u>CHAPTER 66</u>	ADULT SECONDARY EDUCATION
	CREDENTIALS
<u>CHAPTER 67</u>	POLICY ESTABLISHING STATE AID
	DISTRUBUTION SCHEDULE FOR PUBLIC
	SCHOOL DISTRICTS
<u>CHAPTER 68</u>	POLICY ESTABLISHING EDUCATIONAL
	MEDIA LIBRARY

Adoption of Administrative Rules - Flowchart

- 1. Proposals:**
Notice Section of Montana Administrative Register (MAR)
- 2. Adoptions:**
Rule Section of Montana Administrative Register
- 3. Replacement Pages:**
Administrative Rules of Montana (ARM)

Timeline:
20 days: minimum time between Proposal Notice and Public Hearing
28 days: minimum public comment period
30 days: minimum time before proposed rule may be adopted
6 months: maximum time in which proposed rule may be adopted





Board of Public Education

Board of Public Education Strategic Plan 2025-2026

MISSION STATEMENT:

The Board of Public Education has a mission statement as directed by the Montana Constitution, which states, “There is a board of public education to exercise general supervision over the public school system and such other public educational institutions as may be assigned by law”. The Board of Public Education was established to supervise, serve, maintain, and strengthen Montana's system of free quality public elementary and secondary schools.

STRATEGIC PLAN:

1. Exercise the Board’s constitutional and statutory authority to improve Montana’s education system.

- Work with constitutional education authorities to ensure they understand and respect the constitutional authority of the Board of Public Education.
- Collaborate with constitutional education authorities around initiatives to improve and support public education in Montana and implementation of legislative priorities and directives.
- Work with the Montana Advisory Council on Indian Education, Office of Public Instruction, and education partners to implement Indian Education for All.
- Promote and maintain a transparent and open public participation process.

2. Promote a safe learning environment.

- Work with education partners to help school districts navigate federal and state regulations and funding.
- Assign the Executive Director to participate in the Montana School Safety Advisory Committee meetings.

3. Evaluate and adopt the Board’s accreditation standards to ensure they are contemporary and effective to improve quality education for all Montana students.

- Maintain the Board’s commitment to rigorous standards and assessments, and support flexibilities within the current frameworks.
- Collaborate with education partners in support of drafting and implementing state standards, including efforts around licensing, content, transportation, assessment, accreditation, educator preparation programs, and other standards within the Board of Public Education’s authority.

4. Foster quality teaching and administration.

- Work with legislators and other entities to ensure they understand the roles and responsibilities of the Board of Public Education.
- Adopt revisions to the Administrative Rules of Montana that are within the Board of Public Education’s authority.
- Work with partners in P-12 and higher education to coordinate recruitment and retention efforts of teachers, staff, and school leaders.
- Receive guidance from professional education organizations and take action on their recommendations, when appropriate.

5. Support the preparation of all Montana students for employment, post-secondary education, and civic life.

- Work to support and expand pathways to career and life success through dual enrollment, internships, work-based learning, etc.
- Collaborate with the Montana Digital Academy to support online instruction for students, and assign the Executive Director to serve on the Montana Digital Academy Governing Board.
- Plan and prepare for the Board of Education meetings to support P-20 priorities and adopt a unified education budget.
- Work with school districts and education partners to promote the Montana Seal of Biliteracy.
- Prioritize and support innovation through the public charter school application process.
- Work with and administratively support the Montana Community Choice School Commission.
- Receive guidance from the Montana Advisory Council on Indian Education and take action on their recommendations, when appropriate.

6. Recognize and fulfill the Board's statutory obligation to the Montana School for the Deaf and Blind.

- Hire, support, and evaluate the Superintendent of the Montana School for the Deaf and Blind (MSDB).
- Support and take action on personnel items, out of state travel requests, policies, and other items.
- Assign the Executive Director and MSDB liaison to participate in the Montana School for the Deaf and Blind Foundation meetings.
- Advocate for budgetary resources to support MSDB's programmatic and facility requests.

❖ **REPORTS – (Items 6-10)**

Dr. Tim Tharp

ITEM 6

CHAIRPERSON REPORT

Dr. Tim Tharp

ITEM 7

EXECUTIVE DIRECTOR REPORT

McCall Flynn

ITEM 8

STATE SUPERINTENDENT REPORT

- Assessment Update
 - Federal Update
 - OPI Staffing Report
 - Legislative Update
- Content Standards Revision Update

State Superintendent Susie Hedalen



July 2025 BPE Assessment Update

2025-2026 Assessment Windows

Anticipated SY2025-26 Test Windows		Required Subjects	Student Group	Grades Tested	Window Period
Montana Aligned to Standards Through-Year (MAST)	<u>Window 1</u> October 13-December 5	Math and ELA	General	Grades 3–8	3 windows: 8 weeks each
	<u>Window 2</u> January 12-March 6				
	<u>Window 3</u> March 30-May 22				
Dynamic Learning Maps (DLM) Alternate Math and ELA	<u>Fall Window</u> September 8- December 19	Math and ELA	SwSCDs	Grades 3-8, 11	2 windows: 15 weeks each
	<u>Spring Window</u> February 2- May 15				
ACCESS for ELLs	January 5-March 6	English Language Proficiency	English Learners	Grades K–12	9 weeks
Montana Science Assessment (MSA)	March 2-May 22	Science	General	Grades 5, 8	8 weeks
Dynamic Learning Maps (DLM) Alternate Science	February 2- May 15	Science	SwSCDs	Grades 5, 8, 11	15 weeks
ACT with Writing	<u>Window 1</u> March 24-April 3	Math, ELA, and Science	General	Grade 11	3 windows: 2 weeks each
	<u>Window 2</u> April 7-17				
	<u>Window 3</u> April 21-May 1				
Updated by the Office of Public Instruction on May 30, 2025.			Note: Dates and information listed in this schedule are subject to change at any time or without notice.		

2025-2026 Assessment Field Support

The Assessment Unit provides both synchronous and asynchronous training and support throughout the school year. These include:

- MAST Scheduler Training-*August 4, 2025*
- MAST Virtual Summit-*September 4, 2025*
- Annual STC Workshop Series in September
- Weekly live webinars leading up to statewide MAST testing
- Recorded tutorials are available in both the OPI Learning Hub, on the OPI Assessment Unit YouTube Channel, and MontCAS webpage
- Monthly Assessment Bulletin with timely tasks and support
- Teacher-centered emails to support alignment of assessment, instruction, and data use.

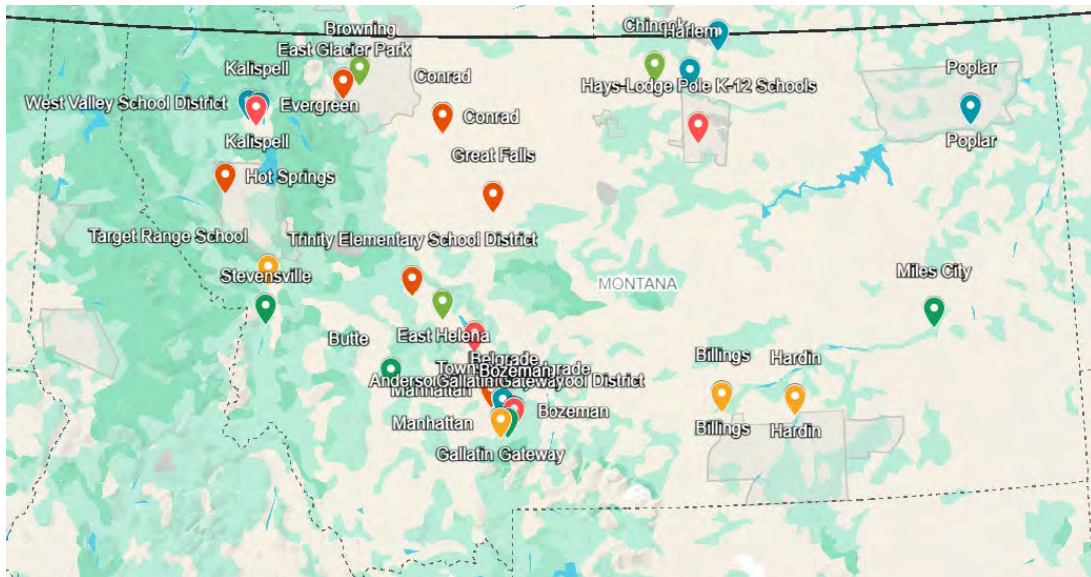
DLM Implementation Update

- DLM Windows for 2025-2026 have been set:
 - o Fall math and ELA: September 8-December 19
 - o Spring math, ELA, and science: February 2-May 15
- Resources already available to the field:
 - o DLM webinar hosted on June 10 (90 participants)
 - o DLM Math/ELA and Science pages on the OPI website
 - o Montana-specific page on the DLM website with accommodation, administration, blueprint, and additional resources
 - o DLM interactive module

MAST Standard Setting

- Held at Bozeman High School, July 28-31
- Facilitated by New Meridian
- Standard setting plan has been presented to the Montana Technical Advisory Committee (December 2024, January 2025)
- Discussions will identify proposed achievement level cut scores in math and ELA
- Standard setting committee members represent the diversity of Montana's schools including size and location as well as ensure representation across content and grade levels. Many educators have been part of the activities leading up to standard setting including policy level descriptor development and achievement level descriptor review.

MAST Standard Setting Educator Committee Representation



Science CGSA Update

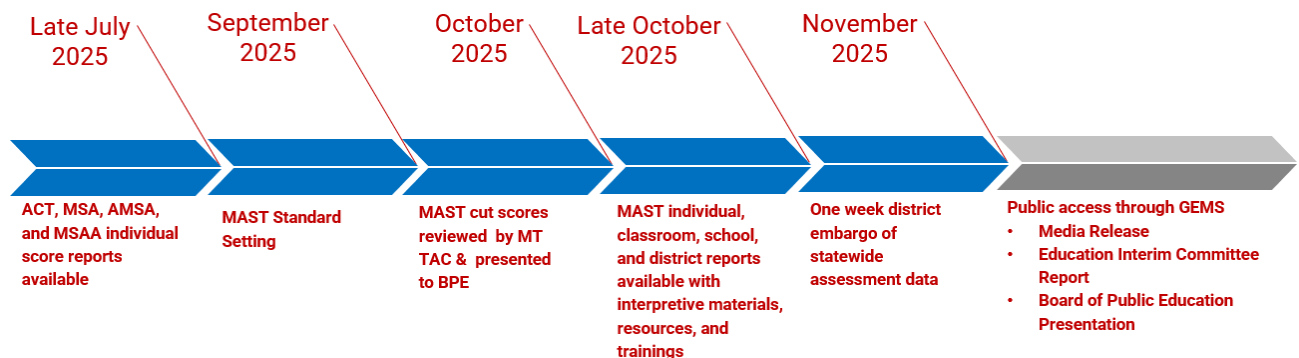
In the fall of 2024, OPI received a CGSA (Competitive Grant for State Assessment) to develop an innovative new system of science assessments for middle school students.

- Theory of Action
 - o Stakeholder meetings have concluded as of June. A total of four virtual and one two-day gatherings were held to develop and review the Theory of Action draft.
 - o Taskforce participants included individuals with roles of superintendents, middle school principals, curriculum directors, middle school and high school science teachers, higher education, and a science non-profit organization.
 - o Currently the Theory of Action is under final review for publishing.
 - o Final published document will be available by the end of July.
- Framework development
 - o OPI and New Meridian are using preliminary Theory of Action information to create assessment framework focused on identified goals.
 - o Several small teams from around the state will come together to review framework design and provide feedback on the development. This feedback will inform development through an iterative process.
- Spring 2026 Small Scale Pilot
 - o Recruitment will start in fall 2025 for a minimum of 4,500 students in grades 6-8.
 - o 8th grade students will still be required to take the summative MSA.

Statewide Data Release

- Due to MAST Standard Setting in July, math, ELA, and science release will be later than previous years.

Tentative Statewide Data Release Timeline



If you have any questions, please contact:
Cedar Rose, Assessment Director
cedar.rose@mt.gov



Federal Update as of July 7, 2025

As previously shared, we have received our Title I, Part A allocations as formula grants, not block grants. This means those funds will be distributed to districts as expected.

Preliminary estimates are available for:

- Title I, Parts A, B, and D
- Title IV, Part A
- IDEA, Part B
- Charter School Grants
- Rural Education
- Impact Aid
- Education for Homeless Children and Youth
- Perkins CTE State Grants

We've also received grant award notifications (GANs) for the following programs:

- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title IX, McKinney Vento: Education for Homeless Children and Youth
- Individuals with Disabilities Education Act (IDEA)

However, the U.S. Department of Education has not yet issued final decisions or award notifications for the following Title programs:

- Title I, Part C
- Title II, Part A
- Title III, Part A
- Title IV, Part B

The OPI received the following email from the Department earlier this month:

"Given the change in Administrations, the Department is reviewing the FY 2025 funding for the [Title I-C, II-A, III-A, IV-A, IV-B] grant program(s), and decisions have not yet been made concerning submissions and awards for this upcoming academic year. Accordingly, the Department will not be issuing Grant Award Notifications obligating funds for these programs on July 1 prior to completing that review. The Department remains committed to



ensuring taxpayer resources are spent in accordance with the President’s priorities and the Department’s statutory responsibilities”

Additionally, we received notice that Title V, Part B Rural and Low-Income funding has been received.

I continue to contact the Department of Education, fellow state superintendents, national organizations and the Montana Congressional delegation to advocate on behalf of Montana and to express the importance of timely funding for Montana schools.



OPI Staffing Report- July 2025

OPI's number of vacant positions (as of 6/11/25):

- Total vacancies: 15
- In Recruitment: 1
- Getting ready to recruit: 5 (waiting until July)
- In Hiring Process: 4 (accepted position, waiting for their start day)
- Holding: 5 (2 are being left vacant, 2 personal staff positions, 1 will be reclassified)

Vacancies by Funding Type:

- General Fund: 10
- Federal: 2
- Proprietary: 3



Montana OPI Legislative Summary

The 2025 Legislative Session resulted in significant developments for Montana's education system, and the Montana Office of Public Instruction (OPI) is actively working to implement the new laws and support school districts with clear guidance, tools, and resources. This includes a Legislative summary book that overviews all the legislation that affects K-12 education in Montana. The most up to date summary and guidance will be available on OPI's website.

Among the most impactful legislation is **HB 2**, the General Appropriations Act, which sets the state budget and includes funding for essential OPI operations and education programs. OPI is working to ensure a smooth transition and accountability in deploying these funds to best serve Montana's students.

HB 515 streamlines the state's school facilities funding by consolidating two major accounts into one School Facility and Technology Account. It prioritizes technology, maintenance, and state debt service assistance. OPI is updating procedures to align with the new funding structure and support districts with the transition.

HB 252, the STARS Act (Student and Teacher Advancement for Results and Success), introduces new funding components, increases support for beginning teachers, and creates a "future ready" payment aimed at post-graduation preparation. OPI has developed implementation materials to help districts make the most of this innovative legislation.

HB 573 revamps transformational learning by creating a Phase II grant program focused on deeper instructional innovation. OPI will be issuing quarterly reports on program implementation and providing districts with updated application guidance and technical assistance.

HB 869 establishes sudden cardiac arrest prevention measures in youth sports. It requires coach training, athlete monitoring protocols, and allows schools to use major maintenance funds to purchase AEDs. OPI will administer a new reimbursement grant program and is creating resource materials for schools and coaches.

HB 745 mandates background checks for all school personnel and volunteers who may be left unsupervised with students. OPI is offering support to ensure districts adopt compliant student protection policies.

HB 357 funds middle school career and technical education (CTE) and charges OPI with distributing \$240,000 in grants to support CTE initiatives. OPI is developing the necessary supports to help districts plan programs for middle school learners.

OPI is committed to transparent, effective implementation and will continue to publish detailed bill guidance documents and the full legislative summary on its website. These resources will

Susie Hedalen, Superintendent
PO Box 202501
Helena, MT 59620-2501



Phone: 406.444.5643
In-State Toll-free: 1.888.231.9393
opi.mt.gov

help school leaders understand new legal requirements and access implementation support. As always, the agency remains focused on reducing bureaucratic burden, promoting local control, and fostering innovation in Montana's schools.



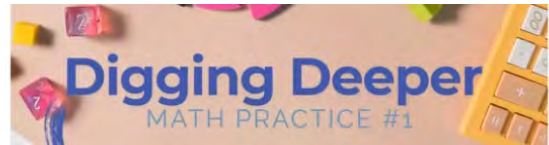
July 2025 BPE Content Standards Update

Math Content Standards:

- The finalized [Montana PK-12 Mathematics Content Standards Guidance Document](#) has been posted on the OPI website.
- The Early Learning Mathematics and Numeracy Standards ([Chapter 10, Title 63, Section 110.2.C](#)) were included to support educators. They will be updated if the BPE updates those standards in alignment with HB 338.

- **Digging Deeper Series: Exploring the Montana Mathematics Practice Standards**

- o **Video webinar series** providing an overview of the updated Mathematics Practices along with Facilitator Guides to support curriculum directors and consortiums better understand and provide PD on this topic.



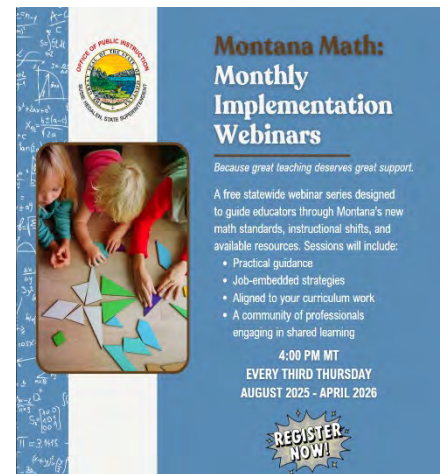
- **Implementation Webinar Series – August 2025 – June 2026**

- o Throughout the 2025-2026 School Year, we will host implementation webinars to support educators, led by **Katrina Engeldrum**, OPI's Math Instructional Coordinator

- Session #1 – Why the Change?
- Session #2 – Exploring the Changes and Structures
- Session #3 – Mathematical Practices
- Session #4 – Fluency to Flexibility
- Session #5 – Aligning your Curriculum
- Session #6 – Assessment and Standards
- Session #7 – Differentiation and Access
- Session #8 – IEFA & Cultural Relevance
- Session #9 – Next Steps, Identifying District Needs
- Session #10 – District Support in Implementation
- [Registration Link](#)

- o **Additional Guidance Documents**

- Grade Level Specific Expanded Guidance – *in progress*
- PK-5 Vertical Alignment by Domain – *in progress*
- Correspondence with Common Core State Standards – *Completed, Appendix A*
- Financial Literacy Across K-12 – *Completed, Appendix C*
- IEFA Integration Guidelines – *Completed, Appendix D*
- Assessment – *Completed, Appendix E*
- Program and Curriculum Standards – *Completed, Appendix F*
- Course Recommendations – *Completed, Appendix G*
- Recommended Pathways for High School Students – *Completed, Appendix H*



English Language Arts (ELA) and Literacy Standards:

- Information Item later in the BPE Agenda
- Drafted Economic Impact Statement for the ELA Content Standard Revisions
- An Implementation Webinar Series is also in the works for the ELA Content Standards, beginning Fall 2026, with a similar format to the Math series.

World Languages Content Standards:

- The finalized [Montana K-12 World Languages Content Standards Guidance Document](#) is posted on the OPI Website
- OPI will host an implementation webinar Fall 2025, details TBD.

English Language Proficiency Standards:

- The finalized [Montana K-12 English Language Proficiency Standards Guidance Document](#) is posted on the OPI Website
- OPI will host an implementation webinar Fall 2025, details TBD.

For questions, please contact: Marie Judisch, marie.judisch@mt.gov

ITEM 9

COMMISSIONER OF HIGHER EDUCATION REPORT

- **OCHE/OPI Collaboration for Direct Admissions**
 - **Grow Your Own Educator Progress**
 - **MUS 2025 Legislative Outcomes**
 - **STARS Act**

Joe Thiel

ITEM 10

GOVERNOR'S OFFICE REPORT

Rachel Green

******* Time Certain @1:15 PM*******

❖ LICENSURE COMMITTEE – (Items 11-13)

Dr. Ron Slinger

ITEM 11

ACTION ON INITIAL REVIEW OF BPE CASE
#2025-02, GERMANY, JR

Brenton Craggs

ITEM 12

NOTICE OF SURRENDER IN BPE CASE
#2025-03

Brenton Craggs

ITEM 13

ACTION ON PRAXIS REGENERATED TEST
REVIEW AND QUALIFYING SCORE FOR
ELEMENTARY EDUCATION

Crystal Andrews

Montana Board of Public Education

Executive Summary

Date: July 16-18, 2025

Presentation	ETS Praxis Test Review for Elementary Education Panel Review and Recommendations
Presenter	Crystal Andrews
Position Title	Accreditation and Licensure Senior Manager Office of Public Instruction
Overview	The Montana Council of Deans of Education have unanimously voted to offer the Elementary Education: Multiple Subjects Test 5001; with subtests 5002, 5003, 5004, and 5005) in place of the current test #5018. The test(s) will need a qualifying score set for Montana. This is a request for action after hearing an overview of all four subtests in May. The Praxis Working Committee and Montana Council of Deans of Education have unanimously recommended the same qualifying score(s) as the expert panels.
Requested Decision(s)	Action Item- To recommend approval of the elementary education series #5001 and qualifying scores for the four subtests.
Related Issue(s)	
Recommendation(s)	To recommend approval of the reading subtest #5002 and the qualifying score of 157. To recommend approval of the mathematics subtest #5003 and the qualifying score of 157. To recommend approval of the social studies subtest #5004 and the qualifying score of 155. To recommend approval of the science subtest #5005 and the qualifying score of 159.





ETS Praxis Test Review for Elementary Education 5001 Series Panel Review and Recommendations Action Item

Subtest	Time for test	Number of questions
Reading/ELA (5002)	90 minutes	80
Math (5003)	65 minutes	50
Social Studies (5004)	60 minutes	60
Science (5005)	60 minutes	55

5001 Series	Total 4 hours 35 minutes	245 questions
(Current Test) 5018	Total 2 hours 30 minutes	140 questions

Elementary Math Subtest Review

- Elementary Education: Mathematics Subtest (5003)
- Panel met virtually April 29, 2025, 12-1:15pm
- Panel of 1 teacher and 6 EPP faculty, (plus 4 PWC members/observers)

Overview of the Test

Overview of the Test

Elementary Education: Mathematics Subtest (5003)

Test at a Glance

Elementary Education: Mathematics Subtest (5003)			
Time: 65 minutes; Format: Selected-response and numeric-entry questions; on-screen scientific calculator provided			
	Content Categories	Approximate Number of Questions	Approximate Percentage of Subtest
	I. Numbers and Operations	20	40%
	II. Algebraic Thinking	15	30%
	III. Geometry and Measurement, Data, Statistics, and Probability	15	30%
	Total	50	100%

Data Review

Technical Report – Elementary Education: Mathematics Subtest (5003)



RECOMMENDED PASSING SCORE

ETS provides recommended passing scores from the multistate standard-setting study to help education agencies determine appropriate operational passing scores for the two revised subtests. For the revised subtests of the Praxis Elementary Education: Multiple Subjects test, the recommended passing scores¹ are:

- **Reading and Language Arts:** The recommended passing score is 42 out of a possible 65 raw-score points. The scaled score associated with a raw score of 42 is 157 on a 100–200 scale.
- **Mathematics:** The recommended passing score is 26 out of a possible 40 raw-score points. The scaled score associated with a raw score of 26 is 157 on a 100–200 scale.

Adopting Passing Scores – Elementary Education: Mathematics Subtest (5003)



23 of the 26 states using Praxis 5003 adopted a passing score of 157		Cut scores range from 136 to 157	
State/Province	Score	State/Province	Score
Alaska	157	Northern Mariana Islands	157
Arkansas	136	Oklahoma	157
Connecticut	157	Oregon	157
Delaware	157	Rhode Island	157
District of Columbia	157	South Carolina	157
Hawaii	157	South Dakota	146
Idaho	157	Tennessee	157
Kentucky	148	Utah	157
Louisiana	157	Vermont	157
Maine	157	Virgin Islands	157
Nevada	157	Virginia	157
New Hampshire	157	West Virginia	157
New York	157	Wyoming	157

*praxis.

Panel Recommendation

- First vote: **7 said 157- unanimous vote**
 - Discussion – Collaborative effort across state to help prepare students, better score reports for 5003 then 5018, look at score reports for areas of strength and areas of growth for the teacher
- Praxis Working Committee (PWC) voted unanimously for **157**
- Montana Council of Deans of Education (MCDE) voted unanimously for **157**

Next Steps

- Action item for the Board of Public Education (BPE) to approve the subtest and qualifying score

Elementary Reading and Language Arts Subtest Review

- Elementary Education: Reading and Language Arts Subtest (5002)
- Panel met virtually April 30, 2025, 12-1pm
- Panel of 1 teacher, 5 EPP faculty (plus 4 PWC members/observers)

Overview of the Test

Overview of the Test

Elementary Education: Reading and Language Arts Subtest (5002)

Test at a Glance

Elementary Education: Reading and Language Arts Subtest (5002)

Time: 90 minutes; Format: Selected response

Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Reading	38	47%
II. Writing, Speaking, and Listening	42	53%
Total	80	100%

Data Review

Technical Report – Elementary Education: Reading and Language Arts Subtest (5002)

RECOMMENDED PASSING SCORE

ETS provides recommended passing scores from the multistate standard-setting study to help education agencies determine appropriate operational passing scores for the two revised subtests. For the revised subtests of the Praxis Elementary Education: Multiple Subjects test, the recommended passing scores¹ are:

- Reading and Language Arts:** The recommended passing score is 42 out of a possible 65 raw-score points. The scaled score associated with a raw score of 42 is 157 on a 100–200 scale.
- Mathematics:** The recommended passing score is 26 out of a possible 40 raw-score points. The scaled score associated with a raw score of 26 is 157 on a 100–200 scale.

*praxis.

Adopting Passing Scores – Elementary Education: Reading and Language Arts Subtest (5002)

State/Province	Qualifying Score
Alaska	157
Arkansas	141
Connecticut	157
Delaware	157
District of Columbia	157
Hawaii	157
Idaho	157
Kentucky	151
Louisiana	157
Maine	157
Massachusetts	157
Montana	157
Northern Mariana Islands	157
Oklahoma	157
Oregon	157
Rhode Island	157
South Carolina	157
South Dakota	150
Tennessee	157
Utah	157
Vermont	157
Virgin Islands	157
Virginia	157
West Virginia	157
Wyoming	157

*praxis.

Panel Recommendation

- First vote: **6 said 157- unanimous vote**
- PWC voted unanimously for **157**
- MCDE voted unanimously for **157**

Next Steps

- Action item for the BPE to approve the subtest and qualifying score

Elementary Science Subtest Review

- Elementary Education: Science Subtest (5005)
- Panel met virtually April 30, 2025, 2:30-4pm
- Panel of 2 teachers, 4 EPP faculty (plus 4 PWC members/observers)

Overview of the Test

Overview of the Test

Elementary Education: Science Subtest (5005)

Test at a Glance

Time: 60 minutes; Format: Selected response; on-screen scientific calculator provided			
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Earth Science	17-18	33%
	II. Life Science	18-19	33%
	III. Physical Science	18-19	33%
	Total	55	100%



Data Review

Technical Report – Elementary Education: Science Subtest (5005)

Recommended Cut Scores

The recommended passing scores are provided to help state departments of education determine appropriate operational passing scores. For the Praxis Elementary Education Multiple Subjects subtests, the recommended passing scores are:

- **Reading and Language Arts (5032):** The recommended passing score is 46 (on the raw score metric), which represents 71% of the total available 65 raw score points. The scaled score associated with a raw score of 46 is 165 (on a 100 - 200 scale).
- **Mathematics (5033):** The recommended passing score is 28 (on the raw score metric), which represents 70% of the total available 40 raw score points. The scaled score associated with a raw score of 28 is 164 (on a 100 - 200 scale).
- **Social Studies (5034):** The recommended passing score is 35 (on the raw score metric), which represents 64% of the total available 55 raw score points. The scaled score associated with a raw score of 35 is 155 (on a 100 - 200 scale).
- **Science (5035):** The recommended passing score is 33 (on the raw score metric), which represents 60% of the total available 55 raw score points. The scaled score associated with a raw score of 33 is 159 (on a 100 - 200 scale).

Adopting Passing Scores – Elementary Education: Science Subtest (5005)

State/Province	Qualifying Score
Alaska	159
Arkansas	139
Connecticut	159
Delaware	159
District of Columbia	159
Hawaii	159
Idaho	159
Kentucky	152
Louisiana	159
Maine	159
Massachusetts	159
Montana	159
Northern Mariana Islands	157
Oklahoma	159
Oregon	159
Rhode Island	159
South Carolina	159
South Dakota	150
Tennessee	159
Utah	159
Vermont	159
Virgin Islands	159
Virginia	159
West Virginia	159
Wyoming	159

22 of the 26 states using Praxis 5005 adopted a passing score of 159

Cut scores range from 139 to 159

Two of the states surrounding Montana adopted a passing score of 159

Panel Recommendation

- First vote: **5 said 159; 1 said lower than 159**
 - Discussion around 159 is what is used by the vast majority of states; adopted nationwide; Praxis is used as part of a multiple measure; subtest could be taken again if they didn't pass
- Second vote: **6 said 159- unanimous vote**
- PWC voted unanimously for **159**
- MCDE voted unanimously for **159**

Next Steps

- Action item for the BPE to approve the subtest and qualifying score

Elementary Social Studies Subtest Review

- Elementary Education: Social Studies Subtest (5004)
- Panel met virtually May 1, 2025, 2:30-4pm
- Panel of 2 teachers, 3 EPP faculty (plus 4 PWC members/observers)

Overview of the Test

Overview of the Test

Elementary Education: Social Studies Subtest (5004)

Test at a Glance

Time: 60 minutes; Format: Selected response			
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. United States History, Government, and Citizenship	27	45%
	II. Geography, Anthropology, and Sociology	18	30%
	III. World History and Economics	15	25%
	Total	60	100%

*praxis.

Data Review

Technical Report – Elementary Education: Social Studies Subtest (5004)

Recommended Cut Scores	
The recommended passing scores are provided to help state departments of education determine appropriate operational passing scores. For the Praxis Elementary Education Multiple Subjects subtests, the recommended passing scores ¹ are:	
• Reading and Language Arts (5032): The recommended passing score is 46 (on the raw score metric), which represents 71% of the total available 65 raw score points. The scaled score associated with a raw score of 46 is 165 (on a 100–200 scale).	
• Mathematics (5033): The recommended passing score is 28 (on the raw score metric), which represents 70% of the total available 40 raw score points. The scaled score associated with a raw score of 28 is 164 (on a 100–200 scale).	
• Social Studies (5034): The recommended passing score is 35 (on the raw score metric), which represents 64% of the total available 55 raw score points. The scaled score associated with a raw score of 35 is 155 (on a 100–200 scale).	
• Science (5035): The recommended passing score is 33 (on the raw score metric), which represents 66% of the total available 50 raw score points. The scaled score associated with a raw score of 33 is 159 (on a 100–200 scale).	

Adopting Passing Scores – Elementary Education: Social Studies Subtest (5004)

21 of the 26 states using Praxis 5004 adopted a passing score of 155		Qualifying Score	State/Province	Cut scores range from 134 to 157
Alaska	155		Northern Mariana Islands	157
Arkansas	134		Oklahoma	155
Connecticut	155		Oregon	155
Delaware	155		Rhode Island	155
District of Columbia	155		South Carolina	155
Hawaii	155		South Dakota	147
Idaho	155		Tennessee	155
Kentucky	148		Utah	155
Louisiana	155		Vermont	155
Maine	155		Virgin Islands	157
Massachusetts	155		Virginia	155
Montana	155		West Virginia	155
Nebraska	155		Wyoming	155

*praxis.

Panel Recommendation

- First vote: 5 said **155- unanimous vote**
- PWC voted unanimously for **155**
- MCDE voted unanimously for **155**

Next Steps

- Action item for the BPE to approve the subtest and qualifying score

Montana Council of Deans of Education



Carroll College • Montana State University Northern
Montana State University Billings • Montana State University
Rocky Mountain College • Salish Kootenai College
Stone Child College • University of Montana
University of Montana Western
University of Providence

MEMORANDUM

TO: OFFICE OF PUBLIC INSTRUCTION
CRYSTAL ANDREWS, ACCREDITATION AND LICENSURE SENIOR MANAGER

FROM: MONTANA COUNCIL OF DEANS OF EDUCATION (MCDE)
DR. TRICIA SEIFERT, CO-CHAIR
DR. JOE HELBLING, CO-CHAIR

SUBJECT: TEST REVIEW — PRAXIS FOR ELEMENTARY EDUCATION, REPLACING #5001 WITH #5002-5005

DATE: JUNE 18, 2025

On May 7, 2025, the Praxis Working Committee met to discuss four panels' recommendations with regard to replacing Praxis #5001 Elementary Education with subtests for the Praxis Elementary Education endorsement area, including:

- #5002 - Elementary Education: Reading and Language Arts subtest
- #5003 - Elementary Education: Mathematics subtest
- #5004 - Elementary Education: Social Studies subtest
- #5005 - Elementary Education: Science subtest

This memo details the discussion of the Praxis Working Committee and the recommendation coming from the Montana Council of Deans of Education.

#5002 - Elementary Education: Reading and Language Arts subtest. Aligning with the review panel's recommendation, the PWC discussed and voted unanimously to recommend a cut score at 157. The MCDE voted unanimously to accept the recommendation of the PWC through virtual vote.

Recommendation: The MCDE unanimously recommends the cut score of 157 for the Praxis test #5002 Elementary Education: Reading and Language Arts subtest.

#5003 - Elementary Education: Mathematics subtest. Aligning with the review panel's recommendation, the PWC discussed and voted unanimously to recommend a cut score at 157. The MCDE voted unanimously to accept the recommendation of the PWC through virtual vote.

Recommendation: *The MCDE unanimously recommends the cut score of 157 for the Praxis test #5003: Elementary Education: Mathematics subtest.*

#5004 - Elementary Education: Social Studies subtest. Aligning with the review panel's recommendation, the PWC discussed and voted unanimously to recommend a cut score at 155. The MCDE voted unanimously to accept the recommendation of the PWC through virtual vote.

Recommendation: *The MCDE unanimously recommends the cut score of 155 for the Praxis test #5004: Elementary Education: Social Studies subtest.*

#5005 - Elementary Education: Science subtest. Aligning with the review panel's recommendation, the PWC discussed and voted unanimously to recommend a cut score at 159. The MCDE voted unanimously to accept the recommendation of the PWC through virtual vote.

Recommendation: *The MCDE unanimously recommends the cut score of 159 for the Praxis test #5004: Elementary Education: Science subtest.*

❖ **MSDB LIAISON – (Items 14-15)**

Lisa Schmidt

ITEM 14

MSDB REPORT

ACTION ITEMS:

- **Action on Out of State Travel Request**
 - **Action on Personnel Items**
- **Action on Pay Increase for Plan 061**

Paul Furthmyre

**Montana School for the Deaf and the Blind
Board of Public Education Report
July 2025**

Agenda Action Items:

1. [Personnel Action Report](#)
5 Hires
4 Resignations
2. **Out of State Travel Requests**
[RCYCP Trainer Training](#)
[Career and Development and Transition](#)
[COSB and APH Meetings](#)
3. **HB 252 Pay Increase for Plan 061 (Kelly, Schmidt, Alt, Briggs)**

Attached Documents:

- [MSDB Committee Bi-Monthly Meeting Agenda](#)
- [MSDB Committee Bi-Monthly Meeting Minutes](#)
- [Department of Administration Memo](#)
- [DOA Permission Email](#)
- [MT Reads Grant](#)
- [Finalsite Webpage](#)
- [OPI Accreditation](#)
- [BPE and MSDB Foundation 2014 Agreement](#)
- [MSDB Foundation 25-26 Budget](#)
- [Final MSDB Foundation 24/25 Budget](#)
- [MSDB 6/18/25 Financial Report](#)
- [Projections FY25 MSDB Financials](#)
- [June Newsletter](#)

**MSDB Personnel Action for BPE Meeting
July Meeting 2025**

MSDB asks that the board please approves the following personnel actions:

Hire

Alissa Kline - Assistant Student Services Director
Carrie Jones - Workplace and Life Skills Teacher
Reena Roberson - Outreach Administrative Assistant
Amanda Vanorsdale - Deaf / Hard of Hearing Outreach Consultant
Max Hale - Lifeguard

Resignation

Alissa Kline - Teacher of the Deaf and Hard of Hearing
Katie James - Teacher of the Deaf and Hard of Hearing Outreach Consultant
Shawn Erickson - Teacher of the Visually Impaired Outreach Consultant
Reena Roberson - Paraprofessional

Retirement

Probationary Layoff

Nonrenewal of Nontenure Teacher

Positions currently advertised

Teacher of the Deaf Outreach Consultant

Positions to be advertised

Licensed Practical Nurse
3 - Residential Advisor 1 (Will be holding due to low cottage numbers)
1 Teacher of the Visually Impaired Consultant
Paraprofessional
Teacher of the Visually Impaired
Teacher of the Deaf Hard / Hearing
Teacher of the Deaf Outreach Consultant

Positions on hold as a result of bargaining

School Psychologist

Positions Temporarily Reassigned

Cottage Counselor to Assistant Student Services Director

Positions Permanently Reassigned

Teacher of the Deaf to Workplace and Life Skills Teacher

STATE OF MONTANA

REQUEST AND JUSTIFICATION
FOR OUT-OF-STATE TRAVEL

1) Agency Number/Name Montana School for the Deaf and the Blind	2) Division Student Services (Program 3)
--	---

3) Org Number	4) Name of Person(s) Traveling/Employee ID# Megan DeSilva #100424
---------------	--

5) Justification

To attend the Residential Child and Youth Care Program - Train the Trainer course. This course is held in Tulsa, Oklahoma October 7-9 and it will be necessary to travel one day prior and one day after the training due to commercial air limitations. Per the Collective Bargaining Agreement with the UFCW Local #1889 the RCYCP course is required for all Residential Advisors in their first year of employment.

6) Itinerary

Destination: Tulsa, Oklahoma

Travel Dates: October 6-10m 2025

7) Estimated Costs

Transportation \$ 900

Meals \$ 252

Lodging \$ 750

Other \$ 950

Total estimated cost \$ 2752.00

Provide details to support estimated costs:

(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

Hilton Garden Inn Tulsa Midtown
4518 East Skelly Drive
Tulsa, OK 74135
(918) 878-7777

8) Submitted By	Title	Date
<i>Jim Kelly</i>	Director of Student Life	6/10/2025

Approval of Authorized Agency Personnel per Department Policy

Supervisor	Date	Administrator	Date
Dept. Head/Designee	Date		

NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived.

REVISED 11/17

STATE OF MONTANA

REQUEST AND JUSTIFICATION
FOR OUT-OF-STATE TRAVEL

1) Agency Number/Name		2) Division	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Sheri Devlin 007278		

5) Justification

Division on Career Development and Transition (DCDT) International Conference 2025- there are limited opportunities to participate in extensive training related to transition services. As the transition coordinator, I am looking to gain expanded knowledge and training that will enhance our services to students at MSDB. The conference is a national conference with speakers from across the nation. There are no comparable trainings available in state. A few of the 295 session topics are AI in Career Development and Transition, Family and Community Partnerships, Transition Assessment, Transition to Employment, Transition to Independent Living, Self-Determination, Assistive Technology & Transition.

6) Itinerary

Destination: Denver Colorado

Travel Dates: October 8, 2025 - October 12, 2025

7) Estimated Costs

Transportation \$ 660	Meals \$ 315	Lodging \$ 13.83.21	Other \$ 575
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Total estimated cost \$ 2960.21

Provide details to support estimated costs:

(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

Registration \$575, Sheraton Denver Downtown Hotel at conference location \$1383.21, Flight \$518, Meals at per diem \$315, Uber to and from airport \$50-80 each way for total estimate \$160.

8) Submitted By	Title	Date
<i>Sheri Devlin</i>	Transition Coordinator	4.3.2025

Approval of Authorized Agency Personnel per Department Policy

Supervisor	Date	Administrator	Date
Dept. Head/Designee	Date		

NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived.

REVISED 11/17

STATE OF MONTANA

REQUEST AND JUSTIFICATION
FOR OUT-OF-STATE TRAVEL

1) Agency Number/Name MSDB		2) Division Administration and Education	
3) Org Number	4) Name of Person(s) Traveling/Employee ID# Paul Furthmyre and Miranda Briggs		

5) Justification

Attend the 2025 Council of Schools and Services for the Blind Leadership Institute.
Attend the 2025 Annual American Printing House Meeting (Mandatory for Briggs).

6) Itinerary

Destination: Louisville, KY

Travel Dates: October 12 - 18, 2025

7) Estimated Costs

Transportation \$ 2600	Meals \$ 648	Lodging \$ 1640	Other \$ 1343
------------------------	--------------	-----------------	---------------

Total estimated cost \$ 6231

Provide details to support estimated costs:

(Example: registration, taxi, etc. Provide Hotel Name and Phone Number if your Agency requires this information)

COSB Registration / \$321.96 (\$643.92)

APH Registration / \$350 (\$700)

Airfare / \$1200 (\$2400)

Meals / \$324 (\$648)

Ground Transportation / \$100 (\$200)

Lodging / \$820 (\$1640)

8) Submitted By	Title	Date
<i>Paul Furthmyre</i>	Superintendent	6/10/25

Approval of Authorized Agency Personnel per Department Policy

Supervisor	Date	Administrator	Date
Dept. Head/Designee	Date		

NOTE: A travel expense voucher form must be filed within three months after incurring the travel expenses, otherwise the right to reimbursement will be waived.

REVISED 11/17

MSDB / BOPE Bi-Monthly Meeting Agenda
3:00 PM - 5:00 PM

Date: 6/25/2025

Attendees:

Meeting Objectives:

- Provide BOPE Information about all MSDB Programs
- Seek guidance from the BOPE

Future Agenda Items:

Program	Agenda Items	Items Needing Follow-Up
Administration	• Personnel Action Plan • Out of State Travel ○ RCYCP Trainer Training ○ Career and Development and Transition ○ COSB and APH Meetings • Approve Pay Increase for Exempt Pay Plan 061 ○ Department of Administration Memo ○ DOA Permission Email ○ \$5000 Increase for the Following Admin ■ Jim Kelly ■ Donna Schmidt ■ Julie-Dee Alt ■ Miranda Briggs • MT Reads Grant • Finals site Enrollment • Inquiry Form • Application Link Form • Finals site Webpage • OPI Accreditation • Safety Update Project • 2025 Safety Manual	• Action Items Needed ○ Personnel Action ○ Out of State Travel ○ Pay Increase for Plan 061

	• 2025 EAP • Policy Website Project • Foundation Update ◦ MOU ◦ 25/26 Budget ◦ Ending 24/25 Budget	
Business Office	• 6/18/25 Financial Report • Projections FY25 • Major Repairs ◦ None. • Major unplanned bills ◦ DOJ - Legal Fees Maintenance Dept \$9,740.50. Final ◦ DOJ - Legal Fees Cottage Dept \$14,532.10. June bill will be paid in July. ◦ DOJ - Legal Fees for Outreach. No bill yet. June bill will be paid in July.	
Residential	• Memorial Day activities ◦ Bowling ◦ Movie "Lilo and Stitch" ◦ BBQ ◦ Hike at Giant Springs and Picnic • Cottage EOY trip to Helena ◦ Hot Springs ◦ Carousel and ice cream ◦ Pizza Ranch • June Newsletter • Summer Events on Campus all went well. All were held on campus and the staff for each event went all out to see that they were a success! ◦ DHH-Family Learning Weekend ◦ VI-Family Learning Weekend ◦ Transition Camp - Sheri Devlin (2nd year)	

	○ Camp Spark - Geri Darko/NWABA (1st) ○ Deaf Camp	
Education: School		
Education: Outreach	● American Printing House for the Blind (APH) Census Phase 1 and 2 have been completed. ● Family Learning Weekends. ● Spring CED weekend was completed. Survey results of the event indicated everyone was very happy with the event and enjoyed their time on campus. The survey indicated a desire to add additional learning times to the event and incorporate the Expanded Core Curriculum More. ● CED events in the 2025-2026 school year: Thursday and Friday night cottage staff will plan and execute. Friday time on campus in classrooms the campus staff will plan and execute. Saturday time on campus will be planned and executed by Outreach staff. A collaborative approach will be used for the planning. ● Draft plan for Outreach 2025-2026 school year.	

Board of Public Ed Meeting

BOPE Meeting - Summary – June 25, 2025

Those in attendance - Paul Furthmyre, Tim Tharp, Lisa Schmidt, Donna Schmidt, McCall Flynn

Absent - Jim Kelly, Julie-Dee Alt, Miranda Briggs, Hannah Nieskens, Julia Maxwell

Note Taker – Paula Mix

Approval of Agenda

Meeting Objectives:

- Provide BOPE information about all MSDB Programs
- Seeking guidance from the BOPE

Administration - Paul

- Paul reported that the school was successful in hiring Assistant Student Services Director who will work under Director of Student Life for a year. Hired (1) Teacher of the Deaf -LEAP Program. (1) Outreach Consultant DHH. We have (3) resignations. Asking the board to approve the Personal Action
- He reported that the school will be sending staff to the RCYCP Trainer training, (1) to Career and Development and Transition, (2) to the COSB and APH Meetings. Asking the board to approve the Out of State travel for these.
- Paul shared Proposal to increase administrators' salaries by \$5000 using STARS Act money. Implementation aligned with guidance from the Department of Administration. Asking the board to approve the pay increase for Plan 0061.
- He shared that we applied and approved for the Montana Read Grant Totaling a million dollars over four years.
- Paul mentioned that our MSDB Web page has been launched. Integrated features: up-to-date calendar, volunteer application, staff directory. Inquiry form established for MSDB parents, managed by the Outreach Admin Assistant.
- We have received our accreditation from OPI, and will be one of three schools to go under Cognia schools for new accreditation.
- It was mentioned that we have developed a draft on Safety manual and Emergency action plan. Both of these will be handed out during our staff PIR in August for feedback
- Paul shared that we are updating the new Policy Website and aligning with the School Boards Association with the BPE action dates, original policy dates.
- Paul reported that the Foundation has an MOU - regarding the Audit procedure and will share the Foundation budget at the July meeting.

Business Office - Donna

- Donna went over the financial report. Some program shortages anticipated; covered by reallocating personal services funds.
- Upcoming legal fees and other unexpected expenses addressed - DOJ - Legal Fees Maintenance Dept \$9,740.50. Final, DOJ - Legal Fees Cottage Dept \$14,532.10. June bill will be paid in July. DOJ - Legal Fees for Outreach. No bill yet. June bill will be paid in July.
- Paul mentioned ongoing legal considerations regarding outreach program's role with schools and parents. Review and potential adjustment of outreach services pending legislative approval

Residential - Jim Kelly - Absent

- Paul reported that the summer events and Family Learning Weekends for DHH and VI went well. Transition camp (2 year) and Camp Spark for Visually Impaired (1st year) highlighted their success

Education: School - Julie-Dee -Absent

- Paul reported for Julie-Dee Graduation was successful with six students. Have two graduates coming back to the LEAP program. Retirement celebrations for those that attended

Education: Outreach - Miranda Briggs - Absent

- Paul reported for Miranda Family Learning Weekends went well. Looking at combining them into one event next year. Goal is to connect parents with each other, regardless of their child's specific disability. Sent our surveys for CED and they indicated they were very happy with the event and enjoyed their time on campus and a desire to add additional learning times to the event and incorporate the Expanded Core Curriculum. Miranda also attached her Drat plan for Outreach for 2025-2026 school year.



**MONTANA
DEPARTMENT OF
ADMINISTRATION**

125 North Roberts
PO Box 200127
Helena, MT 59620-0127
406.444.3871
hr.mt.gov

State Human Resources Division

Greg Gianforte, Governor
Misty Ann Giles, Director

DATE: June 3, 2025
TO: Agency Human Resources and Payroll Staff
FROM: Karol Anne Davis, Administrator, State Human Resources Division
SUBJECT: HB 13 Implementation Guidelines

On March 27, 2025, Governor Greg Gianforte signed HB 13 into law, which states, "Effective on the first day of the first complete pay period that includes July 1, 2025, the base salary of each employee must be increased by \$1.00 an hour or by 2.5%, whichever is greater." These guidelines apply to all eligible employees defined in 2-18-101 (11) (a) and (b), MCA, who will receive the statutory pay adjustment.

HB 13 Guidelines

1. Executive Branch employees who are actively employed on June 28, 2025, will receive a \$1.00-per-hour base-salary increase, or 2.5%, whichever is greater.
2. This increase will be effective June 28, 2025, and will be reflected on the July 23, 2025, paycheck.
3. Temporary and seasonal employees will receive the statutory pay increase. Short-term workers and student interns will not receive the increase. To ensure accurate processing, short-term workers must be properly coded with the correct Reg/Temp indicator of Short-Term Worker or Short-Term Recurring. Student interns must be assigned to job codes B00957, C00957, D00957, J00957, G00957, or E00957.
4. Collective Bargaining Agreements (CBAs) must be ratified and Labor Relations must be notified of ratification by July 7, 2025, for those union employees to receive the statutory pay adjustment effective on June 28, 2025.
5. Legislative and Judicial Branch employees are not covered under these guidelines. Please contact sabhrshr@mt.gov if your Legislative or Judicial branch chooses to implement an across-the-board increase.
6. Salary adjustments for employees in the Exempt Pay Plan (061), including appointed officials defined in 2-18-103, MCA, and 2-18-104, MCA, must be authorized in writing by the approving authority. For assistance with entering the Exempt Pay Plan (061) increases into SABHRS HR, please contact sabhrshr@mt.gov or 406-444-7667.

The SABHRS HR process to implement the statutory pay increase will be initiated the morning of July 8, 2025, and will be reflected on employee's job record effective June 28, 2025, with the action code of "Pay Rate Change" and the reason code of "Statutory Appropriations Adj."

Agencies planning to provide pay adjustments in addition to the statutory increase must wait until after HRIS completes the statewide pay adjustment process to create the additional pay row in SABHRS HR. **Any increases given by your agency that do not meet the guidelines of the statutory raise should not be coded as "Statutory Appropriations Adj."** Please refer to the [Action Reason Code Catalog](#) for the appropriate reason.

If you have questions regarding the guidelines for this statutory increase, please contact the SABHRS HR Help Desk at sabhrshr@mt.gov.



MONTANA SCHOOL
for the Deaf & the Blind

Paul Furthmyre <pfurthmyre@msdb.k12.mt.us>

FW: Pay Request Process Question - Exempt Positions at MSDB

2 messages

Shoemaker, Bonnie <bshoemaker@mt.gov>

Mon, Jun 9, 2025 at 1:30 PM

To: Donna Schmidt <dschmidt@msdb.k12.mt.us>, Paul Furthmyre <pfurthmyre@msdb.k12.mt.us>

Cc: "Davis, Karol Anne" <karol.anne.davis@mt.gov>, "Plum, Jeff" <jeff.plum@mt.gov>

Paul and Donna;

You can use this email as your documentation for approval for these raises – if you still need to go through the board, please follow your internal procedures. Let me know if you have questions.

From: Sassano, Amy <asassano@mt.gov>

Sent: Monday, June 9, 2025 12:38 PM

To: Hall, Nancy <nhall@mt.gov>; Davis, Karol Anne <karol.anne.davis@mt.gov>; Shoemaker, Bonnie <bshoemaker@mt.gov>

Subject: RE: Pay Request Process Question - Exempt Positions at MSDB

Thanks Nancy – these are approved.

Amy Sassano

Deputy Budget Director

Office of Budget and Program Planning

406-444-0619

asassano@mt.gov

From: Hall, Nancy <nhall@mt.gov>

Sent: Monday, June 9, 2025 12:38 PM

To: Sassano, Amy <asassano@mt.gov>; Davis, Karol Anne <karol.anne.davis@mt.gov>; Shoemaker, Bonnie <bshoemaker@mt.gov>

Subject: Re: Pay Request Process Question - Exempt Positions at MSDB

Yes, MSDB met the STARS Act requirements and all these positions qualify to receive a QE payment.

Nancy

Get [Outlook for iOS](#)

From: Sassano, Amy <asassano@mt.gov>
Sent: Monday, June 9, 2025 11:13:01 AM
To: Davis, Karol Anne <karol.anne.davis@mt.gov>; Shoemaker, Bonnie <bshoemaker@mt.gov>
Cc: Hall, Nancy <nhall@mt.gov>
Subject: RE: Pay Request Process Question - Exempt Positions at MSDB

Let me check with Nancy Hall (CC'd) to see if she agrees they comply with the STARS Act. I know they did get funding.

Amy Sassano

Deputy Budget Director

Office of Budget and Program Planning

406-444-0619

asassano@mt.gov

From: Davis, Karol Anne <karol.anne.davis@mt.gov>
Sent: Friday, June 6, 2025 10:55 PM
To: Sassano, Amy <asassano@mt.gov>
Cc: Shoemaker, Bonnie <bshoemaker@mt.gov>
Subject: Pay Request Process Question - Exempt Positions at MSDB

Amy –

Bonnie and I were discussing the request below and thought it best to check with you on this before responding. Do the requests below need to go through OBPP? We ask because they are exempt, and I believe would go before the board.

Thanks,



KAROL ANNE DAVIS | Administrator

State Human Resources Division

Department of Administration

DESK 406.444.3885

[website](#) | [map](#) | [email](#) | [facebook](#)

From: Donna Schmidt <dschmidt@msdb.k12.mt.us>
Sent: Friday, May 30, 2025 1:10 PM
To: Shoemaker, Bonnie <bshoemaker@mt.gov>; Paul Furthmyre <pfurthmyre@msdb.k12.mt.us>
Subject: [EXTERNAL] Pay increases to job code 000091

Hi Bonnie,

I spoke to our Superintendent, Paul Furthmyre, and he wanted me to let you know the raises he would like to give to the following positions are tied to HB252 the STARS act. The four employees listed below are all under job code 000091. What approvals, if any, are needed for these exempt from classification positions. All other employees in the STARS act are covered by a CBA that is in the process of negotiations and the amount will be included in the CBA. But this group of staff are not covered by the CBA. We just want to make sure we are doing the increases correctly.

51304001 Julie Dee Alt
51300327 Miranda Briggs
51300002 Donna Schmidt
51300400 Jim Kelly

--

Sincerely,

Donna Schmidt, Business Manager

Montana School for the Deaf and the Blind

3911 Central Ave.

Great Falls, MT 59405

Office Hours: Mon - Fri, 7:30 am - 3:30 pm

406-771-6002 (Office)

406-431-8450 (Cell)

406-771-6164 (Fax)

dschmidt@msdb.k12.mt.us

Donna Schmidt <dschmidt@msdb.k12.mt.us>
To: "Shoemaker, Bonnie" <bshoemaker@mt.gov>

Tue, Jun 10, 2025 at 9:24 AM

6/10/25, 11:23 AM

Montana School for the Deaf and the Blind Mail - FW: Pay Request Process Question - Exempt Positions at MSDB

Cc: Paul Furthmyre <pfurthmyre@msdb.k12.mt.us>, "Davis, Karol Anne" <karol.anne.davis@mt.gov>, "Plum, Jeff" <jeff.plum@mt.gov>

Thanks Bonnie.

[Quoted text hidden]

Susie Hedalen, Superintendent

PO Box 202501

Helena, MT 59620-2501



44.3680

i.mt.gov

May 23, 2025

Subject: Montana Reads Grant Award Notification

Dear Superintendent Furthmyre,

We are pleased to inform you that the **Montana School for the Deaf and Blind** has been selected to receive a Montana Reads Grant. This award is granted in support of your proposed application which was submitted as part of our funding cycle that runs from June 1, 2025 – September 30, 2029.

Your project stood out for its innovative approach to using evidence-based practices to advance literacy instruction and its strong potential to create meaningful, measurable outcomes within the community. We commend your commitment to improving access to education and literacy resources for the students in your district.

Early next week you will receive another email with:

- An Authorized Representative document
 - This will only need to be returned *if your application did not include the signatures of all board members.*
- A finalized budget outline for your review
 - All districts will need to confirm budget totals before we send a Grant Award Notification (GAN)
- A timeline of grant activities
- Fund distribution next steps

If you have any questions or require additional information, feel free to contact Rachel Gott at Rachel.Gott@mt.gov or 406-465-4218.

We are excited to support your efforts and look forward to seeing the impact of your work. Congratulations again on your award and thank you for your dedication to literacy and lifelong learning.

Sincerely,

Susie Hedalen
Superintendent

Office of Public Instruction

WELCOME

* indicates required fields

Students can attend the Educational Program on MSDB's campus in Great Falls for a number of reasons. Attendance in the Campus Education Program can be as a day student for those residing near Great Falls or as a residential student for those who live farther away. Students age 18-months through age 21 are eligible to attend the campus program.

MSDB Outreach Services may assist in determining the needs of children and students, from birth through age 21, identified with or suspected of meeting the IDEA qualifying disability category of deafness, hearing impairment, visual impairment, or deafblindness.

We are excited that you are exploring MSDB as a possible placement for your child. Whether this would be a full-time student, outreach student, and/or a summer program attendee, please fill out the inquiry form and one of our team members will be in touch with you shortly.

How can we help you today?

I would like to:

- ☐ Inquire about Campus Services
- ☐ Inquire about Outreach Services
- ☐ Inquire about Special Events
- ☐ Inquire about Student Group Activities
- ☐ Request a Campus Tour

About the Student

Name *

First*

Middle

Last*

Suffix

Preferred Name

Gender *☐Female ☐Male ☐Prefer Not To Answer**Date of Birth ***

mm/dd/yyyy

Please indicate the school year that you are hoping the student will begin or attend a Special Event at MSDB.

School Year Student Would Enroll or Attend Special Event *

Please select the grade level your student will be in when they begin attending MSDB. (Please note, This would be after the 10-Day Observation and your child has officially accepted a program.) If you're interested in special events like Campus Enrichment Days or Summer Camps, choose the grade your student will be in at the time of the event.

School or Special Event Application Grade ***County of Residence ***

About the Parent/Guardian

Name *

Title

First*

Middle

Last*

Suffix

Preferred Name

Relationship to Student *

Cell Phone (xxx-xxx-xxxx) *

Cell

Type

Number*

SMS Opt In*

By selecting yes, you are agreeing to receive SMS text messages from Montana School for the Deaf & the Blind. Notification frequency varies. Message & data rates may apply. To opt-out of all SMS notifications from this organization, select no or text STOP to 1-866-620-7056.

☐ Yes ☐ No

Home Phone (xxx-xxx-xxxx)

Home

Type

Number

Email ***Mailing Address ***

Address Line 1 *

Address Line 2/Apt/Suite

Select...

Country *

City *

State

Zip / Postal Code

Thanks for reaching out! Out of curiosity...**How did you hear about Montana School for the Deaf & the Blind? ***

Susie Hedalen, Superintendent
PO Box 202501
Helena, MT 59620-2501



Phone: 406.444.3680
opi.mt.gov

May 16, 2025

9089 Mont Sch for Deaf & Blind

To Whom It May Concern:

This is a letter of confirmation that **Mont Sch for Deaf & Blind 9089** is accredited by the state of Montana Office of Public Instruction and is operational in the state of Montana. The overall accreditation status is a combination of the State of Montana assurance standards and student performance standards as outlined in the Administrative Rules of Montana Chapter [10.55.606](#). **Mont Sch for Deaf & Blind 9089** is authorized to offer education per the Montana Office of Public Instruction. Should you need to know more about the overall accreditation process and rules for the state of Montana that can be found under the Administrative Rules of Montana [Chapter 10.55, Standards of Accreditation](#).

Please contact OPI Accreditation with any questions at opiaccred@mt.gov.

Sincerely,

A handwritten signature in black ink that reads "Susie Hedalen". The signature is written in a cursive, flowing style.

Susie Hedalen
Montana State Superintendent of Public Instruction



2024-2025 Accreditation Status Report

System: 9089 Mont Sch for Deaf & Blind

District Assurance Standards:

STANDARD	ARM RULE	Points Possible	Points Earned	Comments
A	10.55.601(3)	4	4	N/A
B	10.55.601	4	1	N/A
C	10.55.601	4	4	N/A
D	10.55	8	8	N/A
H	10.55.722	4	4	N/A
J	10.55.901 , 10.55.902 , 10.55.904	4	3	N/A
L	10.55.601(4a)	4	4	Reviewer 1: Meets Criteria. Reviewer 2: Thorough evidence was provided to earn 'regular' status.
M	10.55.603(1, 4c, d)	4	4	Reviewer 1: Montana School for Deaf & Blind's curriculum review process and schedule, supported by a consortium and incorporating IEFA considerations, meets the criteria. Future accreditation cycles will require the district to demonstrate a clear proficiency-based learning model. Specifically, the systems of instruction, assessment, and academic reporting do not appear to be consistently based on students demonstrating mastery of the knowledge and skills outlined in



				standards. Reviewer 2: MSDB submitted evidence demonstrating their work toward a proficiency-based learning model, including the professional learning from Dr. Marie Alcock. MSDB is also a part of the GTCC and shared the review process and schedule in alignment with the rubric as well.
N	10.55.603(5)	4	4	Reviewer 1: Assessment plan utilizes multiple measures to evaluate student proficiency, growth, and progression. Reviewer 2:
O	10.55.714(1&3)	4	1	Reviewer 1: A professional development plan and evidence of the process on how a committee determines the PD was provided. However, no evidence was provided to show how the PD plan is publicly available. To improve from a deficiency level to a regular, MSDB needs to provide a link where the strategic plan (PD plan) can be found accessible to the public. Reviewer 2: 1. Is developed and available to employees and the public: The professional development plan has been developed. On the website under Professional Development it looks as though the offerings are for the public rather than staff. To provide evidence of the plan being made publicly, providing a link would be advantageous. 2. The development and evaluation was conducted by an advisory committee composed of a majority of teachers: Although



				staff suggestions were taken into account, evidence of an advisory committee composed of a majority of teachers was not determined. 3. Assures that the professional development covers all areas 10.55.714(1)(a-n): District responded 'yes' to all assurances.
P	10.55.723	4	4	Reviewer 1: Evidence meets the requirements. Note: In the future please include formalize plan based on the recommendations. Reviewer 2: The district showed evidence of all requirements being met.
Q	10.55.724(1&2)	4	4	Reviewer 1: Meets criteria with evidence of a tool and the narrative outlined the schedule for teacher evaluations. Reviewer 2: Meets criteria. Evaluation tools are comprehensive and exemplary.
R	10.55.801	4	4	Meets criteria.

Susie Hedalen, Superintendent
PO Box 202501
Helena, MT 59620-2501



Phone: 406.444.3680
opi.mt.gov

County: 007 Cascade
System: 9089 Mont Sch for Deaf & Blind
School: 9368 MT Sch For Deaf & Blind El

FINAL ACCREDITATION STATUS:

Assurance Standards Level:
Student Performance Standards Level
Corrective Plan

Regular
Regular
Regular
NO

School Assurance Standards:

STANDARD	ARM RULE	Points Possible	Points Earned	Comments
E	10.55.702-710 , 10.55.716	4	4	
F	10.55.712 , 10.55.713	4	4	
G	10.55.714	4	4	
K	10.55.901 , 10.55.902 , 10.55.904	4	4	N/A

Susie Hedalen, Superintendent
PO Box 202501
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opi.mt.gov

School Student Performance Standards:

STANDARD	ARM RULE	Points Possible	Points Earned	Comments
SP-A	10.55.603	4	4	N/A
SP-B	10.55.603	4	4	N/A

Susie Hedalen, Superintendent
PO Box 202501
Helena, MT 59620-2501



Phone: 406.444.3680
opi.mt.gov

County: 007 Cascade
System: 9089 Mont Sch for Deaf & Blind
School: 9371 MT Sch For Deaf & Blind HS

FINAL ACCREDITATION STATUS:

Assurance Standards Level:
Student Performance Standards Level
Corrective Plan

Regular
Regular
Regular MD
NO

School Assurance Standards:

STANDARD	ARM RULE	Points Possible	Points Earned	Comments
E	10.55.702-710 , 10.55.716	4	4	
F	10.55.712 , 10.55.713	4	4	
G	10.55.714	4	4	
I	10.55.902 , 10.55.904	4	4	
K	10.55.901 , 10.55.902 , 10.55.904	4	4	N/A

Susie Hedalen, Superintendent
PO Box 202501
Helena, MT 59620-2501



Phone: 406.444.3680
opi.mt.gov

School Student Performance Standards:

STANDARD	ARM RULE	Points Possible	Points Earned	Comments
SP-C	10.55.606(6)	4	3	N/A

**MSDB Foundation
Budget
FYE June 30, 2026**

	BUDGET ITEM	FYE Budget June 30, 2026	FYE 2025 Budget	
Revenue:				
41100	Contributions Temporary Restricted	15,500.00	14,700.00	Contributions designated to budget Expenses
41400	Individual Contributions	60,000.00	17,000.00	
41410	Business Contributions	26,000.00	10,000.00	FYE 2023 Browning Kimball \$25,000 (Gym Equipment)
41415	Memorial & Trust Contributions	31,000.00		
41710	Investment Income - Interest	250.00	475.00	
41720	Investment Income - Dividends	80,000.00	80,000.00	
41730	Investment Income - Realized Gain	0.00	0.00	
41740	Investment Income - Unrealized Gains			
41750	Less: Investment Management Fee	(15,000.00)	(18,000.00)	Managed Investment Account
71020	Interest Earned	405.00	325.00	
41600	Fundraising	15,000.00	135,000.00	Bowling Alley (135) Stage(236)
41300	Grant Income	0.00	3,000.00	
	Other			
	Total Revenue:	213,155.00	242,500.00	

Operating Budget:

Administrative Expense

51100	General And Administrative	1,200.00	1,200.00	
51200	Office Equipment and Supplies	2,500.00	3,000.00	Office equipment and supplies - \$5,000 onetime website update(FYE 2022)
51300	Bank Charges	0.00	50.00	
51600	QuickBooks	2,820.00	1,500.00	Monthly charge \$90 / mo.- QuickBooks online
51700	Foundation Staff Development	0.00	750.00	
51800	Foundation Travel & Meeting Expense	4,000.00	4,000.00	Transportation cost for out of town board members / per diem
51910	Insurance	805.00	805.00	
52100	Salaries & Wages	25,376.00	25,376.00	Bookkeeper (Shirley), Administrative services director (Carmen)
52400	Payroll / Taxes / FICA	4,300.00	4,300.00	
52600	Workman's Comp SUTA	950.00	950.00	Hourly and exempt employees
53200	ADP Fees	1,060.00	800.00	
53100	Accounting Fees	5,300.00	5,300.00	Douglas Wilson
53300	Audit Fees	25,500.00	15,000.00	Annual Audit
	Total	73,811.00	63,031.00	

Fundraising & Development

56100	Express Magazine	24,000.00	24,000.00	Express Magazine (\$6,000 per Print - three or four times per year) MSDB Annual Report
56200	Fundraising Expense	8,000.00	8,000.00	Prior Fundraising included HG Consulting hourly expense-
56400	Public Relations & Development	2,500.00	2,500.00	Fundraising
56410	Bloomerang Software	4,327.00	4,327.00	
56420	HG Consulting / Heidi Gibson Contract	30,000.00	30,000.00	Heidi Gibson \$2,500/ mo.

Total		68,827.00	68,827.00	
MSDB Direct Support				
57100	Accreditation	8,000.00	11,400.00	Various Accreditation
57200	Cottage Support - Cottage Activities	4,000.00	2,500.00	Support activities in cottages such as students going movies or other special events
57250	Cottage Remodel	4,000.00	4,200.00	Two cottage wings being renovated - one time expense
57280	Special Equipment Purchases / Grant Expenditures	15,000.00	135,000.00	Cottage (FYE 2026) / Restricted Donations
57300	Hearing Molds & Evaluations	5,000.00	5,000.00	Funding hearing molds & examinations
57350	Northwest Association of Blind Athletes	11,500.00	11,500.00	Fixed Charge- provides staffing from NWABA to provide events on campus and though the state
	Professional Development Funding Contract	5,000.00	5,000.00	\$2,000 to \$5,000 Funds for educational cost - Scholarship for one employee request must be submitted by April 30th. Employee must sign a 3 year contract or repay funds.
57400	Staff Professional Development	20,000.00	30,000.00	Funds to send teachers and staff to conferences and trainings
57450	Special Equipment Repair	0.00	0.00	Specific to repairing equipment
57500	Staff Awards	7,000.00	7,000.00	Staff Awards - most valuable peer etc., gift cards at Christmas and teacher appreciation
57550	Student Support - Student Activities	4,500.00	6,500.00	Catch all - various student expenses could include event activities
57600	Visual Evaluations	0.00	0.00	Eye exams
57650	Yearbook	700.00	850.00	Funds yearbook expense
	Total	84,700.00	218,950.00	
Student Activities				
58020	Academic Bowl	9,000.00	9,000.00	Jeopardy format - Involves travel for a 2-3 day academic competition
58030	Arbor Day	500.00	500.00	Celebration - Spring Music Program / Plant to honor retirees
58050	Student Awards	2,000.00	4,000.00	Student Awards - various
	Braille Challenge	300.00	300.00	
58060	Butterfly Garden / Tiny Town Sign	0.00	0.00	was a one time purchase for planters by cottages - sign was never placed.
58070	Christmas	500.00	1,000.00	Gift bags from Santa / various Christmas activities
58080	Easter	300.00	300.00	Easter Activities for students
58090	Expressions of Silence	1,500.00	1,500.00	Sign Language club - supplement student fundraising
58091	Fall Celebration	2,000.00	1,000.00	
58092	Spring Celebration	3,500.00	3,500.00	
58100	Family Learning weekend - Blind	8,000.00	8,000.00	Weekend event - Weekend activity - provides mileage, material, crafts, t-shirts and bags. State pays wages for staff.
58110	Family Learning weekend - Deaf	8,000.00	8,000.00	Weekend event - Weekend activity - provides mileage, material, crafts, t-shirts and bags. State pays wages for staff.
	Family Resource Day	0.00	0.00	
58120	Flying Hooves Club	1,000.00	1,500.00	After school club - helps support completion academic completion trip
58130	Games Visually Impaired	0.00	2,500.00	Spring Event - students compete in activities cost include t-shirts, food and misc.
58140	Goalball	2,500.00	1,000.00	Games - travel, uniforms snacks etc. Club formed Spring of 2022
58150	Graduation	750.00	750.00	Pays for flowers , cakes cost for caps and gown, speaker, diplomas

58160	Halloween	250.00	300.00	Provide money for treats, decorations for parties etc.
58170	Jogging Jokes	0.00	0.00	After School Club - physical activities
58180	Prom	300.00	300.00	Provide funds for decorations, foods, DJ
58190	Moving Mustangs	200.00	300.00	Moving Mustang / Parent Teacher House Parent Assoc.
58200	Senior Trip	6,000.00	5,750.00	Provides funds sponsors, typically \$300 per student. Students also fundraise to supplement.
58210	Ski Trip	4,500.00	3,500.00	Provides funs for student activity (2 or 3 trips to Showdown, rental cost learn to ski program)
	Student Ambassador Program	200.00	300.00	
58220	Summer Camp - Blind	4,000.00	4,000.00	pays wages for staff.
58230	Summer Camp - Deaf	4,000.00	4,000.00	pays wages for staff.
	Visually Impaired Performers (VIP)	250.00	500.00	After School Activity - purchase t-shirts, equipment
58240	Other Student Activities			
	Total	59,550.00	61,800.00	

Capital Budget

59000	Technology / Equipment	5,000.00	5,000.00	Assisting with purchasing and improving equipment
	Total	5,000.00	5,000.00	

Total Expenses	291,888.00	417,608.00
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Net Income / Loss	(78,733.00)	(175,108.00)
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Adjustments:

Less: Investment Income	65,250.00	62,475.00
Adjusted Net operating Income	<u>(143,983.00)</u>	<u>(237,583.00)</u>

Cash from Investment Account	158,483.00	240,000.00
Investment Account Balance at beginning of year	3,546,489.00	3,328,735.00
	2/28/2025	6/30/2024
Percent of Draw	4.47%	7.21%
Investment Policy Target Return 5.50%		

Notes: Budget does not include temporary restricted funds that could potentially be spent.

Montana School for the Deaf and Blind Foundation, Inc

Budget vs. Actuals: Budget_FY25_P&L - FY25 P&L

July 2024 - June 2025

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
Revenue				
40000 Contributions				
41100 Contributions Temporarily Restricted	74,284.33	14,700.00	59,584.33	505.34 %
41300 Grant Income		3,000.00	-3,000.00	
41400 Individual Contributions	46,574.14	17,000.00	29,574.14	273.97 %
41410 Business Contributions	45,377.06	10,000.00	35,377.06	453.77 %
41415 Memorial & Trust Contributions	199,591.40		199,591.40	
Total 40000 Contributions	365,826.93	44,700.00	321,126.93	818.40 %
41600 Fundraising Event Income	318.00	135,000.00	-134,682.00	0.24 %
41700 Investment Income				
41710 Investment Interest	29.55	475.00	-445.45	6.22 %
41720 Investment Dividends	101,460.24	80,000.00	21,460.24	126.83 %
41740 Investment Unrealized Gain (Loss)	117,316.50		117,316.50	
41750 Investment Management Fee	-22,376.00	-18,000.00	-4,376.00	124.31 %
Total 41700 Investment Income	196,430.29	62,475.00	133,955.29	314.41 %
Total Revenue	\$562,575.22	\$242,175.00	\$320,400.22	232.30 %
GROSS PROFIT	\$562,575.22	\$242,175.00	\$320,400.22	232.30 %
Expenditures				
51000 Office/General Administrative Expenditures				
51100 Office/General Administrative Expenditures	49.99	1,200.00	-1,150.01	4.17 %
51200 Office Equipment & Supplies	2,361.51	3,000.00	-638.49	78.72 %
51300 Bank Charges	1.08	50.00	-48.92	2.16 %
51500 Postage	543.74		543.74	
51600 Quickbooks	1,865.32	1,500.00	365.32	124.35 %
51700 Foundation Staff Development		750.00	-750.00	
51800 Foundation Travel & Meeting Expense	1,553.39	4,000.00	-2,446.61	38.83 %
51910 Insurance	803.00	805.00	-2.00	99.75 %
Total 51000 Office/General Administrative Expenditures	7,178.63	11,305.00	-4,126.37	63.49 %
52000 Salaries & Wages				
52100 Salaries & Wages	15,261.96	25,376.00	-10,114.04	60.14 %
52300 Payroll Wage Expenses		4,300.00	-4,300.00	
52400 Payroll / Taxes Fed / FICA	5,267.04		5,267.04	
52600 Workman's Comp.	430.53	950.00	-519.47	45.32 %
53200 ADP Fee	1,075.60	800.00	275.60	134.45 %
Total 52000 Salaries & Wages	22,035.13	31,426.00	-9,390.87	70.12 %
53000 Legal & Professional Services				
53100 Accounting Fees	1,915.00	5,300.00	-3,385.00	36.13 %
53300 Audit Fee	12,000.00	15,000.00	-3,000.00	80.00 %
Total 53000 Legal & Professional Services	13,915.00	20,300.00	-6,385.00	68.55 %
56000 Fundraising & Development	100.00		100.00	
56100 Express Magazine	18,768.36	24,000.00	-5,231.64	78.20 %
56200 Fundraising Expense	867.81	8,000.00	-7,132.19	10.85 %

Montana School for the Deaf and Blind Foundation, Inc

Budget vs. Actuals: Budget_FY25_P&L - FY25 P&L

July 2024 - June 2025

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
56400 Public Relations & Development	3,137.25	2,500.00	637.25	125.49 %
56410 Bloomerang Subscription	3,989.38	4,327.00	-337.62	92.20 %
56420 HG Consulting Contract	30,000.00	30,000.00	0.00	100.00 %
Total 56000 Fundraising & Development	56,862.89	68,827.00	-11,964.20	82.62 %
57000 MSDB Direct Support				
57100 Accreditation	11,415.00	11,400.00	15.00	100.13 %
57200 Cottage Support	3,807.90	2,500.00	1,307.90	152.32 %
57250 Cottager Remodel	2,400.00	4,200.00	-1,800.00	57.14 %
57280 Special Equipment & Grant Expenditures	62,766.58	135,000.00	-72,233.42	46.49 %
57300 Hearing Molds & Evaluations	3,427.29	5,000.00	-1,572.71	68.55 %
57350 Northwest Association of Blind Athletes	11,500.00	11,500.00	0.00	100.00 %
57399 Professional Development Funding Contract		5,000.00	-5,000.00	
57400 Staff Professional Development	17,868.00	30,000.00	-12,132.00	59.56 %
57450 Special Equipment Repair		0.00	0.00	
57500 Staff Awards	5,307.32	7,000.00	-1,692.68	75.82 %
57550 Student Support	3,013.43	6,500.00	-3,486.57	46.36 %
57650 Yearbook	-45.03	850.00	-895.03	-5.30 %
57700 Technology & Equipment	4,802.76	5,000.00	-197.24	96.06 %
Total 57000 MSDB Direct Support	126,263.25	223,950.00	-97,686.75	56.38 %
58000 Student Activities				
58020 Academic Bowl	6,178.22	9,000.00	-2,821.78	68.65 %
58030 Arbor Day	376.45	500.00	-123.55	75.29 %
58050 Student Awards	1,450.82	4,000.00	-2,549.18	36.27 %
58051 Braille Challenge		300.00	-300.00	
58070 Christmas	291.68	1,000.00	-708.32	29.17 %
58080 Easter		300.00	-300.00	
58090 Expressions of Silence		1,500.00	-1,500.00	
58091 Fall Celebration	2,010.00	1,000.00	1,010.00	201.00 %
58092 Spring Celebration		3,500.00	-3,500.00	
58100 Family Learning Weekend - Blind	3,244.30	8,000.00	-4,755.70	40.55 %
58110 Family Learning Weekend - Deaf	3,313.94	8,000.00	-4,686.06	41.42 %
58120 Flying Hooves Club	406.54	1,500.00	-1,093.46	27.10 %
58130 Games Visually Impaired	2,111.29	2,500.00	-388.71	84.45 %
58140 Goalball	62.45	1,000.00	-937.55	6.25 %
58150 Graduation	422.81	750.00	-327.19	56.37 %
58160 Halloween		300.00	-300.00	
58180 Prom	263.81	300.00	-36.19	87.94 %
58190 Moving Mustangs / Red Ribbon PTHA		300.00	-300.00	
58200 Senior Trip	2,054.50	5,750.00	-3,695.50	35.73 %
58210 Ski Trip	1,558.20	3,500.00	-1,941.80	44.52 %
58211 Student Ambassador Program		300.00	-300.00	
58220 Summer Camp - Blind		4,000.00	-4,000.00	
58230 Summer Camp - Deaf	862.75	4,000.00	-3,137.25	21.57 %

Montana School for the Deaf and Blind Foundation, Inc

Budget vs. Actuals: Budget_FY25_P&L - FY25 P&L

July 2024 - June 2025

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
58240 Visually Impaired Performers (VIP)		500.00	-500.00	
Total 58000 Student Activities	24,667.76	61,866.60	-37,192.24	39.82 %
Total Expenditures	\$250,861.97	\$417,668.60	\$-166,746.63	60.67 %
NET OPERATING REVENUE	\$311,713.25	\$-175,433.60	\$487,146.25	-177.68 %
Other Revenue				
70110 Dividend Revenue	100.00		100.00	
71020 Interest Earned	627.01	325.00	302.01	192.93 %
Total Other Revenue	\$727.01	\$325.00	\$402.01	223.70 %
Other Expenditures				
71000 Other Expense				
71100 In-Kind Donated Goods & Service Expense	3,000.00		3,000.00	
Total 71000 Other Expense	3,000.00		3,000.00	
Total Other Expenditures	\$3,000.00	\$0.00	\$3,000.00	0.00 %
NET OTHER REVENUE	\$-2,272.99	\$325.00	\$-2,597.99	-699.38 %
NET REVENUE	\$309,440.26	\$-175,108.60	\$484,548.26	-176.71 %

51130 School for the Deaf & Blind ORG Budget Summary - No A Accruals

Data Selected for Month/FY: 01 (Jul)/2025 through 12 (Jun)/2025

This report compares ORG Budgets (ORG_BD) to Actuals expended amounts

JUN 18 2025

Business Unit	(All)
Program Year	2025
FY_BudPer	(All)
Month	(All)
Source of Auth	(All)
Fund Type	(All)
Org	(All)
Account	(All)
Acct Lvl 2	(All)
Account Type	E
Project	(All)
Ledger	(All)

[Return to Menu](#)

OBPP Program Fund	Subclass	Acct Lvl 1	ORG Budget	Actuals Amt	Balance
01 ADMINISTRATION PROGRAM			765,164.72	698,971.20	66,193.52
01100 General Fund			747,429.00	681,235.48	66,193.52
300H1 ADMINISTRATION			588,882.00	544,115.39	44,766.61
		61000 Personal Services	519,706.00	486,308.78	33,397.22
		62000 Operating Expenses	69,176.00	57,806.61	11,369.39
300H5 STATE ITSD (RST)			158,547.00	137,120.09	21,426.91
		62000 Operating Expenses	158,547.00	137,120.09	21,426.91
02050 School Trust Interest/Income			3,394.00	3,394.00	0.00
300H1 ADMINISTRATION			3,394.00	3,394.00	0.00
		61000 Personal Services	3,394.00	3,394.00	0.00
02259 MSDB MISC MOUS			14,341.72	14,341.72	0.00
300A1 DIGITAL ACADEMY			14,341.72	14,341.72	0.00
		61000 Personal Services	13,879.08	13,879.09	(0.01)
		62000 Operating Expenses	462.64	462.63	0.01
02 GENERAL SERVICES			737,772.73	665,881.85	71,890.88
01100 General Fund			699,026.00	627,135.12	71,890.88
305F4 FY2024 CARRYFORWARD			31,619.00	25,058.09	6,560.91
		62000 Operating Expenses	1,836.00	1,825.59	10.41
		63000 Equipment & Intangible Assets	29,783.00	23,232.50	6,550.50
305H1 GENERAL SERVICES			667,407.00	602,077.03	65,329.97
		61000 Personal Services	349,222.00	326,648.46	22,573.54
		62000 Operating Expenses	288,734.00	273,210.57	15,523.43
		68000 Transfers-out	1,000.00	0.00	1,000.00
		69000 Debt Service	28,451.00	2,218.00	26,233.00
02259 MSDB MISC MOUS			38,746.73	38,746.73	0.00
305A2 DEQ - LEAD MITIGATION SCHOOLS			38,746.73	38,746.73	0.00
		62000 Operating Expenses	38,746.73	38,746.73	0.00
03 STUDENT SERVICES			2,236,572.00	2,111,037.96	125,534.04
01100 General Fund			2,201,843.00	2,089,531.76	112,311.24
310H1 STUDENT SERVICES			2,089,343.00	2,047,448.67	41,894.33
		61000 Personal Services	1,956,103.00	1,916,769.75	39,333.25
		62000 Operating Expenses	133,240.00	130,678.92	2,561.08
310H4 FAMILY ENGAGEMENT OPP			42,500.00	0.00	42,500.00
		61000 Personal Services	42,500.00	0.00	42,500.00
310H6 STUDENT TRAVEL			45,000.00	26,960.38	18,039.62
		62000 Operating Expenses	45,000.00	26,960.38	18,039.62
310H7 STUDENT EXTRACURIC TRAVEL			25,000.00	15,122.71	9,877.29
		62000 Operating Expenses	25,000.00	15,122.71	9,877.29
03167 National School Lunch			34,729.00	21,506.20	13,222.80
310H1 STUDENT SERVICES			34,729.00	21,506.20	13,222.80
		62000 Operating Expenses	34,729.00	21,506.20	13,222.80
04 EDUCATION			6,570,097.92	6,066,821.56	503,276.36
01100 General Fund			5,883,580.00	5,528,783.62	304,816.38
315H1 EDUCATION			5,771,642.00	5,479,676.12	291,965.88
		61000 Personal Services	5,431,509.00	5,153,679.52	277,829.48
		62000 Operating Expenses	340,133.00	325,996.60	14,136.40
315H3 PROFESSIONAL DEVELOPMENT			35,000.00	22,149.50	12,850.50

OBPP Program	Fund	Subclass	Acct Lvl 1	ORG Budget	Actuals Amt	Balance
04 EDUCATION	01100 General	315H3 PROFESSIONAL DEVELOPMENT	62000 Operating Expenses	35,000.00	22,149.50	12,850.50
		<u>315H4 EXTRACURRIC COMP</u>		26,938.00	26,938.00	0.00
			61000 Personal Services	26,938.00	26,938.00	0.00
	02050 School Trust Interest/Income			302,341.00	222,587.92	79,753.08
		<u>315H1 EDUCATION</u>		302,341.00	222,587.92	79,753.08
			61000 Personal Services	302,341.00	222,587.92	79,753.08
	02243 Medicaid			11,534.00	0.00	11,534.00
		<u>315H1 EDUCATION</u>		11,534.00	0.00	11,534.00
			62000 Operating Expenses	11,534.00	0.00	11,534.00
	03012 E.C.I.A. Chapter I			52,861.00	49,557.00	3,304.00
		<u>315H1 EDUCATION</u>		52,861.00	49,557.00	3,304.00
			61000 Personal Services	52,861.00	49,557.00	3,304.00
	03064 EHA, Part B			119,219.00	28,166.68	91,052.32
		<u>315H1 EDUCATION</u>		119,219.00	28,166.68	91,052.32
			61000 Personal Services	49,219.00	0.00	49,219.00
			62000 Operating Expenses	70,000.00	28,166.68	41,833.32
	03235 DPHHS Grant			35,750.00	24,794.67	10,955.33
		<u>315AP PRE-ETS GRANT</u>		7,250.00	3,819.62	3,430.38
			62000 Operating Expenses	7,250.00	3,819.62	3,430.38
		<u>315AS PRE-ETS</u>		28,500.00	20,975.05	7,524.95
			62000 Operating Expenses	28,500.00	20,975.05	7,524.95
	03396 DPHHS Grant - Newborn Hearing			26,250.00	24,388.75	1,861.25
		<u>315AQ NEWBORN HEARING</u>		26,250.00	24,388.75	1,861.25
			61000 Personal Services	16,500.00	16,500.00	0.00
			62000 Operating Expenses	9,750.00	7,888.75	1,861.25
	03590 Federal Literacy Grant			188,562.92	188,562.92	0.00
		<u>315AR LITERACY GRANT 9/30/24</u>		188,562.92	188,562.92	0.00
			61000 Personal Services	17,333.00	17,333.00	0.00
			62000 Operating Expenses	171,229.92	171,229.92	0.00
Grand Total				10,309,607.37	9,542,712.57	766,894.80

51130 School for the Deaf & Blind Revenue Estimate Summary by Org, Fund, Account

Data Selected for Month/FY: 01 (Jul)/2025 through 12 (Jun)/2025

This report compares Revenue Budgets (REV/EST_BD) to Recognized Amounts (REV/EST_RC) from LEDGER_KK

Business Unit	(All)
Program Year	2025
Budget Period	(All)
OBPP Program	(All)
Fund Type	(All)
Acct Lvl 1	(All)
Ledger	(All)

[Return to Menu](#)

Org	Fund	Account	Revenue Budget	Rev Recognized	Rev Est Balance
ALL	All Organization Rollup		852,476.45	685,537.94	166,938.51
	01100 General Fund		31,000.00	26,302.03	4,697.97
		560400 Land Leases	29,000.00	26,044.93	2,955.07
		585000 Miscellaneous Receipts	2,000.00	257.10	1,742.90
	02050 School Trust Interest/Income		305,735.00	225,989.92	79,745.08
		582800 Transfers In-General	305,735.00	225,989.92	79,745.08
	02259 MSDB MISC MOUS		53,088.45	53,088.45	0.00
		581200 State Grants / Contracts	14,341.72	14,341.72	0.00
		582800 Transfers In-General	38,746.73	38,746.73	0.00
	03012 E.C.I.A. Chapter I		52,861.00	49,557.00	3,304.00
		582800 Transfers In-General	52,861.00	49,557.00	3,304.00
	03064 EHA, Part B		110,000.00	110,000.00	0.00
		582800 Transfers In-General	110,000.00	110,000.00	0.00
	03167 National School Lunch		34,729.00	24,106.20	10,622.80
		582800 Transfers In-General	34,729.00	24,106.20	10,622.80
	03235 DPHHS Grant		41,500.00	24,500.00	17,000.00
		582800 Transfers In-General	41,500.00	24,500.00	17,000.00
	03396 DPHHS Grand - Newborn Hearing		35,000.00	6,792.34	28,207.66
		582800 Transfers In-General	35,000.00	6,792.34	28,207.66
	03590 Federal Literacy Grant		188,563.00	165,202.00	23,361.00
		582800 Transfers In-General	188,563.00	165,202.00	23,361.00
Grand Total			852,476.45	685,537.94	166,938.51

PROJECTIONS AS OF 6/18/2025

Administration FY24 Projections

P/S Expenditures to date: \$ 377,776.31 Average Payroll: \$15,111.09

Full PPE done: 25 Full PPE left: 1

			Balance	PAYROLL & BENEFITS FULL PPE'S LEFT:	PAYROLL & BENEFITS BLIND CAMP	PAYROLL & BENEFITS DEAF CAMP	PAYROLL & BENEFITS DEAF FLW	PAYROLL & BENEFITS BLIND FLW	Retirement Payouts	Stipends	BCD'S PENDING	PO'S PENDING	JOURNAL ENTRIES PENDING	6/22/2024 TO 6/30/204 USB	YEARLY PO'S	MONTHLY BILLS	BALANCE AFTER PROJECTED EXPENSES
01100 - General Fund	300H1 - Administration	61000 - Personal Services	\$33,397.22	(\$15,111.09)													\$18,286.17
		62000 - Operating Expenses	\$11,369.39												(\$401.27)	(\$2,743.45)	\$8,224.67
01100 - General Fund	300H5 - State ITSD (RST)	62000 - Operating Expenses	\$21,426.91													(\$12,375.02)	\$9,051.89
02050 - School Trust Interest/Income	300H1 - Administration	61000 - Personal Services	\$0.00														\$0.00
02259 - MSDH Misc MOU's	300A1 - Digital Academy	61000 - Personal Services	(\$50.01)														(\$50.01)
		62000 - Operating Expenses	\$0.01														\$0.01
			\$ 66,193.52														

PGM 1 \$15,562.73

Maintenance FY24 Projections

P/S Expenditures to date: \$ 249,134.94 Average Payroll: \$9,965.40

Full PPE done: 25 Full PPE left: 1

			Balance	PAYROLL & BENEFITS FULL PPE'S LEFT:	PAYROLL & BENEFITS BLIND CAMP	PAYROLL & BENEFITS DEAF CAMP	PAYROLL & BENEFITS DEAF FLW	PAYROLL & BENEFITS BLIND FLW	Retirement Payouts	Stipends	BCD'S PENDING	PO'S PENDING	JOURNAL ENTRIES PENDING	6/22/2024 TO 6/30/204 USB	YEARLY PO'S	MONTHLY BILLS	BALANCE AFTER PROJECTED EXPENSES
01100 - General Fund	305F4 - FY2024 Carry Forward	62000 - Operating Expenses	\$10.41														\$10.41
		63000 - Eq & Intangible Assets	\$6,550.50														\$1,050.50
01100 - General Fund	305H1 - General Services	61000 - Personal Services	\$22,573.54	(\$9,965.40)								(\$5,500.00)					\$12,608.14
		62000 - Operating Expenses	\$15,523.43									(\$7,614.00)			(\$14,571.74)	(\$14,057.50)	(\$70,721.81)
		68000 - Transfers-out	\$1,000.00														\$1,000.00
		69000 - Debt Services	\$26,233.00														\$26,233.00
			\$ 71,890.88														

PGM 2 \$20,189.24

Cottage FY24 Projections

P/S Expenditures to date: \$ 1,427,018.64 Average Payroll: \$57,889.75

Full PPE done: 25 Full PPE left: 1

			Balance	PAYROLL & BENEFITS FULL PPE'S LEFT:	PAYROLL & BENEFITS BLIND CAMP	PAYROLL & BENEFITS DEAF CAMP	PAYROLL & BENEFITS DEAF FLW	PAYROLL & BENEFITS BLIND FLW	Retirement Payouts	Stipends	BCD'S PENDING	PO'S PENDING	JOURNAL ENTRIES PENDING	6/22/2024 TO 6/30/204 USB	YEARLY PO'S	MONTHLY BILLS	BALANCE AFTER PROJECTED EXPENSES
01100 - General Fund	310H1 - General Services	61000 - Personal Services	\$39,333.25	(\$57,080.75)													(\$17,747.50)
		62000 - Operating Expenses	\$2,561.08														\$2,561.08
	310H4 - Family Engagement Opp.	61000 - Personal Services	\$42,500.00		(\$14,168.00)	(\$7,430.00)	(\$16,762.00)	(\$5,140.00)									(\$8,400.00)
		62000 - Operating Expenses	\$0.00														\$0.00
	310H6 - Student Travel	62000 - Operating Expenses	\$18,039.62														\$18,039.62
	310H7 - Student Extracurricular Tra	62000 - Operating Expenses	\$9,877.29														\$9,877.29
03167 - National School Lunch	310A1 - School Foods	62000 - Operating Expenses	\$13,222.80														\$13,222.80
			\$ 125,534.04														

PGM 3 \$18,910.98

Education FY24 Projections

P/S Expenditures to date: \$ 3,951,253.64 Average Payroll: \$158,050.15

Full PPE done: 25 Full PPE left: 1

			Balance	PAYROLL & BENEFITS FULL PPE'S LEFT:	PAYROLL & BENEFITS BLIND CAMP	PAYROLL & BENEFITS DEAF CAMP	PAYROLL & BENEFITS DEAF FLW	PAYROLL & BENEFITS BLIND FLW	Retirement Payouts	Stipends	BCD'S PENDING	PO'S PENDING	JOURNAL ENTRIES PENDING	6/22/2024 TO 6/30/204 USB	YEARLY PO'S	MONTHLY BILLS	BALANCE AFTER PROJECTED EXPENSES
01100 - General Fund	315H1 - Education	61000 - Personal Services	\$277,829.48	(\$158,050.15)	\$13,168.00	\$7,430.00	\$16,762.00	\$5,140.00	(\$13,614.68)				\$131,090.08				\$249,754.72
		62000 - Operating Expenses	\$14,136.40										(\$1,026.60)		(\$42,978.39)	(\$13,466.08)	(\$43,334.67)
	315H3 - Professional Development	62000 - Operating Expenses	\$12,850.50										(\$18,050.94)				(\$5,200.44)
	315H4 - Extracurricular Comp	61000 - Personal Services	\$0.00														\$0.00
02050 - School Trust Income	315H1 - Education	61000 - Personal Services	\$79,753.08										(\$79,753.08)				\$0.00
02443 - Medicaid	315H1 - Education	62000 - Operating Expenses	\$11,534.00														\$11,534.00
03012 - E.C.I.A. Chapter 1	315H1 - Education	61000 - Personal Services	\$3,304.00														\$3,304.00
03064 EHA, Part B (Outreach Grant)	315H1 - Education	61000 - Personal Services	\$49,219.00										(\$49,219.00)				\$0.00
		62000 - Operating Expenses	\$41,833.32										(\$9,155.08)				\$32,678.24
03235 DPHHS GRANT - PRE-ETS	315AP - PRE-ETS Grant	62000 - Operating Expenses	\$3,430.38														\$3,430.38
03235 DPHHS GRANT - PRE-ETS	315AS - PRE-ETS Grant	62000 - Operating Expenses	\$7,524.95										(\$300.00)				\$7,224.95
03396 - DPHHS GRANT - NEWBORN HEA	315AQ NEWBORN HEARING GRANT	61000 - Personal Services	\$0.00														\$0.00
		62000 - Operating Expenses	\$1,861.25														\$1,861.25
03590 - Federal Literacy Grant	315AR - Literacy Grant 9/30/2024	61000 - Personal Services	\$0.00														\$0.00
		62000 - Operating Expenses	\$0.00										(\$824.60)				(\$824.60)
			\$ 503,276.36														

PGM 4 \$260,477.81

\$ 766,894.80

LESS RESTRICTED:

\$130,081.79
(\$9,051.89)
(\$1,000.00)
(\$76,233.00)
(\$9,877.29)
(\$13,222.80)
(\$11,534.00)
(\$32,678.24)
(\$1,430.38)
(\$7,224.95)
(\$1,861.25)

TOTAL BUDGET FOR MSDH: \$10,309,607.37



THE MSDB STUDENT LIFE NEWSLETTER



JUNE 2025

VOLUME 4, NO. 9



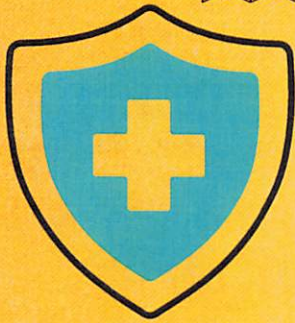
Photo Coutesy of Angelina

UPDATE FROM THE DIRECTOR OF STUDENT LIFE

It seems like it was only yesterday, the students were returning and a new school year was beginning. It feels like a very fast school year, and the kids in the cottages are fortunate to have so many different activities. Last year, I listed many of the activities our students participated in for the past year. We had a ton of activities again this year, many of them planned by our students. To the parents of our graduating Seniors - your support has been very appreciated. I want to congratulate our cottage Seniors - Amerra, Angelina and Dirk. You have had many opportunities, and I hope you will put your experiences in the cottages to good use - you can do it!

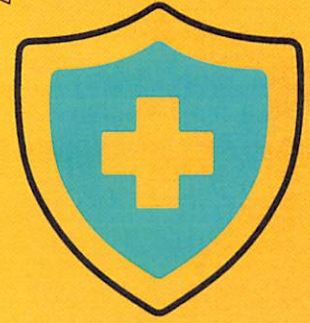
Be safe, enjoy your summer and we'll see you on August 24th.

Jim Kelly II
Director of Student Life

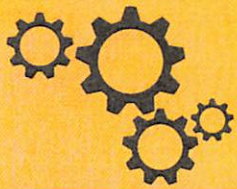


Health Apps & Reliable Information

By April Spanbauer



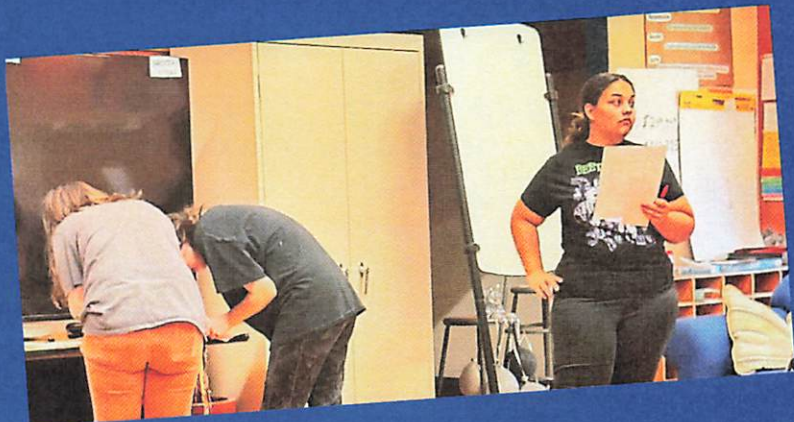
On Tuesday, May 20th, nurse April Spanbauer met with cottage students to discuss the benefits of using pharmacy apps to order prescription medication and, in addition, how to find reliable health information online. The event aimed to help students be problem solvers and digital citizens, meeting objectives related to MSDB's "Journey of a Learner" initiative. There were many questions throughout the presentation, and students clearly understood the topics once done. Most importantly, the information should be helpful in the future as they take more responsibility for their care and well-being.



Bill Pay Activity

By Erin Faulkner

Last month, we tried a new activity to help teach high school students about paying bills on a timeline. In order for students to get an opportunity to practice what they learned, we did the activity again with a few changes. This month, we utilized a monthly calendar, so that the due dates were more visual. We also added a random emergency event. While the price was high, the rolling of the die to determine who had an emergency was amusing to them all. The students who participated the first month improved in deciding what part of the month to spend their money and in keeping track of their expenses on their check registers. More students had cash closer to the amount of the ending balance of their check registers. Expanding on the activity throughout the year and helping students to problem solve and improve accuracy of reporting and calculations will help them be more prepared for the responsibilities that come with working and independent living.



4-H Wraps up a Great Year at MSDB

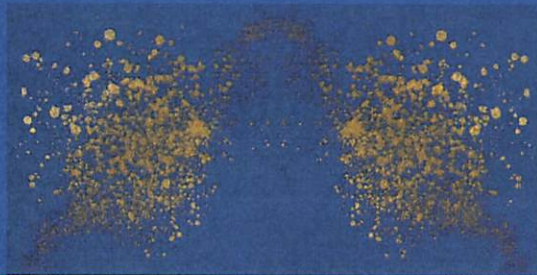
By Megan DeSilva

This past month has been full of exciting activity as we wrapped up another fantastic year in 4-H here at MSDB! Our gardening project faced a few unexpected twists, but the results have been colorful and rewarding. While our seed germination had some hiccups, we didn't let that slow us down—we picked out some beautiful plants to brighten up our outdoor planters, and they look amazing!

Nature threw us a little curveball when a deer decided to sample one of our pots, but we didn't give up! With a little creative thinking (and some strategically placed soap to keep the deer away), we're hopeful the flowers will bounce back in no time. The rest of our blooms are thriving, and we're excited to see them flourish even more as the season goes on. Plus, we added our germinated seeds to the mix!

Our Archery Project is also ending on a high note. The project leader saved all the targets from practice, and some of our talented students are entering theirs in the fair! Not only will they get to show off their skills, but there's also a chance to win some prize money.

It's been a season full of growth, learning, and fun. We're proud of everything our 4-H members have accomplished and can't wait to see what they do next!



Student of the Year

By Megan DeSilva

Over the past year, Madison has shown incredible growth—stepping up with maturity, responsibility, and a consistently positive attitude. She greets everyone with a warm smile and a wave, bringing calm and kindness wherever she goes. Madison avoids drama, choosing instead to stay focused and steady, no matter the situation.

Earlier this year, she was recognized as Student of the Quarter, but her continued dedication and strong work ethic have earned her the title of Student of the Year. Madison holds the most consistent record at her cottage job, working five days a week and never missing a shift—always arriving on time thanks to the alarm she sets for herself.

She takes pride in her appearance, keeping herself clean, neat, and well-organized, with a room that reflects her attention to detail. A gifted artist, Madison shines in art class, where her creativity really comes to life. She has a unique sense of style, with a love for the color black, and enjoys anime and scary movies in her downtime.

Congratulations to Madison—your hard work and growth this year have truly made you stand out. You've earned this!



Student of the 4th Quarter

By Megan DeSilva

Meet our Student of the 4th Quarter: someone who has made a lot of progress this quarter. This student has worked hard on personal hygiene—brushing teeth every day, taking showers without arguing, and keeping their room clean by making the bed each morning. They've also done a great job accepting limits on video games, choosing to do other fun things without screens instead of complaining.

This student completes work study and cleaning chores without being asked twice and without any attitude. Their communication, especially in ASL, has gotten much better, and they are now more involved and excited during group activities. They've started talking and interacting more with both other students and staff.

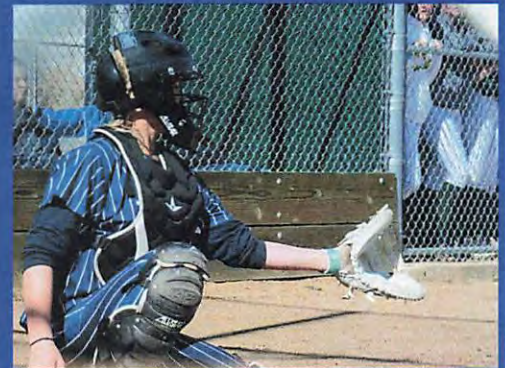
This student has learned to stay calmer when reminded. Overall, they've made huge improvements in listening, social skills, and communication. We're proud to say that Morris is our Student of the 4th Quarter!



Take Me Out to the Ball Game

By Erin Faulkner

Lilly is a Freshman at MSDB and a killer athlete. She participates in 3 GFHS sports - Volleyball, Softball and Dance - as well as two traveling sports teams (Volleyball and Softball). Some students and staff in the Cottage had the opportunity in early May to go watch Lilly play softball for GFHS. Lilly is a catcher on the team. The happiness on her face from seeing her friends and staff come to support her means everything and is an example of what we do and why we do it. Great job, Lilly! We are all excited to see where the next three years takes you!



Photography Courtesy of Angelina



Mother's Day Craft

By Dorothy Nutter

Each month we usually do a craft associated with the holiday of that month. With May having Mother's day, we made Mother's day gifts. The craft idea was a pocket full of flowers. We had some old cut out jean pockets and they could be decorated with colorful patches and fill the pocket with flowers on a small wood board. Some of the kids just wanted to paint the board with messages for mom.



Saying Goodbye with a Graduation Celebration

By Dorothy Nutter

Two years ago we started a new tradition of a cottage graduation party. This year we had 3 students from the cottage graduate. Amerra, Angelina and Dirk. We celebrated with the kids and staff greeting them as they came into the activity room with confetti poppers and graduation crowns for the girls and a necklace with a graduation cap and class of 2025 printed on them. We ate cake and icecream and the kids talked together with the graduates. We had some tears of good friends not wanting their friend to leave. We all will miss these 3 wonderful students!



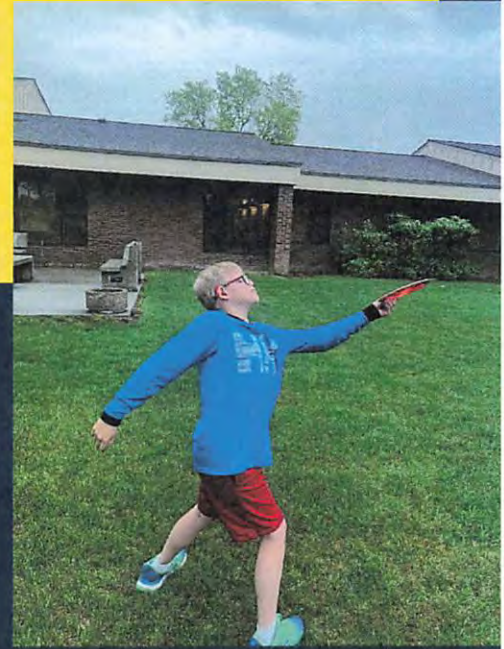
Disc Golf

By Carter



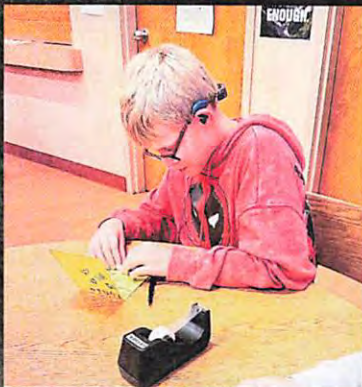
Disc golf is fun because it is like frisbee. It's also very calm and relaxing. It's fun to learn and hang out with friends, while we go outside and to the parks.

Another reason I like it is because there are so many different disc golf parks. I really like being outside in the parks with staff and friends. I have been getting better at throwing the discs. I would like to see how good I can get before I graduate high school.



Weekly Student Life Activities

- **EOS (Mon/Wed)**
- **4-H (Mon)**
- **JOL and reading (Tues-Thurs)**
- **Goal Ball (Tues and Thurs)**
- **Flying Hooves-Elem. (Tues)**
- **Moving Mustangs (Tues 2x/mo)**
- **Computer Club (Tues 2x/mo)**
- **D and D Club (Wed)**
- **Student Life Social Hour (Wed)**
- **Student Council (Wed)**
- **Snack Shack (Wed/Fri)**
- **Flying Hooves-MS/HS (Thurs)**
- **Gaming Club (Fri)**
- **Alley Cats Bowling Club (Sun)**



Interpreter Day

By Marissa



We recently celebrated Interpreter Day, and we want to say a huge thank you to all our amazing interpreters. One special night, our community came together to create appreciation cards and added candy to the back of each one—a small gesture to show just how much we value everything you do.

To all our interpreters: thank you for signing and voicing for us. We see how hard you work every day. Interpreting isn't easy—I tried it myself, and it's really hard! You make communication possible, and we truly look up to you.

Thank you for being here, and for being such a vital part of our community. We appreciate you more than words can express.



Swimming at Scheels Aim High

By Ayvia



Hi my name is Ayvia! We went to the Scheels Aim High swimming pool and it was so much fun! We went on the blue slide a lot. It was really cool and fast! And also they have a lazy river, but it was a little fast, which is fun, too. I wish they had floats to use for the lazy river, so you can sit on it and chill.



AT THE
pool



Memorial Day Weekend Activities

Friday	Pizza Party	Game Night		
Saturday	Scheels Aim High Swimming	Gym Play		
Sunday	Black Eagle Dam Hike	Black Eagle Park	Made Homemade Ice Cream	Bowling
Monday	AMC Movie Lilo & Stitch Live Action	Barbecue	Ate Homemade Ice Cream	



Painting the Hangout Room

By Lilly

Hi, my name is Lilly, and we're going to talk about the hangout room. So we got ready at 2 PM, and we had a fun time. Ayvia, Madison, and I were painting, and I kept going until it was all done. Madison and Ayvia were done before me, so I kept going. I only took a 5 min break. It was really fun!





AMC Movie - Live Action Lilo & Stitch

By Madison



We watched the new Lilo & Stitch movie on Monday, May 26, 2025. There was no school that day, so it was the perfect time to see it. The movie was really good—both heartwarming and a little sad. People really seemed to love it!



Award from the Native American Community

By Angelina

For the first time, I received an award from the Native American community—it was such a special moment! I was honored with a beautiful beaded feather and some thoughtful gifts. What made it even more meaningful was having so many amazing staff from MSDB there to support me. My heart felt so full and grateful. It's a moment I'll never forget!

Senior Trip

By Angelina

On Thursday, we drove to Missoula and had lunch at Cracker Barrel before filling up the van with gas. From there, we headed to the 10,000 Silver Store in Haugan, Montana for a quick visit, then continued on to Coeur d' Alene, Idaho, where we checked into our Airbnb. After settling into our rooms and taking a short rest, we made our way to Spokane, Washington, to explore the Blue Zoo located inside the mall. We enjoyed seeing all the animals, and afterward, stopped by Trader Joe's. Dinner was at the Spaghetti Factory, which was delicious, and we wrapped up the night back at the Airbnb with a relaxing soak in the hot tub.

On Friday, we started the day with breakfast at Elmer's, then spent the morning and early afternoon at Triple Play. We had a blast playing a variety of games, including bowling and ziplining. After returning to the Airbnb to change into nicer clothes, we headed out for a scenic two-hour dinner cruise—complete with sightseeing and good food. I wanted to stop at a small bridge afterward to take some photos. Later that evening, we relaxed once more in the hot tub. I took most of the pictures throughout the day, and Amerra joined us in the hot tub before heading to bed.

On Saturday, we enjoyed breakfast at Johnny's, a cozy spot called Johnny's Down the Street. We then drove to Athol, Idaho, to spend the day at Silverwood Theme Park. We rode a variety of rides and had so much fun. Around 6 PM, we left the park as rain began to fall. Dinner was at Texas Roadhouse, and we also made a quick stop at a dollar store before heading back.

On Sunday, we packed up the van and tidied up the Airbnb before going out for one last breakfast at Elmer's. We filled up the tank on our way to Helena, where we stopped at Pizza Ranch. By around 6 p.m., we were back at the cottage, wrapping up a fun and memorable trip.



Life at MSDB



Photos Courtesy of Angelina



THANK YOU!



Dear Angelina,

As you graduate this year, we wanted to take a moment to sincerely thank you for the incredible photography you've contributed to our newsletter. Your creative eye and artistic talent have brought our stories to life, and your many photos have added so much depth and beauty to each edition. Your ability to capture the perfect moment and tell a story through your lens is truly special. While we're excited for all that's ahead for you, we'll genuinely miss your contributions.

Thank you again for everything you've shared with us. Wishing you all the best in this next chapter—you're going to do amazing things!

Sincerely,

Megan DeSilva & Erin Faulkner



Six Years, Countless Memories

By Erin Faulkner

Over the last month, as I've prepared to leave my "home" of the past six years, I've had the pleasure of reflecting on the challenges I've faced, the opportunities I've been given, and the gifts I've received. Challenges arise no matter where we are in life or in work. It's how we approach those challenges — and how we turn them into learning or growth — that transforms them from something negative into something positive and worthwhile. I haven't always met challenges the right way, though I strive to have a Growth Mindset. As I often remind students, we all make mistakes. Nobody is perfect. What matters is what we learn from those mistakes. I've learned so much from the staff, the students, and my experiences here.

I've been blessed with so many opportunities at MSDB. Working with high school students and teaching them about life is at the top of the list. Those who know me understand this is what drives and motivates me every day — the kids and their futures! I've also had the chance to serve on several committees focused on moving the school forward. It's been an honor to contribute to the accreditation team in developing the strategic plan, as well as to the Assessment team in shaping the Portrait of a Graduate. I'm especially grateful to Jim Kelly for trusting me and giving me the freedom to run with new ideas for the cottages and our students.

The gifts I have received are the students and the memories. I have watched six years of students graduate and been a sponsor to two different Classes. Sharing my joy of games with the students and having them get excited about games has truly been the highlight of my time here. Game nights are my favorite activities to plan and to just pull out spontaneously. Favorite games have been Splendor, 10's and 2's, Uno Flip Attack, and Coyote. But nothing beats a good BUNCO night! More than just fun, we've seen our students at their best during these games — playing across ages and abilities, taking the lead, and communicating with each other.

Thank you to all of the students and staff for making my time at MSDB one that I will cherish and remember for many years.



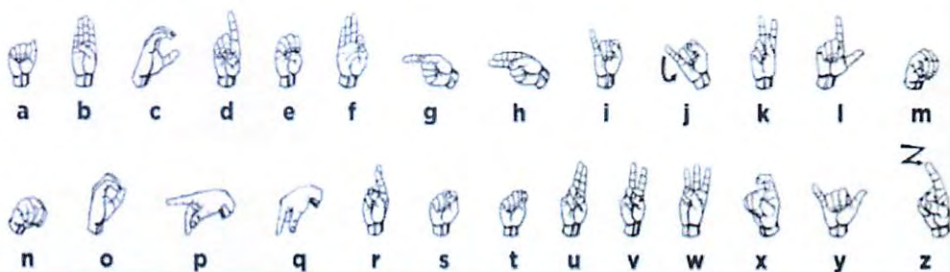
Thank You!



PUZZLE PAGE

Decode the phrases using ASL Fingerspelling and Braille!

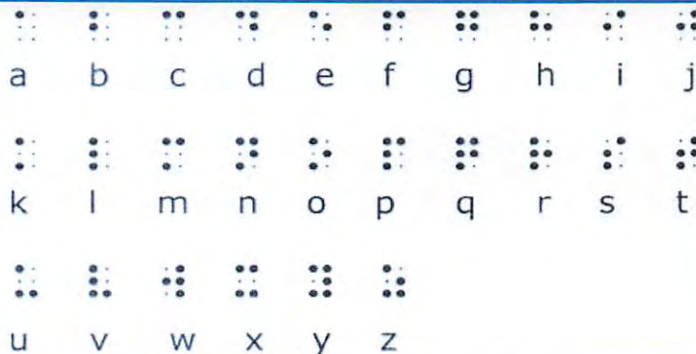
Fingerspelling is the process of spelling out words by using hand shapes that correspond to the letters of the word. A set of hand shapes used to spell words is known as a "manual alphabet."



Question:



Braille is a system that enables blind and visually impaired people to read and write through touch. It was devised by Louis Braille in 1821 and consists of raised dots arranged in "cells." A cell is made up of six dots that fit under the fingertips, arranged in two columns of three dots each.



Answer:



MAY PUZZLE ANSWERS

Fingerspelling:

Why did the pencil graduate with honors?

Braille:

Because it had the write stuff!

ITEM 15

ACTION ON MSDB FOUNDATION
AGREEMENT

McCall Flynn

**AGREEMENT BETWEEN THE
MONTANA BOARD OF PUBLIC EDUCATION
AND THE
MONTANA SCHOOL FOR THE DEAF AND THE BLIND FOUNDATION, INC
~~SEPTEMBER 15~~July 17, 2025**

This agreement ("Agreement") is entered into by the Montana Board of Public Education ("Board") and the Montana School for the Deaf and the Blind Foundation, Inc. ("Foundation"), a non-profit corporation organized under the laws of the State of Montana.

RECITALS

WHEREAS, the Montana School for the Deaf and the Blind ("School") is an independent institution under the general supervision, direction and control of the ~~Board of Public Education~~ ("Board") as described in ~~Mont. Code Ann. § 20-8-101, MCA~~; and

WHEREAS, the ~~Montana School for the Deaf and the Blind Foundation, Inc.~~ ("Foundation") is a private, nonprofit corporation organized for the purpose of benefiting children and youths who are deaf, hard of hearing, blind, visually impaired and deaf blind and who are, or have been, students of the School ~~for the Deaf and the Blind~~; and

WHEREAS, the Foundation is an independent corporation whose relationship to the Board and the School is described in this Agreement, the Articles of Incorporation of the Foundation, the By-laws of the Foundation, and ~~ARM Rules 10.59.101 through 104, Administrative Rules of Montana~~; and

WHEREAS, pursuant to ~~Mont. Code Ann. § 20-8-111, MCA~~, the Board has the authority, through a contract with a nonprofit corporation, to designate to said nonprofit corporation the power to receive, hold, manage, use, and dispose of real and personal property transferred to the Board or to the State of Montana by purchase, gift, devise, or bequest or otherwise acquired and the proceeds, interest, and income of the property for the use and benefit of the School; and

WHEREAS, the Board and the Foundation wish to enter into this Agreement in order to make the Foundation its designee as described in ~~Mont. Code Ann. § 20-8-111, MCA~~, and in order to establish the relative duties and responsibilities of the parties.

NOW THEREFORE, based upon the above recitals and the mutual agreements contained in this Agreement, the parties agree as follows:

I. Designation of Foundation.

Pursuant to ~~Mont. Code Ann. § 20-8-111, MCA~~, the Board hereby engages the Foundation to render, and the Foundation agrees to render to the Board, the receipt holding, management, use and disposal of all real and personal property transferred to the Board or to the State of Montana by purchase, gift, devise, bequest or otherwise, and the proceeds, interest, and income thereof for the use and benefit of the students and programs of the School.

II. Articles of Incorporation.

The Foundation agrees that it shall maintain articles of incorporation which include the following provisions:

- A. The Superintendent of the School shall by virtue of his or her office be one of the members of the Foundation's Board of Directors until his or her successor is duly appointed.
- B. ~~A designated~~ The Superintendent of the School, as a member of the Foundation Board, will present a quarterly report to the Board ~~of Public Education either by mail or in person~~ that would include a budget summary and minutes of Foundation meetings held.

III. Foundation Bylaws.

The Foundation agrees that it shall maintain bylaws which without limitation cover selection of officers, meetings, compensation for services and amendment procedures.

IV. Foundation Duties and Responsibilities.

- A. The Foundation shall receive, hold, manage, use and dispose of real and personal property made or transferred to the Board or to the State of Montana by purchase, gift, devise, bequest or otherwise acquired, and the proceeds, interest and income for the use and benefit of the students and former students of the School and other students served by the School.
- B. The Foundation shall annually review the Agreement and make recommendations to the Board at a regularly scheduled meeting.
- C. In fulfilling its responsibilities under this Agreement and ~~Mont. Code Ann. § 20-8-111, MCA~~, the Foundation agrees that it will:
 - 1. Comply with applicable state and federal law;
 - 2. Maintain financial and accounting records in accordance with generally accepted accounting principles, ~~have an audit~~ conduct a review performed by a certified public accountant at least once every two years, and provide the Board with a copy of the most recently ~~audited~~ financial statement;
 - 3. Provide the legislative auditor access to records as may be necessary to comply with the requirements of ~~Mont. Code Ann. § 18-1-118(2), MCA~~, except that financial records of private donors are confidential and shall not be released or accessed by the public unless required by law; and
 - 4. Establish and maintain a written policy covering the acceptance, management, disposal or expenditure of income, proceeds, interest and property managed by the Foundation pursuant to this Agreement.

V. Relationship Between Foundation and Board.

- A. The Board recognizes that the Foundation is a private, nonprofit organization independent of the Board. ~~;~~
- B. The Board agrees to encourage and maintain the independence of the Foundation, while fostering a cooperative relationship between the Board and the Foundation. ~~;~~
- C. The Foundation agrees to cooperate with the Board in fulfilling the Foundation's purposes as defined in its articles of incorporation and in complying with its responsibilities under this Agreement.

VI. Liability Exposure.

The parties agree that the liability of the Board, its officials and employees, is controlled and limited by the provisions of Title 2, ~~e~~Chap. 9, ~~MCA-Mont. Code Ann.~~ Any provisions of this Agreement shall be controlled, limited, and otherwise modified to limit any liability of the State of Montana and the Board to that set forth in Title 2, Chap. 9, ~~MCA-Mont. Code Ann.~~

VII. Indemnification.

Each party agrees to be responsible and assume liability for its own wrongful or negligent acts or omissions, or those of its officers, agents or employees, to the full extent required by law. Each party agrees to maintain reasonable coverage for such liabilities either through commercial insurance or a reasonable self-insurance mechanism, and the terms of such insurance coverage or self-insurance mechanism shall be provided to the other party upon request.

VIII. Term of Agreement; Entire Agreement.

This Agreement shall begin on the date of its execution by both parties and shall continue until terminated by either party as provided in this Agreement or until superseded by a subsequent agreement between the parties. This Agreement shall be considered the sole and entire Agreement between the parties and shall supersede and replace all pre-existing agreements between the parties.

IX. Termination.

This Agreement may be terminated at any time by the mutual written consent of the parties or upon sixty (60) days written notice by one party to the other.

X. Dissolution.

If the Foundation's corporate structure is dissolved, the board of directors of the Foundation shall dispose of all assets of the Foundation in accordance with the laws of the State of Montana and the terms of its articles of incorporation and ~~by-laws~~ Bylaws. Any assets not so disposed of shall, to the extent allowed by law, be transferred to the Board.

XI. Amendments.

This Agreement may be modified by written amendments signed by authorized representatives of both parties.

XII. Disputes and Venue.

This Agreement is governed by the laws of the State of Montana. The parties agree that any litigation concerning this Agreement must be brought in the First Judicial District Court in and for the County of Lewis and Clark, State of Montana. Each party shall pay its own costs and attorney fees.

The following persons, being duly authorized to sign this Agreement and bind the above-named parties, do hereby execute this Agreement on the date shown below.

MONTANA SCHOOL FOR THE
DEAF AND THE BLIND FOUNDATION, INC

BOARD OF PUBLIC EDUCATION

Todd Carmichael
President

Dr. Tim Tharp
Chair

Date: _____

Date: _____

❖ **ASSESSMENT COMMITTEE – (Items 16-17)**

Renee Rasmussen

ITEM 16

**ACTION ON EARLY LITERACY AND
NUMERACY ADVISORY COUNCIL**

McCall Flynn



Board of Public Education

Montana Board of Public Education 2-15-122, MCA, Advisory Council Requirements

The council's name, in accordance with subsection (2):

Early Literacy and Numeracy Advisory Council

The council's composition:

(See below)

The appointed members, including names and addresses:

(See below)

The council's purpose:

To meet and provide recommendations to the Board of Public Education on the requirements to provide targeted interventions to support 3rd grade reading and math proficiency.

The council's term of existence, in accordance with subsection:

July 2025-July 2027

****Send to Governor's Office and Secretary of State for a record of the council****

Facilitators

McCall Flynn

PO Box 200601

Helena, MT 59620

McCall Flynn is the executive director of the Board of Public Education.

Caitlin Jensen, MSW

PO Box 4464

Helena, MT 59604

Caitlin Jensen is the Executive Director of Zero to Five Montana, a statewide early childhood policy organization. She has over 20 years of experience in the field of early care and education.

Members

Norah Barney, EdD

1410 W Park Ave

Anaconda, MT 59711

5483 Fairmont Rd

Anaconda, MT 59711

Dr. Norah Barney serves as a Special Education and Curriculum Director at the Anaconda School District where she has overseen the Early Childhood program for the past 11 years. Dr. Barney earned a Bachelor's Degree from Montana State University in Elementary and Special Education in 2002. She earned a Masters' Degree in Special Education in 2005 and earned a Doctorate Degree in Education Leadership in 2018. She created the first inclusive preschool program in the district and expanded the program in 2015. The program is considered high quality as it has excellent staff (all 4 Early Learning Teachers have Masters' Degrees), the literacy scores of

the students average at 80% or above for kindergarten readiness, and the program ensures at least 90% of the students have the social emotional skills necessary to be successful. Dr. Barney has a strong background in Developmental Screeners and understands that the MTSS process is imperative to ensure student success. She is a former Special Education teacher with 11 years of experience in P-12 grade settings. Dr. Barney spent 4 years as an Assistant Principal/Special Education teacher in a P-12 grade setting in Burlington, Wyoming. She then served as the Primary School Administrator (P-2) in Anaconda from 2013 - 2022. Her dissertation was titled Impact of Leadership on Early Childhood Education Program Quality. In 2020, she was the recipient of the Adrian Langstaff Award, presented to a Montana school leader for outstanding service in education. She has presented at many state, national, and international conferences.

Laurie Barron, EdD

18 West Evergreen Drive
Kalispell, Montana MT 59901
306 Cascade Court, Unit F
Whitefish, MT 59937

Dr. Laurie Barron is in her twenty-ninth year in education, serving as a high school English teacher, a middle school assistant principal, and nine years as a middle school principal. Since 2013, she has served as the superintendent of the Evergreen School District in Kalispell, Montana. Barron holds a BSEd in English Education from the University of Georgia, an MEd in Supervision and Administration from the University of West Georgia, and an EdS and EdD in Educational Leadership from the University of Sarasota. She also studied abroad at Oxford University. She holds National Superintendent Certification through AASA, is a National Board Certified Teacher, was honored as Teacher of the Year and STAR Teacher, is the 2012 Georgia Middle School Principal of the Year, and the 2013 National Middle School Principal of the Year. Barron is also the 2018 School Administrators of Montana G.V. Erickson Award recipient, given to a member of the School Administrators of Montana who has made the greatest contribution to the betterment of education in Montana, was named the 2019 Empowered Superintendent of the Year by the Montana Educational Technologists Association, and is the 2021 Montana Superintendent of the Year. In 2022, Barron was honored with the Distinguished Alumni Lifetime Achievement Award from the University of Georgia College of Education. Barron co-authored *The Successful Middle School: A Place to Belong and Become, 2nd Edition* (AMLE, 2024), *We Belong: 50 Strategies to Create Community and Revolutionize Classroom Management* (ASCD, 2021), *Middle School: A Place to Belong and Become* (AMLE, 2018), and *What Parents Need to Know about Common Core and Other College- and Career-Ready Standards* (World Book, 2015) and has authored numerous education articles. Barron is also a national speaker, consultant, and leadership coach who provides motivation and professional learning to teachers and administrators through promoting student belonging, classroom management, student engagement and voice, school culture and climate, inclusive teaching and learning environments, co-teaching environments, standards-based instruction and assessment, effective and engaging school leadership, school improvement, middle school master scheduling, strategic planning, and school-based health and community services. Barron is living the dream in northwest Montana with her husband Daniel, where together they enjoy watching Georgia Bulldogs football, snow skiing, camping, rafting, hiking, and watching their daughter Emma play college soccer.

Anne Penn Cox, EdD

PO Box 1772
Livingston, MT 59047
1005 Ridgeway Dr
Livingston, MT 59047

Dr. Anne Penn Cox serves as the PreK–12 Director of Student Support Services and Early Childhood Liaison for Livingston Public Schools in Livingston, Montana. With over 12 years of experience as both an educator and administrator in Park County, Anne Penn brings deep expertise in supporting students, staff, and families through the lens of the Multi-Tiered Systems of Support (MTSS) framework. Her career has centered on expanding access to high-quality early childhood education, fostering safe and equitable learning environments,

advancing inclusive instructional practices, and building collaborative partnerships with local and state stakeholders. In her role as Early Childhood Liaison, Anne Penn works closely with community partners to reduce barriers and support the expansion of high-quality childcare services for families with children aged 0–4 across Livingston and Park County. Her efforts also focus on equipping providers and families with the tools and resources needed to ensure enriching early childhood experiences for all children. Outside of her professional work, Anne Penn enjoys exploring Montana’s mountains—running, skiing, and snowmobiling—or spending quality time at home with her family.

Tammy Elser, EdD

1701 Missoula Avenue
Missoula, MT, 59802

Dr. Tammy Elser is faculty and the director of literacy, equity, and excellence at Salish Kootenai College in Pablo, MT. She has a Doctoral Degree in Curriculum and Instruction and a Master’s Degree in Counseling, both from the University of Montana. Dr. Elser is in her 40th year as an educator and teacher educator with emphasis on literacy—including emergent literacy, the role of encoding in learning to read, application and interpretation of basic cognitive, neurological, psycholinguistics, and other lines of basic science in literacy as applied to classroom practice in learning to read. Her work with master and future teachers focuses on integrative models of literacy learning for delivery of effective early literacy education with emphasis on all processing systems. Dr. Elser is also a specialist in Indian Education for All and has strong interest in student motivation and well-being.

Karen Filipovich

426 N Grand Ave
Bozeman, MT 59715

Karen Filipovich is the executive director of the Montana Head Start Association. Her career has been committed to helping communities and organizations identify, prioritize, and realize their priorities. She has a background in public policy and science. She has worked with early childhood, public health, and natural resource groups for more than twenty years in Montana and Massachusetts.

Colette Getten

3905 15th Ave S
Great Falls, MT 59405

Colette Getten is a mom of 4 children and married to an educator. She grew up in Butte, MT and graduated from Butte High School. She attended Western Montana College in Dillon and graduated with a BA in Education and as well as an Associate Degree in Early Childhood. After being in the classroom for 2-3 years, she realized she needed to learn more about how to engage students with special needs, so she returned to college and earned an endorsement to teach Special Education PK-12. Colette was hired by Great Falls Public Schools in the Fall of 2000 to teach Special Education Preschool. While teaching, she completed a MA in Creative Arts in addition to Educational Leadership from Montana State. In 2010, she transitioned into a leadership position collaborating with community partners to build an inclusive early childhood education program within Great Falls Public Schools. For the past 13 years, Colette has had the opportunity to collectively build capacity in a team of highly-qualified educators dedicated to working with 3–5-year-old children who meet criteria for exceptional circumstances. Most recently, the entire transitional kindergarten staff spent the past year growing their reading brains around the science of reading by engaging in a book study during PLCT, listening to podcasts and reviewing literacy curriculum and practices. She continues to acquire professional knowledge by reading current research, attending professional conferences and participating as a member of the National Association for the Education of Young Children.

Marisa Graybill

820 S California St
Helena, MT 59601

Marisa Graybill is passionate about empowering students to experience the joy and beauty of math through expanded access to high-quality mathematics instruction. She is the founder of MG Education Innovations, an education consultancy. Marisa previously worked at the national education nonprofit EdReports where she facilitated curriculum adoption through partnerships with states, districts, and nonprofit organizations across the country to ensure students have access to high-quality instructional materials. She also served as the Mathematics Instructional Coordinator for the Montana Office of Public Instruction and as a member of the Montana Math Standards Writing and Review Committee. Marisa's roots are in the classroom, where she served as a high school and middle school math teacher and instructional coach in districts across the country. Marisa holds an undergraduate degree in mathematics and statistics from Barnard College and master's degree in curriculum and instruction from Boston University. She lives in Helena, MT, with her husband and three children.

Marie Judisch

PO Box 202501
Helena, MT 59620

Marie Judisch is the Senior Manager of Teaching and Learning at the Office of Public Instruction. She is a born and raised Montanan. Marie graduated from Montana State University with Bachelor's Degrees in Elementary Education and Media Theater Arts in 2011. Marie began her career in education as an elementary math interventionist, gaining experience from the ground up of school systems to support student learning. She has taught a variety of components of all grades K-8 in her twelve-year career, understanding of the great honor and responsibility it is to meet learners of all abilities where they are. After completing her Master's Degree in Educational Leadership at Montana State University as the Outstanding Graduate for her cohort, Marie served as an elementary school principal in North Central Montana. Throughout her interim as the PK-3 leader, she carried with her the title of K-12 Curriculum Coordinator, K-12 Data and Testing Coordinator, Gifted and Talented Coordinator, as well as serving as the administrator for the 21st Century Community Learning Century grant, all while continuing to teach classes as much as possible. Marie is passionate about supporting Montana educators and students, firmly believing that those living in this great state deserve the very best educational opportunities possible. She calls their family farm in Ledger home, where she and her husband are proudly raising two young daughters.

Dr. Christine Lux

Montana State University
PO Box 173540
Bozeman, MT 59717

Dr. Christine Lux is the Don and Sue Fisher Family Endowed Professor of Early Childhood Education at Montana State University. Dr. Lux began her career as a preschool teacher before moving into early childhood program administration and early childhood teacher education. For nearly 30 years, Dr. Lux has worked for and with young children and their families. In Montana, Dr. Lux has been a member of several stakeholder and state level leadership teams to support a variety of early childhood education initiatives. Specifically, she contributed to ARM 10.58.531 Early Childhood Education P3 teacher endorsement standards and ARM 10.63 Preschool Education standards and co-leads the Montana Early Childhood Higher Education Consortium.

Lance Melton

863 Great Northern Blvd, Suite 301
Helena, MT 59601

Lance Melton serves as the executive director for the Montana School Boards Association, where he has worked since 1996. Melton previously served as an attorney, lobbyist, director of advocacy and general counsel before the MTSBA Board selected him as its executive director in January 2000. Melton has long represented

and championed the constitutional role of community-elected volunteer trustees in developing the full potential of each person under Article X of the Montana Constitution. Working collaboratively with school boards and legislators from throughout Montana, Melton has helped craft and pass legislation expanding opportunities for students and families to enjoy personalized learning paths in Montana's public schools. Melton earned a B.A. in Political Science with highest honors from the University of Montana and earned his J.D. from the University of Montana School of Law in 1992 where he was selected as a member of the Public Land Law Review. Before joining MTSBA, Melton served as an attorney and lobbyist for the Montana Department of Commerce.

Melissa Nikolakakos

5112 4th Ave N #9
Great Falls, 59405

Melissa Nikolakakos is an educator, 4th generation Montanan, mom of four, and twenty-year military spouse. She has served as a preschool president, led with the "Raising Readers" Program, serve as a Girl Scout Service Unit Leader, and served countless times as a PTA president. Melissa was elected to the Montana House of Representatives in 2024 and took office in 2025.

Stephanie Olson

732 56th St S.
Great Falls, MT 59405

Stephanie Olson is from a family of educators. Both of her parents taught for a combined 71 years. She has 2 sons and is also married to an educator. She grew up in Great Falls, MT, and graduated from Great Falls High School. She continued her education at Montana State University in Bozeman, graduating with a Bachelor's Degree in Elementary Education and a Reading Endorsement for grades k-12. She then attended Lesley University and received her Master's Degree in Computer Science. Stephanie has taught in the elementary setting for 27 years. She has taught literacy for grades k-6 and then transitioned to the classroom, teaching 2nd grade and now currently 3rd grade, all within Great Falls Public Schools. Stephanie is a very involved educator with being committed to many opportunities to grow as a professional, and to help her colleagues. She is currently the secretary/treasurer for the Great Falls Education Association, a position she has held for the last 24 years. In her spare time, she enjoys being with her family on the golf course, spending time at her cabin in the mountains with her dogs and loves to bake.

Doug Reisig, EdD

PO Box 17311
Missoula, MT 59808
2828 Campsite Place
Missoula, MT 59808

Dr. Douglas Reisig is the Executive Director of Montana Quality Education Coalition. He retired as the Superintendent of Hellgate Elementary on June 30, 2022, a Department of Education recognized "Blue Ribbon" school district in Missoula, Montana which is the largest Montana independent elementary school district. Dr. Reisig was the Hellgate Elementary school district superintendent for twenty-two years. Altogether, Dr. Reisig was involved in Montana Education for forty-six (46) years with thirty-years (34) spent in superintendent positions at St. Ignatius, Troy, Anaconda, and Hellgate Elementary. At the time of his retirement, Dr. Reisig was the longest continuous serving school district superintendent in Montana. Dr. Reisig received his B.S. degree and M.Ed. degrees from the University of Montana and his Ed.D. in Educational Leadership from Montana State University. In 2010 and in 2021, Dr. Reisig was awarded the G.V. Erickson Award for "notable service and dedication to education". The G.V. Erickson Award is the highest award the School Administrators of Montana organization can give to a Montana school administrator. Dr. Reisig is the only school administrator to ever be awarded the GV Erickson Award twice.

Melissa Romano

Po Box 6393

Helena, MT 59604-6393

Melissa Romano lives in Helena, MT. Melissa earned an associate degree in photography from Northwest College in 1997, a B.S. in social sciences in 2002 and an M.S. in elementary education in 2003, both from the University of Bridgeport. Her 20-year experience includes working as a teacher in the Helena School District, a facilitator at Illustrative Mathematics, and a special project coordinator for the Montana Federation of Public Employees. Romano served a three-year term on the Montana Council of Teachers of Mathematics where she served as president. Melissa served as Montana's 2018 Teacher of the Year, and has spent her lifetime building a love of learning and a foundation of skills in her students. Melissa was elected to the Montana House of Representatives in 2022 and took office in 2023. She has continued to serve residents of Helena, MT.

Doug Rossberg

101 Hearth Ct

Missoula, MT 59803

Doug Rossberg is the Title I Instructional Coach for Missoula County Public Schools. Doug grew up in Helena, Montana and attended the University of Montana-Missoula for his B.A. in Elementary Education. Upon graduation, Doug began teaching 1st grade for Ogden City School District in Utah, where he also received his ESL Endorsement from Weber State University. While in Utah, he frequently worked side-by-side with site-based Instructional Coaches and grew to deeply value the growth and encouragement of the professional relationship. Returning home to Montana, Doug continued to teach 1st and 2nd grade and received his M.A. in Educational Leadership before moving into an Instructional Coach role himself. In his current role at the department, Doug focuses on Early Childhood intervention, Kindergarten readiness, and Science of Reading classroom implementation. In his personal life, Doug loves to explore the outdoors in Montana with his golden retriever, Rex, and spend time with friends and family.

Nicole Simonsen

PO Box 459

Culbertson, MT 59218

Nicole Simonsen began her career in education with her first 12 years in Sidney Public Schools. The first decade was spent in first grade and the next 2 years she was able to catch up with some of her previous first graders at the middle school in Sidney where she taught ELA and math. Nicole then spent 4 years in Lambert School, the first 3 years as principal and the fourth year as superintendent/principal combo position. She's now returned to her hometown to serve as the superintendent of Culbertson Public Schools. She received her Bachelor's Degree in Elementary Education from the University of Mary in Bismarck, ND, received her Master's in Elementary Reading and Mathematics online through Walden University, and received her principal and superintendent certifications from the University of Montana.

Dr. Danielle Thompson

348 Stafford

Bozeman, MT 59718

Dr. Danielle Thompson is an experienced National Consultant and Trainer with a demonstrated impact in PreK-school age populations. Dr. Thompson is a dynamic, fun, engaging human with tried-and-true experience in early childhood and school age language and literacy education, language development and disorders, reading acquisition and disorders, staff wellness and mindfulness, positive thinking and building positive change and momentum in schools. It has been said that "Dr. Thompson is an asset to any school, district and/or state that employs her because her wisdom is deep, her practicality is on target and her happiness is infectious!"

Dr. Allison Wilson

301 PJW College of Education

32 Campus Drive

Missoula, MT

Dr. Allison Wilson, an Associate Professor and the Director of the University of Montana Institute for Early Childhood Education, earned her PhD in Special Education and Early Intervention from the University of Oregon. With over two decades of experience, Dr. Wilson has dedicated her career to supporting young children and their families. Her teaching encompasses a range of topics including family engagement, curriculum design, early assessment practices, and child guidance. Dr. Wilson's research, which employs an Improvement Science framework, is focused on enhancing the preparation of early childhood professionals, implementing community-level initiatives to promote equitable opportunities for young children, and developing strategies to foster positive, language-rich interactions between young children and their caregivers.

ITEM 17

INFORMATION ON MONTANA ALIGNED TO STANDARDS THROUGH-YEAR STAKEHOLDER FEEDBACK AND NEXT STEPS

Cedar Rose

Montana Board of Public Education

Executive Summary

Date: July 2025

Presentation	MAST Stakeholder Feedback
Presenter	Cedar Rose
Position Title	Assessment Director Office of Public Instruction
Overview	The OPI will share feedback from a variety of stakeholders from the first year of the state-wide administration of the MAST assessment, including students, teachers, families, and administrators.
Requested Decision(s)	Information Item
Related Issue(s)	n/a
Recommendation(s)	n/a





2024-2025 MAST Stakeholder Feedback and Next Steps

Student Surveys

Methodology

- Survey delivered through the Kite platform as part of Window 2 administration (January 13-February 21)
- Each student was presented with six questions (five multiple choice and one open response) from a larger bank
- Over 35,000 responses collected
- Full list of questions can be found *here*

Key Findings

- Most students (70%) prefer smaller tests distributed throughout the year over a single summative test at the end. This preference is consistent across grade levels.
- A majority of students believe they can learn more by taking several tests over the year (79%) and that taking testlets helps them learn (72%).
- Most students (65.3%) reported they were able to answer all or most questions due to a lesson or activity they did in class. An even larger majority (87.6%) believe what they learn in class will help them on the next testlet.
- While most students (82.5%) look forward to knowing how they did on testlets, about half reported not receiving score reports.

Teacher Surveys

Methodology

- Opt-in with a \$30 stipend for participation
- Targeted recruitment to specific school districts representing prior MAST participation, school size, geographic location, and demographics
- 246 total responses; 217 from teachers of math, ELA, or both (focus of analysis)
- 81% of applicable responses represent AA districts
- 42% of applicable respondents were affiliated with schools that participated in the MAST pilot

Overarching Perceptions

- **Benefits**
 - o My students want to know exactly what they missed so they can get better at the skill.” (District A)
 - o “The students are much more engaged because they are being tested on content they just learned.” (District B)

- o “Shorter tests provide for better retention and grasping of concepts. They are taught a concept, test, and are given feedback.” (District C)
- **Potential**
 - o “The potential is huge.” (District D)
 - o “MAST has the potential to give a check-in to make sure that students are on the right track without having to wait to receive results.” (District C)
 - o “I can see how it would have potential, but I have not tried it.” (District A)
- **Challenges**
 - o “This is a great tool for assessing student performance. However, the topics are too advanced. For example, during the last MAST testing, the test covered Geometry, which we had not yet discussed.” (District D)
 - o “Students in most groups are one or more years behind grade level. They are not learning at the rate of the syllabus, so they fall behind quickly in the content being covered in the MAST testlets.” (District B)
 - o “[MAST testlets] seem irrelevant to instruction and to feedback.” (District B)

Key Findings

- Most teachers (72.8%) feel they are unable to schedule testlets in a way that aligns well with their syllabus, due to advanced content or lack of instructional time.
- A majority (74.5%) reported insufficient MAST training, noting that while some only received administrative guidance, additional professional learning could improve engagement and buy-in.
- About half (46.5%) of teachers said score reports are easy to interpret and valuable for student feedback but noted challenges in accessing all available reports.
- A significant majority (81.1%) reported that MAST has resulted in more testing, often in addition to district interim assessments.

Implementer Interviews

Methodology

- To better understand how schools and districts are experiencing MAST, OPI partnered with Education First to conduct focus groups with state leaders in the fall and educators in the spring.
- More than 40 educators and leaders across the state were interviewed.
- These conversations aimed to understand stakeholder experiences with MAST and identify areas for improvement.

Key Findings

- Broad support exists for MAST’s design principles, especially its alignment with local curriculum and the delivery of more timely, actionable data.
- Educators and leaders see potential in MAST to inform instructional decisions and reduce student stress via shorter testlets.
- Many stakeholders expressed pride in Montana’s innovative, national leadership in assessments.
- When conditions are supportive, instructional leaders can use MAST data to identify and address gaps in teaching and learning in ELA and math.

OPI Summer Institute Sessions to Support Educator Needs

Sessions

- MAST Score Reports and Next Steps (36 registered)
- MAST 101 (42 registered)
- MAST Technical Support: New to MAST (19 registered)
- MAST Curriculum Alignment and Scheduler (34 registered)
- MAST Instruction: Proficiency-Based Learning Models (35 registered)

Insights

- Many educators were unaware of available resources going into the 2024-2025 school year and were excited to see the available performance task rubrics, assessment specifications, alignment tools, and videos to support administration tasks.
- Many challenges stemmed from district and school leadership turnover.
- Prominent requests for exemption or differing testing requirements for students based on disability or English learner status.
- Misunderstandings of state and federally required assessments.

Central Themes, Current Work, Potential Adjustments, and Systemic Challenges

Perception Discrepancy: Students and teachers see different value in testlets. While 78.5% of students believe they learn more through multiple small tests, 54.4% of teachers believe students learn less this way.

- **Current Work**
 - Convening an *Assessment Implementation Committee* the 2025–2026 school year to explore this perception gap (launching September 2025).

Over Testing & Loss of Instructional Time: Although MAST testlets were designed to take 15–20 minutes, teachers report actual administrations taking closer to 45 minutes. Increased frequency of testing is disrupting instructional coherence, often due to how districts structure testlet administration.

- **Current Work:**
 - *Local Assessment Review tool* available to help districts evaluate all assessments
 - Promote administration best practices through existing communication and professional learning structures
- **Potential Adjustments:**
 - Analyze testlets with unexpectedly long administration times and shorten them while maintaining technical reliability
 - Develop a make-up testing structure for students missing testlet opportunities
- **Systemic Challenges:**
 - Districts are bound by multi-year contracts with other interim assessments
 - Student attendance rates

Score Report Access and Usability: Educators indicated MAST score reports are difficult to access, interpret, and use, limiting their instructional value. While student- and class-level data are available, educators must manually locate and review individual testlet reports. This time-consuming process has led many teachers to disengage from data use altogether. Reports are static and not interactive, and many educators are unaware of what is available or lack sufficient training to make the data meaningful. Instructional leaders face similar barriers, which limits their ability to support schoolwide decisions around curriculum, professional learning, or resource allocation. Without more user-friendly tools and centralized reporting, MAST's data is not yet fulfilling its potential to drive instruction and improve outcomes.

- **Current Work:**
 - o Increased training on the Kite Platform (Summer Institute, MAST Summit, pre-window virtual sessions)
 - o Development of an interactive reporting platform (available spring 2026)
 - o School and district reports shared after each window (2025–2026)
 - o CSV report files (2025–2026)
 - o In-person and virtual sessions hosted by OPI (Summer Institute, MAST Trailhead – August, MAST Summit – September)
 - o Contracted professional learning (HUB courses, Teacher Leader Cohort)
- **Potential Adjustment:**
 - o Use the Assessment Implementation Committee to inform reporting improvements
 - o Lines of communication from OPI to districts, schools, and teachers
- **Systemic Challenges:**
 - o Limited time for teachers to analyze data
 - o Competing educator responsibilities

Alignment: Misalignment between testlet timing and instruction (especially in schools using spiraling curricula) undermines trust in results and reduces instructional relevance. Testlet timing may also promote a focus on coverage rather than depth of learning. Deeper probing reveals that often, the experienced mismatch between curriculum scope, sequence, and pacing and MAST testlet timing is an important flag for instructional leaders to more deeply examine practices and needs of teachers, both in terms of instruction as well as data use; however, because instructional leaders do not immediately see ways to engage with MAST throughout the year, this potential for instructionally meaningful action driven by MAST is not yet being realized.

- **Current Work:**
 - o Testing windows extended to 8 weeks and pushed later into the school year (2025–2026)
 - o Increased educator involvement in testlet scheduling
 - o Additional curricula options added to the Scheduler
- **Systemic Challenges:**
 - o Students performing multiple years below grade-level expectations
 - o Compounding review periods leading to a delay in covering grade-level standards

Monitoring Student Progress: Educators want better ways to track student growth over time, especially when students are not yet meeting grade-level expectations. Many teachers expressed a desire for MAST data to show not just proficiency, but how students are progressing from their own starting points. This would make the data feel more connected to instruction and help motivate both teachers and students. Misalignment between testlet timing and instruction can make it difficult to use MAST data to show improvement, limiting its usefulness. Without clearer indicators of progress, teachers struggle to use results to adjust instruction or celebrate student gains

- **Current Work:**
 - o Progress Report availability (2025–2026)
 - o Additional metrics in design
 - o Exploration of growth measures (TBD)

If you have any questions, please contact:
Cedar Rose, Assessment Director
cedar.rose@mt.gov

❖ **CHARTER SCHOOL COMMITTEE – (Items 18-19)**

Dr. Ron Slinger

ITEM 18

**UPDATE ON COMMUNITY CHOICE
SCHOOLS COMMISSION**

Cathy Kincheloe

ITEM 19

**REVIEW PUBLIC CHARTER SCHOOL
ANNUAL AND PERFORMANCE REPORTS**

McCall Flynn



Montana Board of Public Education 2024-25 Compiled Performance Report

INTRODUCTION

As outlined in [20-6-809, MCA](#), the Board of Public Education must annually publish a Performance Report for each public charter school under its purview aligned with the Public Charter School Performance Framework. The Performance Report summarizes the school's academic performance, financial reporting, and organizational performance utilizing the most recent data available for the year in review. The Performance Report also provides a summary of the mission of the charter school and enrollment demographics.

The Board of Public Education is committed to serving and strengthening Montana's system of free quality public elementary and secondary schools, including public charter schools. The Performance Reports are produced in order to:

1. Provide timely information to the charter school on its performance relative to the standards and expectations established by applicable federal and state law and the charter contract.
2. Identify the school's strengths and any areas needing improvement.
3. Provide information that enables the community and the public to understand the school's performance.

The Board of Public Education is committed to ensuring that each public charter school operates in full compliance with statutory requirements and performs in alignment with the expectations outlined in its charter contract. This Compiled Performance Report reflects the Board of Public Education's oversight role, which includes the collection and analysis of relevant data to support a comprehensive evaluation of charter school performance. As part of this oversight, the Board of Public Education publishes this Compiled Performance Report for each public charter school based on the Public Charter School Performance Framework to ensure a complete and transparent assessment of each school's operations and outcomes. Attached to this Compiled Performance Report, you will find a Performance Report for each public charter school, as well as the Public Charter School Performance Framework Evaluation Criteria detailing the expected academic performance, financial reporting, and organizational performance provisions.

The Board of Public Education remains steadfast in its duty to uphold transparency, accountability, and excellence across all public charter schools. Through the implementation of consistent oversight practices and adherence to the Public Charter School Performance Framework outlined in each charter contract, the Board of Public Education ensures that all public charter schools are meeting their educational, operational, and legal obligations. This Compiled Performance Report serves not only as a tool for evaluation but also as a resource for continuous improvement and informed decision-making. By maintaining a balanced approach that respects charter governing board autonomy while fulfilling its oversight responsibilities, the Board of Public Education supports the long-term success of Montana's public charter schools and the students they serve.

2024-25 ACCREDITATION OVERVIEW

This section provides an overview of the accreditation status of each public charter school from the 2024-25 school year. The Superintendent of Public Instruction provides the Board of Public Education with a review of the accreditation process used to determine the accreditation status for all schools, analysis of the data, and a review of the accreditation determinations for all schools. The Board of Public Education approved the accreditation status of all schools at the May 15-16 Board meeting. The following is the accreditation status for each public charter school.

SCHOOL NAME	LOCATION	GRADE TYPE	ASSURANCE	STUDENT PERFORMANCE	OVERALL RATING
Rise Charter & Distance EL	Corvallis	Elementary School			Provisional
Rise Charter & Distance 7-8	Corvallis	Middle School			Provisional
Rise Charter & Distance HS	Corvallis	High School			Provisional
Rise Charter & Pathways EL	Corvallis	Elementary School			Provisional
Rise Charter & Pathways 7-8	Corvallis	Middle School			Provisional
Rise Charter & Pathways HS	Corvallis	High School			Provisional
Billings Multilingual Academy	Billings	Middle School			Provisional
Billings Multilingual Academy	Billings	High School			Provisional
Billings Early College School	Billings	High School			Provisional
Billings Opportunity School	Billings	High School			Provisional
Bitterroot Polytech 7-8	Hamilton	Middle School	Regular	Regular MD	Regular
Bitterroot Polytech HS	Hamilton	High School	Regular	Regular	Regular
Bridger Charter School	Bozeman	High School	Regular	Regular	Regular
Bronc Fast Track	Frenchtown	High School	Regular	Regular	Regular
Missoula Connect Academy MS	Missoula	Middle School	Regular	Regular	Regular
Missoula Connect Academy HS	Missoula	High School	Regular	Regular	Regular
Missoula TEACH Academy	Missoula	Elementary School	Regular	Regular	Regular
227 Academy- Middle School	East Helena	Middle School	Regular	Regular MD	Regular
227 Academy- High School	East Helena	High School	Regular	Regular	Regular
Flathead Pace Academy	Kalispell	High School	Regular	Regular	Regular
Kalispell Rising Wolf Charter	Kalispell	High School	Regular	Regular	Regular
CORE School at Morningside	Great Falls	Elementary School	Regular	Regular	Regular
Helena Montessori Charter School	Helena	Elementary School	Regular	Regular MD	Regular
Mount Ascension Learning	Helena	Elementary School	Regular	Advice	Advice
Mount Ascension Learning	Helena	Middle School	Regular	Advice	Advice
Mount Ascension Learning	Helena	High School	Regular	Regular	Regular
Helena Project for Alternative Learning	Helena	High School	Regular	Regular	Regular

2024-25 PERFORMANCE FRAMEWORK OVERVIEW

RATING	DESCRIPTION
Exceeds Standard	This rating is reserved for performance that far exceeds expectations, demonstrating exceptional performance on a particular measure. This rating may be used in the academic framework, but it is not typically used in the financial or organizational framework.
Meets Standard	The target for this rating category sets the expectation for charter school performance in all measures in all frameworks—academic, financial, and organizational. Schools earning this rating on a particular measure are performing well in that area.
Approaches Standard	Schools with this rating are approaching but have not fully met expectations for performance on a given measure. While these schools have achieved some of the minimum expectations on the measure in question, these schools may be subject to further analysis and potentially closer monitoring. This rating may be used for academic measures and qualitative measures in the organizational and financial frameworks.
Does Not Meet Standard	Schools with this rating on a measure are performing below the authorizer’s expectations, and the school is subject to further analysis, closer monitoring, and possibly intervention. This rating is used on all measures in all frameworks.

2024-25 PERFORMANCE FRAMEWORK OVERVIEW ELEMENTARY SCHOOL

This section provides an overview of the public charter elementary schools’ performance in the year reviewed on a variety of academic, financial, and organizational measures the public charter school is accountable for achieving, as established by applicable federal and state law and the charter contract. Public charter schools were asked to provide a response providing context and plans to address any ratings below “Meets Standard”.

Academic Performance	Core School	Montessori Charter	Mount Ascension	Rise Distance	Rise Pathways	TEACH Academy
Mission or School-Specific Goal(s)						
Overall Math Proficiency and Growth						
Overall ELA Proficiency and Growth						
Subgroup Math Proficiency and Growth						
Subgroup ELA Proficiency and Growth						
Attendance	Applicable 2025					
Student Engagement						
Graduation Rate	Applicable 2025					
Support for Transitions						
Post-Secondary Readiness	High School Only					
Financial Performance						
Financial Performance and Stability						
Recurrent Enrollment	Applicable 2025					
Organizational Performance						
Charter Governing Board Performance and Stewardship						

2024-25 PERFORMANCE FRAMEWORK OVERVIEW – MIDDLE SCHOOL

This section provides an overview of the public charter middle schools' performance in the year reviewed on a variety of academic, financial, and organizational measures the public charter school is accountable for achieving, as established by applicable federal and state law and the charter contract. Public charter schools were asked to provide a response providing context and plans to address any ratings below "Meets Standard".

Academic Performance	Multilingual Academy	Bitterroot Polytech	CONNECT Academy	227 Academy	Mount Ascension	Rise Distance	Rise Pathways
Mission or School-Specific Goal(s)							
Overall Math Proficiency and Growth	N/A						
Overall ELA Proficiency and Growth							
Subgroup Math Proficiency and Growth							
Subgroup ELA Proficiency and Growth							
Attendance	Applicable 2025						
Student Engagement							
Graduation Rate	Applicable 2025						
Support for Transitions							
Post-Secondary Readiness	High School Only						
Financial Performance							
Financial Performance and Stability							
Recurrent Enrollment	Applicable 2025						
Organizational Performance							
Charter Governing Board Performance and Stewardship							

2024-25 PERFORMANCE FRAMEWORK OVERVIEW – HIGH SCHOOL

This section provides an overview of the public charter high schools’ performance in the year reviewed on a variety of academic, financial, and organizational measures the public charter school is accountable for achieving, as established by applicable federal and state law and the charter contract. Public charter schools were asked to provide a response providing context and plans to address any ratings below “Meets Standard”.

Academic Performance	BECS	BMA	BOS	HBP	BCA	BFT	CA	227	PACE	PAL	MAL	RCD	RCP	RWC
Mission or School-Specific Goal(s)														
Overall Math Proficiency and Growth	K-8 Only													
Overall ELA Proficiency and Growth	K-8 Only													
Subgroup Math Proficiency and Growth	K-8 Only													
Subgroup ELA Proficiency and Growth	K-8 Only													
Attendance	Applicable 2025													
Student Engagement														
Graduation Rate	Applicable 2025													
Support for Transitions	K-8 Only													
Post-Secondary Readiness														
Financial Performance														
Financial Performance and Stability														
Recurrent Enrollment	Applicable 2025													
Organizational Performance														
Charter Governing Board Performance and Stewardship														

BECS: Billings Early College School
 BMA: Billings Multilingual Academy
 BOS: Billings Opportunity School
 HBP: Hamilton Bitterroot Polytech
 BCA: Bridger Charter Academy

BFT: Brnc Fast Track
 CA: CONNECT Academy
 227: 227 Academy
 PACE: Flathead PACE Academy
 PAL: Helena Project for Alternative Learning

MAL: Mount Ascension Learning Academy
 RCD: Rise Charter and Distance Learning Academy
 RCP: Rise Charter and Pathway Learning Academy
 RWC: Rising Wolf Charter School

2024-25 PUBLIC CHARTER SCHOOL NUMBERS AT A GLANCE

1. There are roughly 1,486 elementary school students (K-6) participating in a public charter school (1.9%).
2. There are roughly 415 middle school students (7-8) participating in a public charter school (1.8%).
3. There are roughly 1,711 high school students (9-12) participating in a public charter school (3.9%).
4. There are roughly 3,612 total students participating in a public charter school (2.5%).
5. Public charter schools focused on a diverse range of goals tailored to the unique needs of each local community, focusing on college and career readiness, individualized learning, academic achievement, social-emotional learning, experiential learning, community engagement, and support for English language learners. Each school aims to implement innovative strategies to enhance student outcomes and support their educational missions.
6. Each charter school crafted its goals to reflect its unique mission and educational approach. For example, Rising Wolf Charter School focuses heavily on outdoor education and experiential learning, integrating AP Environmental Science and outdoor career pathways, while Billings Multilingual Academy targets academic English growth using WIDA ACCESS scores and career exploration via BEABLE RIASEC-LEXILE assessments.
7. Several schools prioritize early college credit attainment. For instance, Billings Early College School sets a goal for 90% of students to earn at least five college credits in their first year, and Bronc Fast Track aims for students to earn up to 30 college credits before high school graduation.
8. Schools like Billings Opportunity School, Bitterroot Polytech, and Mount Ascension Learning Academy emphasize personalized learning plans to tailor educational experiences and track student progress, especially for those who are off track or in non-traditional learning environments.
9. A number of schools have embedded social emotional learning goals to foster a healthier school climate. For instance, Bridger Charter Academy promotes social emotional growth through mentoring and community activities, and Connect Academy aims for 75% of students and families to report a positive school connection via surveys.
10. Many schools incorporate career readiness through work-based learning. Flathead PACE Academy aims to increase internships and employment placements, while Bitterroot Polytech and Rising Wolf Charter target increases in work-based learning opportunities and industry certifications to support post-secondary success.
11. Public charter schools report that personal services expenditures (salaries and benefits) are roughly 75% of overall spending at the function level.
12. Public charter schools report that instruction expenditures were roughly 62% of the overall spending, while support services expenditures were roughly 20% of the overall spending at the object level.
13. All 17 public charter schools received “meets standard” in school and mission specific goals, financial performance, and organizational performance.



Montana Board of Public Education Public Charter School Performance Framework Evaluation Criteria

OVERVIEW

Public charter schools must adhere to the provisions in Title 20 of the Montana Code Annotated and Title 10 of the Administrative Rules of Montana and any state or local rule, regulation, policy, or procedure relating to noncharter public schools within the located school district, unless a variance to standard was awarded.

Public charter schools shall identify a performance framework as prescribed in 20-6-809, MCA, that clearly sets forth the academic and operational performance indicators, measures, and metrics which include:

- School achievement goals
- Student academic proficiency
- Student academic growth
- Achievement gaps in both proficiency and growth between major student subgroups
- Attendance
- Recurrent enrollment from year to year
- Postsecondary readiness
- Financial performance and sustainability
- Charter Governing Board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the charter contract

The Public Charter School Performance Framework Work Group also included additional performance indicators, measures, and metrics which include:

- Graduation Rate
- Student Engagement
- Support for Transitions

These performance framework indicators, measures, and metrics must align to mission-specific goals, and when possible, exceed provisions in Title 20 of the Montana Code Annotated and Title 10 of the Administrative Rules of Montana. The performance framework indicators, measures, and metrics must be reported to the Board of Public Education no later than October 30 of the first year of operation.

Public charter schools shall submit information in accordance with the Office of Public Instruction Accreditation Process documenting adherence to the performance framework to support the Board of Public Education's evaluation and annual reporting process.

The Board shall publish an annual report that includes a comparison of the performance of public charter school students with the performance of academically, ethnically, and economically comparable groups of students in noncharter public schools.

PERFORMANCE TARGETS AND RATINGS

Authorizers establish performance targets that honor their unique contexts. These targets establish the levels of performance corresponding to the ratings for a given measure. Authorizers begin by setting targets for the Meets Standard rating category, which establish expectations and definitions of a quality performance on a given measure. Potential ratings include:

Exceeds Standard	This rating is reserved for performance that far exceeds expectations, demonstrating exceptional performance on a particular measure. This rating may be used in the academic framework, but it is not typically used in the financial or organizational framework.
Meets Standard	The target for this rating category sets the expectation for charter school performance in all measures in all frameworks—academic, financial, and organizational. Schools earning this rating on a particular measure are performing well in that area.
Approaches Standard	Schools with this rating are approaching but have not fully met expectations for performance on a given measure. While these schools have achieved some of the minimum expectations on the measure in question, these schools may be subject to further analysis and potentially closer monitoring. This rating may be used for academic measures and qualitative measures in the organizational and financial frameworks.
Does Not Meet Standard	Schools with this rating on a measure are performing below the authorizer's expectations, and the school is subject to further analysis, closer monitoring, and possibly intervention. This rating is used on all measures in all frameworks.

PERFORMANCE FRAMEWORK – ACADEMIC

Is the public charter school academically successful?

The Board of Public Education places emphasis on multiple measures of student success. Strong literacy and numeracy skills are critical for success in life. There are also additional ways schools impact student learning, wellness, and other life outcomes consistent with their mission. The Board of Public Education encourages charter schools to think more broadly about excellence by setting expectations for, and evaluating progress against, other aspects of students' learning and achievement unique to each school and its particular mission.

Student Achievement Goals

Guiding Question: Is the public charter school meeting mission- or school-specific student achievement goals? (Public Charter Schools must submit between 1-3 student achievement goals to highlight innovative efforts.)

Student Achievement Goals Rubric	
Meets Standard (1)	The public charter school has provided relevant and reliable evidence to show that they have met their mission- or school-specific student achievement goal.
Does Not Meet Standard (0)	The public charter school has no evidence to support meeting their mission- or school-specific student achievement goal.

Student Academic Proficiency/Growth

Guiding Question: How is the public charter school ensuring all students are learning in Math?

Math Performance Rubric	
Exceeds Standard (3)	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard (2)	The public charter school has provided evidence of the use of a valid and reliable tool for measuring student math performance, and data evidence demonstrating an increase in student learning progression, growth, or proficiency with overall group performance data, and evidence of how the data from the tool is used to inform teaching and learning.
Approaches Standard (1)	The public charter school has provided evidence of the use of a valid and reliable tool for measuring student math performance and data evidence demonstrating an increase in student learning progression, growth, or proficiency with overall group performance data.
Does Not Meet Standard (0)	The public charter school has no evidence to support student learning in math.

Definitions:

"Overall Group Performance Data" means the whole school.

"Learning progression" means the specific performance expectations in each content area and grade-level or grade-band from kindergarten through grade 12.

"Measure" means a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile.

"Proficient" means that a student demonstrated a level of knowledge and skills that are expected to be learned signaling that a student is well prepared to progress on the learning continuum aligned to the content standards, learning progressions, and necessary readiness skills.

"Student performance standards" means the measurement of student performance and proficiency on annual state level summative assessments and graduation rates used to determine the accreditation status of a school.

"Student growth" means changes in student learning as measured from one point in time to another as determined by state or local measures, or both. The federal accountability system uses a growth model to demonstrate student learning across time as measured by statewide assessments.

Guiding Question: How is the public charter school ensuring all students are learning in ELA?

ELA Performance Rubric

Exceeds Standard (3)	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard (2)	The public charter school has provided evidence of the use of a valid and reliable tool for measuring student ELA performance, and data evidence demonstrating an increase in student learning progression, growth, or proficiency with overall group performance data, and evidence of how the data from the tool is used to inform teaching and learning.
Approaches Standard (1)	The public charter school has provided evidence of the use of a valid and reliable tool for measuring student ELA performance and data evidence demonstrating an increase in student learning progression, growth, or proficiency with overall group performance data.
Does Not Meet Standard (0)	The public charter school has no evidence to support student learning in ELA.

Definitions:

"Overall Group Performance Data" means the whole school.

"Learning progression" means the specific performance expectations in each content area and grade-level or grade-band from kindergarten through grade 12.

"Measure" means a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile.

"Proficient" means that a student demonstrated a level of knowledge and skills that are expected to be learned signaling that a student is well prepared to progress on the learning continuum aligned to the content standards, learning progressions, and necessary readiness skills.

"Student performance standards" means the measurement of student performance and proficiency on annual state level summative assessments and graduation rates used to determine the accreditation status of a school.

"Student growth" means changes in student learning as measured from one point in time to another as determined by state or local measures, or both. The federal accountability system uses a growth model to demonstrate student learning across time as measured by statewide assessments.

Achievement gaps in both proficiency and growth between major student subgroups

Guiding Question: How is the public charter school ensuring students in major student subgroups are learning in Math? Please name those subgroups. (This refers to a subgroup of students identified by a particular characteristic. The student subgroups used for the accountability system includes economically disadvantaged students, students from major racial and ethnic groups (White, American Indian, and Hispanic), children with disabilities, and English learners.)

Math Subgroup Performance Rubric

Exceeds Standard (3)	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard (2)	The public charter school has provided evidence of the use of a valid and reliable tool for measuring math performance for major student subgroups, and data evidence demonstrating an increase in student learning progression, growth, or proficiency with subgroup performance data, and evidence of how the data from the tool is used to inform teaching and learning.
Approaches Standard (1)	The public charter school has provided evidence of the use of a valid and reliable tool for measuring math performance for major student subgroups and data evidence demonstrating an increase in student learning progression, growth, or proficiency with subgroup performance data.
Does Not	

Meet Standard (0)	The public charter school has no evidence to support student learning for major student subgroups in Math.
-------------------	--

Definitions:

"**Learning progression**" means the specific performance expectations in each content area and grade-level or grade-band from kindergarten through grade 12.

"**Measure**" means a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile.

"**Proficient**" means that a student demonstrated a level of knowledge and skills that are expected to be learned signaling that a student is well prepared to progress on the learning continuum aligned to the content standards, learning progressions, and necessary readiness skills.

"**Student performance standards**" means the measurement of student performance and proficiency on annual state level summative assessments and graduation rates used to determine the accreditation status of a school.

"**Student growth**" means changes in student learning as measured from one point in time to another as determined by state or local measures, or both. The federal accountability system uses a growth model to demonstrate student learning across time as measured by statewide assessments.

Guiding Question: How is the public charter school ensuring students in major student subgroups are learning in ELA? Please name those subgroups.(This refers to a subgroup of students identified by a particular characteristic. The student subgroups used for the accountability system includes economically disadvantaged students, students from major racial and ethnic groups (White, American Indian, and Hispanic), children with disabilities, and English learners)

ELA Subgroup Performance Rubric	
Exceeds Standard (3)	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard (2)	The public charter school has provided evidence of the use of a valid and reliable tool for measuring ELA performance for major student subgroups, and data evidence demonstrating an increase in student learning progression, growth, or proficiency with subgroup performance data, and evidence of how the data from the tool is used to inform teaching and learning.
Approaches Standard (1)	The public charter school has provided evidence of the use of a valid and reliable tool for measuring ELA performance for major student subgroups and data evidence demonstrating an increase in student learning progression, growth, or proficiency with subgroup performance data.
Does Not Meet Standard (0)	The public charter school has no evidence to support student learning for major student subgroups in ELA.

Definitions:

"**Learning progression**" means the specific performance expectations in each content area and grade-level or grade-band from kindergarten through grade 12.

"**Measure**" means a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile.

"**Proficient**" means that a student demonstrated a level of knowledge and skills that are expected to be learned signaling that a student is well prepared to progress on the learning continuum aligned to the content standards, learning progressions, and necessary readiness skills.

"**Student performance standards**" means the measurement of student performance and proficiency on annual state level summative assessments and graduation rates used to determine the accreditation status of a school.

"**Student growth**" means changes in student learning as measured from one point in time to another as determined by state or local measures, or both. The federal accountability system uses a growth model to demonstrate student learning across time as measured by statewide assessments.

Attendance

Guiding Question: Is the public charter school's annual attendance rate meeting the state average of 33% of students attending school 95% or more?

Attendance Rate Rubric

Meets Standard (1)	The public charter school has provided relevant and reliable evidence to show that their average daily attendance rate meets the state average.
Does Not Meet Standard (0)	The public charter school's average daily attendance rate does not meet the state average.

Comment for Context: If the public charter school does not meet this standard, provide any applicable context related to the mission of the charter school to address the discrepancy.

Guiding Question: Provide evidence to show how students are engaged in their learning.

Student Engagement Rubric

Exceeds Standard (3)	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard (2)	The public charter school has provided at least two pieces of relevant and reliable evidence to show that students are engaged in their learning.
Approaches Standard (1)	The public charter school has provided one piece of relevant and reliable evidence to show that students are engaged in their learning.
Does Not Meet Standard (0)	The public charter school has no evidence to show that students are engaged in their learning.

Graduation Rate (Grades 9-12 Only)

Guiding Question: Does the public charter school meet the four-year adjusted cohort graduation rate for all students and for each student group who meet the state standards with a regular high school diploma.

Graduation Rate Rubric

Meets Standard (1)	The public charter school has provided relevant and reliable evidence to show that it meets the state four-year adjusted cohort graduation rate.
Does Not Meet Standard (0)	The public charter school's graduation rate does not meet the state average.

Comment for Context: If the public charter school does not meet this standard, provide any applicable context related to the mission of the charter school to address the discrepancy.

Support for Transitions (Grades K-8 Only)

Guiding Question: How is the public charter school supporting students as they transition into a new school setting, for example, kindergarten entry or transition to middle school or high school?

Transitions Rubric	
Meets Standard (1)	The public charter school has submitted relevant and reliable evidence to support transitions into new school settings for students.
Does Not Meet Standard (0)	The public charter school has no evidence to support transitions into new school settings for students.

Postsecondary Readiness (Grades 9-12 Only)

Guiding Question: How is the public charter school ensuring that students graduate college and career ready?

Postsecondary Readiness Rubric (College and Career Readiness)	
Exceeds Standard (3)	The public charter school has met the minimum requirements and has provided evidence that they have gone significantly above and beyond the minimum standard.
Meets Standard (2)	The public charter school has provided two or more pieces of evidence to show that students are graduating ready for college and/or career opportunities
Approaches Standard (1)	The public charter school has provided one piece of evidence to show that students are graduating ready for college and/or career opportunities
Does Not Meet Standard (0)	The public charter school has provided no evidence to ensure students are graduating ready for college and/or career opportunities.

PERFORMANCE FRAMEWORK – FINANCIAL

Is the public charter school financially healthy?

Public charter schools have the autonomy to manage their finances, consistent with state and federal law. The Board of Public Education's role is to define clear, measurable, and attainable financial standards and targets that a school must meet as a condition of renewal. The Board of Public Education has developed and utilized a good set of tools to assess and monitor a school's financial health while respecting a school's autonomy.

Financial Performance and Stability

Guiding Question: Does the public charter school materially comply with applicable laws, rules, regulations, and provisions of the Charter Contract relating to financial reporting requirements including timely and complete submission of required documents.

Financial Performance and Stability Rubric	
Meets Standard (1)	The public charter school has provided relevant and reliable evidence that it materially complies with applicable laws, rules, regulations, and provisions of the Charter Contract relating to financial reporting requirements including timely and complete submission of required documents, such as: • Public Charter Initial Statement. • Public Charter Financial Summaries. • Trustee Financial Summaries.
Does Not	The public charter school does not materially comply with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting

Meet Standard (0)	requirements due to failure to make timely and complete submission of required documents, including failure or unwillingness to provide additional information requested by the Board of Public Education.
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Recurrent enrollment from year to year

Guiding Question: What targets has the public charter school set for recurrent enrollment from year to year and provide evidence of how the public charter school is meeting these targets. (Recurrent enrollment is the number of students continuing to be enrolled in the school from one year to the next expressed as a percentage of the total number of students eligible to continue their enrollment at the school.)

Recurrent Enrollment Rubric	
Meets Standard (1)	The public charter school meets their recurrent enrollment targets and has provided relevant and reliable evidence to support these targets.
Does Not Meet Standard (0)	The public charter school does not meet their recurrent enrollment targets and does not provide sufficient evidence to support these targets.

Comment for Context: If the public charter school does not meet this standard, provide any applicable context related to the mission of the charter school to address the discrepancy.

PERFORMANCE FRAMEWORK – ORGANIZATIONAL

Is the public charter school organizationally sound?

The Board of Public Education is responsible for holding public charter schools accountable for sound and well-functioning organizational practices to protect the public interest. The Organizational Framework provides a comprehensive lens to the extent to which public charter schools are meeting operational expectations and protecting student and public interests while simultaneously honoring public charter schools' rightful autonomy to design and deliver school models that meet students' needs.

Charter Governing Board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the charter contract

Guiding Question: Does the Charter Governing Board comply with basic governance requirements?

Governance Oversight Rubric	
Meets Standard (1)	The Charter Governing Board has provided relevant and reliable evidence that it complies with basic governance requirements such as: • monitoring academic performance at least once a quarter. • reviewing financial reports at each board meeting. • engaging in strategic planning. • conducting evaluations of its school leader, in accordance with Charter Governing Board policies. • monitoring compliance with its charter contract. • monitoring compliance with applicable law and regulations. • ensuring compliance with the family and community engagement plan.
Does Not Meet Standard (0)	The Charter Governing Board fails to materially comply with any one of the activities outlined above.

OPEN ENDED QUESTIONS

1. How has the public charter school prioritized innovation different from a program that the school district could operate or currently operates without the public charter designation?
2. Why is the public charter school innovating? What are the student needs in the community that are trying to be met?
3. How is the public charter school flexible and nimble in response to the needs of students?
4. What roadblocks or challenges is the public charter school encountering in efforts to innovate in the public charter school?

FRIDAY, July18, 2025

CALL TO ORDER

- A. Pledge of Allegiance**
- B. Roll Call**
- C. Statement of Public Participation**
- D. Welcome Visitors**

❖ **ACCREDITATION COMMITTEE – (Items 20-26)**

Madalyn Quinlan

ITEM 20

INDIAN EDUCATION FOR ALL REPORT

**Christy Mock-Stutz
Mike Jetty**

Montana Board of Public Education

Executive Summary

Date: July 2025

Presentation	Indian Education for All
Presenter	Christy Mock-Stutz and Mike Jetty
Position Title	Assistant Chief Program Officer, Indian Education Specialist
Overview	Indian Education for All Report
Requested Decision(s)	Information Item
Related Issue(s)	N/A
Recommendation(s)	N/A





Board of Public Education Meeting
July 2025
Indian Education for All (IEFA)

During the 2024–2025 school year, the Indian Education for All (IEFA) Unit advanced its mission of ensuring all students in Montana receive a quality education that includes accurate and authentic representations of American Indian history, culture, and contemporary issues. In response to evolving needs and legislative changes, the IEFA Unit refined its strategic plan, focused on strengthening district-level support, building school capacity, deepening partnerships, and aligning with accountability requirements.

In 2024–2025, IEFA’s refined strategic plan centered on five key objectives:

1. Data-Driven Support
Leverage both qualitative and quantitative data to inform the type, frequency, and selection of support for school districts implementing IEFA.
2. Readiness and Technical Assistance Planning
Develop tailored assistance plans with districts
3. Curriculum Resource Development
Establish long-term goals for instructional materials based on field-identified needs.
4. Professional Development Expansion
Develop long-term goals to deliver ongoing, relevant professional development aligned with district and school readiness.
5. Knowledge Keeper Engagement
Foster relationships and consult with Tribal leaders, elders, education departments, MACIE, and cultural organizations to ensure culturally sustaining and community-driven implementation of IEFA.

Statewide Engagement and District Support

- Developed and deployed an online needs-assessment survey to tailor professional development and technical assistance based on individual district priorities.
- Used data from Integrated Strategic Action Plans (ISAP) and school trustees’ financial reports to target support.
- Partnered with School Administrators of Montana (SAM) to increase awareness of IEFA implementation and funding requirements through monthly newsletters and outreach.

Best Practices Conference

- The 2025 IEFA Best Practices Conference welcomed over 200 attendees and featured 47 sessions, more than half led by classroom educators showcasing effective IEFA integration strategies.

Curriculum and Resource Development

- Developed a comprehensive curriculum mapping template, with plans underway to produce grade- and content-specific versions to support districts' mapping efforts.
- Continued updating Teacher Learning Hub courses to reflect current field needs and best practices.

Providing integral IEFA resources during the development of guidance documents for the new mathematics content standards. IEFA Resource Hub and Multimedia Content

- Maintained a robust IEFA YouTube channel with 310 videos and over 50,000 views.
- Partnered with Native Film Club and the Big Sky Film Festival, reaching 2,744 students in 42 schools through Native American documentary film screenings.
- In collaboration with Tribal Student Achievement and Relations Unit, launched the Indigenous *Morning Greeting Project*, a cross-tribal classroom tool promoting language, cultural appreciation, and respectful engagement.
- Co-developing new curriculum for the 2025/26 school year on Missing and Murdered Indigenous Persons (MMIP) featuring local author Jen Murphy's book *More Like Her*, encouraging youth engagement on critical social issues.

Professional Development and Capacity Building

IEFA Online Learning

- Hosted over 80 webinars covering topics such as tribal sovereignty, boarding schools, and ethnobotany.
- During the 2024–2025 school year:
 - 1,807 educators completed IEFA Hub courses.
 - 323 educators accessed recorded webinars.
 - Delivered approximately 60 in-person and virtual presentations to over 2,600 teachers and students.

Revised PD Delivery Model

- Shifted from “one-and-done” sessions to sustained professional learning opportunities, emphasizing district-based capacity building and long-term instructional change.

- Embedded tribal voices in PD through guest cultural presenters from Montana's tribal nations.

Educator Reflections

“What really resonates with me is that Montana is rich in natural beauty and cultural diversity... The state is home to several Native American tribes, including the Crow, Blackfeet, and Salish, with vibrant languages, customs, and histories.”

“Discovering that OPI has so many resources is going to help me and my colleagues tremendously... It is exciting to incorporate them more into my teachings—they look fun and engaging.”



[illegible]

Rubric J

Standard: Academic Requirements				
J. Indian Education for All	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
Guiding Question: Does the district have policy and an education program aligned to the program area standards, at all levels, that enables students to meet the content standards and content-specific grade-level or grade-band learning progressions and recognizes the distinct and unique cultural heritages of American Indians? [ARM 10.55.901 (1)] [ARM 10.55.902 (1)] [ARM 10.55.904 (1)] [ARM 10.603 4(d)] [ARM 10.803(c)] [ARM 10.1003 2(a)(ii)] [MCA 20-1-501] [MCA 20-1-502] [MCA 20-1-503]	☐ District has no evidence that the constitutionally declared policy for Indian Education for All (IEFA) is implemented.	The district provided evidence of: ☐ District IEFA policy AND ☐ Student IEFA work samples or evidence of student participation from each grade-band AND ☐ IEFA-related in-service training that was developed in cooperation with Indian tribal groups and made available to all certified and classified personnel	The district provided evidence of: ☐ District IEFA policy AND ☐ Student IEFA work samples or evidence of student participation from each grade-band AND ☐ IEFA-related in-service training that was developed in cooperation with Indian tribal groups* and made available to all certified and classified personnel AND ☐ Integration of the history, contemporary portrayals, and contributions of American Indians, with an emphasis on Montana Indians, for all students, across all content areas from each grade-band	The district provided evidence of: ☐ District IEFA policy AND ☐ Student IEFA work samples or evidence of student participation from each grade-band AND ☐ IEFA-related in-service training that was developed in cooperation with Indian tribal groups* and made available to all certified and classified personnel AND ☐ Integration of the history, contemporary portrayals, and contributions of American Indians, with an emphasis on Montana Indians, for all students, across all content areas from each grade-band

SAMPLE EVIDENCE MAY INCLUDE

A single document may include all of the criteria/sample evidence needed to receive a regular (4) score.

District IEFA Policy Sample Evidence

May Include: Recognition of Native American Cultural Heritage or IEFA Policy (2450) AND/OR other IEFA related policies Student Participation Evidence for Each Grade-Band May Include: examples of student work from grade-band (K-2, 3-5,6-8, 9-12) IEFA-related Inservice

Training Sample Evidence May

Include: publication of the PD plan

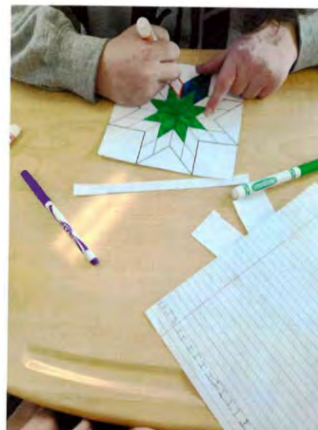
AND/OR school or consortium agendas from 1 PD showing it is being offered AND/OR evidence from consortiums PD AND/OR PD calendar AND/OR Hub courses completions (beyond IEFA 101) AND/OR OPI IEFA trainings AND/OR IEFA Best Practices Conference AND/OR Tribal Education Department professional development AND/OR consortium or district professional development AND/OR other nationally recognized professional development.

Integration Across All Content Standards Sample Evidence May Include: curriculum maps AND/OR scope and sequence AND/OR crosswalk document showing where the Essential Understandings are being taught from each grade-band (K-2, 3-5,6-8, 9-12)

School Examples submitted for Rubric J:



Integrating IEFA.



This star quilt activity is from OPI's *Making a Star Quilt* lesson.



Rubric K

All schools submitted an assurance for Rubric K in 2024, while all but six provided details on those expenditures (see the tables on page 5 of this report).

K. Indian Education For All	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
Guiding Question: Does each school assure and identify how allocated IEFA funding is used to support implementation of IEFA within the basic academic program? <u>(ARM 10.55.901)</u> <u>(ARM 10.55.902)</u> <u>(ARM 10.55.904)</u>	☐ School has not assured or identified how funding to support the constitutionally declared policy for Indian Education for All (IEFA) supports the implementation of IEFA within the school's basic academic program.	n/a	n/a	☐ School has assured and identified how funding to support the constitutionally declared policy for Indian Education for All (IEFA) supports the implementation of IEFA within the school's basic academic program.
The information will be submitted within the accreditation platform.				

Teach Montana Screens for Rubric K

K. Indian Education For All

Required for All Schools

As the authorized representative, , on behalf of the above district(s).

I am hereby providing assurances that our District is committed to the successful implementation of the Montana Indian Education for All (IEFA) as outlined in the [OPI IEFA Framework](#). We recognize the significance of incorporating American Indian content, perspectives, and cultural understanding into our curriculum and school community and are committed to compliance with [MCA 20-1-501](#) AND 20-1-503 as amended by [HB 338 in the 2023 Montana Legislature](#).

I assure that:

- ☐ IEFA instruction provided to certified personnel and students meets the requirements of MCA 20-1-501.
- ☐ IEFA instruction was developed cooperatively with the advice and assistance of Montana Tribes as pursuant to Title 20, Chapter 1, part 5 (HB 338).

Electronic Signature Required

Submit

(Check all that apply)

Curriculum Materials

- ☐ Purchasing quality instructional materials that are tribally specific, culturally authentic, and historically accurate. Curriculum materials on OPI's website meet this requirement. Refer to the OPI's [Evaluating American Indian Materials and Resources for the Classroom](#) guide when purchasing materials.
- ☐ Expenses associated with consultation and/or training with a qualified IEFA specialist, or a qualified IEFA initiative, event, or field trip.
- ☐ Staff time devoted to development of inquiry-based depth-of-study cooperatively with the advice and assistance of Montana tribes.

Providing training to teachers

- ☐ Expenses associated with staff professional development opportunities that will enhance their knowledge of the [Essential Understandings](#), include IEFA into their teaching, and building background IEFA knowledge.

Curriculum development and instruction of American Indian studies program

- ☐ Providing resources that bring tribal presence to the school environment, i.e., tribal flags, art supplies to paint tribal seals, tribally produced artwork or mural, posters, etc.
- ☐ Compensation for a guest lecture, lesson, or learning activity provided by a tribal education specialist, knowledge keeper, elder, or other tribal member.
- ☐ Compensation for staff time specifically devoted to school or district IEFA coordination and planning efforts, i.e., the amount of FTE dedicated to an IEFA coordinator or instructor.

Submit

Rubric M:

Standard: General Provisions – Proficiency-Based Learning Model				
M. Curriculum	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<u>Guiding Question:</u> Does the district have an implemented proficiency-based learning model that was cooperatively developed and has evidence that there is a process to review the curriculum to ensure the inclusion of the distinct and unique cultural heritages and contemporary portrayal of American Indians and has a schedule for revising curriculum standards at least every five years or consistent with the state's standards revision schedule? (ARM 10.55.603(1, 4c, d))	☐ District has no evidence of a cooperatively developed and implemented proficiency-based learning model	The district provided evidence: ☐ A cooperatively developed and implemented proficiency-based learning model	The district provided evidence: ☐ A cooperatively developed and implemented proficiency-based learning model AND ☐ A process for reviewing curriculum, instructional materials, and resources to ensure the inclusion of the distinct and unique cultural heritages and contemporary portrayal of American Indians in the curriculum	The district provided evidence of: ☐ A cooperatively developed and implemented proficiency-based learning model AND ☐ A process for reviewing curriculum, instructional materials, and resources to ensure the inclusion of the distinct and unique cultural heritages and contemporary portrayal of American Indians in the curriculum AND ☐ A schedule for revising curriculum standards at least every five years or consistent with the state's standards revision schedule

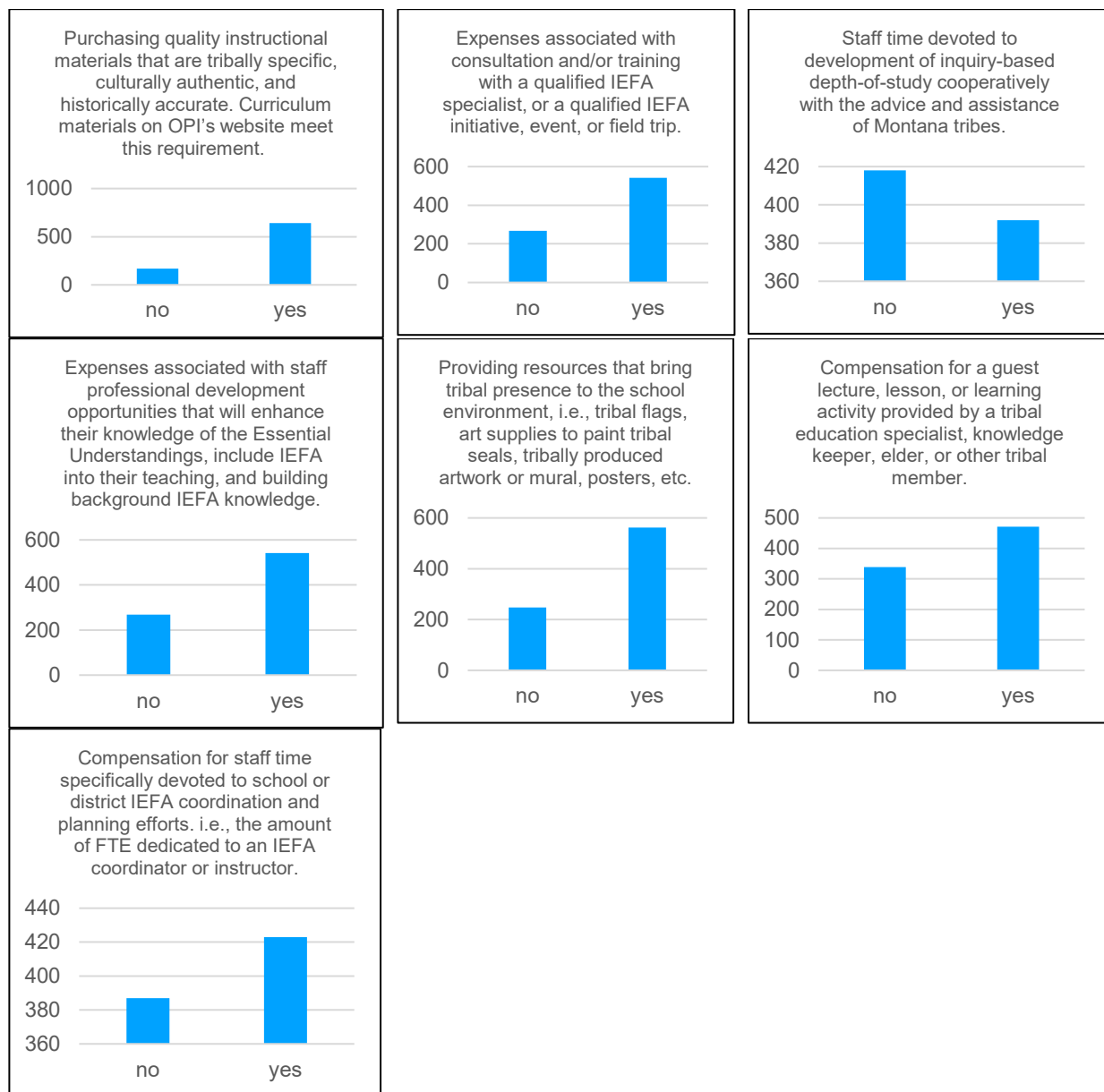
Process for Reviewing Sample Evidence May Include: meeting notes from review session **AND/OR** agenda from review session **AND/OR** narrative of the process **AND/OR** evidence from consortium

Fiscal Reports

There are two ways schools report the accurate use of their IEFA funds to the OPI

Part 1: Assurances. These assurances are submitted at the end of February, in the same platform (TeachMT) as the accreditation components. Rubric K is above:

District-reported expenditures



Part 2: Trustee Financial Summary (TFS) is due September 15. This report shows the funds a school received, as well as the expenditures for the IEFA funding amount. (IEFA Budget report per district starts on page 7 of this report.)

- Recording funds received: Fund (01) General Fund, Revenue code: 3113
- Recording expenditures: Fund (01) General Fund, Program code: 365
- TFS, once finalized, are available on OPI's website for each district.

Indian Education for All Implementation

Statewide Engagement and District Support

- Developed and deployed an online needs-assessment survey to tailor professional development and technical assistance based on individual district priorities.
- Used data from Integrated Strategic Action Plans (ISAP) and school trustees' financial reports to target support.
- Partnered with School Administrators of Montana (SAM) to increase awareness of IEFA implementation and funding requirements through monthly newsletters and outreach.

Best Practices Conference

- The 2025 IEFA Best Practices Conference welcomed over 200 attendees and featured 47 sessions, more than half led by classroom educators showcasing effective IEFA integration strategies.

Curriculum and Resource Development

- Developed a comprehensive curriculum mapping template, with plans underway to produce grade- and content-specific versions to support districts' mapping efforts.
- Continued updating Teacher Learning Hub courses to reflect current field needs and best practices.
- Providing integral IEFA resources during the development of guidance documents for the new mathematics content standards.

IEFA Resource Hub and Multimedia Content

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- Partnered with Native Film Club and the Big Sky Film Festival, reaching 2,744 students in 42 schools through Native American documentary film screenings.
- In collaboration with Tribal Student Achievement and Relations Unit, launched the Indigenous *Morning Greeting Project*, a cross-tribal classroom tool promoting language, cultural appreciation, and respectful engagement.
- Co-developing new curriculum for the 2025/26 school year on Missing and Murdered Indigenous Persons (MMIP) featuring local author Jen Murphy's book *More Like Her*, encouraging youth engagement on critical social issues.

Professional Development and Capacity Building

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 - 1,807 educators completed IEFA Hub courses.
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 - Delivered approximately 60 in-person and virtual presentations to over 2,600 teachers and students.

Revised PD Delivery Model

- Shifted from “one-and-done” sessions to sustained professional learning opportunities, emphasizing district-based capacity building and long-term instructional change.
- Embedded tribal voices in PD through guest cultural presenters from Montana's tribal nations.

FY2026 Budgets for IEFA Funding by District

	Entitlement	District Count
IEA payment unadjusted	3,794,428	392
Amount reduced from non-fiscal element	-	
Partial Reduction districts	135,384	42
Full reduction from no reported expenditures	18,965	13
TOTAL Reduction	154,349	55

LE	LeName	Level	FY Budget	BL ANB	Bud Amt	Non-Fiscal	FY 24 TFS Rev	FY 24 TFS Exp	Reduction Amt	Adjusted IEA
0003	Grant Elem	EL	2026	6	148	Y	100	-	148	-
0007	Wise River Elem	EL	2026	8	197	Y	239	-	197	-
0029	Chinook H S	HS	2026	120	2,956	Y	2,797	-	2,956	-
0264	Deerfield Elem	EL	2026	14	345	Y	383	-	345	-
0355	Willow Creek H S	HS	2026	9	222	Y	239	-	222	-
0692	Biddle Elem	EL	2026	12	296	Y	215	-	296	-
0846	Park City Elem	EL	2026	226	5,566	Y	5,428	-	5,566	-
0847	Park City H S	HS	2026	117	2,882	Y	2,558	-	2,882	-
0872	Greycliff Elem	EL	2026	5	123	Y	167	-	123	-
0896	Golden Ridge Elem	EL	2026	21	517	Y	1,100	-	517	-
0976	Morin Elem	EL	2026	37	911	Y	789	-	911	-
1218	Ayers Elem	EL	2026	13	320	Y	239	-	320	-
1230	Lame Deer H S	HS	2026	182	4,483	Y	4,352	-	4,483	-
0312	Columbia Falls Elem	EL	2026	1602	39,457	Y	38,782	18,456	20,326	19,131
0612	Livingston Elem	EL	2026	838	20,640	Y	20,873	3,667	17,207	3,433
0732	Stevensville Elem	EL	2026	685	16,872	Y	16,211	6,501	9,710	7,162
0792	Lame Deer Elem	EL	2026	395	9,729	Y	9,588	1,252	8,336	1,393
0313	Columbia Falls H S	HS	2026	718	17,684	Y	16,928	8,880	8,049	9,636
0733	Stevensville H S	HS	2026	361	8,891	Y	8,918	1,467	7,452	1,440
0865	Big Timber Elem	EL	2026	317	7,808	Y	7,938	489	7,449	359
0989	Independent Elem	EL	2026	299	7,364	Y	7,436	750	6,686	678
0330	Bigfork Elem	EL	2026	625	15,394	Y	15,302	8,648	6,654	8,740
0028	Chinook Elem	EL	2026	226	5,566	Y	5,762	1,170	4,592	974
0740	Darby K-12 Schools	K12	2026	353	8,694	Y	8,273	3,893	4,380	4,314
0738	Victor K-12 Schools	K12	2026	263	6,478	Y	6,145	2,151	3,994	2,484

1225	Sun River Valley Elem	EL	2026	177	4,360	Y	4,447	869	3,578	781
0804	Thompson Falls Elem	EL	2026	326	8,029	Y	7,962	4,825	3,137	4,892
0331	Bigfork H S	HS	2026	355	8,744	Y	8,608	5,791	2,816	5,927
0464	Stanford K-12 Schools	K12	2026	112	2,759	Y	2,654	227	2,427	331
0588	Lolo Elem	EL	2026	552	13,596	Y	13,055	10,877	2,178	11,418
0969	Canyon Creek Elem	EL	2026	221	5,443	Y	6,121	4,281	1,840	3,603
0411	Lavina K-12 Schools	K12	2026	79	1,946	Y	1,961	382	1,579	367
0529	Fortine Elem	EL	2026	70	1,724	Y	1,865	329	1,536	188
0364	Gallatin Gateway Elem	EL	2026	144	3,547	Y	3,802	2,270	1,531	2,015
0923	Hysham K-12 Schools	K12	2026	94	2,315	Y	1,817	431	1,386	929
0741	Lone Rock Elem	EL	2026	270	6,650	Y	6,336	5,044	1,292	5,358
0419	Drummond Elem	EL	2026	122	3,005	Y	3,013	1,881	1,132	1,873
0747	Savage Elem	EL	2026	96	2,364	Y	2,319	1,411	908	1,456
1184	West Valley Elem	EL	2026	833	20,517	Y	18,793	17,902	892	19,625
0354	Willow Creek Elem	EL	2026	45	1,108	Y	1,028	306	722	386
0420	Drummond H S	HS	2026	73	1,798	Y	1,626	906	720	1,078
1213	Hays-Lodge Pole K-12 Schls	K12	2026	263	6,478	Y	6,719	6,006	713	5,765
0795	Rosebud K-12	K12	2026	57	1,404	Y	1,148	551	596	807
0359	Cottonwood Elem	EL	2026	20	493	Y	478	107	371	122
0118	Simms H S	HS	2026	101	2,488	Y	2,750	2,438	312	2,176
0269	Grass Range H S	HS	2026	29	714	Y	502	274	228	487
0495	Wolf Creek Elem	EL	2026	10	246	Y	311	138	173	73
0362	Pass Creek Elem	EL	2026	15	369	Y	287	115	172	197
0684	Miami Elem	EL	2026	39	961	Y	885	792	93	867
0749	Brorson Elem	EL	2026	6	148	Y	143	75	68	79
0819	Westby K-12 Schools	K12	2026	44	1,084	Y	1,267	1,207	60	1,024
0853	Fishtail Elem	EL	2026	14	345	Y	359	309	49	296
0357	Springhill Elem	EL	2026	18	443	Y	478	447	31	413
0370	Malmborg Elem	EL	2026	9	222	Y	263	255	8	213
0055	Townsend K-12 Schools	K12	2026	762	18,768	Y	17,550	17,550	0	18,768
0288	Spring Creek Colony Elem	EL	2026	4	100	Y	120	120	-	100
0394	Ross Elem	EL	2026	3	100	Y	100	100	-	100
0915	Galata Elem	EL	2026	4	100	Y	167	265	-	100

0014	Jackson Elem	EL	2026	5	123	Y	191	200	-	123
0386	Kester Elem	EL	2026	5	123	Y	100	125	-	123
0486	Swan Lake-Salmon Elem	EL	2026	5	123	Y	100	100	-	123
0949	Judith Gap HS	HS	2026	5	123	Y	143	143	-	123
0020	Spring Creek Elem	EL	2026	6	148	Y	191	191	-	148
0533	Yaak Elem	EL	2026	6	148	Y	143	561	-	148
0617	Cooke City Elem	EL	2026	6	148	Y	167	167	-	148
0385	Pine Grove Elem	EL	2026	7	172	Y	191	191	-	172
0857	Nye Elem	EL	2026	7	172	Y	215	270	-	172
1216	North Harlem Colony Elem	EL	2026	7	172	Y	263	606	-	172
0189	S Y Elem	EL	2026	8	197	Y	191	464	-	197
0216	Lindsay Elem	EL	2026	8	197	Y	191	195	-	197
0272	King Colony Elem	EL	2026	8	197	Y	239	239	-	197
1231	Luther Elem	EL	2026	8	197	Y	287	300	-	197
0012	Polaris Elem	EL	2026	9	222	Y	239	239	-	222
0171	Benton Lake Elem	EL	2026	9	222	Y	239	664	-	222
0177	Trail Creek Elem	EL	2026	9	222	Y	167	421	-	222
0215	Bloomfield Elem	EL	2026	9	222	Y	239	239	-	222
0875	McLeod Elem	EL	2026	9	222	Y	191	191	-	222
0010	Wisdom Elem	EL	2026	10	246	Y	239	243	-	246
0325	Pleasant Valley Elem	EL	2026	11	271	Y	263	263	-	271
0789	Birney Elem	EL	2026	11	271	Y	215	215	-	271
0032	Cleveland Elem	EL	2026	12	296	Y	120	146	-	296
0048	Bear Paw Elem	EL	2026	12	296	Y	311	311	-	296
0078	Hawks Home Elem	EL	2026	12	296	Y	454	548	-	296
0096	Alzada Elem	EL	2026	12	296	Y	335	458	-	296
0843	Divide Elem	EL	2026	12	296	Y	191	191	-	296
0898	Pendroy Elem	EL	2026	12	296	Y	311	311	-	296
1222	Mountain View Elem	EL	2026	12	296	Y	287	287	-	296
0387	Cohagen Elem	EL	2026	13	320	Y	383	429	-	320
0424	Davey Elem	EL	2026	13	320	Y	406	406	-	320
0455	Basin Elem	EL	2026	13	320	Y	454	454	-	320
0594	Sunset Elem	EL	2026	13	320	Y	311	311	-	320
0161	Knees Elem	EL	2026	14	345	Y	191	193	-	345

0536	Alder Elem	EL	2026	14	345	Y	406	414	-	345
0498	Auchard Creek Elem	EL	2026	15	369	Y	335	335	-	369
0530	McCormick Elem	EL	2026	15	369	Y	430	435	-	369
0717	Helmville Elem	EL	2026	15	369	Y	406	406	-	369
0657	Saco H S	HS	2026	16	394	Y	359	359	-	394
0851	Reed Point H S	HS	2026	16	394	Y	526	526	-	394
0889	Bynum Elem	EL	2026	16	394	Y	717	909	-	394
1217	Gildford Colony Elem	EL	2026	16	394	Y	359	359	-	394
0015	Reichle Elem	EL	2026	17	419	Y	430	430	-	419
0282	Denton H S	HS	2026	17	419	Y	263	263	-	419
0534	Trego Elem	EL	2026	17	419	Y	574	574	-	419
0718	Garrison Elem	EL	2026	18	443	Y	430	700	-	443
0859	Rapelje H S	HS	2026	18	443	Y	478	480	-	443
1193	Deer Creek Elem	EL	2026	19	468	Y	502	502	-	468
0715	Ovando Elem	EL	2026	22	542	Y	406	600	-	542
0719	Elliston Elem	EL	2026	22	542	Y	478	719	-	542
0933	Hinsdale H S	HS	2026	22	542	Y	646	646	-	542
0045	Turner H S	HS	2026	23	566	Y	454	454	-	566
0445	Cottonwood Elem	EL	2026	23	566	Y	646	646	-	566
0280	Roy K-12 Schools	K12	2026	26	640	Y	598	598	-	640
0418	Hall Elem	EL	2026	26	640	Y	550	600	-	640
0868	Melville Elem	EL	2026	26	640	Y	789	789	-	640
0034	Zurich Elem	EL	2026	27	665	Y	669	1,022	-	665
0228	Richey H S	HS	2026	27	665	Y	741	741	-	665
0948	Judith Gap Elem	EL	2026	27	665	Y	478	478	-	665
0720	Avon Elem	EL	2026	29	714	Y	693	700	-	714
0928	Frazer H S	HS	2026	29	714	Y	789	789	-	714
0274	Moore H S	HS	2026	30	739	Y	478	478	-	739
0596	Swan Valley Elem	EL	2026	32	788	Y	885	905	-	788
1224	Liberty Elem	EL	2026	33	813	Y	1,650	1,650	-	813
0608	Melstone H S	HS	2026	34	837	Y	837	837	-	837
0503	Augusta H S	HS	2026	35	862	Y	622	622	-	862
0458	Cardwell Elem	EL	2026	36	887	Y	885	885	-	887
0483	Valley View Elem	EL	2026	37	911	Y	861	861	-	911

0935	Opheim K-12 Schools	K12	2026	37	911	Y	980	1,018	-	911
0850	Reed Point Elem	EL	2026	40	985	Y	1,028	1,028	-	985
0044	Turner Elem	EL	2026	41	1,010	Y	1,076	1,076	-	1,010
0097	Carter County H S	HS	2026	41	1,010	Y	1,076	1,526	-	1,010
0227	Richey Elem	EL	2026	41	1,010	Y	1,172	1,172	-	1,010
0663	Whitewater K-12 Schools	K12	2026	41	1,010	Y	1,100	1,100	-	1,010
0769	Lambert H S	HS	2026	41	1,010	Y	1,076	1,076	-	1,010
0607	Melstone Elem	EL	2026	42	1,034	Y	1,100	3,044	-	1,034
0680	Valier H S	HS	2026	42	1,034	Y	1,148	1,148	-	1,034
0748	Savage H S	HS	2026	42	1,034	Y	741	758	-	1,034
0787	Froid H S	HS	2026	42	1,034	Y	956	956	-	1,034
0895	Power H S	HS	2026	42	1,034	Y	885	955	-	1,034
1203	Saco Elem	EL	2026	42	1,034	Y	956	956	-	1,034
0473	Geyser K-12 Schools	K12	2026	43	1,059	Y	1,052	1,541	-	1,059
0491	Trinity Elem	EL	2026	43	1,059	Y	909	1,279	-	1,059
0591	Woodman Elem	EL	2026	43	1,059	Y	1,339	1,349	-	1,059
0932	Hinsdale Elem	EL	2026	43	1,059	Y	1,052	1,135	-	1,059
0281	Denton Elem	EL	2026	46	1,133	Y	932	932	-	1,133
0566	Vida Elem	EL	2026	46	1,133	Y	1,148	1,148	-	1,133
0620	Pine Creek Elem	EL	2026	47	1,158	Y	1,004	1,051	-	1,158
1211	Upper West Shore Elem	EL	2026	47	1,158	Y	1,411	1,411	-	1,158
0941	Lustre Elem	EL	2026	48	1,182	Y	1,219	1,219	-	1,182
0671	Dupuyer Elem	EL	2026	49	1,207	Y	502	502	-	1,207
0807	Trout Creek Elem	EL	2026	49	1,207	Y	1,769	1,769	-	1,207
0858	Rapelje Elem	EL	2026	50	1,232	Y	1,172	1,206	-	1,232
0809	Dixon Elem	EL	2026	53	1,305	Y	1,411	1,411	-	1,305
0783	Brockton H S	HS	2026	54	1,330	Y	1,315	1,452	-	1,330
0404	East Glacier Park Elem	EL	2026	55	1,355	Y	1,602	1,602	-	1,355
0009	Lima K-12 Schools	K12	2026	56	1,379	Y	1,506	1,964	-	1,379
0979	Broadview H S	HS	2026	56	1,379	Y	1,411	1,411	-	1,379
1196	Yellowstone Academy Elem	EL	2026	56	1,379	Y	1,363	1,500	-	1,379
0367	LaMotte Elem	EL	2026	57	1,404	Y	1,602	1,602	-	1,404
0407	Ryegate K-12 Schools	K12	2026	57	1,404	Y	1,315	1,315	-	1,404
1191	Gardiner H S	HS	2026	58	1,429	Y	1,387	1,387	-	1,429

1234	North Star HS	HS	2026	58	1,429	Y	1,315	1,315	-	1,429
0268	Grass Range Elem	EL	2026	59	1,453	Y	1,482	1,628	-	1,453
0187	Kinsey Elem	EL	2026	60	1,478	Y	1,626	1,626	-	1,478
0273	Moore Elem	EL	2026	60	1,478	Y	1,172	1,172	-	1,478
0378	Garfield County H S	HS	2026	60	1,478	Y	1,363	1,363	-	1,478
0076	Belfry K-12 Schools	K12	2026	61	1,502	Y	1,602	1,602	-	1,502
0538	Sheridan H S	HS	2026	62	1,527	Y	1,602	1,602	-	1,527
0786	Froid Elem	EL	2026	62	1,527	Y	1,506	1,506	-	1,527
1228	Shields Valley H S	HS	2026	62	1,527	Y	1,291	1,291	-	1,527
0173	Kircher Elem	EL	2026	63	1,552	Y	1,626	1,926	-	1,552
1237	Chester-Joplin-Inverness HS	HS	2026	63	1,552	Y	1,578	1,633	-	1,552
0812	Noxon H S	HS	2026	67	1,650	Y	1,674	1,975	-	1,650
1214	Plenty Coups H S	HS	2026	67	1,650	Y	1,674	1,674	-	1,650
0894	Power Elem	EL	2026	71	1,749	Y	1,985	2,224	-	1,749
1215	Arrowhead Elem	EL	2026	71	1,749	Y	1,698	1,698	-	1,749
0642	Winnett K-12 Schools	K12	2026	73	1,798	Y	1,602	2,025	-	1,798
0706	Powder River Co Dist H S	HS	2026	73	1,798	Y	1,865	1,865	-	1,798
0754	Rau Elem	EL	2026	73	1,798	Y	1,722	1,722	-	1,798
1223	West Glacier Elem	EL	2026	74	1,823	Y	1,865	1,868	-	1,823
0105	Centerville H S	HS	2026	76	1,872	Y	1,722	71,073	-	1,872
0021	Pryor Elem	EL	2026	77	1,897	Y	1,841	1,841	-	1,897
0768	Lambert Elem	EL	2026	77	1,897	Y	2,032	2,032	-	1,897
0548	Circle H S	HS	2026	78	1,921	Y	1,602	1,651	-	1,921
0987	Pioneer Elem	EL	2026	78	1,921	Y	1,745	1,820	-	1,921
0154	Geraldine K-12	K12	2026	79	1,946	Y	1,387	1,387	-	1,946
0862	Absarokee H S	HS	2026	79	1,946	Y	1,817	1,863	-	1,946
0927	Frazer Elem	EL	2026	80	1,970	Y	1,722	1,722	-	1,970
1206	Charlo H S	HS	2026	84	2,069	Y	2,008	2,008	-	2,069
0026	Wyola Elem	EL	2026	87	2,143	Y	2,248	2,248	-	2,143
0543	Harrison K-12 Schools	K12	2026	87	2,143	Y	2,367	2,367	-	2,143
0800	Ashland Elem	EL	2026	88	2,167	Y	2,080	2,080	-	2,167
0900	Greenfield Elem	EL	2026	88	2,167	Y	1,937	1,937	-	2,167
0072	Fromberg K-12	K12	2026	89	2,192	Y	2,774	2,774	-	2,192

0822	Medicine Lake K-12 Schools	K12	2026	90	2,217	Y	2,104	2,200	-	2,217
0648	Dodson K-12	K12	2026	91	2,241	Y	2,391	2,391	-	2,241
0778	Culbertson H S	HS	2026	91	2,241	Y	2,367	2,367	-	2,241
0087	Ekalaka Elem	EL	2026	95	2,340	Y	2,224	2,716	-	2,340
0589	Potomac Elem	EL	2026	95	2,340	Y	2,319	3,043	-	2,340
0113	Belt H S	HS	2026	98	2,414	Y	2,271	2,271	-	2,414
0614	Gardiner Elem	EL	2026	99	2,438	Y	2,295	2,295	-	2,438
0426	Box Elder H S	HS	2026	100	2,463	Y	2,606	2,606	-	2,463
0975	Custer K-12 Schools	K12	2026	100	2,463	Y	2,750	7,182	-	2,463
0811	Noxon Elem	EL	2026	101	2,488	Y	2,582	2,582	-	2,488
0342	Olney-Bissell Elem	EL	2026	102	2,512	Y	2,582	2,582	-	2,512
0782	Brockton Elem	EL	2026	104	2,562	Y	2,726	3,028	-	2,562
0502	Augusta Elem	EL	2026	105	2,586	Y	2,248	2,248	-	2,586
0791	Forsyth H S	HS	2026	106	2,611	Y	2,439	2,439	-	2,611
0316	Creston Elem	EL	2026	107	2,635	Y	2,965	3,046	-	2,635
0256	Plevna K-12 Schools	K12	2026	108	2,660	Y	2,534	2,534	-	2,660
0751	Fairview H S	HS	2026	108	2,660	Y	2,917	2,917	-	2,660
0937	Nashua K-12 Schools	K12	2026	108	2,660	Y	2,774	2,774	-	2,660
0377	Jordan Elem	EL	2026	109	2,685	Y	2,630	2,630	-	2,685
0069	Roberts K-12 Schools	K12	2026	111	2,734	Y	2,989	2,989	-	2,734
0679	Valier Elem	EL	2026	114	2,808	Y	3,013	3,013	-	2,808
0884	Choteau H S	HS	2026	114	2,808	Y	2,630	2,669	-	2,808
0146	Highwood K-12	K12	2026	115	2,832	Y	2,917	2,917	-	2,832
0102	Cascade H S	HS	2026	116	2,857	Y	2,511	2,511	-	2,857
1235	Dutton/Brad y K-12 Schools	K12	2026	116	2,857	Y	3,395	3,400	-	2,857
0134	Fort Benton H S	HS	2026	117	2,882	Y	2,582	2,582	-	2,882
0891	Fairfield H S	HS	2026	117	2,882	Y	2,965	3,190	-	2,882
0861	Absarokee Elem	EL	2026	122	3,005	Y	2,750	2,755	-	3,005
0978	Broadview Elem	EL	2026	130	3,202	Y	2,965	3,044	-	3,202
0131	Ulm Elem	EL	2026	135	3,325	Y	3,443	3,443	-	3,325
0592	DeSmet Elem	EL	2026	135	3,325	Y	3,204	3,204	-	3,325
0774	Frontier Elem	EL	2026	135	3,325	Y	3,108	13,661	-	3,325
0520	Troy H S	HS	2026	138	3,399	Y	3,132	3,172	-	3,399

1233	North Star Elem	EL	2026	138	3,399	Y	3,706	3,706	-	3,399
0061	Joliet H S	HS	2026	139	3,424	Y	3,395	3,395	-	3,424
0547	Circle Elem	EL	2026	140	3,448	Y	3,347	3,507	-	3,448
0469	Hobson K-12 Schools	K12	2026	142	3,497	Y	3,347	3,965	-	3,497
0903	Sunburst K-12 Schools	K12	2026	142	3,497	Y	3,276	3,326	-	3,497
1229	Rocky Boy H S	HS	2026	142	3,497	Y	3,539	3,539	-	3,497
0675	Conrad H S	HS	2026	143	3,522	Y	3,682	4,143	-	3,522
0475	Arlee H S	HS	2026	145	3,571	Y	3,563	3,563	-	3,571
1221	Lincoln K-12 Schools	K12	2026	147	3,621	Y	3,515	3,515	-	3,621
1227	Shields Valley Elem	EL	2026	147	3,621	Y	3,491	3,491	-	3,621
0127	Vaughn Elem	EL	2026	149	3,670	Y	3,802	3,802	-	3,670
0911	Shelby H S	HS	2026	149	3,670	Y	2,989	2,989	-	3,670
0964	Wibaux K-12 Schools	K12	2026	154	3,793	Y	3,873	3,873	-	3,793
1205	Charlo Elem	EL	2026	156	3,842	Y	3,993	3,993	-	3,842
0705	Broadus Elem	EL	2026	157	3,867	Y	3,730	3,730	-	3,867
0291	Winifred K-12 Schools	K12	2026	159	3,916	Y	3,658	3,658	-	3,916
0797	Colstrip H S	HS	2026	163	4,015	Y	3,730	28,452	-	4,015
0308	Fair-Mont-Egan Elem	EL	2026	164	4,039	Y	3,610	7,110	-	4,039
0577	Alberton K-12 Schools	K12	2026	164	4,039	Y	4,017	4,017	-	4,039
0376	Amsterdam Elem	EL	2026	166	4,089	Y	4,089	4,092	-	4,089
0341	Marion Elem	EL	2026	167	4,113	Y	4,065	4,065	-	4,113
0454	Whitehall H S	HS	2026	167	4,113	Y	3,419	3,419	-	4,113
0882	Sweet Grass County H S	HS	2026	167	4,113	Y	4,041	4,041	-	4,113
0606	Roundup High School	HS	2026	169	4,162	Y	4,184	4,184	-	4,162
0726	Terry K-12 Schools	K12	2026	171	4,212	Y	3,682	3,682	-	4,212
0842	Ramsay Elem	EL	2026	171	4,212	Y	4,208	4,211	-	4,212
0597	Seeley Lake Elem	EL	2026	173	4,261	Y	4,280	4,498	-	4,261
0968	Blue Creek Elem	EL	2026	174	4,286	Y	4,567	4,567	-	4,286
1190	Lodge Grass H S	HS	2026	179	4,409	Y	4,208	4,208	-	4,409
0031	Harlem H S	HS	2026	180	4,433	Y	4,113	5,242	-	4,433
0057	Red Lodge H S	HS	2026	183	4,507	Y	4,495	4,595	-	4,507
0309	Swan River Elem	EL	2026	184	4,532	Y	4,734	5,594	-	4,532
0570	White Sulphur Spgs K-12	K12	2026	185	4,557	Y	4,830	4,922	-	4,557
1226	Heart Butte K-12 Schools	K12	2026	186	4,581	Y	5,141	5,141	-	4,581

0750	Fairview Elem	EL	2026	187	4,606	Y	4,328	4,328	-	4,606
0785	Bainville K-12 Schools	K12	2026	187	4,606	Y	4,017	4,017	-	4,606
0307	Deer Park Elem	EL	2026	188	4,630	Y	4,878	4,885	-	4,630
0537	Sheridan Elem	EL	2026	188	4,630	Y	4,208	4,228	-	4,630
0416	Philipsburg K-12 Schools	K12	2026	189	4,655	Y	4,495	4,495	-	4,655
0713	Powell County H S	HS	2026	189	4,655	Y	4,591	4,591	-	4,655
0323	Kila Elem	EL	2026	190	4,680	Y	4,662	4,683	-	4,680
0805	Thompson Falls H S	HS	2026	197	4,852	Y	4,997	6,954	-	4,852
0138	Big Sandy K-12	K12	2026	199	4,901	Y	4,973	5,000	-	4,901
1236	Chester-Joplin-Inverness El	EL	2026	201	4,951	Y	4,782	4,782	-	4,951
0582	St Regis K-12 Schools	K12	2026	203	5,000	Y	4,758	4,758	-	5,000
0790	Forsyth Elem	EL	2026	203	5,000	Y	5,188	5,188	-	5,000
0777	Culbertson Elem	EL	2026	204	5,025	Y	4,782	4,782	-	5,025
0815	Hot Springs K-12	K12	2026	205	5,049	Y	4,447	4,816	-	5,049
0403	Cut Bank H S	HS	2026	208	5,123	Y	5,667	14,140	-	5,123
0324	Smith Valley Elem	EL	2026	210	5,172	Y	5,428	5,428	-	5,172
0059	Bridger K-12 Schools	K12	2026	211	5,197	Y	4,925	4,925	-	5,197
0781	Wolf Point H S	HS	2026	216	5,320	Y	5,619	5,623	-	5,320
0890	Fairfield Elem	EL	2026	218	5,369	Y	5,045	5,045	-	5,369
0101	Cascade Elem	EL	2026	224	5,517	Y	5,188	5,188	-	5,517
0456	Boulder Elem	EL	2026	225	5,542	Y	5,451	5,451	-	5,542
0133	Fort Benton Elem	EL	2026	226	5,566	Y	5,786	5,786	-	5,566
0540	Twin Bridges K-12 Schools	K12	2026	227	5,591	Y	5,260	5,260	-	5,591
0366	Anderson Elem	EL	2026	228	5,616	Y	5,188	5,188	-	5,616
0595	Clinton Elem	EL	2026	235	5,788	Y	5,404	5,404	-	5,788
0849	Columbus H S	HS	2026	246	6,059	Y	5,978	5,978	-	6,059
0986	Shepherd H S	HS	2026	246	6,059	Y	6,360	6,600	-	6,059
0348	Manhattan High School	HS	2026	253	6,231	Y	6,121	6,221	-	6,231
0104	Centerville Elem	EL	2026	254	6,256	Y	5,858	22,171	-	6,256
0025	Lodge Grass Elem	EL	2026	256	6,305	Y	6,623	6,624	-	6,305
0519	Troy Elem	EL	2026	263	6,478	Y	6,886	6,886	-	6,478
0112	Belt Elem	EL	2026	265	6,527	Y	6,480	6,480	-	6,527
0361	Three Forks H S	HS	2026	269	6,625	Y	6,814	6,814	-	6,625
0474	Arllee Elem	EL	2026	273	6,724	Y	6,958	6,958	-	6,724

0776	Poplar H S	HS	2026	282	6,946	Y	6,671	6,681	-	6,946
0060	Joliet Elem	EL	2026	284	6,995	Y	6,862	6,862	-	6,995
0374	West Yellowstone K-12	K12	2026	289	7,118	Y	7,221	7,221	-	7,118
0194	Scobey K-12 Schools	K12	2026	290	7,143	Y	7,101	9,298	-	7,143
0528	Lincoln County H S	HS	2026	301	7,414	Y	7,460	7,460	-	7,414
0320	Helena Flats Elem	EL	2026	302	7,438	Y	6,910	6,910	-	7,438
0425	Box Elder Elem	EL	2026	310	7,635	Y	7,388	7,388	-	7,635
0946	Harlowton K-12	K12	2026	310	7,635	Y	6,743	6,951	-	7,635
0457	Jefferson H S	HS	2026	315	7,758	Y	6,934	9,214	-	7,758
0237	Anaconda H S	HS	2026	317	7,808	Y	7,269	7,269	-	7,808
0883	Choteau Elem	EL	2026	320	7,882	Y	6,288	6,328	-	7,882
0453	Whitehall Elem	EL	2026	321	7,906	Y	7,890	7,890	-	7,906
0317	Cayuse Prairie Elem	EL	2026	322	7,931	Y	7,579	7,579	-	7,931
0056	Red Lodge Elem	EL	2026	328	8,079	Y	8,105	8,105	-	8,079
0579	Superior K-12 Schools	K12	2026	337	8,300	Y	8,297	8,297	-	8,300
0207	Dawson H S	HS	2026	340	8,374	Y	8,249	9,088	-	8,374
0006	Beaverhead County H S	HS	2026	353	8,694	Y	8,321	8,321	-	8,694
0674	Conrad Elem	EL	2026	354	8,719	Y	8,464	8,464	-	8,719
0590	Bonner Elem	EL	2026	355	8,744	Y	8,918	8,918	-	8,744
0796	Colstrip Elem	EL	2026	358	8,818	Y	9,540	20,865	-	8,818
0259	Fergus H S	HS	2026	364	8,965	Y	8,799	13,173	-	8,965
0828	Plentywood K-12 Schools	K12	2026	365	8,990	Y	9,158	9,307	-	8,990
0746	Sidney H S	HS	2026	386	9,507	Y	9,731	16,872	-	9,507
0452	Clancy Elem	EL	2026	397	9,778	Y	9,612	9,612	-	9,778
1200	Ronan H S	HS	2026	400	9,852	Y	10,138	10,138	-	9,852
0605	Roundup Elem	EL	2026	405	9,975	Y	9,923	9,923	-	9,975
0910	Shelby Elem	EL	2026	420	10,345	Y	9,707	10,313	-	10,345
1239	Big Sky School K-12	K12	2026	424	10,443	Y	10,712	10,712	-	10,443
0712	Deer Lodge Elem	EL	2026	432	10,640	Y	10,377	16,126	-	10,640
0613	Park H S	HS	2026	435	10,714	Y	10,090	12,258	-	10,714
0803	Plains K-12	K12	2026	443	10,911	Y	11,286	11,286	-	10,911
1207	Rocky Boy Elem	EL	2026	445	10,960	Y	11,812	11,812	-	10,960
0981	Elysian Elem	EL	2026	464	11,428	Y	11,094	11,500	-	11,428
0546	Ennis K-12 Schools	K12	2026	467	11,502	Y	10,568	10,568	-	11,502

0030	Harlem Elem	EL	2026	474	11,675	Y	11,692	11,767	-	11,675
0244	Baker K-12 Schools	K12	2026	476	11,724	Y	11,501	23,862	-	11,724
0347	Manhattan School	EL	2026	477	11,749	Y	12,146	13,787	-	11,749
0481	St Ignatius K-12 Schools	K12	2026	480	11,822	Y	11,931	14,161	-	11,822
0848	Columbus Elem	EL	2026	490	12,069	Y	11,764	12,976	-	12,069
0460	Montana City Elem	EL	2026	493	12,143	Y	11,764	11,764	-	12,143
0780	Wolf Point Elem	EL	2026	500	12,315	Y	12,553	13,113	-	12,315
0192	Custer County H S	HS	2026	505	12,438	Y	12,218	12,218	-	12,438
0659	Malta K-12 Schools	K12	2026	510	12,561	Y	12,672	12,672	-	12,561
1189	Hardin H S	HS	2026	530	13,054	Y	12,553	12,767	-	13,054
0428	Havre H S	HS	2026	538	13,251	Y	12,696	12,696	-	13,251
0478	Polson H S	HS	2026	542	13,349	Y	12,744	13,891	-	13,349
0527	Eureka Elem	EL	2026	542	13,349	Y	12,385	12,385	-	13,349
0327	Somers Elem	EL	2026	559	13,768	Y	13,963	13,964	-	13,768
0360	Three Forks Elem	EL	2026	559	13,768	Y	12,864	12,864	-	13,768
0402	Cut Bank Elem	EL	2026	559	13,768	Y	13,677	14,285	-	13,768
0985	Shepherd Elem	EL	2026	568	13,990	Y	13,916	14,356	-	13,990
0593	Target Range Elem	EL	2026	571	14,064	Y	14,035	14,035	-	14,064
0775	Poplar Elem	EL	2026	601	14,803	Y	15,542	15,542	-	14,803
0971	Laurel H S	HS	2026	617	15,197	Y	15,350	21,044	-	15,197
0335	Whitefish H S	HS	2026	643	15,837	Y	14,442	14,442	-	15,837
0401	Browning H S	HS	2026	650	16,010	Y	13,677	189,942	-	16,010
0339	Evergreen Elem	EL	2026	668	16,453	Y	16,689	16,689	-	16,453
0363	Monforton Elem	EL	2026	703	17,315	Y	16,809	19,932	-	17,315
0972	Elder Grove Elem	EL	2026	722	17,783	Y	17,191	17,191	-	17,783
0236	Anaconda Elem	EL	2026	744	18,325	Y	18,172	18,172	-	18,325
0983	Huntley Project K-12 Schools	K12	2026	790	19,458	Y	19,008	19,008	-	19,458
0206	Glendive Elem	EL	2026	792	19,507	Y	19,367	20,388	-	19,507
0743	Florence-Carlton K-12 Schls	K12	2026	795	19,581	Y	19,726	19,726	-	19,581
0005	Dillon Elem	EL	2026	802	19,753	Y	19,415	19,509	-	19,753
0926	Glasgow K-12 Schools	K12	2026	805	19,827	Y	19,248	19,248	-	19,827
0745	Sidney Elem	EL	2026	868	21,379	Y	21,232	38,194	-	21,379
0258	Lewistown Elem	EL	2026	876	21,576	Y	21,925	26,315	-	21,576

0172	Miles City Elem	EL	2026	962	23,694	Y	23,551	23,551	-	23,694
0369	Belgrade H S	HS	2026	995	24,507	Y	24,579	24,579	-	24,507
1199	Ronan Elem	EL	2026	1106	27,241	Y	27,066	27,066	-	27,241
0477	Polson Elem	EL	2026	1141	28,103	Y	28,740	28,740	-	28,103
0522	Libby K-12 Schools	K12	2026	1197	29,482	Y	29,003	29,271	-	29,482
0970	Laurel Elem	EL	2026	1238	30,492	Y	31,203	31,270	-	30,492
0023	Hardin Elem	EL	2026	1263	31,108	Y	30,724	33,092	-	31,108
1212	Butte H S	HS	2026	1325	32,635	Y	32,207	32,207	-	32,635
0427	Havre Elem	EL	2026	1326	32,659	Y	29,624	29,624	-	32,659
0400	Browning Elem	EL	2026	1327	32,684	Y	31,466	244,787	-	32,684
0334	Whitefish Elem	EL	2026	1360	33,497	Y	32,542	32,542	-	33,497
0599	Frenchtown K-12 Schools	K12	2026	1390	34,236	Y	35,602	35,602	-	34,236
0586	Hellgate Elem	EL	2026	1517	37,364	Y	37,084	37,884	-	37,364
0731	Corvallis K-12 Schools	K12	2026	1569	38,644	Y	33,020	40,040	-	38,644
1241	Lockwood K-12	K12	2026	1707	42,043	Y	41,795	41,795	-	42,043
0735	Hamilton K-12 Schools	K12	2026	1712	42,167	Y	41,149	65,959	-	42,167
1240	East Helena K-12	K12	2026	2055	50,615	Y	48,370	48,370	-	50,615
0368	Belgrade Elem	EL	2026	2394	58,964	Y	58,723	58,723	-	58,964
0488	Helena H S	HS	2026	2469	60,811	Y	61,664	66,330	-	60,811
0351	Bozeman H S	HS	2026	2883	71,008	Y	64,724	64,724	-	71,008
0840	Butte Elem	EL	2026	3043	74,949	Y	73,499	73,499	-	74,949
0311	Flathead H S	HS	2026	3080	75,860	Y	75,269	78,321	-	75,860
0099	Great Falls H S	HS	2026	3093	76,181	Y	75,053	75,053	-	76,181
0310	Kalispell Elem	EL	2026	3179	78,299	Y	76,464	84,922	-	78,299
0584	Missoula H S	HS	2026	4051	99,776	Y	96,309	177,177	-	99,776
0350	Bozeman Elem	EL	2026	4847	119,382	Y	115,724	115,724	-	119,382
0487	Helena Elem	EL	2026	5345	131,647	Y	129,999	133,073	-	131,647
0583	Missoula Elem	EL	2026	5474	134,825	Y	130,764	186,883	-	134,825
0966	Billings H S	HS	2026	5634	138,765	Y	136,598	139,349	-	138,765
0098	Great Falls Elem	EL	2026	7167	176,523	Y	174,591	174,591	-	176,523
0965	Billings Elem	EL	2026	11438	281,718	Y	273,459	275,530	-	281,718

ITEM 21

**REVIEW OF THE ECONOMIC IMPACT
STATEMENT PERTAINING TO
RULEMAKING IN ARM TITLE 10, CHAPTER
53, ENGLISH LANGUAGE ARTS AND
LITERACY CONTENT STANDARDS**

Marie Judisch

Montana Board of Public Education

Executive Summary

Date: July 2025

Presentation	English Language Arts Content Standards Economic Impact Statement
Presenter	Marie Judisch
Position Title	Senior Manager of Teaching and Learning Montana Office of Public Instruction
Overview	Review the Economic Impact Statement for English Language Arts Content Standards revisions.
Requested Decision(s)	Information Item
Related Issue(s)	N/A
Recommendation(s)	N/A



Economic Impact Statement
Administrative Rules of Montana,
Chapter 53, Subsection 4:

English Language Arts and
Literacy Content Standards



Montana Office of Public Instruction
May 2025

Table of Contents

Executive Summary-----	3
Introduction-----	3
Economic Impact Statement Required Elements-----	5
Conclusion-----	8
Appendix A: Economic Impact Survey Responses -----	11
Appendix B: English Language Arts and Literacy Standards Revisions - Writing Task Force Members -----	16
Appendix C: English Language Arts and Literacy Standards Revisions - Review Task Force Members-----	17
Appendix D: English Language Arts and Literacy Standards Revisions - Reconciliation Task Force Members--	17
Appendix E: English Language Arts and Literacy Standards Revision - Negotiated Rulemaking Committee-----	18
Appendix F: Montana Office of Public Instruction Project Leadership and Support -----	19

Executive Summary

In late 2023, with approval from the Montana Board of Public Education (BPE), the Superintendent of Public Instruction initiated a review of Montana's English Language Arts and Literacy Content Standards, as outlined in ARM [Title 10, Chapter 53, Subchapter 4](#). This review ensures that public schools maintain rigorous and relevant standards that effectively support student learning and preparedness for life beyond school.

As required by [§ 20-7-101, MCA](#), these standards, part of the accreditation process, must be adopted by the BPE with the Superintendent's recommendation and developed through negotiated rulemaking. In compliance with [§ 2-4-405, MCA](#), the Office of Public Instruction (OPI) has prepared this economic impact statement in consultation with the Negotiated Rulemaking Committee (NRC).

To assess potential economic impacts of the proposed rule amendments to ARM 10.53.4, OPI surveyed school personnel and stakeholders. The survey was distributed via the OPI Compass newsletter to over 18,000 recipients, posted on the revisions website, shared with educational partners, and emailed directly to district and county superintendents.

Introduction

The Superintendent and OPI staff established an English Language Arts and Literacy (ELA) Standards Revision Task Force, which included Writing, Review, and Reconciliation Teams (see [Appendix B](#), [Appendix C](#), and [Appendix D](#)). The Development Team proposed revisions based on research from the Regional Education Laboratory Northwest, a U.S. Department of Education-funded organization, and aligned with the Superintendent's vision. The Review Team provided feedback, and final revisions were completed by a Reconciliation team before the final proposals were submitted to the Superintendent and the Negotiated Rulemaking Committee (NRC).

OPI staff ([Appendix F](#)) facilitated virtual and in-person meetings, supporting collaborative work on digital documents. The agency coordinated the task force's activities, presented its rationale to the NRC, and consulted the Montana Advisory Council on Indian Education (MACIE) for the integration of Indian Education for All.

The NRC (members listed in [Appendix E](#)) reviewed the proposed standards, meeting both virtually and in person from December 2024 to February 2025, and ensured consistency in content, format, vocabulary, and organization throughout the standards.

The rules proposals are listed below with a summary of changes:

The Superintendent's recommendations include:

- Repeal: 10.53.401-10.53.414 — 2011 English Language Arts and Literacy Content Standards
 - *Due to the proposed streamlining and restructuring of the content standards, in an attempt to better support teaching and learning, it was determined that it would be cleaner to completely repeal the original standards and propose new standards.*
- Adopt 10.53.414 — Literacy Practices
 - *New standards have been introduced to support the habits and skills of literate students for success in post-secondary education, careers, and community participation.*
- Adopt 10.53.415- 10.53.426 — Kindergarten through 12th Grade Content Standards
 - *New standards that are aligned to the current content standards, but condensed and streamlined for educators. A few new standards have been implemented to better align with evidence-based reading practices. Domains within the standards include Foundational Reading (print concepts, phonemic awareness, decoding, encoding), Vocabulary, Fluency, Reading Comprehension, Writing, Research and Inquiry, and Speaking and Listening.*
- Adopt 10.53.427 — Glossary
 - *Introduced to support understanding of the vocabulary within the content standards.*

A detailed summary of the ELA standards, proposed revisions, and the process can be found [here](#).

Economic Impact Statement Required Elements

Pursuant to § 20-7-101(1), MCA, the Montana Superintendent of Public Instruction prepared this economic impact statement in consultation with the NRC, in accordance with § 2-4-405, MCA. Each required element of the economic impact statement is outlined below.

a) Affected Classes of Persons

Describe the classes of persons who will be affected by the proposed rule, including classes that will bear the costs of the proposed rule and classes that will benefit from the proposed rule. Refer to § 2-4-405 (2)(a), MCA.

The proposed rule changes impact the following groups: school district trustees, K-12 administrators, English Language Arts and Literacy educators, curriculum directors, school counselors, librarians, clerks/business officials, parents, and K-12 public school students.

Local school districts will be responsible for covering the expenses related to the implementation of these rule changes.

Beneficiaries of the rule changes include trustees, administrators, teachers, students, and the communities served by Montana's accredited schools.

b) Economic Impact

Describe the probable economic impact of the proposed rule upon affected classes of persons, including but not limited to providers of services under contracts with the state and affected small businesses, and quantify, to the extent practicable, that impact. Refer to § 2-4-405 (2)(b), MCA.

The OPI surveyed school personnel and stakeholders regarding the probable economic impact of the proposed amendments to the ELA Content Standards. The survey was distributed as described previously and received responses from 58 individuals, including teachers, superintendents, principals, district curriculum directors, parents, taxpayers, and technology integration specialists. The summary results of the surveys are shown in [Appendix A](#).

Estimated Costs for Curricular Resources

Even with survey responses, precisely estimating curricular costs remains complex due to the varied status of curriculum and professional learning across districts. Survey data indicates that approximately 50% of respondents anticipate needing partial curriculum updates, while 17% foresee comprehensive updates. Another 14% believe their current materials will suffice following the proposed revisions.

To approximate the potential costs of replacing the ELA curriculum, the agency utilized survey data to determine anticipated costs. Specifically, approximately 50% of schools indicated the need for curricular

updates for the K-2 and 3rd-5th grade levels, increasing to 60% for the 6th-8th grade band and 57% for grades 9-12. Estimations below are provided based on these percentages. It is significant to note that when districts were surveyed regarding their financial capacity to update their English Language Arts (ELA) curricular resources, in accordance with the state standard revision timeline or at five-year intervals as mandated by Administrative Rules of Montana (ARM) 10.55.603, approximately 46% of those responding reported insufficient funds to undertake such updates.

<i>Grade Band</i>	<i>Estimated Number of Students</i>	<i>Estimated Cost per Student</i>	<i>Estimated % Updated Materials Needed</i>	<i>Total Cost by Grade Band</i>
K-2	33,000	\$200	50%	\$3,300,000
3-5	33,000	\$150	50%	\$2,475,000
6-8	33,000	\$150	60%	\$2,970,000
9-12	44,000	\$150	57%	\$ 3,762,000

Estimated Curricular Costs:

Estimated Total Costs for Curricular Resources for all Montana Schools: = \$12,507,000

Estimated Costs for Professional Learning:

<i>Metric</i>	<i>Value</i>
<i>Number of Districts in Montana</i>	403
<i>Estimated Cost of Professional Development per Day</i>	\$500-\$2,500
<i>Total Cost of Professional Development for 2 Days</i>	\$403,000 - 1,007,500
<i>Total Cost of Professional Development for 4 Days</i>	\$806,000 - \$2,015,000

Estimated Range of Total Costs for Professional Development for all Montana Schools:

= \$403,000 - 2,015,000

Estimated total cost range of Curricular Resources & Professional Development:

= \$12,910,000 - \$14,522,000

These estimated costs for curricular resources and professional development do not include the quantifiable time allocated to revisions for professional learning, planning, and implementation. Furthermore, these figures represent initial implementation year expenses for the content standards and do not account for recurring costs associated with consumables or technology-based licenses.

(b) Cost to State Agencies

Describe and estimate the probable costs to the agency and any other agency of the implementation and enforcement of the proposed rule and any anticipated effect on state revenue. Refer to § 2-4-405 (2)(c), MCA

The Office of Public Instruction (OPI), as required by [§ 20-7-101, MCA](#), has incurred costs for the standards revision task force and the negotiated rulemaking process. Convening the task force for in-person writing sessions costs approximately \$13,000. The negotiated rulemaking process, including a contracted facilitator, NRC meetings, and NRC travel costs around \$12,000. Additional expenses for implementing the proposed rule changes, such as creating guidance documents with task force experts and providing professional learning, are estimated at \$20,000, bringing the total projected cost to about \$46,000, excluding staff time absorbed through regular duties.

<i>Metric</i>	<i>Estimated Costs</i>
<i>Task Force Revisions Costs</i>	<i>\$13,000</i>
<i>Negotiated Rulemaking Costs</i>	<i>\$12,000</i>
<i>Agency Costs for Professional Learning</i>	<i>\$20,000</i>

Estimated total cost for the Office of Public Instruction: = \$46,000

The Board of Public Education (BPE) will incur filing fees for public hearing notices and publication fees for adoption and amendment notices with the Secretary of State, estimated at \$60 per page. Costs for board member attendance at public hearings will be covered within the BPE's existing budget.

c) Costs and Benefits of the Proposed Rule

Analyze and compare the costs and benefits of the proposed rule to the costs and

benefits of inaction. Refer to § 2-4-405 (2)(d), MCA.

The State Superintendent initiated the process of amending the accreditation and aligning content standards per the established schedule by the BPE.

d) Less Costly or Less Intrusive Methods

Are there less costly or less intrusive methods for achieving the purpose of the proposed rule? Refer to § 2-4-405 (2)(e), MCA.

There is no less costly or less intrusive method for achieving the purpose of the proposed rule changes.

e) Selection of Proposed Rule

Analyze any alternative methods for achieving the purpose of the proposed rule that were seriously considered by the agency and the reasons why they were rejected in favor of the proposed rule. Refer to § 2-4-405 (2)(f), MCA.

To achieve the proposed rule's objectives, alternative methods were explored. However, given the substantial influence of content standards on English Language Arts and Literacy instruction and overall school quality, alongside the obligation for negotiated rulemaking, it was concluded that no alternative approach could effectively develop content standards focused on learner outcomes and educational excellence. To maximize cost-efficiency, meetings were conducted through a combination of in-person and virtual formats and relied on digital documents to support the work of the committees.

f) Efficient Allocation of Public and Private Resources

Does the proposed rule represent an efficient allocation of public and private resources? Refer to § 2-4-405 (2)(g), MCA.

The proposed rule amendments do not involve any specific allocation of public and private resources.

Conclusion

The NRC, through consensus, determined that the rule amendments should be surveyed for economic impact and supported the creation of the survey questions. [Appendix A](#) shows the responses and the demographics of the 58 respondents to the survey.

The economic and logistical impact of implementing Montana's revised K-12 English Language Arts and Literacy (ELA) standards spans several critical areas, including core and supplemental curricular

resources, staffing, professional learning, and time, all of which pose significant cost implications for districts across the state.

Survey data indicates that about half of the respondents expect partial curriculum updates for the proposed ELA content standards, with fewer anticipating comprehensive updates. Cost estimations suggest roughly half of elementary schools need material updates, increasing slightly for middle and high school levels. A significant portion of surveyed districts reported insufficient funds for these updates within the state's revision timeline.

There was inconsistency among respondents regarding which grade band would require more curricular support, likely due to the diverse curricula currently in use across the state. While some expressed confidence in their updated materials aligning with evidence-based reading practices and viewed the streamlined standards as offering greater flexibility, others indicated a need for a comprehensive update.

Initial costs for curriculum adoption are estimated between \$150 and \$250 per student, depending on the grade level, with ongoing expenses such as digital access fees, consumable materials, and routine updates further stretching district budgets over time. Including cursive in second grade was also indicated as a component that would cause an increase in curricular needs, as cursive was not required in the previous standards.

There was inconsistency in terms of which grade band respondents thought would need more support for curricular materials. This is partially due to the large variation in curriculum adopted across the state. While many respondents said they had confidence that their materials are updated and aligned with evidence-based reading practices and that the streamlining of the standards only allows for more flexibility, others indicated they needed a comprehensive update.

While Literacy Practices are new standards within ARM, they may not require updating curricular materials. Rather, they are instructional practices that encourage students to practice the habits and skills of literate learners. Due to the revisions in the earlier grades having more comprehensive foundational reading standards, there is potential that many districts will need updates for these specific and critical standards. As the only new content standards that span K-12 are specific to IEFA research requirements, this may also have a fiscal impact, ensuring districts have resources available for such student research tasks. In the secondary grades, two key content standards are new, involving reading multisyllabic words and fluency. While many materials could be adapted, districts may choose to purchase supplementary resources to support their teachers in these new, but pertinent, standards.

Professional development is also a major cost driver, with daily training sessions estimated at around \$500 - \$2,500 per day. This highlights the necessity of sustained funding to meet professional learning requirements as teachers learn new instructional approaches and implement new curriculum.

Although the standard updates are mostly aligned with the previously adopted Montana Content Standards, and therefore the Common Core State Standards, large curriculum companies will likely not make

adaptations to their curriculum to align their texts to our standards, as evidenced by the lack of including Indian Education for All as required in Montana's Content Standards. Notwithstanding the prior inclusion of IEFA considerations in the previous set of standards, numerous respondents emphasized the necessity for developing or disseminating more pertinent resources to facilitate instruction.

As ELA is required to be taught K-12, with four credits required in high school, there should not be additional needs for staffing the core curriculum. Some districts indicated the need for expanded staffing to support interventions in alignment with evidence-based practices, while others said they had adequate staffing regardless of the changes. To ensure strong implementation, many mentioned the need for literacy instructional coaches, with varying levels of districts that already have this position within their district.

Finally, the logistics of professional development, including organizing travel for remote districts, arranging substitute teachers, and scheduling sessions outside of instructional hours, represent considerable time and resource commitments for both teachers and administrators.

The OPI believes that there will be an economic impact on partial curriculum resources for grade levels K-12. Due to the revisions in the earlier grades having more comprehensive foundational reading standards, there is potential that many districts will need updates for these specific and critical standards. There is also the impact of providing additional professional development to staff for adequate implementation to support teachers with alignment and understanding of the standards and evidence-based practices.

The anticipated costs for initial implementation for districts, should they need to update curricular materials, range from \$12,910,000 - 14,522,000, including curricular costs and professional development.

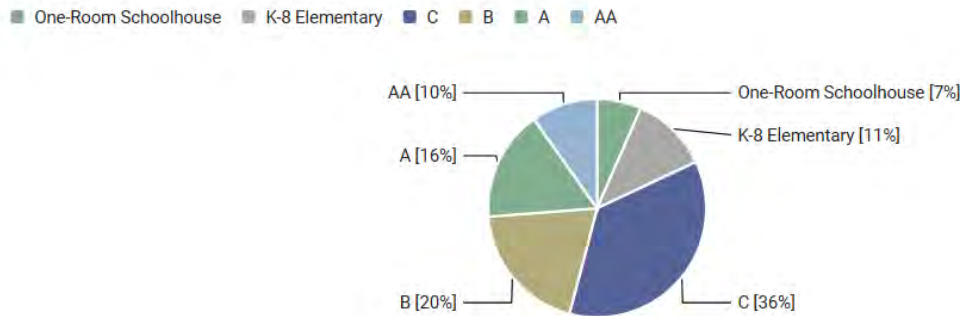
The Superintendent's recommendations to the BPE will be evaluated by the BPE and then facilitated through the Montana Administrative Procedure Act (MAPA) process before any adoption of proposed standards changes is implemented.

Appendix A: Economic Impact Survey Responses

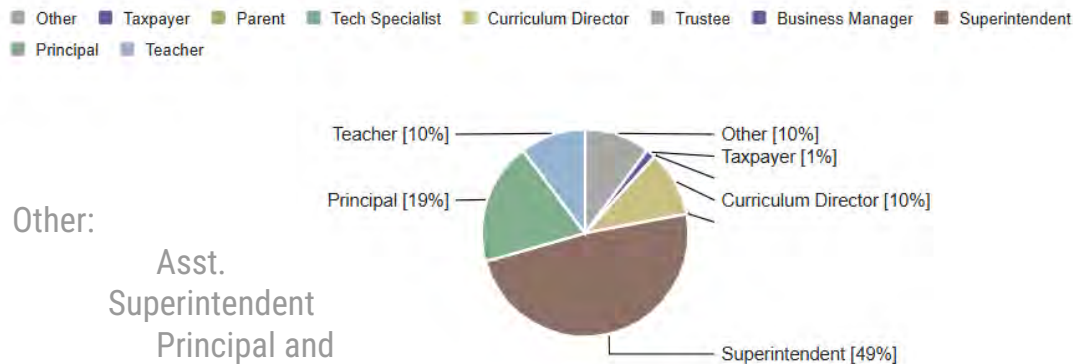
The following information is a summation of the different questions asked in alignment with the requirements of the Economic Impact Statement.

DEMOGRAPHICS OF RESPONDENTS:

District Size of Respondents:



Stakeholder Role of Respondents:



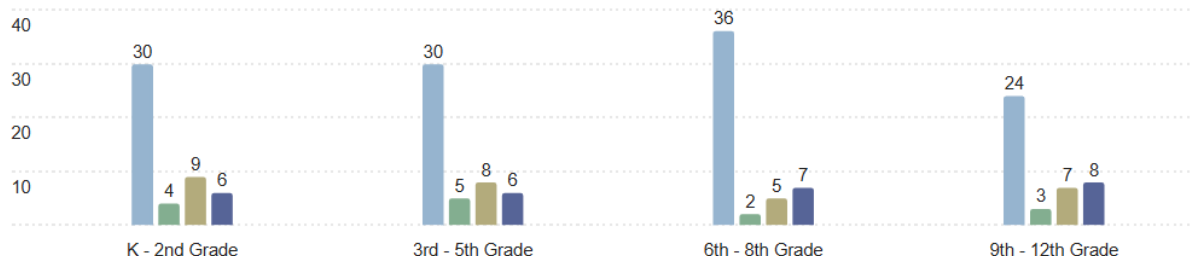
Grade Bands Served:

Grades	K - 2nd Grade	3rd - 5th Grade	6th - 8th Grade	9th - 12th Grade
Choice Count	51	50	54	37

CURRICULAR CONSIDERATIONS:

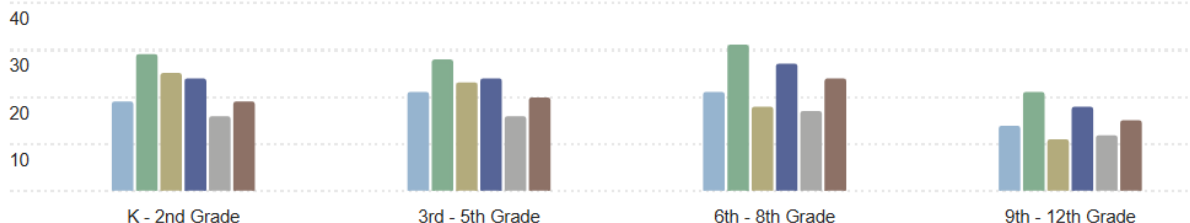
Will your district need to update curriculum based on these revisions by grade band?

Yes No Unsure My district will not need to update curricular materials



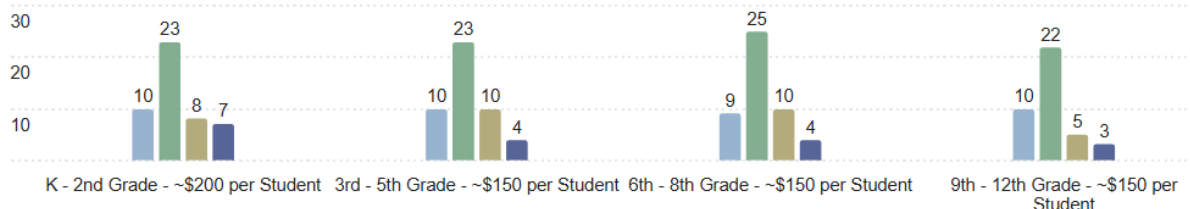
Anticipated curricular costs associated with the ELA revisions:

Core Program Supplementary Materials Annual Consumables Intervention Materials Assessment Materials Technology-Based Resources

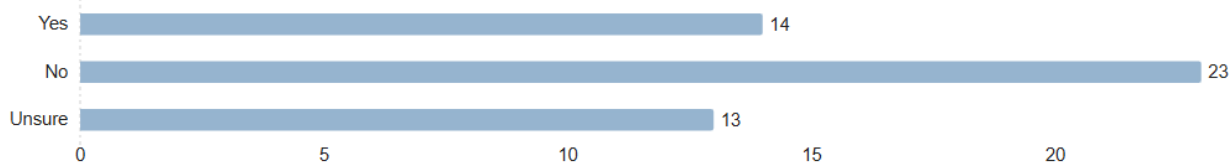


Estimated costs by Grade Level for updated curriculum:

There will not be a cost for this grade band Yes No - too low No - too high



Does your district currently have sufficient funding to update your ELA curriculum, in alignment with the state standard review schedule or every five years, as specified in ARM 10.55.603?



Summary of Feedback on Curriculum and Resource Implications of Revised ELA Standards

Stakeholder input from districts across Montana reflects widespread recognition of the need to review and align English Language Arts (ELA) curriculum and instructional practices with the revised state standards. While some districts are further along in this process, common themes emerged around curriculum gaps, instructional resource needs, professional development, and funding. These insights offer a valuable window into the early implementation landscape and should inform legislative planning, budgetary considerations, and support strategies.

Curriculum Alignment and Evaluation

- Some districts recently adopted new ELA curricula (as recently as Spring 2024) and are piloting or preparing for future adoptions. Others use materials developed under the 2011 standards.
- Full alignment with the new standards may require updates, particularly in foundational reading skills, research, writing expectations, and literacy practices across grade bands.
- Many districts anticipate needing supplemental materials rather than full program replacements, such as writing resources, texts aligned to new foundational reading standards, handwriting and cursive curricula, and materials supporting text-based research.
- Several districts are conducting curriculum audits, updating scope and sequences, and preparing to revise priority standards and proficiency scales.

Materials for Indigenous Perspectives and IEFA Integration

- There is a clear need to increase the availability and diversity of texts featuring Montana's Indigenous perspectives at each grade level.
- Although some districts have made progress in supporting Indian Education for All (IEFA), additional materials may be necessary to meet the full intent of the standards.

Professional Development

- Educators require support in understanding and implementing the new standards, including aligning daily instruction to the shifts in expectations and understanding content progression across grade levels.
- Several districts highlighted a need for targeted training on foundational reading instruction grounded in the science of reading, especially in the primary grades and for the extension of fluency and multisyllabic word decoding in the secondary grades.
- Where new materials are being adopted or piloted, professional development is needed to effectively use and adapt those materials to meet Montana's unique standard structure.
- Teachers want to understand the rationale and research base behind the standard changes, particularly how they differ from prior frameworks like Common Core.

System-Wide Considerations

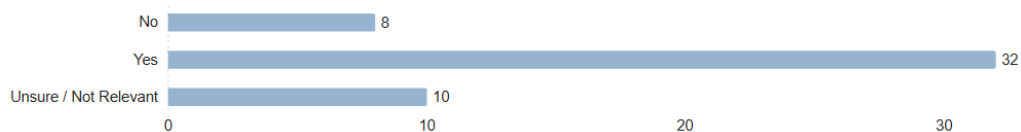
- Districts anticipate that aligning to the new standards may require revising scope and sequences, updating priority standards, and reworking proficiency scales—a process that could span multiple years. Some have indicated that because of the streamlining of the standards, they will not have to put the same amount of effort toward prioritizing standards as they did for the 2011 standards.
- While some view the revisions as an opportunity for greater instructional flexibility and innovation, they also highlight the need for thoughtful planning and support.

Curricular Costs

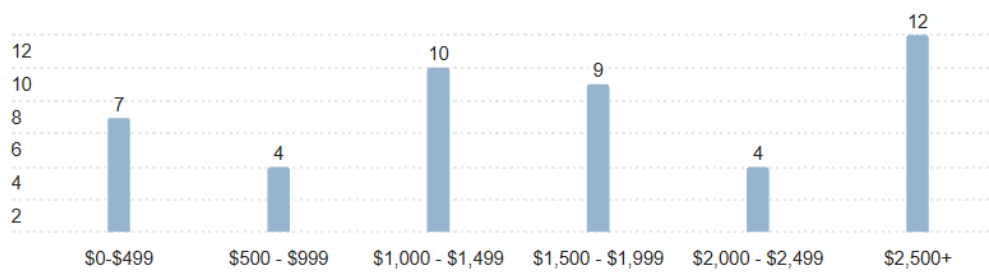
- Feedback from respondents generally aligned with the proposed costs per student, though the range for new materials varied from \$50 per class to \$500 per student.
- Supplemental materials, such as annual consumables and technology licenses, would be in addition to the core curricular updates that are needed.

PROFESSIONAL DEVELOPMENT CONSIDERATIONS:

Will the proposed standards revisions have an economic impact when it comes to providing professional development for your K-12 educators, beyond what you already have set aside for professional development?



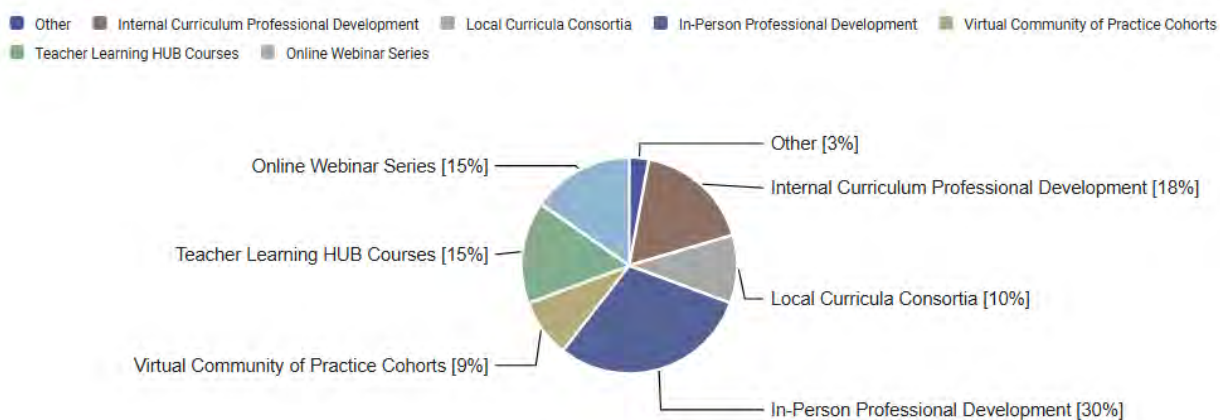
Cost of Professional Learning Per Day



Number of Days needed for Professional Development



Preferred Professional Learning Format:



Summary of Feedback on Professional Development Implications of Revised ELA Standards

- In-person, ongoing professional development is the preferred and most effective method.
- Significant teacher time is needed for curriculum alignment, often requiring substitute coverage.

This can be particularly challenging in rural areas.

- Key expenses include professional development providers, substitutes, materials, travel, stipends, and online platforms, with small districts potentially facing costs of \$14,000–\$20,000 and larger districts upwards of \$100,000.
- Needs and capacity vary depending on district size and location. Larger districts have a greater impact on state data, while smaller districts may benefit from consortia or facilitator support.
- Deep learning initiatives (e.g., science of reading) and the realignment of curriculum and assessments require phased and well-supported PD.

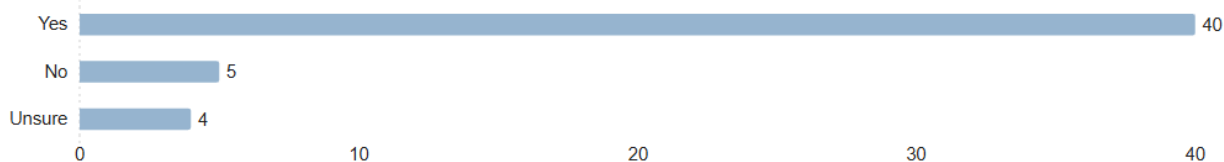
STAFFING CONSIDERATIONS

Summary of Feedback on Staffing Implications of Revised ELA Standards

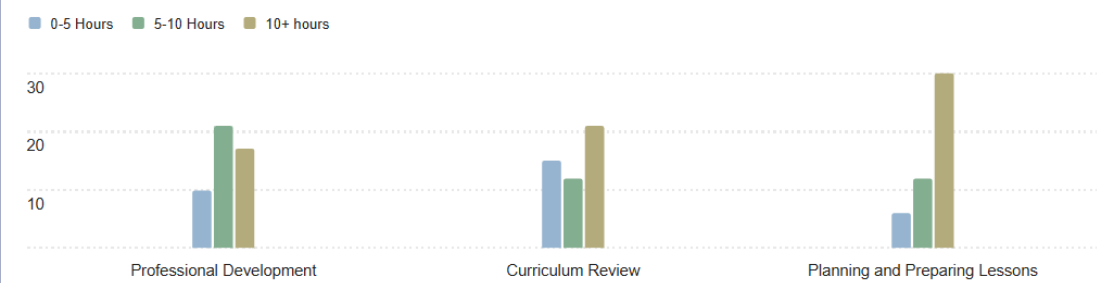
- Some districts anticipate the need for additional ELA instructional facilitators, interventionists, or reading specialists, especially at the elementary and secondary levels.
- Many secondary teachers lack training in the science of reading; some districts indicated that additional staff or targeted support may be necessary for effective implementation.
- Districts may require literacy coaches, curriculum specialists, or consultants to support teachers with planning, differentiation, and standards alignment.
- Small and rural districts face unique challenges with staffing shortages and combined classrooms; additional support is needed to meet diverse student needs.
- Several districts note that adding staff is not financially feasible, despite clear instructional needs tied to standards implementation.
- Adjustments in classroom size, staffing ratios, and hiring practices may be necessary to meet new instructional demands. Cross-curricular collaboration may also influence staffing models and planning time.

TIME CONSIDERATIONS:

Will the implementation of the revised K-12 ELA Content Standards have an impact on the time spent for educators in your school/district?



Estimated time per educator to implement revised ELA Standards:



Summary of Feedback on Time Implications of Revised ELA Standards

Time and Implementation Demands

- Restructuring of year-long curricular plans, unit plans, lesson plans, and assessments will be extensive.
- Full implementation of the new standards is expected to take 2–3 years, with the first year being the most demanding.
- Implementation requires ongoing planning and alignment with each unit, especially in the first year.

Collaboration and Teacher Time

- Significant collaboration time is needed for unpacking standards, creating proficiency scales, and aligning curriculum.
- Lack of substitutes and limited funding for stipends make it difficult to secure time for collaborative work during contract hours.
- Teachers and administrators require dedicated time for professional learning and curriculum redesign.

Professional Development

- Teachers need time to learn and understand the revised standards and instructional shifts.
- Professional learning should include guidance on instructional expectations, rationale behind changes, and integration into classroom practice.
- PD aligned with the science of reading may be necessary, especially for districts new to the research and instructional implications..

Phased and Sustainable Approach

- Districts recommend a phased implementation model with built-in time for learning, planning, and reflection.
- Change management should account for teacher variability in adoption and provide support structures to ensure meaningful, long-term integration.

Appendix B: English Language Arts and Literacy Standards Revisions - Writing Task Force Members

Task Force Member Name	Location	Assigned Roles
Dana Fitzgale	Florence	K-2 Writing Team
Genevieve Thomas	Whitefish	K-2 Writing Team

Amber Byrd	Helena	3-5 Writing Team
Abby Kuhl	Helena	3-5 Writing Team
Will Dickerson	Bozeman	3-5 Writing Team
Dana Haring	Kalispell	6-8 Writing Team
Karen Polari	Sidney	6-8 Writing Team
Antonia Malchik	Whitefish	6-8 Writing Team
Kristina Matthews	Highwood	6-8 Writing Team
Jeff Ross	Lolo/Belt	9-12 Writing Team
Kathy Pfaffinger	Billings	9-12 Writing Team
Erin Hunt	Helena	9-12 Writing Team
Caitlin Chiller	Livingston	9-12 Writing Team

Appendix C: English Language Arts and Literacy Standards Revisions - Review Task Force Members

Review Team Member Name	Location	Assigned Role
Jeanne Wdowin	Kalispell	K-12 Review
Andrea Meiers	Billings	K-12 Review
Beverly Chin	Missoula	K-12 Review
Kari Dahl-Huff	Billings	K-12 Review

Appendix D: English Language Arts and Literacy Standards Revisions - Reconciliation Task Force Members

Reconciliation Team Member Name	Location	Assigned Role
Kristina Matthews	Highwood	6-8 Writing Team
Kathy Pfaffinger	Billings	9-12 Writing Team
Will Dickerson	Bozeman	3-5 Writing Team
Dana Haring	Kalispell	6-8 Writing Team
Amber Byrd	Helena	K-2 Writing Team
Andrea Meiers	Billings	K-12 Review
Casey Olson	Columbus	K-12 Reconciliation

Appendix E: English Language Arts and Literacy Standards Revision - Negotiated Rulemaking Committee

NRC Member Name	Location	Assigned Representation Role
Justine Alberts	Helena	K-12 School Administrator, Parent, Taxpayer
Nicole Simonsen	Culbertson	K-12 School Administrator
Tawny Cale	Great Falls	K-12 Educator, MT Tribe Representative
Jodi Carlson	Billings	Higher Education Faculty
Clifton Grilley	Power	Parent

Janelle Beers	Dillon	Parent, Taxpayer, K-12 Educator
Barbara Frank	Missoula	K-12 Administrator, Parent, Taxpayer
Crystal Kain	Polson	K-12 School Administrator, K-12 Teacher, Parent
Erin Ellis	Missoula	School Administrator, K-12 Educator
Logan Brower	Boulder	K-12 Educator
Sue Corrigan	Kalispell	School District Trustee, K-12 Teacher, Parent, Taxpayer
Allissa Christensen	Whitehall	Business Official
Jacie Jeffers	Billings	K-12 Educator, MT Tribe Representative
McCall Flynn	Helena	BPE Executive Director
Christy Mock-Stutz	Helena	OPI Assistant Chief Program Officer
Marie Judisch	Ledger	OPI Senior Manager of Teaching and Learning

Appendix F: Montana Office of Public Instruction Project Leadership and Support

- Susie Hedalen, Superintendent of Public Instruction
- Christy Mock-Stutz, Assistant Chief Program Officer
- Julie Murgel, Chief Operating Officer
- Marie Judisch, Teaching and Learning Senior Manager
- Aimee Konzen, Professional Learning Manager
- Claire Mikeson, English Language Arts and Literacy Instructional Coordinator
- Michelle McCarthy, MT, OPI Science Coordinator
- Katrina Engeldrum, MT OPI Mathematics Coordinator
- Jackie Ronning, MT OPI Early Literacy Specialist
- Matt Bell, MT, OPI Culture and Language Specialist
- Crystal Hickman, American Indian Student Achievement Specialist
- Michele Henson, American Indian Student Achievement Specialist
- Serena Wright, Title III EL Specialist
- Mike Jetty, Indian Education For All Specialist
- Alicia Doney, American Indian Youth Coordinator
- Jennifer Stadum, Indian Education for All Specialist

ITEM 22

**ACTION ON THE PROPOSED NOTICE OF
PUBLIC HEARING AND TIMELINE
PERTAINING TO RULEMAKING IN ARM
TITLE 10, CHAPTER 53, ENGLISH
LANGUAGE ARTS AND LITERACY
CONTENT STANDARDS, AND AUTHORIZE
FILING OF THE NOTICE WITH THE
SECRETARY OF STATE FOR PUBLICATION
IN THE MONTANA ADMINISTRATIVE
REGISTER**

Madalyn Quinlan



**MONTANA
ADMINISTRATIVE
REGISTER**



BOARD OF PUBLIC EDUCATION

NOTICE OF PROPOSED RULEMAKING

MAR NOTICE NO. 2025-242.1

Summary

Adoption of NEW RULES 10.53.414 through NEW RULES 10.53.426 and repeal of ARM 10.53.401 through 10.53.413 pertaining to English Language Arts and Literacy Content Standards.

Hearing Date and Time

Friday, August 29, 2025, at 10:00 a.m.

Virtual Hearing Information

Please click the link below to join the webinar: <https://mt-gov.zoom.us/j/81890602864>

Comments

Comments may be submitted using the contact information below: Comments must be received by Friday, September 5, 2025, at 5:00 p.m.

Accommodations

The agency will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. Requests must be made by Friday, August 22, 2025, at 5:00 p.m.

Contact

General Reasonable Necessity Statement

REASON: By authority of 20-7-101, MCA, standards of accreditation for all schools are adopted by the board upon the recommendation of the Superintendent of Public Instruction. The board considers recommendations for revision of the policies at any time it deems necessary and conducts a comprehensive review of standards of accreditation policies on a regular cycle to ensure that such policies are meeting the needs of the state. There have been numerous revisions over the last decade, but the last comprehensive review for English Language Arts and Literacy Content Standards was in 2011.

The English Language Arts and Literacy Content Standards are being revised to modernize literacy instruction, align with current research, and address the evolving needs of students and educators. Key updates include enhancements to the Foundational Reading Standards for young learners —such as new strands on encoding and decoding—and the extension of these skills into the secondary grades. The standards that separated reading literature and reading informational text were removed to reflect how reading skills integrate apply across genres and to eliminate redundancy with those standards.

To improve clarity and usability, the standards are now organized by grade level rather than by domain. The Language domain was eliminated, with its content integrated into the Writing, Speaking, and Listening domains. A new Research and Inquiry domain was created to emphasize research skills as distinct from writing.

Specific curriculum examples were embedded in the content standards. These examples were removed from the standards language with the intent to provide this information in instructional guidance documents, rather than administrative rule. A glossary was also added to define terms and phrases used within the standards, providing additional clarity for educators, families, and stakeholders. The revision strengthens Montana’s commitment to Indian Education for All by consistently incorporating language such as “texts by and about Montana Indigenous Peoples” and introducing a dedicated standard within the Research and Inquiry domain to support learning aligned with the Essential Understandings Regarding Montana Indians.

The updated standards are supported by a set of guiding Literacy Practices that emphasize relevant, transferable literacy and real-world skills. These practices are designed to promote student literacy, agency, and success both in and beyond the classroom. Overall, the revised standards provide a streamlined, practical, and culturally responsive framework aligned with Montana’s broader educational goals.

Rulemaking Actions

ADOPT

The rules proposed to be adopted are as follows:

10.53.414 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR LITERACY PRACTICE FOR GRADES K-12

- (1) Literacy practice standard 1 is to practice broad literacy engagement. Literate students routinely read a broad range of literary and informational texts for a variety of purposes.
- (2) Literacy practice standard 2 is to practice collaboration. Literate students collaborate with others using active communication skills.
- (3) Literacy practice standard 3 is to practice creativity. Literate students engage creatively to express their thoughts, deepen their understanding, and make connections.
- (4) Literacy practice standard 4 is to practice critical thinking. Literate students analyze, reason, problem solve, and make decisions.
- (5) Literacy practice standard 5 is to practice cultural considerations. Literate students acknowledge and respect diverse cultural perspectives, including those of Montana Indigenous Peoples.
- (6) Literacy practice standard 6 is to practice effective communication. Literate students routinely express their ideas through speaking and writing coherently in a broad range of literary and informational genres.
- (7) Literacy practice standard 7 is to practice strategic technology use. Literate students effectively and responsibly use technology to access and evaluate information to express ideas.
- (8) Literacy practice standard 8 is to practice student agency. Literate students take an active role in their learning, using guidance and feedback to connect their skills and knowledge to practical applications, college readiness, and career development.

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

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.53.415 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR KINDERGARTEN

- (1) Foundational reading standards for kindergarten are that each student will be able to:
 - (a) understand print concepts by:
 - (i) following words from left to right, top to bottom, and page by page;
 - (ii) recognizing the distinguishing features of a sentence;
 - (iii) locating essential text features of a book; and
 - (b) understand phonemic awareness by:
 - (i) identifying initial, final, and medial phoneme in consonant-vowel-consonant (CVC) words with automaticity;
 - (ii) orally blending phonemes in CVC words with automaticity;
 - (iii) orally segmenting phonemes in CVC words with automaticity; and
 - (c) demonstrate decoding skills by:
 - (i) naming and producing the most common sounds for all consonants;
 - (ii) demonstrating knowledge of phoneme-grapheme relationships between consonant graphemes and their most commonly occurring phonemes;
 - (iii) demonstrating knowledge of phoneme-grapheme relationships between vowel graphemes and short vowel phonemes;
 - (iv) decoding words using one-to-one phoneme-grapheme correspondences in VC and CVC words with accuracy;
 - (v) reading decodable texts accurately; and
 - (d) demonstrate encoding skills by:
 - (i) encoding words using one-to-one phoneme-grapheme correspondences in VC and CVC words with accuracy;
 - (ii) printing many upper and lowercase letters.
- (2) Vocabulary standards for kindergarten are that each student will be able to:

- (a) use word learning strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases;
 - (b) develop and apply expanding word knowledge through shared reading and classroom conversation; and
 - (c) with prompting and support, ask and answer questions about unknown words in a text, including those with cultural significance to Montana Indigenous Peoples.
- (3) Fluency standards for kindergarten are that each student will be able to:
 - (a) read common high-frequency words with accuracy and automaticity.
- (4) Reading comprehension standards for kindergarten are that each student will be able to:
 - (a) with prompting and support, ask and answer questions about key details in text read aloud and presented through other media, including texts by and about Montana Indigenous Peoples;
 - (b) retell a familiar story;
 - (c) with prompting and support, participate in discussions about the central idea and key details in a text, including those by and about Montana Indigenous Peoples;
 - (d) during or after a shared reading or listening experience, identify elements within stories and describe connections between events or ideas in informational text;
 - (e) identify whether a text is telling a story or sharing information; and
 - (f) identify who is telling the story at various points in shared reading of literary text, including texts by and about Montana Indigenous Peoples.
- (5) Writing standards for kindergarten are that each student will be able to:
 - (a) state a personal opinion orally, visually, or in written form;
 - (b) make an informative statement about a topic and offer one or two details about the topic, orally, visually, or in written form;
 - (c) tell a story with a beginning, middle, and end, orally, visually, or in written form;
 - (d) in a shared setting, develop and strengthen writing by using a process including planning and drafting;
 - (e) with prompting and support, form and expand simple sentences orally and in writing; and

- (f) demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing.
- (6) Research and inquiry standards for kindergarten are that each student will be able to:
 - (a) with guidance, participate in shared research and writing projects, finding at least one topic to learn more about;
 - (b) with guidance, recall information from experiences or gather information from provided sources on a topic; and
 - (c) with guidance, participate in shared research, using grade-appropriate sources and diverse cultural perspectives, including those by and about Montana Indigenous Peoples.
- (7) Speaking and listening standards for kindergarten are that each student will be able to:
 - (a) participate in structured discussions and routines with a variety of partners; speak clearly; and practice taking turns and listen to others; and
 - (b) demonstrate grade-level appropriate command of the conventions of standard English grammar when speaking.

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

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.53.416 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR FIRST GRADE

- (1) Foundational reading standards for kindergarten are that each student will be able to:
 - (a) understand phonemic awareness by:
 - (i) distinguishing long from short vowel sounds in spoken single-syllable words;
 - (ii) orally blending phonemes in complex single-syllable words; and
 - (iii) orally segmenting phonemes in complex single-syllable words.
 - (b) demonstrate decoding skills by:

- (i) demonstrating knowledge of phoneme-grapheme relationships between consonant digraph and trigraph graphemes and their most commonly occurring phonemes;
 - (ii) demonstrating knowledge of phoneme-grapheme relationships between common vowel graphemes and long vowel phonemes;
 - (iii) demonstrating knowledge of phoneme-grapheme relationships between common r-controlled vowel graphemes and phonemes;
 - (iv) decoding regularly spelled one-syllable words;
 - (v) decoding regularly spelled two-syllable words comprised of closed syllables following basic patterns, by breaking the words into syllables;
 - (vi) decoding words with inflectional endings; and
 - (vii) reading decodable texts accurately and with automaticity;
- (c) demonstrate encoding skills by:
 - (i) encoding one-syllable words that follow regular spelling patterns;
 - (ii) encoding two-syllable words comprised of closed syllables that follow regular spelling patterns;
 - (iii) encoding words with inflectional endings, focusing on words that retain their root spelling when an inflectional ending is added; and
 - (iv) printing upper and lowercase letters with automaticity.
- (2) Vocabulary standards for first grade are that each student will be able to:
 - (a) use word learning strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases;
 - (b) develop and apply expanding word knowledge through shared reading and classroom conversation; and
 - (c) ask and answer questions to help determine or clarify the meaning of words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples.
- (3) Fluency standards for first grade are that each student will be able to:
 - (a) read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension; and
 - (b) read common high-frequency words with accuracy and automaticity.
- (4) Reading comprehension standards for first grade are that each student will be able to:

- (a) ask and answer questions about key details in text read aloud and presented through other media, including texts by and about Montana Indigenous Peoples;
 - (b) retell a story;
 - (c) participate in discussions about the central ideas and key details in a text, including those by and about Montana Indigenous Peoples;
 - (d) during or after a shared reading or listening experience, describe elements within stories and connections between events or ideas in informational text;
 - (e) identify basic text features and explain the differences between text that tell stories and texts that provide information; and
 - (f) identify character point of view in shared reading stories, including texts by and about Montana Indigenous Peoples.
- (5) Writing standards for first grade are that each student will be able to:
- (a) write an opinion piece providing one or more supporting reasons;
 - (b) write an informative statement that introduces a topic and includes one or more facts about the topic;
 - (c) write a narrative that introduces a clear beginning, middle, and end, including details to describe actions, thoughts, and feelings;
 - (d) develop and strengthen writing by using a process including planning, drafting, and implementing feedback;
 - (e) with prompting and support, form and expand simple sentences orally and in writing; and
 - (f) demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing.
- (6) Research and inquiry standards for first grade are that each student will be able to:
- (a) participate in shared research and writing projects, finding at least one topic to learn more about;
 - (b) recall information from experiences or gather information from provided sources on a topic; and
 - (c) with guidance, participate in shared research, using grade-appropriate sources and diverse cultural perspectives, including those by and about Montana Indigenous Peoples.

- (7) Speaking and listening standards for first grade are that each student will be able to:
 - (a) participate in structured discussions and routines with a variety of partners; practice taking turns and listening to others; and
 - (b) demonstrate grade-level appropriate command of the conventions of standard English grammar when speaking.

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

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.53.417 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR SECOND GRADE

- (1) Foundational reading standards for second grade are that each student will be able to:
 - (a) demonstrate decoding skills by:
 - (i) demonstrating knowledge of phoneme-grapheme relationships between all complex vowel phonemes and graphemes;
 - (ii) decoding two-syllable words comprised of different syllable types that follow regular spelling patterns by breaking the words into syllables;
 - (iii) decoding words with common prefixes and suffixes; and
 - (b) demonstrate encoding skills by:
 - (i) encoding one-syllable words with all phoneme-grapheme patterns;
 - (ii) encoding two-syllable words comprised of different syllable types that follow regular spelling patterns;
 - (iii) encoding words with common prefixes and suffixes, including words that require a spelling change to the root when adding an inflectional ending; and
 - (iv) printing upper and lowercase letters with automaticity and accuracy, including the introduction of cursive.

- (2) Vocabulary standards for second grade are that each student will be able to:
 - (a) use word learning strategies, including knowledge of morphemes, to determine or clarify the meaning of unknown and multiple-meaning words and phrases;
 - (b) develop and apply expanding word knowledge and morphological awareness through shared reading, independent reading, and classroom conversation; and
 - (c) determine the meaning of words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples.
- (3) Fluency standards for second grade are that each student will be able to:
 - (a) read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension; and
 - (b) read common high-frequency words with accuracy and automaticity.
- (4) Reading comprehension standards for second grade are that each student will be able to:
 - (a) ask and answer questions about shared text to demonstrate an understanding of key details, including texts by and about Montana Indigenous Peoples;
 - (b) recount a portion of a text;
 - (c) determine the central ideas and key details in a text, including those by and about Montana Indigenous Peoples;
 - (d) during or after a shared reading or listening experience, describe the connections between elements, events, or ideas within fiction and nonfiction texts;
 - (e) describe the basic structure and features of different types of texts; identify the sequence of information or narrative within a text; and
 - (f) compare differences in characters' point of view in shared reading stories, including texts by and about Montana Indigenous Peoples.
- (5) Writing standards for second grade are that each student will be able to:
 - (a) write an opinion piece, providing several supporting reasons, and include a basic introduction and conclusion;
 - (b) write an informative piece that introduces a topic, includes facts about the topic, and has a basic introduction and conclusion;

- (c) write a narrative that introduces a clear beginning, middle, and end, including details to describe actions, thoughts, and feelings, and uses transition words to signal sequence;
 - (d) develop and strengthen writing by using a process including planning, drafting, revising, and implementing feedback;
 - (e) form and expand simple and compound sentences orally and in writing; and
 - (f) demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing.
- (6) Research and inquiry standards for second grade are that each student will be able to:
- (a) with guidance, participate in individual research and writing projects, finding at least one topic to learn more about;
 - (b) recall information from experiences; gather information from provided sources on a topic; and sort information into categories; and
 - (c) with guidance, participate in individual research, using grade-appropriate sources and diverse cultural perspectives, including those by and about Montana Indigenous Peoples.
- (7) Speaking and listening standards for second grade are that each student will be able to:
- (a) participate in structured discussions and routines with a variety of partners; consider and restate their perspectives and ask questions to clarify ideas; and
 - (b) demonstrate grade-level appropriate command of the conventions of standard English grammar when speaking.

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

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.53.418 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR THIRD GRADE

- (1) Foundational reading standards for third grade are that each student will be able to:
 - (a) demonstrate decoding skills by:
 - (i) decoding two- and three-syllable words comprised of all syllable types;
 - (ii) decoding two- and three-syllable words with common roots and affixes; and
 - (b) demonstrate encoding skills by:
 - (i) encoding multisyllabic words including words with common affixes;
 - (ii) encoding two-syllable words comprised of different syllable types that follow regular spelling patterns; and
 - (iii) encoding words with common prefixes and suffixes, including words that require a spelling change to the root when adding an inflectional ending.
- (2) Vocabulary standards for third grade are that each student will be able to:
 - (a) develop and apply expanding word knowledge and morphological awareness through shared reading, independent reading, and classroom conversation; and
 - (b) determine the meaning of general academic and domain-specific words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples.
- (3) Fluency standards for third grade are that each student will be able to:
 - (a) read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension.
- (4) Reading comprehension standards for third grade are that each student will be able to:
 - (a) ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers, including those by and about Montana Indigenous Peoples;
 - (b) paraphrase a text;
 - (c) identify and explain a stated central idea or theme and how it is developed with key details in a text, including those by and about Montana Indigenous Peoples;
 - (d) describe how elements within a fictional story contribute to the sequence of events; describe the sequence of events, steps, and or/ideas within nonfiction texts;

- (e) identify figurative language;
 - (f) compare and contrast the structure and features of different types of texts; and
 - (g) distinguish their own point of view from that of the writer or those of the characters, including texts by and about Montana Indigenous Peoples.
- (5) Writing standards for third grade are that each student will be able to:
- (a) write an opinion piece including an introduction, supporting reasons, linking words and phrases, and a conclusion;
 - (b) write an informative piece that includes an introduction, facts, definitions, details, and a conclusion;
 - (c) write a narrative about real or imagined experiences or events using descriptive details, and clear sequences;
 - (d) develop and strengthen writing by using a writing process including planning, drafting, revising, implementing feedback, and editing;
 - (e) form and expand simple and compound sentences to write a paragraph; and
 - (f) demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing.
- (6) Research and inquiry standards for third grade are that each student will be able to:
- (a) conduct short, guided research projects that build knowledge about a topic, referencing at least one source;
 - (b) recall information from experiences; gather information from multiple sources on a topic; and organize information into logical categories; and
 - (c) conduct short, guided research projects, using grade-appropriate fiction and nonfiction sources from diverse cultural perspectives, acknowledging the role of story and oral tradition in the histories, values, and beliefs of Montana Indigenous Peoples.
- (7) Speaking and listening standards for third grade are that each student will be able to:
- (a) engage in collaborative discussions with a variety of partners on topics and texts, clearly expressing ideas and building on the ideas of others;
 - (b) recount the main ideas and supporting details of a text or portion of a text read aloud or presented through a variety of media formats; and
 - (c) report on a topic or text, tell a story, or recount an experience.

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

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.53.419 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR FOURTH GRADE

- (1) Foundational reading standards for fourth grade are that each student will be able to:
 - (a) decode multisyllabic words using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures; and
 - (b) encode multisyllabic words using combined knowledge of taught letter-sound correspondences, syllabication patterns, and morpheme structures.
- (2) Vocabulary standards for fourth grade are that each student will be able to:
 - (a) develop and apply expanding word knowledge and morphological awareness through shared reading, independent reading, and classroom conversation; and
 - (b) determine the meaning of general academic and domain-specific words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples.
- (3) Fluency standards for fourth grade are that each student will be able to:
 - (a) read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension.
- (4) Reading comprehension standards for fourth grade are that each student will be able to:
 - (a) refer to specific details and examples in a text to explain what it explicitly states and to draw inferences, including those by and about Montana Indigenous Peoples;
 - (b) summarize a portion of a text;
 - (c) identify and explain a stated or implied central idea or theme and how it is developed with key details in a text, including those by and about Montana Indigenous Peoples;

- (d) explain the connections between elements within a fictional story; explain the relationships between events or ideas within nonfiction texts;
 - (e) identify and explain how figurative language contributes to the meaning of the text;
 - (f) describe how an author's structural choices and text features contribute to the overall meaning; and
 - (g) compare and contrast the point of view from which different texts are written, including those by and about Montana Indigenous Peoples.
- (5) Writing standards for fourth grade are that each student will be able to:
- (a) write opinion pieces with a clear organizational structure including an introduction, reasons supported by facts and details, linking words and phrases, and a conclusion;
 - (b) write informative pieces with a clear organizational structure, including an introduction and conclusion, linking facts, definitions, and details using transition words;
 - (c) write narratives about real or imagined experiences or events using dialogue, descriptive details, and clear sequences;
 - (d) develop and strengthen writing by using a writing process including planning, drafting, revising, implementing feedback, and editing;
 - (e) write a paragraph using simple, compound, and complex sentences; and
 - (f) demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing.
- (6) Research and inquiry standards for fourth grade are that each student will be able to:
- (a) conduct short research projects that build knowledge of different aspects of a topic, referencing multiple relevant sources;
 - (b) gather and take notes on relevant information from multiple sources; organize information into logical categories; and
 - (c) conduct short research projects, using grade-appropriate fiction and nonfiction sources from diverse cultural perspectives, acknowledging the role of story and oral tradition in the histories, values, and beliefs of Montana Indigenous Peoples.
- (7) Speaking and listening standards for fourth grade are that each student will be able to:

- (a) engage in collaborative discussions with a variety of partners on topics and texts, clearly expressing ideas and building on the ideas of others;
- (b) paraphrase portions of a text read aloud or information presented through a variety of media formats; and
- (c) report on a topic or text, tell a story, or recount an experience in an organized manner using descriptive details to support main ideas or themes.

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

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.53.420 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR FIFTH GRADE

- (1) Foundational reading standards for fifth grade are that each student will be able to:
 - (a) decode multisyllabic words using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures; and
 - (b) encode multisyllabic words using combined knowledge of English graphemes, syllabication patterns, and taught morpheme structures.
- (2) Vocabulary standards for fifth grade are that each student will be able to:
 - (a) develop and apply expanding word knowledge and morphological awareness through shared reading, independent reading, and classroom conversation; and
 - (b) determine the meaning of general academic and domain-specific words and phrases in a text, including those with cultural significance to Montana Indigenous Peoples.
- (3) Fluency standards for fifth grade are that each student will be able to:
 - (a) read grade-appropriate texts with sufficient accuracy, rate, and expression to support comprehension.
- (4) Reading comprehension standards for fifth grade are that each student will be able to:

- (a) quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text, including those by and about Montana Indigenous Peoples;
 - (b) summarize a text;
 - (c) explain the development of a stated or implied central idea or theme over the course of a text, including those by and about Montana Indigenous Peoples;
 - (d) use key details to compare and contrast two or more elements within a fiction or nonfiction text;
 - (e) identify and explain how figurative language contributes to the meaning and tone of the text;
 - (f) compare and contrast how text features, structures, and sequences of events or information in two or more texts contribute to the overall meaning;
 - (g) describe how a narrator's or author's point of view influences how events are described, including those by and about Montana Indigenous Peoples; and
 - (h) compare and contrast multiple accounts of the same event or topic, noting important similarities and differences, including in those by and about Montana Indigenous Peoples.
- (5) Writing standards for fifth grade are that each student will be able to:
- (a) write opinion pieces with a clear organizational structure including an introduction, logically ordered reasons supported by facts and details, linking words and phrases, and a conclusion;
 - (b) write informative pieces including an introduction and conclusion, linking facts, definitions, and details using transition words; write narratives about real or imagined experiences or events using dialogue, descriptive details, clear sequences, and transition words;
 - (c) develop and strengthen writing by using a writing process including planning, drafting, revising, implementing feedback, and editing;
 - (d) write a multi-paragraph piece using simple, compound, and complex sentences; and
 - (e) demonstrate grade-level appropriate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing.
- (6) Research and inquiry standards for fifth grade are that each student will be able to:
- (a) conduct short research projects that build knowledge of different aspects of a topic, referencing a variety of relevant and reliable sources;

- (b) gather and take notes on information from multiple relevant sources; organize information and provide a list of sources; and
 - (c) conduct short research projects using traditional and contemporary fiction and nonfiction sources from diverse cultural perspectives, including those by and about Montana Indigenous Peoples.
- (7) Speaking and listening standards for fifth grade are that each student will be able to:
 - (a) engage in collaborative discussions with a variety of partners on topics and texts, clearly expressing ideas and building on the ideas of others;
 - (b) summarize a text read aloud or information presented through a variety of media formats; and
 - (c) report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes.

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

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.53.421 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR SIXTH GRADE

- (1) Foundational reading standards for sixth grade are that each student will be able to:
 - (a) decode multisyllabic words accurately using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures.
- (2) Vocabulary standards for sixth grade are that each student will be able to:
 - (a) infer the meaning of words and phrases as they are used in fiction and nonfiction texts, including words and phrases with cultural significance to Montana Indigenous Peoples.
- (3) Fluency standards for sixth grade are that each student will be able to:
 - (a) read grade-appropriate texts with sufficient accuracy, rate, and prosody to support comprehension.

- (4) Reading comprehension standards for sixth grade are that each student will be able to:
- (a) cite textual evidence that supports analysis of what a text explicitly states, as well as inferences drawn from the text, including those by and about Montana Indigenous Peoples;
 - (b) provide an objective summary of the text;
 - (c) determine a theme or central idea of a text and explain how it is conveyed through particular details, including those by and about Montana Indigenous Peoples;
 - (d) determine how elements of a text are developed and build toward a conclusion;
 - (e) analyze the impact of specific word choice on meaning and tone, including figurative, connotative, and technical meanings;
 - (f) analyze how a sentence, section, chapter, scene, or stanza fits into the overall structure or theme of a text;
 - (g) describe how an author's background and lived experiences affect the points of view in texts, including culturally diverse texts and those that represent the perspectives of Montana Indigenous Peoples; and
 - (h) compare and contrast texts in different genres in terms of their approaches to similar topics, including culturally diverse texts and those by and about Montana Indigenous Peoples.
- (5) Writing standards for sixth grade are that each student will be able to:
- (a) write arguments using claims supported with clear reasons and relevant evidence;
 - (b) write informative texts on a topic that convey ideas through the selection, organization, and analysis of relevant content;
 - (c) write narratives about real or imagined events, using narrative techniques to engage the reader;
 - (d) develop and strengthen the writing process by planning, revising, editing, implementing feedback, or trying a new approach;
 - (e) write a cohesive, multi-paragraph text using a variety of simple, compound, and complex sentences; and
 - (f) demonstrate grade-level appropriate command of the conventions of standard English grammar and usage when writing or speaking.
- (6) Research and inquiry standards for sixth grade are that each student will be able to:

- (a) conduct research projects that answer a question, drawing on several reliable sources;
 - (b) gather and determine the credibility of multiple sources; quote or summarize the information and provide a list of sources; and
 - (c) analyze the relationship between primary and secondary sources by conducting short research projects using sources from diverse cultural perspectives, including those written by and about Montana Indigenous Peoples.
- (7) Speaking and listening standards for sixth grade are that each student will be able to:
- (a) engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues;
 - (b) summarize and explain information presented in diverse media formats and how the format contributes to a topic, text, or issue;
 - (c) describe a speaker's argument and specific claims, considering the speaker's perspective; and
 - (d) present information using reasons and evidence appropriate for the context, sequencing ideas logically.

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

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.53.422 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR SEVENTH GRADE

- (1) Foundational reading standards for seventh grade are that each student will be able to:
 - (a) decode multisyllabic words accurately using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures.
- (2) Vocabulary standards for seventh grade are that each student will be able to:

- (a) articulate the potential effect of a specific word choice on the meaning when given two word choices in a set context, including words with cultural significance to Montana Indigenous Peoples.
- (3) Fluency standards for seventh grade are that each student will be able to:
 - (a) read grade-appropriate texts with sufficient accuracy, rate, and prosody to support comprehension.
- (4) Reading comprehension standards for seventh grade are that each student will be able to:
 - (a) cite several pieces of textual evidence to support analysis of what a text explicitly states, as well as inferences drawn from the text, including those by and about Montana Indigenous Peoples;
 - (b) provide an objective summary of the text;
 - (c) determine a theme or central idea of a text and analyze its development over the course of the text, including those by and about Montana Indigenous Peoples;
 - (d) analyze how particular elements of a text interact throughout its development;
 - (e) determine the shades of meaning of words and phrases as they are used in a text, including figurative, connotative, and technical language, and their impact on meaning and tone;
 - (f) analyze how a text's form or structure contributes to its meaning;
 - (g) describe how an author's background and lived experiences affect the points of view in texts, including in culturally diverse texts and those that represent the perspectives of Montana Indigenous Peoples; and
 - (h) analyze how two or more authors writing about the same topic present information, using culturally diverse texts from different genres, including those by and about Montana Indigenous Peoples.
- (5) Writing standards for seventh grade are that each student will be able to:
 - (a) write arguments that support claims and acknowledge a counterclaim with clear reasons and relevant evidence;
 - (b) write informative texts that examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of sufficient content;
 - (c) write narratives about real or imagined experiences or events, establishing a clear context and point of view;

- (d) develop and strengthen the writing process by planning, revising, editing, rewriting, implementing feedback, or trying a new approach, focusing on purpose and audience; and
 - (e) write a cohesive, multi-paragraph text using simple, compound, complex, and compound-complex sentences; and demonstrate grade-level appropriate command of the conventions of standard English grammar and usage when writing or speaking.
- (6) Research and inquiry standards for seventh grade are that each student will be able to:
- (a) conduct research projects that answer self-generated questions, drawing on several reliable sources;
 - (b) gather and determine the credibility of multiple sources; use effective research strategies; quote, paraphrase, and summarize information; provide in-text citations and a bibliography; and
 - (c) conduct short research projects to identify the role of story, narrative, and oral tradition using sources from diverse cultural perspectives, values, beliefs, and points of view, including those of Montana Indigenous Peoples.
- (7) Speaking and listening standards for seventh grade are that each student will be able to:
- (a) engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues, building on others' ideas;
 - (b) analyze the main ideas and supporting details presented in diverse media and formats and how the format contributes to a topic, text, or issue;
 - (c) delineate a speaker's argument and specific claims, determining the relevance and sufficiency of the evidence; identify the speaker's perspective; and
 - (d) present information with relevant evidence in a focused, coherent manner appropriate to purpose, audience, and task.

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

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.53.423 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR EIGHTH GRADE

- (1) Foundational reading standards for eighth grade are that each student will be able to:
 - (a) decode multisyllabic words accurately using combined knowledge of letter-sound correspondences, syllabication patterns, and morpheme structures.
- (2) Vocabulary standards for eighth grade are that each student will be able to:
 - (a) articulate the potential effect of specific word choice on meaning when given two comparative texts on the same subject or event, including words and phrases with cultural significance to Montana Indigenous Peoples.
- (3) Fluency standards for eighth grade are that each student will be able to:
 - (a) read grade-appropriate texts with sufficient accuracy, rate, and prosody to support comprehension.
- (4) Reading comprehension standards for eighth grade are that each student will be able to:
 - (a) cite the textual evidence that most strongly supports an analysis of what a text explicitly states, as well as inferences drawn from the text, including those by and about Montana Indigenous Peoples;
 - (b) provide an objective summary of the text;
 - (c) analyze the development of a theme or central idea over the course of the text and its relationship to specific elements of the text, including those by and about Montana Indigenous Peoples;
 - (d) analyze the author's choices in developing a text with attention to specific elements or features of the text;
 - (e) evaluate the impact of specific word choice, including figurative, connotative, and technical language, on meaning and tone;
 - (f) compare and contrast the structure of two or more texts and analyze how the differing structure of each text affects its meaning;
 - (g) analyze how point of view or purpose shapes the content and style of a text, including in culturally diverse texts and those by and about Montana Indigenous Peoples; and
 - (h) analyze the relationship between two or more texts that provide conflicting information or depictions of the same topic, using culturally diverse texts from different genres, including those by and about Montana Indigenous Peoples.

- (5) Writing standards for eighth grade are that each student will be able to:
- (a) write arguments that support claims and counterclaims with clear reasons and relevant evidence that follow a logical progression;
 - (b) write informative texts that examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of sufficient content;
 - (c) write narratives about real or imagined experiences or events, using descriptive details, well-structured event sequences, and transitions to convey shifts in time or setting;
 - (d) develop and strengthen the writing process by planning, revising, editing, rewriting, implementing feedback, or trying a new approach, focusing on how well purpose and audience have been addressed;
 - (e) write a cohesive multi-paragraph text appropriate to task and purpose using a variety of sentence types; and
 - (f) demonstrate grade-level appropriate command of the conventions of standard English grammar and usage when writing or speaking.
- (6) Research and inquiry standards for eighth grade are that each student will be able to:
- (a) conduct research projects that answer self-generated questions and allow for multiple avenues of exploration, drawing on several reliable sources;
 - (b) gather and determine the credibility of multiple sources; use effective research strategies; quote, paraphrase, and summarize information; provide in-text citations and a bibliography according to a standard style; and
 - (c) conduct short research projects to analyze the role of story, narrative, and oral tradition when reading sources from diverse cultural perspectives, values, beliefs, and points of view, including those of Montana Indigenous Peoples.
- (7) Speaking and listening standards for eighth grade are that each student will be able to:
- (a) engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues, building on others' ideas and expressing their own clearly;
 - (b) analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation;
 - (c) delineate a speaker's argument and specific claims, evaluating the reasoning, evidence, and the speaker's perspective; and

- (d) present information with relevant evidence, emphasizing the main point in a focused, coherent manner appropriate to purpose, audience, and task.

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

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.53.424 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR NINTH AND TENTH GRADE

- (1) Foundational reading standards for ninth and tenth grade are that each student will be able to:
 - (a) decode using combined knowledge of syllabication patterns and morphology to accurately read unfamiliar multisyllabic words in and out of context.
- (2) Vocabulary standards for ninth and tenth grade are that each student will be able to:
 - (a) determine the meaning of words and phrases in context, including figurative, connotative, cultural, and technical meanings and words and phrases with cultural significance to Montana Indigenous Peoples; and
 - (b) identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- (3) Fluency standards for ninth and tenth grade are that each student will be able to:
 - (a) read grade-appropriate text with fluency, which includes accuracy, automaticity, and prosody, to support oral and silent reading comprehension.
- (4) Reading comprehension standards for ninth and tenth grade are that each student will be able to:
 - (a) cite textual evidence to support analysis of both explicit and inferred meanings, including those by and about Montana Indigenous Peoples;
 - (b) provide an objective summary of a text;

- (c) analyze how a theme or central idea is developed over the course of a text and discuss how emerging details shape, define, or forward the theme or central idea, including texts by and about Montana Indigenous Peoples;
 - (d) analyze the author's choices in developing a text with attention to specific elements or features of the text;
 - (e) analyze the impact of specific word choice, including figurative, connotative, and technical language, on meaning and tone;
 - (f) analyze how an author's choices to structure a text create specific effects and impact meaning;
 - (g) determine an author's point of view or purpose and analyze how the author communicates point of view or purpose, including culturally diverse texts and those by and about Montana Indigenous Peoples; and
 - (h) analyze how an author draws on and transforms source material in a specific work, comparing themes, topics, and rhetorical features where relevant, including culturally diverse texts and those by and about Montana Indigenous Peoples.
- (5) Writing standards for ninth and tenth grade are that each student will be able to:
- (a) write arguments that support claims and counterclaims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence;
 - (b) write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content;
 - (c) write narratives to develop real or imagined experiences or events using effective narrative techniques, well-chosen details, and well-structured event sequences;
 - (d) develop and strengthen writing by planning, organizing, drafting, revising, implementing feedback, and editing to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience; and
 - (e) demonstrate stylistically appropriate command of the conventions of standard English grammar and usage when writing or speaking.
- (6) Research and inquiry standards for ninth and tenth grade are that each student will be able to:
- (a) conduct research projects that answer a question or solve a problem, producing a product that demonstrates understanding of the subject under investigation;

- (b) gather and synthesize credible information from multiple sources, using the research strategies effectively; quote or paraphrase using in-text citations and provide a reference page according to a standard style; and
 - (c) conduct research by analyzing sources for stereotypes, assumptions, and conflicting perspectives, including culturally diverse sources and those by and about Montana Indigenous Peoples.
- (7) Speaking and listening standards for ninth and tenth grade are that each student will be able to:
- (a) initiate and engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively;
 - (b) evaluate the credibility and accuracy of a variety of sources and identify the motives behind their presentation;
 - (c) analyze a speaker's point of view, reasoning, and use of evidence and rhetoric; identify fallacies, faulty reasoning, and problematic evidence; consider the cultural backgrounds and lived experiences of the speaker and audience; and
 - (d) present information, findings, and supporting evidence logically, in a manner appropriate to purpose, audience, and task.

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

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.53.425 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS FOR ELEVENTH AND TWELFTH GRADE

- (1) Foundational reading standards for eleventh and twelfth grade are that each student will be able to:
 - (a) decode using combined knowledge of syllabication patterns and morphology to accurately read unfamiliar multisyllabic words in and out of context.
- (2) Vocabulary standards for eleventh and twelfth grade are that each student will be able to:

- (a) determine the inferred meaning of words and phrases, citing context, morphology, etymology, and cultural influences on language changes over time, including words and phrases with cultural significance to Montana Indigenous Peoples; and
 - (b) identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- (3) Fluency standards for eleventh and twelfth grade are that each student will be able to:
 - (a) read grade-appropriate text with fluency, which includes accuracy, automaticity, and prosody, to support oral and silent reading comprehension.
- (4) Reading comprehension standards for eleventh and twelfth grade are that each student will be able to:
 - (a) cite textual evidence to support analysis of both explicit and inferred meanings, including texts by and about Montana Indigenous Peoples;
 - (b) provide an objective summary of a text;
 - (c) analyze the development of two or more themes or central ideas over the course of the text and determine how they interact and build on one another to produce a complex presentation, including texts by and about Montana Indigenous Peoples;
 - (d) analyze the author's choices in developing a text with attention to specific elements or features of the text;
 - (e) analyze word choice including figurative, connotative, historical, and technical language, and its impact on meaning and tone;
 - (f) analyze how an author's choices to structure specific parts of a text contribute to a text's development, meaning, and effectiveness;
 - (g) analyze an author's point of view or purpose and how style, content, and rhetoric contribute to the text, including those by and about Montana Indigenous Peoples; and
 - (h) analyze foundational documents of historical and literary significance, comparing themes, topics, and rhetorical features where relevant, including culturally diverse texts and those by and about Montana Indigenous Peoples.
- (5) Writing standards for eleventh and twelfth grade are that each student will be able to:
 - (a) write multifaceted arguments that support claims and counterclaims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence;

- (b) write informative texts that examine and convey advanced ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content;
 - (c) write narratives to develop real or imagined experiences or events using effective narrative techniques, well-chosen details, and well-structured event sequences;
 - (d) develop and strengthen writing by planning, organizing, drafting, revising, implementing feedback, and editing to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; and
 - (e) demonstrate stylistically appropriate command of the conventions of standard English grammar and usage when writing or speaking.
- (6) Research and inquiry standards for eleventh and twelfth grade are that each student will be able to:
- (a) conduct both short and in-depth research projects that answer questions or solve problems, using multiple reliable sources and demonstrating understanding of the subject under investigation;
 - (b) gather and synthesize relevant information from multiple sources, using advanced research strategies, citing accurately and appropriately and providing an annotated bibliography according to a standard style; and
 - (c) conduct research using self-generated questions by analyzing sources for bias and misinformation, including culturally diverse sources and those by and about Montana Indigenous Peoples.
- (7) Speaking and listening standards for eleventh and twelfth grade are that each student will be able to:
- (a) initiate and engage in a range of collaborative discussions with a variety of partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively;
 - (b) evaluate the credibility, accuracy, and presentation of multiple sources in a variety of formats and from multiple perspectives;
 - (c) evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; consider the cultural backgrounds and lived experiences of the speaker and audience; and
 - (d) present a clear and distinct argument that addresses opposing perspectives using information, findings, and supporting evidence, in a manner appropriate to purpose, audience, and task.

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

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

10.53.426 ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS GLOSSARY

- (1) "Automaticity" means the ability to read words quickly and effortlessly.
- (2) "Connotative" describes implied ideas or associations beyond the denotative meaning of a word.
- (3) "Decoding" means the ability to apply sound-symbol relationships to read words.
- (4) "Encoding" means the translation of spoken word or sounds into writing, or spelling.
- (5) "Etymology" means the study of the origin of words and the historical development of their meaning.
- (6) "Figurative" describes non-literal or metaphorical use of language.
- (7) "Fluency" means the ability to read a text accurately, with appropriate pace and expression; fluency includes the skills of accuracy, automaticity, and prosody.
- (8) "Grapheme" means a letter or group of letters that represents a single phoneme.
- (9) "Morpheme" means the smallest meaningful unit of language that cannot be further divided, including affixes, prefixes, suffixes, and roots.
- (10) "Morphological awareness" means the recognition, understanding, and use of morphemes that strengthens word recognition and spelling.
- (11) "Morphology" means the study of morphemes and how they are combined.
- (12) "Phoneme" means an individual sound; English is made up of 44 phonemes.
- (13) "Phoneme-grapheme correspondence" means the ability to match a phoneme (single sound) to a grapheme (written representation) and vice versa.
- (14) "Phonemic awareness" means the ability to recognize and manipulate individual phonemes in spoken language.

- (15) "Phonological awareness" means the ability to recognize and manipulate various sounds in spoken language, including word parts, syllables, rhymes, and phonemes.
- (16) "Prosody" means reading with appropriate expression and intonation, including pitch, tone, volume, and word emphasis.
- (17) "Rhetoric" means the art of effective speaking or writing.
- (18) "Syllabication" means the division of words into syllables.

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

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA

REPEAL

The rules proposed to be repealed are as follows:

10.53.401 COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

- (1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- (2) Determine central ideas or themes of a text and analyze their development and summarize the key supporting details and ideas.
- (3) Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- (4) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone.
- (5) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- (6) Assess how point of view or purpose shapes the content and style of a text.

- (7) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- (8) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- (9) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- (10) Read and comprehend complex literary and informational texts independently and proficiently.

Authorizing statute(s): 20-2-114, MCA

Implementing statute(s): 20-2-121, 20-3-106, 20-7-101, MCA

10.53.402 COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING

- (1) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- (2) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- (3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- (4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- (5) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- (6) Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.
- (7) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- (8) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- (9) Draw evidence from literary or informational texts to support analysis, reflection, and research.
- (10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Authorizing statute(s): 20-2-114, MCA

Implementing statute(s): 20-2-121, 20-3-106, 20-7-101, MCA

10.53.403 COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING

- (1) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- (2) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- (3) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- (4) Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- (5) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- (6) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Authorizing statute(s): 20-2-114, MCA

Implementing statute(s): 20-2-121, 20-3-106, 20-7-101, MCA

10.53.404 COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

- (1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- (2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- (3) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- (4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- (5) Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- (6) Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Authorizing statute(s): 20-2-114, MCA

Implementing statute(s): 20-2-121, 20-3-106, 20-7-101, MCA

10.53.405 READING STANDARDS FOR LITERATURE

- (1) Reading standards for literature for a student at the kindergarten level are:
 - (a) with prompting and support, ask and answer questions about key details in a text;
 - (b) with prompting and support, retell familiar stories, including key details; include stories by and about American Indians;
 - (c) with prompting and support, identify characters, settings, and major events in a story;
 - (d) ask and answer questions about unknown words in a text;
 - (e) recognize common types of texts (e.g., storybooks, poems);

- (f) with prompting and support, name the author and illustrator of a story and define the role of each in telling the story;
 - (g) with prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts);
 - (h) with prompting and support, compare and contrast the adventures and experiences of characters in familiar stories, including American Indian stories; and
 - (i) actively engage in group reading activities with purpose and understanding.
- (2) Reading standards for literature for a student at the Grade 1 level are:
- (a) ask and answer questions about key details in a text;
 - (b) retell stories, including stories by and about American Indians, including key details and demonstrate understanding of their central message or lesson;
 - (c) describe characters, settings, and major events in a story, using key details;
 - (d) identify words and phrases in stories or poems that suggest feelings or appeal to the senses;
 - (e) explain major differences between books that tell stories and books that give information, including those of American Indians, drawing on a wide reading of a range of text types;
 - (f) identify who is telling the story at various points in a text;
 - (g) use illustrations and details in a story to describe its characters, setting, or events;
 - (h) compare and contrast the adventures and experiences of characters in stories, including American Indian stories; and
 - (i) with prompting and support, read prose and poetry of appropriate complexity for grade 1.
- (3) Reading standards for literature for a student at the Grade 2 level are:
- (a) ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text;
 - (b) recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral;
 - (c) describe how characters in a story respond to major events and challenges;

- (d) describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song;
 - (e) describe the overall structure of a story, including American Indian stories, describing how the beginning introduces the story and the ending concludes the action;
 - (f) acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud;
 - (g) use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot;
 - (h) compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures, including American Indian authors or cultures; and
 - (i) by the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- (4) Reading standards for literature for a student at the Grade 3 level are:
- (a) ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers;
 - (b) recount stories, including fables, folktales, and myths from diverse cultures, including those by and about American Indians; determine the central message, lesson, or moral; and explain how it is conveyed through key details in the text;
 - (c) describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events;
 - (d) determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language;
 - (e) refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza and describe how each successive part builds on earlier sections;
 - (f) distinguish their own point of view from that of the narrator or those of the characters; include works by and about American Indians;
 - (g) explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting);

- (h) compare and contrast the themes, settings, and plots of stories written by the same author, including American Indian authors, about the same or similar characters (e.g., in books from a series); and
 - (i) by the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2–3 text complexity band independently and proficiently.
- (5) Reading standards for literature for a student at the Grade 4 level are:
- (a) refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text;
 - (b) determine a theme of a story, drama, or poem from details in the text; summarize the text; and include texts by and about American Indians;
 - (c) describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions);
 - (d) determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean);
 - (e) explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text;
 - (f) compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations; include works by and about American Indians;
 - (g) make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text;
 - (h) compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including those by and about American Indians; and
 - (i) by the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- (6) Reading standards for literature for a student at the Grade 5 level are:
- (a) quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text;

- (b) determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text; and include texts by and about American Indians;
 - (c) compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact);
 - (d) determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes;
 - (e) explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem;
 - (f) describe how a narrator's or speaker's point of view influences how events are described; include perspectives of American Indians;
 - (g) analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem);
 - (h) compare and contrast stories in the same genre (e.g., mysteries and adventure stories, including traditional and contemporary stories by and about American Indians) on their approaches to similar themes and topics; and
 - (i) by the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4-5 text complexity band independently and proficiently.
- (7) Reading standards for literature for a student at the Grade 6 level are:
- (a) cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text;
 - (b) determine a theme or central idea of a text and how it is conveyed through particular details and provide a summary of the text distinct from personal opinions or judgments;
 - (c) describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution;
 - (d) determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings and analyze the impact of a specific word choice on meaning and tone;
 - (e) analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot;

- (f) explain how an author develops the point of view of the narrator or speaker in a text;
 - (g) compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch;
 - (h) compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories; traditional and contemporary stories by and about American Indians) in terms of their approaches to similar themes and topics; and
 - (i) by the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- (8) Reading standards for literature for a student at the Grade 7 level are:
- (a) cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text;
 - (b) determine a theme or central idea of a text; analyze its development over the course of the text; and provide an objective summary of the text;
 - (c) analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot);
 - (d) determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings and analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama;
 - (e) analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning;
 - (f) analyze how an author develops and contrasts the points of view of different characters or narrators in a text;
 - (g) compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film);
 - (h) compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history; include texts that contain portrayals and/or accounts by and about American Indians; and

- (i) by the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- (9) Reading standards for literature for a student at the Grade 8 level are:
- (a) cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text;
 - (b) determine a theme or central idea of a text; analyze its development over the course of the text, including its relationship to the characters, setting, and plot; and provide an objective summary of the text;
 - (c) analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision;
 - (d) determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings and analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts;
 - (e) compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style;
 - (f) analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor;
 - (g) analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors;
 - (h) analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new and include texts by and about American Indians; and
 - (i) by the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6-8 text complexity band independently and proficiently.
- (10) Reading standards for literature for a student at the Grade 9-10 level are:
- (a) cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text and include works by and about American Indians;
 - (b) determine a theme or central idea of a text, including those by and about American Indians; analyze in detail its development over the course of the

text, including how it emerges and is shaped and refined by specific details; and provide an objective summary of the text;

- (c) analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, including texts by and about American Indians; interact with other characters; and advance the plot or develop the theme;
 - (d) determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings and analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone);
 - (e) analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise;
 - (f) analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature;
 - (g) analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts," Breughel's Landscape with the Fall of Icarus Painting, and American Progress, by John Gast (circa 1872) with "Birthright," a poem, by M. L. Smoker in Another Attempt at Rescue);
 - (h) analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible, how a later author draws on a play by Shakespeare, or how American Indian stories and oral histories appear in contemporary works, such as James Welch's Fools Crow, where the author retells the Pikuni traditional story, "Star Boy"); and
 - (i) by the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9-10 text complexity band independently and proficiently.
- (11) Reading standards for literature for a student at the Grade 11-12 level are:
- (a) cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain;

- (b) determine two or more themes or central ideas of a text, including those by and about American Indians; analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; and provide an objective summary of the text;
- (c) analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama or oral or written history (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed);
- (d) determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings and analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (include Shakespeare, works by American Indian authors, as well as other authors);
- (e) analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact;
- (f) analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and include works by and about American Indians;
- (g) analyze multiple interpretations of a story, drama, poem (e.g., recorded or live production of a play or recorded novel or poetry), or traditional American Indian oral histories, evaluating how each version interprets the source text (include at least one play by Shakespeare and one play by an American dramatist);
- (h) demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian works, including how two or more texts from the same period treat similar themes or topics; and
- (i) by the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11-college and career ready (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-CCR text complexity band independently and proficiently.

Authorizing statute(s): 20-2-114, MCA

Implementing statute(s): 20-2-121, 20-3-106, 20-7-101, MCA

10.53.406 READING STANDARDS FOR INFORMATIONAL TEXT

- (1) Reading standards for informational text for a student at the kindergarten level are:
 - (a) with prompting and support, ask and answer questions about key details in a text;
 - (b) with prompting and support, identify the main topic and retell key details of a text;
 - (c) with prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text and include texts by and about American Indians;
 - (d) with prompting and support, ask and answer questions about unknown words in a text and recognize words and phrases with cultural significance to American Indians;
 - (e) identify the front cover, back cover, and title page of a book;
 - (f) name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text;
 - (g) with prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts);
 - (h) with prompting and support, identify the reasons an author gives to support points in a text;
 - (i) with prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures); and
 - (j) actively engage in group reading activities with purpose and understanding.
- (2) Reading standards for informational text for a student at the Grade 1 level are:
 - (a) ask and answer questions about key details in a text;
 - (b) identify the main topic and retell key details of a text;
 - (c) describe the connection between two individuals, events, ideas, or pieces of information in a text and include texts by and about American Indians;

- (d) ask and answer questions to help determine or clarify the meaning of words and phrases in a text and recognize words and phrases with cultural significance to American Indians;
 - (e) know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text;
 - (f) distinguish between information provided by pictures or other illustrations and information provided by the words in a text;
 - (g) use the illustrations and details in a text to describe its key ideas;
 - (h) identify the reasons an author gives to support points in a text;
 - (i) identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures); and
 - (j) with prompting and support, read informational texts appropriately complex for Grade 1.
- (3) Reading standards for informational text for a student at the Grade 2 level are:
- (a) ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text;
 - (b) identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text;
 - (c) describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text and include texts by and about American Indians;
 - (d) determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area and recognize words and phrases with cultural significance to American Indians;
 - (e) know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently;
 - (f) identify the main purpose of a text, including what the author wants to answer, explain, or describe;
 - (g) explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text;
 - (h) describe how reasons support specific points the author makes in a text;

- (i) compare and contrast the most important points presented by two texts on the same topic; and
 - (j) by the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- (4) Reading standards for informational text for a student at the Grade 3 level are:
- (a) ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers;
 - (b) determine the main idea of a text; recount the key details, and explain how they support the main idea;
 - (c) describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect and include texts by and about American Indians;
 - (d) determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area;
 - (e) use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently;
 - (f) distinguish their own point of view from that of the author of a text;
 - (g) use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur);
 - (h) describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence);
 - (i) compare and contrast the most important points and key details presented in two texts on the same topic; and
 - (j) by the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2-3 text complexity band independently and proficiently.
- (5) Reading standards for informational text for a student at the Grade 4 level are:
- (a) refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text;
 - (b) determine the main idea of a text; explain how it is supported by key details; and summarize the text;

- (c) explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text and include texts by and about American Indians;
 - (d) determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area;
 - (e) describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text;
 - (f) compare and contrast a firsthand and secondhand account of the same event or topic, including those of American Indians and describe the differences in focus and the information provided;
 - (g) interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears;
 - (h) explain how an author uses reasons and evidence to support particular points in a text;
 - (i) integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably; and
 - (j) by the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- (6) Reading standards for informational text for a student at the Grade 5 level are:
- (a) quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text;
 - (b) determine two or more main ideas of a text, explain how they are supported by key details, and summarize the text;
 - (c) explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text and include texts by and about American Indians;
 - (d) determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area;
 - (e) compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts;

- (f) analyze multiple accounts of the same event or topic, including those of historical and contemporary American Indian events and topics, noting important similarities and differences in the point of view they represent;
 - (g) draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently;
 - (h) explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s);
 - (i) integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably; and
 - (j) by the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently.
- (7) Reading standards for informational text for a student at the Grade 6 level are:
- (a) cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text;
 - (b) determine a central idea of a text and how it is conveyed through particular details and provide a summary of the text distinct from personal opinions or judgments;
 - (c) analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes);
 - (d) determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;
 - (e) analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas;
 - (f) determine an author's point of view or purpose in a text and explain how it is conveyed in the text and include texts by and about American Indians;
 - (g) integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue;
 - (h) trace and evaluate the argument and specific claims in a text, including texts by and about American Indians, distinguishing claims that are supported by reasons and evidence from claims that are not;
 - (i) compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person) and include texts by and about American Indians; and

- (j) by the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- (8) Reading standards for informational text for a student at the Grade 7 level are:
- (a) cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text;
 - (b) determine two or more central ideas in a text; analyze their development over the course of the text; and provide an objective summary of the text;
 - (c) analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events);
 - (d) determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings and analyze the impact of a specific word choice on meaning and tone;
 - (e) analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas;
 - (f) determine an author's point of view or purpose in a text, including those by and about American Indians, and analyze how the author distinguishes his or her position from that of others;
 - (g) compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words);
 - (h) trace and evaluate the argument and specific claims in a text, including texts by and about American Indians, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims;
 - (i) analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts and include texts by and about American Indians; and
 - (j) by the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- (9) Reading standards for informational text for a student at the Grade 8 level are:
- (a) cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text;

- (b) determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas and provide an objective summary of the text;
 - (c) analyze how a text makes connections among and distinctions between individuals, ideas, cultures, or events (e.g., through comparisons, analogies, or categories);
 - (d) determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings and analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts;
 - (e) analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept;
 - (f) determine an author's point of view or purpose in a text, including texts by and about American Indians, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints;
 - (g) evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea;
 - (h) delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced; and include texts by and about American Indians;
 - (i) analyze a case in which two or more texts provide conflicting information on the same topic; identify where the texts disagree on matters of fact or interpretation; and include texts by and about American Indians; and
 - (j) by the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently.
- (10) Reading standards for informational text for a student at the Grade 9-10 level are:
- (a) cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text;
 - (b) determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text;
 - (c) analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them;
 - (d) determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings and analyze the

cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper, or how American Indian treaty language differs from everyday speech);

- (e) analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter);
 - (f) determine an author's point of view or purpose in a text, including texts by and about Montana American Indians, and analyze how an author uses rhetoric to advance that point of view or purpose;
 - (g) analyze various accounts of a subject told in different mediums, (e.g., a person's life story in both print and multimedia, paying specific attention to cultural nuances) determining which details are emphasized in each account;
 - (h) delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and identify false statements and fallacious reasoning;
 - (i) analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail," Onondaga Chief Canassatego's address "On Colonizing Education"), including how they address related themes and concepts; and
 - (j) by the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently.
- (11) Reading standards for informational text for a student at the Grade 11-12 level are:
- (a) cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain;
 - (b) determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis and provide an objective summary of the text;
 - (c) analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, cultures, or events interact and develop over the course of the text;
 - (d) determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings and analyze how an

author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines "faction" in Federalist No. 10; how the use of "sovereignty" in official documents impacts legal and political relationship);

- (e) analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging;
- (f) determine an author's point of view or purpose in a text, including texts by and about Montana American Indians, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text;
- (g) integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem;
- (h) delineate and evaluate the reasoning in seminal U.S. texts and those that dealt with American Indians, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses, American Indian policies);
- (i) analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln's Second Inaugural Address, American Indian treaties, and Iroquois Confederacy) for their themes, purposes, and rhetorical features; and
- (j) by the end of Grade 11, read and comprehend literary nonfiction in the Grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of Grade 12, read and comprehend literary nonfiction at the high end of the Grades 11-CCR text complexity band independently and proficiently.

Authorizing statute(s): 20-2-114, MCA

Implementing statute(s): 20-2-121, 20-3-106, 20-7-101, MCA

10.53.407 READING STANDARDS: FOUNDATIONAL SKILLS

- (1) Reading standards foundational skills for a student at the kindergarten level are:
 - (a) demonstrate understanding of the organization and basic features of print;
 - (i) follow words from left to right, top to bottom, and page by page;
 - (ii) recognize that spoken words are represented in written language by specific sequences of letters;
 - (iii) understand that words are separated by spaces in print; and
 - (iv) recognize and name all upper- and lowercase letters of the alphabet;
 - (b) demonstrate understanding of spoken words, syllables, and sounds (phonemes);
 - (i) recognize and produce rhyming words;
 - (ii) count, pronounce, blend, and segment syllables in spoken words;
 - (iii) blend and segment onsets and rimes of single-syllable spoken words;
 - (iv) isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (this does not include CVCs ending with /l/, /r/, or /x/); and
 - (v) add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words;
 - (c) know and apply grade-level phonics and word analysis skills in decoding words;
 - (i) demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant;
 - (ii) associate the long and short sounds with common spellings (graphemes) for the five major vowels;
 - (iii) read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does); and
 - (iv) distinguish between similarly spelled words by identifying the sounds of the letters that differ; and
 - (d) read emergent-reader texts with purpose and understanding.
- (2) Reading standards: foundational skills for a student at the Grade 1 level are:
 - (a) demonstrate understanding of the organization and basic features of print;
 - (i) recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation);

- (b) demonstrate understanding of spoken words, syllables, and sounds (phonemes);
 - (i) distinguish long from short vowel sounds in spoken single-syllable words;
 - (ii) orally produce single-syllable words by blending sounds (phonemes), including consonant blends;
 - (iii) isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words; and
 - (iv) segment spoken single-syllable words into their complete sequence of individual sounds (phonemes);
 - (c) know and apply grade-level phonics and word analysis skills in decoding words;
 - (i) know the spelling-sound correspondences for common consonant digraphs;
 - (ii) decode regularly spelled one-syllable words;
 - (iii) know final -e and common vowel team conventions for representing long vowel sounds;
 - (iv) use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word;
 - (v) decode two-syllable words following basic patterns by breaking the words into syllables;
 - (vi) read words with inflectional endings; and
 - (vii) recognize and read grade-appropriate irregularly spelled words;
 - (d) read with sufficient accuracy and fluency to support comprehension;
 - (i) read on-level text with purpose and understanding;
 - (ii) read on-level text orally with accuracy, appropriate rate, and expression on successive readings; and
 - (iii) use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- (3) Reading standards: foundational skills for a student at the Grade 2 level are:
- (a) know and apply grade-level phonics and word analysis skills in decoding words;

- (i) distinguish long and short vowels when reading regularly spelled one-syllable words;
 - (ii) know spelling-sound correspondences for additional common vowel teams;
 - (iii) decode regularly spelled two-syllable words with long vowels;
 - (iv) decode words with common prefixes and suffixes;
 - (v) identify words with inconsistent but common spelling-sound correspondences; and
 - (vi) recognize and read grade-appropriate irregularly spelled words;
 - (b) read with sufficient accuracy and fluency to support comprehension;
 - (i) read on-level text with purpose and understanding;
 - (ii) read on-level text orally with accuracy, appropriate rate, and expression on successive readings; and
 - (iii) use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- (4) Reading standards: foundational skills for a student at the Grade 3 level are:
- (a) know and apply grade-level phonics and word analysis skills in decoding words;
 - (i) identify and know the meaning of the most common prefixes and derivational suffixes;
 - (ii) decode words with common Latin suffixes;
 - (iii) decode multisyllable words; and
 - (iv) read grade-appropriate irregularly spelled words;
 - (b) read with sufficient accuracy and fluency to support comprehension;
 - (i) read on-level text with purpose and understanding;
 - (ii) read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; and
 - (iii) use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- (5) Reading standards: foundational skills for a student at the Grade 4 level are:
- (a) know and apply grade-level phonics and word analysis skills in decoding words;

- (i) use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context;
 - (b) read with sufficient accuracy and fluency to support comprehension;
 - (i) read on-level text with purpose and understanding;
 - (ii) read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; and
 - (iii) use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- (6) Reading standards: foundational skills for students at the Grade 5 level are:
- (a) know and apply grade-level phonics and word analysis skills in decoding words;
 - (i) use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context;
 - (b) read with sufficient accuracy and fluency to support comprehension;
 - (i) read on-level text with purpose and understanding;
 - (ii) read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; and
 - (iii) use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Authorizing statute(s): 20-2-114, MCA

Implementing statute(s): 20-2-121, 20-3-106, 20-7-101, MCA

10.53.408 WRITING STANDARDS

- (1) Writing standards for a student at the kindergarten level are:
 - (a) use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .);

- (b) use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic;
 - (c) use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events; tell about the events in the order in which they occurred; and provide a reaction to what happened;
 - (d) with guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed;
 - (e) with guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers;
 - (f) participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them and include sources by and about American Indians); and
 - (g) with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question and include sources by and about American Indians.
- (2) Writing standards for a student at the Grade 1 level are:
- (a) write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure;
 - (b) write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure;
 - (c) write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure;
 - (d) with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed;
 - (e) with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers;
 - (f) participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions and include sources by and about American Indians); and
 - (g) with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question, including sources by and about American Indians.
- (3) Writing standards for a student at the Grade 2 level are:

- (a) write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section;
 - (b) write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section;
 - (c) write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure;
 - (d) with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing;
 - (e) with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers;
 - (f) participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations) and include sources by and about American Indians; and
 - (g) recall information from experiences or gather information from provided sources to answer a question, including sources by and about American Indians.
- (4) Writing standards for a student at the Grade 3 level are:
- (a) write opinion pieces on topics or texts supporting a point of view with reasons;
 - (i) introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons;
 - (ii) provide reasons that support the opinion;
 - (iii) use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons; and
 - (iv) provide a concluding statement or section;
 - (b) write informative/explanatory texts to examine a topic and convey ideas and information clearly;
 - (i) introduce a topic and group related information together and include illustrations when useful to aid comprehension;
 - (ii) develop the topic with facts, definitions, and details;

- (iii) use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information; and
 - (iv) provide a concluding statement or section;
 - (c) write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;
 - (i) establish a situation and introduce a narrator and/or characters and organize an event sequence that unfolds naturally;
 - (ii) use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations;
 - (iii) use temporal words and phrases to signal event order; and
 - (iv) provide a sense of closure;
 - (d) with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose (Grade-specific expectations for writing types are defined in standards (a) through (c) above.);
 - (e) with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (Editing for conventions should demonstrate command of language standards (a) through (c) up to and including Grade 3.);
 - (f) with guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others;
 - (g) conduct short research projects that build knowledge about a topic and include sources by and about American Indians;
 - (h) recall information from experiences or gather information from print and digital sources; take brief notes on sources, sort evidence into provided categories; and include sources by and about American Indians; and
 - (i) write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- (5) Writing standards for a student at the Grade 4 level are:
- (a) write opinion pieces on topics or texts supporting a point of view with reasons and information;

- (i) introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose;
 - (ii) provide reasons that are supported by facts and details;
 - (iii) link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition); and
 - (iv) provide a concluding statement or section related to the opinion presented;
- (b) write informative/explanatory texts to examine a topic and convey ideas and information clearly;
 - (i) introduce a topic clearly and group related information in paragraphs and sections and include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension;
 - (ii) develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;
 - (iii) link ideas within categories of information using words and phrases (e.g., another, for example, also, because);
 - (iv) use precise language and domain-specific vocabulary to inform about or explain the topic; and
 - (v) provide a concluding statement or section related to the information or explanation presented;
- (c) write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;
 - (i) orient the reader by establishing a situation and introducing a narrator and/or characters and organize an event sequence that unfolds naturally;
 - (ii) use dialogue and description to develop experiences and events or show the responses of characters to situations;
 - (iii) use a variety of transitional words and phrases to manage the sequence of events;
 - (iv) use concrete words and phrases and sensory details to convey experiences and events precisely; and
 - (v) provide a conclusion that follows from the narrated experiences or events;

- (d) produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards (a) through (c) above.);
 - (e) with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (Editing for conventions should demonstrate command of language standards (a) through (c) up to and including Grade 4.);
 - (f) with some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others and demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting;
 - (g) conduct short research projects that build knowledge through investigation of different aspects of a topic and include topics and/or sources by and about American Indians;
 - (h) recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information; and provide a list of sources;
 - (i) draw evidence from literary or informational texts to support analysis, reflection, and research;
 - (i) apply Grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."); and
 - (ii) apply Grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"); and
 - (j) write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- (6) Writing standards for a student at the Grade 5 level are:
- (a) write opinion pieces on topics or texts supporting a point of view with reasons and information;
 - (i) introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose;
 - (ii) provide logically ordered reasons that are supported by facts and details;

- (iii) link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically); and
 - (iv) provide a concluding statement or section related to the opinion presented;
- (b) write informative/explanatory texts to examine a topic and convey ideas and information clearly;
 - (i) introduce a topic clearly, provide a general observation and focus, and group related information logically and include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension;
 - (ii) develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;
 - (iii) link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially);
 - (iv) use precise language and domain-specific vocabulary to inform about or explain the topic; and
 - (v) provide a concluding statement or section related to the information or explanation presented;
- (c) write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;
 - (i) orient the reader by establishing a situation and introducing a narrator and/or characters and organize an event sequence that unfolds naturally;
 - (ii) use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations;
 - (iii) use a variety of transitional words, phrases, and clauses to manage the sequence of events;
 - (iv) use concrete words and phrases and sensory details to convey experiences and events precisely; and
 - (v) provide a conclusion that follows from the narrated experiences or events;
- (d) produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards (a) through (c) above.);

- (e) with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (Editing for conventions should demonstrate command of language standards (a) through (c) above up to and including Grade 5.);
 - (f) with some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others and demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting;
 - (g) conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and include sources and/or topics by and about American Indians;
 - (h) recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work; and provide a list of sources;
 - (i) draw evidence from literary or informational texts to support analysis, reflection, and research;
 - (i) apply Grade 5 reading standards to literature (e.g., "and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"); and
 - (ii) apply Grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"); and
 - (j) write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- (7) Writing standards for a student at the Grade 6 level are:
- (a) write arguments to support claims with clear reasons and relevant evidence;
 - (i) introduce claim(s) and organize the reasons and evidence clearly;
 - (ii) support claim(s) with clear reasons and relevant evidence, using credible sources, including oral sources, and demonstrating an understanding of the topic or text;
 - (iii) use words, phrases, and clauses to clarify the relationships among claim(s) and reasons;
 - (iv) establish and maintain a formal style; and

- (v) provide a concluding statement or section that follows from the argument presented;
- (b) write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content;
 - (i) introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension;
 - (ii) develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;
 - (iii) use appropriate transitions to clarify the relationships among ideas and concepts;
 - (iv) use precise language and domain-specific vocabulary to inform about or explain the topic;
 - (v) establish and maintain a formal style; and
 - (vi) provide a concluding statement or section that follows from the information or explanation presented;
- (c) write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;
 - (i) engage and orient the reader by establishing a context and introducing a narrator and/or characters and organize an event sequence that unfolds naturally and logically;
 - (ii) use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters;
 - (iii) use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;
 - (iv) use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events; and
 - (v) provide a conclusion that follows from the narrated experiences or events;
- (d) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards (a) through (c) above.);

- (e) with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (Editing for conventions should demonstrate command of language standards (a) through (c) up to and including Grade 6.);
 - (f) use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others and demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting;
 - (g) conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate and include sources and/or topics by and about American Indians;
 - (h) gather relevant information from multiple oral, print, and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources;
 - (i) draw evidence from literary or informational texts to support analysis, reflection, and research;
 - (i) apply Grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"); and
 - (ii) apply Grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"); and
 - (j) write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- (8) Writing standards for a student at the Grade 7 level are:
- (a) write arguments to support claims with clear reasons and relevant evidence;
 - (i) introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically;
 - (ii) support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text;
 - (iii) use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence;

- (iv) establish and maintain a formal style; and
 - (v) provide a concluding statement or section that follows from and supports the argument presented;
- (b) write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content;
 - (i) introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension;
 - (ii) develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;
 - (iii) use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts;
 - (iv) use precise language and domain-specific vocabulary to inform about or explain the topic;
 - (v) establish and maintain a formal style; and
 - (vi) provide a concluding statement or section that follows from and supports the information or explanation presented;
- (c) write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;
 - (i) engage and orient the reader by establishing a context, point of view, and introducing a narrator and/or characters and organize an event sequence that unfolds naturally and logically;
 - (ii) use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters;
 - (iii) use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;
 - (iv) use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; and
 - (v) provide a conclusion that follows from and reflects on the narrated experiences or events;

- (d) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards (a) through (c).);
 - (e) with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach and focusing on how well purpose and audience have been addressed (Editing for conventions should demonstrate command of Language standards(a) through (c) up to and including Grade 7.);
 - (f) use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources;
 - (g) conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation and include sources and/or topics by and about American Indians;
 - (h) gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
 - (i) draw evidence from literary or informational texts to support analysis, reflection, and research;
 - (i) apply Grade 7 reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"); and
 - (ii) apply Grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"); and
 - (j) write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- (9) Writing standards for a student at the Grade 8 level are:
- (a) write arguments to support claims with clear reasons and relevant evidence;
 - (i) introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically;

- (ii) support claim(s) with logical reasoning and relevant evidence using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text;
 - (iii) use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence;
 - (iv) establish and maintain a formal style; and
 - (v) provide a concluding statement or section that follows from and supports the argument presented;
- (b) write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content;
 - (i) introduce a topic clearly previewing what is to follow; organize ideas, concepts, and information into broader categories; and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension;
 - (ii) develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples;
 - (iii) use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts;
 - (iv) use precise language and domain-specific vocabulary to inform about or explain the topic;
 - (v) establish and maintain a formal style; and
 - (vi) provide a concluding statement or section that follows from and supports the information or explanation presented;
- (c) write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;
 - (i) engage and orient the reader by establishing a context, point of view, and introducing a narrator and/or characters and organize an event sequence that unfolds naturally and logically;
 - (ii) use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters;
 - (iii) use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events;

- (iv) use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; and
- (v) provide a conclusion that follows from and reflects on the narrated experiences or events;
- (d) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards (a) through (c) above.);
- (e) with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (Editing for conventions should demonstrate command of language standards (a) through (c) up to and including Grade 8.);
- (f) use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others;
- (g) conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration and include sources and/or topics by and about American Indians;
- (h) gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
- (i) draw evidence from literary or informational texts to support analysis, reflection, and research;
 - (i) apply Grade 8 reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"); and
 - (ii) apply Grade 8 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and recognize when irrelevant evidence is introduced"); and
- (j) write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

(10) Writing standards for a student at the Grade 9-10 level are:

- (a) write arguments to support claims in an analysis of substantive topics or text, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence;
 - (i) introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence;
 - (ii) develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns;
 - (iii) use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims;
 - (iv) establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; and
 - (v) provide a concluding statement or section that follows from and supports the argument presented;
- (b) write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content;
 - (i) introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; and include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension;
 - (ii) develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;
 - (iii) use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;
 - (iv) use precise language and domain-specific vocabulary to manage the complexity of the topic;
 - (v) establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; and

- (vi) provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic);
- (c) write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences;
 - (i) engage and orient the reader by setting out a problem, situation, or observation; establishing one or multiple point(s) of view; introducing a narrator and/or characters; and create a smooth progression of experiences or events;
 - (ii) use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters;
 - (iii) use a variety of techniques to sequence events so that they build on one another to create a coherent whole;
 - (iv) use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and
 - (v) provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative;
- (d) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards (a) through (c) above.);
- (e) develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (Editing for conventions should demonstrate command of language standards (a) through (c) up to and including Grades 9-10.);
- (f) use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically;
- (g) conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation;
- (h) gather relevant information from multiple authoritative print and digital sources using advanced searches effectively; assess the usefulness of each

source in answering the research question; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation;

- (i) draw evidence from literary or informational texts, including American Indian texts, to support analysis, reflection, and research;
 - (i) apply Grades 9-10 reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]" and as in James Welch's *Fools Crow*, the author retells the Pikuni traditional story, "Star Boy"); and
 - (ii) apply Grades 9-10 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text; assessing whether the reasoning is valid and the evidence is relevant and sufficient; and identify false statements and fallacious reasoning"); and
- (j) write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

(11) Writing standards for a student at the Grade 11-12 level are:

- (a) write arguments to support claims in an analysis of substantive topics or texts, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence;
 - (i) introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claims; and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence;
 - (ii) develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases;
 - (iii) use words, phrases, and clauses as well as varied syntax to link the major sections of the text; create cohesion; and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims;
 - (iv) establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; and

- (v) provide a concluding statement or section that follows from and supports the argument presented;
- (b) write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content;
 - (i) introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; and include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension;
 - (ii) develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;
 - (iii) use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;
 - (iv) use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic;
 - (v) establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; and
 - (vi) provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic);
- (c) write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences;
 - (i) engage and orient the reader by setting out a problem, situation, or observation and its significance; establish one or multiple point(s) of view; introduce a narrator and/or characters; and create a smooth progression of experiences or events;
 - (ii) use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters;
 - (iii) use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution);

- (iv) use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and
- (v) provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative;
- (d) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards (a) through (c) above.);
- (e) develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (Editing for conventions should demonstrate command of language standards (a) through (c) up to and including Grades 11-12.);
- (f) use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback and include new arguments or information;
- (g) conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, and demonstrate understanding of the subject under investigation;
- (h) gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation;
- (i) draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research;
 - (i) apply Grades 11-12 reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"); and
 - (ii) apply Grades 11-12 reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses, American Indian Policies]"); and

- (j) write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Authorizing statute(s): 20-2-114, MCA

Implementing statute(s): 20-2-121, 20-3-106, 20-7-101, MCA

10.53.409 SPEAKING AND LISTENING STANDARDS

- (1) Speaking and listening standards for a student at the kindergarten level are:
 - (a) participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups;
 - (i) follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion); and
 - (ii) continue a conversation through multiple exchanges;
 - (b) confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood;
 - (c) ask and answer questions in order to seek help, get information, or clarify something that is not understood;
 - (d) describe familiar people, places, things, and events and, with prompting and support, provide additional detail;
 - (e) add drawings or other visual displays to descriptions as desired to provide additional detail; and
 - (f) speak audibly and express thoughts, feelings, and ideas clearly.
- (2) Speaking and listening standards for a student at the Grade 1 level are:
 - (a) participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups;
 - (i) follow agreed-upon rules for discussions (e.g., listening to others with care and speaking one at a time about the topics and texts under discussion);

- (ii) build on others' talk in conversations by responding to the comments of others through multiple exchanges; and
 - (iii) ask questions to clear up any confusion about the topics and texts under discussion;
- (b) ask and answer questions about key details in a text read aloud or information presented orally or through other media;
- (c) ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood;
- (d) describe people, places, things, and events with relevant details, expressing ideas and feelings clearly;
- (e) add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings; and
- (f) produce complete sentences when appropriate to task and situation (See Grade 1 Language standards (a) and (c) for specific expectations.);
- (3) Speaking and listening standards for a student at the Grade 2 level are:
 - (a) participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups;
 - (i) follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, and speaking one at a time about the topics and texts under discussion);
 - (ii) build on others' talk in conversations by linking their comments to the remarks of others; and
 - (iii) ask for clarification and further explanation as needed about the topics and texts under discussion;
 - (b) recount or describe key ideas or details from a text read aloud or information presented orally or through other media;
 - (c) ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue;
 - (d) tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences;
 - (e) create audio recordings of stories or poems and add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings; and

- (f) produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- (4) Speaking and listening standards for a student at the Grade 3 level are:
- (a) engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly;
 - (i) come to discussions prepared, having read or studied required material and explicitly draw on that preparation and other information known about the topic to explore ideas under discussion;
 - (ii) follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care and speaking one at a time about the topics and texts under discussion);
 - (iii) ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others; and
 - (iv) explain their own ideas and understanding in light of the discussion;
 - (b) determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally;
 - (c) ask and answer questions about information from a speaker, offering appropriate elaboration and detail;
 - (d) report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly at an understandable pace; and include sources by and about American Indians;
 - (e) create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace and add visual displays when appropriate to emphasize or enhance certain facts or details; and
 - (f) speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 language standards (a) and (c) for specific expectations.)
- (5) Speaking and listening standards for a student at the Grade 4 level are:
- (a) engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly;
 - (i) come to discussions prepared, having read or studied required material and explicitly draw on that preparation and other information known about the topic to explore ideas under discussion;

- (ii) follow agreed-upon rules for discussions and carry out assigned roles;
 - (iii) pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others; and
 - (iv) review the key ideas expressed and explain their own ideas and understanding in light of the discussion;
- (b) paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally;
- (c) identify the reasons and evidence a speaker provides to support particular points;
- (d) report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace; and include sources by and about American Indians;
- (e) add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes; and
- (f) differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) and use formal English when appropriate to task and situation. (See Grade 4 language standard (a) for specific expectations.)
- (6) Speaking and listening standards for a student at the Grade 5 level are:
 - (a) engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly;
 - (i) come to discussions prepared, having read or studied required material and explicitly draw on that preparation and other information known about the topic to explore ideas under discussion;
 - (ii) follow agreed-upon rules for discussions and carry out assigned roles;
 - (iii) pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others; and
 - (iv) review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions;
 - (b) summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally;

- (c) summarize the points a speaker makes and explain how each claim is supported by reasons and evidence;
 - (d) report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace; and include sources by and about American Indians;
 - (e) include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes; and
 - (f) adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See Grade 5 language standards (a) and (c) for specific expectations.)
- (7) Speaking and listening standards for a student at the Grade 6 level are:
- (a) engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly;
 - (i) come to discussions prepared, having read or studied required material and explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion;
 - (ii) follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed;
 - (iii) pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion; and
 - (iv) review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing;
 - (b) interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study;
 - (c) delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not;
 - (d) present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes and use appropriate eye contact, adequate volume, and clear pronunciation;
 - (e) include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information; and

- (f) adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 6 language standards (a) and (c) for specific expectations.)
- (8) Speaking and listening standards for a student at the Grade 7 level are:
- (a) engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly;
 - (i) come to discussions prepared, having read or researched material under study and explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion;
 - (ii) follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed;
 - (iii) pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed; and
 - (iv) acknowledge new information expressed by others and, when warranted, modify their own views;
 - (b) analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study;
 - (c) delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence;
 - (d) present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples and use appropriate eye contact, adequate volume, and clear pronunciation;
 - (e) include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points; and
 - (f) adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 7 language standards (a) and (c) for specific expectations.)
- (9) Speaking and listening standards for a student at the Grade 8 level are:
- (a) engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly;

- (i) come to discussions prepared, having read or researched material under study and explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion;
 - (ii) follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed;
 - (iii) pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas; and
 - (iv) acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented;
 - (b) analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation;
 - (c) delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced;
 - (d) present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details and use appropriate eye contact, adequate volume, and clear pronunciation;
 - (e) integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest; and
 - (f) adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 8 language standards (a) and (c) for specific expectations.)
- (10) Speaking and listening standards for a student at the Grade 9-10 level are:
- (a) initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively;
 - (i) come to discussions prepared, having read and researched material under study and explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas;

- (ii) work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed;
 - (iii) propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions; and
 - (iv) respond thoughtfully to diverse perspectives, with specific attention to culture; summarize points of agreement and disagreement; when warranted, qualify or justify their own views and understanding; and make new connections in light of the evidence and reasoning presented;
 - (b) integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source;
 - (c) evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, identifying any fallacious reasoning or exaggerated or distorted evidence;
 - (d) present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task;
 - (e) make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest; and
 - (f) adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grades 9-10 language standards (a) and (c) for specific expectations.)
- (11) Speaking and listening standards for a student at the Grade 11-12 level are:
- (a) initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively;
 - (i) come to discussions prepared, having read and researched material under study and explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas;

- (ii) work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed;
 - (iii) propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives; and
 - (iv) respond thoughtfully to diverse perspectives, with specific attention to culture; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task;
- (b) integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data;
 - (c) evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used;
 - (d) present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks;
 - (e) make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest; and
 - (f) adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Grades 11-12 language standards (a) and (c) for specific expectations.)

Authorizing statute(s): 20-2-114, MCA

Implementing statute(s): 20-2-121, 20-3-106, 20-7-101, MCA

10.53.410 LANGUAGE STANDARDS

- (1) Language standards for a student at the kindergarten level are:
- (a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;
 - (i) print many upper- and lowercase letters;
 - (ii) use frequently occurring nouns and verbs;
 - (iii) form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes);
 - (iv) understand and use question words (interrogatives) (e.g., who, what, where, when, why, how);
 - (v) use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with); and
 - (vi) produce and expand complete sentences in shared language activities;
 - (b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;
 - (i) capitalize the first word in a sentence and the pronoun "I";
 - (ii) recognize and name end punctuation;
 - (iii) write a letter or letters for most consonant and short-vowel sounds (phonemes); and
 - (iv) spell simple words phonetically, drawing on knowledge of sound-letter relationships;
 - (c) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content;
 - (i) identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck); and
 - (ii) use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word;
 - (d) with guidance and support from adults, explore word relationships and nuances in word meanings;
 - (i) sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent;
 - (ii) demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms);

- (iii) identify real-life connections between words and their use (e.g., note places at school that are colorful); and
 - (iv) distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings; and
 - (e) use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- (2) Language standards for a student at the Grade 1 level are:
- (a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;
 - (i) print all upper- and lowercase letters;
 - (ii) use common, proper, and possessive nouns;
 - (iii) use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop);
 - (iv) use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything);
 - (v) use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home);
 - (vi) use frequently occurring adjectives;
 - (vii) use frequently occurring conjunctions (e.g., and, but, or, so, because);
 - (viii) use determiners (e.g., articles, demonstratives);
 - (ix) use frequently occurring prepositions (e.g., during, beyond, toward); and
 - (x) produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts;
 - (b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;
 - (i) capitalize dates and names of people;
 - (ii) use end punctuation for sentences;
 - (iii) use commas in dates and to separate single words in a series;
 - (iv) use conventional spelling for words with common spelling patterns and for frequently occurring irregular words; and

- (v) spell untaught words phonetically, drawing on phonemic awareness and spelling conventions;
 - (c) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies;
 - (i) use sentence-level context as a clue to the meaning of a word or phrase;
 - (ii) use frequently occurring affixes as a clue to the meaning of a word; and
 - (iii) identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking);
 - (d) with guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings;
 - (i) sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent;
 - (ii) define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes);
 - (iii) identify real-life connections between words and their use (e.g., note places at home that are cozy); and
 - (iv) distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings; and
 - (e) use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
- (3) Language standards for a student at the Grade 2 level are:
- (a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;
 - (i) use collective nouns (e.g., group);
 - (ii) form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish);
 - (iii) use reflexive pronouns (e.g., myself, ourselves);
 - (iv) form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told);

- (v) use adjectives and adverbs and choose between them depending on what is to be modified; and
 - (vi) produce, expand, and rearrange complete simple and compound sentences (e.g., the boy watched the movie; the little boy watched the movie; the action movie was watched by the little boy);
- (b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;
 - (i) capitalize holidays, product names, and geographic names;
 - (ii) use commas in greetings and closings of letters;
 - (iii) use an apostrophe to form contractions and frequently occurring possessives;
 - (iv) generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil); and
 - (v) consult reference materials, including beginning dictionaries, as needed to check and correct spellings;
- (c) use knowledge of language and its conventions when writing, speaking, reading, or listening;
 - (i) compare formal and informal uses of English;
- (d) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies;
 - (i) use sentence-level context as a clue to the meaning of a word or phrase;
 - (ii) determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell);
 - (iii) use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional);
 - (iv) use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark); and
 - (v) use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases;
- (e) demonstrate understanding of word relationships and nuances in word meanings;

- (i) identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy); and
 - (ii) distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny); and
 - (f) use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).
- (4) Language standards for a student at the Grade 3 level are:
- (a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;
 - (i) explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences;
 - (ii) form and use regular and irregular plural nouns;
 - (iii) use abstract nouns (e.g., childhood);
 - (iv) form and use regular and irregular verbs;
 - (v) form and use the simple (e.g., I walked; I walk; I will walk) verb tenses;
 - (vi) ensure subject-verb and pronoun-antecedent agreement;
 - (vii) form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified;
 - (viii) use coordinating and subordinating conjunctions; and
 - (ix) produce simple, compound, and complex sentences;
 - (b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;
 - (i) capitalize appropriate words in titles;
 - (ii) use commas in addresses;
 - (iii) use commas and quotation marks in dialogue;
 - (iv) form and use possessives;
 - (v) use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness);

- (vi) use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words; and
- (vii) consult reference materials, including beginning dictionaries, as needed to check and correct spellings;
- (c) use knowledge of language and its conventions when writing, speaking, reading, or listening;
 - (i) choose words and phrases for effect; and
 - (ii) recognize and observe differences between the conventions of spoken and written standard English;
- (d) determine or clarify the meaning of unknown and multiple-meaning word and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies;
 - (i) use sentence-level context as a clue to the meaning of a word or phrase;
 - (ii) determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat);
 - (iii) use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion); and
 - (iv) use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases;
- (e) demonstrate understanding of word relationships and nuances in word meanings;
 - (i) distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps);
 - (ii) identify real-life connections between words and their use (e.g., describe people who are friendly or helpful); and
 - (iii) distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered); and
- (f) acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).

(5) Language standards for a student at the Grade 4 level are:

- (a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;
 - (i) use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why);
 - (ii) form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses;
 - (iii) use modal auxiliaries (e.g., can, may, must) to convey various conditions;
 - (iv) order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag);
 - (v) form and use prepositional phrases;
 - (vi) produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; and
 - (vii) correctly use frequently confused words (e.g., to, too, two; there, their);
- (b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;
 - (i) use correct capitalization;
 - (ii) use commas and quotation marks to mark direct speech and quotations from a text;
 - (iii) use a comma before a coordinating conjunction in a compound sentence; and
 - (iv) spell grade-appropriate words correctly, consulting references as needed;
- (c) use knowledge of language and its conventions when writing, speaking, reading, or listening;
 - (i) choose words and phrases to convey ideas precisely;
 - (ii) choose punctuation for effect; and
 - (iii) differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion);
- (d) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies;

- (i) use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase;
 - (ii) use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph); and
 - (iii) consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases;
 - (e) demonstrate understanding of figurative language, word relationships, and nuances in word meanings;
 - (i) explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context;
 - (ii) recognize and explain the meaning of common idioms, adages, and proverbs; and
 - (iii) demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms); and
 - (f) acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
- (6) Language standards for a student at the Grade 5 level are:
- (a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;
 - (i) explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences;
 - (ii) form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses;
 - (iii) use verb tense to convey various times, sequences, states, and conditions;
 - (iv) recognize and correct inappropriate shifts in verb tense; and
 - (v) use correlative conjunctions (e.g., either/or, neither/nor);
 - (b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;

- (i) use punctuation to separate items in a series;
 - (ii) use a comma to separate an introductory element from the rest of the sentence;
 - (iii) use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?);
 - (iv) use underlining, quotation marks, or italics to indicate titles of works; and
 - (v) spell grade-appropriate words correctly, consulting references as needed;
- (c) use knowledge of language and its conventions when writing, speaking, reading, or listening;
- (i) expand, combine, and reduce sentences for meaning, reader/listener interest, and style; and
 - (ii) compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems;
- (d) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies;
- (i) use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase;
 - (ii) use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis); and
 - (iii) consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases;
- (e) demonstrate understanding of figurative language, word relationships, and nuances in word meanings;
- (i) interpret figurative language, including similes and metaphors, in context;
 - (ii) recognize and explain the meaning of common idioms, adages, and proverbs; and
 - (iii) use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words; and

- (f) acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
- (7) Language standards for a student at the Grade 6 level are:
 - (a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;
 - (i) ensure that pronouns are in the proper case (subjective, objective, possessive);
 - (ii) use intensive pronouns (e.g., myself, ourselves);
 - (iii) recognize and correct inappropriate shifts in pronoun number and person;
 - (iv) recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents); and
 - (v) recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language;
 - (b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;
 - (i) use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements; and
 - (ii) spell correctly;
 - (c) use knowledge of language and its conventions when writing, speaking, reading, or listening;
 - (i) vary sentence patterns for meaning, reader/listener interest, and style; and
 - (ii) maintain consistency in style and tone;
 - (d) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies;
 - (i) use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase;
 - (ii) use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible);

- (iii) consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; and
 - (iv) verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary);
 - (e) demonstrate understanding of figurative language, word relationships, and nuances in word meanings;
 - (i) interpret figures of speech (e.g., personification) in context;
 - (ii) use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words;
 - (iii) distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty); and
 - (iv) recognize the influence time, culture, gender and social relationships have upon word meaning; and
 - (f) acquire and use accurately grade-appropriate general academic and domain-specific words and phrases and gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- (8) Language standards for a student at the Grade 7 level are:
- (a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;
 - (i) explain the function of phrases and clauses in general and their function in specific sentences;
 - (ii) choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas; and
 - (iii) place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers;
 - (b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;
 - (i) use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie, but not, He wore an old[,] green shirt); and
 - (ii) spell correctly;

- (c) use knowledge of language and its conventions when writing, speaking, reading, or listening;
 - (i) choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy;
 - (d) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies;
 - (i) use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase;
 - (ii) use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel);
 - (iii) consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; and
 - (iv) verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary);
 - (e) demonstrate understanding of figurative language, word relationships, and nuances in word meanings;
 - (i) interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context;
 - (ii) use the relationship between particular words (e.g., synonym, antonym, analogy) to better understand each of the words;
 - (iii) distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending); and
 - (iv) recognize the influence time, culture, gender, and social relationships have upon word meaning; and
 - (f) acquire and use accurately grade-appropriate general academic and domain-specific words and phrases and gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- (9) Language standards for a student at the Grade 8 level are:
- (a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;

- (i) explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences;
 - (ii) form and use verbs in the active and passive voice;
 - (iii) form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood; and
 - (iv) recognize and correct inappropriate shifts in verb voice and mood;
- (b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;
 - (i) use punctuation (comma, ellipsis, dash) to indicate a pause or break;
 - (ii) use an ellipsis to indicate an omission; and
 - (iii) spell correctly;
- (c) use knowledge of language and its conventions when writing, speaking, reading, or listening;
 - (i) use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty; or describing a state contrary to fact);
- (d) determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies;
 - (i) use context (e.g., the overall meaning of a sentence or paragraph; a word's position; or function in a sentence) as a clue to the meaning of a word or phrase;
 - (ii) use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede);
 - (iii) consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; and
 - (iv) verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary);
- (e) demonstrate understanding of figurative language, word relationships, and nuances in word meanings;
 - (i) interpret figures of speech (e.g. verbal irony, puns) in context;

- (ii) use the relationship between particular words to better understand each of the words;
 - (iii) distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute); and
 - (iv) recognize the influence time, culture, gender, and social relationships have upon word meaning; and
 - (f) acquire and use accurately grade-appropriate general academic and domain-specific words and phrases and gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- (10) Language standards for a student at the Grade 9-10 level are:
- (a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;
 - (i) use parallel structure; and
 - (ii) use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations;
 - (b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;
 - (i) use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses;
 - (ii) use a colon to introduce a list or quotation; and
 - (iii) spell correctly;
 - (c) apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening;
 - (i) write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type;
 - (d) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 9-10 reading and content, choosing flexibly from a range of strategies, recognizing the role culture plays in the development of language;

- (i) use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase;
 - (ii) identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy);
 - (iii) consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology; and
 - (iv) verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary);
 - (e) demonstrate understanding of figurative language, word relationships, and nuances in word meanings;
 - (i) interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text; and
 - (ii) analyze nuances in the meaning of words with similar denotations; and
 - (f) acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level and demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- (11) Language standards for a student at the Grade 11-12 level are:
- (a) demonstrate command of the conventions of standard English grammar and usage when writing or speaking;
 - (i) apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; and
 - (ii) resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed;
 - (b) demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;
 - (i) observe hyphenation conventions; and
 - (ii) spell correctly;

- (c) apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening;
 - (i) vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed and apply an understanding of syntax to the study of complex texts when reading;
- (d) determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11-12 reading and content, choosing flexibly from a range of strategies and recognizing the role culture plays in the development of language;
 - (i) use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase;
 - (ii) identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable);
 - (iii) consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage; and
 - (iv) verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary);
- (e) demonstrate understanding of figurative language, word relationships, and nuances in word meanings;
 - (i) interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text; and
 - (ii) analyze nuances in the meaning of words with similar denotations; and
- (f) acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level and demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Authorizing statute(s): 20-2-114, MCA

Implementing statute(s): 20-2-121, 20-3-106, 20-7-101, MCA

10.53.411 READING STANDARDS FOR LITERACY IN HISTORY/ SOCIAL STUDIES

- (1) Reading standards for literacy in history/social studies for a student at the Grade 6-8 level are:
 - (a) cite specific textual evidence to support analysis of primary and secondary sources;
 - (b) determine the central ideas or information of a primary or secondary source and provide an accurate summary of the source distinct from prior knowledge or opinions;
 - (c) identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered);
 - (d) determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies;
 - (e) describe how a text presents information (e.g., sequentially, comparatively, causally);
 - (f) identify aspects of a text, including those by and about American Indians, that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts);
 - (g) integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts;
 - (h) distinguish among fact, opinion, and reasoned judgment in a text, including texts by and about American Indians;
 - (i) analyze the relationship between a primary and secondary source on the same topic, including sources by and about American Indians; and
 - (j) by the end of Grade 8, read and comprehend history/social studies texts in the Grades 6-8 text complexity band independently and proficiently.
- (2) Reading standards for literacy in history/social studies for a student at the Grade 9-10 level are:
 - (a) cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information;

- (b) determine the central ideas or information of a primary or secondary source and provide an accurate summary of how key events or ideas develop over the course of the text;
 - (c) analyze in detail a series of events described in a text and determine whether earlier events caused later ones or simply preceded them;
 - (d) determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, cultural, or economic aspects of history/social studies;
 - (e) analyze how a text uses structure to emphasize key points or advance an explanation or analysis;
 - (f) compare the point of view of two or more authors, incorporating American Indian authors, for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts;
 - (g) integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text;
 - (h) assess the extent to which the reasoning and evidence in a text support the author's claims; include texts by and about American Indians;
 - (i) compare and contrast treatments of the same topic in several primary and secondary sources, including American Indian sources; and
 - (j) by the end of Grade 10, read and comprehend history/social studies texts in the Grades 9-10 text complexity band independently and proficiently.
- (3) Reading standards for literacy in history/social studies for a student at the Grade 11-12 level are:
- (a) cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole;
 - (b) determine the central ideas or information of a primary or secondary source and provide an accurate summary that makes clear the relationships among the key details and ideas;
 - (c) evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain;
 - (d) determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10 and how the use of "sovereignty" in official documents impacts political and legal relationships);

- (e) analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole;
- (f) evaluate authors', incorporating American Indian authors, differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence;
- (g) integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem;
- (h) evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information, including texts by and about American Indians;
- (i) integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources; and
- (j) by the end of Grade 12, read and comprehend history/social studies texts in the Grades 11-CCR text complexity band independently and proficiently.

Authorizing statute(s): 20-2-114, MCA

Implementing statute(s): 20-2-121, 20-3-106, 20-7-101, MCA

10.53.412 READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

- (1) Reading standards for literacy in science and technical subjects for a student at the Grade 6-8 level are:
 - (a) cite specific textual evidence to support analysis of science and technical texts;
 - (b) determine the central ideas or conclusions of a text and provide an accurate summary of the text distinct from prior knowledge or opinions;
 - (c) follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks;
 - (d) determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to Grades 6-8 texts and topics;

- (e) analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic;
 - (f) analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text;
 - (g) integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table);
 - (h) distinguish among facts, reasoned judgment based on research findings, and speculation in a text; include texts by and about American Indians;
 - (i) compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic; and
 - (j) by the end of Grade 8, read and comprehend science/technical texts in the Grades 6-8 text complexity band independently and proficiently.
- (2) Reading standards for literacy in science and technical subjects for a student at the Grade 9-10 level are:
- (a) cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions;
 - (b) determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; and provide an accurate summary of the text;
 - (c) follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text;
 - (d) determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to Grades 9-10 texts and topics;
 - (e) analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy);
 - (f) analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address;
 - (g) translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words;

- (h) assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving scientific or technical problems;
 - (i) compare and contrast findings presented in a text to those from other sources (including their own experiments, and knowledge derived from American Indian cultures), noting when the findings support or contradict previous explanations or accounts; and
 - (j) by the end of Grade 10, read and comprehend science/technical texts in the Grades 9-10 text complexity band independently and proficiently.
- (3) Reading standards for literacy in science and technical subjects for a student at the Grade 11-12 level are:
- (a) cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account;
 - (b) determine the central ideas or conclusions of a text and summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms;
 - (c) follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks and analyze the specific results based on explanations in the text;
 - (d) determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to Grades 11-12 texts and topics;
 - (e) analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas;
 - (f) analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved;
 - (g) integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia, Montana tribal resources) in order to address a question or solve a problem;
 - (h) evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information, including those from American Indians;
 - (i) synthesize information from a range of sources (e.g., texts, experiments, simulations, and knowledge derived from American Indian cultures) into a

coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible; and

- (j) by the end of Grade 12, read and comprehend science/technical texts in the Grades 11-CCR text complexity band independently and proficiently.

Authorizing statute(s): 20-2-114, MCA

Implementing statute(s): 20-2-121, 20-3-106, 20-7-101, MCA

10.53.413 WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

- (1) Writing standards for literacy in history/social studies, science, and technical subjects for a student at the Grade 6-8 level are:
 - (a) write arguments focused on discipline-specific content;
 - (i) introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically;
 - (ii) support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources;
 - (iii) use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence;
 - (iv) establish and maintain a formal style; and
 - (v) provide a concluding statement or section that follows from and supports the argument presented;
 - (b) write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes;
 - (i) introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension;

- (ii) develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples;
 - (iii) use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts;
 - (iv) use precise language and domain-specific vocabulary to inform about or explain the topic;
 - (v) establish and maintain a formal style and objective tone; and
 - (vi) provide a concluding statement or section that follows from and supports the information or explanation presented;
 - (c) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience;
 - (d) with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed;
 - (e) use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently;
 - (f) conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration;
 - (g) gather relevant information from multiple oral, print, and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
 - (h) draw evidence from informational texts to support analysis, reflection, and research, including texts by and about American Indians; and
 - (i) write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- (2) Writing standards for literacy in history/social studies, science, and technical subjects for a student at the Grade 9-10 level are:
- (a) write arguments focused on discipline-specific content;
 - (i) introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence;

- (ii) develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns;
 - (iii) use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims;
 - (iv) establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; and
 - (v) provide a concluding statement or section that follows from or supports the argument presented;
- (b) write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes;
- (i) introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension;
 - (ii) develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;
 - (iii) use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts;
 - (iv) use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers;
 - (v) establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; and
 - (vi) provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic);
- (c) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience;

- (d) develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience;
 - (e) use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and display information flexibly and dynamically;
 - (f) conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation;
 - (g) gather relevant information from multiple authoritative oral, print, and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation;
 - (h) draw evidence from informational texts to support analysis, reflection, and research, including texts by and about American Indians; and
 - (i) write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- (3) Writing standards for literacy in history/social studies, science, and technical subjects for a student at the Grade 11-12 level are:
- (a) Write arguments focused on discipline-specific content;
 - (i) introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence;
 - (ii) develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases;
 - (iii) use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims;

- (iv) establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; and
 - (v) provide a concluding statement or section that follows from or supports the argument presented;
- (b) write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes;
 - (i) introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole and include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension;
 - (ii) develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;
 - (iii) use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;
 - (iv) use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers; and
 - (v) provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic);
- (c) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience;
- (d) develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience;
- (e) use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information;
- (f) conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation;

- (g) gather relevant information from multiple authoritative oral, print, and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation;
- (h) draw evidence from informational texts to support analysis, reflection, and research, including texts by and about American Indians; and
- (i) write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Authorizing statute(s): 20-2-114, MCA

Implementing statute(s): 20-2-121, 20-3-106, 20-7-101, MCA

Small Business Impact

The board adopts rules that primarily impact teachers, administrators, and school district operations. The board works in cooperation with public schools across the state to implement the rules that are adopted. Given that the board does not work directly with small businesses, the small business impact analysis performed as required under 2-4-111, MCA, indicates that no small businesses are likely to be directly impacted by the proposed rule changes.

Bill Sponsor Notification

The bill sponsor contact requirements of 2-4-302, MCA, do not apply.

Interested Persons

The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this agency. Persons who wish to have their name added to the list shall make a written request that includes the name, email, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by email unless a mailing preference is noted in the request. Such written request

may be mailed or delivered to the contact person above or may be made by completing a request form at any rules hearing held by the board.

Rule Reviewer

McCall Flynn

Approval

Dr. Tim Tharp
Board Chair



Board of Public Education

BOARD OF PUBLIC EDUCATION TIMELINE PROPOSED CHAPTER 53 RULES ENGLISH LANGUAGE ARTS AND LITERACY CONTENT STANDARDS

Proposal Notice to BPE for consideration	May 15-16, 2025
BPE approves rulemaking timeline	July 16-18, 2025
BPE authorization to publish Proposal Notice, including public hearing date	July 16-18, 2025
Proposal Notice to SOS for publication in MAR	July 29, 2025
MAR publication of Proposal Notice Public comment begins	August 8, 2025
Public hearing date	August 29, 2025
Final public comment deadline	September 5, 2025
Adoption Notice to BPE for consideration/respond to comments	September 11-12, 2025
Economic Impact Statement to Education Interim Committee	September 15-17, 2025
BPE authorization to publish Adoption Notice	November 19-21, 2025
Adoption Notice to SOS for publication in MAR	November 25, 2025
MAR publication of Adoption Notice	December 5, 2025
Effective date of rules	July 1, 2027

The Board of Public Education may revise the above dates, based on the requirements of the Montana Administrative Procedure Act and the rulemaking statutes.

ITEM 23

ACTION ON THE RESOLUTION TO
SUPPORT INCREASING PK-12
ATTAINMENT IN READING AND READING
PROFICIENCY

Madalyn Quinlan



Board of Public Education

BOARD MEMBERS

APPOINTED MEMBERS:

Dr. Tim Tharp, Chair
Savage

Dr. Ron Slinger, Vice Chair
Miles City

Madalyn Quinlan
Helena

Julia Maxwell
Marion

Renee Rasmussen
Clancy

Lisa Schmidt
Conrad

Dr. Hannah Nieskens
Cardwell

Lydia Comstock, Student Rep.
Great Falls

EX OFFICIO MEMBERS:

Clayton Christian,
Commissioner of
Higher Education

Susie Hedalen,
Superintendent of
Public Instruction

Greg Gianforte,
Governor

EXECUTIVE DIRECTOR:

McCall Flynn

RESOLUTION

WHEREAS, the Montana Board of Public Education (Board) is committed to increasing PK-12 attainment in reading and reading proficiency; and

WHEREAS, the 2023-24 Statewide Assessment shows that only 39.2% of 3rd graders are at or above proficiency in English Language Arts and Literacy and 52.5% of 11th graders are at or above proficiency in English Language Arts and Literacy; and

WHEREAS, there is a growing convergence of evidence regarding the Science of Reading; which is grounded in rigorous research that encompasses cognitive psychology, neuroscience, and education; and

WHEREAS, effective reading instruction involves phonemic awareness, phonics, vocabulary, fluency, and comprehension strategies, all of which are essential for literacy development and supports successful comprehension, which stems from the ability to integrate background knowledge with the text, necessitating strategies that build this connection; and

WHEREAS, studies show that implementing science-based reading instruction significantly improves literacy rates among all students, especially those at risk for reading difficulties and educators must be equipped with knowledge of the Science of Reading to effectively teach these foundational skills and support diverse learners; and

WHEREAS, the Board is dedicated to ensuring a basic system of free quality public schools and believes that proficient reading skills are linked to better academic outcomes, economic opportunities, and overall societal engagement throughout an individual's life;

THEREFORE, BE IT RESOLVED, the Montana Board of Public Education intends to adopt actionable, evidence-based standards that will form the foundation for literacy instruction by including the Science of Reading in the updated English Language Arts and Literacy Content Standards in ARM Title 10, Chapter 53; and

BE IT FURTHER RESOLVED THAT the Montana Board of Public Education will hold schools accountable through the Accreditation Standards in ARM Title 10, Chapter 55, to review, update, and align their learning programs and curricula following the state's adoption of the revised English Language Arts and Literacy Content Standards.

BE IT FURTHER RESOLVED THAT the Montana Board of Public Education will work to align the Professional Educator Preparation Program Standards in ARM Title 10, Chapter 58 to support accredited Educator Preparation Programs to include the Science of Reading within teaching reading courses.

RESOLVED BY THE MONTANA BOARD OF PUBLIC EDUCATION ON
JULY 18, 2025.

Dr. Tim Tharp
Chairperson
Board of Public Education

ITEM 24

INFORMATION ON THE PROPOSED CORRECTIVE PLAN PROCESS FOR SCHOOLS IN DEFICIENT AND ADVICE STATUS FOR ACCREDITATION

Crystal Andrews

Montana Board of Public Education

Executive Summary

Date: July 16-18, 2025

Presentation	Proposed Corrective Plan Process and 2024-25 list of schools
Presenter	Crystal Andrews Ellery Bresler
Position Title	Accreditation and Licensure Senior Manager Accreditation Specialist Office of Public Instruction
Overview	The proposed corrective plan process for accreditation and a list of schools required to complete a plan for 2024-25.
Requested Decision(s)	Information Item
Related Issue(s)	10.55.602(10), 10.55.605(4-6)
Recommendation(s)	None





Accreditation Corrective Plans 2024-25 Information Item

The Standards of Accreditation require any district that receives an advice or deficiency overall rating on accreditation to submit a corrective action plan. Thirty-two (32) schools received an overall rating of advice or deficiency in the 2024-2025 school year, and need to complete a corrective plan.

[10.55.605 CATEGORIES OF ACCREDITATION](#) (6) For a district with a school in advice or in deficiency status, the district administrator and the chair of the local board of trustees shall submit to the Superintendent of Public Instruction a corrective plan, including a systematic procedure and timeline for resolving the deviations noted.

[10.55.602 DEFINITIONS](#) (10) "Corrective plan" means a systematic procedure and timeline for resolving deviations when a school has an accredited with probation status.

Here is a sample of what they will submit:

Corrective Plan

Open Date: Jun 23, 2025

Due Date: Aug 29, 2025

STATUS: NOT OPEN

LOCKED

Reset All

CP. Corrective Plan for schools that had an overall accreditation status of Advice or Deficiency.

Please select the reason why the school is in a corrective plan and describe a systematic procedure and timeline for resolving deviations.

Select the reason you are in a corrective plan. Select all that apply.

☐ Assurance Standards (Rubrics A-R)

☐ Student Performance Standards (SPA-SPC)

Required

Please describe your systematic procedure and timeline for resolving deviations.



District Name	School Code	School Name	Overall Rating	Assurance Rating	Student Performance Rating
Lodge Grass Public Schls	1669	Lodge Grass 7-8	Advice	Regular MD	Advice
Centerville Public Schls	1654	Big Stone School	Advice	Regular	Advice
Centerville Public Schls	1854	Hill Top Colony School	Advice	Regular	Advice
Springhill Elementary	0479	Springhill School	Advice	Regular	Advice
Browning Public Schools	0543	Browning High School	Advice	Regular	Advice
Stanford K-12 Schools	0617	Stanford School	Advice	Regular	Advice
Stanford K-12 Schools	1716	Stanford 7-8	Advice	Regular	Advice
Hobson K-12 Schools	0623	Hobson High School	Advice	Regular	Advice
Geyser K-12 Schools	0626	Geyser School	Advice	Regular	Advice
Helena Public Schools	3023	Mount Ascension Learning Ac EL	Advice	Regular	Advice
Helena Public Schools	3024	Mount Ascension Learning Ac MS	Advice	Regular	Advice
Twin Bridges K-12 Schools	0724	Twin Bridges High School	Advice	Regular MD	Advice
Vida Elementary	0755	Vida School	Advice	Regular	Advice
Heart Butte K-12 Schools	0886	Heart Butte Elementary	Deficiency	Regular MD	Deficiency
Heart Butte K-12 Schools	1656	Heart Butte High School	Deficiency	Regular MD	Deficiency
Heart Butte K-12 Schools	1748	Heart Butte 6-8	Deficiency	Regular MD	Deficiency
Corvallis K-12 Schools	3010	Rise Charter & Distance EL	Advice	Regular	Advice
Corvallis K-12 Schools	3011	Rise Charter & Distance 7-8	Advice	Regular	Advice



District Name	School Code	School Name	Overall Rating	Assurance Rating	Student Performance Rating
Corvallis K-12 Schools	3013	Rise Charter & Pathways EL	Advice	Regular	Advice
Corvallis K-12 Schools	3014	Rise Charter & Pathways 7-8	Advice	Regular	Advice
Lame Deer Public Schools	1035	Lame Deer School	Deficiency	Regular	Deficiency
Lame Deer Public Schools	1626	Lame Deer 7-8	Deficiency	Regular	Deficiency
Lame Deer Public Schools	1816	Lame Deer High School	Advice	Regular	Advice
Choteau Public Schools	1148	Choteau High School	Advice	Regular	Advice
Harlowton Public Schools	1228	Hillcrest School	Advice	Regular MD	Advice
Harlowton Public Schools	1787	Hillcrest 7-8	Advice	Regular MD	Advice
Billings Public Schools	3003	Billings Multilingual Academy	Advice	Regular	Advice
Jefferson High School	0611	Jefferson High School	Advice	Regular	Advice
Ekalaka Public Schools	0133	Carter County High School	Advice	Regular MD	Advice
Sun River Valley Pub Schls	1657	Cascade Colony School	Advice	Regular	Advice
Lustre Christian High	9320	Lustre Christian H S	Deficiency	Advice	Deficiency
Two Eagle River Schools	9405	Two Eagle River High Schl	Advice	Advice	Advice

ITEM 25

INFORMATION ON THE PROPOSED INTENSIVE ASSISTANCE PROCESS FOR ACCREDITATION

**Crystal Andrews
Ellery Bresler**

Montana Board of Public Education

Executive Summary

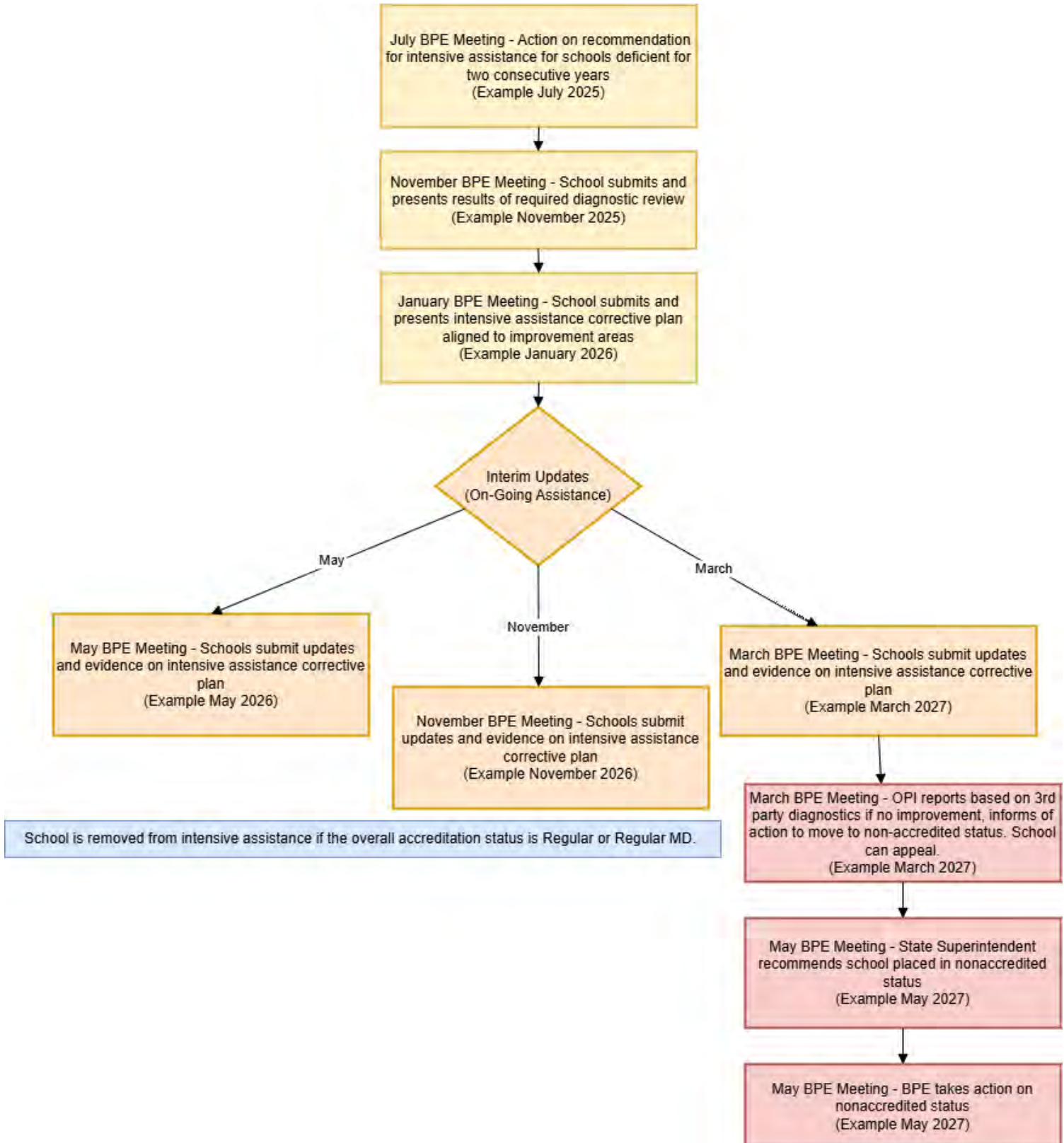
Date: July 16-18, 2025

Presentation	Proposed Intensive Assistance Process
Presenter	Crystal Andrews Ellery Bresler
Position Title	Accreditation and Licensure Senior Manager Accreditation Specialist Office of Public Instruction
Overview	The purpose is to provide an overview of the proposed intensive assistance process for accreditation.
Requested Decision(s)	Information Item
Related Issue(s)	10.55.602(21), 10.55.605(8)(9)
Recommendation(s)	None





Accreditation Intensive Assistance Process Information Item



ITEM 26

**ACTION ON THE SUPERINTENDENT'S
RECOMMENDATION FOR THE
ACCREDITATION PROCESS AND
SCHEDULE FOR THE 2025-26 SCHOOL
YEAR**

**Dr. Julie Murgel, Crystal Andrews, Accreditation
Think Tank Members**

Montana Board of Public Education

Executive Summary

Date: July 16-18, 2025

Presentation	Proposed Accreditation Process for the 2025-26 school year.
Presenter	Crystal Andrews
Position Title	Accreditation and Licensure Senior Manager Office of Public Instruction
Overview	An updated timeline proposal for the 2025-26 accreditation process in accordance with Chapter 55 rules.
Requested Decision(s)	Action Item
Related Issue(s)	Chapter 55; Accreditation Standards
Recommendation(s)	Approve the proposed accreditation process and schedule for the FY26 school year as recommended by the State Superintendent.





Accreditation Process 2025-26 Action Item

Proposal:

Delay accreditation cycles one year.

- Cycle 1 will be in SY 2026-27
- Cycle 2 will be in SY 2027-28
- Cycle 3 will be in SY 2028-29

Important notes:

There will be off-cycle rubrics that all districts will need to submit (this includes the rubrics that align to Infinite Campus data collections, such as the teacher ratios, as well as the IEFA assurance) starting 2025-26, and continuing in off-cycle years.

Schools that were identified in deficient status for the 2024-25 school year will still be on cycle for the 2025-26 school year. Schools that are required to complete a corrective plan from the 2024-25 school year will have those due during the 2025-26 school year as well.

Rationale:

1. Student Performance
 - a. The think tank identified that school leaders need to see a full-year of implementation of MAST, including the final score release, to understand the relationship of MAST score results to accreditation.
 - b. MAST will be in its second year of implementation, giving ample data to establish the student performance criteria.
2. Time to plan in person and virtual training opportunities, including supporting small schools
 - a. Personalized training for new administrators and districts needing technical support
 - b. Individualized training opportunities
 - c. Allows districts the opportunity to implement areas for improvement
 - d. Updated rubrics for the next cycle
3. Time for OPI to align data reporting schedules for districts who are on cycle for accreditation with other federal and state-level required data collections, so as to minimize data reporting burden for districts

Accreditation Plan:

The Think Tank will reconvene in August and will finalize the Criteria Reference Guide no later than March 2026, so that districts have the resources and tools prior to the end of the school year.

Communication

1. Very thoughtful and clear message about the requirements for the upcoming school year, explaining that there are still requirements for the 2025-26 school year



2. Share that the work of the Think Tank in revising and refining the Criteria Reference Guide as part of an ongoing process

Action:

Approve the proposed accreditation process and schedule for the FY26 school year as recommended by the State Superintendent.

FUTURE AGENDA ITEMS September 11-12, 2025 Dillon, MT

Election of Board Officers
Action on Strategic Planning Items
MACIE Update
Montana Digital Academy Update
Review Community Choice School Academic Performance and Financial
Reports
Annual HiSET Report
Annual Special Education Report
Assessment Update
Accreditation Update
Federal Update
Content Standards Revision Update